



Graduate Catalog 2012 – 2013

Master's Programs

Faulkner University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane; Decatur, Georgia 30033-4097; telephone number 404-679-4500) to award associate, baccalaureate, master and juris doctor degrees.

The three-fold purpose for publishing the Commission's address and contact number is to enable interested constituents (1) to learn about the accreditation status of Faulkner University, (2) to file a third-party comment at the time of Faulkner University's decennial review, or (3) to file a complaint against Faulkner University for alleged non-compliance with a standard or requirement. Normal inquiries about Faulkner University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Faulkner University and not to the Commission's office.



Campus Locations

Faulkner University (Montgomery Campus)

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

Faulkner University (Birmingham Campus)

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

Faulkner University (Huntsville Campus)

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

Faulkner University (Mobile Campus)

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

From the President

The cornerstone of Faulkner University is the combination of its academic excellence and spiritual commitment. The university has a distinguished faculty, a supportive administration, and an outstanding student body. Together these elements create an ideal educational and spiritual atmosphere.

At Faulkner University, we are interested in what an education helps students to be as well as what it helps them to do. Our commitment to the highest Christian ideals extends to the individual, family, church, community, nation, vocation, and profession.

We, the faculty, staff, and administration, desire to offer an academic challenge, to develop intellectual curiosity, and to enhance leadership and talents. Most of all, we strongly encourage the pursuit of spiritual maturity to glorify the kingdom of God.

I hope that your study of this catalog will cause you to consider the many opportunities available at Faulkner University to help you pursue your academic, spiritual, and career goals.



Dr. Billy D. Hilyer
President

Legal Statements

University-Student Agreement and the Role of Catalogs, the Student Handbook and Supplementary Publications

The Faulkner University Graduate Catalog sets forth general academic policy and specific graduate academic policy. The University also publishes a separate Undergraduate Catalog, which describes associate and bachelor 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. 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, as amended from time to time, is 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 and all claims (in tort, contract or otherwise) asserted against them by 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. ****This paragraph was deleted from the undergraduate catalog.*****

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

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

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

University-Student Agreement

Student Rights and Responsibilities

Universities and colleges exist for the transmission of knowledge, skills, and dispositions for the general well-being 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, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, or veteran status in accordance with the University's Articles of Incorporation and applicable federal and state laws.
3. Participate in a free exchange of ideas within the mission, vision, and core values of the University.
4. Personal privacy 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. Receive or access the University Catalog, Student Handbook, University Calendar or other relevant program handbooks via the University website (www.faulkner.edu).

6. Access modifications, enhancements, additions, or alterations to the regulations, policies and procedures to the University Catalog, Student Handbook, University Calendar and relevant program handbooks in a reasonable time frame via the University website (www.faulkner.edu).

Student Responsibilities

Students have a responsibility to:

1. Uphold the principles of personal and moral integrity contained within the Bible and exemplified by Christ.
2. Foster the creation of a caring Christian environment.
3. Foster the character traits of trustworthiness, respect, responsibility, fairness, caring, and citizenship within others and myself.
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 and the administration.
6. Recognize that student actions reflect upon the individuals involved and upon the entire university community.
7. Know, and adhere to and abide by the regulations, policies and procedures in the current University Catalog, Student Handbook, and relevant program handbooks.
8. Know the modifications, enhancements, additions, or alterations to the regulations, policies and procedures to the current University Catalog, Student Handbook, and relevant program handbooks posted on the University website (www.faulkner.edu).
9. Know the University calendar including critical events and deadlines.
10. To read and review all mail—electronic and otherwise—from the University.

Postsecondary Student Rights under Family Education Rights and Privacy Act

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

1. *The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.*

A student should submit to the registrar, Dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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.*

A student who wishes to ask the University to amend a record must complete the Educational Record Amendment and Appeal Form (ERAAF) and submit the form to the University Custodian of Educational Records – the University Registrar – to initiate a review of the record. The ERAAF

requires the student to clearly identify the part of the record the student wants changed, specify why it should be changed, and provide all requested documentation for the change.

If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- 3. The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.*

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

In addition, the University reserves the right to release and publish directory information without consent, such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance, as required by § 99.37 of the regulations. Student has the right to restrict disclosure/release of directory information to third-parties by completing the Request to Restrict Directory Information form available from the Registrar or the University's website.

- 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.*

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

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

In accordance with relevant federal and state laws and guidelines Faulkner University has established clear policies for the handling of all student related records. Students enrolled at Faulkner will have an educational record created that constitutes their academic record or transcript. The academic record is subject to the aforementioned FERPA policies. Students may also have non-academic records maintained by the University. The access to these records may be subject to federal and state laws other than FERPA. The identified custodians for these records should be contacted for questions about access to these records. Academic records containing admissions and matriculation information, transcripts, and other essential data are maintained by the Registrar. The student has the right to request a copy of any materials contained in the record. A duplicating fee will be assessed.

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 does consider 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. Class schedules are arranged and other measures taken when necessary to provide reasonable accommodation 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.

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 Participation Rates and Financial Support Data

Information regarding Faulkner's athletic participation rates and financial support data is available to students, prospective students, and the public upon request. 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, 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, a copy of which can be found as an appendix to the Student Handbook.

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 and Core Values

Mission

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

Overview of Institution and Characteristics

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

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

History of the University

Faulkner University is a multi-campus, co-educational private, Christian institution of higher education offering associate 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 and Basic Commitments

The vision of Faulkner is based on the pursuit of academic excellence with a sense of responsibility to use one's gifts for the service of others and the benefit of society. The University seeks to promote the intellectual and ethical lives of its students, helping to prepare them for productive careers as well as for meaningful personal lives and positive contributions to human progress. Faulkner's curricular and co-curricular programs are designed to educate the whole person through development of intellectual, moral, spiritual, physical, emotional and social qualities. Faulkner aims to promote the contemporary Christian mission of the service of faith and the promotion of equality and justice. As a Christian institution, Faulkner welcomes all who share in its vision and quest as reflected in the five goals and commitments.

Faulkner University is committed, in all of its policies and practices, to certain basic principles:

To Christ: Faulkner University is, first and foremost, a Christian university. Its environment, its policies, and its practices reflect this primary commitment, bringing every thought and activity into obedience to Christ. 2 Corinthians 10:5

To the Bible: Faulkner University embraces the Bible as the inspired word of God. Every aspect of the curriculum and every program or activity is consistent with Biblical truth and practice. John 10:35; 2 Timothy 3:16

To the Individual: Faulkner University acknowledges that every person is created in the image of God. Therefore, Faulkner University emphasizes the importance of the individual. Faulkner University is a place where every person matters every day, and where education is directed to the whole person, with loving and caring attention to the formation of Godly character within the student. Genesis 1:27

To Excellence in Higher Education: Faulkner University provides excellent preparation in all its programs, enabling its graduates to compete successfully in their chosen pursuits. Ecclesiastes 9:10; Colossians 3:23

To American Ideals: Faulkner University is committed 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. Articles of Incorporation, June 5, 1942

Core Values

Faulkner University was founded and continues to exist on the principles of first century Christianity. The University's statement of these Christian principles and core values is summarized as follows:

"God is God, Jesus Christ is Savior and Lord, the Bible is God's inerrant and authoritative revelation of Himself and His will, the church is God's redeemed people seeking in all things to please Him. To this Faulkner University is wholeheartedly committed."

Conceptual Framework: I Can Soar

Faulkner University has developed a conceptual framework—I Can Soar—that guides the curricular, co-curricular, and extra-curricular programs of the University. The conceptual framework captures the essence of Faulkner's mission and vision to glorify God and convey His glory in the world. I Can Soar builds upon the tremendous legacy of the University's founders by developing an understanding of Christianity's role in personal, family, and work life and the expression of this understanding through Christian service. I Can Soar is based upon the concept bridging learning and service through curricular and co-curricular requirements. I Can Soar will require students to complete specific academic content across the curriculum and to engage in meaningful service activities while pursuing their degree. I Can Soar enhances and augments the Faulkner Experience and the legacy of Faulkner's founders, alumni, supporters, faculty, and staff.

I Can Soar is driven by the mission, vision, and core values of the institution. I Can Soar consists of three key elements—intellect, character, and service—that together foster the development of the whole person. The three elements of the conceptual framework complement each other and function in an additive process—Intellect + Character + Service or I + C + S—to create the Faulkner Experience. The relevance of the three elements is reflected in the words of Martin Luther King, Jr.

"The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals...We must remember that intelligence is not enough. Intelligence plus character--that is the goal of true education." King, Jr., M. L. (January-February 1947).

The following excerpts from the Bible reflect biblical foundations for the three elements:

"But those who wait on the Lord will find new strength. They will fly high on wings like eagles. They will run and not grow weary. They will walk and not faint." Isaiah 40:31

"Jesus replied, '...The Lord our God is the one and only Lord. You must love the Lord your God with all your heart, all your soul, and all your mind.' This is the first and greatest commandment. A second is equally important: 'Love your neighbor as yourself.' All the other commandments and all the demands of the prophets are based on these two commandments." Matthew 22:37-40; Mark 12:29-31; Luke 10:25-29; Deuteronomy 6:4-6; Leviticus 19:8

"For as he thinks in his heart, so is he..." Proverbs 23:7

Accreditation and Affiliation

Regional Accreditation

Faulkner University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane; Decatur, Georgia 30033-4097; telephone number 404-679-4500) to award associate, baccalaureate, master and juris doctor degrees.

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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. 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.

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, masters' and juris doctor degree programs. Enrollment consists of traditional dormitory and commuting students as well as nontraditional and evening students.

- **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 and baccalaureate and master's degrees in certain liberal arts disciplines. The graduate programs are described in the University's Graduate Catalog.

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

The Thomas Goode Jones School of Law (TGJSL) offers the juris doctor degree. The TGJSL program is described in a separate catalog.

- **Extended Campuses**

The campuses in Birmingham, Huntsville, and Mobile offer associate degrees and that part of the university core curriculum that fulfills the entrance competencies for the HRM, Executive BBA, and BCJ adult programs. Their enrollment is composed of adult students, such as working professionals, who are seeking to enhance employability and job-related skills. Programs at Birmingham and Mobile campuses are offered both day and evening. The Huntsville campus offers only night programs.

Campuses

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 hook-ups 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.

Extended Campuses

Birmingham Campus

Faulkner University's Birmingham campus is conveniently located at 2200 Riverchase Parkway between US 31 and I 65 S about a mile south of the Galleria. Access is from US 31 or I 65. The Birmingham campus includes instructional and laboratory space, technology and learning resource rooms as well as administrative offices.

Huntsville Campus

Faulkner University's Huntsville campus is located at 420 Wynn Drive just south of University Drive. Instructional and laboratory space, technology and learning resource rooms, and administrative offices are all part of this conveniently located educational facility.

Mobile Campus

Faulkner University's Mobile campus is located at 3943 Airport Boulevard, approximately one mile west of Interstate 65 just before the Airport Boulevard/Azalea Road intersection. The campus is comprised of instructional and laboratory space, technology and learning resource rooms, and administrative offices creating an ideal learning facility.

Faulkner University Masters Programs

Master of Arts in Biblical Studies

Master of Science in Counseling

Master of Justice Administration

Master of Education

Master of Letters

Master of Science in Management

General Admissions Policies

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. To be admitted as a regular student, the student must have a minimum cumulative grade point average of **3.0**. If the student does not

meet this requirement, the student may request conditional admission as described under Conditional Admission

Admission 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 of 3.0 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 of less than 3.0 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 of 3.0 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

Tuition

Master of Science in Management	\$16,800 flat rate for 30 hours
Repeated courses or flat rate course	\$560 per semester hour
Master of Science in Justice Administration	\$465 per semester hour
Master of Arts in Biblical Studies	\$465 per semester hour
Master of Counseling	\$495 per semester hour
Master of Education	\$465 per semester hour
Master of Letters	\$380 per semester hour

Student Academic Fees (Non-Refundable)

Application Fee (Master Programs)	\$35
Emergency Response Fee (excluding Traditional)	\$10
Registration Fee (excluding MEP, Traditional and JSL)	\$100
Registration Fee (11 hours or less)	\$50
Change of Course Fee	\$50
MSM Reinstatement Fee	\$100
ID Card Fee (replacement)	\$50
Graduation Fee	\$100
Late Graduation Fee (additional)	\$50
Second Diploma Fee	\$15
Late Registration Fee	\$100
Transfer Fee	\$100
Transcripts	\$5

Student Financial Fees (Non-Refundable)

Deferred payment fee	\$75
Late payment fee (Adult Programs)	\$75
Interest fee on past due balances (per month)	1.5%
Returned check fee	\$30
Record production fee (plus \$1 per page)	\$25

**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 acceptance is granted. Books and supplies are available from Follett Bookstore on campus and must be purchased separately.

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, Visa, and Discover. A fee is assessed for each returned check. If a student has checks returned, subsequent payments in cash or money order will be required.

A student 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 to deferred payments. 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, 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. Third party reimbursement must be received by the university no later than 60 days after completion of the term. If funds are not received on time the student is responsible for the 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. A deferment fee will be charged. The student remains responsible for all charges associated with his program.

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 as described in the Refund Schedule below.

Refund Schedules

Change of course or drop fees are assessed on the first day of class.

All Programs	
<u>Drop/Withdrawal</u>	<u>Refund</u>
Through the 7 th day* from start date of term	100% less \$110
Through the 10 th day* from start date of term	50%
After 10 th day* from start date of term	0%

*calendar days

Registration is considered a contract binding on the student. If the student officially notifies Faulkner University of withdrawal, the withdrawal date is the date, as determined by the University, that the student began the withdrawal process or otherwise provided official notification to the Registrar's Office, in writing or orally, of his/her 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 and Scholarships

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 anytime 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 financial assistance. Financial Aid standards for satisfactory progress are not necessarily the same as academic standards for good standing.

Scholarships. Scholarships are available to qualified students. Scholarships are provided by individuals and congregations interested in assisting those who wish to prepare themselves for Christian service.

Scholarship applications may be obtained from the respective office of the Dean in the college of the graduate degree being pursued. All applications for aid should be submitted as far in advance of actual enrollment as possible. Those who apply early have a higher probability of obtaining assistance. Applications are encouraged up to six months prior to the date the student plans to enroll. Scholarship applicants may find it beneficial to file a FAFSA form (below) in order to demonstrate financial need.

The following factors will be considered in awarding scholarships:

1. Evidence of the student's promise for Christian service.
2. The student's previous academic record.
3. The student's financial need.

Scholarships are awarded only on an annual basis. Students desiring scholarship assistance must re-apply each school year. Scholarship assistance will not be applied to charges for fees or for auditing courses. Scholarships cannot be applied to a course that is repeated if such assistance was granted when the course was first taken.

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 Stafford Loan Program. In order to qualify for the Stafford Loan Program, the student must submit the Free Application for Federal Student Aid (FAFSA) to establish eligibility. The FAFSA can be completed by going to the Financial Aid website at www.faulkner.edu , as well as, the other necessary financial aid documents can be obtained from the same site.

Federal Subsidized Stafford Loans. The federal subsidized Stafford loans are awarded on the basis of financial need. The need is determined from the results of the FAFSA. The federal government pays the interest accruing on the loan while the student is enrolled at least half time. 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 \$8,500 per

year in subsidized loans. The interest rate on a federal subsidized Stafford loan is fixed and may change each July 1st. For any additional information or the necessary forms, please contact the Faulkner financial aid office.

Federal Unsubsidized Stafford 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 \$12,000 per year in unsubsidized loans. The interest rate on a federal unsubsidized Stafford loan is fixed and may change each July 1st. All of necessary forms and information concerning applying for financial aid can be found at the Financial Aid website (www.faulkner.edu).

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

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

Grade Symbols and Quality Points (QP) Per Hour Calculated in GPA		
Grade	Significance	Q P
A	Excellent	4
B	Good	3
C	Satisfactory/Average	2
D	Unsatisfactory	0
F	Failure	0

Grade Symbols Not Calculated in GPA	
Grade	Significance
W	Withdrawn
I	Incomplete
AU	Audit
S	Satisfactory
U	Unsatisfactory

*Numeric scales are set within colleges.

- 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. MCJ 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.

Master of Arts in Biblical Studies

V. P. Black College of Biblical Studies

Master of Arts in Biblical Studies

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. We offer the Master of Arts in Biblical Studies as the capstone of our efforts to discover and to communicate the knowledge of God's Word.

GRADUATE BIBLE ADMINISTRATION

Cecil May, Jr., *Professor of Bible,*

Dean, V. P. Black College of Biblical Studies

G. Scott Gleaves, *Associate Professor of Bible, Associate Dean, V. P. Black College of Biblical Studies*

GRADUATE BIBLE FACULTY

Randall Bailey *Professor of Bible.* B.A., M.A., G.S.R.E., M.Th., Southern Christian University; M.Phil., Ph.D., Drew University

Carl W. Cheatham *Professor of Bible.* B.A., Harding University; M.Th., M.R.E., Harding University Graduate School of Religion; M.A., Ph.D., Vanderbilt University

G. Scott Gleaves *Associate Dean and Department Chair, V. P. Black College of Biblical Studies, Director of MABS, Associate Professor of Bible.* B.A., Lipscomb University; M.S., M. Div.,

Abilene Christian University; D. Min., Amridge University

Donnie R. Hilliard *Director of Cloverdale Center for Family Strengths; Professor of Bible.* B.A., Alabama Christian School of Religion; M.S., Troy State University; Ph.D., University of Alabama

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

Floyd O. Parker, Jr. *Professor of Bible.* B.S., Faulkner University; M.A., M.Div., Southern Christian University; M.Phil., Ph.D., Drew University

Paul Tarence *Associate Professor of Bible.* A.A., Alabama Christian College; B.A., M.A., Auburn University; M.S., M.Div., Southern Christian University; D.Min., Erskine Theological Seminary

Richard E. Trull, Jr. *Professor of Bible and Missiology.* B.S., B.A., Harding University; M.Th., Harding University Graduate School of Religion; Ph.D., Trinity International University

David H. Warren *Associate Professor of Bible.* B.A., Freed-Hardeman University; M.Th., Harding School of Theology; Th.M., Th.D., Harvard Divinity School (Harvard University)

Admission to Master of Arts in Biblical Studies Program

The V. P. Black College of Biblical Studies seeks for graduate admission students who have demonstrated by their academic performance, other achievements and personal conduct that they are qualified for advanced study and may be expected to be a credit to Faulkner University and of service to their communities and professions. Admission is a privilege granted by Faulkner University rather than a right to be assumed by those presenting minimal qualifications. A student must be of good character and standing in his/her community and local church.

As stated at the beginning of this catalog, Faulkner University does not discriminate on the basis of handicap, race, color or national or ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. As a private, church-related institution, the university is permitted to 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 the MABS should represent work in English grammar, composition, literature, history, education, psychology, natural sciences, languages (particularly Greek or Hebrew), the Bible and closely related subjects. 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 should plan his or her studies to include these fields. In some instances, especially for students whose undergraduate major was not Biblical Studies, it may be necessary to make up deficiencies before taking certain courses in graduate studies.

All applicants to the MABS (Master of Arts in Biblical Studies) program must comply with requirements at the beginning of this catalog under the heading "General Admissions Policies." In addition, the following standards apply to applicants to the MABS program.

Documents Required For Application

Application Form

Applicants should contact the V.P. Black College of Biblical Studies to obtain application materials. Applicants may request these materials at the address below, by calling (334) 386-7154 or 1-800-879-9816, or by faxing to (334) 386-7203.

V. P. Black College of Biblical Studies
Faulkner University
5345 Atlanta Highway Box 54
Montgomery, AL 36109-3398

Non-refundable Application Fee

A \$35.00 non-refundable application fee must be included with a completed application form and other required materials listed above.

Transcripts

Applicants must submit official transcripts from EVERY college and university attended. The Registrar of the school attended must mail these directly to the director of graduate Biblical studies at the address above. Hand-carried transcripts, copies of official transcripts, or print-outs of grade reports are not acceptable.

Test Scores

All applicants must submit official reports of acceptable scores from one of the following: a combined verbal and quantitative score of 800 or above on the Graduate Record Examination (GRE), or at least 375 on the Miller Analogies Test (MAT).

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 completion of English Composition course
- ESL (English as a Second Language) Training
Official documentation of completion an appropriate ESL program at a language training center located in the United States.

Any of these scores must be sent directly from the testing agency to the director of graduate Biblical studies at the address above.

Goals Statement

Each applicant must submit a statement of approximately 250 words specifying personal goals and how the Master of Arts in Biblical Studies 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 in the admissions packet, available from the College of Biblical Studies.

Policies for Master of Arts in Biblical Studies

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. Each student should know the academic expectations and policies of the university and is personally responsible for meeting the requirements for the M. A. in Biblical Studies.

In addition to abiding by the general academic standards detailed in the front section of this catalog, students in the MABS program are governed by the following policies.

Leveling Course Work

Students desiring admission to the M. A. in Biblical Studies program without an undergraduate major in Biblical studies should expect to complete 18 hours of leveling courses prior to seeking admission. Leveling courses would ideally include basic lower level Bible text courses plus additional upper level hours in Biblical studies related to the student's anticipated major track in the M. A. program. A year of elementary Greek or elementary Hebrew is strongly recommended. Courses required to bring the student up to graduate level will not count in the 36 hours required for the M. A. in Biblical Studies.

Transfer Credit

There is no automatic transfer of credit toward degree requirements. Only earned graduate credit in Biblical Studies from a regionally accredited institution with a grade of B or higher may be considered. Transfer credit is limited to a maximum of nine semester hours and must be approved by the Dean of Biblical Studies.

Student Load

For academic purposes, a student enrolled for 9-12 graduate semester hours is classified as a full-time student. No student may register for more than 15 hours during a semester or 9 hours during a summer term. Students employed full-time may not register for more than 6 hours without the permission of the Dean of Biblical Studies.

Academic Probation and Suspension

Should the student's GPA on the first 9 hours of graduate work be below 3.00, he would be placed on academic probation. A student on academic probation will not be allowed to enroll for more than 9 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 has earned the next 9 hours of graduate work. Failure to do so will result in suspension for the next regular term.

Advisement

The Dean of Biblical Studies will assign an advisor to provide the student assistance with planning his/her program, with registration, and with evaluation of his/her progress. The Dean should approve each semester's schedule and any changes made. The student, however, is personally responsible for meeting catalog requirements or 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 Dean of Biblical Studies and is completed in the Registrar's Office and the Business Office. Students are encouraged to register prior to the beginning of a class. Students must register one month before concentrated seminar classes and two months before the beginning of a short course. Adding or dropping a course requires permission of the instructors involved and the dean.

Admission to Candidacy

A student who has completed a minimum of four graduate Biblical Studies courses at Faulkner University (12 semester hours) with an average grade of B may be admitted to candidacy. Grades below C will not be counted in the 12 hours. The student must submit a written request for candidacy status before the beginning of the semester in which the student expects to graduate. The request will be submitted to the Dean of Biblical Studies accompanied by recommendations from two professors with whom the student has taken graduate courses at Faulkner. At the time the candidacy request is made, the student should file a degree plan with his advisor demonstrating how all requirements will be met.

Thesis

Students who write a thesis in partial fulfillment of the requirements for the Master of Arts in Biblical Studies must hold "regular admission" status, must submit a written thesis proposal for approval the graduate faculty, must submit a thesis which reflects original investigation, and must present an oral defense of the thesis and supporting research. Students who anticipate graduate study beyond the master's degree are encouraged to write a thesis.

Comprehensive Examinations

A written comprehensive examination is required for the Master of Arts in Biblical Studies. The examination will be prepared by at least three 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 interview may be required in addition to the written examination. Faculty who contributed to the examination will grade it as Pass or Fail. 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 an opportunity to take it again the following semester. Students who fail the comprehensive examination twice must petition the graduate faculty for permission to take the exam again.

Time Limit for MABS

All requirements for the Master of Arts in Biblical Studies must be completed within a period of seven (7) 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 Dean of the College of Biblical Studies of his/her intention. The application form can be obtained from the Registrar's office.

Graduation Requirements

Thirty-six (36) hours with a cumulative GPA of 3.0 on all graduate credits with no grade lower than a C are required. No more than 6 semester hours with a grade of C may be applied toward

graduation requirements. Participation in commencement ceremonies is required unless an exemption is granted from the Dean of the College of Biblical Studies.

Distance Learning Limits

Graduate credit through distance learning is available from Faulkner University for some courses in the curriculum. The total number of hours that may apply to the M.A. degree through distance learning (from Faulkner University and transferred from other accredited institutions) may not exceed nine. The total number of hours that may apply to the Master's in Biblical Studies degree through distance learning (from Faulkner University and transferred from other accredited institutions) may not exceed 25% of the total required for the degree.

Course Schedules for Master of Arts in Biblical Studies

The Master of Arts in Biblical Studies offers a variety of course scheduling options to accommodate students who are involved in full-time ministry and reside a considerable distance from Montgomery as well as the student who can schedule courses on a more traditional schedule.

One Meeting a Week. This schedule presupposes one night or Saturday session per week. A typical schedule would be 6:00-9:00 p.m. weekly.

Extended Weekend. This schedule presupposes two long weekend sessions per semester or term. A typical schedule would be: Thursday 12:00-5:00 and 6:30-9:30 p.m.; plus Friday 8:00 a.m.-5:00 p.m.; and Saturday 8:00 a.m.-12:00.

Short Course. This schedule presupposes one week-long session per semester or term. A typical schedule would be mid-semester timing to provide time for extensive reading prior to class meeting.

Two Courses in Two Weeks. This schedule presupposes two week long sessions per semester or term with sessions for two courses during each week. A typical schedule would be:

A Typical Class Schedule Late September/Early October		
Day	Time	Class #
Monday	1:00-5:00	1
Tuesday	8:00-12:00; 1:00-5:00	1
Wednesday	8:00-12:00	1
Wednesday	1:00-5:00	2
Thursday	8:00-12:00; 1:00-5:00	2
Friday	8:00-12:00	2
Early to Mid-November (Above Schedule Repeated)		

All extended-weekend and weeklong sessions will be preceded and followed by extensive reading and research in order to maximize the time in class with the instructor.

Curriculum for Master of Arts in Biblical Studies

The Master of Arts in Biblical Studies is a 36-hour program with the option of 30 hours of course work and a thesis or the option of 36 hours of course work. With either option a written comprehensive examination and an oral examination or interview are required. The degree program consists of an 18-hour core with a strong Biblical emphasis plus a major in one of five tracks (areas of concentration). The major tracks are: Old Testament, New Testament, Ministry, Missions and Youth and Family Ministry

With a strong core and a variety of major tracks, the Master of Arts in Biblical Studies provides both sound preparation for more effective service in the church and a broad base for further training if the student wishes to specialize in more advanced graduate study.

Basic Degree Plan for Master of Arts in Biblical Studies

The Master of Arts in Biblical Studies Core	18 hrs
BI 5300 Introduction to Graduate Biblical Studies	3 hrs
BI 5301 Biblical Interpretation	3 hrs
BI 5305 Advanced Introduction to the Old Testament	3 hrs
BI 5320 Advanced Introduction to the New Testament	3 hrs
BI 5306 Old Testament Theology	3 hrs
BI 5321 New Testament Theology	3 hrs
Major Track (Area of Concentration)	12 hrs
Thesis	6 hrs
Electives	6 hrs
Total Hours	36 hrs

Electives in the 36-hour course work option may be taken from electives in the Major Track or from other tracks.

Requirements in Major Tracks

Old Testament Track

- BI 5307 Readings in the Hebrew Old Testament
- BI 5308 Exegesis of the Hebrew Bible
- BI 5309 Seminar in Old Testament Text

Plus one from the following:

- BI 5310 Seminar in Old Testament Text
- BI 5311 Guided Research in the Old Testament
- BI 5312 Studies in the Intertestamental Literature
- BI 5313 Readings in Ancient Near Eastern Literature

New Testament Track

Required Courses

- BI 5322 Readings in the Greek New Testament
- BI 5323 Exegesis of the Greek New Testament
- BI 5324 Seminar in New Testament Text

Plus one from the following:

- BI 5325 Seminar in New Testament Text
- BI 5326 The New Testament World
- BI 5327 Guided Research in the New Testament

Ministry Track

Required Courses

- BI 5350 Biblical Foundations for Ministry

- BI 5351 Church Leadership
- BI 5352 Expository Preaching
- BI 5353 Supervised Practice of Ministry

Electives:

- BI 5354 Evangelism
- BI 5355 The Educational Program of the Church

Missions Track

Required Courses

- BI 5361 Missionary Anthropology
- BI 5362 Theology of Mission
- BI 5363 Missions Practicum
- BI 5365 Worldview and Contextualization

Electives:

- BI 5360 Evangelism and Church Planting
- BI 5364 Urban Missions
- BI 5370 The Gospel and Islam
- BI 5367 World Religions

Youth and Family Ministry Track

Required Courses

- BI 5380 Family Strengths—Theoretical Foundations
- BI 5381 Individual Development and Family Relations
- BI 5382 Family Research Methods
- BI 5383 Youth and Family Ministry Practicum

Electives

- BI 5384 Family Dynamics
- BI 5350 Biblical Foundations for Ministry

Course Descriptions

This course list includes courses that are a part of the regular course rotation. Such courses are generally part of a study core, track requirements, or part of 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.

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 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 Old Testament Text

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

BI 5310 Seminar in 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 5313 Readings in Ancient Near Eastern Literature

Readings in the literature from Egypt, Canaan and Mesopotamia, with special emphasis upon texts relating to the history, literature and thought of ancient Israel.

BI 5314 Biblical Aramaic

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

BI 5320 Advanced Introduction to the New Testament

A study of the canonicity, authorship, date, purpose and setting of the books of the New Testament. Critical problems are addressed.

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. Prerequisites: BI 5322.

BI 5324 Seminar in New Testament Text

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

BI 5325 Seminar in 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 Graeco-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 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 mission 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 their implications for the effective communication of the gospel message within various cultural contexts. The course will discuss underlying presuppositions, categories of logic of culture, differing worldviews and a Biblical worldview.

BI 5370 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 an 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 DeFraim, Gottman, McAdoo, Olson, Otto, Peters, 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 coursework. 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 5699 Thesis (6 hours)

A significant research project resulting in the writing of a thesis with the guidance of an advisor and a thesis committee on a creative topic in the student's major track. Includes an oral examination over the thesis topic administered by the thesis committee. See Academic Policies for details.

Master of Science In Counseling

Master of Science in Counseling (MSC)

Program Mission

The purpose of the Master of Science degree in Counseling is to provide a strong graduate program for equipping and training of professional counselors, to promote scholarly work, and to continue the growth and mission of Faulkner University. As a result, the M.S. 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 Social and 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.

Vice President of Academic Affairs

Dean of the College of Arts and Sciences

Chair of the Social and Behavioral Sciences Department

Director of the Graduate Counseling Program

Master of Science in Counseling Faculty

- **Willingham, Heath A.** *Director/Associate Professor of Graduate Counseling Program.* B.S., Auburn University; M.A., Lipscomb University; University of South Alabama; Ph.D., Auburn University.

- **Grunzke, Marvin E.** *Professor of Psychology.* B.S. Trinity University; M.A., University of Texas; Ph.D., Baylor University.
- **Hilliard, Donnie R.** *Professor of Bible; Director of Cloverdale Center for Family Strengths.* B.A., Alabama Christian School of Religion; M.S., Troy University; Ph.D., University of Alabama.
- **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.

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 Counseling Program Coordinator. To be admitted into the program the student must have a minimum cumulative grade point average (GPA) of 2.5.

Aptitude Score

Applicants are required to submit and acceptable 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.

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).

Goals Statement

Applicants must submit a statement of approximately 300 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.

Non-refundable Application Fee

A \$35.00 non-refundable application fee must be included with a completed application form and other required materials listed above.

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.
7. \$35.00 non-refundable application fee.

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 in proximity to the student's residence. Given the breadth of the content areas, the clinical trainings, and the clinical experiences, the Master of Science in Counseling degree provides a solid foundation to begin counseling as a professional.

Practicum Course

The practicum course, COU 6390 Counseling Practicum, will provide the first opportunity for students to practice the skills learned in previous course work to actual counseling situations. These students will be supervised by a Licensed Professional Counselor (LPC), one of whom will be 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 (240 direct, 360 indirect) 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 C 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 (Community 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 Director of the Master of Science in Counseling program 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. A fee of \$5.00 is charged for each request. 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 the 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 in to the Master of Science in Counseling program. The Chair of the Department of Social and Behavioral Sciences 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.

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 term 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 is indicated on the grade report.

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 during the week. Class attendance is an academic matter and absences result in academic penalty. There is a built in absence for cause such as serious illness of the student or death in the student's family, but only two weeks (should this be absences??) per class per semester will be excused and that only is in an emergency. If more time is missed by the student, no credit can be given for that particular class.

Good Academic Standing

The student must maintain a cumulative GPA of 3.0 to remain in good academic standing. No grading below C will be counted toward degree requirements. Grades below C may result in academic suspension or termination at the discretion of the graduate faculty (should this be Dean?).

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.

Course Curriculum for Master of Science in Counseling

Graduate Degree Plans in Counseling

Master of Science in Counseling

Professional Literacy	61
<i>Counseling Theories</i>	6
COU 6310 Introduction to Counseling Theories	3
COU 6315 Marriage and Family Theory	3
<i>Developmental Foundations</i>	9
COU 6320 Life Span Development	3
COU 6325 Career and Guidance Counseling	3
COU 6330 Counseling Diverse Populations	3
<i>Helping Relationships</i>	6
COU 6340 Analysis of the Helping Relationship	3
COU 6345 Counseling in the Community	3
<i>Group Work</i>	3
COU 6350 Group Counseling	3
<i>Assessment and Research</i>	6
COU 6360 Measurement and Assessment	3
COU 6365 Research Methods	3
<i>Professional Counseling</i>	9
COU 6370 Integrations of Theology and Counseling	3
COU 6375 Legal and Ethical Issues	3
COU 6380 Diagnosis and Treatment	3
<i>Counseling Field Experience</i>	22
COU 6390 Counseling Practicum	3
COU 6995 Internship in Counseling	9
COU 6596 Clinical Training I	5
COU 6597 Clinical Training II	5
Total Hours	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 of graduate-level study provides a broad understanding of professional theories and application to the counseling process, including roles and functions; professional goals and objectives.

COU 6315 Marriage and Family Theory

A graduate-level course designed to increase the students knowledge of working with couples and families. Introduction to systems, social learning, and psycho-dynamic marital theory will also be addressed. Attention will be given to dysfunctional manifestations within family systems and factors related to family strengths. Further emphasis is placed on the counseling approaches of Marriage and Family Therapy.

COU 6320 Life Span Development

A graduate-level 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 graduate-level 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. A graduate-level discussion of professional issues such as ethics, research, and theories of counseling will also be included.

COU 6340 Analysis of the Helping Relationship

This graduate course will explore the techniques of counseling while focusing on analytical, interpretive, and rapport building skills at the graduate level. The content will include a study and analysis of the counselor/client relationship while helping the student develop the necessary skills in working with a diverse client population. Ethical guidelines and consideration will also be discussed.

COU 6345 Counseling in the Community

This graduate 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, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, professional credentialing and future projections for the counseling profession.

COU 6350 Group Counseling

This course provides a broad graduate-level understanding of group development, dynamics and counseling theories; leadership styles; basic and advanced methods of conducting groups in a counseling setting. Ethical and multicultural issues in the group context are also discussed.

COU 6360 Measurement and Assessment

A graduate-level 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. It provides a graduate-level study of historical research approaches and moves into standard and unique research methods. Topics of emphasis include research protocol, basic approaches, survey techniques, educational investigations, and applied studies.

COU 6370 Integrations of Theology and Counseling

An in-depth graduate-level 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 graduate-level study of the theories and principles of ethics and moral development and the impact of these upon individuals, families, communities, professional, and public decisions/policies. The study will also exam the relevant dilemmas faced in the delivery of

professional behavioral, family, and social services to individuals, families, and groups in today's health-care systems.

COU 6380 Diagnosis and Treatment

A graduate-level course providing an introduction to the process of diagnosing and treating individuals with mental disorders. Documentation and treatment planning are discussed. Emphasis is placed on using the DSM-IV-TR as well as recent relevant literature to inform the diagnostic and treatment process.

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).

Master of Justice Administration

Master of Justice Administration (MJA)

[An Online Degree Program]

Faulkner University offers a fully accredited Master's Degree which can be **completed through an online environment in just a year or over a two year period depending upon the student's preference**. 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 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 executives and administrators.

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 (usually about 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.

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.

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 considered for admission to the Justice Administration Program, a prospective student must submit an application file that contains all of the following:

- 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 or GRE not more than five years old. Exam results must be forwarded directly from the testing service to 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 MJA 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:

<u>Desired Program Start</u>	<u>Application Deadline</u>
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 two years, depending upon the student's preference
- Degree consists of 10 courses
- Each course completed in 8 weeks
- Only one course taken at a time
- Estimated student time per week: 10 - 20 hours per course
- An average of approximately 15 students comprise a class

- Each class of students progress though 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.

Required Computer and Internet Capabilities

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

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 Outlook or Outlook Express
 Microsoft PowerPoint or PowerPoint Viewer
 Adobe Acrobat Reader or equivalent
 Internet Explorer 9 or higher (JavaScript & Cookies must be enabled), or Firefox 10 or higher
 Firefox is the preferred browser.

Modem: Broadband connection only (DSL, Cable or T1 Line)

Courses Offered

Semester One	Course Title	Hrs
		.
JA 5310	Criminal Justice Writing	3
JA 5320	Law and Justice	3
JA 5330	Administration of Justice	3

JA 5340	Policing in America	3
Semester Two		
JA 5350	Corrections in Modern Society	3
JA 5360	Courts	3
JA 5370	Ethics	3
Semester Three		
JA 5380	Comparative Criminal Justice	3
JA 5390	Research Methods	3
JA 5395	Research Project	3
	Total Hours	30

Course Descriptions for Master of Justice Administration

JA 5310 Criminal Justice Writing

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

JA 5320 Law and Justice

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

JA 5330 Administration of Justice

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

JA 5340 Policing in America

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

JA 5350 Corrections in Modern Society

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

JA 5360 Courts

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

JA 5370 Ethics

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

JA 5380 Comparative Criminal Justice

This course compares issues pertinent to the criminal justice systems on a global basis by reviewing cross-cultural aspects 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 gathering, data analysis, the scientific method used in criminal justice research and the basic components of the research process. Data gathering techniques are presented and evaluated. Central tendency and measures of dispersion are studied. Effective presentation techniques of research findings are discussed.

JA 5395 Research Project

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

Master of Education

Alabama Christian College of Arts and Sciences

Master of Education

(Alternate A; Fifth Year Certification)

Master of Education Faculty

Grissett, Jendia. Chair of the Department of Education

B.S., Troy University; M.A. University of Alabama; Ed.D., Alabama State University

Terry Brown. *Professor of Physical Education and Sports Management*

B.S., Pepperdine University; M.A.T., Pepperdine University; Ph.D., Arizona State University

Dixie Hicks. *Professor of History*

B.A., California State University; M.S., Troy State University; M.A., Ph.D., Memphis State University

Ed Hicks. *Professor of History*

B.A., Claremont Men's College; M.A., Claremont Graduate School; Ph.D., Memphis State University

Joy Lucas. *Professor of Education and Physical Education*

B.S., Indiana University; M.S., Indiana University; Ed.D., Montana State University

Kelly Morris. *Professor of English*

B.A., Harding College; M.A., Arkansas State University; Ph.D., University of Mississippi

James Murphy. *Professor of Education*

B.S., M.Ed., Mississippi State University; Ed.D., Mississippi State University

Charles Oriaro. *Professor of Education, Director of M.Ed. Program.*

B.A., Messiah College; M.Ed., City University; M.A., Abilene Christian University; Ph.D., Biola University

E. L. Perry. *Assistant Professor of Mathematics*

B.A., University of Texas; M.A., University of Illinois; Ph.D., Texas Christian University

Elsa Price. *Professor of Education and Biology*

B.S., Harding University; M.S., University of Alabama; Ed.D., Auburn University

Al Schlundt. *Professor of Biology*

B.A., University of California; M.S., University of Florida; Ph.D., Utah State University

Cynthia Crowe Walker. *Professor of English*

A.A., Florida College; B.A., Faulkner University; M.Ed., Ed.D., Texas A&M University Commerce

Wanda Warmack. *Associate Professor of Education*

B.S., Faulkner University; M.Ed., Auburn University – Montgomery; Ph.D., Auburn University

Jonathan Wright. *Associate Professor of English*

A.A., Faulkner University; B.S., Troy State University; M.A., Auburn University – Montgomery; Ph.D., Auburn University

William Blow. *Adjunct, M.Ed.*

B.S., Bob Jones University; M.Ed., Auburn University; Ed.D., Auburn University;

Steve Hansen. *Adjunct, M.Ed.*

B.S., Brigham Young University; M.S., Wright State University; M.A., Air University; Ph.D. Auburn University

Sandy Ledwell. *Adjunct, Education*

B.S., University of Montevallo; M.A., University of Alabama; Ed.D., Nova Southeastern University

Noah Turner. *Adjunct, Education*

B.S., Auburn University at Montgomery; M.S., Troy University; Ed.D. Nova Southeastern University

The mission of Faulkner University's Department 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 Department 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 Department 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 department, 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.

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 Department of Education be familiar with the procedures outlined here.

It is the goal of the Department 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.

Administrative Oversight

Administrative oversight for the Master of Education program will be accomplished as follows:

Master of Education Administrative Structure

Vice President for Academic Affairs
Dean of the College of Arts and Sciences
Chair of the Education Department
Teacher Education Committee
Graduate Faculty Committee
Field Placement Officer

The Education Agency Field Placement Officer will conduct the Practicum course, maintain records for the observation/participation of students in the surrounding schools, and direct the Internship.

The Graduate Faculty Committee will conduct an annual review of the following components of the Master of Education Degree: applications for admission, admissions criteria, and the success of program outcomes.

The Teacher Education Committee will meet each semester to review all candidates and review the program's effectiveness as well as make decisions as to solving any problems which have arisen.

The Chair of the Education Department will work with all committees and students to establish standards and continue to manage the day-to-day operation of the graduate department.

The Dean of the College of Arts and Sciences will periodically meet with the Chair of the Department as well as the Committees to review the program's overall effectiveness in meeting the goals and objectives of the program and to ensure that all decisions are made in compliance with the University's academic standards.

The Vice President for Academic Affairs will annually meet with the Dean of the College of Arts and Sciences to review the program's overall effectiveness in meeting its goals and objectives. The Vice President for Academic Affairs will also be sure that the decisions made are in compliance with the University's academic standards.

Unit Accountability

Faulkner University guarantees the success of the students who complete our approved programs, who are recommended for certification by the University, and who are employed in their area(s) of specialization. We shall provide the student remediation, at no cost, if they receive less than acceptable on their EDUCATE AL evaluation. This warranty is valid for two years following the valid date of the issued teacher certificate. The university will not be required to provide remediation for more than the first two years of employment.

Objectives of the Master of Education Program

The focus of Faulkner's teacher education programs 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 Department of Education established fourteen specific professional knowledge, skills, and dispositions with performance outcome expectations for our teacher candidates.

- *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.
- *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.

- *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.
- *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.
- *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.
- *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.
- *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.
- *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.
- *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.
- *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.
- *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.
- *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.
- *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.
- *Calling Skill and Disposition.* Teacher candidates demonstrate an attitude that incorporates the spiritual dimensions of teaching and learning.

Admission Requirements for Master of Education

Alternative Fifth Year (Class A) Degree:

The Department 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. 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, 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.

Academic Credentials:

Applicants for the Master of Education Degree (leading to the Alternative A Certificate) must have completed an undergraduate degree in a specific discipline from a regionally accredited institution. In extenuating circumstances, the head of the unit may request a waiver of admission requirements from the State Superintendent of Education. An official transcript from EACH college or university attended must be submitted to the director of graduate studies. The transcripts must be sent directly from the other school. Hand-delivered transcripts, photocopies, or print outs of grade reports are unacceptable. Transcripts will be evaluated by the Chair of the Education Department as part of the admissions process. To be admitted, the student must have a minimum cumulative grade point average of 2.5.

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. In order to be accepted into the Teacher Education Program, students must submit a passing score on both the Praxis II and Alabama Prospective Teachers Test (APTTP) examinations. Students must have a passing score in the appropriate area of study on the Praxis II test dependent on the chosen area of study. Students whose first language is not English must also submit acceptable TOEFL scores, as stipulated in the beginning of the catalog.

Goals Statement

Applicants must submit a statement of approximately 250 words specifying personal goals for their life and how earning a Master of Education Degree at Faulkner University will contribute to those lifetime goals.

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.

Non-refundable Application Fee:

A \$35.00 non-refundable application fee must be included with a completed application form and other required materials listed above.

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. 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.

Summary of Required Application Materials:

1. Completed application form.
2. An official transcript from EVERY college or university attended showing at least a 2.5 GPA on the transcript granting the Bachelor's Degree or a 2.5 on a Master's degree.
3. Completion of HQT prerequisite coursework
4. Passing score from the GRE or the MAT.
5. Passing scores from the Praxis II and APTTP (Can be taken after entering the program)
6. Passing score from TOEFL (if applicable).
7. Personal statement of lifetime goals.
8. Three (3) recommendations.
9. \$35.00 non-refundable application fee.

Regular Admission:

A student with a bachelor's degree from a regionally accredited college and a GPA of 2.5 with passing scores on the GRE or MAT, the Praxis II and the APTT, and who has submitted the above specified forms along with the non-refundable application fee will be granted full unconditional admission status pending Teacher Education Committee approval. If the GRE/MAT scores are older than ten years, the candidate may be required to retake one of the entrance exams for admission.

Conditional Admission:

The Teacher Education Committee must approve any students admitted under special conditions as in the undergraduate program. Praxis II must be retaken if scores are not at the passing rate within the first 24 hours of enrollment.

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. 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 pre-approved by the Chair of the Education Department. 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.

Candidates must have completed courses including humanities, social science, science, and mathematics in the general studies. In addition, the Elementary Education Alt A candidate must have earned at least 12 semester hours in English language arts, 12 semester hours in mathematics, 12 semester hours in science, and 12 semester hours in social science. A candidate who wishes to earn certification in a teaching field must have an academic major in the teaching field or 32 semester hours in a specialized area of study in a discipline including at least 19 hours of upper-division courses. English Language Arts must additionally have the following courses on the transcript: English (including grammar and reading), English language arts, speech, drama or theatre, and journalism. General Social Science must additionally have the following courses on the transcript: general social science, history, political science, economics, and geography. P-12 programs must have an academic major in the teaching field or 32 hours in field with 19 upper-division courses.

Admission into Teacher Education

When a Master of Education candidate has completed approximately twenty-four (24) hours of coursework, application must be made for admission into Teacher Education. In addition to completion of the required coursework, the following conditions must also be met:

Completion of the application form

A minimum grade point average of 3.0 in the Master of Education Program

All HQT or leveling courses have been completed (4 X 12 for Elementary and 32/19 for Secondary)

Satisfactory ratings on approved clinical experiences in a variety of settings totaling a minimum of 80 hours, posted in Portfolio in LiveText and submitted for review

Passing score on all three (3) sections of the Alabama Prospective Teacher Test (APTTP)

Passing score on Praxis II Test in the correct subject area

Completion of AQT Math test

Submission of three approved faculty recommendations; 1 from Department Chair and 2 from other faculty

Interview with the Department Chair and one instructor from the content area to view and approve completed Portfolio in LiveText™

Proof of active membership in SAEA, AEA, or another organization for liability insurance coverage

Completion of Portfolio

Interview with the Teacher Education Committee for acceptance

Applicants for admission into Teacher Education must submit completion of the following items in the LiveText™ Portfolio and include references to the last four (4) dispositions from the Conceptual Framework. Some of this material cannot be completed until the Internship:

Program Inventory: Monitoring through the gateways in the program

Why I Want to Teach: Revision of the essay from your application packet

Mission Statement and Resume: State your personal mission in life or particular fundamental beliefs that affect and guide your teaching. Reflect on this throughout your portfolio. Correlate this with the institutional mission statement.

Teaching Philosophy: Detail in a paragraph or two a personal philosophy of teaching and education.

Clinical Experiences: Reports of visits and observations in the schools

Critical Course Content: Include significant course content knowledge attained during each course taken in the program. Significant artifacts that demonstrate competencies on state, local, and national standards may be included.

Conceptual Framework: Include paragraphs stating how program requirements have been met through the coursework.

Other Artifacts and Lesson Plans: List each class taken and give examples/artifacts from each class.

Recommendations: Scan three (3) faculty recommendations AND the three (3) community recommendations from your application packet into your portfolio.

Classroom Management Plans: State how your classroom will successfully be managed including rules and procedures.

Internship Assignments

Policies for the Master of Education

(Alternative A: Fifth Year Certification)

Curriculum Requirements

The Master of Education Degree leading to the Alternative A Fifth Year Certificate is a 40-hour program with 24 hours in core courses and 16 more hours being offered in content courses. Toward the completion of the coursework, a written comprehensive examination and an oral examination, or interview, are required. The content choices are the following: History, Mathematics, Biology, Physical Education, English, and Elementary Education.

With a strong core and a variety of content areas, the 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 Master of Education Degree offers course scheduling which will accommodate students who are involved as full-time professions and/or reside a considerable distance from Montgomery. The courses are offered from 6 – 9 P.M. two nights a week. The professor of the class will make the decision to have study teams or to have two class meetings each week. The study teams are self-selected, and each team will choose where and when the team will meet. Study teams will meet

for three hours a week. There will be a study team meeting for every meeting with the instructor. The study teams are just as important as the time with the professor, and attendance is mandatory for both meetings. In the summer, classes will meet 5 sessions of 4 hours each with an all day Saturday class. There will also be 4 sessions of study group meetings for 4 hours each.

Practicum Course

A Practicum course will be used to store twenty (20) observation hours/semester in which students will observe in a wide variety of school settings so as to be submerged in the actual world of the teacher and have a diverse set of school experiences. This Practicum is patterned after the undergraduate program and will be coordinated in the same way. This class will use a combination of didactic and experiential teaching methods. This is a necessary component of this degree for the new teacher to actually get the feel for the life of teaching. These hours will be coordinated with the Field Experience Director and assigned faculty members in the Department of Education. Eighty (80) practicum hours are required for admission to the Teacher Education Program, and at least two hundred one (201) hours are required for admission to Internship.

Internship

Because students in the Alternative Master's Degree program have not had a background in education or the benefit of an Internship, a full semester Internship is provided. This Internship is patterned after the undergraduate program and will be coordinated in the same way. Rules and regulations which direct the undergraduate program will apply to this program as well (2 separate placements, full responsibilities of the teacher for at least 20 days including at least 10 consecutive days). Policies, procedures, and application forms for the Internship may be found in the Internship Handbook. For students who have full-time teaching jobs, the internship may be completed during employment, provided that the employment consists of a full-time position in the area of certification being sought. These students must accumulate the majority of practicum hours at the level of instruction that they do not teach. For example, an elementary major who is teaching grade two should engage in practicum experiences primarily in grades four through six. An English major who is teaching grade eight should engage primarily in practicum experiences in grades ten through twelve.

Graduation Requirements

Forty (40) hours with a cumulative GPA of 3.0 on all graduate credits with no grade lower than a C in any given course are required for the Alternative A Certificate. No more than 6 semester hours of C may be applied toward graduation requirements. Participation in commencement ceremonies is required unless an exemption is granted from the Chair of the Education Department. Commencement is held every December and May.

Comprehensive Examinations:

A written comprehensive examination. The Major Field Test will be used as the final exam to test content knowledge in Education. The examination will be administered prior to a student's admission to the internship program. The candidate will be notified of the time and place of the examination at least a month prior to the scheduled date. The Faulkner University Evaluation System and the electronic portfolio including artifacts generated from every course as well as internship journals and the ISL Project will be used as an examination of pedagogy. An oral examination or interview is also required.

Faculty will grade all components as to a pass/fail. More than one faculty member will grade each portfolio. Reasons will be stipulated when an examination is failed. Students who fail the examination will be given an 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 Education 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 Education Department of his/her intention. The application form can be obtained from the Registrar's office.

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 of Education 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 Education Department.

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

A student who has earned graduate credit in a Master of Education program from other institutions will be evaluated by the Teacher Education Committee to ascertain courses which can be applied to Faulkner's program. Students from a regionally accredited institution may transfer a maximum of six (6) semester hours into the Master of Education program. The Chair of the Education Department and the State Department of Education must approve transfer hours.

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 this 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.

Deficient Course Work

Students desiring admission to the Master of Education degree 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 6 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.

Advisement

The Chair of the Education Department 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.

Registration

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

Class Attendance

Regular class attendance is a requirement of this degree program. Because of the accelerated format of the classes and having only eight (8) class meetings, students are strongly encouraged to attend all meetings. Class attendance is an academic matter and absences result in academic penalty. There is a built in absence for cause such as the serious illness of the student or death in the student's family, but only one absence for lecture and one absence for the study team will be excused, and that only in an emergency. If more time is missed by the student, no credit can be given for that particular class.

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 allowed to enroll for more than six (6) more hours during any term the probation applies. The student on academic probation must 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 may result in dismissal from the program. A course in which the student has earned a grade of C or below may be repeated.

Behaviors That May Result In Temporary Suspension Or Permanent Expulsion From School:

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.

Curriculum for Master of Education

Degree Plans

The M.Ed. (Alternative A Certification) consists of 40 semester hours with the following breakdown: 6 three-hour core courses (18 hours total); 1 sixteen week internship in the specific discipline; and 16 hours of content specific courses (5 three-hour courses and 1 one-hour directed study course that is content specific).

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 Social Science. In addition to the full semester of Internship for the Alternative A Certification, classroom observation is also required each semester throughout the program via the Practicum courses which do not constitute official credit. Courses for all content areas of this program are itemized in the following tables:

Core Courses for All the Alternative A Programs

FED 6300	Seminar in Professional Education
FED 6301	Philosophy, Ethics, and Character in Education
FED 6320	Curriculum Design, Assessment and Evaluation
PY 6340	Advanced Educational Psychology & Exceptionalities
FED 6348	Classroom Management
FED 6350	Technology of Learning

Content Courses for all Alternative A Programs

Elementary Education

EED 6096,6097, 6098, 6099	Clinical Experiences/Practicum
EED 6326	Reading Skills and Comprehension
EED 6332	Teaching Elementary Language Arts
EED 6335	Social Studies in the Elementary School
EED 6341	Teaching of Elementary Mathematics
EED 6368	Teaching of Elementary Science
EED 6190	Directed Study
EED 7099	Internship

Secondary Education Programs:

Biology

SED 6096,6097, 6098, 6099	Clinical Experiences/Practicum
BIO 6300	Human Nutrition
BIO 6351	Advanced Genetics
BIO 6362	Ecological Theories
BIO 6380	History and Philosophy of Biological Research
BIO 6190	Directed Study
SED 6316	Reading in the Content Area
SED 7099	Internship

English Language Arts

SED 6096,6097,6098, 6099	Clinical Experiences/Practicum
EH 6313	Shakespeare Survey
EH 6301	Advanced Composition
EH 6345	Young Adult Literature
EH 6351	Studies in the English Language
EH 6190	Directed Study

SED 6316	Reading in the Content Area
SED 7099	Internship
<i>Mathematics</i>	
SED6096,6097, 6098, 6099	Clinical Experiences/Practicum
MH 6340	Abstract Algebra
MH 6330	History of Mathematics
MH 6350	Plane Geometry
MH 6370	Complex Variables
MH 6190	Directed Study
SED 6316	Reading in the Content Area
SED 7099	Internship
<i>Physical Education</i>	
SED 6096,6097, 6098, 6099	Clinical Experiences/Practicum
PE 6329	Methods for Teaching PE to Secondary Students
PE 6331	Health Education
PE 6333	Methods for Teaching Elementary PE
PE 6334	Motor Learning
PE 6190	Directed Study
SED 6316	Reading in the Content Area
SED 7099	Internship
<i>History</i>	
SED6096,6097, 6098, 6099	Clinical Experiences/Practicum
HY 6331	Research and Writing in History
HY 6313	Historiography and the Philosophy of History
HY 6370	Seminar in the Social Sciences
HY 6375	Current Issues in World History
HY 6190	Directed Study
SED 6316	Reading in the Content Area
SED 7099	Internship

Course Descriptions

FED 6300 Seminar in Professional 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 in Education

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 Evaluation

Concepts of evaluation by traditional and nontraditional methods. An emphasis on building assessments through curriculum planning, setting of instructional objectives, proper test construction, and analysis of scores yielded through assessment techniques.

FED 6348 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.

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.

EED 6096, 6097, 6098, 6099 Clinical Experience/Practicum

A course designed to provide for the demonstration of pedagogical knowledge and skills and to foster the dispositions essential for future educators. Students will complete a minimum of 20 hours of service in an educational setting.

EED 6190 Directed Study

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Under directed study, the student and qualified instructor work together collaboratively.

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 6335 Social Studies in the Elementary School

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 7099 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.

SED 6096, 6097, 6098, 6099 Clinical Experiences/Practicum

A course designed to provide for the demonstration of pedagogical knowledge and skills and to foster the dispositions essential for future educators. Students will complete a minimum of 20 hours of service in an educational setting.

SED 6316 Reading in the Content Area

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 7099 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.

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 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 6190 Directed Study

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Under directed study, the student and qualified instructor work collaboratively.

EH 6313 Shakespeare Survey

A study of major plays including histories, tragedies, and comedies, as well as the sonnets.

EH 6301 Advanced Composition

Emphasizes clear, consistent, logical writing with emphasis on topics appropriate for students in graduate and professional programs.

EH 6345 Young Adult 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 6351 Studies in the English Language

An introduction to the study of the English language, including the history of English. Emphasis will be placed on how the language works and on ways to describe it. Designed primarily for students interested in English, communications, and foreign languages.

EH 6190 Directed Study

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Under directed study, the student and qualified instructor work collaboratively.

MH 6340 Abstract Algebra

Topics for this course include sets, functions, the integers, groups, homomorphisms, rings, and ideals. Additional selected algebraic topics will be included in this course as the graduate component. Prerequisite: graduate standing. MH 6340 is offered fall of even years.

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 6350 Plane Geometry

A course designed to provide students with an axiomatic development of plane geometry.

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 6190 Directed Study

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Under directed study, the student and qualified instructor work collaboratively.

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 6331 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 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 6190 Directed Study

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Under directed study, the student and qualified instructor work collaboratively.

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 6313 Historiography and the Philosophy 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 6370 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 6190 Directed Study

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Under directed study, the student and qualified instructor work collaboratively.

Master of Letters

Master of Letters (M.Litt.)

Director: Robert M. Woods, *Professor of Great Books; Director, Great Books Program*
B.A., Atlanta Christian College; M.A., Barry University; M.A., Harrison Middleton University;
Ph.D., Florida State University

The Master of Letters degree is a 33-hour thesis degree (30 hours of course work and 3 hours credit for the thesis). The curriculum is based on the Great Books of the Western Tradition and the courses are conversational in form. The degree consists of one foundation course (3 credit hours); five core courses (15 credit hours); independent tutorials (12 credit hours); and a thesis (3 credit hours with at least 3 hours of the tutorials used to prepare specifically for the thesis). The degree program allows for areas of emphasis in Humanities, Literature, Religion, History, or Philosophy.

The purposes of the Master of Letters are threefold. First, the degree serves the Faulkner University mission statement as a continuance of the undergraduate degree in liberal arts in which the education of the whole person through a rigorous distance program is in view by means of the broad disciplinary content of the curriculum. Secondly, the degree serves the mission statement with assertion that all learning has as its end that we may know and honor Christ. And thirdly, the degree serves the students at a distance by introducing them to the great ideas and ongoing issues of mankind through seminal texts from western culture. The degree also prepares students to pursue doctoral studies in such disciplines as Humanities, Literature, Religion, History, and Philosophy. Hence, the specific outcomes of the M. Litt. degree are to:

- Expand the mission of the university by educating the whole person through a broad disciplinary content via distance education
- Demonstrate the unity of all learning with its chief end that we may know and honor Christ
- Enable students to be conversant about the perennial ideas and issues of mankind
- Prepare students for employment and/or further graduate study

The specific learning objectives reflect the focus on the Great Books curriculum and conversational method through the lens of Christian thought. They are as follows:

Learning Objectives

Graduates of the M. Litt. degree should be able to:

- Demonstrate a high level of competency with written and oral skills
- Attain a general knowledge of the curricular core texts and ideas
- Think critically, creatively, and analytically
- Understand the relationship of Christian thought to the themes of the Great Books of the Great Tradition

Admissions Requirements for Master of Letters

The Great Books Honors College seeks to admit graduate students who have demonstrated, through their academic performance, aptitudes to complete graduate work at the highest level. Admission is a privilege granted by the Great Books Honors College of Faulkner University rather than a right to be assumed by those meeting minimal qualifications. A student must be of good character and standing within their community.

An applicant's undergraduate program ideally would represent a broad based curriculum including the disciplines of English, history, natural and social sciences, math, and foreign language.

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. It is appropriate to 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 head of the M.Litt. program and a select admission committee. For admission to the M.Litt. degree program, an applicant must:

- Hold a completed undergraduate degree from a regionally accredited institution.
- Submit an official transcript from each college or university attended to the director of graduate studies.
- Send official transcripts directly from all the schools attended to the Director of the Great Books Honors College. Hand delivered copies, photocopies, and print outs of grade reports are not acceptable.
- Hold a minimum cumulative grade point average of 3.0. If the student does not meet this requirement, the student may request conditional admission.
- 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 greater on the Miller Analogy Test (MAT).
- Score 500 on TOEFL (required of all students for whom English is a second language)
- Submit three letters of recommendation with specific comments regarding the applicant's academic work, any professional experience, and ability to successfully complete graduate study. These letters are usually from the applicant's previous faculty members or supervisory personnel.
- Submit a statement of approximately 300 words specifying personal goals and how the M.Litt. degree with the Great Books Honors College will contribute to those goals.
- Include a \$35 non-refundable application fee along with a completed application form and other required materials listed above.
- Receive approval by the Director of the M.Litt. program.

Conditional and Provisional Admission

The Director of the Great Books Honors College, with confirmation from the Dean of the College of Arts and Sciences, 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. A student may be provisionally admitted with the provision that all materials will be received with two months of the beginning of the semester. While dual enrollment in more than one graduate program is strongly discouraged, any exceptions to this policy will be considered on a case by case situation.

Summary of Application Materials:

- Completed application form
- An official transcript from all colleges and/or universities attended
- Scores from the GRE or MAT
- Score from TOEFL (if applicable)
- Three recommendation letters or the contact information for those providing recommendations (full name, email, and phone number must be provided by the applicant)
- Personal statement of goals
- A \$35 non-refundable application fee

Policies for the Master of Letters

In addition to policies described in the front section of this catalog, the following policies apply to students pursuing the Master of Letters degree.

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 thesis is graded by the supervisor and two assigned readers. Proof of undergraduate degree(s) will require the submission of an official transcript of all course work/degree(s) to be filed in the Registrar’s Office.

A student who has earned graduate credit in comparable courses (evaluated by the Director of the M.Litt. program) from a regionally accredited institution may transfer a maximum of nine (9) semester credit hours toward the M.Litt. degree. No grade lower than a B is transferable toward the M.Litt. degree.

Class Attendance and Participation

Class attendance via Blackboard and Wimba conference calls is a requirement of this degree program. Class attendance and participation is an academic matter and absences (not being present at conference 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 conference class, be on time, and not leave early.

Thesis Procedural Requirements

A student must submit a written thesis proposal for approval to the M.Litt. Graduate Faculty Committee (which includes the Director of the M. Litt. 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.

Supervision and Defense of Thesis

The thesis is guided by a faculty supervisor as requested by a student, agreed to by the faculty member, and approved by the Director of the program. Two readers are recommended by the Thesis Supervisor and approved by the Director. The student defends the thesis before his or her supervisor, readers, and an outside faculty member appointed by the Director via Wimba Conference or Skype.

Graduation Requirements

Students applying for graduation must earn a minimum cumulative GPA of 3.0 for the 33 hour credit degree (including grade for the thesis). No grade lower than a C is accepted in the degree program. No more than 6 hours of course work earning a C may be applied toward the degree. The thesis 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 the student plans to graduate. Students must also ensure that all obligations to the university are met prior to graduation. All graduating M.Litt. students may participate in the commencement ceremonies, but are not required to do so. In the event that the student selects to march at graduation, the Director of the program must be notified via graduation application. Diplomas of those students not marching will be mailed within two weeks of the graduation date.

Summary of graduation requirements:

- Earn a minimum cumulative GPA of 3.0 for the course work and thesis
- No grade lower than a C is accepted toward the completion of the degree
- No more than 6 hours credit of an earned C may be applied toward the degree
- Successfully defend the thesis
- Earn a minimum of a B for the thesis
- Submit application for graduation
- Ensure all obligations to the university are met
- Participate in the graduation ceremonies (optional)

Curriculum for Master of Letters

Foundation Course		3
HU 5311 Introduction to Humane Letters and Learning	3	
Core Courses		15
HU 5326 Understanding Humane Letters: Great Ideas and Authors	3	
HY 5315 Historical Investigations: Great Ideas and Authors	3	
LIT 5324 Literary Analysis: Great Ideas and Authors	3	
PHL 5313 Philosophical Inquiries: Great Ideas and Authors	3	
REL 5322 Exploring Religion: Great Ideas and Authors	3	
Independent Tutorials		12
5317 Independent Tutorials (REL/PHL/LIT/HY/HU)	3	
5319 Independent Tutorials (REL/PHL/LIT/HY/HU)	3	
5320 Independent Tutorials (REL/PHL/LIT/HY/HU)	3	
5328 Independent Tutorials (REL/PHL/LIT/HY/HU)	3	

Thesis Course		3
5301 Thesis (REL/PHL/LIT/HY/HU)		3
Total Hours		33

*All Master of Letters courses have a seven-point grade scale.

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 Understanding Humane Letters: Great Ideas and Authors

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 Historical Investigation: Great Ideas and Authors

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.

LIT 5324 Literary Analysis: Great Ideas and Authors

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 Philosophical Inquiries: Great Ideas and Authors

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 Exploring Religion: Great Ideas and Authors

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.

5317, 5319, 5320, 5328 Independent Tutorials (REL/PHL/LIT/HY/HU)

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 three times (9 credit hrs. total) with different content.

5301 Thesis (REL/PHL/LIT/HY/HU)

The Master's 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.

Master of Science in Management

Harris College of Business and Executive Education

Master of Science in Management

Graduate Business Administration

Dave Khadanga, *Professor of Management; Dean, College of Business*

B. Commerce, M. Commerce, Utkal University; LL.B., Utkal University, India; MBA, Alabama A&M University; Ph.D., Management, Utkal University

Gerald Jones, *Professor of Business/Employment Law; Associate Dean, College of Business*

B.A., Alabama Christian College (Faulkner University); M.S., Troy State University; J.D., University of Alabama School of Law

Alan Kaye, *Director, MSM Program*

ABJ, University of Georgia; MLn, Emory University; MBA, Georgia Southern University; SIS, Florida State University

Graduate Business Faculty

Randall Bailey, *Professor of Bible*

B.A., M.A., G.S.R.E., M.Th., Southern Christian University; M.Phil., Ph.D., Drew University

Gerald Jones, *Professor of Business/Employment Law; Associate Dean, College of Business*
B.A., Alabama Christian College (Faulkner University); M.S., Troy State University;
J.D., University of Alabama School of Law

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B. Commerce, M. Commerce, Utkal University; LL.B., Utkal University, India; M.B.A., Alabama
A&M University; Ph.D., Management, Utkal University

Rosie Khadanga, *Professor of Information Systems*
M.S., Troy State University; M.B.A., Alabama A&M University; Ed.D., Auburn University

Laura Russell, *Associate Professor of Information Systems*
M.A., University of Alabama in Huntsville; Ph.D., Auburn University

David Ang, *Adjunct Associate Professor of Business*
B.S., Ohio University; M.S., University of Alabama in Huntsville; Ph.D., University of Alabama in
Huntsville

William Cheng, *Adjunct Associate Professor of Finance*
Ph.D., State University of NY at Binghamton

Kimberly Johnson, *Adjunct Assistant Professor of Business*
B.S., Tennessee State University; M.S., MSBA, Ph.D., Auburn University

Thomas Leverette, *Adjunct Assistant Professor of Business*
B.S., University of Alabama; J.D., Birmingham School of Law

Beth Poe, *Adjunct Assistant Professor of Business*
B.A., Vanderbilt University; J.D., University of Alabama

Ronald Stunda, *Adjunct Associate Professor of Business Administration*
B.S., Pennsylvania State University; M.B.A., University of Alabama at Birmingham;
Ph.D., Florida State University

Robert Thetford, *Adjunct Assistant Professor of Business/Legal Dimensions*
B.A., University of Alabama; J.D., University of Alabama

Faulkner University offers an accelerated graduate business and management degree program in an executive format for professionals who intend to expand their career horizons. The Master of Science in Management is designed to develop and enhance business, leadership, and management skills. Focus is placed on career development and enhancement with a curriculum that incorporates a managerial perspective with a futuristic approach to facilitate success in today's business world. The University, in this program, 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.

The MSM 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, management, human resource management, and various general business areas. The MSM 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 or two years.

Students entering the Master's of Science in Management program have the opportunity to choose a one-year or two-year track. For those with an accelerated preference, all ten courses are offered for completion in one year. However, an alternate option is available that has a scheduled

completion within two years, with students taking one to three classes at a time, depending on the semester.

The delivery method for the courses in this program is a combination of in-class lecture 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 as a 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 weekly student participation. The various online activities are designed and structured to build upon the principles and concepts pertinent to 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. Blackboard is used for online courses and components. Therefore, a mandatory training session is conducted on Friday evening prior to the beginning of the first semester. The training session will cover access and navigation of the Blackboard platform that is paramount to successful completion of the program.

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 compliance with 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 MSM program.

Program Design & Structure

One-Year Track:

- Completion within one calendar year.
- Three semesters of three or four classes for a total of ten classes.
 - One or two of those classes will be online each semester.
 - The remaining classes meet on specified Saturdays; Session 1: 9:00 a.m.–12:00 p.m.; Session 2: 1:00 p.m.–4:00 p.m. These classes will also have an online component through the Blackboard platform.
- Students enter the program in the fall or spring semester only. Please refer to the M.S.M. Graduate Business Catalog and Student Handbook for course sequencing.

Two-Year Track:

- Completion within two calendar years.
- Five or six semesters of one, two, or three classes for a total of ten classes.
 - Classes during Year 1 meet on specified Saturdays; Session 1: 9:00 a.m.–12:00 p.m.; Session 2: 1:00 p.m.–4:00 p.m. These classes will also have an online component through the Blackboard platform.
 - Classes during Year 2 will be online classes, presented through the Blackboard platform.
- Students enter the program in the fall or spring semester only. Please refer to the MSM Graduate Business Catalog and Student Handbook for course sequencing.

Career 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 understanding of skills essential for executive decision making.
- To prepare the manager for handling "crisis management" under varied circumstances.
- To develop 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 required. 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.
- 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.
- Students are required to take the GMAT examination. The program's expected minimum requirement is a GMAT score of 400. Students who have not earned the appropriate score may be granted conditional admission with the provision that the student will re-take the exam before the end of the first semester.
- Students seeking admission to the MSM 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 MSM Academic Review Committee. The MSM Academic Review Committee is comprised of the Director, MSM Department, a graduate faculty member, the Associate Dean of the College of Business, and the Dean of the College of Business.

Curriculum for Master of Science in Management

Degree Requirements

Course	Sem. Hours
MSM 6300 Ethics for Business and Management	3
MSM 6302 Organizational Behavior	3

MSM 6303	Legal Dimensions in Business	3
MSM 6304	Marketing Management	3
MSM 6305	Quantitative Analysis	3
MSM 6306	Personnel/HR Management	3
MSM 6307	Employment Law for Management	3
MSM 6308	Business Policy and Strategy	3
MSM 6309	Financial Management	3
MSM 6314	Management Information Systems	3

TOTAL 30

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

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

Transferability of MSM Credits or Applicability to Doctoral Programs

Faulkner University's graduate program in Business is 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, it is not feasible for the University to advise students as to whether their programs of study at Faulkner will satisfy the pre-requisites at other universities. Thus, students contemplating transfer, post-graduate, or doctoral work at another institution bears the sole responsibility for ensuring that work done at Faulkner will satisfy the program requirements at a different university.

Policies for the Master of Science in Management

Grading Scale for MSM

90-100	= A-, A, A+
80-89	= B-, B, B+
70-79	= C-, C, C+
60-69	= D
59 & Below	= F

Grades of A+, A-, B+, B-, C+ and C- may be given at instructor's discretion. Professors are not obligated to award grades with pluses or minuses. Professors have authorization of the Director of the MSM Department and the Dean of the College of Business to make such determination at any point of time in the course as they deem appropriate.

Incomplete Grades

The grade of "I" indicates that some requirements of the course are not yet complete. It is only given for reasons which in the judgment of the instructor have been unavoidable and only given with the approval of the Dean of the School of Business. It is the responsibility of the student to initiate steps to a permanent grade by the end of the semester following the semester in which the "I" was assigned. Failure by the student to complete the course requirement within the time allotted will automatically result in the grade of "F". The department strongly discourages assigning of an incomplete grade.

Attendance and Participation

Regular class attendance and participation via Blackboard are required for this degree program. Because of the accelerated format of the classes, students are strongly encouraged to attend all class meetings and complete all online tasks and assignments. Class attendance and online participation are academic matters, and absences or lack of online participation result in academic penalty. There is a built-in absence for cause, such as serious illness or death in the student's family, but only two absences per class per semester will be permitted, and that only in an emergency. Proper documentation and department approval are required prior to the second absence. If more time is missed by the student, no credit can be given for that particular class. Timely completion of online tasks and assignments is required.

Minimum Hardware and Software Requirements for Blackboard

Please refer to the M.S.M. Graduate Business Catalog and Student Handbook for the minimum hardware and software requirements for working with the Faulkner Blackboard application.

Time Limit

All requirements of the Master of Science in Management degree must be completed within four (4) 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.

Comprehensive Examination

All students must pass a written comprehensive examination.

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" can be made in the program; exceeding this limit will result in being withdrawn from the program.

Course Descriptions

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 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 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.

MSM 6304 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.

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.

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 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 an international business perspective.

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 6314 Management Information Systems

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

MSM 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.

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