

GRADUATE CATALOG 2016-17

CHOOSE

FAULKNER



Faulkner University  
A CHRISTIAN UNIVERSITY

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# CAMPUS LOCATIONS

## Montgomery Campus

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

## Birmingham Campus

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

## Huntsville Campus

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

## Mobile Campus

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



# FAULKNER UNIVERSITY A CHRISTIAN UNIVERSITY

Faulkner University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Faulkner University.

The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard. Normal inquiries about Faulkner University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Faulkner University and not to the Commission's office.



# LETTER FROM THE PRESIDENT

**Dr. Michael D. Williams**

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

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

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



# LEGAL STATEMENTS

The Faulkner University Graduate Catalog sets forth general academic policy and specific undergraduate academic policy. The University also publishes a separate Undergraduate Catalog, which describes associate and baccalaureate degrees, plus a Student Handbook, along with supplementary publications for various programs.

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

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

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

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

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



The Faulkner University Undergraduate Catalog, Graduate Catalogs, Student Handbook and other handbooks or guides are available on the University's website at [www.faulkner.edu](http://www.faulkner.edu).

## University-Student Agreement

### *Student Rights and Responsibilities*

Universities and colleges exist for the transmission of knowledge, skills, and dispositions for the general wellbeing of society. A key commitment of the University is to 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](http://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](http://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 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](http://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 Educational Rights and Privacy Act

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

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

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

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



## Nondiscrimination Statement

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

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

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

## Athletic Participations 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. Copies of the report are available in the Athletic Director's Office.

## Harassment on the Basis of a Protected Characteristic

Harassment on the basis of any federal or state protected characteristic (race, color, sex, national origin, religion, age, disability) will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience and well being of students, faculty and staff. This catalog incorporates by reference as if fully set out herein the Harassment Policy of Faulkner University.

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

the Student Handbook.

## Smoking and Weapons

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

## Campus Security Policy and Campus Crime Statistics Act

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



# MISSION, VISION & CORE VALUES

## Mission

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

## Overview of Institution and Characteristics

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

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

## History of the University

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

Founded as a two-year Bible college in 1942, Faulkner has evolved into an independent, co-educational institution in the Christian liberal arts tradition. Faulkner has grown from a small, seminary based institution to a university with five academic divisions on the Montgomery campus—Alabama Christian College of Arts and Sciences, Harris College of Business and Executive Education, Thomas Goode Jones School of Law, V.P. Black College of Biblical Studies, and the College of Education—and three extended campuses in Birmingham, Huntsville, and Mobile. Faulkner has two academic research and outreach centers: the Cloverdale Center for Family Strengths and the Institute for Faith and the Academy. The cornerstone and distinctive characteristic of Faulkner is the infusion of Christian ethics, morals, values, and concern for others throughout the entire institution. As an institution and faculty, we focus on conveying the knowledge to empower the


pursuit of personal goals and life-roles and to enable daily life as productive Christians and citizens of a pluralistic democratic society. Our commitment to Christian ethical ideals extends to the individual, family, church, community, nation, vocation, and profession. Our interest is not only in what an education helps students to be in their lives, but also what an education helps them to do with their lives.

## Vision

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

## Core Commitments

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



# ACCREDITATION & AFFILIATION

## Regional Accreditation

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## Specialized Accreditation

### *Education*

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

### *Legal Studies*

The Legal Studies Program offered by the main campus in Montgomery, Alabama, is approved by the American Bar Association. Students graduating with a Legal Studies degree from the Montgomery campus will receive an ABA-approved paralegal certificate along with their Legal Studies degree.

### *Jones School of Law*

Faulkner University's Thomas Goode Jones School of Law is fully accredited by the American Bar Association (ABA). Graduates are eligible to sit for the bar exam in any state. Additional information about the approval process can be found on the ABA's website.

The address and telephone number of the Council of the Section of Legal Education and Admission to the Bar of the American Bar Association is: Office of the Consultant on Legal Education/Section of Legal Education and Admissions to the Bar, American Bar Association, 321 N. Clark Street, 21st Floor, Chicago, IL 60654-7598; phone: (312) 988-6738; fax: (312) 988-5681.

## Affiliation and Nondiscrimination Statement

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

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

## Scope

Faulkner University offers associate, baccalaureate, master's and juris doctor degree programs. Enrollment consists of traditional dormitory and commuting students as well as nontraditional and evening students.





# CAMPUSES

## The Montgomery Campus

The Alabama Christian College of Arts and Sciences (ACCAS) provides a core curriculum of liberal arts for all undergraduate degree programs as a foundation upon which subsequent learning is based. It also offers associate, baccalaureate, master, and doctoral degrees in certain liberal arts disciplines. The undergraduate programs are described in the University's Undergraduate Catalog.

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

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

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

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

The Alabama Christian College of Arts and Sciences (ACCAS) provides the core curriculum for all Faulkner students. In addition to its undergraduate degrees, ACCAS offers the Master of Science in Counseling, Master of Justice Administration, Master of Arts in Humanities, and Doctor of Philosophy in Humanities. The undergraduate programs are described in the University's Undergraduate Catalog.

## Extended Campuses

The campuses in Birmingham, Huntsville, and Mobile are approved sites by our accrediting body, SACSCOC. Therefore, the University can fully offer any of its approved programs at these centers. Presently, the programs offered at these extended centers include our nine associate degrees, seven undergraduate psychology degrees, and our

executive and professional degrees in business administration (BBA), criminal justice (BCJ), and human resource management (HRM). The University can add any of its approved programs to these offerings at its discretion. Enrollment at these centers 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. Access if from US31 or I65. The campus has instructional space, laboratory space, resource room, technology and learning resource rooms as well as administrative offices.

### *Huntsville Campus*

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

### *Mobile Campus*

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

## **The Montgomery Campus**

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

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

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

Local performance venues include Montgomery Performing Arts Centre, Davis Theatre for the Performing Arts, the Riverwalk Amphitheater, and the highly acclaimed Alabama Shakespeare Festival. Cultural and historical centers include state capitol complex, civil rights museums, and the Montgomery Museum of Fine Arts. Performance

groups include the Montgomery Symphony Orchestra, the Montgomery Ballet, the Capitol Sounds Band, the Recreators Band, the Montgomery Chorale, as well as Faulkner's own Dinner Theatre.

### *Physical Facilities*

Faulkner University's Montgomery campus is located on the Atlanta Highway near the intersection of Interstate 85 and Eastern Boulevard. It has a large campus convenient to shopping malls, theatres, restaurants, and churches.

E. L. Cullom Rotunda houses administrative offices, a large auditorium and classrooms.

Gus Nichols Library houses the University's major collection of books, serials, and digital, film, and other media.

Joe B. Greer Hall provides space for the office of the Dean of Alabama Christian College of Arts and Sciences, the department of Criminal Justice and Legal Studies, and the department of Social and Behavioral Sciences. The building includes classrooms and a computer lab.

Leonard Johnson Hall is the home to the College of Education with classrooms, a computer lab, the education curriculum lab, and office facilities for faculty and staff.

Linda Y. Brooks Hall provides spacious classrooms for science and other disciplines, and laboratories for biology, chemistry, physics, and criminalistics.

Brooks Hall also houses faculty offices and the Instructional Support Lab.

Pop Myers Fine Arts Center provides an auditorium, stage, practice rooms, classrooms, choral rooms, storage rooms and faculty offices for the Department of Fine Arts, Department of Humanities, and for the Great Books Honors College.

The Marjorie Y. Snook building houses the Jones School of Law, its administrative offices, classrooms, faculty offices, and law library.

Faulkner University Dinner Theatre is the new home for Faulkner's theatre program. It includes a spacious lobby, dinner seating for 90, stadium style theatre seating for 68, a kitchen, storage areas, dressing rooms, and offices for theatre faculty.

Harris Hall is home to the Harris College of Business and Executive Education. It houses classrooms, computer labs, faculty offices, the Admissions office, Human Resources, University Advancement and administrative suites, including those of the President and the Dean of Business.

Harris-Parker Hall houses V. P. Black School of Biblical Studies and the Cloverdale Center for Family Strengths. It includes classrooms, a computer lab, faculty and other offices, and administrative suites, including the office of the Dean of Biblical Studies. Its large atrium and Lester Chapel are frequently used for special events.

Tine W. Davis Gymnasium and the adjacent Freeman-Harrison Multiplex houses offices, classrooms, and other facilities for the Physical Education Department, Intercollegiate Athletics, and Student Activities and the Dean of Students. The Multiplex includes three athletic courts, weight rooms, dressing rooms, a jogging track, racquetball courts, an aerobics room, game and television rooms, and The Grille.

Lamar Harrison Field provides the grounds, stands, and related facilities for Faulkner's baseball team. Leopold D. Lee Family Fieldhouse provides a locker room, training facilities, offices, meeting rooms, and laundry facilities for the football team. The John Mark Stallings Field provides the grounds and related facilities for Faulkner's football team. The Softball Complex is located near the gymnasium and is used for intercollegiate as well as intramural competition. The five acre Dalraida Athletic Complex provides space for Soccer Teams and other groups.

The Student Commons, west of the Rotunda, houses the J. L. Perry Cafeteria, the Mailroom, the University Bookstore, and Café Sienna.

Burton Dormitory provides housing for female students while Baldwin and Davis Dormitories furnish housing for male students. Each room has phone and cable TV hookups and wireless Internet access. Each dormitory includes a television lounge and a free laundry. Davis Dormitory houses a wired computer lab. Rooms meeting ADA requirements are available upon request.

The three-story Margaret Harris Dormitory furnishes housing for female students. Each room has phone and cable TV hook-ups and wireless Internet access. The common area includes a wired computer lab, a large lounge, a kitchen, a free laundry, and a television room. Rooms meeting ADA requirements are also available upon request.

Harrison Apartments furnish housing for upper level students in four three-story buildings. Each four-bedroom suite has a kitchen, living room, and washer and dryer. Each bedroom has connections for telephone, cable television, and wired Internet/intranet service. The four apartment buildings share a wired computer lab.

The Faulkner campus has a new three-story apartment building. The apartment suites will house up to 44 upperclassmen and will consist of four bedrooms with extra-long twin beds, two bathrooms, a kitchen, and a common living area. The building will also have laundry rooms.



# ADMISSIONS

## Admission and Admission Status

Applicants should refer to each program in this catalog for particular admissions requirements.

The following standards apply to all master's programs at Faulkner University. 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 only if the applicant enrolls during the term indicated on the application. All application materials become the property of Faulkner University; none will be returned to the applicant.

## Academic Credentials

An applicant to any master's programs must have completed an undergraduate degree from a regionally accredited institution. An official transcript from EACH college or university attended must be submitted to the appropriate office. The official transcripts must be mailed from the school issuing the transcripts directly to Faulkner University. Hand-delivered transcripts, photocopies of transcripts, and print outs of grade reports are unacceptable.

### Academic Status *Regular Admission*

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

### *Conditional Admission*

A student with a bachelor's degree from a regionally accredited college or university with a cumulative GPA that does not meet the standard set by the degree program or with less than minimum scores on the GRE or MAT may register under conditional admission. Students granted conditional status may register for a maximum of nine (9) semester hours. Bachelor's degree graduates of foreign, nationally accredited, or pre-accredited (candidates for regional accreditation) institutions may be granted conditional admission. A student admitted under conditional admission will be granted regular admission after completing 12 graduate hours with no grade lower than B.

### *Special Student Admission*

A student, who wishes to take a limited number of courses for personal enrichment or for transferring to another institution and does not wish to work toward a degree at Faulkner University, may apply to enroll as a special student. Application procedures (including the \$35.00 fee) must be completed.

### *Early Admission*

Special early admission is available for undergraduate seniors majoring in a relevant discipline with a cumulative GPA that meets the standard set by the degree program who are within nine (9) 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 pre-approved by the respective College. Graduate courses taken by qualified undergraduates cannot be used for bachelor's degree requirements.

### *Audit*

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



# STUDENT ACCOUNTS

## Tuition and Fees

M.S. in Management	\$15,000 flat rate for 30 hours
Repeated Courses	\$500 per semester hour
Master of Business Administration	\$515 per semester hour
M.S. in Justice Administration	\$500 per semester hour
M.A. in Biblical Studies	\$500 per semester hour
M.A. in Christian Counseling/Family Ministry	\$500 per semester hour
M.A. in Christian Ministry	\$500 per semester hour
Ph.D. in Biblical Studies	\$510 per semester hour
M.A. in Humanities	\$430 per semester hour
M.S. in Counseling	\$550 per semester hour
Master of Education	\$430 per semester hour
Ph.D. in Humanities	\$600 per semester hour

## Student Financial Fees (Non-Refundable)

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

## Student Academic Fees (Non-Refundable)

Emergency Response Fee	\$10
Registration Fee (Excluding MEP)	\$110
Registration Fee (Less than full time)	\$55
Change of Course Fee	\$50
MSM Reinstatement Fee	\$100
ID Card Fee (Replacement)	\$25
Graduation Fee	\$150
Late Graduation Fee (Additional)	\$50
Second Diploma Fee	\$15
Late Registration Fee	\$100
Transfer Fee	\$100
Transcripts	\$7.25 or pdf \$9
Audit Fee (Per course)	\$250
Comprehensive Fee	\$250
Online Course Fee	\$35 per semester hour
Thesis Fee	\$500
Eagle I Initiative Fee	\$100
Eagle I Initiative Fee (Less than full time)	\$50
Independent Study Tuition at regular rate plus	\$250 per course
Individualized Study Tuition at regular rate plus	\$300 per course

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

## Payment Policies

All charges are due at registration. Registration is not complete until business office approval is granted.

Checks for tuition and fees must be made payable to Faulkner University and must identify the student for whom the payment is made. Faulkner University accepts MasterCard, American Express, Visa, and Discover. Books and supplies must be purchased separately.

A fee is assessed at the maximum allowed by Alabama state law for each returned check. If a student has checks returned, subsequent payments must be in cash or money order.

Students may apply to defer a portion of their balance for each term. The remaining balance, after down payment and confirmed financial aid, may be divided into equal installments. In order to defer payment, the student must make the required down payment at registration and must maintain a satisfactory credit record. A deferment fee is assessed for those students permitted to defer payment. A late payment fee is assessed for each late payment.

## Third Party Reimbursement

### *Funds Paid Directly to the University*

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

### *Funds Paid Directly to the Student*

Students whose accounts will be paid directly to the student must follow the guidelines for deferred payments listed under Payment Policies in this catalog. A deferment fee will be charged. The student remains responsible for all charges associated with attending Faulkner.

### *Past Due Balances*

In the event a balance remains after the close of the term in which the charges were incurred, an interest charge of 1.5% monthly will be added to the unpaid balance. This interest charge will continue monthly until the balance is paid in full. Students who are delinquent with payments may not be allowed to continue in classes or register for future classes. Any outstanding balance from a previous term must be paid before enrolling for the next term. Delinquent accounts may be placed with a collection agency and are subject to legal action.

### *Refund Policies*

Tuition refunds are made in accordance with the schedule below only after the student notifies the Registrar's Office of his/her intention to drop or withdraw. If room or board charges apply, these charges will be based on the prorated period of occupancy during each term of residency. All other fees and charges are non-refundable. If charges have been paid by check, refunds are not made until the check has cleared the bank. In addition, refunds are not made until the conclusion of the published refund period as described in the Refund Schedule below.

#### **Drop/Withdrawal**

Through 7th day of term  
Through 10th day of term

#### **Refund Percentage**

100% less \$110  
50%

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

### *Security Interest in Student Records*

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



# STUDENT RESOURCES

## Library Services

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

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

## Students with Disabilities

Faulkner University seeks to be learner-friendly for students with disabilities. Students with diagnosed disabilities should direct their inquiries to the Director of Project Key (334- 386-7185) or to the Vice President for Academic Affairs 334-386-7100. Disability documentation must be provided from an appropriately qualified professional (i.e., physician, psychiatrist, or psychologist). Each semester the student must meet with the Director of Project Key in order to establish a specific accommodation plan. The university seeks to be helpful and cooperative. Nevertheless, the responsibility for learning clearly rests with the student, and the student must take the initiative in arranging for the accommodations.

## Class Changes

### *Additions to Class Schedules*

In order to add a class to a schedule, a student must have his faculty advisor complete and sign the Add Form. The student must take this form to the Registrar's Office before the fifth day of the semester. A fee is charged for each Add Form processed, except in the case where the student must choose another class due to the cancellation of a class for which the student had been registered.

### *Withdrawals 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." The "last day to drop a class with a W" for traditional programs is normally the Friday of the third week following mid-term exams. During this period of time a student may drop a course by completing a drop form and

securing the appropriate signatures. Drop forms are available in the Registrar's Office, and must be returned before the time noted in the above paragraph. A student withdrawing from school (all courses) must obtain a withdrawal form from the Registrar's Office and must secure all signatures indicated on the form. All drops/withdrawals after the published "last day to withdraw with a W" will result in a grade of F, which will adversely affect the grade point average. A student has not officially withdrawn from a class or from school until the proper forms have been filed with the appropriate offices. In addition, tuition is charged, or refunded, according to the appropriate program Refund Policy in this catalog.

### *Student Records*

Students may order transcripts from the Office of the Registrar by filling out forms there and paying appropriate fees.



# FINANCIAL AID

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

### **Financial Assistance**

Information concerning loans is available through the Financial Aid Office.

### **Financial Aid Satisfactory Progress**

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

### **Student Loans**

Educational loans provide an excellent source of financial assistance needed to meet the expense of your Faulkner University education. Faulkner offers a variety of loan programs to meet the borrowing needs of our students. The primary source for students is the Federal Direct Loan Program. In order to qualify for the Direct Loan Program, the student must submit the Free Application for Federal Student Aid (FAFSA) to establish eligibility. The FAFSA can be completed by going to the Financial Aid website at [www.faulkner.edu](http://www.faulkner.edu), as well as, the other necessary financial aid documents can be obtained from the same site

## Federal Direct Unsubsidized Loans

The federal unsubsidized loans are not awarded on the basis of need. The student is charged interest from the time the loan is disbursed until it is paid in full. The student has the option of paying the interest while in school or capitalizing the interest at repayment. The principal loan amount is deferred until six months after the student graduates, drops below half time or completely withdraws from school. A graduate student is able to borrow up to \$20,500 per year in unsubsidized loans. The interest rate on a federal unsubsidized Stafford loan is fixed and may change each July 1st. All of necessary forms and information concerning applying for financial aid can be found at the Financial Aid website ([www.faulkner.edu](http://www.faulkner.edu)).

### *Repayment*

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

## GRADPLUS Loans

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

## Private Educational Loans

In addition to federally supported loans, many private lending institutions offer loans to students and families seeking assistance to meet expenses related to attendance at Faulkner University. The student can contact the Financial Aid Office for a listing of lenders.

## 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.





# 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 of 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 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; an 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 learning and 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 of 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 or 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 be graduated 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 whenever, 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 web site. Representative of these are the following:

- Students must abide by published dress and grooming codes
- The university prohibits the use of tobacco in any form on campus.
- All student vehicles must be registered with Campus Security.

Suspension or other serious disciplinary action may result from the following, on or off campus: possession or consumption of alcoholic beverages; illegal use or possession of drugs; stealing; cheating; sexual immorality; assault; profanity; vulgarity; gambling; dishonesty; hazing; possession and use of firearms, fireworks, or explosive chemicals; or attendance at any establishment or event at which the principal purpose is known to be dancing or the sale and/or consumption of alcoholic beverages. This list is representative, and not necessarily comprehensive.



# ACADEMIC STANDARDS

## Academic Appeals

A student who has a problem with a professor or disagrees with a course grade should begin by going directly to the professor to share the concern or complaint within two weeks of the occurrence or grade report. If the meeting with the professor does not resolve the issue, the student may appeal to the dean of the professor’s college within a month of the occurrence or grade report.

## 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, as outlined in the policy below. Plagiarism is a form of cheating. Plagiarism is the transmission of another’s ideas, words, or materials as one’s own and/or the failure to credit accurately the ideas, words, or materials of another. Plagiarism also includes passing off another’s work

(a friend's, parent's, a website's) as one's own. Plagiarism undermines the ethics of the academy and the specific Christian purpose of Faulkner University. Accordingly, students who engage in plagiarism in papers submitted will face serious consequences, as outlined in the policy below.

## Penalties for Academic Dishonesty

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

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

## Grading System

### Grade Symbols Calculated in GPA and Quality Points Per Hour

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

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

### Grade Symbols Not Calculated in GPA

<i>Significance</i>	
I	Incomplete
W	Withdrawn
P	Passing, no reference to achievement
FA	Failure for Attendance
AUAudit	
S	Satisfactory (multi-term HRM project)
U	Unsatisfactory (multi-term HRM project)

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

- No grade below C will count toward degree requirements. Students are allowed two grades of C in their courses. A student receiving a third C will repeat one of the courses to improve his or her grade for that course to B or better.
- A grade of W is posted when a student drops a course before the deadline specified on the university's Academic Calendar. A grade of F will be posted when a student drops a course after the specified date in the Academic Calendar. These standards apply

- whether the student withdraws from a course voluntarily or non-voluntarily.
- An I (Incomplete) is awarded only when necessary and not for the convenience of students who wish more time to complete their work. If an I is not replaced by another grade by the last day of classes of the following term it automatically becomes an F.
  - AU is the grade assigned for a course audited or otherwise taken without credit. If an auditor discontinues, a W is assigned.
  - R is the grade assigned a course which is being repeated or duplicated. Credit will not be given twice for the same course. The last grade earned will be the one used to determine if requirements have been met and in calculating averages unless the student withdraws before the announced deadline. A failing grade may be removed from GPA calculation only by repeating the course failed.
  - 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 repeat. 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 advisor. Official notice of academic honors, probation, or suspension is indicated on the grade report.

## Class Attendance

Regular class attendance by all students is a requirement of the University. Class attendance is an academic matter, and excessive absences result in academic penalty. A grade of F will be recorded for any class in which the student's absences exceed 25% of the total class meetings for that course. All absences for whatever reason count toward the 25% rule. Instructors may allow students to make up work missed because of a serious illness of the student, or because of a death in his or her family. Students who are absent because they are away from campus to represent the university may make up work only if such absence is approved in writing by the appropriate dean's office, or by the Vice President for Academics. When a student is allowed to make up a specific test or assignment because of an absence, the absence still counts toward the 25% rule.

Individual programs may have more stringent attendance requirements. Instructors post their attendance policies in their syllabi. MCJ is an online program, and does not have classroom attendance requirements.

## 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 be continued 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. 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.

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# INTRODUCTION

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

- Evening and Weekend Programs
- Christian Institute for the Study of Liberal Arts
- Great Books Honors College
- Department of Behavioral Science
- Department of Computer Science
- Department of Criminal Justice & Legal Studies
- Department of English
- Department of Fine Arts
- Department of Humanities
- Department of Mathematics
- Department of Physical Education and Sports Management
- Department of Natural and Physical Sciences
- Department of Social Sciences

## Undergraduate Offerings

The following majors are available through the departments listed above: Biology, Computer Science, Computer & Information Science, Counseling, Criminal Justice, English, History, Informatics, Legal Studies, Liberal Arts, Music, Music Theater, PE (N 12), Psychology, Social Science, Sports Management, and Theater. Additionally, existing degrees in science have been tailored for students seeking professional curricula such as pre-dentistry, pre-medicine, pre-pharmacy, pre-physical therapy, and pre-veterinary medicine. Apart from the baccalaureate degree in these disciplines the college also offers the general Associate of Arts and Associate of Science degrees.

The College of Arts & Sciences emphasizes the importance and versatility of a Liberal Arts education. The Liberal Arts Degree is typically understood as one that concentrates on a significant amount of writing, reading, critical thinking, and research. Often it is contrasted with math, science, or business. In reality, many liberal arts majors are

employed within these fields and within related fields. According to Fortune magazine, nearly one-third of all CEO's majored in Liberal Arts. Therefore, as part of the requirements for the Liberal Arts Degree, all students will take 18 hours in one of the many disciplines offered through the various departments within Arts & Sciences, as well as through the disciplines of the Colleges of Biblical Studies and Business.

*See Generic Associate Degree Programs.*

## Evening and Weekend Programs

Faulkner University, in addition to the Bachelor of Science degrees in Executive Business Administration (BBA) and Human Resource Management (HRM) offered through the Harris College of Business, also offers seven evening and weekend programs coordinated through the Alabama Christian College of Arts and Sciences:

- Adult Associate of Arts (AAA)
- Associate of Science in Computer and Information Science (ASCSIS)
- Associate of Science in Informatics (ASINF)
- Associate of Science in Legal Studies (ASLS)
- Associate of Science in Criminal Justice (ASCJ)
- Associate of Science in Criminalistics (ASCRI)
- Bachelor of Science in Criminal Justice (BCJ)

These programs, offered entirely in the evening and on selected weekends, primarily target a non-traditional student population. They provide the students the opportunity to complete an associate and/or a baccalaureate degree without concern for either scheduling conflicts or a lack of required classes for graduation.

The Adult Associate of Arts (AAA) degree allows the student to obtain an associate degree but also prepare them for entrance to the baccalaureate degrees (at night also) available in both the Colleges of Arts & Sciences and Business. The requirements for this degree (AAA) are the same as previously specified for the traditional Associate of Arts, except that the lab requirement for science is waived.

In these seven programs, course selections are from the University's regular (traditional) offerings. Classes are scheduled in two eight-week sessions per term. This allows students to concentrate their effort on only two courses simultaneously, most of the time. All classes are offered in a sequence to ensure beginning and completion dates; however, the guaranteed completion date assumes that the student takes, and successfully completes, all required courses as scheduled. [Schedules of the semester modules may be picked up at any time in the office of the Coordinator of the Evening and Weekend Program.]



# DEPARTMENT OF BEHAVIORAL SCIENCES

## Program Mission

The purpose of the Master of Science degree in Counseling is to provide a strong graduate program of 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. 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 services.

The Counseling program will prepare students to enter a variety of occupations in the counseling and mental health field. The degree will be developed to meet the state and national regulatory criteria leading to licensure and certification of professional counselors. Completion of the program does not guarantee licensure. Our curriculum will address the educational and experiential needs of our students as they learn to understand the process of development, counseling theory, and integration of their faith in the counseling profession. These areas will be addressed through coursework, intensive clinical training and practicum and internship experiences. With the assistance of the faculty and staff in our department we will strive to help our students meet the following goals:

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

## Program Oversight

The Master of Science in Counseling program is located in the Department of Behavioral Sciences under the Alabama Christian College of Arts and Sciences. The Graduate Counseling Program Director is responsible for the administration of the program including admissions and scheduling. Current and prospective students may

contact the program at [counseling@faulkner.edu](mailto:counseling@faulkner.edu).

Vice President of Academic Affairs  
Dean of the College of Arts and Sciences  
Chair of the Behavioral Science Department  
Director of the Graduate Counseling Program

### *Master of Science in Counseling Faculty*

- **Willingham, Heath A.** Chair, Behavioral Sciences, Director of MSC Program; B.S., Auburn University; M.A., Lipscomb University; University of South Alabama; Ph.D., Auburn University.
- **Walker Jr., William F.** Associate Professor of Counseling; B.S., Auburn University; M.A., Southern Christian University; M.S. Texas A & M University- Commerce; Ph.D., Texas A & M University Commerce.
- **Wilkinson, Morgan B.** Assistant Professor of Counseling; B.A., Auburn University; M.A., Richmond Graduate University; Ph.D., Auburn University.
- **Norvell, Jeanell.** Adjunct Professor; B.S., Troy University; M.S., Troy University; Ph.D., Amridge University.
- **Cates, Paul.** Adjunct Professor; B.A. Abilene Christian University, M.Ed., Auburn University; Ed.D., Auburn University.
- **Boone, Penny Lane.** Adjunct Professor; B.A., University of Louisiana at Monroe; M.E.D., William Carey University; Ph.D., Amridge University.
- **Chism, Michele.** Adjunct Professor; B.S., Auburn University; M.S., Auburn University; Ph.D., University of Alabama.
- **Tidwell, Patrick.** Adjunct Professor; B.S., Faulkner University; M.S. Amridge University; Ph.D., Amridge University.

### *Admission Requirements*

The Department of Social and Behavioral Sciences at Faulkner University seeks for graduate admission students who have demonstrated by their academic performance, other achievements, and personal conduct that they are qualified for advanced study and may be expected to be credit to Faulkner University and of service to their communities and professions. Admission to this program is granted by the Graduate Counseling Committee. The Committee has decided on the following criteria for admittance into the Master's Program.

### *General Admissions Information*

Applications cannot be processed until ALL required materials are received. As soon as they have been received, the applicant will be notified that his/her file is complete. It is appropriate to assume that the application is incomplete until such notification is received. Admission, when granted, will be valid for one year at 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 (Community 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 2.5 in undergraduate courses and 3.0 in graduate courses. Passing scores on the GRE/MAT waived if 3.0 or above.

### *Aptitude Score*

Applicants are required to submit and acceptable score from one of the following: A combined verbal and quantitative score of 800 or above on the Graduate Record Examination (GRE) or a score of at least 370 on the Miller Analogies Test (MAT) to be eligible for graduate studies at Faulkner University.

### *TOEFL (Test of English as a Foreign Language)*

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

### *Goal Statement*

Applicants must submit a statement of approximately 400 words specifying personal goals for their life and how earning a Master of Science in Community Counseling at Faulkner University will contribute to those life goals.

### *Recommendation Forms*

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

#### Summary of Required Application Materials

1. Completion of Application form
2. An official transcript from EVERY college or university attended.
3. Scores from the GRE or MAT.
4. Scores from the TOEFL (if applicable).
5. Personal Statement of life goals.
6. Three (3) recommendations.

### *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 (including the \$35.00 fee) must be completed.

## *Course Curriculum Requirements*

The Master of Science degree is a 61 semester hour online and campus program. The program utilizes a variety of online resources and tools for course management, conferencing, online discussions, student portfolios, student evaluations, etc. The majority of the courses in the program can be completed in the online environment. The Counseling Field Experience Course—COU- 6390 Counseling Practicum; COU 6995 Internship in Counseling; COU 6596 Clinical Training I; and COU 6597 Clinical Training II—are exceptions. The two clinical training courses—COU 6956 Clinical Training I and COU 6597 Clinical Training II—meet on Faulkner's Montgomery campus for face-to-face skills training and supervision once per semester. The two clinical experience courses—COU 6390 Counseling Practicum (3 hours) and COU 6995 Internship in Counseling (9 hours)—are designed to allow students to demonstrate the practical application of their counseling knowledge and skills in a clinical setting. The clinical experience courses require a student to complete supervised clinical experience at a site approved by the Graduate Counseling Program Director. The Graduate Counseling Program Director will seek to facilitate placement at an approved site to proximity to the student's residence. Given the breadth of the content areas, the clinical trainings, and the clinical experiences, the Master of Science in Counseling degree provides a solid foundation to begin counseling as a professional.

### *Practicum Courses*

The practicum course, COU 6390 Counseling Practicum, will provide the first opportunity for students to practice the skills learned in previous course work to actual counseling situations. These students will be supervised by a Licensed Professional Counselor (LPC), and the course instructor. The students will be required to complete 100 hours of supervised experience (40 face to face, 60 indirect), during the semester in which they are registered for the course. Sessions with clients will be recorded for feedback and skills development. Over the 15 weeks of the semester, students will meet in the online classroom, with an additional hour required for meeting with their supervisor.

### *Internship*

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

### *Graduation Requirements*

Sixty-one (61) hours with a cumulative GPA of 3.0 on all graduate credits with no grade lower than a B in any given course. No more than 6 semester hours of C may be applied toward graduation requirements.

### *Comprehensive Examinations*

A written comprehensive examination will be required for the Master of Science in Counseling degree. The examination will be prepared by members of the graduate faculty who have taught the student. The examination will normally be administered during



the student's last semester. The candidate will be notified of the time and place of the examination at least a month prior to the scheduled date. An oral examination or online interview may be required in addition to the written examination.

Faculty who contributed to the examination will grade it as pass/fail. More than one faculty member will grade each exam. Reasons will be stipulated when an examination is failed. Students will be given the results of the examination within 10 days after the examination date. Students who fail the examination will be given the opportunity to take it again.

Students who fail the comprehensive examination twice must retake some coursework for remediation purposes in order to take the exam again.

### *Time Limit*

All requirements for the Master of Science in Counseling degree must be completed within a period of five (5) calendar years.

### *Application for Degree*

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

### *(Academic Policies Pertaining to) Grading, Transcripts, and Transfer Policies*

Faulkner University, by its mission statement, is well known as a Christian university. Each student should know, understand, and accept the academic expectations as policies of the University. Each student is personally responsible for meeting the different requirements for the Master of Science in Counseling degree. The University reserves the right to adapt its programs and policies as may be necessary. Students with matters of concern should consult with the Chair of the Department of Social Behavioral Sciences.

### *Transcripts*

An official transcript of a student's academic record will be issued upon request of the student. Transcript fees begin at \$7.25; electronic copies are \$9.00. Requests should be directed to the Registrar's Office. Transcripts will not be issued for students whose accounts are delinquent.

### *Audit*

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

### *Transfer Credits*



A student who has earned a graduate credit in a Master's program for other institutions will be evaluated by the graduate counseling program committee to ascertain courses which can be applied to Faulkner's program. Students from a regionally accredited institution may transfer a maximum of 12 semester hours or four courses into the Master of Science in Counseling program. The Director of the Graduate Counseling Program must approve transfer hours.

### *Units of Credit*

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

### *Student Load*

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

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

### *Advisement*

The Director of the Counseling program will assign an advisor to provide the student assistance with planning his/her program, with registration and with evaluation of his/her progress. The advisor should approve each semester's schedule and any changes made. **The student, however, is personally responsible for meeting University catalog requirements or for seeking written approval of any exceptions. Ultimately, it is the student who bears responsibility for directing his or her progress through the program.**

### *Grade Point Average*

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

### *Grade Reports*

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

### *Class Attendance*

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

### *Good Academic Standing*

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

### *Academic Probation and Suspension*

Should the student's GPA on the first six (6) hours of graduate work be below 3.00, he or she will be placed on academic probation. A student on academic probation will not be able to enroll for more than six more hours during any term the probation applies. The student on academic probation is required to achieve a 3.00 cumulative GPA by the time he or she has earned the next six (6) hours of graduate work. Failure to do so will result in suspension for the next regular term. A course in which the student has earned a grade of C or below may be repeated.

# M.S. COUNSELING

## *Counseling Theory*

COU 6310 Introduction to Counseling Theories	3
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## *Developmental Foundations*

COU 6320 Life Span Development	3
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COU 6325 Career and Guidance Counseling	3
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COU 6330 Counseling Diverse Populations	3
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## *Helping Relations*

COU 6340 Analysis of the Helping Relationship	3
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COU 6345 Counseling in the Community	3
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## *Group Work*

COU 6350 Group Counseling	3
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## *Assessment and Research*

COU 6360 Measurement and Assessment	3
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COU 6365 Research Methods	3
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## *Professional Counseling*

COU 6370 Integrations of Theology and Counseling	3
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COU 6375 Legal and Ethical Issues	3
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COU 6380 Diagnosis and Treatment	3
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### *Counseling Field Experience*

COU 6390 Counseling Practicum	3
COU 6995 Internship in Counseling	9
COU 6595 Clinical Training I	5
COU 6597 Clinical Training II	5

### *Electives (one of the following)* 3

COU 6315 Marriage and Family Theory (Required for Graduation)
COU 6385 Substance Abuse Counseling
COU 6395 Suicide Intervention and Counseling

## **Total Hours Required for Graduation 61**

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

## **Course Descriptions for Master of Science in Counseling**

### **COU 6310 Introduction to Counseling Theories**

This course will provide an overview of the field of counseling which emphasizes theories and philosophies underlying current practices in the field of counseling. Course content will cover the history of the counseling profession, contemporary practices in community mental health, and future projections for the counseling profession.

### **COU 6315 Marriage and Family Theory**

Introduction to systems, social learning, and psycho-dynamic marital theory. Attention given to dysfunctional manifestations within family systems and factors related to family strengths. Emphasis placed on the counseling approaches of Marriage and Family Therapy.

### **COU 6320 Life Span Development**

An introduction to the basic principles of human development with a focus on development across the life span. The course addresses the theoretical foundations and the pragmatic implications found the developmental psychology. Emphasis placed on the application to professional counseling.

### **COU 6325 Career and Guidance Counseling**

This course includes a study of career development theories and models, the processes involved in career-decision making, the diverse life-roles and their interaction with work and other roles. Students will participate in career interest inventories and discussion of contemporary career choices in the profession of counseling.

### **COU 6330 Counseling Diverse Populations**

This course will introduce the history and development of counseling individuals from diverse backgrounds and cultures. Professional issues such as ethics, research, and theories of counseling will be discussed.

### **COU 6340 Analysis of the Helping Relationship**

A study of the techniques of counseling with an emphasis in gathering, analyzing and interpreting case data. Includes an analysis of the dynamics of counselor/counselee relationship. Special attention is given to helping each student develop a personal theory and techniques.

### **COU 6345 Counseling in the Community**

This course will provide an overview of the field of counseling which emphasizes theories and philosophies underlying current practices in the field of counseling. Course content will cover a history of the counseling profession. Contemporary practices in community mental health, and future projections for the counseling profession.

### **COU 6350 Group Counseling**

This course provides a broad understanding of group development, dynamics, and counseling theories; leadership styles; basic and advanced methods of conducting groups in a counseling setting.

### **COU 6360 Measurement and Assessment**

Introduction to the history and theory of measurement and assessment as it applies to counselors. This section of the course will be tailored to professionals who may interact with other professionals across the wide range of settings to include schools, universities, hospitals, and community mental health centers.

### **COU 6365 Research Methods**

This course covers the different methodologies that apply in conducting research in the counseling profession.

### **COU 6370 Integrations of Theology and Counseling**

An in-depth examination of the principles and practices for integration of values in counseling. The course will address the historical influence of theology on the development of counseling theories, and practices. The course will also address the issues, concerns, and criticisms of the integration of theology and counseling.

### **COU 6375 Legal and Ethical Issues**

An in-depth study of the theories and principles of ethics and moral development and the impact of these upon individuals, families, communities, professional, and public decisions/ policies. The study will also examine the relevant dilemmas faced in the delivery of professional behavioral, family, and social services to individuals, families, and groups in today's health-care systems.

### **COU 6380 Diagnosis and Treatment**

This course of study provides an introduction to the process of diagnosing and treating individuals with mental disorders. Emphasis is placed on using the DSM-IV-TR as well as recent relevant literature to inform the diagnostic and treatment process.

### **COU 6385 Substance Abuse Counseling**

This course is a graduate-level introduction to the field of substance abuse counseling. The course is designed to help the student understand the etiology of substance use, to facilitate the development of addiction counseling competencies, and to increase the student's level of confidence relative to providing substance abuse evaluation, education and treatment. Emphasis will be placed on developing and practicing substance abuse counseling skills.

### **COU 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.

## Counseling Field Experience

### COU 6390 Counseling Practicum

This course is designed to provide part-time practical experience while completing hours in a clinical setting. Counselors-in-training will be placed in mental health settings (such as community agencies and substance abuse treatment programs). Historical, philosophical, psychological, and sociological foundations of community counseling will also be discussed. Course enrollment requires consent of advisor and Graduate Counseling Program Director.

### COU 6995 Internship in Counseling

This course is a pre-professional course, designed to culminate the studies in the profession of counseling and to prepare you for a future employment or further graduate study through clinical experience. Counselor-in-training will be placed in mental health settings on a full-time basis. Course enrollment requires consent of advisor and Graduate Counseling Program Director.

### COU 6596 Clinical Training I

Clinical Training I is a four (4) day intensive experience for the purpose of face-to-face interaction, further orientation to the counseling professions and preparation for field work in the students practicum and internship courses. The training will specifically focus on skills development, multicultural issues, legal and ethical issues in counseling practice, and group work. Academic Advising will also be available during this time. Clinical Training I must be completed before the student can participate in Practicum (COU 6390) or Internship (COU 6995).

### COU 6597 Clinical Training II

Clinical Training II is a four (4) day intensive experience for the purpose of face-to-face interaction that is designed to address more advanced issues in counseling; such as supervision and consultation, the licensing process, professional identity development, and career exploration. Clinical Training II is designed to be concurrent with enrollment in either Practicum (COU 6390) or Internship (COU 6995).



# DEPARTMENT OF CRIMINAL JUSTICE AND LEGAL STUDIES

Faulkner University offers a fully accredited Master's Degree which can be completed through an online environment in about a year (MCJ) or over a two year period depending upon the student's preference (MJA). Our program is designed for the self-motivated, disciplined, college graduate or professional who prefers the convenience and flexibility of an online educational environment over the expense and structure of classroom attendance. Our students represent a wide variety of backgrounds and experiences and reside throughout the U.S. and overseas.

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

Another unique aspect of our program is that it is designed around real world experiences for the practitioner. Our faculty has been selected as much for their expertise in the areas taught as for their teaching abilities. Faulkner students benefit greatly from those who understand the varied topics they teach from the ground up, not just from textbooks. A third aspect of our program involves the personal attention and care that can only be experienced in a small class environment. Our classes are deliberately small (not over 15 students). This allows personal interaction between the professor and each of our students, making this a "family" atmosphere rather than a sterile classroom environment.

## Required Computer and Internet Capabilities

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

- Platform: Windows XP, Vista, Windows 7 or Windows 8
- Hardware: 64 MB of RAM, 1 G of free disk space, 24 X CD-ROM, Accelerated video card w/2MB RAM, 100% Sound Blaster compatible sound card w/speakers, Most recent version of Java and Flash installed
- Software: Microsoft Word, Microsoft Powerpoint or Powerpoint Viewer, Microsoft Outlook (or Outlook Express),
- Adobe Acrobat Reader or equivalent
- Browser: Internet Explorer 9 or higher (JavaScript & Cookies must be enabled.) or Firefox 10 or higher (Preferred)
- Modem: Broadband connection only (DSL, Cable or T1)

# M.S. JUSTICE ADMINISTRATION

## *Program Description*

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

## *Program Objectives*

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

## **Admission Requirements**

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

- A Bachelor's degree in Criminal Justice, Human Resources, Business Administration or a related discipline from a regionally accredited institution, or a bachelor's degree in any field from a regionally accredited institution with three years of work experience in the criminal justice field. Transcripts must be forwarded from all institutions attended to Faulkner.
- A minimum overall grade point average of 2.5 (4.0 scale) and a minimum major grade point average of 3.0.
- Graduate record exam such as MAT, GRE, GMAT, LSAT, TOEFL not more than five years old. Exam results must be forwarded directly from the testing service to 46 Faulkner.
- Three letters of recommendation with specific comments regarding the applicant's academic work, professional experience, and ability to successfully complete graduate study. The letters are usually from the applicant's faculty members or supervisory personnel. Recommendation letters for MCJ program admissions will not be accepted from full-time, or adjunct, faculty members of Faulkner University.
- A letter of intent (minimum of 300 words) specifying the applicant's interest in the program, plus the applicant's academic and professional background in preparation for graduate study in criminal justice.
- A resume to include education and work experience. All of the items above must be sent to: Adult Enrollment, Faulkner University, 5345 Atlanta Highway, Montgomery, AL 36109.



Completed files will be forwarded to the JA Admissions Committee. This committee meets three times per year to review completed files and select students for admission to the program.

### *Admission Deadlines*

Students who wish to be considered for admission must submit a complete admissions file by these deadlines:

<i>Desired Program Start</i>	<i>Application Deadline</i>
January (Spring Term)	November 1
May (Summer Term)	March 1
August (Fall Term)	June 1

### *Program Design*

The MJA Program has the following features:

- All course work completed as distance education
- Degree completed in approximately 12 months or 2 years depending upon the student's preference
- Degree consists of 10 courses
- Each course completed in 8 weeks
- Estimated student time per week: 10 - 20 hours
- A maximum of 15 students comprise a class
- Each class of students progress through the program as a unit
- No transfer credits allowed

### *Schedule of Course Offerings*

The Justice Administration degree consists of 10 three-semester-hour courses offered in an eight week format according to the Adult and Evening Enrollment Schedule at Faulkner University. Students may begin the program in January, August and May of each year. Courses are offered according to the Master Schedule of Classes posted on the Justice Administration page of the website. After successfully completing JA 5310, the student will select the courses to take each semester depending upon when they entered the program and when they plan to finish.

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

#### *Semester One*

JA 5310 Criminal Justice Writing	3
JA 5320 Law and Justice	3
JA 5330 Administration of Justice	3
JA 5340 Policing in America	3

#### *Semester Two*

JA 5350 Corrections in Modern Society	3
JA 5360 Courts	3

JA 5370 Ethics	3
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### *Semester Three*

JA 5380 Comparative Criminal Justice	3
JA 5390 Research Methods	3
JA 5395 Research Project	3

*Total Hours Required for Graduation 30*

## Course Descriptions

### JA 5310 Criminal Justice Writing

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

### JA 5320 Law and Justice

This course traces the development of law in the United States, contrasts different legal forums, reviews the trial process and appellate review, and examines methods of deciding civil and criminal cases. Various legal forums are evaluated in their respective roles in the American legal system. Trial process, appellate review, and case decision methodology are explored.

### JA 5330 Administration of Justice

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

### JA 5340 Policing In America

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

### JA 5350 Corrections in Modern Society

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

### JA 5360 Courts

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

### **JA 5370 Ethics**

This course applies foundational ethical principles to current ethical challenges within the criminal justice areas of policing, courts, corrections, and legal services. Material related to deontological and teleological ethics is presented. Consideration of the six major ethical views is provided. Cases of ethical violations committed by attorneys in various jurisdictions are evaluated as they relate to codes of ethics. Consideration is also given to various variations in some attorney ethics rules among jurisdictions.

### **JA 5380 Comparative Criminal Justice**

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

### **JA 5390 Research Methods**

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

### **JA 5395 Research Project**

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

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](mailto:mja.info@faulkner.edu).



# GREAT BOOKS HONORS COLLEGE

## Admission Requirements

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

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

- Hold a completed undergraduate degree from a regionally accredited institution. Applicants to the PhD program must also hold a similarly accredited graduate degree.
- Hold a minimum cumulative grade point average of 3.0. If the student does not meet this requirement, the student may request conditional admission.
- Request that all schools previously attended send official transcripts directly to the Director of the College. Hand delivered copies, photocopies, and printouts of grade reports are not acceptable.
- Submit an acceptable graduate test score: a combined verbal and quantitative score of 1000 or above on the Graduate Record Examination (GRE), or score of 400 or above on the Miller Analogy Test (MAT).
- Submit an acceptable TOEFL score of 500 or above if English is not the applicant's first language.
- Submit three letters of recommendation with specific comments regarding the applicant's academic work, professional experience, and ability successfully to complete graduate study. These letters are usually from the applicant's previous instructors or supervisory personnel.
- Submit a personal goals statement of 400-500 words that identifies how the program to which the student is applying will contribute to those goals.
- Submit a \$35 non-refundable application fee along with a completed application form (MA, PhD) and other required materials listed above.
- PhD applicants also submit a scholarly postgraduate formal writing sample.
- Receive approval by the respective program director.

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

- A completed application form (MA, PhD);
- Official transcripts from all colleges and universities attended;
- Scores from the GRE or MAT;
- A score from the TOEFL (if applicable);
- Three recommendation letters;
- A personal statement of goals;
- A scholarly postgraduate formal writing sample (PhD applicants only); and
- A \$35 non-refundable application fee.

## Policies

In addition to policies stated elsewhere, the following policies apply to students pursuing the Master of Arts (MA) and Doctor of Philosophy (PhD) degrees.

### *Grading, Transcripts, and Transfer Policies*

Course grades will be determined by the evaluation of assignments as stated in the syllabus for each course of the program. The theses and dissertations are graded by the supervisor, a research fellow, and two assigned readers. Proof of the necessary previous degree(s) will require the submission of an official transcript of all coursework and degree(s) to be filed in the Registrar's Office. A student who has earned graduate credit in comparable courses (as determined by the program director) from a regionally accredited institution may transfer up to 9 semester hours toward the MA or 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 requires class attendance via Blackboard and Skype conference calls. Class attendance and participation is an academic matter and absences (e.g., not being present at conference calls, submission of late work) result in academic penalty. Apart from extreme situations (which may require documentation) the student is expected to attend every conference class, be on time, and not leave early.

### *Thesis and Dissertation Procedural Requirements*

A student must submit a written MA thesis or PhD dissertation proposal for approval by the Graduate Faculty Committee, which includes the director of the student's program. The Committee will evaluate the proposal. A student must maintain a "regular admission" status if the thesis goes beyond the time period in which the student matriculated for the thesis course. The continuing matriculation fee for the thesis course is \$100 per semester of extension.

The thesis or dissertation is guided by a faculty supervisor as requested by a student, agreed by the faculty member, and approved by the program director. Two readers are recommended by the Thesis Supervisor and approved by the Director. Via Skype conference call, the student defends the thesis before his or her supervisor, research fellow, readers, and an outside faculty member appointed by the Director. Current students should also see the "Thesis and Dissertation Manual" for further information (Scholarnet login required).

## *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.

Students anticipating completion of the degree should submit an application for graduation in the first month of the semester they plan to graduate. Students must also ensure that all obligations to the university are met prior to graduation. All MA and PhD graduates may participate in the on-campus commencement ceremonies but are not required to do so. In the event that the student elects to march at graduation, the student must notify the program director on the graduation application. Diplomas of those students not marching will be mailed within two weeks of the graduation ceremony.

To summarize the MA and PhD programs' graduation requirements, students must have:

- A minimum cumulative GPA of 3.0 for the entire program;
- No grade lower than a C for the entire program;
- A C for no more than 6 hours' credit toward the degree;
- A thesis or dissertation successfully defend with a minimum grade of B;
- A graduation application; and
- The fulfillment of all obligations to the University.

For additional information, please see the MA and PhD program details.

# MASTER OF ARTS

## Overview

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

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

To apply, please:

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

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

## Foundation Courses

HU 5311 Introduction to Humane Letters and Learning	3
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## Core Courses - Great Ideas and Authors

HU 5326 Great Ideas, Authors, Writings: Understanding Humane Letters	3
HY 5315 Great Ideas, Authors, and Writings: Historical Investigations	3
IDS 5301 Scholarly Inquiry and Writing in the Humanities	3
LIT 5324 Great Ideas, Authors, and Writings: Literary Analysis	3
PHL 5313 Great Ideas, Authors, and Writings: Philosophical Inquiries	3
REL 5322 Great Ideas, Authors, and Writings: Exploring Religion	3

## Independent Tutorials

5308 Independent Tutorials (HU/HY/LIT/PHL/REL)	3
5309 Independent Tutorials (HU/HY/LIT/PHL/REL)	3
5310 Independent Tutorials (HU/HY/LIT/PHL/REL)	3
5311 Independent Tutorials (HU/HY/LIT/PHL/REL)	3



## Course Descriptions

### 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. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### HU 5326 Great Ideas, Authors, and Writings: Understanding Humane Letters

This course examines the history and philosophy of Humane Letters using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Job, Aristotle's Ethics and Politics, Sophocles's Oedipus the King and Antigone, Aeschylus's Prometheus Bound, Virgil's Aeneid, Dante's Inferno, Chaucer's Canterbury Tales, Dostoevsky's The Brothers Karamazov and Wilbur's Collected Poems. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### HY 5315 Great Ideas, Authors, and Writings: Historical Investigations

This course examines select historical works from a philosophical and historical perspective using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Old Testament (Joshua-Esther), Herodotus's Histories, Thucydides's The History of the Peloponnesian War, Plutarch's Lives, Tacitus's Annals, Acts, Huizinga's Waning of the Middle Ages, and Dawson's Dynamics of World History. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### IDS 5301 Scholarly Inquiry and Writing in the Humanities

This course examines graduate-level scholarly inquiry and writing in the humanities using primary texts in whole and excerpts and using contemporary research tools. Readings may include, but not necessarily be limited to Aristotle's Poetics, Organon, and Rhetoric; Cicero's On Invention and Rhetorica ad Herennium; Lucian's How to Write History; Gadamer's Truth and Method; Lewis's "Meditation in a Toolshed" and "Bulverism"; Derrida's Of Grammatology; and Barzun and Graff's Modern Researcher. Contemporary research tools may include, but not necessarily be limited to Google Apps for Education, Google Books, and library databases. Using threaded discussions, conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, research, and writing skills and a deeper understanding of the course material.

### **LIT 5324 Great Ideas, Authors, and Writings: Literary Analysis**

This course examines the history and philosophy of literary theory using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Psalms, Plato's Republic, Aristotle's Poetics, Cicero's De Oratore, Quintilian's Institutio Oratori, Horace's Ars Poetica, Longinus's On the Sublime, Augustine's On Christian Teaching, Dante's Literature in the Vernacular, Sidney's An Apology for Poetry, and Blamires's A History of Literary Criticism. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **PHL 5313 Great Ideas, Authors, and Writings: Philosophical Inquiries**

This course examines select philosophical works from a historical perspective using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Proverbs, Plato's Apology, Xenophon's Apology, Aurelius's Meditations, Boethius's Consolation of Philosophy, Aquinas's Summa, Heidegger's What is Philosophy?, and Polanyi's Personal Knowledge. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **REL 5322 Great Ideas, Authors, and Writings: Exploring Religion**

This course examines the history and philosophy of religious studies using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Genesis, Exodus, Plato's Euthyphro, The Gospel of Matthew, Cicero's On the Nature of the Gods, Augustine's Confessions, Tertullian's Apology, Anselm's Cur Deus Homo?, Chesterton's Orthodoxy, Dawson's Enquires Into Religion and Culture, and Lewis's Mere Christianity. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **5308, 5309, 5310, 5311 Independent Tutorials (HU/HY/LIT/PHL/REL)**

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.

### **5312 Thesis (HU/HY/LIT/PHL/REL)**

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.

MA Courses have a seven-point grade scale.

# DOCTOR OF PHILOSOPHY

## *Overview*

The Doctor of Philosophy (PhD) is an academic degree with rich roots providing intellectual and spiritual engagement with the Great Tradition of the Western world. The PhD prepares students for service in disciplines such as History, Humanities, Literature, Philosophy, and Religion. Using many of the Great Books and a conversation mode (e.g., threaded discussions, conference calls) students work with enthusiastic, highly qualified tutors to examine, discuss, and work through great ideas with an eye toward living and teaching these truths. The program includes:

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

To apply, please:

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

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

## *Faculty and Fellows*

The following faculty serve the Great Books Honors College in the Departmental Program, the Christian Institute for the Study of Liberal Arts, or both:

- Benjamin Lockerd
- Chad Redwing
- Daniel Primozic
- David Stark
- Jason Jewell
- Mark Linville
- Matt Roberson
- Mike Young
- Robert Woods
- Thomas Lindsay

Combined, the College's faculty and fellows have produced over 350 academic publications and presentations. These faculty each have a profound desire to study and seek to continue learning through each class. While the College continues to grow, faculty, fellows, and students are always keen to maintain the rich sense of community we feel

ought to be part of the Christian university experience.

### *Foundation Courses*

HU 7311 Introduction to Humane Letters and Learning	3
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### *Core Courses - Great Ideas and Authors*

FNA 8317 Examining Fine Arts: Great Ideas Readings	3
HU 8326 Understanding Humane Letters: Great Ideas, Authors, Writings	3
HY 8315 Historical Investigations: Great Ideas, Authors, and Writings	3
IDS 7301 Scholarly Inquiry and Writing in the Humanities	3
LIT 7324 Literary Analysis: Great Ideas, Authors, and Writings	3
NMS 8328 Math and Scientific Reasoning: Great Ideas, Authors, Writings	3
PHL 7313 Great Ideas Readings: Philosophical Inquiries	3
SSC 7319 Great Ideas Readings: Reflection on Social Scientific Thought	3

### *Interdisciplinary Seminars*

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

### *Independent Tutorials*

8312 Independent Tutorials (HU/HY/LIT/PHL/REL)	3
8313 Independent Tutorials (HU/HY/LIT/PHL/REL)	3
8314 Independent Tutorials (HU/HY/LIT/PHL/REL)	3

### *Dissertation*

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

*Total Hours Required for Graduation*    48

## **Course Descriptions**

### **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. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **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. Using threaded discussions, weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **HU 8326 Understanding Humane Letters: Great Ideas, Authors, Writings**

This course examines the history and philosophy of Humane Letters using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Job, Aristotle's Ethics and Politics, Sophocles's Oedipus the King and Antigone, Aeschylus's Prometheus Bound, Virgil's Aeneid, Dante's Inferno, Chaucer's Canterbury Tales, Dostoevsky's Brothers Karamazov, Bradbury's Dandelion Wine, and Wilbur's Collected Poems. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **HY 8315 Historical Investigations: Great Ideas, Authors, and Writings**

This course examines select historical works from a philosophical and historical perspective using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Old Testament (Joshua-Esther), Herodotus's Histories, Thucydides's History of the Peloponnesian War, Plutarch's Lives, Tacitus's Annals, Acts, Huizinga's Waning of the Middle Ages, and Dawson's Dynamics of World History. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **IDS 7301 Scholarly Inquiry and Writing in the Humanities**

This course examines postgraduate-level scholarly inquiry and writing in the humanities using primary texts in whole and excerpts and using contemporary research tools. Readings may include, but not necessarily be limited to Aristotle's Poetics, Organon, and Rhetoric; Cicero's On Invention and Rhetorica ad Herennium; Lucian's How to Write History; Gadamer's Truth and Method; Lewis's "Meditation in a Toolshed" and "Bulverism"; Derrida's Of Grammatology; and Barzun and Graff's Modern Researcher. Contemporary research tools may include, but not necessarily be limited to Google Apps for Education, Google Books, and library databases. Using threaded discussions, conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, research, and writing skills and a deeper understanding of the course material.

### **IDS 7310/IDS 8310 Interdisciplinary Studies Seminar**

This course consists of readings from a range of disciplines. Special attention is given to seeing connections and relationships between ideas, authors, and readings in this course. Interdisciplinary or multidisciplinary readers are used in this course. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **LIT 7324 Literary Analysis: Great Ideas, Authors, and Writings**

This course examines the history and philosophy of literary theory using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Psalms, Plato's Republic, Aristotle's Poetics, Cicero's De Oratore, Quintilian's Institutio Oratori, Horace's Ars Poetica, Longinus's On the Sublime, Augustine's On Christian Teaching, Dante's Literature in the Vernacular, Sidney's Apology for Poetry, and Blamires's History of Literary Criticism. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **NMS 8328 Math and Scientific Reasoning: Great Ideas, Authors, Writings**

This course examines the history and philosophy of mathematical and scientific reasoning using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Plato's *Meno*, Euclid's *Elements*, Archimedes's *On the Equilibrium of Planes*, Nicomachus's *Introduction to Arithmetic*, Ptolemy's *Almagest*, Kepler's *Epitome of Copernican Astronomy*, Galileo's *Two New Sciences*, Bacon's *Novum Organum*, Newton's *Mathematical Principles of Natural Philosophy*, Huygens's *Treatise on Light*, and Lavoisier's *Elements of Chemistry*. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **PHL 7313 Great Ideas Readings: Philosophical Inquiries**

This course examines select philosophical works from a historical perspective using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Proverbs, Plato's *Apology*, Xenophon's *Apology*, Aurelius's *Meditations*, Boethius's *Consolation of Philosophy*, Aquinas's *Summa Theologica*, Heidegger's *What Is Philosophy?*, Sartre's *Existentialism Is a Humanism*, and Polanyi's *Personal Knowledge*. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **SSC 7319 Great Ideas Readings: Reflection on Social Scientific Thought**

This course examines the history and philosophy of social thinking using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Proverbs, Plato's *Phaedo*, Aristotle's *On the Soul*, Plutarch's *Of Bashfulness*, James's *Principles of Psychology*, Freud's *A General Introduction to Psycho-analysis*, Veblen's *Theory of the Leisure Class*, Tawney's *Acquisitive Society*, and Weber's *Essays in Sociology*. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects, the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

### **(HU/HY/PHL/LIT) 8312, 8313, 8314 Independent Tutorials**

This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the College. Readings, intellectual goals, and research will be determined based on the student's interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

### **(HU/HY/PHL/LIT) 9301, 9302 Dissertation**

The doctoral dissertation is the pinnacle of this academic program in Humane letters and learning. The dissertation must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.



**V.P. BLACK**

**COLLEGE OF**

**BIBLICAL STUDIES**



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# INTRODUCTION

The Bible is the heart of the curriculum at Faulkner University, and all courses in the University are taught in the light of the teachings of the Bible. The Bible is accepted and taught as the inspired, authoritative and all-sufficient Word of God. By precept and example, training for dedicated Christian service is emphasized in and out of the classroom. The faculty in the V. P. Black College of Biblical Studies underscores the opportunities for trained Christian servants and the importance of exemplary lives.

Christians in the 21st century face tremendous moral and intellectual challenges. The sheer distance in time and space between the origins of Christianity and our contemporary world makes understanding and applying the biblical text to our times a challenging task.

Faulkner University seeks to serve its students by helping them to emulate Christ in attitude and behavior and to master knowledge and skills appropriate to Christian servants. Within the College of Biblical Studies the Kearley Graduate School of Theology offers three Master of Arts degrees and a doctorate in Biblical Studies. The Master of Arts in Christian Ministry equips the student with advanced skills for the practice of Christian ministry; the Master of Arts (Biblical Studies) prepares the student for advanced studies in the biblical text; and the Master of Arts in Christian Counseling and Family Ministry equips the student with prevention and intervention skills in order to strengthen families and relationships. The Doctor of Philosophy in Biblical Studies is our highest advanced research degree that prepares the student for research and teaching positions in the field of biblical studies.

## Oversight of the Kearley Graduate School of Theology

KGST programs are offered under the authority of the Board of Trustees of Faulkner University. An advisory board for the KGST is composed of members of the university's board. The chief executive officer of KGST is the university's V. P. Black College of Biblical Studies. The KGST Director of Graduate Studies manages the day-to-day operations of the school.

## Faculty of the Kearley Graduate School of Theology

**G. Scott Gleaves**, PhD, DMin, MDiv, MS

Dean of the V. P. Black of Biblical Studies, Assistant Professor

**Randall Bailey**, PhD, MPhil, MTh, MA

Director, Kearley Graduate School of Theology, Professor

**David Hester**, PhD, MA, Lecturer

**Floyd Parker**, PhD, MDiv, MA, Professor

**Paul Tarence**, DMin, MDiv, MS, Professor

Part-Time Faculty

**Todd Brenneman**, PhD, MA, MA, Assistant Professor

**James Gee**, PhD, MDiv, MAR, Assistant Professor

**David Stark**, PhD, MA, eCampus Director, Assistant Professor

## Admission to the Kearley Graduate School of Theology

The Kearley Graduate School of Theology (KGST) seeks 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 a contributor to their communities and professions. A student must be of good character and of good standing in the community and local church.

As stated at the beginning of the graduate catalog, Faulkner University does not discriminate on the basis of handicap, race, color, national origin, or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, or other school-administered programs. As a private institution affiliated with Churches of Christ, the university may consider information on the student's conduct and confidential references on aptitude, reputation, and the apparent potential of the applicant. Religion, sex, and reputation may be considered in placement in churches and church-related roles.

The four-year undergraduate program of the student entering Kearley Graduate School of Theology should represent work in English grammar, composition, literature, history, education, psychology, natural sciences, languages (particularly Greek or Hebrew), the Bible, and closely related subjects. Further requirements for the PhD program are detailed below. Although the college graduate may be accepted as a graduate student without courses in all these fields, the student preparing for graduate study in biblical studies is encouraged to take courses in the area of biblical studies in order to strengthen areas of deficiency.

All applicants to Master of Arts and Doctor of Philosophy programs must comply with requirements at the beginning of the graduate catalog under the heading "General Admissions Policies." In addition, the following standards apply to applicants.

# Master of Arts Programs

## Application Process for Masters Programs

### *Application Form*

Application deadlines are December 1 for the spring semester admission and July 15 for the fall semester admission. No applications are accepted for the summer term. Applicants may obtain application materials by contacting Graduate Enrollment at the address below, by calling (334) 386-7343 or (800) 879-9816, or by faxing to (334) 386-7143.

Faulkner University  
ATTN: Graduate Enrollment  
5345 Atlanta Highway  
Montgomery, AL 36109

### *Nonrefundable Application Fee*

A \$45.00 nonrefundable application fee must be included with a completed application form and other required materials.

### *Transcripts*

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

### *Conditional and Provisional Admission*

The director of graduate studies, with confirmation from the dean, may admit a student under the category of “conditional admission” in rare and unusual cases. Occasionally an applicant has acted in a timely manner, but all materials have not been received. That student may be admitted with the provision that all materials will be received within two months of the beginning of the semester.

### *English as a Foreign Language Test Scores*

Students for whom English is a second language must provide scores demonstrating mastery of the English language. The following documentation is acceptable for this purpose:

- TOEFL (Test of English as a Foreign Language. Official score report with score of at least 500 (paper-based), 200 (computer-based), or 70 (internet-based)

- IELTS (International English Language Testing System). Official score report with score of at least 5.0
- College credit for English Composition. Official transcript from a regionally accredited United States college showing credit for English Composition
- ESL (English as a Second Language). Training Official documentation of completion of an appropriate ESL program at a language training center located in the United States

Test scores must be sent directly from the testing agency to the Office of Graduate Enrollment.

### *Goals Statement*

Each applicant must submit a statement of approximately 250 words specifying personal goals and stating ways that the Master of Arts program at Faulkner University will contribute to those goals.

### *Recommendation Forms*

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

### *Faculty Review of Application*

Once all forms are received, representatives of the graduate faculty will review the file, make a decision regarding acceptance into the graduate program, and discuss the student's degree plan with the student.

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

Faulkner University is a Christian university. A student should be disappointed to find it less than Christian or less than a university in its standards. Therefore, each student should know the academic expectations and must be personally responsible for meeting the requirements of the graduate program.

In addition to abiding by the general academic standards detailed in the front section of the graduate catalog, students in KGST masters programs are governed by the following policies.

### *Non Biblical Studies Background*

Students admitted without an undergraduate majors in biblical studies are not required to take leveling courses. However, students showing deficiencies in biblical studies will be encouraged to substitute BI 5302 Introduction to Biblical Literature and/or BI 5303 Introduction to Critical Studies for any electives offered in their degree plans. Introductory courses must be taken during student's first or second semester upon entering the program.

### *Transfer Credit*

There is no automatic transfer of credit toward degree requirements. Only earned

graduate credit with a grade of B or higher in biblical studies from a regionally accredited institution may be considered. Transfer credit is limited to a maximum of six semester hours and must be approved by the director of graduate studies in consultation with the KGST faculty.

### *Student Load*

For academic purposes, a student enrolled for six or more graduate hours in a semester is classified as a full-time student. Approval of the academic advisor is required for a student to register for more than six hours in a term.

### *Academic Probation and Suspension*

A student who has a GPA below 3.00 after the first six hours of graduate work will be placed on academic probation. A student on academic probation will not be allowed to register for more than three hours during any term the probation applies, but under extenuating circumstances, six hours may be approved by the director. While on academic probation, a student must achieve a 3.00 cumulative GPA during the next nine hours of graduate work. Failure to do so will result in suspension for the next regular term.

### *Advisement*

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

### *Registration, Dropping or Adding Classes*

Registration begins with the approval of a schedule of classes by the advisor and the director of graduate studies. Students must complete registration through the Registrar's Office and the Office of Student Accounts. Students are required to register prior to the beginning of the semester in which courses are to be taken. Adding or dropping a course requires the approval of the director of graduate studies and the dean. Deadlines for adding and dropping classes are published by the Registrar's Office in the university's Academic Calendar.

### *Comprehensive Examination*

A written comprehensive examination is required for the Master of Arts (Biblical Studies) and for the Master of Arts in Christian Ministry once they have successfully completed 30 hours of course work. Students are required to register for BI 5089 Comprehensive Examination in the semester following the completion of 30 hours of course work. Students must pass the comprehensive examination before entering the Thesis stage, or before taking their final six hours of coursework.

The exams occur the second Friday in April and July, and the first Friday in December. At least three members of the graduate faculty who have taught the student prepare exams. Faculty who contributed to the examination will grade it as Pass or Fail. Faculty who fail a student will stipulate reasons for the failure. Students will receive the results of the examination within ten days after the examination date. Students who fail the examination make retake it the following semester. Students who fail the

comprehensive examination twice must petition the graduate faculty for permission to take retake the examination. An oral examination or interview may be required in addition to the written examination.

### *Admission to Candidacy*

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

### *Thesis Option for Master of Arts (Biblical Studies)*

A student who chooses a thesis option in the Master of Arts (Biblical Studies) program must comply with the following requirements. Before registering for the thesis the student must 1) hold regular admission status and 2) pass a comprehensive examination. A thesis student first registers for BI 5395, Thesis Proposal. Upon successful completion of BI 5395 the thesis student registers for BI 5396, Thesis – Research and Writing. The thesis must reflect original investigation. The student must successfully present to the thesis committee an oral defense of the thesis and supporting research. Detailed requirements are specified in a separate KGST Thesis Preparation Manual.

### *Time Limit for Master of Arts Programs*

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

### *Application for Degree*

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

### *Graduation Requirements*

- Successful completion of 36 hours required in degree plan
- Cumulative GPA of 3.0 for all graduate credits
- No more than 6 hours applicable credit for courses with a grade of C

## **Masters Programs Course Delivery and Curriculum**

The Kearley Graduate School of Theology offers masters courses both through traditional on-ground classes and online. Online course delivery accommodates students who are involved in full-time ministry and reside a considerable distance from Montgomery. All online courses utilize virtual collaboration technologies. These courses may be independent (asynchronous) or synchronous, depending upon the nature of the course. Synchronous online courses require online students to participate concurrently with traditional-delivery students at the times scheduled for the class. Independent (asynchronous) courses do not require meeting at a prescribed time. Students who choose to participate in web enhanced delivery are strongly encouraged to participate in the live virtual collaboration at the specified meeting times set by the professor. Certain courses

require live participation, particularly courses relating to the biblical languages.

The Kearley Graduate School of Theology offers three masters degrees: Master of Arts (Biblical Studies), Master of Arts in Christian Ministry, and Master of Arts in Christian Counseling and Family Ministry.

Curriculum for Master of Arts Degree Programs

With a strong core and a variety of major concentrations, KGST Master of Arts degree programs provide both sound preparation for more effective service in the church and a broad base for further training in more advanced graduate study.

# M.A. Biblical Studies

The Master of Arts (Biblical Studies) degree requires 36-hours of course work (including a thesis or two electives), a written comprehensive examination, and an oral examination. Courses include an 18-hour core with a strong biblical emphasis and courses in a chosen concentration: New Testament (English or Greek), Old Testament (English or Hebrew) and Biblical Languages. Potential doctoral students should choose original language concentrations.

MASTER OF ARTS (BIBLICAL STUDIES)  
Concentration in English New Testament

Core MA(BS) Courses

BI 5300 Introduction to Graduate Biblical Studies	3
BI 5301 Biblical Interpretation	3
BI 5305 Advanced Introduction to the Old Testament	3
BI 5306 Old Testament Theology	3
BI 5320 Advanced Introduction to the New Testament	3
BI 5321 New Testament Theology	3

Concentration Courses

BI 5312 Studies in the Intertestamental Literature	3
BI 5324 Seminar in New Testament Text	3
BI 5325 Seminar in New Testament Text	3
BI 5326 The New Testament World	3
BI 5089 Comprehensive Examination	0
BI 5395 Thesis Proposal or Elective	3
BI 5396 Thesis – Research and Writing or Elective	3



## MASTER OF ARTS (BIBLICAL STUDIES)

### Concentration in Greek New Testament

#### *Core MA(BS) Courses*

BI 5300 Introduction to Graduate Biblical Studies	3
BI 5301 Biblical Interpretation	3
BI 5305 Advanced Introduction to the Old Testament	3
BI 5306 Old Testament Theology	3
BI 5320 Advanced Introduction to the New Testament	3
BI 5321 New Testament Theology	3

#### *Concentration Courses*

BI 5312 Studies in the Intertestamental Literature	3
BI 5322 Readings in the Greek New Testament	3
BI 5323 Exegesis of the Greek New Testament	3
BI 5326 The New Testament World	3
BI 5089 Comprehensive Examination	0
BI 5395 Thesis Proposal or Elective	3
BI 5396 Thesis – Research and Writing or Elective	3

## MASTER OF ARTS (BIBLICAL STUDIES)

### Concentration in English Old Testament

#### *Core MA(BS) Courses*

BI 5300 Introduction to Graduate Biblical Studies	3
BI 5301 Biblical Interpretation	3
BI 5305 Advanced Introduction to the Old Testament	3
BI 5306 Old Testament Theology	3
BI 5320 Advanced Introduction to the New Testament	3
BI 5321 New Testament Theology	3

#### *Concentration Courses*

BI 5309 Seminar in Old Testament Text	3
BI 5310 Seminar in Old Testament Text	3
BI 5312 Studies in the Intertestamental Literature	3
BI 5316 The Old Testament World	3
BI 5089 MA(BS) Comprehensive Examination	0
BI 5395 Thesis Proposal or Elective	3
BI 5396 Thesis – Research and Writing or Elective	3

## MASTER OF ARTS (BIBLICAL STUDIES)

### Concentration in Hebrew Old Testament

#### *Core MA(BS) Courses*

BI 5300 Introduction to Graduate Biblical Studies	3
BI 5301 Biblical Interpretation	3
BI 5305 Advanced Introduction to the Old Testament	3
BI 5306 Old Testament Theology	3
BI 5320 Advanced Introduction to the New Testament	3
BI 5321 New Testament Theology	3

### *Concentration Courses*

BI 5307 Readings in the Hebrew Old Testament	3
BI 5308 Exegesis of the Hebrew Bible	3
BI 5314 Biblical Aramaic	3
BI 5316 The Old Testament World	3
BI 5089 MA(BS) Comprehensive Examination	0
BI 5395 Thesis Proposal or Elective	3
BI 5396 Thesis – Research and Writing or Elective	3

## **MASTER OF ARTS (BIBLICAL STUDIES)**

### **Concentration in Biblical Languages**

### *Core MA(BS) Courses*

BI 5300 Introduction to Graduate Biblical Studies	3
BI 5301 Biblical Interpretation	3
BI 5305 Advanced Introduction to the Old Testament	3
BI 5306 Old Testament Theology	3
BI 5320 Advanced Introduction to the New Testament	3
BI 5321 New Testament Theology	3

### *Concentration Courses*

BI 5307 Readings in the Hebrew Old Testament	3
BI 5308 Exegesis of the Hebrew Bible	3
BI 5314 Biblical Aramaic	3
BI 5322 Readings in the Greek New Testament	3
BI 5089 MA(BS) Comprehensive Examination	0
BI 5323 Exegesis of the Greek New Testament	3
BI 5330 Intro. to Akkadian or BI 5334 Elementary Syriac	3

# M.A. Christian Ministry

The Master of Arts in Christian Ministry requires 36-hours of course work, a written comprehensive examination, and an oral examination. Courses include an 18-hour core with a strong biblical emphasis and courses in a chosen area of concentration. Available concentrations are: Congregational Ministry, Missions, and Youth and Family Ministry.

## MASTER OF ARTS IN CHRISTIAN MINISTRY Concentration in Congregational Ministry

### *Core MACM Courses*

BI 5300 Introduction to Graduate Biblical Studies	3
BI 5301 Biblical Interpretation	3
BI 5305 Advanced Introduction to the Old Testament	3
BI 5306 Old Testament Theology	3
BI 5320 Advanced Introduction to the New Testament	3
BI 5321 New Testament Theology	3

### *Concentration Courses*

BI 5350 Biblical Foundations for Ministry	3
BI 5351 Church Leadership	3
BI 5352 Expository Preaching	3
BI 5353 Supervised Practice of Ministry	3
BI 5090 MACM Comprehensive Examination	0
Two Electives	6

## MASTER OF ARTS IN CHRISTIAN MINISTRY Concentration in Youth and Family Ministry

### *Core MACM Courses*

BI 5300 Introduction to Graduate Biblical Studies	3
BI 5301 Biblical Interpretation	3
BI 5305 Advanced Introduction to the Old Testament	3
BI 5306 Old Testament Theology	3
BI 5320 Advanced Introduction to the New Testament	3
BI 5321 New Testament Theology	3

### *Concentration Courses*

BI 5380 Family Strengths - Theoretical Foundations	3
BI 5381 Individual Development and Family Relations	3
BI 5382 Family Research Methods	3
BI 5383 Youth and Family Ministry Practicum	3
BI 5090 MACM Comprehensive Examination	0
Two Electives	6

# M.A. Christian Counseling & Family Ministry

The Master of Arts in Christian Counseling and Family Ministry is a 36-hour interdisciplinary program offered by KGST in cooperation with the MS in Counseling program of the university's College of Art and Sciences. The degree program combines counseling courses offered by the Arts and Sciences program with family-related Bible courses offered by the Kearley Graduate School of Theology. The program seeks to prepare ministers, church leaders, teachers, program directors, and others desiring counseling and family related skills for use in non-licensure counseling.

## Master of Arts in Christian Counseling and Family Ministry

### *Family Ministry Courses*

BI 5384 Family Dynamics	3
BI 5380 Family Strengths – Theoretical Foundations	3
BI 5381 Individual Development and Family Relations or COU 6320 Life Span Development	3
BI 5382 Family Research Methods or COU 6365 Research Methods	3
COU 6315 Marriage and Family Theory	3

### *Counseling Courses*

COU 6345 Counseling in the Community	3
COU 6395 Suicide Intervention and Counseling	3
COU 6370 Integrations of Theology and Counseling	3
COU 6350 Group Counseling	3
COU 6385 Substance Abuse Counseling	3
COU 6340 Analysis of the Helping Relationship	3

### *Experiential Learning*

BI 5353 Supervised Practice of Ministry	3
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COU course descriptions are in the MS in Counseling section of the Graduate Catalog.

# COURSES

## Course Descriptions for KGST Masters Programs

This list includes courses that are a part of the regular course rotation. Such courses are generally part of a study core, concentration requirements, or an elective pool. Some courses offered on demand, independent study options including special topics, and infrequently offered seminars are not listed.

Courses required for degree programs are offered on a regular rotation. Courses included in the elective course pool are offered regularly but with no guarantee that every course will have sufficient enrollment to be offered.

Some courses in the MA in Christian Counseling and Family Ministry program, those with the prefix COU, are listed with course descriptions in the MS in Counseling section of the Graduate Catalog.

### BI 5089 Comprehensive Examination

A synthesis of the MABS curriculum through written and oral examinations.

### BI 5090 Comprehensive Examination

A synthesis of the MACM curriculum through written and oral examinations.

### BI 5300 Introduction to Graduate Biblical Studies

Systematic examination of major bibliographical and reference sources in the area of religious literature needed for effective research and writing. Includes instruction in basic biblical and theological research methods and the writing of graduate level research papers. Must be completed within the first 12 hours of the program.

### 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.

### BI 5302 Introduction to Biblical Literature

A survey of the Old and New Testaments, giving special attention to providing a contextual framework of the biblical literature.

### BI 5303 Introduction 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.

### **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.

### **BI 5306 Old Testament Theology**

A systematic study of the major doctrinal themes of the Old Testament.

### **BI 5307 Readings in the Hebrew Old Testament**

Selected readings in the Hebrew Old Testament with special attention to syntax and vocabulary building.

### **BI 5308 Exegesis of the Hebrew Bible**

The interpretation of selected passages from the Hebrew Bible with specific attention to methods and tools for Hebrew language exegesis. Prerequisite: BI 5307 or permission of instructor.

### **BI 5309 Seminar in Select Old Testament Text**

Research and discussion on a selected Old Testament book(s) or type(s) of Old Testament literature.

### **BI 5310 Seminar in Elective Old Testament Text**

Like BI 5309, but with the choice of different Old Testament selections. Prerequisite: Consent of instructor.

### **BI 5311 Guided Research in the Old Testament**

Reading, research, reports and discussion of some aspect or aspects of Old Testament study. Prerequisites: BI 5300, 5308, 5309 or 5310 and consent of instructor.

### **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.

### **BI 5314 Biblical Aramaic**

A study of elementary biblical Aramaic with special attention to grammar, syntax and vocabulary building. Introduction to the syntax of the language followed by reading the Aramaic portions of the Hebrew Bible. Prerequisite: BI 5307 or permission from the instructor.

### **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.

### **BI 5320 Advanced Introduction to the New Testament**

A general introduction to the New Testament and a special introduction to each section and each book. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions. Attention is given to authorship, date, background, interpretations and critical problems of each book.

### **BI 5321 New Testament Theology**

An in-depth thematic study of major doctrinal themes in the New Testament.

### **BI 5322 Readings in the Greek New Testament**

Selected readings from the Greek New Testament emphasizing vocabulary, grammar and syntax.

### **BI 5323 Exegesis of the Greek New Testament**

The interpretation of difficult passages of the New Testament with an emphasis on history, methods and tools of New Testament exegesis. Prerequisite: BI 5322.

### **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.

### **BI 5325 Seminar in Elective New Testament Text**

Like BI 5324, but with the choice of different New Testament selections. Prerequisite: Consent of instructor.

### **BI 5326 The New Testament World**

A study of the social, political and religious facets of the Jewish and Greco-Roman world which affected the life and thought of the early church.

### **BI 5327 Guided Research in the New Testament**

Guided research leading to the writing of a significant research paper in New Testament with applications made to ministry. Prerequisites: BI 5300, 5322, 5323 and consent of instructor.

### **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.

### **BI 5329 Biblical Hebrew II**

A continuation of BI 5328—A study of elementary biblical Hebrew with special attention to grammar, syntax and vocabulary. Reading of simple prose sections of Hebrew Bible. Prerequisite: 5328

### **BI 5330 Introduction to Akkadian**

A study of elementary Akkadian with special attention to grammar, syntax and vocabulary. Prerequisites : BI 5307 and BI 5308

### **BI 5332 Elementary NT Greek I**

A study of elements of NT Greek with emphasis on grammar, syntax and vocabulary

### **BI 5333 Elementary NT Greek II**

A continuation of BI 5332—A study of elements of NT Greek with emphasis on grammar, syntax and vocabulary

### **BI 5334 Elementary Syriac**

An introduction to the ancient Syriac language



### **BI 5335 Readings in Syriac**

Selected readings in the ancient Syriac language emphasizing vocabulary and grammar.

### **BI 5350 Biblical Foundations for Ministry**

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

### **BI 5351 Church Leadership**

Principles of effective organization, administration and leadership as they apply to the life of the church with emphasis on the development of effective spiritual leaders.

### **BI 5352 Expository Preaching**

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

### **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.

### **BI 5354 Evangelism**

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

### **BI 5355 The Educational Program of the Church**

A comprehensive study of biblical instruction in the local church with special attention to designing and maintaining educational programs.

### **BI 5360 Evangelism and Church Planting**

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

### **BI 5361 Missionary Anthropology**

A study of the similarities and diversities of human cultures designed to equip missionaries to communicate cross-culturally. Insights to increase effectiveness in communication of the gospel, in enculturation and in developing strategies for global church growth.

### **BI 5362 Theology of Mission**

Theology of Mission is an in depth study of the theological basis for missions. It will survey missiological topics related to biblical theology in developing missiological thinking and strategies.

### ***BI 5363 Missions Practicum***

Practical, supervised experience in missionary work with pre-field approval of a written proposal of purposes, methods and goals for a domestic or foreign mission experience.

### ***BI 5364 Urban Missions***

This course is a study of the nature and methods of the Christian mission in urban contexts. It integrates missions' development and strategies within the diverse socio-cultural context of urban society with insights from urban anthropology, sociology and missiology to prepare people for evangelism and social action.

### ***BI 5365 Worldviews and Contextualization***

This course is an in-depth study of the concepts of worldview and contextualization, their historical development, cultural significance and implications for the effective communication of the gospel message within various cultural contexts. The course will discuss underlying presuppositions, categories of logic, differing worldviews and a biblical worldview.

### ***BI 5366 The Gospel and Islam***

An advanced study of Islam and the application of missiological principles in the formulation of the gospel message to the Muslims, including a history of Christian missions to Muslims and the current status of Muslim evangelization.

### ***BI 5367 World Religions***

This course will provide a historical survey of the origin and development of major world religions, highlighting their worldviews, beliefs and practices with an emphasis on their comparison with Christian beliefs and practices.

### ***BI 5380 Family Strengths—Theoretical Foundations***

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

### ***BI 5381 Individual Development and Family Relations***

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

### ***BI 5382 Family Research Methods***

A basic understanding of and appreciation for the research methods used by family scientists. Students will be equipped to conduct family research and to intelligently and critically read professional family literature.

### ***BI 5383 Youth and Family Ministry Practicum***

Directed work experience that enables the student to integrate and apply learning gained from previous courses. Working in a church setting will help the student learn to work cooperatively with a professional staff and members of a congregation.

### ***BI 5384 Family Dynamics***

Evaluation of current research in the study of relationships in families. Students will define and critique issues that families face and investigate how healthy families make decisions and solve problems.

### *BI 5395 Thesis Proposal*

Initial step in formulating a research topic, methodology, bibliography, and research proposal. Students will also submit a draft of chapter one of the thesis, which includes a review of literature.

### *BI 4396 Thesis – Research and Writing*

Pre-requisite: BI 5395

Continuation of thesis process begun in BI 5395. Students will write draft chapters of the thesis (redrafting allowed). Students may, Director's approval, continue research and drafting of various chapters of the thesis for up to four semesters.

# Doctor of Philosophy in Biblical Studies

The Ph.D. in Biblical Studies consists of 54 semester hours of course work beyond the master's degree. All students must take the foundational course, Biblical Scholarship and Christian Ministry, and a seven course core which exposes all students to the breadth of academic experience in biblical studies. Students choose one of two major concentrations – Old Testament or New Testament – to complete the remaining eighteen semester hours of course requirements. These eighteen hours include four advanced seminars in the primary biblical text (Hebrew, Aramaic, or Greek) of the chosen concentration (Old or New Testament), plus two advanced seminars in the primary biblical text (Hebrew, Aramaic, or Greek) of the other concentration. Course work in the alternate concentration provides interdisciplinary exposure in biblical studies. Students must also pass language proficiency exams in the biblical languages (Hebrew, Aramaic, and Greek) before registering for textual seminars and an exam in one secondary research language (German, French, Spanish, Latin, etc.) before taking the comprehensive examination. A student must pass the comprehensive exams to advance to the dissertation modules. Finally, the dissertation consists of twelve hours (four dissertation modules of three hours). All students must prepare and successfully defend (via conference call) their doctoral dissertation.

## Master of Philosophy

Prior to the dissertation a student may receive a Master of Philosophy (M.Phil.) degree. Essentially, the M.Phil. degree is a milestone on the way to the Ph.D. in Biblical Studies. The M.Phil. is not a free-standing degree program within the Kearley Graduate School of Theology. It is awarded to Ph.D. candidates who have satisfactorily completed all of the requirements for the Ph.D. except those relating directly to the dissertation. Ph.D. students who have exhibited suitable research, maintained a 3.0 GPA, and passed their comprehensive exams may apply for and obtain the M.Phil.

A terminal M.Phil. may be conferred if a student chooses to withdraw from the Ph.D. program after successful completion of all requirements except those relating directly to the dissertation or if, in the judgment of the graduate faculty, a student's doctoral candidacy is no longer sustainable.

1. The faculty may recommend in consultation with the director of graduate studies that the student be given terminal M.Phil. status.
2. The faculty may initiate the action in consultation with the director of graduate studies and the student involved.
3. The student may request the faculty to recommend the action.
4. Students given terminal M.Phil. status shall not be eligible to reapply for admission to a Ph.D. program in the Kearley Graduate School of Theology.

## Purpose of Doctoral Program

The purpose of the Ph.D. 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 is designed to provide its graduates with essential knowledge in the key areas of biblical studies with preparation 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 Ph.D. in Biblical Studies should achieve the following learning objectives:

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

## Admissions Requirements for Ph.D. 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 graduate program should represent a broad based curriculum in Old Testament and/or New Testament, biblical language, and foreign language. If a review of transcripts of a student's graduate work reveals deficiencies, the graduate committee may recommend leveling work in the following areas before granting acceptance into the Ph.D. program:

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

## Application Requirements

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. The applicant should assume that the application is incomplete until such notification is given. Once admission is granted, it will be valid only if the applicant enrolls during

the term indicated on the application. All application materials become the property of Faulkner University; none will be returned to the applicant. All applicants will be viewed and evaluated by the director of graduate studies and a select admission committee. For admission to the Ph.D. in Biblical Studies, an applicant must complete all of the following tasks:

1. Hold a completed graduate degree in the field of biblical studies from a regionally accredited institution.
2. Send official transcripts directly from all the schools attended to the Office of Graduate Enrollment. Hand delivered copies, photocopies, and printouts of grade reports are not acceptable. Applicants may obtain application materials by contacting Graduate Enrollment at the address below, by calling (334) 386-7343 or (800) 879-9816, or by faxing to (334) 386-7143.  
Faulkner University  
ATTN: Graduate Enrollment  
5345 Atlanta Highway  
Montgomery, AL 36109
3. Hold a minimum cumulative grade point average of 3.0. If the student does not meet this requirement, the student may request conditional admission.
4. Score 500 on TOEFL (required of all students for whom English is a second language).
5. Submit three letters of recommendation with specific comments regarding the applicant's academic work, any professional experience, and ability to complete successfully graduate study. These letters are usually from the applicant's previous faculty members or supervisory personnel.
6. Submit a statement of approximately 1500 words specifying personal goals and stating ways in which the Ph.D. from the Kearley Graduate School of Theology will contribute to those goals.
7. Include a \$45 nonrefundable application fee along with a completed application form and other required materials listed above.
8. Submit a sample of a graduate research paper or thesis in biblical studies.
9. Participate in an interview with the dean, director of graduate studies, and graduate committee.
10. Receive approval by the director of graduate studies.

## Conditional and Provisional Admission

The director of graduate studies, with confirmation from the dean, may admit a student under the category of "conditional admission" in rare and unusual cases. Occasionally an applicant has acted in a timely manner, but all materials have not been received. That student may be admitted with the provision that all materials will be received within two months of the beginning of the semester.

## Policies for the Ph.D. in Biblical Studies

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

### *Grading, Transcripts, and Transfer Policies*

Course grades will be determined by the evaluation of assignments as stated in the syllabus for each course of the program. All Ph.D. in Biblical Studies courses have the following grading scale: A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 69 and below.

Dissertation grades are on a Pass-Fail basis.

Due to the format of the Ph.D. in Biblical Studies, no transfer credits from other institutions will be accepted.

### *Student Load*

Full-time status is classified as two courses per term (fall, spring, summer).

### *Class Attendance and Participation*

Class attendance via web-based technologies is a requirement of this degree program. Class attendance and participation are academic matters. Absences (not being present at conference and live collaborative meetings) and submission of late work result in academic penalty. Apart from extreme situations (which will require documentation) the student is expected to attend every collaborative session, to be on time, and to remain for the duration of each session.

### *Faculty and Student Communication*

The Ph.D. in Biblical Studies seeks to be distinctive in both content and form. The faculty seeks to establish a 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 are mandated by policy to respond to week-day student communications within 24 hours.

### *Dissertation Procedural Requirements*

The dissertation is designed around the completion of four dissertation modules, each of which has its own requirements. A pass/fail grade will be given for each dissertation module. A student who fails a dissertation module must retake the module. A dissertation module may be repeated one time. If a student fails a dissertation module a second time, the student will be placed on academic probation and must petition the director of graduate studies for continuance.

- A petition of request to re-enter the Ph.D. program will be submitted to the director of graduate studies.
- The director of graduate studies in consultation with the dean and graduate committee will review the petition for continuance.
- The director of graduate studies will notify the student of the decision to accept or reject the petition for continuance.

### *Supervision, Research, and Defense of Dissertation*

The dissertation is guided by a dissertation chair and two faculty members as requested by a student, agreed to by the faculty members, and approved by the director of graduate studies. The student defends the dissertation before his or her chair, readers, and an outside faculty member appointed by the director of graduate studies. The dissertation must be successfully defended with either “major revisions” or “minor revisions.”



Upon initial defense of the dissertation an Oral Examination Certificate will be inserted into the student's file. Once all corrections are approved and the final copies are submitted for cataloguing and copyrighting with the appropriate fees a Dissertation Acceptance Page will be inserted in each copy of the dissertation submitted.

### *Graduation Requirements*

Students anticipating completion of the degree must obtain from the Registrar's Office an application for graduation complete the form and submit it to the Registrar's Office in the first month of the semester the student plans to graduate. Students must also ensure that all obligations to the university are met prior to graduation. Degrees may be conferred and posted on student transcripts once all degree requirements are met. Commencement ceremonies are normally held in the spring of each year and all graduating Ph.D. students are encouraged to participate. In the event that a student chooses not to march at graduation, the director of graduate studies must be notified. Diplomas are mailed within two weeks of the graduation ceremonies.

In order to graduate a student must earn a minimum cumulative GPA of 3.0 for the 54-hour credit degree (including the dissertation). No grade lower than a B is accepted in the degree program. Course work earning a C may not be applied toward the degree, and must be repeated in order to in order to qualify for graduation.

### *Time Limit for the Doctor of Philosophy Program*

All requirements for the Doctor of Philosophy in Biblical Studies must be completed within a period of ten calendar years.

#### Summary of Graduation Requirements

- Minimum cumulative GPA of 3.0
- Minimum grade of B on each required course
- Successful defense of dissertation
- Timely submission of application for graduation to the Registrar's Office
- Payment of all obligations to the university

# Ph.D. Biblical Studies

## PH.D. IN BIBLICAL STUDIES Old Testament Concentration

### *Foundation Course*

BI 7301 Biblical Scholarship and Christian Ministry	3
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### *Core Courses*

BI 7310 Advanced Studies in Biblical Hermeneutics	3
BI 7312 Advanced Studies in Biblical Backgrounds	3
BI 7314 Advanced Studies in Textual Criticism	3
BI 7316 Advanced Studies in Biblical Theology	3
BI 7318 Advanced Studies in Religious History	3
BI 8311 Advanced Studies in Restoration Theology	3
BI 8313 Advanced Studies in Biblical Languages	3

BI 9040, BI 9042, BI 9044 Biblical Languages Proficiency Exams	0
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### *Old Testament Textual Seminars*

OT 8320 Seminar in the Wisdom Literature	3
OT 8322 Seminar in the Historical Literature	3
OT 8324 Seminar in the Major Prophets	3
OT 8326 Seminar in the Torah	3

### *New Testament Textual Seminars*

NT Textual Seminar (Elective) *	3
NT Textual Seminar (Elective) *	3

\*Options for NT Textual Seminars (Electives):

NT 8321, NT 8323, NT 8325, NT 8327, NT 8329, NT 8331

Research Language Proficiency Examination	0
BI 9046 Comprehensive Examination for Ph.D.	0

### *Dissertation*

RD 9320 Dissertation I	3
RD 9321 Dissertation II	3
RD 9322 Dissertation III	3
RD 9323 Dissertation IV	3

*Total Hours Required for Graduation*

*54*

# PHD IN BIBLICAL STUDIES

## New Testament Concentration

### *Foundation Course*

BI 7301 Biblical Scholarship and Christian Ministry	3
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### *Core Courses*

BI 7310 Advanced Studies in Biblical Hermeneutics	3
BI 7312 Advanced Studies in Biblical Backgrounds	3
BI 7314 Advanced Studies in Textual Criticism	3
BI 7316 Advanced Studies in Biblical Theology	3
BI 7318 Advanced Studies in Religious History	3
BI 8311 Advanced Studies in Restoration Theology	3
BI 8313 Advanced Studies in Biblical Languages	3

BI 9040, BI 9042, BI 9044 Biblical Languages Proficiency Exams	0
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### *New Testament Textual Seminars*

NT 8321 Seminar in the Book of Hebrews	3
NT 8323 Seminar in the Pauline Letters	3
NT 8325 Seminar in the Book of Acts	3
NT 8327 Seminar in the Gospels	3

### *Old Testament Textual Seminars*

OT Textual Seminar (Elective)*	3
OT Textual Seminar (Elective)*	3

\*Options for OT Textual Seminars (Electives):

OT 8320, OT 8322, OT 8324, OT 8326, OT 8328, OT 8330

Research Language Proficiency Examination	0
BI 9046 Comprehensive Examination for Ph.D.	0

### *Dissertation*

RD 9320 Dissertation I	3
RD 9321 Dissertation II	3
RD 9322 Dissertation III	3
RD 9323 Dissertation IV	3

*Total Hours Required for Graduation* 54

## Internet and Computer Requirements for Live Web Collaboration

The latest technology requirements can be accessed on the Faulkner University website. It is essential that students have updated technologies in order to participate in live virtual collaborative sessions.

## Course Instruction Format

Classes for the Ph.D. in Biblical Studies will meet three full days in course collaborative sessions at the beginning of the semester and two full days in course collaborative sessions near the end of the semester. Changes in format may be determined by professor.

1. This split course format will accommodate students who have limited time to be live in other states.
2. This course format will permit ministers, teachers, and other professionals to engage in live web collaboration and instruction.
3. This course format will assist the student in maintaining study time, work obligations, and family responsibilities.

Web instruction will be complemented with a live web learning structure that will employ the following processes:

1. All live class sessions will be videoed and archived and made available through web-based technologies so the student can review all class lectures and collaborative sessions.
2. The instructor will make available via web-based technologies class lectures, notes, and material that will assist the student.
3. Through web-based technologies the student will be able to send research papers, book reviews, etc., to the instructor.
4. Tests, including open book discussion questions, can be taken.
5. Student and instructor communications will not be limited to class sessions.
6. Student and instructor will be able to communicate at will through web-based technologies, discussion board, email, online chat, and internet conferencing system during the semester.
7. Courses taught by this learning process will have the live web conferencing feature. This means that the faculty member and students, regardless of the state in which they reside, will simultaneously participate in live voice-to-voice class discussions.

## Qualifications and Procedures for the Comprehensive Examination

The following qualifications and procedures have been established for the Ph.D. in Biblical Studies:

1. To qualify for the Comprehensive Examination, a student must have completed 42 hours of course requirements which include the foundational course, seven core courses, four textual seminars in the major field, and two textual seminars in the non-major field.
2. The student must register for the course BI 9046 Comprehensive Examination for Doctor of Philosophy.
3. The Comprehensive Examination will be administered over a two-day period and will consist of both written and oral examinations.
4. The Comprehensive Examination will consist of questions submitted by the doctoral faculty.

5. Student responses to the Comprehensive Examination will be evaluated by the student's respective professors in each course.
6. The Comprehensive Examination evaluation outcomes will be on a pass or fail basis.
7. A student who fails the exam must retake the entire exam.
8. Students may retake the exam as early as the following semester.
9. Students who fail the exam the second time may not retake the exam without approval of the director of graduate studies.
10. A petition for a third opportunity to take the exam must be submitted to the director of graduate studies who will chair the faculty committee to consider the petition. A petition will be approved only in very unusual circumstances.

# COURSE DESCRIPTIONS

## **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 is also intended to be an orientation to the doctoral program and to advanced research methods in biblical studies.

## **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. Attention will be given to the evaluation of hermeneutical methods employed by both ancient and modern scholars (rabbinical, classical, modern, and post-modern). Additionally, consideration will be given to how genre recognition (e.g., law, narrative, parable, epistle, apocalyptic, etc.) affects the hermeneutical process.

## **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.

## **BI 7314 Advanced Studies in Biblical Textual Criticism**

This course involves an 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, use of the textual apparatus of BHS/BHQ and NA27,28, and the basic criteria for evaluating variant readings.

## **BI 7316 Advanced Studies in Biblical Theology**

This course is a systematic study of major biblical themes with an attempt to relate them to current issues and to people living in the contemporary world. Attention will be given to background questions like concepts of biblical authority and hermeneutical theory. Methodological approaches will be historical, comparative, and constructive.

## **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. Attention is given to the development, context, culture, consequence, and influence of the particular subject.

### **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). Special attention will be given 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.

### **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. Special attention will be given to the Hellenistic expansion in the ancient world precipitated by Alexander the Great and the emergence of koinē Greek.

### **BI 9040 Biblical Language Proficiency Exam: Hebrew/Aramaic**

Written/Oral examination designed to measure proficiency in the primary biblical languages of Hebrew and Aramaic.

### **BI 9042 Biblical Language Proficiency Exam: Greek**

Written/Oral examination designed to measure proficiency in the primary biblical language of Greek.

### **BI 9044 Secondary Language Proficiency Exam**

Written/Oral examination designed to measure proficiency of a secondary research language.

### **BI 9046 Comprehensive Examination for Doctor of Philosophy**

Written and oral examinations designed to measure the synthesis of the biblical studies curriculum.

### **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.

### **NT 8323 Seminar in the Pauline Letters**

This course incorporates advanced research in Romans, 1 Corinthians, 2 Corinthians, Galatians, Ephesians, Philippians, Colossians, 1 Thessalonians, 2 Thessalonians, 1 Timothy, 2 Timothy, Titus, and Philemon with a specific examination in the primary text of one or more of these books. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, the Greco-Roman and Jewish backgrounds of Paul's writings, critical issues, theological issues, and relevance for the twenty-first century biblical scholar and Christian.



### **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. Attention will be given to the narrative with an emphasis on its historical reliability and on ways the events recorded relate to the Epistles of Paul. Practical implications for the modern church will also be considered and discussed.

### **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.

### **NT 8329 Seminar in the General Epistles and the Johannine Literature**

This course involves an advanced reading of selected Greek texts in the books of James, 1 Peter, 2 Peter, 1 John, 2 John, 3 John, Jude, and Revelation and an application of their message to the contemporary world. Students will also explore the background of New Testament prophecy, apocalyptic literature, and Gnosticism (Nag Hammadi library) and the critical, theological, hermeneutical, and historical issues as they relate to the General Epistles and the Johannine Literature.

### **NT 8331 Seminar in the Epistle to the Romans**

This course is an in-depth study of the Apostle Paul's Epistle to the Romans involving a careful exegesis of the Greek text with special attention given to theological problems and critical issues that modern scholars have raised about the book (e.g., salvation by faith, God's sovereignty in election, predestination, and man's free will). Students will also explore practical applications of the epistle's teachings to the church and to the contemporary world.

### **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. Special attention is given 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.

### **OT 8322 Seminar in the Historical Literature**

This course incorporates advanced research in Joshua, Judges, Ruth, 1 and 2 Samuel, 1 and 2 Kings, 1 and 2 Chronicles, Ezra, Nehemiah, and Esther with a specific examination in the primary text of one or more of these books. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the twenty-first century biblical scholar and Christian. Additionally, specific attention is given to narrative exegesis.

### **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. Special attention is given to the nature of prophecy, revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the twenty-first century biblical scholar and Christian. Additionally, specific attention is given to narrative and poetic exegesis.

### **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. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the twenty-first century biblical scholar and Christian. Additionally, specific attention is given to narrative and poetic exegesis.

### **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. Special attention will be given to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the twenty-first century biblical scholar and Christian. Additionally, specific attention is given to poetic exegesis and the piety of the Psalter in which that piety is compared to the piety of Christian prayer and song.

### **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. Special attention is given to the nature of prophecy, revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the twenty-first century biblical scholar and Christian. Additionally, specific attention is given to narrative and poetic exegesis.

### **RD 9320 Dissertation I**

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 dissertation which includes a review of literature.

### **RD 9321 Dissertation II**

This course serves as a continuation of the dissertation process. Students will complete a draft of chapter two and make revisions as recommended by the dissertation committee.

### **RD 9322 Dissertation III**

This course serves as a continuation of the dissertation process. Students will complete a draft of chapter three and make revisions as recommended by the dissertation committee.

### **RD 9323 Dissertation IV**

This course serves as a continuation of the dissertation process. Students will complete chapter four (conclusion) of the dissertation, make all necessary corrections and revisions of dissertation, and pass public defense of the dissertation.

# HARRIS

# COLLEGE OF

# BUSINESS



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# INTRODUCTION

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

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

# EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EXECUTIVE MBA)

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

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

## Program Design & Structure

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

## Program Objectives for the Executive MBA

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

## Admissions to the Executive Master of Business Administration Program

Applicants for the program must meet the following criteria.

- At least four years of relevant work experience is desired. The Academic department will determine "relevancy" based on professional expertise and experience gained relative to business and management.

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

### *Conditional/Unconditional Admission*

Conditional Admission may in some circumstances be granted for reasons including insufficient GMAT score, incomplete file (transcript, resume, etc.), GPA, or other academic reservation by the Executive MBA Program Director, Academic Review Committee, Associate Dean, or Dean of the College of Business. The student will be notified of what is lacking and must submit all of the items prior to the end of the first semester of classes. Upon receipt of required items, Conditional Admission may be changed to Unconditional Admission.

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

### **Enrollment**

All requirements of the Executive Master of Business Administration degree must be completed within five (5) years of the initial enrollment to the program. Prior to re-entry/re-enrollment, students who withdraw from the program must satisfy the requirements based on the current curriculum/catalog including completion/satisfaction of any core requirement deficiencies and GMAT testing.

## *Disenrollment and/or Administrative/Academic Withdrawal*

Administrative withdrawal can be initiated by the Graduate Enrollment Office, the Executive MBA Department, Student Accounts, or the Registrar's office. Administrative withdrawal is generally for reasons including, but not limited to, lack of official transcripts, low or unavailable GMAT scores, or any other reason that leads to an incomplete file or Financial Aid/Business Office issues.

Administrative and/or Academic withdrawal can be initiated by the Executive MBA department and the College of Business as a consequence of a multitude of issues addressed in this handbook. Examples include behavioral issues, 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, etc. The list above is not exhaustive and only intended to illustrate certain scenarios.

## *Re-enrollment*

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

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

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

## *Re-taking Courses*

Re-taking a course is conducted in the same manner as the structured program, in the respect that this course is completed at Faulkner under the Executive MBA degree plan. Outside credit is not accepted in lieu of the specific Executive MBA program courses.

Re-taking courses in the graduate program for whatever reason, including but not limited to, 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, is strictly handled on a case-



by-case basis. Approval for retakes will only be considered for courses in which a student earned a grade of C or lower. The Academic Review Committee fully reserves the right to deny re-takes.

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

### *Dual Enrollment*

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

### *Withdrawal Policy*

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

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

## **Attendance Policy for the Executive Master of Business Administration**

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

1. Each online course will be divided into six "sessions" that correspond with the Executive MBA calendar. Please note that each individual professor may have specific deadlines within each "session."
2. At the close of each scheduled Executive MBA online "session," the professor will look at Blackboard usage logs to monitor attendance. The professor will determine whether or not the student has completed all assigned tasks for that "session" and then mark the student as either present or absent for that "session."
3. Students are required to regularly participate in all scheduled online activities, assignments, exams, etc. as specified in the course syllabus and/or on Blackboard. Partial participation is unacceptable and may be counted as an absence at the discretion of the professor.
4. A required assignment or discussion board contribution may not be submitted before the timeframe begins (is opened and available on Blackboard) nor submitted after the timeframe ends (is closed and unavailable on Blackboard). No make-up work is

allowed after the exam, assignment, discussion board contribution, etc. has closed and is no longer available in Blackboard.

5. A student who misses more than one “session” of any course may receive an automatic “F” in the course unless prior permission is obtained from the Executive MBA Director’s office and appropriate documentation is provided concerning personal illness, family illness, death of family member, work, etc. Regardless of the reason (personal illness, family illness, death of family member, work, vacation, etc.), a student who misses more than two meetings of any course will receive an automatic “F” in the course.

A student who misses the final exam for any reason may receive an automatic “F” in the course unless the student has prior approval from both the professor and the Executive MBA Director, and appropriate documentation is submitted when requested.

## Academic Issues

### *Academic Appeal*

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

1. The appeal is first made to the instructor of the course.
2. If the student has further concerns, he/she may appeal (in writing) to the Program Director. The Director will investigate the student’s concerns and respond.
3. If further appeal is required, the appeal should be made to the Dean of the College of Business and Executive Education.
4. The Dean may decide to forward the appeal to the Academic Review Committee as necessary. The student also has a right to request an appeal by the Academic Review Committee if they are in disagreement with the decision rendered by the Dean. Either the Dean and/or the Academic Review Committee will provide the student with a copy of the final decision.

The MBA Academic Review Committee is comprised of the Director of the BBA department, the Director of the HRM department, the Director of the M.S. in Management department, the Director of the BSB department, the Director of the MBA department, and the Dean of the College of Business and Executive Education. Please be informed that the Committee comprises the final body of academic appeal in the College of Business & Executive Education.

The primary role of the Committee is to work with operational issues such as grades, conduct, Comprehensive Examinations, plagiarism/complicity, and special situations, though it is not limited to such. If any of the individuals in the Committee happens to be the professor who has awarded the grade being appealed, he/she will be replaced in that committee by another credentialed faculty member while the appeal is being addressed.

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

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

### *Academic Misconduct*

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

Faulkner University reserves the right to dis-enroll 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 MBA Program policies, please refer to the program handbook.

### *Consultation with Administration*

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

### *Transferability of Executive MBA Credits or Applicability to Doctoral Programs*

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

## **Program Completion**

### *Comprehensive Exam*

All students must pass a written Comprehensive Examination during their third semester. Students will be provided with case studies and corresponding questions that

focus on components from the following courses:

- MBA 6340 Quantitative Analysis
- MBA 6370 Management Information Systems
- MBA 6395 Strategic Management

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

### *Graduation Requirements*

Successful completion of all coursework and the Comprehensive Examination with a minimum GPA of 3.0 is required. A maximum of two grades of “C” and no grade lower than a “C” in the entire program of study will be allowed. All financial accounts must also be cleared by Student Accounts and/or Financial Aid offices in order to receive a diploma. More information can be found in the program’s student handbook

### **Curriculum for Fall**

### **Semester Hours**

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

\*Only taken during the final semester of the program.

### **MBA 6310 Managerial Economics**

A study of economic theory and criteria for decision making. Attention will be given to how market structure and economic conditions affect the decision process at the managerial level. This course emphasizes application of economic principles to business analysis from both qualitative and quantitative perspectives.

### **MBA 6320 Organizational Behavior**

A study of human behavior in organizations in the context of organizational business systems. An overview of managerial challenges including the global environment and work force diversity. Focus on decision-making, group dynamics and conflict resolution.

### **MBA 6330 Legal Environment of Business**

This course is a review of the legal system, common law and its development, organizational structures and the regulatory environment. Many concepts, including the federal and state court system, partnerships, corporations, torts, and contracts will be discussed in the context of managerial functions. Emphasis will be on the legal process as it affects and shapes the business environment.

### **Curriculum for Spring**

### **Semester Hours**

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

### **MBA 6340 Quantitative Analysis**

Quantitative methods of analysis. An overview of the concepts of operations research and statistical methods. Emphasis upon techniques most useful in their application to managerial problems. Critical evaluation of modeling techniques.

## **MBA 6350 Managerial Finance**

This course provides managers and entrepreneurs with decision-making tools used in planning and problem solving in their organizations. Students will explore contemporary theories of finance as applied to the solution of management problems identified in selected cases. The focus of the applications activity is on policy formulations and decision-making under conditions of uncertainty.

## **MBA 6360 Marketing Management**

Examining marketing management with emphasis on management of marketing units within business enterprises. The social environment within which marketing problems occur will also be discussed. Exposure to the developing perspectives of marketing as a function and a discipline.

## **Curriculum for Summer**

## **Semester Hours**

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

\*Only taken during the final semester of the program.

## **MBA 6370 Management Information Systems**

A survey of business information systems generally required for management. Includes overview of Business Spreadsheets and Presentation software. Special topics for discussion include information systems lifecycle phases, project management tools and other current topics.

## **MBA 6380 Managerial Accounting**

This course will familiarize the students with the function of accounting as it pertains to managerial decision making. It will focus on the role of cost information and strategic decision making.

## **MBA 6390 International Management Perspectives**

A study of trends in international business. This course will include a review of issues that are relevant to the role of the business executive in the global economy. A particular focus will be given to the study of multinational cultures and how this can affect management practices.

## **MBA 6395 Strategic Management**

This business strategy course provides students with interrelated issues for study and analysis. It provides a better understanding of the “integrated management function” within a business enterprise.

# MASTER OF SCIENCE IN MANAGEMENT

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

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

Six courses are offered in this combination of classroom and online environments. Classroom lectures are conducted on designated Saturdays with additional online activities required throughout the course. Four courses are offered entirely in an online format that requires regular student participation. The various online activities are designed and structured to build upon the principles and concepts presented in each course. Instruction, tests, case studies, assignments, and other specific requirements are accomplished primarily through individual effort; however, several activities involve group interaction and threaded discussions. The Blackboard environment is used for online courses and components. Therefore, a mandatory training session is conducted at the beginning of the first semester. The training session will cover concepts and pointers vital to success in the program, including access and navigation of the Blackboard platform.

## Program Design & Structure

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

Saturdays

Session 1: 9:00 a.m. - 12:15 p.m.

Session 2: 1:00 p.m. - 4:15 p.m.

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



## Program Objectives

- To prepare one for employment and advancement in a wide range of positions requiring graduate business education.
- To enhance one's knowledge and skills for management functions.
- To develop understanding and appreciation for statistical and quantitative reasoning.
- To enhance one's knowledge of current managerial practices and trends.
- To augment one's skills in critical thinking and decision making for strategically positioning the institution or organization.
- To 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 Master of Science in Management Program

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

- At least four years of relevant work experience is desired. The Academic department will determine "relevancy" based on professional expertise and experience gained relative to business and management.
- Bachelor's degree from a regionally accredited institution with a minimum GPA of 2.5 on a 4.0 scale.
  - Applicants must have completed a Bachelor's degree in Business Administration or in a related discipline. Those with baccalaureate degrees in other disciplines will be considered for admission upon completing the prerequisite and recommended courses stated in the admissions criteria. All incoming students, irrespective of major or degree, must complete the prerequisite prior to enrolling in the M.S.M. program.
- Copies of transcripts should be received prior to admission. Official (unopened) transcripts must be received within the stipulated time frame, that is, prior to the beginning of the second semester. Transcripts must be sent from each college or university attended. Hand-delivered copies, photocopies, and print-outs of grade reports are not acceptable. Only conditional admission will be granted during the interim period to students who do not fulfill any of the stated requirements.
- Students will be required to take the GMAT examination. Applicants should submit official GMAT scores from within the last two years to Faulkner University. While minimum GPAs will be enforced, applicants will also have to meet the following standard for admission:
  - $(\text{Undergraduate GPA} \times 200) + \text{GMAT Score} = 900$  or higher
  - Applicants who do not have a current GMAT score to submit may be allowed to enroll on a conditional basis for one semester provided they have the appropriate GPA and prerequisites. They will, however, have to submit an official GMAT score by the end of the first semester. Students not making the requisite GMAT/GPA composite score (see formula above) will need to be in good academic standing to be considered for continued enrollment in the program.
- Students seeking admission to the M.S.M. program must have completed a course in Statistics, Quantitative Business Analysis, or Operations Research. It is strongly recommended that students enrolling in the program should have completed courses in Economics, Finance, Marketing, Management, and Information Systems.



Any exceptions to the admissions criteria are considered by the M.S.M. Academic Review Committee. The MSM Academic Review Committee is comprised of the Director of the MSM Department, the Director of the BBA Department, the Director of the BSB Department, the Director of the MBA Department, the Director of the HRM Department, and the Dean of the College of Business.

### *Conditional/Unconditional Admission*

Conditional Admission may in some circumstances be granted for reasons including insufficient GMAT score, incomplete file (transcript, resume, etc.), GPA, or other academic reservation by the M.S.M. Program Director, Academic Review Committee, Associate Dean, or Dean of the College of Business. The student will be notified of what is lacking and must submit all of the required items prior to the end of the first semester of classes. Upon receipt of required items, Conditional Admission may be changed to Unconditional Admission.

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

### **Enrollment**

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

### *Disenrollment and/or Administrative/Academic Withdrawal*

Administrative withdrawal can be initiated by the Graduate Enrollment office, the M.S.M. Department, Student Accounts, or the Registrar's office. Administrative withdrawal is generally for reasons including, but not limited to, lack of official transcripts, low or unavailable GMAT scores, or any other reason that leads to an incomplete file or Financial Aid/Student Account issues.

Administrative and/or Academic withdrawal can be initiated by the M.S.M. department and the College of Business as a consequence of various issues, including behavioral issues, 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, etc. The list above is not exhaustive and only intended to illustrate certain scenarios.

### *Re-Enrollment*

Re-enrollment into the graduate program for whatever reason, including but not limited to, academic deficits pertaining to grade point average, withdrawal from the program, either voluntary or involuntary, poor academic performance with grades of C's, D's or F's, or any other reason leading to an inability to complete the program with proper

academic sequence, is handled on a strictly case-by-case basis. Some cases/circumstances will need to be reviewed by the Academic Review Committee before a decision can be made. The Academic Review Committee fully reserves the right to deny re-enrollment.

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

1. The academic standing of the student as reflected in their GPA and overall performance.
2. The motivation of the student as determined by class presence (number of absences 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 (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.
5. Previous academic probation and/or disenrollment.

### *Re-Taking Courses*

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

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

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

### *Dual Enrollment*

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

### *Withdrawal Policy*

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

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

## Attendance Policy for the Master of Science in Management

### *Classroom Attendance*

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

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

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

### *Attendance for Online Courses*

Regular online participation is expected of all students and is essential for academic development. Class interaction through discussion board threads and individual participation are such vital parts of the course objectives that lack of participation negates

the value of the course. The following policies and procedures are to be followed in regard to online courses:

7. Each online course will be divided into six “sessions” that correspond with the M.S.M. calendar. Each of the sessions will begin on the Saturday morning of a class meeting and will end on the Friday night before your next class. The one exception to this is session six, which will primarily be used for the final exam. Please note that each individual professor may have specific deadlines within each session.
8. At the close of each scheduled M.S.M. online “session,” the professor will look at Blackboard usage logs to monitor attendance. The professor will determine whether or not the student has completed all assigned tasks for that session and then mark the student as either present or absent for that session.
9. Students are required to regularly participate in all scheduled online activities, assignments, exams, etc. as specified in the course syllabus and/or on Blackboard. Partial participation is unacceptable and may be counted as an absence at the discretion of the professor.
10. A required assignment or discussion board contribution may not be submitted before the timeframe begins (is opened and available on Blackboard) nor after the timeframe ends (is closed and unavailable on Blackboard). No make-up work is allowed after the exam, assignment, discussion board contribution, etc. has closed and is no longer available in Blackboard.
11. Because there is no make-up work allowed, professors are encouraged to allow students to drop the one lowest exam grade. Any missed exam will count toward the dropped grade first. This does not include the final exam.
12. A student who misses more than one session of any course may receive an automatic “F” in the course unless prior permission is obtained from the M.S.M. Director’s office and appropriate documentation is provided concerning personal illness, family illness, death of family member, work, etc. Regardless of the reason (personal illness, family illness, death of family member, work, vacation, etc.), a student who misses more than two meetings of any course will receive an automatic “F” in the course.
13. A student who misses the final exam for any reason may receive an automatic “F” in the course unless the student has prior approval from both the professor and the M.S.M. Director, and appropriate documentation is submitted when requested.

## Academic Issues

### *Academic Appeal*

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

1. The appeal is first made to the instructor of the course.
2. If the student has further concerns, he/she may appeal (in writing) to the Program Director. The Director will investigate the student’s concerns and respond.
3. If further appeal is required, the appeal should be made to the Dean of the College of Business and Executive Education.
4. The Dean may decide to forward the appeal to the Academic Review Committee as necessary. The student also has a right to request an appeal by the Academic Review Committee if they are in disagreement with the decision rendered by the Dean. Either

the Dean and/or the Academic Review Committee will provide the student with a copy of the final decision.

The MSM Academic Review Committee is comprised of the Director of the BBA Department, the Director of the HRM Department, the Director of the MSM Department, the Director of the BSB Department, the Director of the MBA Department, and the Dean of the College of Business and Executive Education. Please be informed that the Committee comprises the final body of academic appeal in the College of Business & Executive Education.

The primary role of the Committee is to work with operational issues such as grades, conduct, Comprehensive Examinations, plagiarism/complicity, and special situations, though it is not limited to such. If any of the individuals in the Committee happens to be the professor who has awarded the grade being appealed, he/she will be replaced in that committee by another credentialed faculty member while the appeal is being addressed.

Students not following the above protocol will be deemed as not abiding by the guidelines of their academic program at Faulkner University. Students contacting any other external (outside of Faulkner University) person, agency, or institution will also be deemed to be in noncompliance with the guidelines of the academic program at Faulkner University. Action taken may include, but not be limited to, withdrawal from the program, dismissal, probation, suspension, or any other action as deemed necessary by the administration of Faulkner University.

### *Academic Misconduct*

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

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

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

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

## **Program Completion**

### *Required Resource: Wall Street Journal Student Trial Subscription*

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

### *Comprehensive Examination*

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

### *Graduation Requirements*

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

## **Curriculum for Fall**

## **Semester Hours**

MSM 6300 Ethics for Business and Management	3
MSM 6302 Organizational Behavior	3
MSM 6303 Legal Dimensions of Business	3
MSM 6090 Comprehensive Exam*	0

\*Only taken during the final semester of the program.

## **MSM 6300 Ethics for Business and Management**

A study of principles and concepts for building and enhancement of ethical and managerial paradigms for corporate operations. Focus on integrity in organizational cultures.



## MSM 6302 Organizational Behavior

A study of human behavior in organizations in the context of organizational business systems. An overview of managerial challenges including the global environment and work force diversity. Focus on decision-making, group dynamics, and conflict resolution.

## MSM 6303 Legal Dimensions 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.

### Curriculum for Spring

### Semester Hours

MSM 6304 Marketing Management	3
MSM 6305 Quantitative Analysis	3
MSM 6306 Personnel/HR Management	3

## MSM 6304 Marketing Management

Examines marketing management with emphasis on management of marketing units within business enterprises. The social environment within which marketing problems occur will also be discussed. Exposure to the developing perspectives of marketing as a function and a discipline.

## MSM 6305 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.

## MSM 6306 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.

### Curriculum for Summer

### Semester Hours

MSM 6307 Employment Law for Management	3
MSM 6308 Business Policy and Strategy	3
MSM 6309 Financial Management	3
MSM 6317 Management Information Systems	3
MSM 6090 Comprehensive Exam*	0

\*Only taken during the final semester of the program.

## MSM 6307 Employment Law for Management

A study of the legislation, case law, and administrative regulations intended to provide nondiscriminatory treatment of individuals in employment relationships. The course examines the various civil rights acts, safety laws, executive orders, and related legal cases at the Federal and State levels.



### **MSM 6308 Business Policy and Strategy**

Designed to integrate and summarize MSM course work, 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.

### **MSM 6309 Financial Management**

This course provides managers and entrepreneurs with decision-making tools used in planning and problem solving in their organizations. Students will explore contemporary theories of finance as applied to the solution of management problems identified in selected cases. The focus of the applications activity is on policy formulations and decision-making under conditions of uncertainty.

### **MSM 6317 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.

### **Alternate Courses**

#### **MSM 6311 MSM Project I**

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

#### **MSM 6312 MSM Project II**

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

#### **MSM 6313 MSM Project III**

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

### **MSM 6301 Business and Administration Communication**

This course has an emphasis on the building blocks of effective messages, letters and memos, interpersonal communication, reports, and job hunting. Email, web sites, power point, and other contemporary forms of communication are covered. Writing assignments allow the application of building blocks.

### **MSM 6390 Managerial Accounting**

This course will familiarize the students with the function of accounting as it pertains to managerial decision making. It will focus on the role of cost information and strategic decision making.

**\*\*Please note: Depending on program format, MSM 6301 Business and Administrative Communication, MSM 6311 Project I, MSM 6312 Project II, MSM 6313 Project III, and MSM 6390 Managerial Accounting, may be offered and/or substituted for an existing course as determined by the MSM department.**

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

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# INTRODUCTION

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

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

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

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

- professional service in facilitating learning.
- Fostering the lifelong pursuit of professional excellence, innovation, and collaboration in research and preparation of professionals for the highest levels of practice and service in diverse schools, organizations and communities.

It is the goal of the College of Education at Faulkner University to produce teachers who demonstrate the following:

1. High moral and ethical character, a by-product of their Christian commitment;
2. Honesty and integrity in all relationships, including school personnel, students, and the public;
3. Academic and professional competence, with careful attention to subject matter and teaching methods.
4. Diligence in planning and evaluation of student performance;
5. Respect for authority;
6. Genuine interest in children and youth as evidenced in friendliness, firmness, patience, and sensitivity to individual needs;
7. Willingness to go beyond minimum requirements.

## College of Education Governance

### *Teacher Education Committee (TEC)*

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

### *Teacher Education Committee Members*

Dean	College of Education
Director	Graduate Studies
Director	Field and Clinical Experiences
Director	CACC Program
Director	CAREE
Director	Project Key
Certification Officer	College of Education
2 Faculty	College of Education
2 Faculty	College of Arts and Sciences

### *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.

## *Conceptual Framework*

The knowledge, skills, and dispositions cultivated in the Teacher Education Program provide a rationale for reflection, decision-making, professional development, and character-based leadership. The art of cultivating teachers with intelligence and character involves the following:

- Development of the cognitive, moral, emotional, physical, psychological and spiritual dimensions of each individual.
- Transformation of students into mentors and leaders of character.
- Engagement in active and reflective thinking processes.

The focus of Faulkner's Teacher Education Program is upon the understanding, integration, and application of knowledge in diverse settings with professional skills and dispositions. Our faculty seeks to demonstrate growth in this area and cultivate the development of our students in ways meaningful to communities, schools, and professional organizations. To facilitate this process and the pursuit of excellence, the College of Education established a conceptual framework consisting of fourteen specific professional knowledge, skills, and dispositions with performance outcome expectations for our teacher candidates.

1. **Developmental Knowledge and Skill.** Teacher candidates demonstrate an understanding of holistic human development and of individual and contextual factors that influence motivation and learning, and the ability to personalize instruction.
2. **Learning Environment Knowledge and Skill.** Teacher candidates demonstrate an understanding of classroom organization and management, curriculum, and professionalism, and the ability to design and manage learning environments in ways that promote students' independence as learners.
3. **Learning Process Knowledge and Skill.** Teacher candidates demonstrate an understanding of learning as a socially-mediated, constructive process and the ability to select and implement a repertoire of instructional methods and strategies based on knowledge of the learner, the task, and the context.
4. **Pedagogical Content Knowledge and Skill.** Teacher candidates demonstrate an understanding of the disciplines taught, and the ability to organize and express that knowledge in ways that make it accessible and useful to students.
5. **Communication Knowledge and Skill.** Teacher candidates demonstrate an understanding of effective communication and collaboration strategies, and the ability to build inclusive learning environments, democratic communities that incorporate the needs and perspectives of students in the decision-making process.
6. **Assessment Knowledge and Skill.** Teacher candidates demonstrate an understanding of assessment as an ongoing process involving multiple sources of information and varied assessment techniques, and the ability to use assessment to monitor and evaluate student progress and to communicate assessment information accurately and clearly to students, parents and professionals.
7. **Critical Thinking Knowledge and Skill.** Teacher candidates demonstrate an understanding of critical thinking, its processes, and its application in reaching flexible, creative, and ingenious solutions and decisions.
8. **Reflective and Professional Knowledge and Skill.** Teacher candidates demonstrate an understanding of the use of self-evaluation and reflection as tools for professional growth, and the ability to use the resources within the school and broader professional community as supports for professional growth as a learner and as a teacher.

9. Technological Knowledge and Skill. Teacher candidates demonstrate an understanding of the innovation and integration of technology and possess a repertoire of instructional methods and strategies to provide the opportunity for students to develop and learn.
10. Character Knowledge and Skill. Teacher candidates demonstrate an understanding of character development, their position as mentors, role models, and transformational leaders and the process of transformation for students of diverse characteristics in diverse settings.
11. Dialogue Skill and Disposition. Teacher candidates demonstrate both an understanding of dialogue, an attitude/preference to engage in dialogue and an application of dialogue as a tool to facilitate learning and understanding across diversity.
12. Care Skill and Disposition. Teacher candidates demonstrate both an understanding of the process to care for each student and an attitude/preference to value each student.
13. Learning Potential Skill and Disposition. Teacher candidates demonstrate an attitude/preference that each student has the potential to learn, and seek to facilitate each student's learning.
14. Calling Skill and Disposition. Teacher candidates demonstrate an attitude that incorporates the spiritual dimensions of teaching and learning.

## Admission Requirements for Graduate Programs

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

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

### *General Admission Requirements for Graduate Studies in the College of Education*

- Completed Application
- Official transcripts from ALL schools attended
- Passing Score on the GRE or MAT
- 250 word goal statement
- 3 recommendations
- a bachelor's degree from a college or regionally accredited college or university with a GPA of 2.75 or higher, OR a master's degree from a regionally accredited university with a GPA of 3.0 or higher



## *Aptitude Score*

Applicants must submit a passing score from one of the following: a combined verbal and quantitative score of 700 or above on the Graduate Record Examination (GRE) or a score of at least 370 on the Miller Analogies Test (MAT) to be eligible for graduate studies at Faulkner University. Student's whose first language is not English must also provide a passing score on the TOEFL. A score of 500 is required of all students for whom English is a second language.

## *Goals Statement*

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

## *Recommendation Forms*

Applicants must provide recommendations from three people who are not relatives of the applicant. Official recommendation forms are provided in an admission's packet.

## *Special Student Admission*

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

## *Early Admission*

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

## *Teacher Education Program Admission*

Application for admission into the Teacher Education Program should be made at the beginning of the semester in which a student will complete his/her fifth professional education course. Students may not exceed five professional education courses prior to being admitted to the Teacher Education Program. Candidates should apply for admission by submitting a formal application along with a one-page essay detailing why the applicant wants to teach by the announced deadline at the beginning of each fall and spring semester. Application forms for admission into the Teacher Education Program can be secured from the College of Education Office. All applicants will be required to complete various deadlines throughout the rest of the semester of application culminating in a formal interview with the TEC. All Teacher Education Program requirements must be submitted to the College of Education Certification Officer for processing. Traditional and

Masters of Arts in Teaching students requirements for TEP entrance differ from Alternative A requirements.

To be eligible for admission into the Teacher Education Program, a student must meet the following requirements by the completion of the semester of application:

- Submission of Teacher Education Application with attached “Why I Want To Teach” essay
- Demonstration of a minimum GPA of 3.25
- A passing score on all three sections of the Alabama Educator Certification Teacher Program (AECTP): Basic Skills Assessment
- A passing score on the appropriate Praxis II Content test(s)
- Completion of the five allowed education courses
- SAEA dues paid for current school year
- Satisfactory ratings on approved clinical experiences in a variety of settings totaling a minimum of 80 hours
- Submission and approval of electronic portfolio
- Completion of background check and fingerprinting. The ALSDE requires a criminal background check with the application for certification. Students must register for fingerprints at [www.cogentid.com/AL](http://www.cogentid.com/AL). A fee will be required upon registration. Students must then take their registration paperwork to designated locations to be printed.
- A candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290-3-2-.22, Revocation and Suspension of Certificates and Unsuitability Determinations.
- Submission of approved disposition rating checklists (students must have a completed rating checklist from each teacher from semester prior to application and each teacher from current semester, as well as one rating checklist from Graduate Studies Director)
- Satisfactory completion of AQT Math test
- Satisfactory interview with a designated faculty member from the College of Education
- Satisfactory interview with the Teacher Education Committee

Any application that does not meet all necessary requirements will not be accepted. Students whose application is denied are responsible for reapplying the following eligible semester. Please see the College of Education Certification Officer with any questions regarding the admission process.

Candidates who cannot be admitted to the Teacher Education Program due to a low GPA are encouraged to take or retake one of the five (5) courses in the general studies in order to increase their GPA to at least a 3.00. No more than five (5) courses may be taken prior to admission to the Teacher Education Program.

## 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 ALSDE approved degree plan checklist.

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

## Grading, Transcripts and Transfer Hours

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

## Audit

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

## Transfer Credits

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

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

FED 6300 Seminar in Education,

BIO/EED/EH/HY/MH/PE 6390 Directed Study,

EED/SED 6699 Internship.

EED 6332 Teaching Elementary Language Arts\*

EED 6341 Teaching Elementary Mathematics\*

BIO/MH/HY/PE/EH 6329 Materials and Methods\*

FED 6320 Curriculum, Design, Assessment, and Evaluation\*

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

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

## Student Load

The unit of credit is the semester hour. One semester hour of credit represents approximately fifteen hours of lecture/discussion activity and examinations. Full-Time Load: For academic purposes, a student enrolled for six (6) graduate semester hours is classified as a full-time student in the Master's program. Maximum Load: No student may register for more than twelve (12 hrs.) during a semester or six (6) hours during a summer term. Students employed full-time may not register for more than six (6) hours of classes.

## Advisement

The Dean of the College of Education will assign an advisor to provide the student assistance with planning his/her program, with registration and with evaluation of his/her progress. It is the student's responsibility to schedule conferences with his/her advisor each semester prior to or during registration for assistance with scheduling. It is the responsibility of the student to ensure he or she is completing all coursework as prescribed by the Degree Plan Checklist approved by the ALSDE for the year in which they begin a program with the College of Education.

## Registration

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

## Class Attendance

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

### *Class Attendance Policy*

Faulkner's class attendance policy is based on the number of class meetings a course has during the term. A student's total number of absences in any course must not exceed twenty-five percent (25%) of the class meetings for the term. Any absence, whether due to illness, family emergency, or participation in a University-sanctioned activity, will be counted in calculating the total number of absences. A student whose total absences exceed 25% will be assigned a letter grade of "F" for the course. For example, a student enrolled in a course with 12 class meetings may be absent from only 3 class meetings.

### *Excused Absences*

Faulkner students may have unexpected or extenuating life circumstances such as serious illness, prolonged illness or death of an immediate family member that result in absences. The student may submit a request to the Dean of the College of Education for consideration of the circumstances surrounding the absences and request for them to be

excused. If the Dean determines the circumstances are extenuating and compelling and merit the opportunity for makeup tests and assignments he or she will arrange academic accommodations for the student.

## 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 AQT standards
4. Completion of all program gateways according to the mandated timeframes

\*Any grade below a "C" in professional studies/content courses will not be used to meet certification requirements. ALSDE policies and university policies must be followed in calculation of GPA and awarding of credit for courses taken and courses repeated. ALSDE policies will supersede university policies.

If placed on probation, the Teacher Education Committee will determine a corrective action plan, which may include a student's removal from the Teacher Education Program. Implementation and completion of a corrective action plan for remediation will determine a student's continued status within the Teacher Education Program.

## Behaviors That May Result In Temporary Suspension or Permanent Expulsion

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

# MASTER OF EDUCATION ALTERNATIVE CLASS A

## Policies for the Master of Education Alternate 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 Fifth Year Degree

The Alternative Class A is identical to the purposes for preparing teachers at the Class B level in the same teaching field, but expects that candidates will develop competencies over and beyond those expected at the Class B level including subject matter knowledge, student development, diversity, instructional strategies, classroom management and learning environment, communication, planning, assessment, professionalism, and collaboration. 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 Alternative A Fifth Year Certificate is offered in the following content choices: History, Mathematics, Biology, Physical Education, English, Language Arts, and Elementary Education. Admission to this program is granted by the Teacher Education Committee and the committee has set the following criteria for admittance into the Master's Program.

### Admission Requirements

#### *Highly Qualified Teacher Course Requirements*

Students wishing to enter the Master of Education program must fulfill the prerequisite course requirements set forth by the State Department of Education. These requirements are as follows:

- Elementary Education - 12 hours in Math, 12 hours in English, 12 hours in Social Science, 12 hours in Science
- Secondary Education - 32 hours of content coursework, 19 of which must be upper level courses

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



## *Deficient Course Work*

Students seeking admission to the Master of Education program should expect to complete some hours of coursework in deficient areas before completing this degree. In the Elementary Education degree, there must be a minimum of 12 hours in English/ Language Arts, Math, Science and Social Sciences. In the other 5 content areas, there must be listed on the transcript 32 hours of content courses, and of those courses, 19 must be upper level courses. Courses required to bring the student up to graduate level will not count in the hours required for the Master of Education Degree. A student who has taken a course on the undergraduate level may not take the identical course again at the graduate level for credit.

## *Aptitude Score*

Applicants must submit a passing score from one of the following: a combined verbal and quantitative score of 700 or above on the Graduate Record Examination (GRE) or a score of at least 370 on the Miller Analogies Test (MAT) to be eligible for graduate studies at Faulkner University. Student's whose first language is not English must also provide a passing score on the TOEFL. A score of 500 is required of all students for whom English is a second language.

## *Goals Statement*

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

## *Recommendation Forms*

Applicants must provide recommendations from three people who are not relatives of the applicant. Official recommendation forms are provided in an admission's packet.

## *Summary of Required Application Materials*

1. Completed Application
2. Official transcripts from all schools attended
3. Must hold a bachelor's degree from a regionally accredited college or university with a minimum GPA of 2.75 or a Master's degree from a regionally accredited college or university with a minimum GPA of 3.0
4. Passing scores on the GRE OR the MAT
5. Personal statement of lifetime goals (250 words)
6. Three (3) recommendations
7. Completion of Highly Qualified Teacher Course Requirements
8. Passing scores from all required exams of the Alabama Educator Certification Testing Program (AECTP)

## *Curriculum Requirements*

The Master of Education Degree leading to the Alternative Class A Certificate is a 45-47 hour program. The content choices are the following: History, Mathematics, Biology, Physical Education, English Language Arts, and Elementary Education.



With a strong core and a variety of content areas, the Alternative Master of Education Degree 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 Alternative Master of Education Degree offers course scheduling which will accommodate students who are involved in full-time professions and/or reside a considerable distance from Montgomery. Eight-week courses are offered from 6 - 9 P.M. two nights a week. The professor of the class will make the decision to have a hybrid course or to have two class meetings each week. Additional course schedules are utilized. 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 the Teacher Education Program. Field experience hours are to be completed in prescribed education courses, as well as the Clinical (Internship). 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 admission to the Internship, the candidate must complete a minimum of 180 hours of field experiences. 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.

## Clinical (Internship)

The Internship is the culminating experience for a candidate in the Teacher Education Program. The Internship involves two eight-week placements in approved P-12 school classroom settings that include twenty days of full-time teaching responsibility. Because the Internship is such a time consuming experience, candidates are not allowed to enroll in other classes, be employed, or engage in significant social club or extracurricular activities during the Internship experience unless specifically approved by the Teacher Education Committee. Candidates should apply for admission to the Internship Program by submitting a formal application along with a one-page autobiography by the announced deadline at the beginning of each fall and spring semester. Application forms for admission into the Internship Program can be secured from the College of Education Office. All applicants will be required to complete various deadlines throughout the rest of the semester of application culminating in a formal interview with the TEC. All Internship Program requirements must be submitted to the College of Education Certification Officer for processing.

## Teacher Education Program Admission

Application for admission into the Teacher Education Program should be made at the beginning of the semester in which a student will complete a number of professional education courses and related field experiences. Students may not exceed five professional education courses prior to being admitted to the Teacher Education Program (TEP). Students should apply for admission by submitting a formal application along with a one-page essay detailing why they want to teach by the announced deadline at the beginning of each fall and spring semester. Directions on how to obtain application forms for admission into the Teacher Education Program can be secured from the College of Education Office. All applicants will be required to complete various deadlines throughout the rest of the semester of application culminating in a formal interview with the TEC. All Teacher Education Program requirements must be submitted to the College of Education Certification Officer for processing.

To be eligible for admission into the Teacher Education Program, a student must meet the following requirements by the completion of the semester of application:

1. Submission of Teacher Education Application with attached "Why I Want to Teach" essay.
2. Demonstration of a minimum GPA of 3.25 in the following areas: a. Overall b. Teaching Field c. Professional Studies
3. A passing score on all three sections of the Alabama WorkKeys Basic Skills Assessments.
4. Successful completion of approved professional education courses.
5. Completion of English Composition I and English Composition II, with a grade of "C" or higher in both courses.
6. SAEA dues paid for current school year.
7. Satisfactory ratings on forms for approved field experiences in a variety of settings.
8. Submission and approval of electronic portfolio.
9. Students must complete a criminal history background check through an approved Alabama State Department of Education service provider AND provide the designated College of Education official documentation of having cleared the criminal history background check. A candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290- 3-2-.22, Revocation and Suspension of Certificates and Unsuitability Determinations.
10. Submission of five disposition rating forms from instructors of the previous two semesters.
11. Submission of a passing score on Faulkner's ETSP test.
12. Satisfactory completion of AQT Math test.
13. Satisfactory interview with a designated faculty member from the College of Education.
14. Satisfactory interview with the Teacher Education Committee.

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

## Graduation Requirements

To receive an Alternative Master of Education degree, the following requirements are in effect:

- Candidacy and admission into the Teacher Education Program
- Completion of all courses and requirements listed on the appropriate degree plan (including an appropriate Internship)
- Completion of all prescribed field experiences
- Completion of ALSDE Teacher Certification requirements, including passing scores on the Alabama Educator Certification Testing Program (AECTP): Basic Skills Assessment, Praxis Exams, and appropriate paperwork (including fingerprinting and background check release forms)
- Completion of all institutional requirements for graduation, i.e. filing of appropriate forms with the Registrar's Office, exit interview with the Financial Aid Office, and clearance with the Business Office
- Completion of an exit interview with the College of Education Completion and final approval of electronic portfolio, which will contain evidence of competencies and completion of the above requirements. All course artifacts should be found in the student's completed Portfolio.

## 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, an additional internship(s) will be required (such as physical education AND biology). Successful completion of an approved Teacher Education Program and satisfactory scores on the Alabama Educator Certification Testing Program (AECTP) exams qualify a student for a Class A Certificate. Application for Class A Certification should be secured from the College of Education during the Internship. The completed application, official transcripts, a money order from the student, and verification of successful completion of an approved Teacher Education Program are submitted by the College of Education to the ALSDE when all requirements have been satisfied.

## Master of Education Alternative Class A

### *Programs of Study*

The Alternative M.Ed. (Class A Certification) consists of 42-45 semester hours with the following breakdown: 7 three-hour core courses (21 hours total); 2 eight-week internship placements in the specific discipline (9 hours); and 18-21 hours of content specific courses. The Alternative Certification may be obtained in Elementary Education and the following Secondary Education fields: Biology, English Language Arts, Mathematics, Physical Education (P-12), and History. In addition to the full semester of Internship for the Alternative A Certification, field experience hours are built into required education courses within the Teacher Education Program.

## Core Curriculum

- FED 6300 Seminar in Education
- FED 6301 Philosophy, Ethics, and Character Building
- FED 6320 Curriculum, Design, Assessment and Evaluations

PY 6340 Advanced Educational Psychology & Exceptionalities  
FED 6349 Advanced Classroom Management  
FED 6350 Technology of Learning  
FED 6399 Education Capstone

## Elementary Education

EED 6326 Reading Skills and Comprehension  
EED 6332 Teaching Elementary Language Arts  
EED 6336 Elementary Pedagogy for Social Studies  
EED 6341 Teaching of Elementary Mathematics  
EED 6368 Teaching of Elementary Science  
EED 6390 Directed Study  
EED 6699 Internship

## Secondary Education

### *Biology*

BIO 6300 Human Nutrition  
BIO 6329 Materials and Methods in Biology  
BIO 6351 Advanced Genetics  
BIO 6362 Ecological Theory  
BIO 6380 History and Philosophy of Biology Research  
BIO 6390 Directed Study  
SED 6317 Reading in the Secondary Curriculum  
SED 6699 Internship  
BIO Special Topics

### *English Language Arts*

EH 6314 Shakespeare in Print, Performance, and Practice  
EH 6302 Rhetoric, Grammar, and Composition  
EH 6329 Materials and Methods in English Language Arts  
EH 6346 Adolescent Literature  
EH 6350 Issues and Topics in the English Language  
EH 6390 Directed Study  
SED 6317 Reading in the Secondary Curriculum  
SED 6699 Internship  
EH Special Topics

### *History*

HY 6311 Research and Writing in History  
HY 6315 Philosophy and Theory of History  
HY 6329 Materials and Methods in History  
HY 6369 Graduate Seminar in Social Sciences  
HY 6375 Current Issues in World History  
HY 6190 Directed Study  
SED 6317 Reading in the Secondary Curriculum  
SED 6699 Internship  
HY Special Topics

## *Mathematics*

MH 6340 Abstract Algebra I  
MH 6345 Abstract Algebra II  
MH 6329 Materials and Methods in Mathematics  
MH 6330 History of Mathematics  
MH 6350 Geometry  
MH 6360 Real Analysis I  
MH 6370 Complex Variables  
MH 6390 Directed Study  
SED 6317 Reading in the Secondary Curriculum  
SED 6699 Internship  
MH Special Topics  
MH 6340 Abstract Algebra I  
MH 6345 Abstract Algebra II  
MH 6329 Materials and Methods in Mathematics  
MH 6330 History of Mathematics  
MH 6350 Geometry  
MH 6360 Real Analysis I  
MH 6370 Complex Variables  
MH 6390 Directed Study  
SED 6317 Reading in the Secondary Curriculum  
SED 6699 Internship

## *Physical Education*

PE 6329 Methods for Teaching PE to Secondary Students  
PE 6330 Advanced Health Education  
PE 6333 Methods for Teaching Elementary PE  
PE 6334 Advanced Motor Learning  
PE 6390 Directed Study  
SED 6317 Reading in the Secondary Curriculum  
SED 6699 Internship  
PE Special Topics

# 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 the following content choices: History, Mathematics, Biology, Physical Education, English Language Arts, and Elementary Education. Admission to this program is granted by the Teacher Education Committee and the committee has set the following criteria for admittance into the Master's Program.

### Admission Requirements

#### *Valid Certificate*

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

#### *Highly Qualified Teacher Course Requirements*

Students wishing to enter the Master of Education program must fulfill the prerequisite course requirements set forth by the Alabama State Department of Education. These requirements are as follows:

- Elementary Education - 12 hours in Math, 12 hours in English, 12 hours in Social Science, 12 hours in Science
- Secondary Education - 32 hours of content coursework, 19 of which must be upper level courses

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

requirements.

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

### *Aptitude Score*

Applicants must submit a passing score from one of the following: a combined verbal and quantitative score of 700 or above on the Graduate Record Examination (GRE) or a score of at least 370 on the Miller Analogies Test (MAT) to be eligible for graduate studies at Faulkner University. Student's whose first language is not English must also provide a passing score on the TOEFL. A score of 500 is required of all students for whom English is a second language.

### *Goals Statement*

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

### *Recommendation Forms*

Applicants must provide recommendations from three people who are not relatives of the applicant. Official recommendation forms are provided in an admission's packet.

### *Summary of Required Application Materials*

1. Completed Application
2. Official transcripts from all schools attended
3. Must hold a valid bachelor's degree from a regionally accredited college or university in the same teaching field the Class A is sought. Must have a minimum GPA of 2.75 or a Master's degree from a regionally accredited college or university with a minimum GPA of 3.0.
4. Passing scores on the GRE OR the MAT
5. Personal statement of lifetime goals (250 words)
6. Three (3) recommendations
7. Completion of Highly Qualified Teacher Course Requirements
8. Passing scores from all required exams

## **Curriculum Requirements**

The Master of Education Degree leading to Class A Certification is a 33 hour program with 15 hours in core courses and 18 more hours being offered in content courses. The content choices are the following: History, Mathematics, Biology, Physical Education, English Language Arts, and Elementary Education.

With a strong core and a variety of content areas, the Traditional Master of Education Degree 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 offers course scheduling which will accommodate students who are involved in full-time professions and/or reside a considerable distance from Montgomery. Eight-week courses are offered from 6 – 9 P.M. two nights a week. The professor of the class will make the decision to offer the class in hybrid form or to have two class meetings each week. Additional course schedules are utilized. Students should check with an advisor in their program of study for specific program schedules and fully online programs.

The Traditional Elementary and English degrees have full online degree options.

## 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, as well as the Clinical (Internship). 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 admission to the Internship, the candidate must complete a minimum of 200 hours of field experiences. The experiences will provide opportunities for candidates to develop the skills essential for classroom teachers. Field experiences during courses will include instruction, tutoring, or conducting workshops for P-12 pupils. All clinical experiences are designed to be community based, service oriented, and to promote development of Teacher Education candidates' professional skills and dispositions. The College of Education requires that its students experience a wide variety of clinical experiences, which include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

## Teacher Education Program Admission

Application for admission into the Teacher Education Program should be made at the beginning of the semester in which a student will complete a number of professional education courses and related field experiences. Students may not exceed five professional education courses prior to being admitted to the Teacher Education Program (TEP). Students should apply for admission by submitting a formal application along with a one-page essay detailing why they want to teach by the announced deadline at the beginning of each fall and spring semester. Directions on how to obtain application forms for admission into the Teacher Education Program can be secured from the College of Education Office. All applicants will be required to complete various deadlines throughout the rest of the semester of application culminating in a formal interview with the TEC. All Teacher Education Program requirements must be submitted to the College of Education Certification Officer for processing.

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

1. Demonstration of a minimum GPA of 3.25 in the following areas: a. Overall b. Teaching Field c. Professional Studies
2. Successful completion of approved professional education courses.
3. SAEA dues paid for current school year.

4. Satisfactory ratings on forms for approved field experiences in a variety of settings.
5. Students must complete a criminal history background check through an approved Alabama State Department of Education service provider AND provide the designated College of Education official documentation of having cleared the criminal history background check. A candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290- 3-2-.22, Revocation and Suspension of Certificates and Unsuitability Determinations.
6. Submission of five disposition rating forms from instructors of the previous two semesters
7. Satisfactory interview with a designated faculty member from the College of Education.

\*These requirements are pending approval from the TEC

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

## Graduation Requirements

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

- Candidacy and admission into the Teacher Education Program
- Completion of all courses and requirements listed on the appropriate degree plan (including an appropriate Internship)
- Completion of all prescribed field experiences
- Completion of ALSDE Teacher Certification requirements, including passing scores on the Alabama Educator Certification Testing Program (AECTP): Exams and appropriate paperwork (including fingerprinting and background check release forms)
- Completion of all institutional requirements for graduation, i.e. filing of appropriate forms with the Registrar's Office, exit interview with the Financial Aid Office, and clearance with the Business Office
- Completion of an exit interview with the College of Education

## Certification

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

## Master of Education Traditional Class A

### *Programs of Study*

The M.Ed. (Class A Certification) consists of 33 semester hours with the following breakdown: 5 three-hour core courses (15 hours total) and 18 hours of content specific courses.

The Advanced Certification may be obtained in Elementary Education and the following Secondary Education fields: Biology, English Language Arts, Mathematics, Physical Education (P-12), and History. Field experience hours are built into required education courses within the Teacher Education Program.

### Core Curriculum

FED 6301 Philosophy, Ethics, and Character Building  
FED 6320 Curriculum, Design, Assessment and Evaluations  
PY 6340 Advanced Educational Psychology & Exceptionalities  
FED 6350 Technology of Learning  
FED 6380 Educational Research

### Elementary Education

EED 6326 Reading Skills and Comprehension  
EED 6332 Teaching Elementary Language Arts  
EED 6336 Elementary Pedagogy for Social Studies  
EED 6341 Teaching of Elementary Mathematics  
EED 6368 Teaching of Elementary Science  
EED 6390 Directed Study

### Secondary Education

#### *Biology*

BIO 6300 Human Nutrition  
BIO 6351 Advanced Genetics  
BIO 6362 Ecological Theory  
BIO 6380 History and Philosophy of Biology Research  
BIO 6390 Directed Study  
BIO 6395 Selected Topics

#### *English Language Arts*

EH 6314 Shakespeare in Print, Performance, and Practice  
EH 6302 Rhetoric, Grammar, and Composition  
EH 6346 Adolescent Literature  
EH 6350 Issues and Topics in the English Language  
EH 6390 Directed Study  
EH 6395 Selected Topics

### *History*

HY 6311 Research and Writing in History  
HY 6315 Philosophy and Theory of History  
HY 6369 Graduate Seminar in Social Sciences  
HY 6375 Current Issues in World History  
HY 6190 Directed Study  
HY 6395 Selected Topics

### *Mathematics*

MH 6340 Abstract Algebra I  
MH 6345 Abstract Algebra II  
MH 6330 History of Mathematics  
MH 6350 Geometry  
MH 6360 Real Analysis I  
MH 6370 Complex Variables  
MH 6390 Directed Study  
MH 6395 Selected Topics

### *Physical Education*

PE 6329 Methods for Teaching PE to Secondary Students  
PE 6330 Advanced Health Education  
PE 6333 Methods for Teaching Elementary PE  
PE 6334 Advanced Motor Learning  
PE 6390 Directed Study  
PE 6395 Selected Topics

# MASTER OF ARTS IN TEACHING (MAT) Non-Certification

## Admission Requirements

Students must meet all general admission requirements for graduate studies in the College of Education

1. Completed application
2. Official transcripts from ALL schools attended
3. Passing score on the GRE or MAT
4. 250 word goal statement
5. 3 recommendations
6. A bachelor's degree in the area of application from a regionally accredited institution with a minimum GPA of 2.5

## *Regular Admission to the M.A.T. Program*

A student with a bachelor's degree in the area pursued from a regionally accredited college or university and a GPA of 2.5 with passing scores on the GRE or MAT, and who has submitted the above specified forms will be granted full unconditional admission status pending Teacher Education Committee approval. If the GRE/MAT scores are older than five (5) years, the candidate may be required to retake one of the entrance exams for admission.

When a student enters as a Master of Arts in Teaching student, he/she may not change to another degree plan (Traditional or Alternative-A) due to Alabama State certification requirements. The Master of Arts in Teaching is a non-state approved, non-certification program.

## Curriculum Requirements

The Master of Arts in Teaching Degree is a 30-hour program with 12 hours in core courses and 18 more hours being offered in content courses. The content choices are the following: History, Mathematics, Biology, English.

With a strong core and a variety of content areas, the Master of Arts in Teaching Degree provides a broad base as well as specific content areas to anchor a career in various fields. 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 Master of Arts in Teaching Degree offers course scheduling which will accommodate students who are involved in full-time professions and/or reside a considerable distance from Montgomery. Eight-week courses are offered from 6 – 9 P.M. two nights a week. The professor of the class will make the decision to offer the class in hybrid form or to have two class meetings each week. Additional course schedules are utilized. Students should check with an advisor in their program of study for specific program schedules and fully online programs.

The MAT English degree has a full online degree option.

## Graduation Requirements

To receive a Master of Arts in Teaching degree, the following requirements are in effect:

- Completion of all courses and requirements listed on the appropriate degree plan
- Completion of all institutional requirements for graduation, i.e. filing of appropriate forms with the Registrar's Office, exit interview with the Financial Aid Office, and clearance with the Business Office
- Completion of an exit interview with the College of Education

## Programs of Study

The Master of Arts in Teaching (M.A.T. Non-Certification) consists of 30 semester hours with the following breakdown:

- 4 three-hour core courses (12 hours total)
- 18 hours of content specific courses (6 three-hour courses)
- The Master of Arts in Teaching may be obtained in the following (4) four content areas: Biology, English, Mathematics, and History. These programs do not lead to certification in the State of Alabama. Students need to check with their advisor before completing this program.

## Core Curriculum

FED 6320 Curriculum, Design, Assessment and Evaluations  
PY 6340 Advanced Educational Psychology & Exceptionalities  
FED 6350 Technology of Learning  
FED 6380 Educational Research

## Secondary Education

### *Biology*

BIO 6300 Human Nutrition  
BIO 6351 Advanced Genetics  
BIO 6362 Ecological Theory  
BIO 6380 History and Philosophy of Biology Research  
BIO 6390 Directed Study  
BIO 6395 Selected Topics

### *English*

EH 6314 Shakespeare in Print, Performance, and Practice  
EH 6302 Rhetoric, Grammar, and Composition  
EH 6346 Adolescent Literature  
EH 6350 Issues and Topics in the English Language  
EH 6390 Directed Study  
EH 6395 Selected Topics

### *History*

HY 6311 Research and Writing in History  
HY 6315 Philosophy and Theory of History  
HY 6369 Graduate Seminar in Social Sciences  
HY 6375 Current Issues in World History  
HY 6190 Directed Study  
HY 6395 Selected Topics

### *Mathematics*

MH 6340 Abstract Algebra I  
MH 6345 Abstract Algebra II  
MH 6330 History of Mathematics  
MH 6350 Geometry  
MH 6360 Real Analysis I  
MH 6370 Complex Variables  
MH 6390 Directed Study  
MH 6395 Selected Topics



# COURSE DESCRIPTIONS

## BIO 6300 Human Nutrition

A graduate course that provides a broad survey of the role of nutrients (e.g. minerals and vitamins), 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.

## BIO 6329 Materials and Methods in Biology

The course focuses on the materials and methods of teaching as related to the field of biology and the purposes of education and characteristics of adolescents.

## 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.

## BIO 6362 Ecological Theory

An in depth study of ecological principles is presented using a broad environmental science and problem solving approach.

## 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-Christian cultures have had in the advancement of biotechnology are included in the course discussion.

## BIO 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. Current issues in education, teaching resources, and finding employment in education are included.

## BIO 6395-6398 Special Topics in Biological Research

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. (May be repeated up to 4 times for separate topics.)

## EED 6326 Reading Skills and Comprehension

The course focuses on the current trends and techniques in diagnosing pupil needs in reading, evaluating formal and informal reading assessment instruments, and identifying reading skills required in content areas.

### **EED 6332 Teaching Elementary Language Arts**

Designed to increase and strengthen the knowledge and competencies of experienced teachers of language arts and skills in the elementary school.

### **EED 6336 Elementary Pedagogy for Social Studies**

A critical study focused on current trends in elementary school studies, with particular attention to innovative instructional modes and relating learning to the learners' social environment.

### **EED 6341 Teaching 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 concept.

### **EED 6368 Teaching of Elementary Science**

Methods and materials of elementary school science and selected science topics. Workshop days on campus will be required.

### **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. Current issues in education, teaching resources, and finding employment in education are included.

### **EED 6699 Internship**

Supervised participation in a local school for a full semester. Students will be supervised by a cooperating teacher in the school as well as college supervisors. This experience is provided to enable the pre-service teacher to gain expertise in actual teaching techniques as well as classroom management strategies.

### **EH 6301 Advanced Composition**

Emphasizes clear, consistent, logical writing with emphasis on topics appropriate for students in graduate and professional programs.

### **EH 6302 Rhetoric, Grammar, and Composition**

Emphasizes clear, consistent, logical writing with emphasis on topics appropriate for students in graduate and professional programs.

### **EH 6314 Shakespeare in Print, Performance, and Practice**

A study of major plays including histories, tragedies, and comedies, as well as the sonnets.

### **EH 6329 Materials and Methods in English Language Arts**

The course focuses on the materials and methods of teaching as related to the field of English and the purposes of education and characteristics of adolescents.

### **EH 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 the methods for teaching reading and writing as they relate to literature in the secondary school.

### **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.

### **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.

### **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.

### **EH 6390 Directed Study**

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Current issues in education, teaching resources, and finding employment in education are included.

### **FED 6300 Seminar in Education**

An introduction to education, including an overview of professional practice with an emphasis on character and ethics, the units' conceptual framework, and special topics.

### **FED 6301 Philosophy, Ethics, and Character Building**

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.

### **FED 6320 Curriculum, Design, Assessment and Evaluations**

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.

### **FED 6349 Advanced 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.

### **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.

### **FED 6380 Educational Research**

Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in educational settings.

### **HY 6311 Research and Writing in History**

Readings and analytical historical writing covering selected topics in U.S. or World History. The major emphasis of this course is the mastery of analytical skills and writing techniques used by the historians in pursuit of their craft.

### **HY 6315 Philosophy and Theory of History**

A detailed study of History as a distinct discipline and its related field of historical interpretation. Special emphasis will be given to the development of the Philosophy of History in Western culture.

### **HY 6329 Materials and Methods in History**

The course focuses on the materials and methods of teaching as related to field of History and the purposes of education and characteristics of adolescents.

### **HY 6369 Graduate Seminar in the Social Sciences**

A study emphasizing the interrelationship of the several social science disciplines.

### **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.

### **HY 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. Current issues in education, teaching resources, and finding employment in education are included.

### **HY 6395-6398 Special Topics in History**

Advanced reading tutorials or independent research projects to intensify content knowledge in specialized fields of Historical Study.

### **MH 6310 Mathematical Statistics**

Estimation of parameters, maximum likelihood estimation, sufficient statistics, confidence intervals, testing of hypothesis, distributions such as gamma, beta, chi-squared Student's t and F distributions and fitting straight lines. Students are expected to be able to reproduce and apply theoretical results and to carry out some standard statistical procedures. This is a graduate level course and a research project will be required.

### **MH 6329 Materials and Methods in Mathematics**

The course focuses on the materials and methods of teaching as related to the field of Mathematics and the purposes of education and characteristics of adolescents.

### **MH 6330 History of Mathematics**

A course designed to provide students with a study of many famous mathematicians along with the historical development of many key mathematical concepts.

### **MH 6340 Abstract Algebra I**

Topics for this course include integer and polynomial arithmetic and congruence, rings, ideal, and groups. This course is offered in the fall of even years.

### **MH 6345 Abstract Algebra II**

This course is a continuation of Abstract Algebra I (MH 6340). Additional topics include the Sylow theorems, simple groups, integral domain arithmetic, field extensions, Galois theory and geometric constructions.

### **MH 6350 Geometry**

A course designed to provide students with an axiomatic development of plane geometry.

### **MH 6360 Real Analysis I**

A study of properties of real numbers, sequences, limits of functions, continuity, differentiation, the Riemann integral, infinite series, and sequences and series of functions.

### **MH 6370 Complex Variables**

This course includes properties of complex numbers, complex functions, analytic and harmonic functions, complex integration, series, residues and conformal mapping.

### **MH 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. Current issues in education, teaching resources, and finding employment in education are included.

### **MH 6395-6398 Special Topics in Mathematics**

Advanced reading tutorials or independent research projects to intensify content knowledge in specialized fields of Mathematics.

### **PE 6329 Methods for Teaching PE to Secondary Students**

Provides graduate students with an in-depth study of instructional methods, curriculum models, technology, student characteristics, and factors impacting the secondary program.

### **PE 6330 Advanced Health Education**

A study of health information, behaviors, and myths. Emphasis will be placed on modification of personal health practices and inherent attitudes. Will include a personal health behavior modification project and research into controversial health trends.

### **PE 6333 Methods for Teaching Elementary PE**

Provides graduate students with an in-depth study of the current research, issues, technology and trends in elementary physical education. Research into, and production of, a comprehensive teaching unit will be required.

### **PE 6334 Advanced Motor Learning**

Study of learning theory and the developmental process as they relate to the acquisition of motor skills. Filming, diagnosis and prescription of motor movement will be an integral component of this course.

### **PE 6335 Research Methods in Exercise Physiology**

An introduction to the methodology and equipment common to research in the field of Exercise Physiology and the related sub-disciplines of Biomechanics and Motor Development.

### **PE 6337 Advanced Motor Learning**

Provides graduate students with an in-depth study of the current research, issues, technology and trends in Elementary Physical Education. Research into, and production of a comprehensive teaching unit will be required.

### **PE 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. Current issues in education, teaching resources, and finding employment in education are included.

### **PE 6395-6398 Special Topics in Physical Education**

Advanced reading tutorials or independent research projects to intensify content knowledge in specialized fields of Physical Education Study.

### **PY 6340 Advanced Educational Psychology and Exceptionalities**

An overview of current learning theory and the relation to classroom practice, the nature and needs of exceptional children with techniques for adapting classroom instruction to the needs of the individual child.

### **SED 6317 Reading in the Secondary Curriculum**

A study of reading development in secondary school students. Reading rate, vocabulary development, application and extension of skills and techniques in the secondary content areas.

### **SED 6699 Internship**

Supervised participation in a local school for a full semester. Students will be supervised by a cooperating teacher in the school as well as college supervisors. This experience is provided to enable the pre-service teacher to gain expertise in actual teaching techniques as well as classroom management strategies

The image is a promotional graphic for Faulkner University's online programs. The top half features a dark blue background with a faint, stylized palm tree silhouette. Below this, a white rectangular box with a blue border contains the text 'FAULKNER UNIVERSITY' in blue, all-caps, sans-serif font. Below that, another white rectangular box with a blue border contains the word 'ONLINE' in blue, all-caps, sans-serif font. The bottom half of the image shows a photograph of a large, modern university building with a red brick facade and white columns. A central dome with a blue roof is visible. The sky is blue with some clouds. In the bottom right corner, there is a dark blue rectangular box containing white text.

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# ONLINE

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# FAULKNER UNIVERSITY ONLINE

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

- **Undergraduate**

- [Associate of Arts, Associate of Science in Liberal Arts](#) – Emphasize the importance and versatility of a liberal arts education. The degrees allow students to obtain a post-secondary credential while preparing them for entrance to the University's various bachelor degree programs. Acting Director: [David Stark](#)
- [Associate of Science in Computer and Information Science](#) – Emphasizes the importance and versatility of a liberal arts education. The program provides a solid foundation in computer programming language and paradigms like object-oriented, visual, and database concepts. Director: [Idong Mkpong-Ruffin](#)
- [Bachelor of Arts in Humanities](#) – Helps students explore what it means to be truly human. The degree includes courses in philosophy, literature, the arts, foreign languages, and the cultural heritage of the West. Director: [Jason Jewell](#)
- [Bachelor of Science in Business](#) – Provides a versatile academic foundation in a range of business and management topics, as well as four different elective areas. The program surveys accounting, economics, and marketing while examining Christian values and ethics in business, as well as international culture to round out your business skills. Director: [Cody Nichols](#)
- [Bachelor of Science in Criminal Justice](#) – A degree-completion program specifically designed for current professionals seeking to advance their careers. The program enhances field knowledge in various areas, including law enforcement, corrections, and legal and private security. It also supports professional development through continued learning. Director: [Phillip Calvert](#)

- **Graduate**

- [Master of Arts in Biblical Studies](#) – Reflects the University's efforts to study and communicate the knowledge of God's Word and foster professionals with a deep understanding of Christian principles and ethics. The program provides strong preparation for effective church service and a solid foundation for additional training in biblical studies and practices. Director: [Randall Bailey](#)
- [Master of Arts in Christian Counseling and Family Ministry](#) – Reflects the University's efforts to study and communicate the knowledge of God's Word and foster professionals with a deep understanding of Christian principles and ethics. Bridges traditional academia with practical experiences and explores various areas of counseling and mental health while integrating Christian principles. Director: [Randall Bailey](#)
- [Master of Arts in Christian Ministry](#) – Reflects the University's efforts to study and communicate the knowledge of God's Word and foster professionals with a deep

understanding of Christian principles and ethics. The program prepares students to fulfill their mission to serve Jesus Christ through their vocations. Director: [Randall Bailey](#)

- o [Master of Arts in Humanities](#) – Prepares great leaders and thinkers using the same core Christian principles and ethics in instruction and course structure as the University's Honors College. The program helps students think critically, creatively, and analytically to understand the relationship of Christian thought to the themes of the Great Books and the Great Tradition. Director: [Jason Jewell](#)
- o [Master of Arts in Teaching English](#) – Integrates graduate-level English courses and professional skills-based courses. This integration—including psychology, learning technology, and Shakespeare—presents a variety of topics that affect teachers' careers. Director: [Dan Wheeler](#)
- o [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. Acting Director: [Ralph Ainsworth](#)
- o [Master of Education in Elementary Education](#) – Blends professional courses with teaching field courses for a balanced curriculum. This program familiarizes students with the technology of learning, philosophy and ethics as it applies to the elementary classroom. Director: [Dan Wheeler](#)
- o [Master of Education in English Language Arts](#) – Blends professional courses with teaching field courses for a balanced curriculum. This program familiarizes students with the technology of learning, philosophy and ethics as it applies to the classroom, as well as topics such as Shakespeare, grammar and British literature. Director: [Dan Wheeler](#)
- o [Master of Justice Administration](#) – Prepares students for career advancement within their chosen criminal justice field through the acquisition of new skills and superior knowledge. The program strengthens students in various areas related to justice administration. Director: [Robert Thetford](#)
- o [Master of Science in Counseling](#) – Bridges traditional academia with practical experiences and explores various areas of counseling and mental health while integrating Christian principles to the profession. The program has been developed to meet the state and national regulatory criteria, leading to licensure and certification of professional counselors. Director: [Heath Willingham](#)

## • Post-graduate

- o [Doctor of Philosophy in Biblical Studies](#) – Prepares well trained, morally oriented, and ethically driven scholars for their chosen fields. The program provides students essential knowledge in key areas of biblical studies and prepares them for scholarly endeavors. Director: [Randall Bailey](#)
- o [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. Director: [Robert Woods](#)

Even when offered online each degree program and course is housed within its respective academic unit. The FAUO homepage is at <https://www.faulkner.edu/online/>. For assistance with matters related to online classes, please contact the relevant degree program director or [onlinesuccess@faulkner.edu](mailto:onlinesuccess@faulkner.edu). Individuals who have an email address @faulkner.edu may obtain further information about FAUO courses and programs via the FAUO Intranet at <http://fauo.faulkner.edu/>.