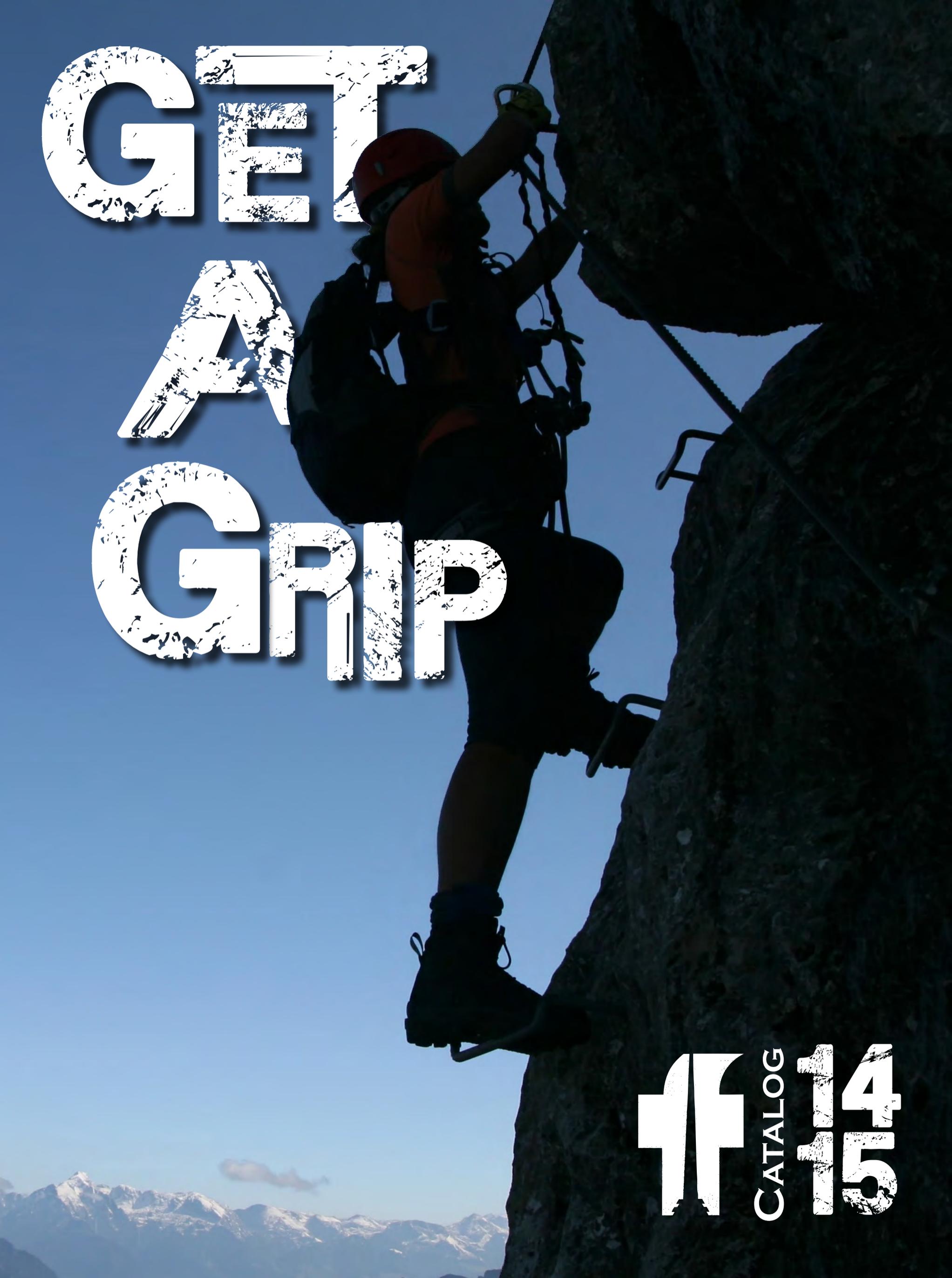


GET A GRIP



IF CATALOG **14
15**

GRADUATE CATALOG 14 15

GET A GRIP:

The educational journey or climb toward a degree is an exhilarating challenge that is not without difficulty or aid. A strong harness for support and rope for guidance

is what the climber needs to grasp in their struggle to the top. Getting a grip on the Faulkner Catalog will provide a plan for reaching the spectacular view from the top.



CAMPUS LOCATIONS

MONTGOMERY CAMPUS

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

BIRMINGHAM CAMPUS

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

HUNTSVILLE CAMPUS

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

MOBILE CAMPUS

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

F AULKNER UNIVERSITY:

CA CHRISTIAN UNIVERSITY

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

LETTER FROM THE PRESIDENT:

DR. BILLY D. HILYER

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.

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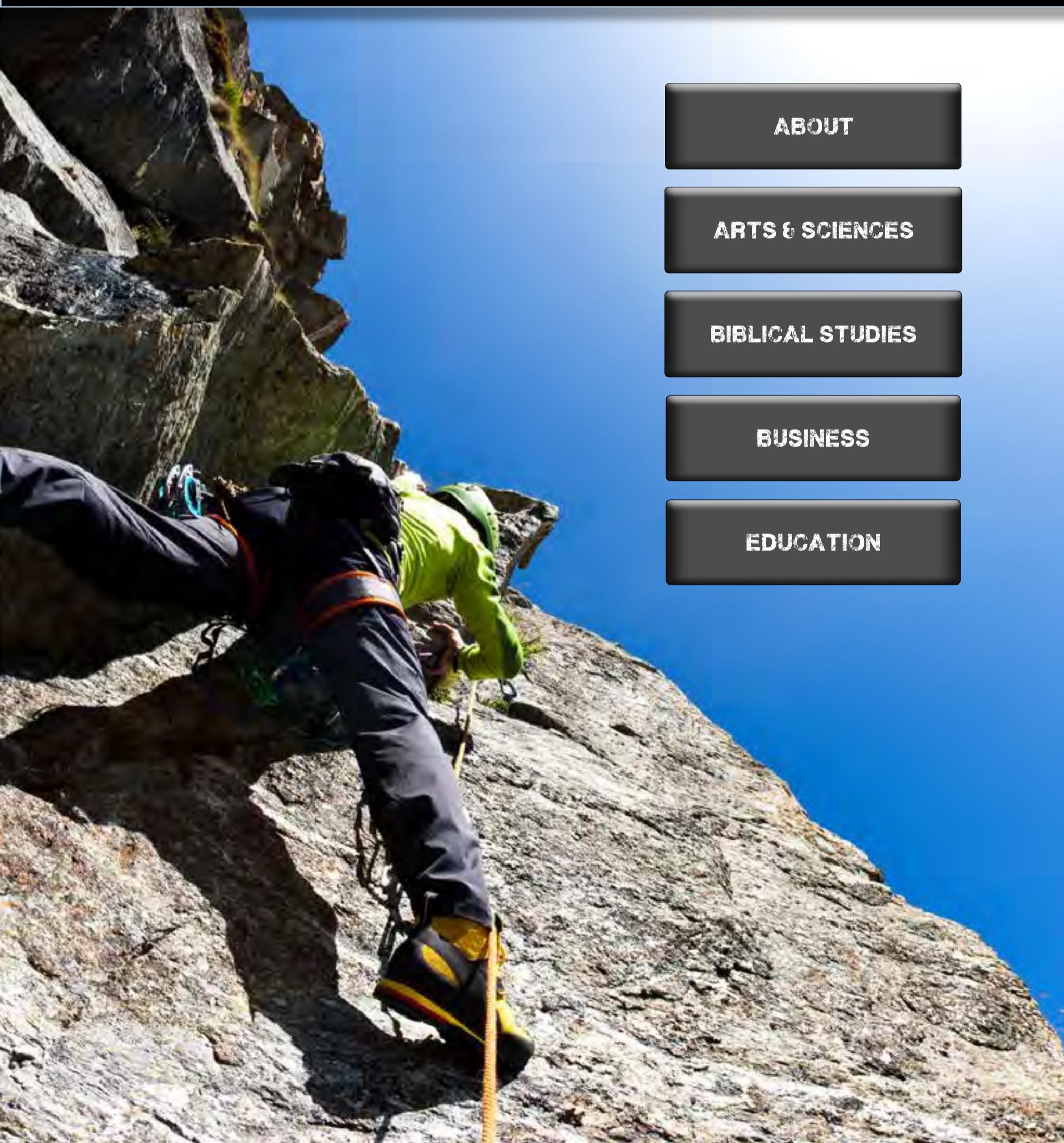
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UNIVERSITY-STUDENT AGREEMENT AND THE ROLE OF CATALOGS, STUDENT HANDBOOK, AND SUPPLEMENTARY PUBLICATIONS



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 Academics. 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.

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

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

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

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).

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

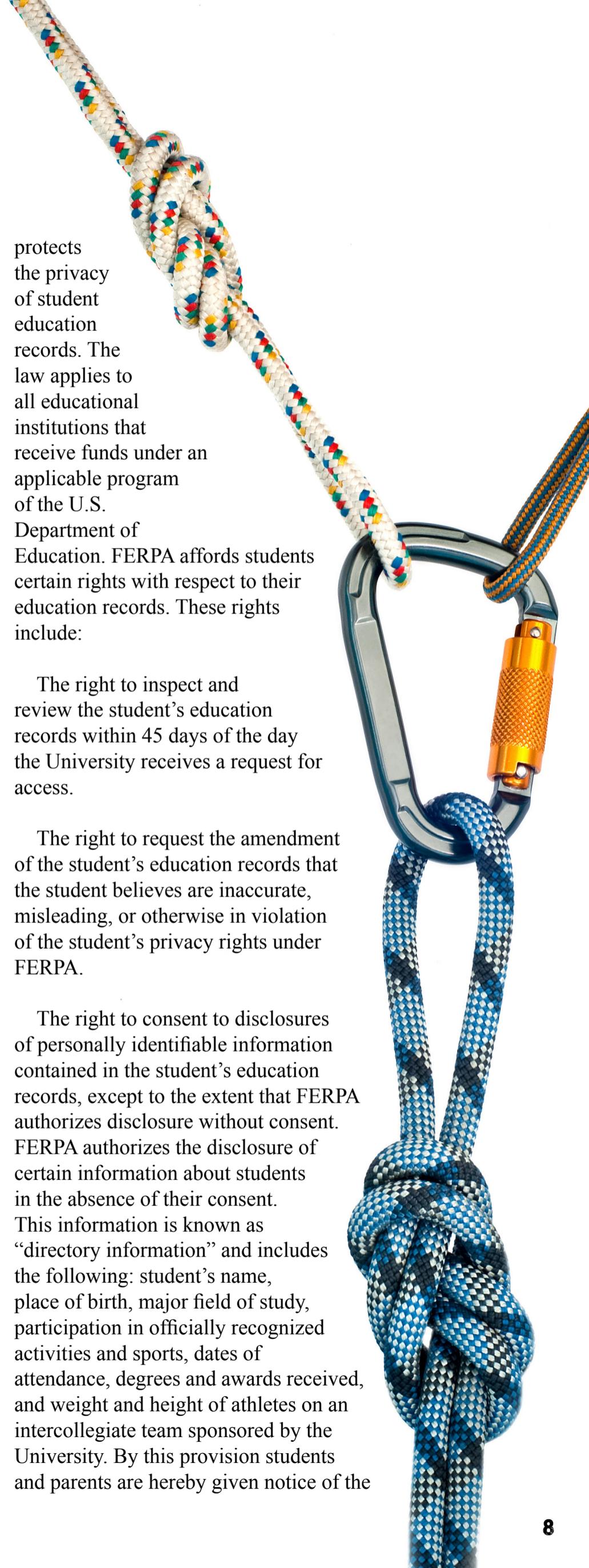
protects the privacy of student education records. The law applies to all educational institutions that receive funds under an applicable program of the U.S.

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

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

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.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA authorizes the disclosure of certain information about students in the absence of their consent. This information is known as "directory information" and includes the following: student's name, place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and weight and height of athletes on an intercollegiate team sponsored by the University. By this provision students and parents are hereby given notice of the



categories of information that the University has designated “directory information” and that such information will be provided without consent of either students or parents UNLESS the parent, student or guardian informs the Registrar in writing that some or all of such information should not be released without their prior consent.

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

AMERICANS WITH DISABILITIES ACT AND SECTION 504 OF THE REHABILITATION ACT OF 1973

Faulkner University complies with Section 504 of the Rehabilitation Act of 1973 and the applicable provisions of the Americans with Disabilities Act of 1990. (The University 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

**ALL
SCRIPTURE IS
GOD-BREATHED
& IS USEFUL
FOR
TEACHING,
REBUKING,
CORRECTING &
TRAINING IN
RIGHTEOUSNESS,**

transportation on University properties of any dangerous or potentially dangerous weapons, including fixed-blade knives, shotguns, rifles, handguns, bows and arrows, crossbows, brass knuckles, air guns, swords, and fireworks or explosive devices.

CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT

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

MISSION, VISION & CORE VALUES



MISSION

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

OVERVIEW OF INSTITUTION AND CHARACTERISTICS

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

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

HISTORY

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 its Jones School of Law, it 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 four academic divisions on the Montgomery campus—the Alabama Christian College of Arts and Sciences, Harris College of Business and Executive Education, Thomas Goode Jones School of Law, and the V.P. Black College of Biblical Studies—and three extended campuses in Birmingham, Huntsville, and Mobile. Faulkner has three academic research and outreach centers—the Center for Dispute Resolution, the Cloverdale Center for Family

Strengths, and the Scholars Council/Institute for Faith and Learning. 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:

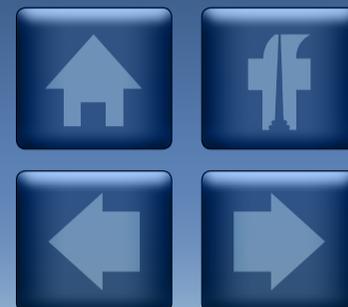
“But those who wait on the Lord will find new strength. They will fly high on wings like eagles. They will run and not grow weary. They will walk and not faint.” Isaiah 40:31

“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
“A cord of three strands is not quickly broken”
Ecclesiastes 4:12

ACCREDITATION & AFFILIATION



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.

Questions related to admissions, policies, programs, procedures and/or practices of Faulkner University should be directed to the University’s relevant offices, catalogs, publications, or web sites.

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.

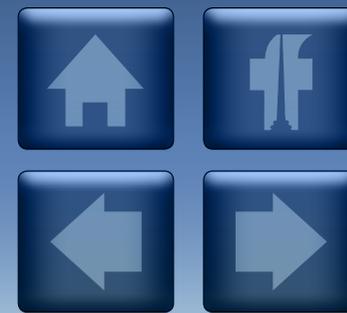
Faulkner University does not discriminate on the basis of race, color, national or ethnic origin, or age. In a manner consistent with applicable laws and regulations, it does not discriminate on the basis of sex or disability in the administration of its educational policies, programs, and activities, 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.



CAMPUSES



MONTGOMERY CAMPUS

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

BIRMINGHAM CAMPUS

Faulkner University's Birmingham campus is conveniently located at 2200 Riverchase Parkway between US 31 and I65S about a mile south of the Galleria. Access if from US31 or I65. The campus has instructional space, laboratory space, resource room, technology and learning resource rooms as well as administrative offices..

HUNTSVILLE CAMPUS

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

MOBILE CAMPUS

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

THE MONTGOMERY CAMPUS

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

Montgomery employers include state and local governments, Maxwell-Gunter Air Force Base, and large companies like Baptist Health, Alfa Insurance, and Hyundai.

Local businesses near the campus seek students for part-time employment.

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

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

PHYSICAL FACILITIES

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

E. L. CULLOM ROTUNDA houses administrative offices, a large auditorium and classrooms.

GUS NICHOLS LIBRARY houses the University's major collection of books, serials, and digital, film, and other media.

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

LEONARD JOHNSON HALL is the home to the College of Education with classrooms, a computer lab, the education curriculum lab, and office facilities for faculty and staff.

LINDA Y. BROOKS HALL provides spacious classrooms for science and other disciplines, and laboratories for biology, chemistry, physics, and criminalistics. Brooks Hall also houses faculty offices and the Instructional Support Lab.

POP MYERS FINE ARTS CENTER provides an auditorium, stage, practice rooms, classrooms, choral rooms, storage rooms and faculty offices for the Department of Fine Arts, Department of Humanities, and for the Great Books

Honors College.

THE MARJORIE Y. SNOOK building houses the Jones School of Law, its administrative offices, classrooms, faculty offices, and law library.

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

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

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

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

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

THE STUDENT COMMONS, west of the Rotunda, houses the J. L. Perry Cafeteria, the Mailroom, the University Bookstore, and Café Sienna.

BURTON DORMITORY provides housing for female students while Baldwin and Davis Dormitories furnish housing for male students. Each room has phone and cable TV 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.

ADMISSIONS



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

**WHATEVER
YOU DO,
WHETHER IN
WORD OR DEED,
DO IT ALL
IN THE NAME
OF THE
LORD JESUS,**

ACADEMIC STATUS

REGULAR ADMISSION. A student with a bachelor's degree from a regionally accredited college with a major in a relevant field and a GPA 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.

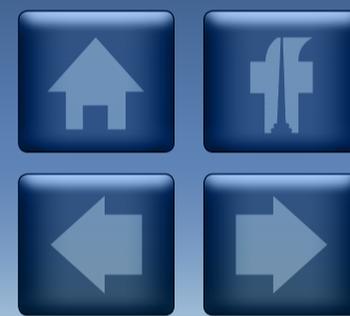
SPECIAL STUDENT ADMISSION. A student, who wishes to take a limited number of courses for personal enrichment or for transferring to another institution and does not wish to work toward a degree at

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

PROGRAM	RATE
M.S. in Management	\$16,380 flat rate for 36 hrs
Repeated Courses	\$455 per semester hour
M.S. in Criminal Justice	\$455 per semester hour
M.A. in Biblical Studies	\$455 per semester hour
Master of Letters	\$455 per semester hour
Master of Counseling	\$455 per semester hour
Master of Education	\$455 per semester hour
M.A. in Liberal Arts	\$455 per semester hour

STUDENT FINANCIAL FEES (NON-REFUNDABLE)

FEE	
Deferred Payment Fee	\$75
Late Payment Fee (Adult Programs)	\$75
Interest Fee on Past Due Balances	1.5% per month
Returned Check Fee	\$30
Record Production Fee (+ \$1 per page)	\$25

STUDENT ACADEMIC FEES (NON-REFUNDABLE)

FEE	
Application Fee (Masters Program)	\$35
Emergency Response Fee (Excluding Traditional)	\$10
Registration Fee (Excluding MEP, Traditional, JSL)	\$100
Registration Fee (Less than 6 hours)	\$50
Change of Course Fee	\$50
MSM Reinstatement Fee	\$100
ID Card Fee	\$50
Graduation Fee	\$100
Late Graduation Fee (Additional)	\$50
Second Diploma Fee	\$15
Late Registration Fee	\$100
Transfer Fee	\$100
Transcripts	\$5

*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.

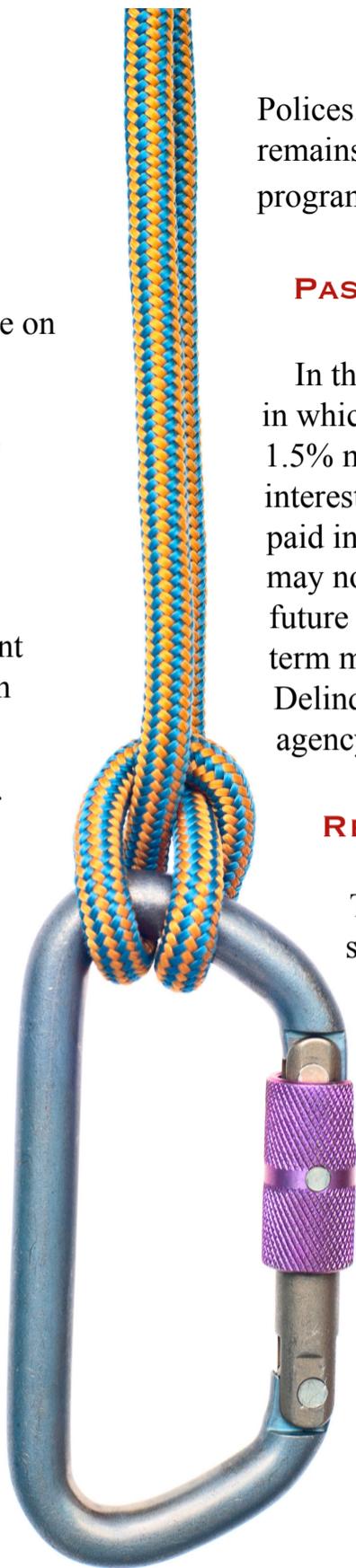
A student may apply to defer a portion of their balance for each term. The remaining balance after down payment and confirmed financial aid may be divided into equal installments. In order to defer payment, the student must make the required down payment at registration and must maintain a satisfactory 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



Polices. 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 POLICY

Tuition refunds are made in accordance with the schedule below only after the student notifies the Registrar's Office of his 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:

MASTER OF ARTS IN BIBLICAL STUDIES

DROP/ WITHDRAWAL	REFUND PERCENTAGE
Within 1st Week	100% less \$110
Within 2nd Week	75%
Within 3rd Week	50%
Within 4th Week	25%
After 4th Week	0%

MASTER OF EDUCATION, MASTER OF LIBERAL ARTS, M.S. IN MANAGEMENT

DROP/ WITHDRAWAL	REFUND PERCENTAGE
Within 1st Week	100% less \$110
Within 2nd Week	50%
After 2nd Week	0%

MASTER OF CRIMINAL JUSTICE

DROP/ WITHDRAWAL	REFUND PERCENTAGE
Within 1st Week	100% less \$110
After 2nd Week	0%

Registration is considered a contract binding on the student. If the student officially notifies Faulkner University of withdrawal, the withdrawal date is the date, as determined by the university, that the student began the withdrawal process or otherwise provided official notification to the Registrar's Office, in writing or orally, of his intention to withdraw. If withdrawal results from misconduct, Faulkner University is under no obligation to make any refunds. Scholarships

will be adjusted at the same rate tuition is refunded. No combination of awards, however, may result in a refund of more than 100% of the student's total charges.

SECURITY INTEREST IN STUDENT RECORDS

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

STUDENT RESOURCES



LIBRARY SERVICES

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

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

STUDENTS WITH DISABILITIES

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

CLASS CHANGES

ADDITIONS TO CLASS SCHEDULES

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

WITHDRAWALS FROM CLASSES

A student may drop a course or withdraw from school (drop all courses) without academic penalty through the date identified in the Academic Calendar of each program as the "last day to drop a class with a W." The "last day to drop a class with a W" for traditional programs is normally the Friday of the third week following mid-term exams. During this period of time a student may drop a course by completing a drop form and securing the appropriate signatures. Drop forms are available in the Registrar's Office, and must be returned before the time noted in the above paragraph. A student withdrawing from school (all courses) must obtain a withdrawal form from the Registrar's Office and must secure all signatures indicated on the form. All drops/withdrawals after the published "last day to withdraw with a W" will result in a grade of F, which will adversely affect the grade point average. A student has not officially withdrawn from a class or from school until the prop-

er forms have been filed with the appropriate offices. In addition, tuition is charged, or refunded, according to the appropriate program Refund Policy in this catalog.

STUDENT RECORDS

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

FINANCIAL AID



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

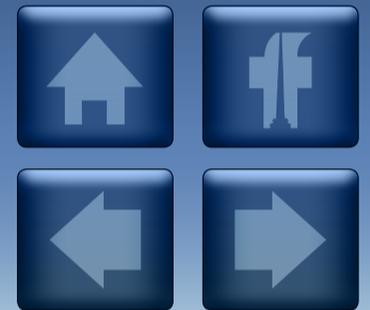
REPAYMENT. The student does not enter repayment on these loans until he/she has graduated, dropped below half time or withdrawn from school. If any of these do occur, then the student will start repayment six months later. The loans are extended over a 10-year repayment period and may be extended for 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 of recommendation will be released, nor will action be taken in regard to placement, until such time as all financial obligations have been met. Students will 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.

MOUNTAINEERING

(noun): activity in which one climbs a mountain, ranging in difficulty from simple peak bagging to full-blown expeditions to the world's highest peaks, in order to reach an intended destination, the peak.

EDUCATIONEERING

(noun): activity in which one climbs the academic mountain, encountering points ranging in difficulty from intro courses to doctoral theses, in order to reach an intended destination, graduation.

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:

- 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

GRADES AND GRADE POINT AVERAGES			
GRADE SYMBOLS CALCULATED IN GPA AND QUALITY POINTS PER HOUR		GRADE SYMBOLS NOT CALCULATED IN GPA	
	Significance	QP	Significance
A	Excellent or Outstanding	4	I*
B	Good or Superior	3	W*
C	Satisfactory or Average	2	P
D	Low Passing	1	FA
F	Failure	0	AU
Unless syllabus specifies otherwise, scale in this chart is understood University scale.		S	Satisfactory (multi-term HRM project)
		U	Unsatisfactory (multi-term HRM Project)

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 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

**THE ALABAMA CHRISTIAN
COLLEGE OF
ARTS & SCIENCES**

INTRODUCTION

**DEPARTMENT OF CRIMINAL
JUSTICE & LEGAL STUDIES**

**GREAT BOOKS
HONORS COLLEGE**

**DEPARTMENT OF SOCIAL &
BEHAVIORAL SCIENCES**



INTRODUCTION



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

The following departments and entities comprise the Alabama Christian College of Arts and Sciences:

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

UNDERGRADUATE OFFERINGS

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

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

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

See Generic Associate Degree Programs

EVENING AND WEEKEND PROGRAMS

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

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

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

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

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

DEPARTMENT OF CRIMINAL JUSTICE & LEGAL STUDIES

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

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

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

and care that can only be experienced in a small class environment. Our classes are deliberately small (not over 15 students). This allows personal interaction between the professor and each of our students, making this a "family" atmosphere rather than a sterile classroom environment.

REQUIRED COMPUTER AND INTERNET CAPABILITIES

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

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



M.S. OF JUSTICE ADMINISTRATION

PROGRAM DESCRIPTION

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

PROGRAM OBJECTIVES

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

ADMISSION REQUIREMENTS

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

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

All of the items above must be sent to: Adult Enrollment, Faulkner University, 5345 Atlanta Highway, Montgomery, AL 36109.

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

ADMISSION DEADLINES

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

DESIRED PROGRAM START	APPLICATION DEADLINE
January (Spring Term)	November 1
May (Summer Term)	March 1
August (Fall Term)	June 1

PROGRAM DESIGN

The MJA Program has the following features:

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

SCHEDULE OF COURSE OFFERINGS

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

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

SEMESTER ONE		HOURS
JA 5310	Criminal Justice Writing	3
JA 5320	Law and Justice	3
JA 5330	Administration of Justice	3
JA 5340	Policing in America	3
Total Hours		12

SEMESTER TWO		HOURS
JA 5350	Corrections in Modern Society	3
JA 5360	Courts	3
JA 5370	Ethics	3
Total Hours		9

SEMESTER THREE		HOURS
JA 5380	Comparative Criminal Justice	3
JA 5390	Research Methods	3
JA 5395	Research Project	3
Total Hours		9
Total Degree Hours		30

COURSE DESCRIPTIONS

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.

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.

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.

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.

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.

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.

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.

5380 COMPARATIVE CRIMINAL JUSTICE

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

5390 RESEARCH METHODS

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

5395 RESEARCH PROJECT

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

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



ADMISSION REQUIREMENTS

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

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

- Hold a completed undergraduate degree from a regionally accredited institution. Applicants to the PhD program must also hold a similarly accredited graduate degree.
- Hold a minimum cumulative grade point average of 3.0. If the student does not meet this requirement, the student may request conditional admission.
- Request that all schools previously attended send official transcripts directly to the Director of the College. Hand delivered copies, photocopies, and printouts of grade reports are not acceptable.
- Submit an acceptable graduate test score: a combined verbal and quantitative score of 1000 or above on the Graduate Record Examination (GRE), or score of 400 or above on the Miller Analogy Test (MAT).
- Submit an acceptable TOEFL score of 500 or above if English is not the applicant's first language.
- Submit three letters of recommendation with specific comments regarding the applicant's academic work, professional experience, and ability successfully to complete graduate study. These letters are usually from the applicant's previous instructors or supervisory

personnel.

- Submit a personal goals statement of approximately 300 words that identifies how the program to which the student is applying will contribute to those goals.
- Submit a \$35 non-refundable application fee along with a completed application form (MA, PhD) and other required materials listed above.
- Receive approval by the respective program director.

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

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

POLICIES

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

GRADING, TRANSCRIPTS, AND TRANSFER POLICIES

Course grades will be determined by the evaluation of assignments as stated in the syllabus for each course of the program. The theses and dissertations are graded by the supervisor, a research fellow, and two assigned readers. Proof of the necessary previous degree(s) will require the submission of an official transcript of all coursework and degree(s) to be filed in the Registrar's Office. A student who has earned graduate credit in comparable courses (as determined by the program director) from a regionally accredited institution may transfer up to 9 semester hours toward the MA or PhD degree. No grade lower than a B is transferable toward the MA or PhD degree.

CLASS ATTENDANCE AND PARTICIPATION

The MA and PhD programs requires class attendance via Blackboard and Skype conference calls. Class attendance

and participation is an academic matter and absences (e.g., not being present at conference calls, submission of late work) result in academic penalty. Apart from extreme situations (which may require documentation) the student is expected to attend every conference class, be on time, and not leave early.

THESIS AND DISSERTATION PROCEDURAL REQUIREMENTS

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

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

GRADUATION REQUIREMENTS

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

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

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

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

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

MASTER OF ARTS

OVERVIEW

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

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

To apply, please:

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

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

COURSE DESCRIPTIONS

HU 5311 INTRODUCTION TO HUMANE LETTERS AND

LEARNING - This course examines the history and philosophy of Humane learning using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to Ecclesiastes, Hugh of St. Victor's Didascalicon, Dante's Paradiso, John of Salisbury's Metalogicon, Bruni's The Study of Literature, Guarino's A Program of Teaching and Learning, Vico's On Humanistic Education, and Barzun's House of Intellect. Using threaded discussions, bi-weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

HU 5326 GREAT IDEAS, AUTHORS, AND WRITINGS:

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

HY 5315 GREAT IDEAS, AUTHORS, AND WRITINGS:

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

LIT 5324 GREAT IDEAS, AUTHORS, AND WRITINGS:

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

PHL 5313 GREAT IDEAS, AUTHORS, AND WRITINGS:

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

REL 5322 GREAT IDEAS, AUTHORS, AND WRITINGS:

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

5308, 5309, 5310, 5311 INDEPENDENT TUTORIALS

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

5312 THESIS (HU/HY/LIT/PHL/REL) - The Master thesis is the pinnacle of this academic program in Humane learning. The thesis must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.

MA Courses have a seven-point grade scale.

CURRICULUM		HOURS
Foundation Courses		3
HU 5311	Introduction to Humane Letters and Learning	3
Core Courses - Great Ideas and Authors		15
HU 5326	Great Ideas, Authors, and Writings: Understanding Humane Letters	3
HY 5315	Great Ideas, Authors, and Writings: Historical Investigations	3
LIT 5324	Great Ideas, Authors, and Writings: Literary Analysis	3
PHL 5313	Great Ideas, Authors, and Writings: Philosophical Inquiries	3
REL 5322	Great Ideas, Authors, and Writings: Exploring Religion	3
Independent Tutorials		12
5308	Ind. Tutorials (HU/HY/LIT/PHL/REL)	3
5309	Ind. Tutorials (HU/HY/LIT/PHL/REL)	3
5310	Ind. Tutorials (HU/HY/LIT/PHL/REL)	3
5311	Ind. Tutorials (HU/HY/LIT/PHL/REL)	3
Thesis Course		3
5312	Thesis (HU/HY/LIT/PHL/REL)	3
Total Hours		33

DOCTOR OF PHILOSOPHY

OVERVIEW

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

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

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

To apply, please:

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

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

COURSE DESCRIPTIONS

FNA 8317 EXAMINING FINE ARTS: GREAT IDEAS

READINGS – This course examines the history and philosophy of the nature the arts using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Aristotle's Poetics, Augustine's On Music, Goethe's Poetry and Truth, Tolstoy's What is Art?, Shaw's Sanity of Art, Dewey's Art as Experience, Adler's Art and Prudence, Thiessen's Theological Aesthetics: A Reader, and Scruton's Beauty. Using threaded discussions, 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 7310, 8310 INTERDISCIPLINARY STUDIES

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

HU 7311 INTRODUCTION TO HUMANE LETTERS

AND LEARNING – This course examines the history and philosophy of Humane learning using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Ecclesiastes, Hugh of St. Victor's Didascalicon, Dante's Paradiso, John of Salisbury's Metalogicon, Bruni's The Study of Literature, Guarino's A Program of Teaching and Learning, Vico's On Humanistic Education, and Barzun's House of Intellect. Using threaded discussions, weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

HU 8326 UNDERSTANDING HUMANE LETTERS: GREAT IDEAS, AUTHORS, AND WRITINGS

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

HY 8315 HISTORICAL INVESTIGATIONS: GREAT IDEAS, AUTHORS, AND WRITINGS

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

LIT 7324 LITERARY ANALYSIS: GREAT IDEAS, AUTHORS, AND WRITINGS – This course examines the history and philosophy of literary theory using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Psalms, Plato’s Republic, Aristotle’s Poetics, Cicero’s De Oratore, Quintilian’s Institutio Oratori, Horace’s Ars Poetica, Longinus’s On the Sublime, Augustine’s On Christian Teaching, Dante’s Literature in the Vernacular, Sidney’s Apology for Poetry, and Blamires’s History of Literary Criticism. Using threaded discussions, weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

NMS 8328 MATHEMATICAL AND SCIENTIFIC REASONING: GREAT IDEAS, AUTHORS, AND WRITINGS – This course examines the history and philosophy of mathematical and scientific reasoning using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Plato’s Meno, Euclid’s Elements, Archimedes’s On the Equilibrium of Planes, Nicomachus’s Introduction to Arithmetic, Ptolemy’s Almagest, Kepler’s Epitome of Copernican Astronomy, Galileo’s Two New Sciences, Bacon’s Novum Organum, Newton’s Mathematical Principles of Natural Philosophy, Huygens’s Treatise on Light, and Lavoisier’s Elements of Chemistry. Using weekly threaded discussions, biweekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

PHL 7313 GREAT IDEAS READINGS: PHILOSOPHICAL INQUIRIES – This course examines select philosophical works from a historical perspective using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Proverbs, Plato’s Apology, Xenophon’s Apology, Aurelius’s Meditations, Boethius’s Consolation of Philosophy, Aquinas’s Summa Theologica, Heidegger’s What Is Philosophy?, Sartre’s Existentialism Is a Humanism, and Polanyi’s Personal Knowledge. Using threaded discussions, weekly conference calls, written posted assignments, and online peer collaborative projects the student will develop thinking, reading, and writing skills and a deeper understanding of this material.

SSC 7319 GREAT IDEAS READINGS: REFLECTION ON SOCIAL SCIENTIFIC THOUGHT – This course examines the history and philosophy of social thinking using primary texts in whole and excerpts. Readings may include, but not necessarily be limited to: Proverbs, Plato’s Phaedo, Aristotle’s On the Soul, Plutarch’s Of Bashfulness, James’s Principles of Psychology, Freud’s A General Introduction to Psycho-analysis, Veblen’s Theory of the Leisure Class, Tawney’s Acquisitive Society, and Weber’s Essays in

Sociology. Using weekly threaded discussions, biweekly 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.

8312, 8313, 8314 INDEPENDENT TUTORIALS (HU/HY/LIT/PHL) – This course is a focused study of an author, idea(s), problem, theme, specific topic, or historical era. The course will be designed between a student and tutor and will be approved by the Head of the College. Readings, intellectual goals, and research will be determined based on the student’s interests and course of study. The course can be taken four times (12 credit hrs. total) with different content.

9301, 9302 DISSERTATION (HU/HY/LIT/PHL) – The doctoral dissertation is the pinnacle of this academic program in Humane letters and learning. The dissertation must demonstrate serious engagement with the Great Tradition, manifest a broad understanding of the curriculum, and also show some level of unique interaction of the authors, ideas, and readings studied in the program.



FACULTY AND FELLOWS

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

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

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

CURRICULUM		HOURS
Foundation Courses		3
HU 7311	Introduction to Humane Letters and Learning	3
Core Courses - Great Ideas and Authors		21
FNA 8317	Examining Fine Arts: Great Ideas Readings	3
HU 8326	Understanding Humane Letters: Great Ideas, Authors, and Writings	3
HY 8315	Historical Investigations: Great Ideas, Authors, and Writings	3
LIT 7324	Literary Analysis: Great Ideas, Authors, and Writings	3
NMS 8328	Mathematical and Scientific Reasoning: Great Ideas, Authors, and Writings	3
PHL 7313	Great Ideas Readings: Philosophical Inquiries	3
SSC 7319	Great Ideas Readings: Reflection on Social Scientific Thought	3
Interdisciplinary Seminars		6
HU 7310	Interdisciplinary Studies Seminar	3
HU 8310	Interdisciplinary Studies Seminar	3
Independent Tutorials		12
8312	Ind. Tutorials (HU/HY/LIT/PHL/REL)	3
8313	Ind. Tutorials (HU/HY/LIT/PHL/REL)	3
8314	Ind. Tutorials (HU/HY/LIT/PHL/REL)	3
8315	Ind. Tutorials (HU/HY/LIT/PHL/REL)	3
Dissertation		6
9301	Dissertation (HU/HY/LIT/PHL)	3
9302	Dissertation (HU/HY/LIT/PHL)	3
Total Hours		45

DEPARTMENT OF SOCIAL & BEHAVIORAL SCIENCES

PROGRAM MISSION

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

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

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

PROGRAM OVERSIGHT

The Master of Science in Counseling program is located in the Department of 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; M.S. University of South Alabama; Ph.D., Auburn University.
- Walker Jr., William F. Associate Professor; B.S., Auburn University; M.A., Southern Christian University; M.S. Texas A & M University- Commerce; Ph.D., Texas A & M University Commerce.
- Guy, James C. Assistant Professor; B.S., Heritage Christian University; M.A. Liberty University; PhD., Capella University.

ADMISSION REQUIREMENTS

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

GENERAL ADMISSIONS INFORMATION:

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

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

ACADEMIC CREDENTIALS:

Applicants of the Master of Science (Community Counseling) degree must have completed an undergraduate degree from a regionally accredited institution. An official transcript from EACH college or university attended must be submitted to the Graduate Admissions Counselor in the Office of Graduate Enrollment. To be admitted into the program the student must have a minimum cumulative grade point average (GPA) of 2.5 in undergraduate courses and 3.0 in graduate courses.

APTITUDE SCORE:

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

TOEFL (TEST OF ENGLISH AS A FOREIGN LANGUAGE):

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

GOAL STATEMENT:

Applicants must submit a statement of approximately 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; 6995 Internship in Counseling; COU 6596 Clinical Training I; and COU 6597 Clinical Training II—are exceptions. The two clinical training courses—COU 6956 Clinical Training I and COU 6597 Clinical Training II—meet on Faulkner's Montgomery campus for face-to-face skills training and supervision once per semester. The two clinical experience courses—COU 6390 Counseling Practicum (3 hours) and COU 6995 Internship in Counseling (9 hours)—are designed to allow students to demonstrate the practical application of their counseling knowledge and skills in a clinical setting. The clinical experience courses

require a student to complete supervised clinical experience at a site approved by the Graduate Counseling Program Director. The Graduate Counseling Program Director will seek to facilitate placement at an approved site to proximity to the student's residence. Given the breadth of the content areas, the clinical trainings, and the clinical experiences, the Master of Science in Counseling degree provides a solid foundation to begin counseling as a professional.

PRACTICUM COURSES:

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

INTERNSHIP:

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

GRADUATION REQUIREMENTS:

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

COMPREHENSIVE EXAMINATIONS:

A written comprehensive examination will be required for

the Master of Science (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 Chair of the Department of Social and Behavioral Sciences of his/her intention. The application date and form can be obtained in the registrar's office.

(ACADEMIC POLICIES PERTAINING TO) GRADING, TRANSCRIPTS, AND TRANSFER POLICIES

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



Science in Counseling degree. The University reserves the right to adapt its programs and policies as may be necessary. Students with matters of concern should consult with the Chair of the Department of Social Behavioral Sciences.

TRANSCRIPTS:

An official transcript of a student's academic record will be issued upon request of the student. The first is free; a fee of \$5.00 is charged for each subsequent 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 permission of the professor a student may change his/her registration from credit to audit or audit to credit during the first three weeks of the semester. After this time his/her options are to continue as registered or withdraw from the course.

TRANSFER CREDITS:

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

UNITS OF CREDIT:

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

STUDENT LOAD:

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

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

ADVISEMENT:

The Director of the Counseling program will assign an

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

Grade Point Average:

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

GRADE REPORTS:

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

CLASS ATTENDANCE:

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

GOOD ACADEMIC STANDING:

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

ACADEMIC PROBATION AND SUSPENSION:

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

M.S. OF SCIENCE IN COUNSELING

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

PROFESSIONAL LITERACY	HOURS
Counseling Theory	6
COU 6310 Introduction to Counseling Theories	3
COU 6315 Marriage and Family Theory	3
Developmental Foundations	9
COU 6320 Life Span Development	3
COU 6325 Career and Guidance Counseling	3
COU 6330 Counseling Diverse Populations	3
Helping Relations	6
COU 6340 Analysis of the Helping Relationship	3
COU 6345 Counseling in the Community	3
Group Work	3
COU 6350 Group Counseling	3
Assessment and Research	6
COU 6360 Measurement and Assessment	3
COU 6365 Research Methods	3
Professional Counseling	9
COU 6370 Integrations of Theology and Counseling	3
COU 6375 Legal and Ethical Issues	3
COU 6380 Diagnosis and Treatment	3
Counseling Field Experience	22
COU 6390 Counseling Practicum	3
COU 6995 Internship in Counseling	9
COU 6595 Clinical Training I	5
COU 6597 Clinical Training II	5
Total Hours	61

COURSE DESCRIPTION FOR MASTER OF SCIENCE IN COUNSELING

COU 6310 INTRODUCTION TO COUNSELING THEORIES

This course will provide an overview of the field of counseling which emphasizes theories and philosophies underlying current practices in the field of counseling. Course content will cover the history of the counseling

profession, contemporary practices in community mental health, and future projections for the counseling profession.

COU 6315 MARRIAGE AND FAMILY THEORY

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

COU 6320 LIFE SPAN DEVELOPMENT

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

COU 6325 CAREER AND GUIDANCE COUNSELING

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

COU 6330 COUNSELING DIVERSE POPULATIONS

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

COU 6340 ANALYSIS OF THE HELPING RELATIONSHIP

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

COU 6345 COUNSELING IN THE COMMUNITY

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

COU 6350 GROUP COUNSELING

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

counseling setting.

COU 6360 MEASUREMENT AND ASSESSMENT

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

COU 6365 RESEARCH METHODS

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

COU 6370 INTEGRATIONS OF THEOLOGY AND COUNSELING

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

COU 6375 LEGAL AND ETHICAL ISSUES

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

COU 6380 Diagnosis and Treatment

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

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 issue 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).



**THE V.P. BLACK
COLLEGE OF
BIBLICAL STUDIES**

INTRODUCTION

**BIBLICAL STUDIES
CORE**

BIBLICAL TEXT TRACK

MISSIONS TRACK

MINISTRY TRACK

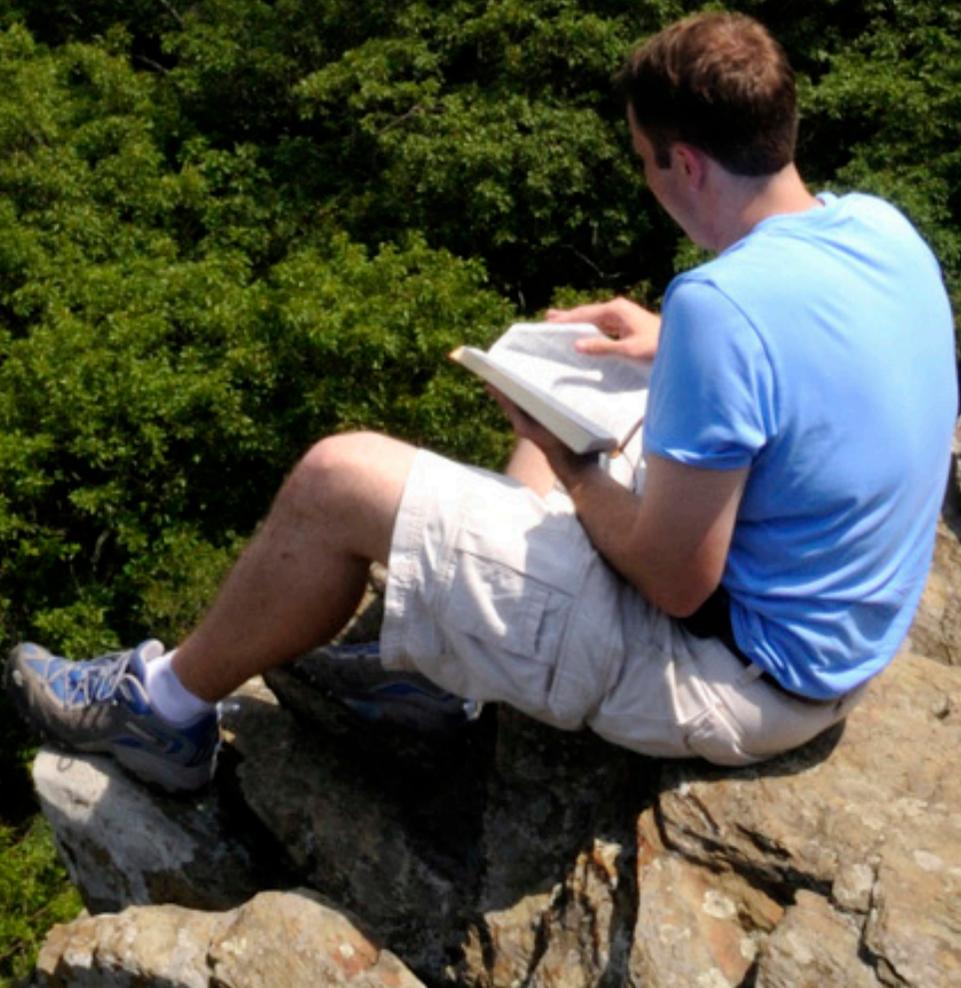
**YOUTH & FAMILY
MINISTRY TRACK**

**BIBLICAL LANGUAGE
TRACK**

**SECOND MAJOR IN
VOCATIONAL CHRISTIAN
MINISTRY**

**BIBLICAL STUDIES
MINOR**

**BIBLICAL STUDIES MAJOR
IN GREAT BOOKS**



INTRODUCTION



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

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

Faulkner University seeks to serve its students by helping them to emulate Christ in attitude and behavior and to master knowledge and skills appropriate to Christian servants. 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, we offer two Master of Arts degrees: The Master of Arts in Christian Ministry equips the student with advanced skills for the practice of Christian ministry. The Master of Arts (Biblical Studies) prepares the student for advanced studies in the biblical text. Additionally, the Ph.D. in Biblical Studies is an advance research degree.

ADMISSION TO THE KEARLEY GRADUATE SCHOOL OF THEOLOGY

The Kearley Graduate School of Theology seeks students who have demonstrated by their academic performance, other achievements, and personal conduct that they are qualified for advanced study and may be expected to be a credit to Faulkner University and a contributor to their communities and professions. A student must be of good character and of good standing in the community and local church.

As stated at the beginning of this catalog, Faulkner University does not discriminate on the basis of handicap, race, color, national origin, or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic programs, or other school-administered programs. As a private, 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 Kearley Graduate School of Theology should represent work in English grammar, composition, literature, history, education, psychology, natural sciences, languages (particularly Greek or Hebrew), the Bible, and closely related subjects. Although the college graduate may be accepted as a graduate student without courses in all these fields, the student preparing for graduate study in biblical studies is encouraged to take courses in the area of biblical studies in order to strengthen areas of deficiency.

All applicants to the Master of Arts 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

APPLICATION PROCESS

APPLICATION FORM

Applicants may obtain application materials by contacting Graduate Enrollment at the address below, by calling (334) 386-7154 or (800) 879-9816, or by faxing to (334) 386-7203.

Graduate Enrollment
Faulkner University
5345 Atlanta Highway, Box 54
Montgomery, AL 36109-3398

NONREFUNDABLE APPLICATION FEE

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

TRANSCRIPTS

Applicants must submit official transcripts from every college and university attended. The registrar of the school attended must provide secure and official documentation directly to Graduate Enrollment. Hand-carried transcripts, copies of official transcripts, or printed copies of grade reports are not acceptable. Hold a minimum cumulative

grade point average of 3.0. If the student does not meet this requirement, the student may request conditional admission.

CONDITIONAL AND PROVISIONAL ADMISSION

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

TEST SCORES

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

- TOEFL (Test of English as a Foreign Language) Official score report with score of at least 500 (paper-based), 200 (computer-based), or 70 (internet-based)
- IELTS (International English Language Testing System) Official score report with score of at least 5.0
- College credit for English Composition Official transcript from a regionally accredited United States college showing credit for English Composition
- ESL (English as a Second Language) Training Official documentation of completion of an appropriate ESL program at a language training center located in the United States

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

GOALS STATEMENT

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

RECOMMENDATION FORMS

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

INTERVIEW

Once all forms have been submitted, prospective students

may be interviewed by representatives of the graduate faculty who will then make a decision regarding acceptance into the graduate program and to discuss degree plan.

POLICIES FOR KEARLEY GRADUATE SCHOOL OF THEOLOGY

MASTER OF ARTS IN CHRISTIAN MINISTRY AND MASTER OF ARTS (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. Therefore, each student should know the academic expectations and must be personally responsible for meeting the requirements of the graduate program.

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

NON BIBLICAL STUDIES BACKGROUND

Students desiring admission to the Master of Arts in Christian Ministry or the Master of Arts (Biblical Studies) without an undergraduate major in biblical studies are not required to take leveling courses. However, students showing deficiencies in biblical studies will be encouraged to substitute BI 5302 Introduction to Biblical Literature and/or BI 5303 Introduction to Critical Studies for any electives offered in their degree plan. Introductory courses must be taken during student’s first or second semester upon entering the program.

TRANSFER CREDIT

There is no automatic transfer of credit toward degree requirements. Only earned graduate credit with a grade of B or higher in biblical studies from a regionally accredited institution may be considered. Transfer credit is limited to a maximum of six (6) semester hours and must be approved by the dean.

STUDENT LOAD

For academic purposes, a student enrolled for six (6) or more graduate hours in a semester is classified as a full-time student. No student may register for more than nine hours during a semester without the permission of the director of graduate studies. Students employed full-time may not register for more than six hours without the permission of the director of graduate studies.

ACADEMIC PROBATION AND SUSPENSION

A student who has a GPA below 3.00 after the first 9 hours of graduate work will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies. While on academic probation, a student must achieve a 3.00 cumulative GPA during the next nine hours of graduate work. Failure to do so will result in suspension for the next regular term.

ADVISEMENT

The director of graduate studies will assign an advisor to provide assistance with a student's program, registration, and progress. The director of graduate studies will approve each semester's schedule and any changes made. The student, however, will be personally responsible for meeting catalog requirements and for seeking written approval of any exceptions.

REGISTRATION, DROPPING OR ADDING CLASSES

Registration begins with the approval of a schedule of classes by the advisor and the director of graduate studies. Students must complete registration by contacting the Registrar's Office and the Business Office. Students are required to register prior to the beginning of the semester in which courses are to be taken. Adding or dropping a course requires the approval of the director of graduate studies and the dean.

ADMISSION TO CANDIDACY

A student who has maintained a B average and has successfully completed the comprehensive examination may be admitted to candidacy.

COMPREHENSIVE EXAMINATION

A written comprehensive examination is required for the Master of Arts in Christian Ministry and for the Master of Arts (Biblical Studies). Students are required to register for BI 5089 Comprehensive Examination in the semester following the completion of all course work. Students must pass the comprehensive examination before entering the Thesis stage.

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

of the examination within ten days after the examination date. Students who fail the examination make retake it the following semester. Students who fail the comprehensive examination twice must petition the graduate faculty for permission to take retake the examination. An oral examination or interview may be required in addition to the written examination.

THESIS

Students who have successfully passed the comprehensive examination may register for BI 5699 Thesis as partial fulfillment of the requirements for the Master of Arts (Biblical Studies). Additionally, students must hold "regular admission" status, must submit a written thesis proposal for approval to the graduate faculty, must submit a thesis which reflects original investigation, and must present an oral defense of the thesis and supporting research.

TIME LIMIT FOR THE MASTER OF ARTS PROGRAM

All requirements for the Master of Arts in Christian Ministry and the Master of Arts (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. The student should notify the director of graduate studies. The application form can be obtained from the registrar's office

GRADUATION REQUIREMENTS

Thirty-six (36) semester hours with a cumulative GPA of 3.0 on all graduate credits and with no grade lower than a C are required. No more than six semester hours with a grade of C may be applied toward graduation requirements. Participation in commencement ceremonies is optional. Students who choose not to participate in commencement ceremonies must notify the director of graduate studies.

DISTANCE LEARNING TRANSFER LIMITS

Graduate credit through distance learning is available from Faulkner University for all courses in the curriculum. The total number of hours that may apply to the M.A. degree through distance learning that can be transferred from other accredited institutions may not exceed six (6).

COURSE SCHEDULES

COURSE SCHEDULES FOR MASTER OF ARTS PROGRAMS

The Kearley Graduate School of Theology courses are available via a synchronous live web classroom 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 basis. Students who choose to participate in web enhanced delivery are strongly encouraged to participate in the live virtual collaboration at the specified meeting times set by the professor. Certain courses require live participation, particularly courses relating to the biblical languages.

Online. All online courses utilize virtual collaboration technologies. These courses may be independent or synchronous, depending upon the nature of the course. Synchronous online courses track with traditional courses on ground and independent courses do not.

CURRICULUM FOR MASTER OF ARTS IN BIBLICAL STUDIES

The Master of Arts in Christian Ministry is a 36-hour non-thesis program. The Master of Arts (Biblical Studies) is a 36-hour thesis or non-thesis program with an emphasis in the English Bible or in the original languages. With either option a written comprehensive examination and an oral examination or interview are required. Both degree programs consist of an 18-hour core with a strong biblical emphasis plus a major area of concentration. The major tracks in the M.A. in Christian Ministry are Congregational Ministry, Missions, and Youth and Family Ministry. The major tracks in the M.A. (Biblical Studies) are Old Testament, New Testament, and Biblical Languages. With a strong core and a variety of major tracks, the Master of Arts degree programs provide 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

BASIC DEGREE PLAN



MASTER OF ARTS CORE (NON-THESIS)		18 HOURS
BI 5300	Into to Graduate Biblical Studies	3
BI 5301	Biblical Interpretation	3
BI 5305	Adv Intro to the Old Testament	3
BI 5320	Adv Intro to the New Testaments	3
BI 5306	Old Testament Theology	3
BI 5321	New Testament Theology	3
MAJOR TRACKS (NON-THESIS)		
Concentration		12
Electives *		6
Total Hours		36

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

MASTER OF ARTS CORE (THESIS/ DOCTORAL PREPARATORY)		18 HOURS
BI 5300	Into to Graduate Biblical Studies	3
BI 5301	Biblical Interpretation	3
BI 5305	Adv Intro to the Old Testament	3
BI 5320	Adv Intro to the New Testaments	3
BI 5306	Old Testament Theology	3
BI 5321	New Testament Theology	3
MAJOR TRACKS		
Concentration		12
Thesis*		6
Total Hours		36

*Students may take two electives in lieu of a thesis

REQUIREMENTS IN MAJOR CONCENTRATIONS

M.A. IN CHRISTIAN MINISTRY (NON-THESIS)

CONGREGATIONAL MINISTRY CONCENTRATION

REQUIRED COURSES	HOURS
BI 5350 Biblical Foundations for Ministry	3
BI 5351 Church Leadership	3
BI 5352 Expository Preaching	3
BI 5353 Supervised Practice of Ministry	3
PLUS TWO ELECTIVES	6

MISSIONS CONCENTRATION

REQUIRED COURSES	HOURS
BI 5361 Missionary Anthropology	3
BI 5362 Theology of Mission	3
BI 5363 Mission Practicum	3
BI 5365 Worldview and Contextualization	3
PLUS TWO ELECTIVES	6



YOUTH AND FAMILY MINISTRY CONCENTRATION

REQUIRED COURSES	HOURS
BI 5380 Family Strengths - Theoretical Foundations	3
BI 5381 Individual Development and Family Relations	3
BI 5382 Family Research Methods	3
BI 5383 Youth and Family Ministry Practicum	3
PLUS TWO ELECTIVES	6

M.A. IN BIBLICAL STUDIES

NEW TESTAMENT CONCENTRATION IN THE ENGLISH BIBLE (NON-THESIS)

REQUIRED COURSES	HOURS
BI 5324 Seminar in New Testament Text	3
BI 5325 Seminar in New Testament Text	3
BI 5326 The New Testament World	3
BI 5312 Studies in the Intertestamental Literature	3
PLUS TWO ELECTIVES	6

OLD TESTAMENT CONCENTRATION IN THE ENGLISH BIBLE (NON-THESIS)

REQUIRED COURSES	HOURS
BI 5309 Seminar in Old Testament Text	3
BI 5310 Seminar in Old Testament Text	3
BI 5312 Studies in the Intertestamental Literature	3
BI 5316 The Old Testament World	3
PLUS TWO ELECTIVES	6

NEW TESTAMENT CONCENTRATION (THESIS/DOCTORAL PREPARATORY)

REQUIRED COURSES	HOURS
BI 5322 Readings in the Greek New Testament	3
BI 5323 Exegesis of the Greek New Testament	3
BI 5326 The New Testament World	3
BI 5312 Studies in the Intertestamental Literature	3
THESIS	
BI 5699 Thesis*	

*Students may substitute two electives in lieu of thesis.

OLD TESTAMENT CONCENTRATION (THESIS/DOCTORAL PREPARATORY)

REQUIRED COURSES	HOURS
BI 5307 Readings in the Hebrew Old Testament	3
BI 5308 Exegesis of the Hebrew Bible	3
BI 5314 Biblical Aramaic	3
BI 5316 The Old Testament World	3
THESIS	
BI 5699 Thesis*	

*Students may substitute two electives in lieu of thesis.

BIBLICAL LANGUAGES CONCENTRATION (NON-THESIS/DOCTORAL PREPARATORY)

REQUIRED COURSES	HOURS
BI 5307 Readings in the Hebrew Old Testament	3
BI 5308 Exegesis of the Hebrew Bible	3
BI 5314 Biblical Aramaic	3
BI 5322 Readings in the Greek New Testament	3
BI 5323 Exegesis of the Greek New Testament	3
ONE ELECTIVE	
BI 5330 Introduction to Akkadian	
BI 5334 Introduction to Syriac	



DOCTOR OF PHILOSOPHY IN BIBLICAL STUDIES

The Ph.D. in Biblical Studies consists of 54 semester hours of course work beyond the master's degree. All students must take the foundational course, Biblical Scholarship and Christian Ministry, and a seven-course core which exposes all students to the breadth of academic experience in biblical studies. Students choose one of two major tracks – Old Testament or New Testament – to complete the remaining fifteen semester hours of course requirements. The major track consists of four advanced seminars in the primary biblical text (Hebrew, Aramaic, or Greek). The non major track consists of two advanced seminars in the primary biblical text (Hebrew, Aramaic, or Greek) in order to facilitate an interdisciplinary exposure in biblical studies. Students must also pass

language proficiency exams in the biblical languages (Hebrew, Aramaic, and Greek) before registering for textual seminars and an exam in one secondary research language (German, French, Spanish, Latin, etc.) before taking the comprehensive examination. A student must pass the comprehensive exams to advance to the dissertation modules. Finally, the dissertation consists of twelve hours (four dissertation modules of three hours). All students must prepare and successfully defend (via conference call) their doctoral dissertation.

MASTER OF PHILOSOPHY

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

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

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

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

All applicants to the Master of Arts 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

PURPOSE OF DOCTORAL PROGRAM

The purpose of the Ph.D. in Biblical Studies is to provide a quality program for the preparation of well trained, morally oriented, and ethically driven scholars in their chosen fields. Graduates will be able to realize careers in teaching, research, and diverse fields of ministerial occupations. The program is designed to provide its graduates with essential knowledge in the key areas of biblical studies with preparation for scholarly endeavors.

Therefore, the goals of the program are as follows:

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

LEARNING OBJECTIVES

Graduates of the Ph.D. in Biblical Studies should achieve the following learning objectives:

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

ADMISSIONS REQUIREMENTS FOR PH.D. IN BIBLICAL STUDIES

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

An applicant's graduate program should represent a broad based curriculum in Old Testament and/or New Testament, biblical language, and foreign language. If a review of transcripts of a student's graduate work reveals deficiencies, the graduate com

mittee may recommend leveling work in the following areas before granting acceptance into the Ph.D. program:

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

APPLICATION REQUIREMENTS

Applications cannot be processed until all required materials are received. As soon as they have been received, the applicant will be notified that the file is complete. The

applicant should assume that the application is incomplete until such notification is given. Once admission is granted, it will be valid only if the applicant enrolls during the term indicated on the application. All application materials become the property of Faulkner University; none will be returned to the applicant. All applicants will be viewed and evaluated by the director of graduate studies and a select admission committee. For admission to the Ph.D. in Biblical Studies, an applicant must complete this list:

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

CONDITIONAL AND PROVISIONAL ADMISSION

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

POLICIES FOR THE PH.D. IN BIBLICAL STUDIES

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

GRADING, TRANSCRIPTS, AND TRANSFER POLICIES

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

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. The dissertation is read by the chairman and two assigned readers.

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

STUDENT LOAD

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

CLASS ATTENDANCE AND PARTICIPATION

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

FACULTY AND STUDENT COMMUNICATION

The Ph.D. in Biblical Studies seeks to be distinctive in both content and form. The faculty seeks to establish a community by developing an environment that encourages communication.

Students are encouraged to interact with faculty and other members of the learning community via email or another academically approved platform. Faculty members are mandated by policy to respond to student communications within 24 hours.

DISSERTATION PROCEDURAL REQUIREMENTS

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

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

SUPERVISION, RESEARCH, AND DEFENSE OF DISSERTATION

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

This **Oral Examination Certificate** will be inserted into the student’s file. Once all corrections are made and the final copies are submitted for cataloguing and copyrighting with the appropriate fees a **Dissertation Acceptance Page** will be inserted in each copy of the dissertation submitted.

GRADUATION REQUIREMENTS

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

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 Ph.D. students are encouraged to participate in commencement ceremonies. In the event that the student chooses not to march at graduation, the director of graduate studies must be notified. Diplomas of

students not marching will be mailed within two weeks of the graduation date.

TIME LIMIT FOR THE DOCTOR OF PHILOSOPHY PROGRAM

All requirements for the Doctor of Philosophy in Biblical Studies must be completed within a period of ten (10) calendar years.

SUMMARY OF GRADUATION REQUIREMENTS

- Minimum cumulative GPA of 3.0
- Minimum grade of B
- Successful defense of dissertation
- Submission of application for graduation
- No outstanding obligations to the university
- Participation in the graduation (optional)

REQUIREMENTS

Thirty-six (36) semester hours with a cumulative GPA of 3.0 on all graduate credits and with no grade lower than a C are required. No more than six semester hours with a grade of C may be applied toward graduation requirements. Participation in commencement ceremonies is optional. Students who choose not to participate in commencement ceremonies must notify the director of graduate studies.

DISTANCE LEARNING TRANSFER LIMITS

Graduate credit through distance learning is available from Faulkner University for all courses in the curriculum. The total number of hours that may apply to the M.A. degree through distance learning that can be transferred from other accredited institutions may not exceed six (6).

CURRICULUM FOR PHD

FOUNDATION COURSE		HOURS
BI 7301	Biblical Scholarship and Christian Ministry	3
CORE COURSES		HOURS
BI 7310	Advanced Studies in Biblical Hermeneutics	3
BI 7312	Advanced Studies in Biblical Backgrounds	3
BI 7314	Advanced Studies in Textual Criticism	3
BI 7316	Advanced Studies in Biblical Theology	3
BI 7318	Advanced Studies in Religious History	3
BI 8311	Advanced Studies in Restoration Theology	3
BI 8313	Advanced Studies in Biblical Languages	3
BI 9040, 9042, 9044 LANGUAGE PROFICIENCY EXAMS		
TEXTUAL COURSES (MAJOR)		HOURS
OT 8320	Seminar in the Wisdom Literature	3
OT 8322	Seminar in the Historical Literature	3
OT 8324	Seminar in the Major Prophets	3
OT 8326	Seminar in the Torah	3
NT 8321	Seminar in the Book of Hebrews	3
NT 8323	Seminar in the Pauline Letters	3
NT 8325	Seminar in the Book of Acts	3
NT 8327	Seminar in the Gospels	3
TEXTUAL COURSES (NON-MAJOR)		HOURS
OT 8328	Seminar in the Psalms	3
OT 8330	Seminar in the Minor Prophets	3
NT 8329	Seminar in the General Epistles	3
NT 8331	Seminar in the Book of Romans	3
LANGUAGE PROFICIENCY EXAMINATION: GERMAN, FRENCH, SPANISH, LATIN, ETC		
BI 9046 COMPREHENSIVE EXAMINATION FOR DOCTOR OF PHILOSOPHY		
DISSERTATION		HOURS
RD 9320	Dissertation I	3
RD 9321	Dissertation II	3
RD 9322	Dissertation III	3
RD 9323	Dissertation IV	3
TOTAL HOURS		54

INTERNET AND COMPUTER REQUIREMENTS FOR LIVE WEB COLLABORATION

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

COURSE INSTRUCTION FORMAT

The Ph.D. in Biblical Studies will utilize a split uni-meet (one full week) format—three full days of course collaborative sessions at the beginning of the semester and two full days of course collaborative sessions near the end of the semester.

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

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

1. All live class sessions will be videoed and archived and made available through web-based technologies so the student can review all class lectures and collaborative sessions.
2. The instructor will make available via web-based technologies class lectures, notes, and material that will assist the student.
3. Through web-based technologies the student will be able to send research papers, book reviews, etc., to the instructor.
4. Tests and open book discussion questions can be taken.
5. The student and instructor communications will not be limited to class sessions.
6. The student and instructor will be able to communicate at will through web-based technologies, discussion board, email, online chat, and internet conferencing system during the semester.

7. Courses taught by this learning process will have the live web conferencing feature. This means that the faculty member and students, regardless of the state in which they reside, will simultaneously participate in live voice-to-voice class discussions

QUALIFICATIONS AND PROCEDURES FOR THE COMPREHENSIVE EXAMINATION

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

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

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

COURSE DESCRIPTIONS

BI 7301 BIBLICAL SCHOLARSHIP AND CHRISTIAN MINISTRY

This course is an advanced study of the inter-relationship of academic research and Christian ministry. This course is also intended to be an orientation to the doctoral program and to advanced research methods in biblical studies.

BI 7310 ADVANCED STUDIES IN BIBLICAL HERMENEUTICS

This course analyzes the principles of interpretation as they relate to ascertaining the meaning of the biblical text and its application to the contemporary world. Attention will be given to the evaluation of hermeneutical methods employed by both ancient and modern scholars (rabbinical, classical, modern, and post-modern). Additionally, consideration will be given to how genre recognition (e.g., law, narrative, parable, epistle, apocalyptic, etc.) affects the hermeneutical process.

BI 7312 ADVANCED STUDIES IN BIBLICAL BACKGROUNDS

This course is a study of the history, cultures, languages, literatures, and religions of the ancient Near East from 3000 B.C. to Early Christianity (2nd century A.D.). This study provides background information for understanding ancient Israel, emergent Judaism, and their sacred literature, as well as the politics, society, culture, philosophies and religions of the Greco-Roman world of the time of Christ.

BI 7314 ADVANCED STUDIES IN BIBLICAL TEXTUAL CRITICISM

This course involves an advanced research in the text of the Hebrew Old Testament and the Greek New Testament. Special attention is given to learning about ancient manuscripts, ancient versions of the Bible, the history of textual criticism, use of the textual apparatus of BHS/BHQ and NA27,28, and the basic criteria for evaluating variant readings.

BI 7316 ADVANCED STUDIES IN BIBLICAL THEOLOGY

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

BI 7318 ADVANCED STUDIES IN RELIGIOUS HISTORY

This course involves the historical investigation of a particular individual, movement, issue, or theme with the specific focus being the biblical interpretation involved in the subject under study. Attention is given to the development, context, culture, consequence, and influence of the particular subject.

BI 8311 ADVANCED STUDIES IN RESTORATION THEOLOGY

This course explores a particular movement, person, issue, or theme in the biblical interpretation and/or theology of the Restoration movement (broadly conceived). Special attention will be given to the historical development, cultural context, and consequences of the subject under study. Investigation will include primary and secondary sources chosen to deepen the students' understanding of ways those in the Restoration movement have understood and applied scripture.

BI 8313 ADVANCED STUDIES IN BIBLICAL LANGUAGES

This course will analyze the linguistic diversity (Hebrew, Aramaic, Greek, and Latin) of the ancient world as it relates to the biblical text and will incorporate a systematic process of memorizing Hebrew and Greek words. Students will also study the etymology of significant words and ideas, review grammatical concepts, and give an exegesis of selected biblical texts. Special attention will be given to the Hellenistic expansion in the ancient world precipitated by Alexander the Great and the emergence of koinē Greek.

OT 8320 SEMINAR IN THE WISDOM LITERATURE

This course incorporates advanced research in Job, Proverbs, Ecclesiastes, and Canticles with a specific examination in the primary text of one of these books. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, interpretative and critical issues, and relevance for the twenty-first century biblical scholar and Christian.

OT 8322 SEMINAR IN THE HISTORICAL LITERATURE

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

OT 8324 SEMINAR IN THE MAJOR PROPHETS

This course incorporates advanced research in Isaiah, Jeremiah-Lamentations, Ezekiel, and Daniel with a specific examination in the primary text of one or more of these books. Special attention is given to the nature of prophecy, revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the twenty-first century biblical scholar and Christian. Additionally, specific attention is given to narrative and poetic exegesis.

OT 8326 SEMINAR IN THE TORAH

This course incorporates advanced research in Genesis, Exodus, Leviticus, Numbers, and Deuteronomy with a specific examination in the primary text of one or more of these books. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the twenty-first century biblical scholar and Christian. Additionally, specific attention is given to narrative and poetic exegesis.

OT 8328 SEMINAR IN THE PSALMS

This course incorporates advanced research in the book of Psalms, also known as the Psalter, with a specific examination in the primary text of selected psalms. Special attention will be given to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the twenty-first century biblical scholar and Christian. Additionally, specific attention is given to poetic exegesis and the piety of the Psalter in which that piety is compared to the piety of Christian prayer and song.

OT 8330 SEMINAR IN THE MINOR PROPHETS

This course incorporates advanced research in Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah, and Malachi with a specific examination in the primary text of one or more of these books. Special attention is given to the nature of prophecy, revelation, inspiration, canonicity, manuscripts and versions, authorship, date, ancient Near Eastern background, critical issues, and relevance for the twenty-first century biblical scholar and Christian. Additionally, specific attention is given to narrative and poetic exegesis.

NT 8321 SEMINAR IN THE EPISTLE TO THE HEBREWS

This course will involve a close critical reading of selected portions of the Epistle to the Hebrews in Greek. Besides an exposure to the critical, historical, and doctrinal issues that modern scholars have raised about this book and its interpretation (e.g., authorship, destination, the relationship between the Old and New Covenants, the possibility of apostasy, etc.), students will gain a better understanding of the book's message and an appreciation for the practical application of its teachings to the church and to individuals living today.

NT 8323 SEMINAR IN THE PAULINE LETTERS

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

NT 8325 SEMINAR IN THE BOOK OF ACTS

Besides reading selected portions of the Book of Acts in Greek, students will explore questions of authorship, the date of composition, and the purpose for which this book was written. Attention will be given to the narrative with an emphasis on its historical reliability and on ways the events recorded relate to the Epistles of Paul. Practical implications for the modern church will also be considered and discussed.

NT 8327 SEMINAR IN THE GOSPELS

This course incorporates advanced research in Matthew, Mark, Luke, and John with a specific examination in the primary text of one of these books. Special attention is given to revelation, inspiration, canonicity, manuscripts and versions, authorship, date, source theories, the Greco-Roman and Jewish background of the gospels, critical issues, theological issues, and relevance for the twenty-first century biblical scholar and Christian.

NT 8329 SEMINAR IN THE GENERAL EPISTLES AND THE JOHANNINE LITERATURE

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

NT 8331 SEMINAR IN THE EPISTLE TO THE ROMANS

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

BI 9040 BIBLICAL LANGUAGE PROFICIENCY EXAM: HEBREW/ARAMAIC

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

BI 9042 BIBLICAL LANGUAGE PROFICIENCY EXAM: GREEK

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

BI 9044 SECONDARY LANGUAGE PROFICIENCY EXAM

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

BI 9046 COMPREHENSIVE EXAMINATION FOR DOCTOR OF PHILOSOPHY

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

RD 9320 DISSERTATION I

This course serves as the initial step in formulating a research topic, methodology, bibliography, and research proposal. Students will also be required to submit a draft of chapter one of the dissertation which includes a review of literature.

RD 9321 DISSERTATION II

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

RD 9322 DISSERTATION III

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

RD 9323 DISSERTATION IV

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

**THE HARRIS COLLEGE
OF BUSINESS &
EXECUTIVE EDUCATION**



INTRODUCTION

**EXECUTIVE MASTER
OF BUSINESS
ADMINISTRATION**

**MASTER OF SCIENCE
IN MANAGEMENT**

INTRODUCTION



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

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

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EXECUTIVE MBA)

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

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

semester) or in January (Spring semester).

PROGRAM DESIGN & STRUCTURE

Completion within one calendar year.

Three semesters of three or four courses, each for 3 credit hours.

All courses are fully online.

Students may enter in the Spring or Fall semester.

PROGRAM OBJECTIVES FOR THE EXECUTIVE MBA

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

ADMISSIONS TO THE EXECUTIVE MASTER OF BUSINESS ADMINISTRATION PROGRAM

Applicants for the program must meet the following criteria.

- At least four years of relevant work experience is required. The Academic department will determine "relevancy" based on professional expertise and experience gained relative to business and management.
- A Bachelor's Degree in Business Administration or in a related discipline with a minimum GPA of 2.75.
 - Students from AACSB, ACBSP or IACBE accredited institutions having a minimum GPA of 2.5 will be considered for admission, along with students from a regionally and professionally accredited college of engineering.
 - Those whose degree programs are in other disciplines should have completed courses in Accounting, Economics, Statistics, and either Management or Marketing.
- Executive MBA applicants should submit GMAT scores

to Faulkner University that are 2 years old or less. While minimum GPAs will be enforced, applicants will also have to meet the following standard for admission:

- $(\text{Undergraduate GPA} \times 200) + \text{GMAT Score} = 950$ or higher
- Applicants who do not have a current GMAT score to submit may be allowed to enroll on a conditional basis for one semester provided they have the appropriate GPA and prerequisites. They will, however, have to take the GMAT by the end of the first semester. Students not making the requisite GMAT/GPA composite score (see formula above) will need to be in good academic standing to be considered for continued enrollment in the program.
- Official copies of transcripts should be received prior to admission. Official transcripts must be received within the stipulated time frame, that is, prior to the beginning of the second semester. Transcripts must be sent from each college or university attended. Hand-delivered copies, photocopies, and print-outs of grade reports are not acceptable. Only conditional admission will be granted during the interim period to students who do not fulfill any of the stated requirements.

POLICIES FOR THE EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

Grading Scale for the Executive MBA

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

Grades of A-, B+, B-, C+ and C- may be given at the instructor's discretion.

INCOMPLETE GRADES

The grade of "I" indicates that some requirements of the courses are not yet complete. It is only given for reasons which in the judgment of the instructor have been unavoidable and only with the approval of the Dean of the College 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 requirements within the time allotted will automatically result in the grade of "F". The department strongly discourages assigning an incomplete grade.

COMPREHENSIVE EXAM

All students must pass a written Comprehensive Examination. The Comprehensive Exam will consist of components from the following courses:

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

GRADUATION REQUIREMENTS

Successful completion of all coursework 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.

TRANSFERABILITY OF EXECUTIVE MBA 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 for entry therein, it is not feasible for the University to advise students as to whether their programs of study at Faulkner will satisfy the prerequisites of other studies at other universities. Thus, the student contemplating transfer or post-graduate or doctoral work at another institution bears the sole responsibility for ensuring that the work done at Faulkner will satisfy the program requirements at a different university.

CURRICULUM FOR FALL SEMESTER HOURS

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

*Note: Only taken during the final semester of the program

MBA 6310 MANAGERIAL ECONOMICS

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

qualitative and quantitative perspectives.

MBA 6320 ORGANIZATIONAL BEHAVIOR

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

MBA 6330 LEGAL ENVIRONMENT OF BUSINESS

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

Emphasis will be on the legal process as it affects and shapes the business environment.

CURRICULUM FOR SPRING SEMESTER HOURS

SEMESTER COURSES	HOURS
MBA 6340 Quantitative Analysis	3
MBA 6350 Managerial Finance	3
MBA 6360 Marketing Management	3

MBA 6340 QUANTITATIVE ANALYSIS

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

MBA 6350 MANAGERIAL FINANCE

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

MBA 6360 MARKETING MANAGEMENT

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

CURRICULUM FOR SUMMER SEMESTER HOURS

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

*Note: Only taken during the final semester of the program

MBA 6370 MANAGEMENT INFORMATION SYSTEMS

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

MBA 6380 MANAGERIAL ACCOUNTING

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

MBA 6390 INTERNATIONAL MANAGEMENT PERSPECTIVES

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

MBA 6395 STRATEGIC MANAGEMENT

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

MASTER OF SCIENCE IN MANAGEMENT

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

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.

PROGRAM DESIGN & STRUCTURE

Completion within one calendar year.

Classes meet for 3 semesters.

One or two online courses per semester.

Two on-ground courses per semester meet on specified Saturdays with an additional online component

Saturdays

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

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

Each semester has 3 or 4 courses of 3 semester credit hours each.

Students enter the program in the Spring or Fall semester

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 the 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.

ADMISSIONS 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
 - 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 M.S.M. program. This program is geared to enhance the learning horizons of executives by offering a blend of courses vital for a business career

- 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 will be required to take the GMAT examination. Applicants should submit GMAT scores to Faulkner University that are 2 years old or less. While minimum GPAs will be enforced, applicants will also have to meet the following standard for admission:
 - $(\text{Undergraduate GPA} \times 200) + \text{GMAT Score} = 900$ or higher
 - Applicants who do not have a current GMAT score to submit may be allowed to enroll on a conditional basis for one semester provided they have the appropriate GPA and prerequisites. They will, however, have to take the GMAT by the end of the first semester. Students not making the requisite GMAT/GPA composite score (see formula above) will need to be in good academic standing to be considered for continued enrollment in the program.
- Students seeking admission to the M.S.M. program must have completed a course in Statistics, Quantitative Business Analysis, or Operations Research. It is strongly recommended that students enrolling in the program should have completed courses in Economics, Finance, Marketing, Management, and Information Systems.

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

POLICIES FOR THE MASTER OF SCIENCE IN MANAGEMENT

GRADING SCALE FOR MSM

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 & Below = F

Grades of A-, B+, B-, C+ and C- may be given at each instructor's discretion.

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.

COMPREHENSIVE EXAMINATION

All students must pass a written Comprehensive Examination, during their third semester.

GRADUATION REQUIREMENTS

Successful completion of all coursework and the MSM project 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.

TRANSFERABILITY OF M.S.M. 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 for entry therein, it is not feasible for the University to advise students as to whether their programs of study at Faulkner will satisfy the pre-requisites of other studies at other universities. Thus, the student contemplating transfer or 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.

CURRICULUM FOR FALL SEMESTER

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

*Note: Only taken this semester for spring start groups

MSM 6300 ETHICS FOR BUSINESS AND MANAGEMENT

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

MSM 6302 ORGANIZATIONAL BEHAVIOR

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

MSM 6303 LEGAL DIMENSIONS OF BUSINESS

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

CURRICULUM FOR SPRING SEMESTER

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

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.

CURRICULUM FOR SUMMER SEMESTER

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

*Note: Only taken this semester for fall start groups

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.

ALTERNATE COURSES

MSM 6311 MSM PROJECT I

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

MSM 6312 MSM PROJECT II

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

MSM 6313 MSM PROJECT III

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

MSM 6301 BUSINESS AND ADMINISTRATION COMMUNICATION

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

Writing assignments allow the application of building blocks.

MSM 6317 MANAGEMENT INFORMATION SYSTEMS

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

MSM 6390 MANAGERIAL ACCOUNTING

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

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

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

**THE COLLEGE
OF EDUCATION**



MISSION

**ELEMENTARY EDUCATION
DEGREE PLANS**

**SECONDARY EDUCATION
DEGREE PLANS**

**COMPREHENSIVE EDUCATION
DEGREE PLANS**



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

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

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

- Fostering a Christ-like community of empathy, caring, friendliness, respect, openness, understanding and integrity to establish lives of professional service in facilitating learning.
- Fostering the pursuit of cognitive, moral, emotional, physical, psychological and spiritual excellence for lives of professional service in facilitating learning.
- Fostering the preparation of highly competent, professional, and socially committed elementary and secondary school educators and leaders for lives of professional service in teaching.
- Fostering the pursuit of specialized training in content, pedagogical, and professional knowledge for lives of professional service.
- Fostering the infusion of values, integrity, and character across the curriculum, co-curricular experiences, and

extra-curricular activities for lives of professional service in facilitating learning.

- Fostering the development of educators who demonstrate dedication to their pupils' intellectual growth and overall well-being in lives of professional service in facilitating learning.
- Fostering a desire to perpetuate the art and profession of teaching through lives of professional service in facilitating learning.
- Fostering the lifelong pursuit of professional excellence, innovation, and collaboration in research and preparation of professionals for the highest levels of practice and service in diverse schools, organizations and communities.

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

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

COLLEGE OF EDUCATION GOVERNANCE

TEACHER EDUCATION COMMITTEE

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

TEACHER EDUCATION COMMITTEE MEMBERS

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

UNIT ACCOUNTABILITY

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

CONCEPTUAL FRAMEWORK

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

- Development of the cognitive, moral, emotional,

physical, psychological and spiritual dimensions of each individual.

- Transformation of students into mentors and leaders of character.
- Engagement in active and reflective thinking processes.

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

1. **Developmental Knowledge and Skill.** Teacher candidates demonstrate an understanding of holistic human development and of individual and contextual factors that influence motivation and learning, and the ability to personalize instruction.
2. **Learning Environment Knowledge and Skill.** Teacher candidates demonstrate an understanding of classroom organization and management, curriculum, and professionalism, and the ability to design and manage learning environments in ways that promote students' independence as learners.
3. **Learning Process Knowledge and Skill.** Teacher candidates demonstrate an understanding of learning as a socially-mediated, constructive process and the ability to select and implement a repertoire of instructional methods and strategies based on knowledge of the learner, the task, and the context.
4. **Pedagogical Content Knowledge and Skill.** Teacher candidates demonstrate an understanding of the disciplines taught, and the ability to organize and express that knowledge in ways that make it accessible and useful to students.
5. **Communication Knowledge and Skill.** Teacher candidates demonstrate an understanding of effective communication and collaboration strategies, and the ability to build inclusive learning environments, democratic communities that incorporate the needs and perspectives of students in the



decision-making process.

6. **Assessment Knowledge and Skill.**

Teacher candidates demonstrate an understanding of assessment as an ongoing process involving multiple sources of information and varied assessment techniques, and the ability to use assessment to monitor and evaluate student progress and to communicate assessment information accurately and clearly to students, parents and professionals.

7. **Critical Thinking Knowledge and Skill.** Teacher candidates demonstrate an understanding of critical thinking, its processes, and its application in reaching flexible, creative, and ingenious solutions and decisions.

8. **Reflective and Professional Knowledge and Skill.**

Teacher candidates demonstrate an understanding of the use of self-evaluation and reflection as tools for professional growth, and the ability to use the resources within the school and broader professional community as supports for professional growth as a learner and as a teacher.

9. **Technological Knowledge and Skill.** Teacher candidates demonstrate an understanding of the innovation and integration of technology and possess a repertoire of instructional methods and strategies to provide the opportunity for students to develop and learn.

10. **Character Knowledge and Skill.** Teacher candidates demonstrate an understanding of character development, their position as mentors, role models, and transformational leaders and the process of transformation for students of diverse characteristics in diverse settings.

11. **Dialogue Skill and Disposition.** Teacher candidates demonstrate both an understanding of dialogue, an attitude/preference to engage in dialogue and an application of dialogue as a tool to facilitate learning and understanding across diversity.

12. **Care Skill and Disposition.** Teacher candidates demonstrate both an understanding of the process to care for each student and an attitude/preference to value each student.

13. **Learning Potential Skill and Disposition.** Teacher candidates demonstrate an attitude/preference that each student has the potential to learn, and seek to facilitate each student's learning.

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

ADMISSION REQUIREMENTS FOR GRADUATE PROGRAMS

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

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

GENERAL ADMISSION REQUIREMENTS FOR GRADUATE STUDIES IN THE COLLEGE OF EDUCATION

- **COMPLETED APPLICATION**
- **OFFICIAL TRANSCRIPTS FROM ALL SCHOOLS ATTENDED**
- **PASSING SCORE ON THE GRE OR MAT**
- **250 WORD GOAL STATEMENT**
- **3 RECOMMENDATIONS**
- **A BACHELOR'S DEGREE FROM A COLLEGE OR REGIONALLY ACCREDITED COLLEGE OR UNIVERSITY WITH A GPA OF 2.5 OR HIGHER, OR A MASTER'S DEGREE FROM A REGIONALLY ACCREDITED UNIVERSITY WITH A GPA OF 3.0 OR HIGHER**

APTITUDE SCORE

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

GOALS STATEMENT

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

RECOMMENDATION FORMS

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

SPECIAL STUDENT ADMISSION

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

EARLY ADMISSION

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

TEACHER EDUCATION PROGRAM ADMISSION

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

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

- Submission of Teacher Education Application with attached "Why I Want To Teach" essay
- Demonstration of a minimum GPA of 3.00
- A passing score on all three sections of the Alabama Educator Certification Teacher Program (AECTP): Basic Skills Assessment
- A passing score on the appropriate Praxis II Content test(s).
- Completion of the five allowed education courses
- SAEA dues paid for current school year
- Satisfactory ratings on approved clinical experiences in a variety of settings totaling a minimum of 80 hours
- Submission and approval of electronic Portfolio through LiveText™
- Completion of background check and fingerprinting. The ALSDE requires a criminal background check with the application for certification. Students must register for fingerprints at www.cogentid.com/AL. A fee will be required upon registration. Students must then take their registration paperwork to designated locations to be printed.
- A candidate whose suitability determination precludes admission to a State-approved teacher education program has the right to due process procedures in accordance with Rule 290-3-2-.22, Revocation and Suspension of Certificates and Unsuitability Determinations.
- Submission of approved disposition rating checklists (students must have a completed rating checklist from each teacher from semester prior to application and each teacher from current semester, as well as one rating checklist from Graduate Studies Director)
- Satisfactory completion of AQT Math test
- Satisfactory interview with a designated faculty member

from the College of Education

- Satisfactory interview with the Teacher Education Committee

Any application that does not meet all necessary requirements will not be accepted.

Students whose application is denied are responsible for reapplying the following eligible semester.

Please see the College of Education Certification Officer with any questions regarding the admission process.

Candidates who cannot be admitted to the Teacher Education Program due to a low GPA are encouraged to take or retake one of the five (5) courses in the general studies in order to increase their GPA to at least a 3.00.

No more than five (5) courses may be taken prior to admission to the Teacher Education Program.

TIME LIMIT

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

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

GRADING, TRANSCRIPTS AND TRANSFER HOURS

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

AUDIT

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

the first three weeks of the semester. After this time his/her options are to continue as registered or to withdraw from the course.

TRANSFER CREDITS

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

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

FED 6300 Seminar in Education,
BIO/EED/EH/HY/MH/PE 6390 Directed Study,
EED/SED 6699 Internship.

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

STUDENT LOAD

The 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.

ADVISEMENT

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

REGISTRATION

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

CLASS ATTENDANCE

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

CLASS ATTENDANCE POLICY

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

EXCUSED ABSENCES

Faulkner students may have unexpected or extenuating life circumstances such as serious illness, prolonged illness or death of an immediate family member that result in absences. The student may submit a request to the Dean of the College of Education for consideration of the circumstances surrounding the absences and request for them to be excused. If the Dean determines the circumstances are extenuating and compelling and merit the opportunity for makeup tests and assignments he or she will arrange academic accommodations for the student.

ACADEMIC PROBATION AND SUSPENSION

In addition to the University's policies regarding suspension and expulsion, as outlined in Faulkner University's Student Handbook, the College of Education, as executed by the Teacher Education Committee, reserves the right to dismiss any student from the Teacher Education Program based upon disciplinary violations taken before

the University's General Welfare Committee resulting in University disciplinary action.

An admitted candidate who does not continue to meet program requirements will be placed on probation as determined by the Teacher Education Committee.

To remain in the Teacher Education Program, a candidate must continuously meet the following requirements:

1. Maintain a minimum of 3.00 cumulative grade point average
2. Demonstrate professional dispositions during all coursework and clinical experiences
3. Satisfactory completion of all coursework tied to AQT standards
3. Completion of all program gateways according to the mandated timeframes

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

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

BEHAVIORS THAT MAY RESULT IN TEMPORARY SUSPENSION OR PERMANENT EXPULSION

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

MASTER OF EDUCATION

POLICIES FOR THE MASTER OF EDUCATION ALTERNATE CLASS A CERTIFICATION

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

ALTERNATIVE CLASS A FIFTH YEAR DEGREE:

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

ADMISSION REQUIREMENTS HIGHLY QUALIFIED TEACHER COURSE REQUIREMENTS:

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

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

All of the prescribed coursework must be completed prior to admission to the Master of Education program. Prerequisite coursework may not be developmental (zero level) courses.

Students may also fulfill the highly qualified teacher requirement with a passing score on the appropriate Praxis II test, which would be used to waive the above course requirements.

DEFICIENT COURSE WORK

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

APTITUDE SCORE

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

GOALS STATEMENT

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

RECOMMENDATION FORMS

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

SUMMARY OF REQUIRED APPLICATION MATERIALS

1. Completed Application
2. Official transcripts from all schools attended
3. Must hold a bachelor's degree from a regionally accredited college or university with a minimum GPA of 2.5 or a Master's degree from a regionally accredited college or university with a minimum GPA of 3.0
4. Passing scores on the GRE OR the MAT
5. Personal statement of lifetime goals (250 words)
6. Three (3) recommendations
7. Completion of Highly Qualified Teacher Course Requirements
8. Passing scores from all required exams of the Alabama Educator Certification Testing Program (AECTP)

CURRICULUM REQUIREMENTS

The Master of Education Degree leading to the Alternative Class A Certificate is a 42-45 hour program. The content choices are the following: History, Mathematics, Biology, Physical Education, English Language Arts, and Elementary Education.

With a strong core and a variety of content areas, the Alternative Master of Education Degree provides a broad base as well as specific content areas to anchor a career as a classroom teacher. There is also room for further growth if the candidate wishes to further his or her education beyond the Master's Degree.

COURSE SCHEDULES

The Alternative Master of Education Degree offers course scheduling which will accommodate students who are involved in full-time professions and/or reside a considerable distance from Montgomery. Eight-week courses are offered from 6 – 9 P.M. two nights a week. The professor of the class will make the decision to have 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. Additional course schedules are utilized. Students should check with an advisor in their program of study for specific program schedules.

FIELD AND CLINICAL EXPERIENCES

Field and Clinical experiences are an important and integral part of the Teacher Education Program. Field experience hours are to be completed in prescribed

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

CLINICAL (INTERNSHIP)

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

GRADUATION REQUIREMENTS

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

- Candidacy and admission into the Teacher Education Program
- Completion of all courses and requirements listed on the appropriate degree plan (including an appropriate Internship)
- Completion of all prescribed field experiences
- Completion of ALSDE Teacher Certification requirements, including passing scores on the Alabama Educator Certification Testing Program (AECTP):

Basic Skills Assessment, Praxis Exams, and appropriate paperwork (including fingerprinting and background check release forms)

- Completion of all institutional requirements for graduation, i.e. filing of appropriate forms with the Registrar's Office, exit interview with the Financial Aid Office, and clearance with the Business Office

- Completion of an exit interview with the College of Education

Completion and final approval of electronic Portfolio in LiveText™ which will contain evidence of competencies and completion of the above requirements. All course artifacts should be found in the student's completed Portfolio.

CERTIFICATION

Upon program completion and successful ratings during the Internship, the candidate will apply for certification in the State of Alabama. For candidates seeking certification in two or more distinct teaching fields, an additional internship(s) will be required (such as physical education AND biology). Successful completion of an approved Teacher Education Program and satisfactory scores on the Alabama Educator Certification Testing Program (AECTP) exams qualify a student for a Class A Certificate. Application for Class A Certification should be secured from the College of Education during the Internship. The completed application, official transcripts, a money order from the student, and verification of successful completion of an approved Teacher Education Program are submitted by the College of Education to the ALSDE when all requirements have been satisfied.

MASTER OF EDUCATION ALTERNATIVE CLASS A

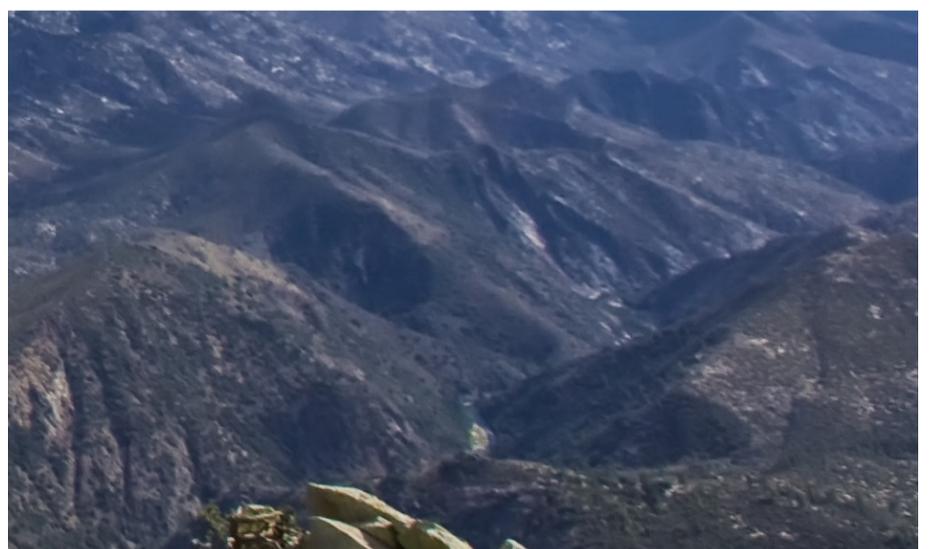
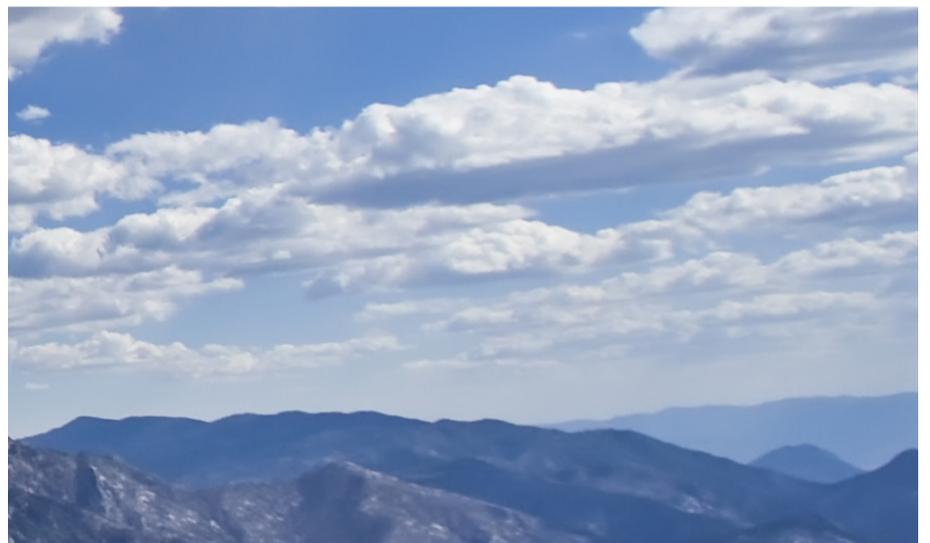
PROGRAMS OF STUDY

The Alternative M.Ed. (Class A Certification) consists of 42-45 semester hours with the following breakdown: 6 three-hour core courses (18 hours total); 1 sixteen week internship in the specific discipline (6 hours); and 18-21 hours of content specific courses.

The Alternative Certification may be obtained in Elementary Education and the following Secondary Education fields: Biology, English Language Arts, Mathematics, Physical Education (P-12), and History. In addition to the full semester of Internship for the Alternative A Certification, field experience hours are built into required education courses within the Teacher Education Program.

CORE CURRICULUM

FED 6300	Seminar in Education
FED 6301	Philosophy, Ethics, and Character Building
FED 6320	Curriculum, Design, Assessment and Evaluations
PY 6340	Advanced Educational Psychology & Exceptionalities
FED 6349	Advanced Classroom Management
FED 6350	Technology of Learning



ELEMENTARY EDUCATION

ELEMENTARY EDUCATION

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

SECONDARY EDUCATION

BIOLOGY

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

PHYSICAL EDUCATION

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

ENGLISH LANGUAGE ARTS

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

HISTORY

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

MATHEMATICS

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

MASTER OF EDUCATION

POLICIES FOR THE MASTER OF EDUCATION TRADITIONAL CLASS A CERTIFICATION

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

TRADITIONAL CLASS A FIFTH YEAR DEGREE:

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

ADMISSION REQUIREMENTS

VALID CERTIFICATE

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

HIGHLY QUALIFIED TEACHER COURSE REQUIREMENTS:

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

- Elementary Education - 12 hours in Math, 12 hours in

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

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

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

APTITUDE SCORE

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

GOALS STATEMENT

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

RECOMMENDATION FORMS

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

SUMMARY OF REQUIRED APPLICATION MATERIALS

1. Completed Application
2. Official transcripts from all schools attended
3. Must hold a valid bachelor's degree from a regionally accredited college or university in the same teaching field the Class A is sought. Must have a minimum GPA of 2.5 or a Master's degree from a regionally accredited college or university with a minimum GPA of 3.0
4. Passing scores on the GRE OR the MAT
5. Personal statement of lifetime goals (250 words)
6. Three (3) recommendations
7. Completion of Highly Qualified Teacher Course Requirements
8. Passing scores from all required exams

CURRICULUM REQUIREMENTS

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

With a strong core and a variety of content areas, the Traditional Master of Education Degree provides a broad base as well as specific content areas to anchor a career as a classroom teacher. There is also room for further growth if the candidate wishes to further his or her education beyond the Master's Degree.

COURSE SCHEDULES

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

FIELD AND CLINICAL EXPERIENCES

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

GRADUATION REQUIREMENTS

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

- Candidacy and admission into the Teacher Education Program
- Completion of all courses and requirements listed on the appropriate degree plan (including an appropriate Internship)
- Completion of all prescribed field experiences
- Completion of ALSDE Teacher Certification requirements, including passing scores on the Alabama Educator Certification Testing Program (AECTP): Exams and appropriate paperwork (including fingerprinting and background check release forms)
- Completion of all institutional requirements for graduation, i.e. filing of appropriate forms with the Registrar's Office, exit interview with the Financial Aid Office, and clearance with the Business Office
- Completion of an exit interview with the College of Education

Completion and final approval of electronic Portfolio in LiveText™ which will contain evidence of competencies and completion of the above requirements. All course artifacts should be found in the student's completed Portfolio.

CERTIFICATION

Upon completion of program requirements, the candidate will apply for certification in the State of Alabama. Successful completion of an approved Teacher Education Program and satisfactory scores on the Alabama Educator Certification Testing Program (AECTP) exams qualify a student for a Class A Certificate.

Application for Class A Certification should be secured from the College of Education during the final semester. The completed application, official transcripts, a money order from the student, and verification of successful completion of an approved Teacher Education Program are submitted by the College of Education to the ALSDE when all requirements have been satisfied.

MASTER OF EDUCATION TRADITIONAL CLASS A

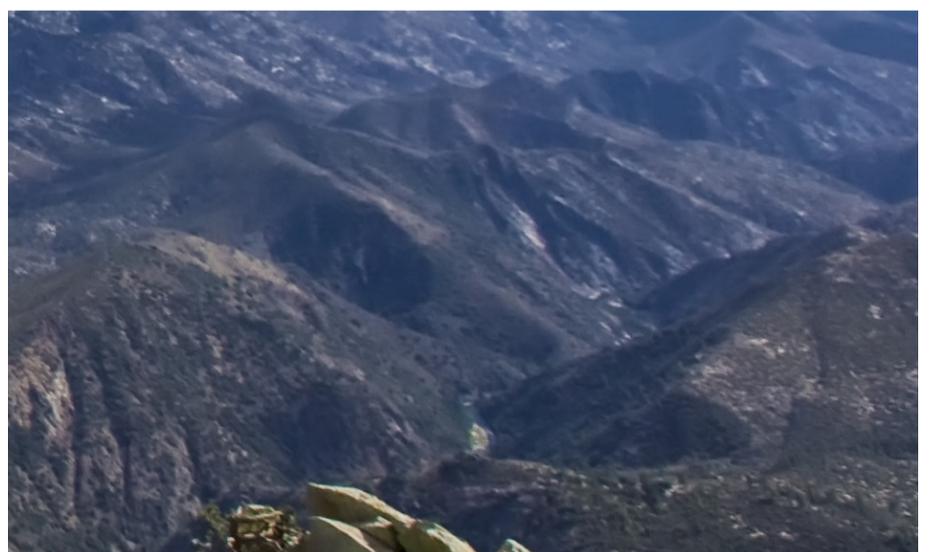
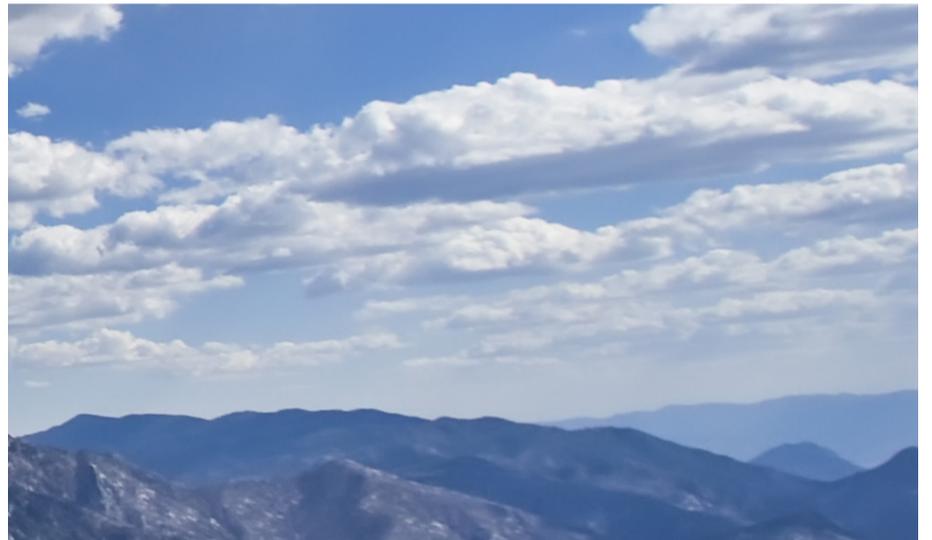
PROGRAMS OF STUDY

The M.Ed. (Class A Certification) consists of 33 semester hours with the following breakdown: 5 three-hour core courses (15 hours total) and 18 hours of content specific courses.

The Advanced Certification may be obtained in Elementary Education and the following Secondary Education fields: Biology, English Language Arts, Mathematics, Physical Education (P-12), and History. Field experience hours are built into required education courses within the Teacher Education Program.

CORE CURRICULUM

FED 6301	Philosophy, Ethics, and Character Building
FED 6320	Curriculum, Design, Assessment and Evaluations
PY 6340	Advanced Educational Psychology & Exceptionalities
FED 6350	Technology of Learning
FED 6380	Educational Research



ELEMENTARY EDUCATION

ELEMENTARY EDUCATION

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

SECONDARY EDUCATION

BIOLOGY

BIO 6300	Human Nutrition
BIO 6351	Advanced Genetics
BIO 6362	Ecological Theory
BIO 6380	History and Philosophy of Biology Research
BIO 6390	Directed Study
BIO 6395	Selected Topics

PHYSICAL EDUCATION

PE 6329	Methods for Teaching PE to Secondary Students
PE 6330	Advanced Health Education
PE 6333	Methods for Teaching Elementary PE
PE 6334	Advanced Motor Learning
PE 6390	Directed Study
PE 6395	Selected Topics

ENGLISH LANGUAGE ARTS

EH 6314	Shakespeare in Print, Performance, and Practice
EH 6302	Rhetoric, Grammar, and Composition
EH 6346	Adolescent Literature
EH 6350	Issues and Topics in the English Language
EH 6390	Directed Study
EH 6395	Selected Topics

HISTORY

HY 6311	Research and Writing in History
HY 6315	Philosophy and Theory of History
HY 6369	Graduate Seminar in Social Sciences
HY 6375	Current Issues in World History
HY 6190	Directed Study
HY 6395	Selected Topics

MATHEMATICS

MH 6340	Abstract Algebra I
MH 6345	Abstract Algebra II
MH 6330	History of Mathematics
MH 6350	Geometry
MH 6360	Real Analysis I
MH 6370	Complex Variables
MH 6390	Directed Study
MH 6395	Selected Topics

MASTER OF ARTS IN TEACHING M.A.T. NONCERTIFICATION

POLICIES FOR THE MASTER OF ARTS IN TEACHING (NON-CERTIFICATION)

ADMISSION REQUIREMENTS

Students must meet all general admission requirements for graduate studies in the College of Education

1. Completed application
2. Official transcripts from ALL schools attended
3. Passing score on the GRE or MAT
4. 250 word goal statement
5. 3 recommendations
6. A bachelor's degree in the area of application from a regionally accredited institution with a minimum GPA of 2.5

REGULAR ADMISSION TO THE M.A.T. PROGRAM

A student with a bachelor's degree in the area pursued from a regionally accredited college or university and a GPA of 2.5 with passing scores on the GRE or MAT, and who has submitted the above specified forms will be granted full unconditional admission status pending Teacher Education Committee approval. If the GRE/MAT scores are older than five (5) years, the candidate may be required to retake one of the entrance exams for admission.

CURRICULUM REQUIREMENTS

The Master of Arts in Teaching Degree is a 30-hour program with 12 hours in core courses and 18 more hours being offered in content courses. The content choices are the following: History, Mathematics, Biology, English.

With a strong core and a variety of content areas, the Master of Arts in Teaching Degree provides a broad base as well as specific content areas to anchor a career in various fields. There is also room for further growth if the candidate wishes to further his or her education beyond the Master's Degree.

COURSE SCHEDULES

The Master of Arts in Teaching Degree offers course scheduling which will accommodate students who are involved in full-time professions and/or reside a considerable distance from Montgomery. Eight-week courses are offered from 6 – 9 P.M. two nights a week. The professor of the class will make the decision to 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. Additional course schedules are utilized. Students should check with an advisor in their program of study for specific program schedules and fully online programs.

GRADUATION REQUIREMENTS

To receive a Master of Arts in Teaching degree, the following requirements are in effect:

- Completion of all courses and requirements listed on the appropriate degree plan
- Completion of all institutional requirements for graduation, i.e. filing of appropriate forms with the Registrar's Office, exit interview with the Financial Aid Office, and clearance with the Business Office
- Completion of an exit interview with the College of Education

Completion and final approval of electronic Portfolio in LiveText™ which will contain evidence of competencies and completion of the above requirements. All course artifacts should be found in the student's completed Portfolio.

PROGRAMS OF STUDY

The Master of Arts in Teaching (M.A.T. Non-Certification) consists of 30 semester hours with the following breakdown:

- 4 three-hour core courses (12 hours total)
- 18 hours of content specific courses (6 three-hour courses)

•The Master of Arts in Teaching may be obtained in the following (4) four content areas: Biology, English, Mathematics, and History. These programs do not lead to certification in the State of Alabama. Students need to check with their advisor before completing this program.

CORE CURRICULUM

FED 6320	Curriculum, Design, Assessment and Evaluations
PY 6340	Advanced Educational Psychology & Exceptionalities
FED 6350	Technology of Learning
FED 6380	Educational Research

SECONDARY EDUCATION

BIOLOGY

BIO 6300	Human Nutrition
BIO 6351	Advanced Genetics
BIO 6362	Ecological Theory
BIO 6380	History and Philosophy of Biology Research
BIO 6390	Directed Study
BIO 6395	Selected Topics

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COURSE DESCRIPTIONS

BIO 6300 HUMAN NUTRITION

A graduate course that provides a broad survey of the role of nutrients (e.g. minerals and vitamins), in maintaining normal metabolic processes in humans. The course provides the basic materials needed to understand importance of nutrition in preventing and treating human diseases such as heart disease, cancer, diabetes and osteoporosis.

BIO 6329 MATERIALS AND METHODS IN BIOLOGY

The course focuses on the materials and methods of teaching as related to the field of biology and the purposes of education and characteristics of adolescents.

BIO 6351 ADVANCED GENETICS

The course focuses on advanced genetics concepts; genetic transmission; molecular structure of DNA; genetic markers and their application; molecular aspects of DNA replication and recombination; chromosome mapping; mechanisms of mutation and DNA repair; genetic engineering; population genetics; quantitative genetics.

BIO 6362 ECOLOGICAL THEORY

An in depth study of ecological principles is presented using a broad environmental science and problem solving approach.

BIO 6380 HISTORY AND PHILOSOPHY OF BIOLOGICAL RESEARCH

The development of the Biological Sciences is addressed broadly in the context of the history of mankind. The changing roles of the Judeo-Christian cultures have had in the advancement of biotechnology are included in the course discussion.

BIO 6390 DIRECTED STUDY

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Current issues in education, teaching resources, and finding employment in education are included.

BIO 6395-6398 SPECIAL TOPICS IN BIOLOGICAL RESEARCH

This course is designed for students to engage in an in depth examination of a topic that is not offered elsewhere across the University. Under directed study, the student and qualified instructor work collaboratively.
(May be repeated up to 4 times for separate topics)

EED 6326 READING SKILLS AND COMPREHENSION

The course focuses on the current trends and techniques in diagnosing pupil needs in reading, evaluating formal and informal reading assessment instruments, and identifying reading skills required in content areas.

EED 6332 TEACHING ELEMENTARY LANGUAGE ARTS

Designed to increase and strengthen the knowledge and competencies of experienced teachers of language arts and skills in the elementary school.

EED 6336 ELEMENTARY PEDAGOGY FOR SOCIAL STUDIES

A critical study focused on current trends in elementary school studies, with particular attention to innovative instructional modes and relating learning to the learners' social environment.

EED 6341 TEACHING OF ELEMENTARY MATHEMATICS

Methods and materials of teaching elementary school math. Current research is emphasized, as is theory concerning facilitation of the development of mathematical skills and concept.

EED 6368 TEACHING OF ELEMENTARY SCIENCE

Methods and materials of elementary school science and selected science topics. Workshop days on campus will be required.

EED 6390 DIRECTED STUDY

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Current issues in education, teaching resources, and finding employment in education are included.

EED 6699 INTERNSHIP

Supervised participation in a local school for a full semester. Students will be supervised by a cooperating teacher in the school as well as college supervisors. This experience is provided to enable the pre-service teacher to gain expertise in actual teaching techniques as well as classroom management strategies.

EH 6301 ADVANCED COMPOSITION

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

EH 6302 RHETORIC, GRAMMAR, AND COMPOSITION

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

EH 6314 SHAKESPEARE IN PRINT, PERFORMANCE, AND PRACTICE.

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

**EH 6329 MATERIALS AND METHODS
IN ENGLISH LANGUAGE ARTS**

The course focuses on the materials and methods of teaching as related to the field of English and the purposes of education and characteristics of adolescents.

EH 6346 ADOLESCENT LITERATURE

A study of literature appropriate for the adolescent reader. The course includes an overview of the history of young adult literature; an analysis of individual titles and characteristics; reading patterns and major concerns of adolescents; and the methods for teaching reading and writing as they relate to literature in the secondary school.

**EH 6350 ISSUES AND TOPICS IN THE ENGLISH
LANGUAGE**

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

**EH 6361 SELECTED READINGS IN BRITISH
LITERATURE**

This course features readings of selected works by British writers of fiction, poetry, drama, or essay. Course content may vary with repeated offerings and may focus on specific authors, genres, recurring themes, or literary periods.

**EH 6362 SELECTED READINGS IN AMERICAN
LITERATURE**

This course features readings of selected works by American writers of fiction, poetry, drama, or essay. Course content may vary with repeated offerings and may focus on specific authors, genres, recurring themes, or literary periods.

EH 6390 DIRECTED STUDY

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Current issues in education, teaching resources, and finding employment in education are included.

FED 6300 SEMINAR IN EDUCATION

An introduction to education, including an overview of professional practice with an emphasis on character and ethics, the units' conceptual framework, and special topics.

**FED 6301 PHILOSOPHY, ETHICS, AND CHARACTER
BUILDING**

A study of the historical, sociological, philosophical factors underlying present day American education. Emphasized

is the study of related problems requiring educational adjustments in school and society.

**FED 6320 CURRICULUM, DESIGN, ASSESSMENT
AND EVALUATIONS**

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

FED 6349 ADVANCED CLASSROOM MANAGEMENT

A study of classroom management techniques with an emphasis on relationships with students, parents, paraprofessionals, administration, and the community. Management planning and classroom success skills are emphasized.

FED 6350 TECHNOLOGY OF LEARNING

A course which focuses on the current and emerging uses of technology in the classroom, considering the different teaching and learning styles of the learner. Students must demonstrate skill in selection of software for the remediation of students and must be able to teach lessons using multimedia-authoring tools.

FED 6380 EDUCATIONAL RESEARCH

Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in educational settings.

HY 6311 RESEARCH AND WRITING IN HISTORY

Readings and analytical historical writing covering selected topics in U.S. or World History. The major emphasis of this course is the mastery of analytical skills and writing techniques used by the historians in pursuit of their craft.

HY 6315 PHILOSOPHY AND THEORY OF HISTORY

A detailed study of History as a distinct discipline and its related field of historical interpretation. Special emphasis will be given to the development of the Philosophy of History in Western culture.

HY 6329 MATERIALS AND METHODS IN HISTORY

The course focuses on the materials and methods of teaching as related to field of History and the purposes of education and characteristics of adolescents.

**HY 6369 GRADUATE SEMINAR IN THE SOCIAL
SCIENCES**

A study emphasizing the interrelationship of the several social science disciplines.

HY 6375 CURRENT ISSUES IN WORLD HISTORY

This course will concentrate on current events and issues in an ever changing world. Emphasis will be given to exploring the interactions of history, religion, and culture as they affect governmental policies on a global scale.

HY 6390 DIRECTED STUDY

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Current issues in education, teaching resources, and finding employment in education are included.

HY 6395-6398 SPECIAL TOPICS IN HISTORY

Advanced reading tutorials or independent research projects to intensify content knowledge in specialized fields of Historical Study.

MH 6310 MATHEMATICAL STATISTICS

Estimation of parameters, maximum likelihood estimation, sufficient statistics, confidence intervals, testing of hypothesis, distributions such as gamma, beta, chi-squared Student's t and F distributions and fitting straight lines. Students are expected to be able to reproduce and apply theoretical results and to carry out some standard statistical procedures. This is a graduate level course and a research project will be required.

MH 6329 MATERIALS AND METHODS IN MATHEMATICS

The course focuses on the materials and methods of teaching as related to the field of Mathematics and the purposes of education and characteristics of adolescents.

MH 6330 HISTORY OF MATHEMATICS

A course designed to provide students with a study of many famous mathematicians along with the historical development of many key mathematical concepts.

MH 6340 ABSTRACT ALGEBRA I

Topics for this course include integer and polynomial arithmetic and congruence, rings, ideal, and groups. This course is offered in the fall of even years.

MH 6345 ABSTRACT ALGEBRA II

This course is a continuation of Abstract Algebra I (MH 6340). Additional topics include the Sylow theorems, simple groups, integral domain arithmetic, field extensions, Galois theory and geometric constructions.

MH 6350 GEOMETRY

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

MH 6360 REAL ANALYSIS I

A study of properties of real numbers, sequences, limits of functions, continuity, differentiation, the Riemann integral, infinite series, and sequences and series of functions.

MH 6370 COMPLEX VARIABLES

This course includes properties of complex numbers, complex functions, analytic and harmonic functions, complex integration, series, residues and conformal mapping.

MH 6390 DIRECTED STUDY

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Current issues in education, teaching resources, and finding employment in education are included.

HY 6395-6398 SPECIAL TOPICS IN MATHEMATICS

Advanced reading tutorials or independent research projects to intensify content knowledge in specialized fields of Mathematics.

PE 6329 METHODS FOR TEACHING PE TO SECONDARY STUDENTS

Provides graduate students with an in-depth study of instructional methods, curriculum models, technology, student characteristics, and factors impacting the secondary program.

PE 6330 ADVANCED HEALTH EDUCATION

A study of health information, behaviors, and myths. Emphasis will be placed on modification of personal health practices and inherent attitudes. Will include a personal health behavior modification project and research into controversial health trends.

PE 6333 METHODS FOR TEACHING ELEMENTARY PE

Provides graduate students with an in-depth study of the current research, issues, technology and trends in elementary physical education. Research into, and production of, a comprehensive teaching unit will be required.

PE 6334 ADVANCED MOTOR LEARNING

Study of learning theory and the developmental process as they relate to the acquisition of motor skills. Filming, diagnosis and prescription of motor movement will be an integral component of this course.

PE 6335 RESEARCH METHODS IN EXERCISE PHYSIOLOGY

An introduction to the methodology and equipment common to research in the field of Exercise Physiology and the related sub-disciplines of Biomechanics and Motor Development.

PE 6337 ADVANCED MOTOR LEARNING

Provides graduate students with an in-depth study of the current research, issues, technology and trends in Elementary Physical Education.

Research into, and production of a comprehensive teaching unit will be required.

PE 6390 DIRECTED STUDY

This course is designed for students to engage in a systematic examination of topics that are not offered elsewhere across the University. Current issues in education, teaching resources, and finding employment in education are included.

PE 6395-6398 SPECIAL TOPICS IN PHYSICAL EDUCATION

Advanced reading tutorials or independent research projects to intensify content knowledge in specialized fields of Physical Education Study.

PY 6340 ADVANCED EDUCATIONAL PSYCHOLOGY AND EXCEPTIONALITIES

An overview of current learning theory and the relation to classroom practice, the nature and needs of exceptional children with techniques for adapting classroom instruction to the needs of the individual child.

SED 6317 READING IN THE SECONDARY CURRICULUM

A study of reading development in secondary school students. Reading rate, vocabulary development, application and extension of skills and techniques in the secondary content areas.

SED 6699 INTERNSHIP

Supervised participation in a local school for a full semester. Students will be supervised by a cooperating teacher in the school as well as college supervisors. This experience is provided to enable the pre-service teacher to gain expertise in actual teaching techniques as well as classroom management strategies.

