

Samford University

Graduate Catalog

2021-2022 Academic Year



Birmingham, Alabama U.S.A. 35229
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www.samford.edu

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Samford University complies with applicable laws prohibiting discrimination, including applicable provisions of and amendments to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services.

Inquiries and concerns regarding this policy may be directed to the vice president for business affairs or general counsel, Office of Business and Financial Affairs, 200 Samford Hall, Samford University, 800 Lakeshore Drive, Birmingham, Alabama 35229. (205) 726-2811. This notice is available in alternative formats upon request.

Colleges and Universities have specific requirements which must be met before a degree can be obtained. These requirements involve particular courses and curricula, residence on campus, and grade point averages. Advisors and deans are happy, upon request, to help students meet these requirements and to maintain accounts of their progress. A student's official record is available to him/her at any time during normal office hours in the Office of the Registrar. The responsibility for meeting the requirements for a degree rests with the individual student. If all requirements are not completed, a degree cannot be awarded; therefore, it is important for the student to acquaint himself/herself with all University requirements and to make progress toward meeting them.

Inclusive Language Statement

Language-how it is used and what it implies-plays a crucial role in Samford University's mission to "nurture persons." Because verbal constructions create realities, inclusive language can uphold or affirm those whom we seek to nurture, while exclusive language can damage or defeat them. We, therefore, actively seek a discourse in our University community that supports the equal dignity and participation of men and women; we seek to avoid verbal constructions that diminish the equal dignity of all persons. It is an affirmative-and affirming-part of our mission to educate students, staff, and faculty in the creation of a community of equality and respect through language.

Information contained in this catalog is accurate as of the date of publication. Samford University reserves the right, however, to make such changes in educational and financial policy-due notice being given-as the Samford Board of Trustees may deem consonant with sound academic and fiscal practice. The University further reserves the right to ask a student to withdraw at any time.

Questions, concerns, suggestions about the online catalog? Contact catalog@samford.edu.

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Academic Calendar and Critical Deadlines

Students are expected to know regulations and policies found in this catalog and the Student Handbook. Keeping abreast of the school calendar, critical deadlines, as well as all University communication is also the student's responsibility.

Most Graduate Students

Semester System

Samford University operates on the semester system, consisting of two four-month semesters: fall and spring. The fall semester begins in late August and ends in mid-December. The spring semester begins in January and ends in late-April. The maximum number of credits allowed in a semester varies depending on the school or academic program.

Fall and Spring Semesters and A/B Terms

For students in the online Environmental Management and Graduate Law programs, the fall and spring semesters are split into two eight-week terms: A and B. The typical mid-semester point for fall is mid-October and for spring is mid-March. The maximum number of credits allowed in a semester varies depending on the school or academic program.

Summer Terms

Summer term classes are split into one three-week May Term and, in the summer, two five-week terms (Summer I and Summer II), one 10-week term (Summer III), one 12-week summer term, and one 14-week summer term. The latter two terms are primarily reserved for specific graduate programs. The maximum number of credits allowed during the summer varies depending on the school or academic program.

May Term

As noted above, Samford University offers a three-week interterm called May Term. Interterm opportunities may include research in libraries or laboratories, contacts with visiting scholars, internships, externships, field trips, and more. The maximum class load allowed in May Term is typically two courses, not to exceed a total of six credits. Not all graduate programs offer classes in May Term.

Inclement Weather Statement

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the calendar schedule may be adjusted.

Calendar for Academic Year 2021-2022 for Most Graduate Programs (excluding Divinity & Law*)

Calendar dates/deadlines are subject to change.

Fall Semester 2021

August 30	Classes Begin for ALL Graduate programs* (Monday)
August 31	University Convocation
September 3	Last day to add or drop a Fall course(s) (Friday)
September 6	Labor Day Holiday (University Closed)
October 11-12	Fall Break (Graduate and professional programs may elect not to observe this)
October 15	Deadline for Graduate Graduation Application for Fall 2021
Mid-October	Registration begins for Spring and Summer terms (<i>exact dates TBA</i>) (<i>Note: Registration continues until the last day to add/drop for each term</i>)
November 11	Last day to withdraw from a Fall course OR to completely withdraw from ALL Fall courses <i>without academic penalty</i>
November 11	Deadline to submit Pass/Fail form for a course being taken in the current semester
November 24-26	Thanksgiving Holidays (University Closed Nov 25-26; no classes meet Nov 24)
December 9	Last Day of Classes (Thursday)
December 10	Study Day (Friday)
December 13-16	Final Exams (Monday-Thursday)
December 18	Fall Commencement (Saturday)
December 20	Final Grades Due (Monday, 12 noon)

Spring Semester 2022

January 3	Classes Begin for Pharmacy APPEs (Monday)
January 10	Classes Begin for ALL Other Graduate programs* (Monday)
January 14	Last day to add or drop a Spring course(s) for ALL programs (Friday)
January 17	Martin Luther King, Jr. Holiday (University Closed)
February 2	Deadline for Graduate Graduation Application for Spring 2022
March 7-11	Spring Break (Some academic programs may choose not to take this break)
Mid-March	Registration begins for Fall semester (<i>exact dates TBA</i>) (<i>Note: Registration continues until the last day to add/drop for each term</i>)
April 7	Last day to withdraw from a Spring course OR to completely withdraw from ALL Spring courses <i>without academic penalty</i>
April 7	Deadline to submit Pass/Fail form for a course taken in the current semester
April 18	Easter Monday (University Closed)
April 21	Last Day of Classes (Thursday)
April 22	Study Day (Friday)
April 25-28	Final Exams (Monday-Thursday)
April 29 - May 1	Commencement Ceremonies (Friday-Sunday)
May 3	Final Grades Due (Tuesday)

May Term 2022 (3 Weeks)

May 5	Classes Begin (Thursday)
May 9	Last day to add or drop a May Term course(s) (Monday)
May 16	Last day to withdraw from a May Term course OR to withdraw completely from ALL May Term courses <i>without academic penalty</i>
May 16	Deadline to submit Pass/Fail form for a course being taken in the current term
May 26	Last Day of Classes (Thursday)
May 27	Final Exams (Friday)
May 30	Memorial Day Holiday (University Closed)
May 31	Final Grades Due (Tuesday)

14-Week Summer Term 2022 (for Pharmacy & Physician Assistant Studies)

May 9	Classes Begin (Monday)
May 13	Last day to add or drop a 14-wk Summer Term course(s) (Friday)
May 30	Memorial Day Holiday (University Closed)
June 20	Juneteenth Holiday (University Closed)
July 1	Deadline for Graduate Graduation Application for Summer 2022
July 4	Independence Day Holiday (University Closed)
July 15	Last day to withdraw from a 14-wk Summer Term course OR to withdraw completely from ALL 14-wk Summer Term courses <i>without academic penalty</i>
July 15	Deadline to submit Pass/Fail form for a course taken in the current semester
August 10	Last Day of Classes (Wednesday)
August 11-12	Final Exams (Thursday-Friday)
August 16	Final Grades Due (Tuesday)

12-Week Summer Term 2022 (excluding Pharmacy & Physician Assistant Studies)

May 16	Classes Begin (Monday)
May 20	Last day to add or drop a 12-wk Summer Term course(s) (Friday)
May 30	Memorial Day Holiday (University Closed)
June 20	Juneteenth Holiday (University Closed)
July 1	Deadline for Graduate Graduation Application for Summer 2022
July 4	Independence Day Holiday (University Closed)
July 15	Last day to withdraw from a 12-wk Summer Term course OR to withdraw completely from ALL 12-wk Summer Term courses <i>without academic penalty</i>
July 15	Deadline to submit Pass/Fail form for a course taken in the current semester
August 3	Last Day of Classes (Wednesday)
August 4-5	Final Exams (Thursday-Friday)
August 8	Final Grades Due (Monday)

Summer III Term 2022 (10-Weeks)

June 1	Classes Begin (Wednesday)
June 3	Last day to add or drop a Summer III (10-wk) course(s) (Friday)
June 20	Juneteenth Holiday (University Closed)
July 1	Deadline for Graduate Graduation Application for Summer 2022
July 4	Independence Day Holiday (University Closed)
July 21	Last day to withdraw from a Summer III (10-wk) course OR to withdraw completely from ALL Summer III (10-wk) courses <i>without academic penalty</i>
July 21	Deadline to submit Pass/Fail form for a course being taken in the current term
August 4	Last Day of Classes (Thursday)
August 5	Final Exams (Friday)
August 8	Final Grades Due (Monday)

*These calendar dates are applicable to students in the following graduate colleges/schools: School of the Arts, Business, Education, as well as Graduate CHS programs, even though they may have different beginning and end dates. Graduate Law and Environmental Management programs follow the A/B calendar (see the next page). Divinity programs follow the Divinity Calendar and Doctoral Law programs follow the Law Calendar (see the links below). CHS=College of Health Sciences (includes School of Health Professions, Nursing, Pharmacy, and Public Health)

Note about Graduation Application Deadlines: All students must complete the **Application for Graduation** to assure timely assessment of their graduation requirements. The form is accessible online through the Samford Portal.

Important Note: See the Financial Information section for payment due dates for each semester/term. Students who register AFTER the payment due date MUST make their payments IMMEDIATELY upon registration.

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the calendar schedule may be adjusted.

For the **Beeson School of Divinity** Academic Calendar, use the following link:

<http://www.beesondivinity.com/academiccalendar>

For the **Cumberland School of Law** Academic Calendar, use the following link:

<https://www.samford.edu/cumberlandlaw/calendars-and-schedules>

For a calendar with dates specific to the **McWhorter School of Pharmacy**, use the following link:

<http://www.samford.edu/pharmacy/student-services/>

Calendar for Academic Year 2021-2022 for Environmental Management, Grad Law (Online Only)

Calendar dates/deadlines are subject to change.

Fall Term A 2021

August 30	Classes Begin for Fall Term A (Monday)
September 3	Last day to add or drop a Fall Term A course(s) (Friday)
September 6	Labor Day Holiday (University Closed)
September 20	Registration re-opens for Fall Term B (Monday)
September 24	Last day to withdraw from a Fall Term A course OR to completely withdraw from ALL Fall Term A courses <i>without academic penalty</i>
September 24	Deadline to submit Pass/Fail form for a course being taken in Fall Term A
October 1	Deadline for Graduate Graduation Application for Fall 2021
October 11-12	Fall Break (Graduate and professional programs may elect not to observe this)
October 15	Deadline for Graduate Graduation Application for Fall 2021
October 15	Last Day of Classes/Final Exams for Fall Term A (Friday)
October 18	Final Grades Due (Monday)
October 20	Registration begins for Spring and Summer terms (<i>Note: Registration continues until the last day to add/drop for each term</i>)

Fall Term B 2021

October 18	Classes Begin for Fall Term B (Monday)
October 22	Last day to add or drop a Fall Term B course(s) (Friday)
November 12	Last day to withdraw from a Fall Term B course or to completely withdraw from ALL Fall Term B courses <i>without academic penalty</i>
November 12	Deadline to submit Pass/Fail form for a course being taken in Fall Term B
November 24-26	Thanksgiving Holidays (University Closed Nov 25-26; no classes meet Nov 24)
December 9	Last Day of Classes for Fall Term B (Thursday)
December 13-16	Final Exams for Fall Term B (Monday-Thursday)
December 18	Fall Commencement (Saturday)
December 20	Final Grades Due (Monday, 12 noon)

Spring Term A 2022

January 10	Classes Begin for Spring Term A (Monday)
January 14	Last day to add or drop a Spring Term A course(s) (Friday)
January 17	Martin Luther King, Jr. Holiday (University Closed)
January 31	Registration re-opens for Spring Term B (Wednesday)
February 2	Deadline for Graduate Graduation Application for Spring 2022
February 4	Last day to withdraw from a Spring Term A course OR to completely withdraw from ALL Spring Term A courses <i>without academic penalty</i>
February 4	Deadline to submit Pass/Fail form for a course being taken in Spring Term A
February 25	Last Day of Classes/Final Exams for Spring Term A (Friday)
February 28	Final Grades Due (Monday)

Spring Term B 2022

February 28	Classes Begin for Spring Term B (Monday)
March 4	Last day to add or drop a Spring Term B course(s) (Friday)
March 7-11	Spring Break (Some academic programs may choose not to take this break)
Mid-March	Registration begins for Fall Terms A & B (<i>exact dates TBA</i>) (<i>Note: Registration continues until the last day to add/drop for each term</i>)
March 25	Last day to withdraw from a Spring Term B course OR to completely withdraw from ALL Spring Term B courses <i>without academic penalty</i>
March 25	Deadline to submit Pass/Fail form for a course taken in Spring Term B
April 18	Easter Monday (University Closed)
April 21	Last Day of Classes for Spring Term B (Thursday)
April 25-28	Final Exams for Spring Term B (Monday-Thursday)
April 29 - May 1	Commencement Ceremonies (Friday-Sunday)
May 3	Final Grades Due (Tuesday)

May Term 2022 (3 Weeks)

May 5	Classes Begin (Thursday)
May 9	Last day to add or drop a May Term course(s) (Monday)
May 16	Last day to withdraw from a May Term course OR to withdraw completely from ALL May Term courses <i>without academic penalty</i>
May 16	Deadline to submit Pass/Fail form for a course being taken in the current term
May 26	Last Day of Classes (Thursday)
May 27	Final Exams (Friday)
May 30	Memorial Day Holiday (University Closed)
May 31	Final Grades Due (Tuesday)

Summer I Term 2022 (5 Weeks)

June 1	Classes Begin (Wednesday)
June 3	Last day to add or drop a Summer I course(s) (Friday)
June 16	Last day to withdraw from a Summer I course OR to completely withdraw from ALL Summer I courses <i>without academic penalty</i>
June 16	Deadline to submit Pass/Fail form for a course being taken in the current term
June 20	Juneteenth Holiday (University Closed)
June 30	Last Day of Classes (Thursday)
July 1	Deadline for Graduate Graduation Application for Summer 2022
July 1	Final Exams (Friday)
July 4	Independence Day Holiday (University Closed)
July 5	Final Grades Due (Tuesday)

Summer II Term 2022 (5 Weeks)

July 5	Classes Begin (Tuesday)
July 8	Last day to add or drop a Summer II course(s) (Friday)
July 21	Last day to withdraw from a Summer II course OR to withdraw completely from ALL Summer II courses <i>without academic penalty</i>
July 21	Deadline to submit Pass/Fail form for a course being taken in the current term
August 4	Last Day of Classes (Thursday)
August 5	Final Exams (Friday)
August 8	Final Grades Due (Monday)

Summer III Term 2022 (10-Weeks)

June 1	Classes Begin (Wednesday)
June 3	Last day to add or drop a Summer III (10-wk) course(s) (Friday)
June 20	Juneteenth Holiday (University Closed)
July 1	Deadline for Graduate Graduation Application for Summer 2022
July 4	Independence Day Holiday (University Closed)
July 21	Last day to withdraw from a Summer III (10-wk) course OR to withdraw completely from ALL Summer III (10-wk) courses <i>without academic penalty</i>
July 21	Deadline to submit Pass/Fail form for a course being taken in the current term
August 4	Last Day of Classes (Thursday)
August 5	Final Exams (Friday)
August 8	Final Grades Due (Monday)

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For a calendar with dates specific to the **McWhorter School of Pharmacy**, use the following link:

<http://www.samford.edu/pharmacy/student-services/>

About Samford University

For more than 170 years, Samford University and its students have impacted the world with their academic achievement and leadership skills. At the University's core is a foundation of Christian values and belief, a mission to nurture persons for God, for learning, forever that has withstood the test of time. Because of the united dedication to this mission, Samford students discover that professors, administrators, and staff encourage them to reach their highest potential intellectually, spiritually, and socially. The rewards are numerous, and the impact on individual lives is endless.

Identity

Samford University is a Christian community focused on student learning.

Samford was founded in 1841 by Alabama Baptists. In the present day, it maintains its ties to Alabama Baptists, extending and enhancing their original commitment by developing and maintaining in the campus community an exemplary Christian ethos and culture.

Samford University's corporate expression of faith commitment is *The Statement of Baptist Faith and Message of 1963*, without amendment.

Samford offers bachelor's, master's, and professional doctoral degrees, as well as continuing education and various types of worthwhile, non-degree learning.

Samford serves students through ten organizational units: Howard College of Arts and Sciences, School of the Arts, Brock School of Business, Beeson School of Divinity, Orlean Beeson School of Education, Cumberland School of Law, and the College of Health Sciences, which includes the School of Health Professions, Moffett & Sanders School of Nursing, McWhorter School of Pharmacy, and the School of Public Health.

Mission

The mission of Samford University is to nurture persons in their development of intellect, creativity, faith, and personhood. As a Christian university, the community fosters academic, career, and ethical competency, while encouraging social and civic responsibility, and service to others.

Core Values

Samford University's particularity is rooted in convictions, essential to its integrity, and expressive of its mission. The Samford community values lifelong:

- belief in God, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord.
- engagement with the life and teachings of Jesus
- learning and responsible freedom of inquiry
- personal empowerment, accountability, and responsibility
- vocational success and civic engagement
- spiritual growth and cultivation of physical well-being
- integrity, honesty, and justice
- appreciation for diverse cultures and convictions
- stewardship of all resources
- service to God, to family, to one another, and to the community.

Vision

Anchored in Christian understanding, Samford University will be a diverse community, stressing vigorous learning and personal faith, in the Baptist tradition. Within that commonality, the Community will be: *innovative* in teaching, learning and research; *sensitive* to global issues; *aggressive* in self-assessment and continuous improvement. Faithful to its mission, Samford will be known and acknowledged worldwide by holding to its distinctives. The world will be better for it.

University Membership in Educational Organizations

The University holds membership in the following educational organizations:

Academy of Economics and Finance
Academy of Management
Academy of Nutrition and Dietetics
Accounting Information Systems (AIS) Educator Association
Alabama Association for Financial Professionals (AFP)
Alabama Association of Colleges for Teacher Education
Alabama Association of Independent Colleges/Universities
Alabama Commission on Higher Education
Alabama Council for International Programs
Alabama Council of Graduate Deans
Alabama Dietetic Association
Alabama Risk and Insurance Management Society (RIMS)
Alabama Society of Certified Public Accountants
American Academy of Emergency Nurse Practitioners (AAENP)
American Academy of Nurse Practitioners
American Accounting Association
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing (AACN)
American Association of Colleges of Pharmacy
American Association of Collegiate Registrars and Admission Officers
American Association of Law Libraries
American Association of Nurse Practitioners (AANP)
American Association of Presidents of Independent Colleges and Universities
American Association of University Women
American College Health Association
American Council on Education
American Economic Association
American Institute of Certified Public Accountants
American Library Association
American Marketing Association
American Society of Nutrition
Association for Research on Nonprofit Organizations and Voluntary Activity
Association for the Study of Religion, Economics, and Culture
Association of American Law Schools
Association of Christian Economists
Association of College and Research Libraries
Association of Nutrition Departments
Association of Schools and Programs of Public Health
Association of University Programs in Health Administration (AUPHA)
Birmingham Area Consortium for Higher Education (BACHE)
Christians in the Visual Arts
Commission on Accreditation of Healthcare Management
Samford University is approved by the Alabama Department of Education for the training of teachers, school administrators, supervisors and counselors. The human development and family science program is approved by the National Council on Family Relations.

Education (CAHME)
Commission on Collegiate Nursing Education (CCNE)
Consortium for Global Education
Council for Christian Colleges and Universities
Council for Interior Design Accreditation
Council of Academic Programs in Communication Sciences and Disorders
Council of Colleges of Arts and Sciences
Council of Independent Colleges

Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
Council on Social Work Education
EDUCAUSE
Evangelical Dean's Council
Financial Management Association International
Financial Planning Association of North Central Alabama
Institute of Management Accountants (IMA)
International Association of Baptist Colleges/Universities
International Council of Fine Arts Deans
Marketing Educators' Association
National Association for Legal Assistants
National Association for Music Education
National Association of Christians in Social Work
National Association of Deans and Directors
National Association of Schools of Music
National Association of Schools of Theatre
National League for Nursing (NLN)
National Network of Church-Related Colleges/Universities
National Organization of Nurse Practitioner Faculty (NONPF)
Network of Alabama Academic Libraries
North American Case Research Association
Online Computer Library Center (OCLC)
Physician Assistant Education Association
Society of Professors in Christian Education
Southern Association of Collegiate Registrars and Admission Officers
Southern Business Administration Association
Southern Economic Association
Southern Management Association
Southern Regional Education Board
Southwest Case Research Association
State of Alabama Association of Colleges of Nursing (SAACN)
United States Association for Small Business and Entrepreneurship
University Continuing Education Association

Academic Program Accreditation, Recognition, and Approval

Samford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), to award bachelor's, master's, educational specialist, and doctoral degrees. This status was most recently affirmed in 2017, continuing a relationship that Samford has enjoyed with SACSCOC since 1920. For questions concerning Samford's accreditation status, please contact SACSCOC:

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA, 30033-4097
(404) 679-4500
sacscoc.org

Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the institution and not to the SACSCOC office.

In addition to SACSCOC institutional accreditation, many of Samford's academic programs have achieved specialized accreditation, recognition, or approval by one or more of the following professional organizations:

- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Accreditation Council for Pharmacy Education (ACPE)
- American Bar Association (ABA)
- Association of American Law Schools (AALS)
- Association of Theological Schools (ATS)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Collegiate Nursing Education (CCNE)
- Compliance Certification Board (CCP)
- Council for Interior Design Accreditation (CIDA)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)*
- Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
- Council on Social Work Education (CSWE)
- Educational Leadership Constituent Council
- National Association for Sport and Physical Education (NASPE)
- National Association for the Education of Young Children (NAEYC)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Council on Family Relations
- Public Relations Society of America (PRSA Certification)

The following professional program will seek accreditation upon graduation of its first student cohort, as required by the respective accrediting organization:

Master of Public Health – Council on Education for Public Health (CEPH)

The following professional program has been granted accreditation-provisional status:

Master of Science in Physician Assistant Studies – Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

The following professional program has applied for and received approval to be a candidate for certification:

Bachelor of Science in Healthcare Administration - Association of University Programs in Health Administration (AUPHA)

*On 2/13/2020, Samford University reported to the CAA its intent to voluntarily withdraw the candidacy status of the clinical doctoral program in audiology (AuD) due to the pending closure of this program. The program will maintain its current status with the CAA until the program has closed, barring any interim decisions by the CAA or program, the withdrawal will take effect Fall 2022. Current CAA accreditation status for the master of science in speech language pathology is not affected by the closure of the clinical doctoral program in audiology.

Admission Procedures and Policies

Samford seeks students who have demonstrated high standards of scholarship, outstanding personal character, and serious educational aims. Admission standards are competitive and selective. The Admission Committee for each academic program selects the entering class from among those whose academic performance gives the strongest promise of success in college. It is Samford's intent to maintain a graduate student body with diverse backgrounds, interests, and abilities.

Each graduate school at Samford maintains its own admissions procedures. From the main Samford website, identify the graduate program of interest and follow the links to apply for admission. Please contact the individual school's administrator for more information.

Student Classifications

Audit Student-A student who neither receives a grade nor participates in classroom examinations.

International Student-A student who is not a U.S. citizen.

Readmission Student-A student who previously attended Samford, left, and desires to return to Samford, including students who were required to withdraw.

Special Status Student-A student who is enrolled but is not seeking a degree.

Transfer Student-A student who has attended another accredited college or university and desires to attend Samford to pursue a degree.

Transient Student-A student who is regularly enrolled in another college or university but desires to take a course(s) at Samford.

International Student Applicant

International students should allow a minimum of six months to complete all the necessary paperwork prior to admission and enrollment.

International Student Applicant Procedures

Competitive international applicants for admission are encouraged to provide the following:

1. Complete an application form online at www.samford.edu/admission or submit a Common Application available at www.commonapp.org, and include a \$40 nonrefundable application fee.
2. Have an official transcript with your undergraduate school academic work sent to your graduate program admission office. This includes any college credit earned in a university not in the United States. Certified copies of all academic work not completed in an English-speaking school should be submitted to the World Evaluation Service (WES), or Education Credential Evaluators (ECE), requesting a Course-by-Course Evaluation. Information regarding WES and ECE is available from the Office of Admission.
3. If students are not native English speakers, have official scores on the ACT or the SAT sent to the Office of Admission by the respective agency. If official ACT or SAT testing agencies are not available, students may have official scores on the TOEFL (Test of English as a Foreign Language) or IELTS sent directly from the Educational Testing Service to the Office of Admission. A competitive score of 575 (paper) or 90 (Internet) is expected for TOEFL and 6.5 for IELTS.

International students interested in Samford aid should submit a financial affidavit of support, supplied by Samford, in order to be considered.

Graduate Transfer Student Applicant

Academic Record

Transfer students generally receive favorable admission review when they present a minimum cumulative 3.00 grade point average on all graduate-level coursework at institutions accredited by one of the regional accrediting agencies.

Transfer Credits

Please contact the academic program director to discuss which graduate credits, if any, will transfer to Samford.

Special Category Applicants

Audit Student Applicant

As an alternative to full participation in a credit course, students may audit the course. Audit students do not receive grades and do not usually participate in examinations; however, instructors have the option of establishing requirements for a satisfactory audit. Graduate students need approval from their department chair/dean to audit courses.

Guidelines

1. **Audit as Credit Student**-Students choosing this option must be admitted to Samford either as a Regular or Special Status Student. Students should enroll in the course to be audited using registration procedures and paying the same tuition as regular enrollees. Provided the instructor's requirements are met, the course will appear on the credit transcript with the notation AU and zero credits. If these requirements are not met, a W will be entered on the transcript.

2. **From a Grading/Credit Basis to an Audit Basis**-A student can change from a grading basis to an audit basis any time prior to the deadline for withdrawing from a class without academic penalty. There will be no financial refunds made as a result of change in grading basis.
3. **From an Audit Basis to a Grading/Credit Basis**-An audit student may not receive regular credit for a course begun as an audit, unless the change is made by the last day to add a course for the semester or term.

Readmission Student Applicant

Former Samford Students in Good Standing

Former students desiring to return to Samford University after attending another college must file a readmission transfer application. Students who left in good standing may be readmitted but must meet all current criteria for admission and adhere to current performance standards, progression policies, and graduation requirements.

Readmit application requirements are listed below:

1. An official transcript from each college attended in the interim.
2. A letter of intent describing the following:
 - a. Student's evaluation of previous academic performance, including an analysis of what factors led to his/her dismissal/withdrawal.
 - b. Reassessment of career and educational goals.
 - c. Explanation of readiness to resume a college program.
 - d. Description of activities during absence from Samford, such as work, marriage, military service, etc.
3. In person or phone interview with admissions personnel.

Special Status Student Applicant

Special status is a classification for students that are non-degree seeking, although credit is given for completed courses. Special status applications are available from the Office of Admission. No transcripts or recommendations are required.

Restrictions of the Special Status Classification:

1. If you are currently under suspension from another institution you may not attend Samford University until the suspension period imposed by the previous institution has expired.
2. You are ineligible to receive federally funded financial aid until your admission status has been changed to a degree-seeking category.
3. A maximum of 18 credit hours earned as a special status student will count towards a Samford degree program. Each academic department reserves the right to determine the acceptability of credits earned under this classification.
4. Credits earned as a special status student will not count towards a graduate degree.

To apply, contact the Admission Office directly at (205) 726-3673 or admission@samford.edu.

Transient Student Applicant

Transient students are students who are regularly enrolled in other colleges and universities yet desire to take courses at Samford. A transient student must submit a transient application and have all coursework authorized by the student's primary institution. The application form is available in the Office of Admission.

Currently enrolled Samford students who take one or more classes at another institution are considered transient students at that college/university. See the Transfer Policies section for more information.

Programs of Study

Programs are listed in alphabetical order by degree, certificate, etc.

See the Academic Policies and Procedures/Graduate Degree Requirements section for a list of available Accelerated Bachelor-to-Graduate Pathway Programs and Graduate Joint Degree Pathway Programs.

Graduate/Professional/Doctoral Degrees

Master of Accountancy (M.Acc.)

Master of Architecture (M.Arch.)

Master of Arts (M.A.)

- Worship Leadership

Master of Arts in Theological Studies (M.A.T.S.)

Master of Business Administration (M.B.A.)

Master of Divinity (M.Div.)

Master of Healthcare Administration (M.H.C.A.)

Master of Laws (L.L.M.)

- Financial Services Regulatory Compliance, Health Law & Compliance, Higher Education Law & Compliance, Legal Operations

Master of Music (M.M.)

- Church Music, Instrumental Performance, Piano Performance & Pedagogy, Vocal Performance

Master of Music Education (M.M.E.)

- Music

Master of Public Health (M.P.H.)**Master of Science (M.S.)**

- Nutrition
- Speech Language Pathology

Master of Science in Education (M.S.E.)

- Elementary Education 5th-Year Non-Traditional, Instructional Leadership, K-12 Collaborative Special Education 5th-Year Non-Traditional, Secondary Education 5th-Year Non-Traditional

Master of Science in Environmental Management (M.S.E.M.)

- Environmental Health, Policy, & Management

Master of Science in Health Informatics & Analytics (M.S.H.I.)**Master of Science in Nursing (M.S.N.)**

- Family Nurse Practitioner

Master of Science in Physician Assistant Studies (M.S.P.A.S.)**Master of Social Work (M.S.W.)****Master of Studies in Law (M.S.L.)**

- Financial Services Regulatory Compliance; Health Law & Compliance; Higher Education Law & Compliance; Legal Operations; Master of Studies in Law, General Option

Educational Specialist (Ed.S.)

- Instructional Leadership

Doctor of Audiology (AuD)**Doctor of Education (Ed.D.)**

- Educational & Organizational Leadership

Doctor of Ministry (D.Min.)**Doctor of Nursing Practice (D.N.P.)**

- Advanced Practice, Family Nurse Practitioner, Nurse Anesthesia, Nursing Administration

Doctor of Pharmacy (Pharm.D.)**Doctor of Physical Therapy (D.P.T.)****Doctor of Public Health (DrPH)****Juris Doctor (J.D.)**

- Law

Certificates

- Anglican Studies Certificate
- Dietetic Internship Certificate
- Emergency Nurse Practitioner Certificate (Post-MSN)
- Environmental Management Certificate
- Family Nurse Practitioner Certificate (Post-MSN)
- Financial Services Regulatory Compliance Certificate
- Geographic Information Systems (GIS) Certificate
- Health Law and Compliance Certificate
- Higher Education Law & Compliance Certificate
- Legal Operations Certificate
- Missions Certificate
- Psychiatric Mental Health Nurse Practitioner Certificate (Post-MSN)

Minors

- Graduate Business Minor
 - Graduate Healthcare Administration Minor
 - Graduate Healthcare Administration Quality Minor
-

Academic Policies and Regulations

Areas of Study - Brief Definitions

Curriculum-A set of courses constituting an area of specialization.

Earned Credits- Those credits that accumulate based on successful completion of coursework (excluding repeated courses). Most graduate degrees require a minimum of 30 earned credits. Earned credits may be different than quality credits, which are used to compute the grade point average.

Grade Point Average (GPA)-The number of quality points earned divided by the number of quality credits. Sometimes known as Quality-Point Average (QPA).

Interdisciplinary-Curriculum (major, concentration, or minor) requiring credits in two or more subject areas/disciplines.

Quality Credits-Each course is assigned a number of credits that a student can earn toward a degree if the course is completed successfully. Quality credits are divided into the number of quality points earned to obtain a student's grade point average (GPA). For a few courses, students only earn credits instead of quality credits, i.e. pass/fail courses, and these are not included in the GPA calculation.

Repeats-A course may be repeated in an attempt to earn a higher grade; however, credits for the course do not accumulate. See Course Repeats in the Grading System Guidelines and Policies section.

Graduate Degree Requirements

A list of available graduate programs can be found on the Programs of Study page. A list of available accelerated bachelor-to-graduate programs and joint degree pathway programs is shown below. For more information on graduate degree requirements, refer to the academic departments/schools sections of this catalog and/or publications from the individual departments or schools.

Multi-Program Definitions - Graduate Level

Accelerated Bachelor-to-Graduate Pathway Program

Students who have completed three-fourths of a bachelor's degree may apply to select graduate programs. After acceptance into an accelerated program, students will be able to begin graduate coursework to apply to their undergraduate degree. The student must complete all undergraduate degree requirements with a minimum of 128 credit hours, all graduate degree requirements with a minimum of 30 graduate credit hours*, and a minimum of 150 credit hours total to award both degrees. Accelerated Bachelor-to-Graduate Pathway Programs (aka Fast-Track or 3+3 programs) are listed below and in department sections.

*Total hours for doctoral programs are higher.

Joint Degree Pathway Program

Student fulfills requirements for two separate graduate degrees with some course overlap so that the total number of required credits is reduced. The total number of credits completed by a student must be equal to or greater than 60 graduate hours. A joint program may involve degrees from two separate schools/colleges within the University. Students may be awarded one degree independent of the other. Joint degree programs are listed below and in department sections.

Double Major

Student fulfills all degree requirements for two majors/concentrations within the same degree (i.e., master of studies in law, doctor of nursing practice, etc.). At the graduate level, these will typically reside within the same school/department. Students must meet all requirements for both majors. Double major possibilities are not listed in department sections. Contact the department chair or graduate advisor for more information.

Dual Degree

Dual degrees are not defined at the graduate level unless credits are shared, in which case they are joint degree pathway programs (see above). If a student independently chooses to pursue two degrees simultaneously, he or she must complete all requirements for both degrees in their entirety.

Accelerated Bachelor-to-Graduate Pathway Programs

Business

Fast-Track Master of Accountancy (M.Acc.) with a B.S.B.A. in Accounting (aka Professional Accountancy)

Divinity

Fast-Track Master of Divinity (M.Div.) with a B.A. in selected majors*

Law

Fast-Track Juris Doctor (J.D.) with a B.A. or B.S. in selected majors (aka 3+3 Law Program)*

Health Professions, Pharmacy, Public Health

Fast-Track Master of Healthcare Administration (M.H.C.A.) with a B.S. in Healthcare Administration
Fast-Track Master of Public Health (M.P.H.) with a B.A. or B.S. in selected majors*
Fast-Track Master of Science (M.S.) in Speech Language Pathology with a B.S. in Communication Sciences and Disorders
Fast-Track Master of Science in Health Informatics and Analytics (M.S.H.I.) with a B.S. in Health Informatics and Analytics
Fast-Track Master of Social Work (M.S.W.) with a B.A. or B.S. in selected majors*
Fast-Track Doctor of Pharmacy (Pharm.D.) with a B.S. in Pharmacy Studies (aka 2+4 Pharmacy Program)
Fast-Track Doctor of Physical Therapy (D.P.T.) with a B.S. in Exercise Science

*Selected undergraduate majors available for the following graduate programs:

Fast-Track Master of Divinity: Biblical Studies, Christian Ministry, Religion, Religion with a Ministry Leadership concentration.

Fast-Track Master of Public Health: Health Sciences, Human Development and Family Science, Public Health, Sociology.

Fast-Track Master of Social Work: Foods and Nutrition, Global and Cultural Studies, Health Sciences, Human Development and Family Science, Psychology, Public Health, Religion, Sociology.

Fast-Track Juris Doctor: English, Human Development and Family Science, Journalism and Mass Communication, and more.

Graduate Joint Degree Pathway Programs (in department/school order)

Biological & Environmental Sciences (College of Arts and Sciences)

Master of Science in Environmental Management/Juris Doctor (M.S.E.M./J.D.)
Master of Science in Environmental Management/Master of Business Administration (M.S.E.M./M.B.A.)

Business

Master of Accountancy/Juris Doctor (M.Acc./J.D.)
Master of Business Administration/Doctor of Pharmacy (M.B.A./Pharm.D.)
Master of Business Administration/Juris Doctor (M.B.A./J.D.)
Master of Business Administration/Master of Accountancy (M.B.A./M.Acc.)
Master of Business Administration/Master of Divinity (M.B.A./M.Div.)
Master of Business Administration/Master of Healthcare Administration (M.B.A./M.H.C.A.)
Master of Business Administration/Master of Science in Environmental Management (M.B.A./M.S.E.M.)

Divinity

Master of Arts in Theological Studies/Juris Doctor (M.A.T.S./J.D.)
Master of Arts in Theological Studies/Master of Social Work (M.A.T.S./M.S.W.)
Master of Divinity/Juris Doctor (M.Div./J.D.)
Master of Divinity/Master of Business Administration (M.Div./M.B.A.)
Master of Divinity/Master of Music (M.Div./M.M.)
Master of Divinity/Master of Science in Education (M.Div./M.S.E.)
Master of Divinity/Master of Social Work (M.Div./M.S.W.)

Education

Master of Science in Education/Master of Divinity (M.S.E./M.Div.)

Healthcare Administration (School of Public Health)

Master of Healthcare Administration/Master of Business Administration (M.H.C.A./M.B.A.)

Law

Juris Doctor/Master of Accountancy (J.D./M.Acc.)
Juris Doctor/Master of Arts in Theological Studies (J.D./M.A.T.S.)
Juris Doctor/Master of Business Administration (J.D./M.B.A.)
Juris Doctor/Master of Divinity (J.D./M.Div.)
Juris Doctor/Master of Laws (J.D./LL.M.)***
Juris Doctor/Master of Public Administration (J.D./M.P.A.)*
Juris Doctor/Master of Public Health (J.D./M.P.H.)*
Juris Doctor/Master of Science (Bioethics) (J.D./M.S.)
Juris Doctor/Master of Science in Environmental Management (J.D./M.S.E.M.)
Master of Studies in Law with a Concentration in Health Law and Compliance/Doctor of Pharmacy (M.S.L./Pharm.D.)

* In cooperation with the University of Alabama at Birmingham.

** In cooperation with Albany Medical College, New York.

*** Includes concentrations in financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations.

Music (School of the Arts)

Master of Music/Master of Divinity (M.M./M.Div.)

Pharmacy

Doctor of Pharmacy/Master of Business Administration (Pharm.D./M.B.A.)

Doctor of Pharmacy/Master of Public Health (Pharm.D./M.P.H.)

Doctor of Pharmacy/Master of Science in Health Informatics and Analytics (Pharm.D./M.S.H.I.)

Doctor of Pharmacy/Master of Science in Nutrition (Pharm.D./M.S.)

Doctor of Pharmacy/Master of Studies in Law with a Concentration in Health Law and Compliance (Pharm.D./M.S.L.)

Public Health (School of Public Health)

Master of Healthcare Administration/Master of Business Administration (M.H.C.A./M.B.A.)

Master of Public Health/Master of Social Work (M.P.H./M.S.W.)

Master of Public Health/Doctor of Pharmacy (M.P.H./Pharm.D.)

Master of Science in Health Informatics and Analytics/Doctor of Pharmacy (M.S.H.I./Pharm.D.)

Master of Science in Nutrition/Doctor of Pharmacy (M.S./ Pharm.D.)

Social Work (School of Public Health)

Master of Social Work/Master of Arts in Theological Studies (M.S.W./M.A.T.S.)

Master of Social Work/Master of Divinity (M.S.W./M.Div.)

Master of Social Work/Master of Public Health (M.S.W./M.P.H.)

Academic Regulations

Students are expected to know regulations and policies found in this catalog and the Student Handbook. Keeping abreast of the school calendar, critical deadlines, as well as all University communication is also the student's responsibility.

Academic Integrity

A degree from Samford University is evidence of achievement in scholarship and citizenship. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be in keeping with the philosophy and mission of the University. At Samford, academic integrity is expected of every community member in all endeavors and includes a commitment to honesty, fairness, trustworthiness, and respect.

The University Statement on Academic Dishonesty is as follows: students, upon enrollment, enter into a voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity, respect knowledge, and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also are deficient in the scholarly maturity necessary for college study. Those who engage in academic dishonesty are subject to severe punishment. The more dependent, the more inevitable becomes ultimate failure, often accompanied by public disgrace. Any act to obtain an unfair academic advantage is considered dishonest.

If a student is accused of a violation, a hearing panel composed of faculty and students will review the violation and may impose sanctions that include probation, suspension, or expulsion. The types of misconduct that constitute a violation, as well as the full text of the policy, including procedures and appeals, is available on the Registrar's Office page of the University website.

Audit Student Guidelines

As an alternative to full participation in a credit course, students may audit the course. Audit students do not receive grades and do not usually participate in examinations; however, instructors have the option of establishing requirements for a satisfactory audit. Graduate students need approval from their department chair/dean to audit courses.

1. **From a Grading/Credit Basis to an Audit Basis** - A student can change from a grading basis to an audit basis any time prior to the deadline for withdrawing from a class without academic penalty. There will be no financial refunds made as a result of change in grading basis.
2. **From an Audit Basis to a Grading/Credit Basis** - An audit student may not receive regular credit for a course begun as an audit, unless the change is made by the last day to add a course for the semester or term.

Class Attendance

One of the most vital aspects of a residential university experience is attendance and punctuality in the classroom. The classroom is the place where each student contributes to the learning experience of his or her classmates; therefore, the value of the classroom academic experience cannot be fully measured by testing procedures alone. Class attendance policies are established by each school at the University, and specific attendance requirements are indicated in the syllabus of each class. Some students participate in institutional activities that require them to represent the University in scheduled events on and off campus. For activities of sufficient importance in the overall life of the University, excused absences are granted. A list of activities qualifying for excused absences is maintained by the Office of the Provost. An excused absence does not relieve a student of responsibility for the academic work in the class missed. However, students may not be penalized for such absences and must be given the opportunity to make up missed work. Students are responsible for informing their professors, in advance, of the class dates that will be missed because of these activities. Practice and/or preparation for these activities would not be a valid reason to miss class. *Ultimately, each student bears the responsibility to be aware of and to comply with attendance and punctuality requirements.*

Student Bereavement Policy

In the event a student experiences the death of a significant member of his or her family or community, the University may excuse absences up to five days for travel and bereavement. The Provost office will notify advisors and instructors of excused absences. It will be the responsibility of the student to follow up with faculty regarding missed exams, quizzes and required work for the class.

Graduate Student Status by Credit Hours

Graduate Level	Full-Time Status Credit Hours	Three-Quarter-Time Status Credit Hours	Half-Time Status Credit Hours
Divinity (Doctoral)	1	1	1
Divinity (Masters)	9	6.75	4.5
Graduate*	6	4.5	3
Graduate Nine Week**	6	4.5	3
Graduate Nursing***	6	4.5	3
Law	10	7.5	5
Nurse Anesthesia	6	4.5	3
Pharmacy	10	7.5	5

*Graduate (as a Level) includes students in graduate, professional, and doctoral programs in the following schools: School of the Arts, Education, Health Professions, Public Health, and Law (Law masters programs only).

**Graduate Nine Week includes students in graduate programs for the following colleges/schools: Arts and Sciences (Environmental Management) and Business.

***Graduate Nursing includes students in masters and doctoral programs in the School of Nursing, except for Nurse Anesthesia, which is its own level.

Class Registration and Policies

Cross Registration

Graduate, professional, divinity, and law students may not register for courses in the other academic divisions without permission of the academic deans in both areas. Additional tuition may be incurred; payment is due the day the charges are incurred.

Commencement

Graduation Requirements

It is the responsibility of the student to see that all graduation requirements are met. A student is required to meet all requirements for graduation as set forth in the *Samford University Catalog* (or, if more up-to-date, any school/departmental official publications) in effect at the time of entrance into the major, assuming that there is no interruption in enrollment other than for stated vacation periods. Later changes in the requirements for graduation are not applicable to students who proceed through their chosen program in a timely fashion.

Students whose enrollment has been interrupted are to follow the requirements for graduation as set forth in the catalog (or, if more up-to-date, any school/departmental official publications) in effect at the time of readmission to a major program of study.

If the University changes requirements for graduation after the entry of a student into a program, and if those changes better meet the goals of the student, the student may petition the dean of the appropriate school to be allowed to qualify for graduation by meeting the newer requirements. If approved, the student will meet all requirements for graduation set forth in the later catalog. In no case may a student qualify for graduation by meeting requirements set forth in two different catalogs.

Graduation Attendance

Commencement exercises are held at the end of the fall semester and at the end of the spring semester. All candidates completing degree requirements are required to be present at the commencement events, except that attendance at the fall commencement is optional for those having completed degree requirements the previous August.

Students who have a Values Violation pending or have not completed the sanctions given by the Values Advocate or a Values Council will not be allowed to participate in graduation activities, including commencement exercises.

Credit Hour Policy

For Samford University programs, one unit (hour) of academic credit is granted to students who have successfully met academic requirements with an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks or one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, clinicals, practica, studio work, and other academic work leading to the award of credit hours.

The above policy is in accordance with federal regulations and requirements of the Southern Association of Colleges and Schools Commission on Colleges. It is applicable to all courses offered, regardless of the mode of delivery and/or session length (e.g., standard 15-week instructional format, 10- or 8-week format, non-classroom based learning experiences, and online course delivery experiences). Individual schools and/or programs with course formats which differ from those cited above must define the standards for credit hours assigned and provide those standards and credit hours to students through publication (i.e., handbooks or websites).

The full Academic Credit Hour Policy is available at the following link: <https://www.samford.edu/departments/registrar/policies-and-definitions>.

Elective Withdrawal

Course Withdrawal and Dropping a Course

A student may drop a course without a grade of W (withdrawn) or academic penalty up through the last day to drop a course(s). Students can drop a course online through the Samford Portal up through this deadline. (See the Academic Calendar section of this catalog for date.)

A student may withdraw from a course **after** the last day to drop a course and up through the date to "withdraw from a course without academic penalty," but will receive a grade of W. If the course is dropped after the date to "withdraw from a course without academic penalty," the student will receive a grade of WF.

The date of the course withdrawal will be the date the official Course Withdrawal Form is returned to the Office of the Registrar. Students can obtain the Course Withdrawal Form from the Registrar's Office Forms page.

If a student discontinues attending a course after the "last day to add or drop a course" without notifying the Office of the Registrar in writing or exceeds the maximum absences allowed in a course, a grade of FA will be entered on the student's record with the same penalty as a grade of F.

School Withdrawal

A student desiring to withdraw from the University at any time must secure an official Withdrawal Request Form from the Office of the Registrar. The official date of withdrawal will be the date this form is returned to the Office of the Registrar. If a student leaves the University without completing this process, the permanent record will show a grade of FA in all courses for that semester/term. Students can obtain the Withdrawal Request Form from the Registrar's Office Forms page.

- The permanent record of a student who withdraws before the last day to drop a course(s) will not show courses attempted for that semester/term.
- The permanent record of a student who withdraws from all courses for a semester/term before the deadline, as stated in the Academic Calendar, will show courses attempted and will show a grade of W (withdrawn). A "W" is not calculated in the student's GPA.
- No student who withdraws from the University for any reason is entitled to a transcript of credits until his/her financial account has been settled in the Office of the Bursar.
- A student who withdraws in the last two weeks of a semester automatically receives a WF in each course attempted.

Semester Withdrawal

A student who withdraws from all courses in a semester or term and is not registered for courses the following semester or term is considered to be withdrawing from the University. (See the School Withdrawal section above for more information.) If the student does not return to Samford within one calendar year, he/she will have to be readmitted. (See Readmission Student Applicant for more information.)

A student who withdraws from all courses in a semester or term but is registered for courses in the following semester or term is still considered currently enrolled. The student may request permission to take courses as a transient student at another institution by submitting the Transient Enrollment/Letter of Good Standing Request Form. (See Transfer Policies for more information.)

Forms for dropping/withdrawing from a course, University or semester withdrawal, and transient enrollment can be found on the Registrar's Office Forms page.

Academic Warning and Required Withdrawal

Policies and standards regarding academic standing, academic warning, making satisfactory academic progress, and required withdrawal or program termination are determined by each graduate college/school. See those sections for details.

Grading System Guidelines and Policies

Policies and standards regarding elective pass/fail grading and course repeats are determined by each graduate college/school. See those sections for details.

Grade Changes

An initial grade may be changed by an instructor with the approval of the instructor's department chair and dean. This change reflects administrative error in the calculation of a grade, the accidental misposting of an incorrect grade, or some other administrative factor

resulting in the posting of an incorrect grade. It can also be the result of the completion of course requirements by a student where an INC grade is replaced by a letter grade. An E or an INC which is not changed by grade change automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given. This grade of F may not be challenged.

Graduate Grade Appeals for Programs without Internal Procedures

An initial grade may be challenged by a student before the beginning of classes of the next full semester. Summer term grades must be appealed by the beginning of fall term. All petitions must be made first in writing to the instructor, chair, and dean. All appeals must be written and demonstrate and document an unusual circumstance that warrants a review of the grade and evidences of the grade s/he believes should have been given by the instructor. The student must include the full and complete grounds for the appeal in the initial appeal. Each subsequent appeal must include the previous appeals and responses by University representatives. If each of these three in turn denies the appeal, the student may appeal to the university registrar. The registrar will convene a subcommittee of the Faculty Academic Affairs Committee who will weigh the appeal. The results of this subcommittee's decision are final.

While the grade appeal is being considered, a student may attend classes through the first week of the term, which is the add/drop period. The student may not attend classes until the appeal is resolved after that first week. The university will make every effort to resolve the appeal by the end of that first week.

If a student considers either a Title IX or an ADA accommodation complaint to be the basis for the grade appeal, the student should start the appeal with the Title IX coordinator or the Disability Resources Office. Until a decision is rendered from the appropriate office regarding the complaint, the assigned grade will be changed to an "I," meaning Incomplete. A finding in favor of the student may result in an educational plan to address changing the grade. A finding denying the appeal will result in the "I" being changed to its original grade. The student may then complete the appeal process outlined above. During the time a grade is reported as an "I," the course will have no impact on GPA or credit hour completion.

Letter Grading System

Grades are indicated by letter symbols. The numerical value assigned to a letter grade is determined by each faculty member.

Grade Symbol	Definition	Quality Points Earned
A	The highest proficiency in ability and application	4.0
A-	Slightly less than the highest proficiency in ability and application	3.7
B+	Outstanding proficiency	3.3
B	Ability and achievement of a high but second order	3.0
B-	Ability and achievement of a high but third order	2.7
C+	A better than average performance	2.3
C	Average ability or average achievement	2.0
C-	Slightly below average achievement. There is a repeat policy.	1.7
D+	Below average performance. Many colleges decline to accept transfer credit of lower than a C grade. There is a repeat policy.	1.3
D	Below average performance. There is a repeat policy.	1.0
D-	Just above failing performance. There is a repeat policy.	0.70
E	Grade given to a student who, though failing a final examination, has a general daily average high enough to justify the expectation that he/she could pass the course if permitted to take a make-up examination. An E can be removed only by re-examination and is never raised to a grade higher than D. There is a repeat policy.	0.00
F	Outright failure and can be changed only if it is the result of a clerical error made by the institution. If F is given as a final grade, the student must repeat the entire course and earn a passing grade to receive credit for it. There is a repeat policy.	0.00
FA	Grade given to a student who is dropped from a course because of excessive absences or who withdraws from the University without written permission from the Office of the Registrar. It carries the same penalty as F.	0.00
FX	Failure due to a violation of academic integrity.	0.00
INC	Represents Incomplete. Incomplete grades are valid if the student has done work that would earn a passing grade in the course but has failed to complete some portion of the required work because of an emergency , and the work can be completed without further class attendance .	0.00
IP	Indicates that a course remains In Progress and ends after the semester's/term's final grade deadline.	0.00
Z	Represents No Grade. It is given when a faculty member does not assign a grade. Instructor must change the Z to a grade.	0.00

Letter Grading System (cont'd)

Grade Symbol	Definition	Quality Points Earned
W	Indicates that the student withdrew before the academic penalty period, but was in good standing. There is no penalty for W.	0.00
WF	Indicates that the student withdrew during the academic penalty period. WF carries the same penalty as F.	0.00
P	Grade assigned for successful completion of a course designated Pass or Fail. It will not be included in the GPA.	0.00
AU	Symbol assigned for successful completion of a courses taken on an audit basis. An audited course will not meet any graduation requirement or be included in the GPA.	0.00

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student's education records. The rights of the FERPA heretofore assigned to parents are now transferred to their college students.

These rights are:

1. Eligible students have the right to inspect and review all their educational records maintained by the school. The student must contact the Office of the Registrar to make an appointment to view their academic record.
2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.
3. Generally, Samford University must have permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - School employees who have a need to know
 - Other schools to which a student is transferring
 - Parents when a student over 18 is still a dependent
 - Certain government officials in order to carry out lawful functions
 - Appropriate parties in connection with financial aid to a student
 - Organizations doing certain studies for the school
 - Accrediting organizations
 - Individuals who have obtained court orders or subpoenas
 - Persons who need to know in cases of health and safety emergencies
 - State and local authorities to whom disclosure is required by state laws adopted before November 19,1974

Schools may also disclose, without consent, "directory type" information, such as a student's name, address, and telephone number.

Samford University has designated the following as directory information: student name, address, telephone number, e-mail address, date and place of birth, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, honors, degrees and awards received, most recent previous school attended, and photograph. *An eligible student who does not wish for this information to be released without prior written consent must notify in writing the Office of the Registrar by the last day to drop/add without financial penalty in a semester or term.*

Distance Learning

A few academic programs offered by Samford are available in part, if not entirely, in a web-based, online format. These programs are identified as such.

For more information on state authorizations for online, distance learning agreements, see the following link, and click on Distance Learning:

<https://www.samford.edu/departments/institutional-effectiveness/consumer-information/>

Financial Information

This policy provides the rates for tuition, fees, room, board and deposits, effective with the beginning of the fall semester 2021 through summer 2022.

We urge you to familiarize yourself with the information in this policy so you are aware of all charges before registration. Within these pages you will find billing dates, payment and refund policies, and other important information related to your student financial account.

The University makes every effort to hold increases to the lowest figure possible while providing quality programs of good value. Tuition and fees cover only a portion of Samford's educational and general expenditures. For the remainder of its operating needs, the University relies primarily on investment earnings, and gifts and grants from alumni, individuals, businesses, foundations, and other supporters.

Tuition and fees for the 2021-2022 academic year will be posted in July 2021. Some or all instruction for all or part of the 2021-2022 academic year may be delivered remotely. Tuition and mandatory fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely for any part of the academic year. Samford reserves the right to change tuition rates, other charges, refund procedures, and other policies. Updated information is always available online.

Samford University is an Equal Opportunity Institution and does not discriminate in its educational and employment policies on the basis of race, color, sex, age, disability, or national or ethnic origin.

Tuition and Fees Payment Policy-All Students

Tuition and Fees Payment Guidelines

Bill

Notification that a new Bill has been generated is sent to students via the Samford University e-mail, which remains the official means of communication with students; paper statements are not provided. Students are advised to check their Samford e-mail regularly. Students and authorized users may access the Bill system at any time at www.samford.edu/go/ebill.

Students registering during the early registration period will receive a Bill approximately 15 days prior to the payment due date. The Bill reflects activity up to the date the Bill was generated. Any activity transpiring after the Bill generation date can be viewed on the Current Activity section of the online Bill system. The Current Activity page provides the current account balance that is due, including any unbilled charges and payments. Payment for term Bills will be due in accordance with the schedule as seen below. Students who register, make schedule changes, add room and board, etc., **after** the Bill generation date **must** consult the online Bill system to view their account summary and arrange payment for all charges by the due date for the term, regardless of whether or not the charge(s) have been billed.

Registration Cancellation

Students not paying their bill by the published due date are subject to having their registration cancelled until payment is received. A student may be reinstated by paying the balance in full, plus a \$100 reinstatement fee.

Bill generation, payment, and registration cancellation dates for each semester/monthly Bill are noted on the Billing and Refund Schedule tables at:

Student link: <http://www.samford.edu/go/onestop>

Parent link: <http://www.samford.edu/parents/> (under Parent Resources, click "Pay a Bill")

Make payment - Bill system link: www.samford.edu/go/ebill

International students wire payment option: <https://www.samford.edu/global-engagement/wire-payment-service>

Hold

Students may not register for the next semester, receive transcripts, or receive a diploma until past due amounts are cleared. Other departments, such as University Health Services, may also have holds in place to restrict next semester registration, transcript requests, or diploma receipt. Students must contact that department to resolve the hold placement. Samford One Stop, does not have permission to release the holds placed by another department.

Collections

Past due accounts assigned to a collection agency may be reported to the credit bureaus and students may be responsible for attorney fees, collection fees, and interest. The University may charge interest on all amounts past due.

Payment Method Options for Students and Parents

Students may authorize parents or other designated individuals to access the Bill system and make payments on their behalf. To enable this feature, a student **must** access the Bill system and set up any individual responsible for payment of his/her student account as an "Authorized User."

Authorized users will receive an e-mail notification when a new Bill statement is issued. Authorized users should click on the link in the e-mail or enter the link in their browser to access the Bill system and make a payment.

Bill System Link: www.samford.edu/go/ebill

Online Payments with Check

Payment by electronic check using the Bill system is the most efficient and cost-effective payment option. Payment by electronic check may be made by using the Bill system link above.

Online Payments with Credit Card

MasterCard, Visa, Discover, and American Express may be used to make online payments by using the Bill system link above. A 2.85% convenience fee (minimum of \$3.00) will be assessed by the third-party web processor for payments made with a credit/debit card. Payment by credit card may be made by using the Bill system link above.

Other Payment Options

The Samford One Stop continues to accept payment by check through the mail, but the University is not responsible for delays of the postal service. Payment by check may be made in person in the Samford One Stop.

International Wire Payments

International Students may make wire payments at <https://www.samford.edu/global-engagement/wire-payment-service>

Payment Plans

In an attempt to offer an alternative to additional borrowing, Samford University provides interest-free payment plan options for all students enrolled in fall or spring semesters. Below is a brief description of the options available for the 2021-2022 academic year. Please take time to explore the information below concerning the plans available for the 2021-2022 academic year.

A five-payment option and a four-payment option are available for Fall 2021. For Spring 2022, only the four-payment option is available. (There are no payment plan options for Summer Terms.) These plans allow a student to make a specified down payment--20% for the five-payment option; 25% for the four-payment option--and then carry out the remainder of the plan by making equal payments throughout the term on a prescribed schedule. Installment and payment amounts may vary if additional charges or payments are posted throughout the semester. Please visit the Samford One Stop website referenced below for up-to-date information.

It is recommended students be fully registered and have room and board charges (if applicable) in place before enrolling in a plan. Furthermore, all financial aid paperwork and processing should be completed in order to obtain a true net cost to be used with a plan. Changes in tuition, fees, room, and board, as well as financial aid adjustments made after plan enrollment, will affect remaining payments. Outstanding or past due balances from prior terms may not be placed on a payment plan and will prevent enrollment until the past due balance is paid in full. Plan participants must enroll during the designated enrollment period. Late enrollments are not permitted. The academic program in which the student is enrolled may prevent enrollment in a plan. See website for details.

Please note that late installment payments may jeopardize a student's ability to enroll in a payment plan in a subsequent term. Late fees may be charged for late installment payments. For up-to-date information regarding payment plans, please go to www.samford.edu/departments/go/onestop/ and follow the payment plans link.

The Samford University Portal and associated online student services are available 24 hours a day, seven days a week, except for scheduled maintenance and unforeseen circumstances. Maintenance is scheduled in advance with notice to all students. Should you encounter login problems, please contact the Help Desk at (205) 726-2662.

NOTE: While every effort has been made to provide accurate and up-to-date information, specific financial details are subject to change. Please see the Samford One Stop website for the latest information: <http://www.samford.edu/departments/financial-services/>

Payment/Refund Schedules for All Students

Any student with a past due balance will not be eligible to register for the next semester or obtain his/her transcript or diploma. Registration cancellation will be processed for all students with unpaid tuition, mandatory fees, room, and board (billed and unbilled) on the date in the Billing Schedule table below.

Refunds

Refunds are first available within ten (10) business days after financial aid has been credited (disbursed) to the student's account. Refunds will not be available before that time. Disbursement of aid on a student account is regulated based on the student's first day of class. The refund availability dates below are the earliest dates that the refunds will be available. These dates are subject to satisfactory completion/submission of all needed information by the student. The dates are subject to change and may be adjusted to comply with federal regulations governing refunds to students. Signing up for direct deposit in the Bill system may expedite the receipt of any refunds.

Other Requirements and Costs

Medical Insurance for Students

Some students in the College of Health Sciences are required to provide proof of current personal health insurance coverage. These students are automatically enrolled in the University sponsored student health insurance plan. There is a charge for this coverage. To have the charge removed from his/her Samford account, a student must provide proof of insurance by completing the insurance waiver at <https://studentcenter.uhcsr.com/Samford>.

International Students: Based upon federal regulations and University policy, all F and J visa holders are required to carry insurance that meets certain coverage requirements. Information about specific policy carriers, minimum coverage, and premium costs is available from the Office of Global Engagement at (205) 726-2741.

Miscellaneous Fees

Special fees or fines may apply for recreational activities, supplies, memberships, residence halls, etc. Other costs of interest include books and personal property insurance. Students should contact the organization or department/office responsible for assessing those fees/fines for more information. Additional information can also be found in the Student Handbook.

Financial Aid Information

Students seeking financial aid should file the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. The priority date is February 15 for the upcoming academic year. Students who file the FAFSA on or before that date will comprise the first group for whom financial aid is packaged and awarded. FAFSAs filed after February 15 will be processed in the order they are received.

Students may obtain information regarding financial aid online at www.samford.edu/go/onestop or by telephone at (205) 726-2905. Students are encouraged to use these resources for information or questions regarding financial aid at Samford University.

Drop and Add Policy for All Students

Class Drops and Adds

Drops, adds, and other changes in a student class schedule that do not involve complete withdrawal from school are subject to the following rules:

1. During drop/add, if a schedule change results in a reduction of the student's total credits (less than full-time), tuition may be adjusted. Any reduction in a student's course load may result in an adjustment in the student's financial aid.
2. After the last day to drop a course(s), dropping a course(s) will not result in a reduction of charges for tuition or fees.
3. There are no refunds of fees unless the course related to the fee is dropped within the drop/add period, or one withdraws as outlined below.

Charges will be adjusted according to these financial policies and the credits taken by the student. Complete withdrawal from the University is covered under the refund and withdrawal policy. (See also Elective Withdrawal in the Academic Policies and Regulations section of this catalog.)

Withdrawal Refund Policy for All Students

Student Withdrawal

The University is required to contract for a substantial amount of goods and services in advance. Most of these expenses are fixed and are not subject to change on short notice. Under certain circumstances, refunds are available to students who officially withdraw from the University. A student desiring to withdraw from the University must obtain an official withdrawal form from the Office of the Registrar. The form must be submitted to the Office of the Registrar when it is completed.

This policy applies to all terms including fall and spring semesters, fall and spring A/B terms, and summer terms. If a student withdraws from all courses in a term, a portion of or all financial aid may be returned by the University to the original provider(s) of the funding. In such cases where the return of funds creates a balance due to Samford, the student will be required to reimburse the University for those returned funds and any associated fees. (See also Elective Withdrawal in the Academic Policies and Regulations section of this catalog.)

Withdrawal Refund Policy for Fall Semester

In case of a complete withdrawal or suspension from Samford, the following will dictate refunds:

Refund Schedule for Fall 2021			
Description	Start Date	End Date	Refund %
Fall Full Term (POT 1, G1, G2)	8/30/21	9/3/21	100%
POT G2 starts - 8/16/21	9/6/21	9/10/21	90%
POT 1 & G1 start - 8/30/21	9/13/21	9/17/21	75%
	9/20/21	10/1/21	50%
	10/4/21	10/27/21	25%
	10/28/21		0%
Fall A Term (POT A)	8/30/21	9/3/21	100%
POT A starts - 8/30/21	9/6/21	9/10/21	90%
	9/13/21	9/17/21	75%
	9/20/21	9/24/21	50%
	9/27/21	10/6/21	25%
	10/7/21		0%
Fall B Term (POT B)	10/18/21	10/22/21	100%
POT B starts - 10/18/21	10/25/21	10/29/21	90%
	11/1/21	11/5/21	75%
	11/8/21	11/12/21	50%
	11/15/21	11/24/21	25%
	11/25/21		0%

Withdrawal Refund Policy for Spring Semester

In case of a complete withdrawal or suspension from Samford, the following will dictate refunds:
(Dates for Spring 2022 are under review and subject to change.)

Refund Schedule for Spring 2022			
Description	Start Date	End Date	Refund %
Spring Full Term (POT 1, G1, G2)	1/10/22	1/14/22	100%
POT G2 starts - 1/3/22	1/17/22	1/21/22	90%
POT 1 & G1 start - 1/10/22	1/24/22	1/28/22	75%
	1/31/22	2/11/22	50%
	2/14/22	3/9/22	25%
	3/10/22		0%
Spring A Term (POT A)	1/10/22	1/14/22	100%
POT A starts - 1/10/22	1/17/22	1/21/22	90%
	1/24/22	1/28/22	75%
	1/31/22	2/4/22	50%
	2/7/22	2/16/22	25%
	2/17/22		0%
Spring B Term (POT B)	2/28/22	3/4/22	100%
POT B starts - 2/28/22	3/7/22	3/11/22	90%
	3/14/22	3/18/22	75%
	3/21/22	3/25/22	50%
	3/28/22	4/6/22	25%
	4/7/22		0%
Divinity Interterm (POT D1)	1/3/22	1/4/22	100%
POT D1 starts - 1/3/22	1/5/22	1/5/22	90%
	1/6/22	1/6/22	75%
	1/7/22	1/7/22	50%
	1/10/22	1/10/22	25%
	1/11/22		0%
Divinity Spring Term (POT D2)	1/20/22	1/26/22	100%
POT D2 starts - 1/20/22	1/27/22	2/4/22	90%
	2/7/22	2/11/22	75%
	2/14/22	2/25/22	50%
	2/28/22	3/23/22	25%
	3/24/22		0%

Withdrawal Refund Policy for Summer Terms

In case of a complete withdrawal or suspension from Samford, the following will dictate refunds:

(Dates for Summer 2022 are under review and subject to change.)

Refund Schedule for Summer 2022			
Description	Start Date	End Date	Refund %
May Term (POT MAY)	5/5/22	5/6/22	100%
POT MAY starts - 5/5/22	5/9/22	5/9/22	90%
	5/10/22	5/10/22	75%
	5/11/22	5/11/22	50%
	5/12/22	5/12/22	25%
	5/13/22		0%
Summer CHS 14-Week Term (POT 1)	5/9/22	5/13/22	100%
POT 1 starts - 5/9/22	5/16/22	5/20/22	90%
	5/23/22	5/27/22	75%
	5/30/22	6/3/22	50%
	6/6/22	6/17/22	25%
	6/18/22		0%
Summer CHS 12-Week Term (POT S12)	5/16/22	5/20/22	100%
POT S12 starts - 5/16/22	5/23/22	5/27/22	90%
	5/30/22	6/3/22	75%
	6/6/22	6/10/22	50%
	6/13/22	6/24/22	25%
	6/25/22		0%
Law Summer Term (POT LS)	5/31/22	6/10/22	100%
POT LS starts - 5/31/22	6/13/22	6/17/22	90%
	6/20/22	6/24/22	75%
	6/27/22	7/1/22	50%
	7/5/22	7/15/22	25%
	7/16/22		0%
Summer 10-Week Term (POT 4)	6/1/22	6/10/22	100%
POT 4 starts - 6/1/22	6/13/22	6/17/22	90%
	6/20/22	6/24/22	75%
	6/27/22	7/1/22	50%
	7/4/22	7/8/22	25%
	7/11/22		0%
Summer I Term (POT 2)	6/1/22	6/6/22	100%
POT 2 starts - 6/1/22	6/7/22	6/8/22	90%
	6/9/22	6/10/22	75%
	6/13/22	6/14/22	50%
	6/15/22	6/16/22	25%
	6/17/22		0%
Summer II Term (POT 3)	7/5/22	7/8/22	100%
POT 3 starts - 7/5/22	7/11/22	7/12/22	90%
	7/13/22	7/14/22	75%
	7/15/22	7/18/22	50%
	7/19/22	7/20/22	25%
	7/21/22		0%

Military Call to Active Duty

Students will be allowed to withdraw without penalty from the University and receive a 100 percent tuition remission (less any financial aid which the student may have received for the semester) upon presenting an original copy of their orders to the Office of the Registrar.

Alternatively, incomplete (INC) grades with no tuition reimbursement may be more appropriate when the withdrawal is near the end of the semester and INCs are agreed to by the instructor(s) and the student, and approved by the dean of the school or college. In the latter case, the student will be allowed to complete the coursework according to a written agreement submitted to the Office of the Registrar. Incomplete grades and withdrawals may affect financial aid eligibility. Students should contact their Samford One Stop advisor if they are recipients of Title IV aid.

Return of Title IV Funds

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds that are disbursed to them with each day of class attendance. When a student, who has received federal financial aid (Title IV funds), leaves school before the end of the semester or period of enrollment, federal law requires the University to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the federal government. This calculation may have the effect of requiring the student to repay funds that have already been disbursed to the student.

Once a student has completed more than 60 percent of the enrollment period, students are considered to have earned all funding received. The University will not reduce the amount owed simply because of the loss of eligibility of financial aid. Thus, withdrawal prior to completion of 60 percent of the semester may result in the student repaying portions of financial aid returned to original sources, in addition to any institutional costs owed to the University. Students are urged to consider these financial implications prior to making the decision to withdraw from school.

Refund Appeal

Students who believe that they have individual circumstances warranting an exception to published refund policies may appeal. To appeal, the student or parent should contact:

University Registrar
Office of the Registrar
Samford University
800 Lakeshore Drive
Birmingham, Alabama 35229

Brief Definition of Terms Used in Financial Policies

In all of the following situations, students must complete the proper forms in the Office of the Registrar.

Arbitrarily discontinuing class attendance does not substitute for official notification of course dropping or withdrawal.

Drops and Adds

Adding a Course: A course can be added anytime on or before the date listed on the Academic Calendar as "Last Day to Drop or Add a Course(s)." Payment for the course is due the day the course is added.

Dropping a Course: This term applies to the **complete** removal of a course from a student's permanent record. *This can only be done if the student notifies the Office of the Registrar on or before the date listed on the Academic Calendar as "Last Day to Drop or Add a Course(s)."*

If a student notifies the Office of the Registrar after this date, the course will be considered a withdrawal, will remain on the student's permanent record with a grade of W or WF (see below), and **no financial reimbursement will be given.** (See Course Withdrawal in Academic Policies and Regulations.)

Withdrawals

Course Withdrawal: Course Withdrawal is also often referred to as Partial Withdrawal. In order to be considered as withdrawn from a course, a student must complete an official Course Withdrawal form in the Office of the Registrar on or before the date listed on the Academic Calendar as "Last Day to Withdraw from a Course(s) without Academic Penalty." If these requirements are met, the student will receive an automatic grade of W. If the student withdraws after the date listed on the Academic Calendar, the student will receive an automatic grade of WF. (See Course Withdrawal in Academic Policies and Regulations.)

There is no financial reimbursement for a course withdrawal.

School or University Withdrawal: This term refers to officially leaving Samford University and discontinuing attending all classes. Financial reimbursement will be based on the University's refund policies for withdrawal. (See Withdrawal Policy in this section and Elective Withdrawal -School Withdrawal in Academic Policies and Regulations.)

Tuition & Fees - Graduate

Billing, Refund, and Tuition and Fees Tables – University and Graduate

University Fees - All Students for Academic Year 2021-2022

The following fees apply to ALL Samford students, unless otherwise indicated, and are nonrefundable.

Description	Student Classification	Expense/Notes
Application Fee (except D.Min & Nursing)	All Graduate Students (except D.Min & Nursing)	\$35/application
Application Fee (Doctor of Ministry)	All Doctor of Ministry Students	\$50/application
Application Fee (Graduate Nursing)	All Graduate Nursing Students	\$50/application
University Fee (Fall & Spring)	All Graduate Students	\$320/semester (Fall & Spring)
University Fee (Summer)	All Summer Graduate Students	\$200/Summer Term
Study Abroad Trip Fee	All Study Abroad Students	varies by trip
International Student Fee (F/S)	All International Students	\$50/semester (Fall & Spring)
International Student Fee (Sum)	All International Students	\$25/term (Summer)
Vehicle Registration	All Students	\$30/semester (Fall & Spring)
Replacement Vehicle Decal	All Students	\$10/occurrence
ID Replacement	All Students	\$25/occurrence
Continuation Fee (Doctor of Ministry)	All Doctor of Ministry Students	\$1,000/semester
Continuation Fee (Nurse Anesthesia)	All Nurse Anesthesia Students	\$1,500/semester
Bank Return and Correction Fee	All Students	\$30/occurrence
Reinstatement Fee	All Students	\$100/term, as applicable

NOTE: Fees are subject to change without notice. See the Samford One Stop website for the latest tuition and fee info: <http://www.samford.edu/go/onestop/>

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the Bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. To avoid a registration cancellation/reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for Bill, payment due, refund availability, and registration cancellation.

Meal Plans for Academic Year 2021-2022

Unless otherwise indicated, all fees are due on or before the Bill payment due date.

Description	Student Classification	Expense	Notes
Meal Plans			
19 Meals/week + \$200 Dining Dollars	All Graduate Students who choose this plan	\$2,555/semester	Fall & Spring
12 Meals/week + \$250 Dining Dollars	All Graduate Students who choose this plan	\$1,957/semester	Fall & Spring
7 Meals/week + \$300 Dining Dollars	All Graduate Students who choose this plan	\$1,325/semester	Fall & Spring
80 Meal Block + \$400 Dining Dollars	All Graduate Students who choose this plan	\$1,325/semester	Fall & Spring
19 Meals/week - Summer	All Graduate Students who choose this plan	\$626/term	Summer
12 Meals/week - Summer	All Graduate Students who choose this plan	\$502/term	Summer

Note: Meal plans for graduate students are optional. Meal plan contracts are for the entire academic year. Samford does not offer on-campus housing for graduate students.

Billing Schedule for Academic Year 2021-2022

Student Classification	Year/Term	Bill Generation	Payment Due Date	Registration Cancellation
All students	2021 Fall	8/10/21	9/7/21	9/9/21
Last Orientation Group	2021 Fall	8/27/21	9/7/21	9/9/21
All students	2021 Fall	9/10/21	10/5/21	n/a
All students	2021 Fall	10/11/21	11/5/21	n/a
All students	2021 Fall	11/10/21	12/5/21	n/a
All students	2022 Spring	1/3/22	1/18/22	1/20/22
All students	2022 Spring	2/10/22	3/5/22	n/a
All students	2022 Spring	3/10/22	4/5/22	n/a
All students	2022 Spring	4/11/22	5/5/22	n/a
All students	2022 Summer	5/10/22	6/6/22	6/8/22
All students	2022 Summer	6/10/22	7/11/22	n/a

Commencement Note: Students participating in Fall 2021 or Spring 2022 commencement must clear their accounts before diplomas will be released.

NOTE 1: Payment schedule dates for all terms are subject to change.

NOTE 2: Any student with a past due balance will not be eligible to register for the next semester or obtain his/her transcript or diploma. Registration cancellation will be processed for all students with unpaid tuition, mandatory fees, room, and board (billed and unbilled) on the date in the schedule above.

Refund Schedule for Academic Year 2021-2022

Student Classification	Year/Term	Direct Deposit Refund Availability
Any student with fall start date of 8/16/21	2021 Fall	8/12/21
Any student with fall start date of 8/30/21	2021 Fall	8/22/21
Professional Studies Fall Term B students only	2021 Fall	10/14/21
Any student with spring start date of 1/3/22 or 1/10/22	2022 Spring	1/7/22
Professional Studies Spring Term B students only	2022 Spring	2/26/22
Any student with summer start date of 5/5/22	2022 Summer	5/2/22
Any student with summer start date of 5/9/22	2022 Summer	5/2/22
Any student with summer start date of 6/1/22, except those enrolled only in second Summer term	2022 Summer	5/25/22
Any student with summer start date of 5/16/22, 12-week term	2022 Summer	5/9/22
Any student with summer start date of 5/31/22	2022 Summer	5/25/22
Any student with summer start date of 7/5/22	2022 Summer	6/29/22

Refunds: Refunds are available within ten (10) business days after financial aid has been credited (disbursed) to the student's account. Refunds will not be available before that time. Disbursement of aid on a student account is regulated based on the student's first day of class. The refund availability dates above are the earliest dates refunds will be available. These dates are subject to satisfactory completion/submission of all needed information by the student. The dates are subject to change and may be adjusted to comply with federal regulations governing refunds to students.

Graduate Tuition and Fees Tables

Graduate Tuition Deposits for Academic Year 2021-2022

The following tuition deposits apply to Samford Graduate Students enrolled in specific schools or programs as noted. All deposits are due on upon acceptance and are nonrefundable.

Description	Student Classification	Expense/Notes
Dietetic Internship	All Dietetic Internship Students	\$1,000/occurrence
Divinity	All Divinity Students	\$200/occurrence
Health Informatics & Analytics	All Graduate Health Informatics & Analytics Students	\$500/occurrence
Healthcare Administration	All Graduate Healthcare Administration Students	\$500/occurrence
Law	All Law Students	\$250 initial; additional \$500 by June 1
Nursing (except Nurse Anesthesia)	All Graduate Nursing Students (except Nurse Anesthesia)	\$750/occurrence
Nurse Anesthesia	All Nurse Anesthesia Students	\$1,000/occurrence
Nutrition	All Graduate Nutrition Students	\$500/occurrence
Public Health	All Graduate Public Health Students	\$500/occurrence
Social Work	All Social Work Students	\$200/occurrence
Speech Language Pathology	All Speech Language Pathology Students	\$500/occurrence
Pharmacy	All Graduate Pharmacy Students	\$500/occurrence
Physical Therapy	All Physical Therapy Students	\$1,000/occurrence
Physician Assistant Studies	All Physician Assistant Studies Students	\$1,000/occurrence

NOTE: Fees are subject to change without notice. See the Samford One Stop website for the latest tuition and fee info: <http://www.samford.edu/go/onestop/>

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the Bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. To avoid a registration cancellation/reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for Bill, payment due, refund availability, and registration cancellation.

Graduate Tuition for Academic Year 2021-2022

The following tuition charges apply to Samford Graduate Students enrolled in specific schools or programs as noted. Unless otherwise indicated, all fees are due on or before the Bill payment due date.

Description	Student Classification	Expense/Notes
College of Arts & Sciences (ENVM)	All Graduate Students in the Department of Biological & Environmental Sciences (MSEM Program)	\$906/credit
School of the Arts	All Graduate Students in the Departments of Art & Design, Architecture & Interior Design, and Theatre & Dance	\$906/credit
School of Business	All Graduate Students in the School of Business	\$906/credit
School of Education	All Graduate Students in the School of Education	\$906/credit
School of Nursing (except Nurse Anesthesia)	All Graduate Students in the School of Nursing (except Nurse Anesthesia)	\$906/credit
School of Nursing (DNP-Anesthesia)	All Students in the DNP Nurse Anesthesia Prog	\$10,802/term (3 terms/year)
School of Public Health	All Graduate Students in the School of Public Health	\$906/credit

Graduate Tuition for Academic Year 2021-2022 (cont'd)

The following tuition charges apply to Samford Graduate Students enrolled in specific schools or programs as noted. Unless otherwise indicated, all fees are due on or before the Bill payment due date.

Description	Student Classification	Expense/Notes
Master of Divinity or Master of Arts in Theological Studies (9-12 credits MDV; 13 for MATS)	All Students in the Master of Divinity or Master of Arts in Theological Studies Program	\$8,001/semester (Fall & Spring)
Master of Divinity or Master of Arts in Theological Studies (less than 9 or more than 12 credits MDV; 13 for MATS)	All Students in the Master of Divinity or Master of Arts in Theological Studies Program	\$761/credit (Fall & Spring & Summer transient students)
Master of Divinity (Summer)	All Students in the Master of Divinity Summer Program	\$305/credit (Summer degree-seeking students)
Master of Laws (LL.M.)	All Students in the Master of Laws Program	\$906/credit
Master of Science in Physician Assistant Studies	All Students in the Master of Science Physician Assistant Studies Program	\$12,510/term (3 terms/year)
Master of Science in Speech Language Pathology	All Students in the Master of Science in Speech Language Pathology Program	\$906/credit
Master of Studies in Law (M.S.L.)	All Students in the Master of Studies in Law Program	\$906/credit
Doctor of Audiology (years 1-3)	All Students in the Doctor of Audiology Program (years 1-3)	\$11,832/term (3 terms/year)
Doctor of Audiology (year 4) @25%	All Students in the Doctor of Audiology Program (year 4)	\$2,958/term (2 terms/final year)
Doctor of Ministry	All Students in the Doctor of Ministry Program	\$494/credit
Doctor of Pharmacy (Full-Time)	All Students in the Doctor of Pharmacy Program	\$39,490/year
Doctor of Pharmacy (less than 12 or more than 21 credits)	All Students in the Doctor of Pharmacy Program	\$1,604/credit
Doctor of Pharmacy Sum Study Abroad	All Students in the Doctor of Pharmacy Program	\$500/credit
Doctor of Physical Therapy	All Students in the Doctor of Physical Therapy Program	\$12,068/term (3 terms/year)
Juris Doctor (Full-Time)	All Students in the Juris Doctor Program	\$21,195/sem (Fall & Spring)
Juris Doctor (less than 10 or more than 16 credits)	All Students in the Juris Doctor Program	\$1,413/credit
Law Cambridge Sum Study Abroad	All Students in the Juris Doctor Program	\$4,141/term

NOTE: Fees are subject to change without notice. See the Samford One Stop website for the latest tuition and fee info:
<http://www.samford.edu/go/onestop/>

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the Bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. To avoid a registration cancellation/reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for Bill, payment due, refund availability, and registration cancellation.

Graduate Supplemental School/Program Fees for Academic Year 2021-2022

*The following fees apply to Samford Graduate Students enrolled in specific schools or programs as noted.
Unless otherwise indicated, all fees are due on or before the Bill payment due date.*

Description	Student Classification	Expense/Notes
School of Business	All Graduate Students in the School of Business	\$150/semester (Fall & Spring)
School of Education	All Graduate Students in the School of Education	\$100/semester (Fall & Spring)
Nursing FNP	All Students in the Family Nurse Practitioner Program	\$185/term (3 terms/year)
Nurse Anesthesia	All Students in the Nurse Anesthesia Program	\$110/term (3 terms/year)
Speech Language Pathology	All Students in the Speech Language Pathology Program	\$210/term (3 terms/year)
Audiology	All Students in the Audiology Program	\$100/term (3 terms/year)
Physical Therapy	All Students in the Physical Therapy Program	\$190/term (3 terms/year)
Physician Assistant Studies	All Students in the Physician Assistant Studies Program	\$370/term (3 terms/year)
Dietetic Internship	All Students in the Dietetic Internship Program	\$225 upon entry into program
Healthcare Administration	All Students in the Graduate Healthcare Administration Program	\$340 upon entry into program
Health Informatics & Analytics	All Students in the Graduate Health Informatics & Analytics Program	\$80 upon entry into program
Social Work	All Students in the Social Work Program	\$250 upon entry into program
Pharmacy	All Students in the Doctor of Pharmacy Program	\$450/semester (Fall/Spring)
Law Cambridge Abroad Application Fee	All Students participating in the Law Cambridge Summer Program	\$200/occurrence

NOTE: Fees are subject to change without notice. See the Samford One Stop website for the latest tuition and fee info:
<http://www.samford.edu/go/onestop/>

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the Bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. To avoid a registration cancellation/reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for Bill, payment due, refund availability, and registration cancellation.

Graduate Course Fees for Academic Year 2021-2022

*The following fees apply to Samford Graduate Students enrolled in specific courses as noted.
Unless otherwise indicated, all fees are due on or before the Bill payment due date.*

Description	Student Classification	Expense/Notes
Digital Learning Fee	All Students enrolled in an online/hybrid course	\$100/online/hybrid course
Music - Applied Instruction	All Students enrolled in an MUSA course; Up to 3 credits per student, per semester	\$210/credit
Nursing FNP-ENP Certificate Program Fee	All Students enrolled in NURG 791	\$300/course
DNP Nursing	All Students enrolled in NURG 720 & NURG 740	\$130/course
Nutrigenomics	All Students enrolled in NUTR 605	\$135/course

NOTE: Fees are subject to change without notice. See the Samford One Stop website for the latest tuition and fee info:
<http://www.samford.edu/go/onestop/>

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the Bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. To avoid a registration cancellation/reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for Bill, payment due, refund availability, and registration cancellation.

Financial Assistance

A financial assistance program has been established to aid students in attending Samford University. Federal and State financial aid—in the form of grants, loans, and on-campus job opportunities—is provided to assist students in meeting the financial responsibilities they incur at Samford. These programs are based on financial need as demonstrated by approved financial assessment instruments. In addition, the University provides scholarships, based on criteria such as academic achievement, leadership skills, need, athletic ability, or field of study. Nearly all financial aid programs at Samford are administered by Student Financial Services (SFS).

Financial Assistance Guidelines, Programs, and Scholarships

Application Guidelines

Application for financial assistance begins when the student applies for admission to Samford University. All students are urged to file the Free Application for Federal Student Aid (FAFSA) in order to be considered for all types of assistance. The FAFSA may be filed at www.fafsa.gov. An application priority date of February 15 has been established for 2021-2022, with students who meet this priority date comprising the first group of students awarded aid for the upcoming academic year. The FAFSA will be available on October 1, in the year prior to fall enrollment. The application priority processing date is July 15, 2021.

The financial assistance received may be from one source, such as the federal government, or may represent a combination of sources, such as the federal government, the state of Alabama, private donors, the University, and private lending institutions. Financial aid packages are based on the number of credits taken by a student. Some programs require that a student be enrolled full-time. Packages may be adjusted should the student not be enrolled full-time.

Federal Assistance Programs

Students may apply for the following federal programs which provide funds to qualified students. All need-based aid requires the student to file the FAFSA in order to establish eligibility

Stafford Loans

Federal Stafford Loans are available to students who qualify. The application process begins with accepting the loan online through the student portal. There is one type of federal Stafford loan for graduate students: unsubsidized. Unsubsidized Stafford loans begin accruing interest from the time funds are disbursed to the student's account. Most graduate/professional students are eligible to receive up to \$20,500/year in Stafford loan funds.

Federal PLUS Loans for Graduate Students

Federal GradPLUS loans are available to students who qualify. Students may borrow up to the difference between the estimated cost of attendance and all other financial aid received per year. Students must file the FAFSA in order to be considered for these funds.

Health Professions Student Loan Program

Health Professions Student Loan Program provides loans on a limited basis to students in the McWhorter School of Pharmacy. These loans are awarded on a first-come, first-serve, and need-based basis to eligible students. Parental data on the FAFSA is required, even if the student is independent.

Work-Study

Federal Work-Study provides on-campus and off-campus employment to students. Work-Study awards compensate students for actual hours worked.

Satisfactory Academic Progress Standards for Federal Assistance Programs

In order to receive federal financial aid, a student must be making satisfactory academic progress (SAP), as defined below.

Eligibility for federal financial aid will be evaluated at the end of each academic year. In the evaluation process, all grades of W (Withdrawn) and INC (Incomplete) will be counted as credits attempted but not passed. Repeated courses will be counted as attempted.

Students cannot receive aid after they have attempted 150% of the credits required for completion of their academic program. Accepted transfer credits will be used to reduce that time frame. A student also becomes ineligible for aid if and when it becomes mathematically impossible for him to complete his program within the 150% timeframe.

SAP Measurements/SAP Standards: Law, Pharmacy, and Divinity

Qualitative-Students must be accepted for admission and be eligible to enroll in classes. In addition, students must achieve and maintain a cumulative 2.00 GPA on all Samford University and transfer coursework.

Quantitative-Students must average passing 67% of all credits attempted and applied to their current program. Both Samford and transfer attempts are included in the 67% calculation.

SAP Measurements/SAP Standards for Other Graduate Programs

Qualitative-Students must be accepted for admission and be eligible to enroll in classes. In addition, students must achieve and maintain a cumulative 3.00 GPA on all Samford University and transfer coursework.

Quantitative-Students must average passing 67% of all credits attempted and applied to their current program. Both Samford and transfer attempts are included in the 67% calculation.

Appeals

Students who are notified of their inability to meet the SAP (Satisfactory Academic Progress) standards will be offered the opportunity to appeal the decision. A successful appeal will be based on whether or not a student's performance was affected by personal injury or illness and/or death of an immediate family member or relative. Immediate family member is defined as mother, father, sibling, spouse, child, and grandparent. Also, a successful appeal will outline what has changed in the student's situation that will allow for him or her to be successful, academically, in subsequent terms.

Scholarships

The University provides numerous opportunities for earning scholarships. Graduate and professional students may receive some scholarship funding from their academic programs of study. Academic departments should be contacted directly to determine scholarship availability. Student Financial Services does not award any merit-based scholarships.

Samford competes at the Division I level of NCAA athletics. Athletic scholarships are awarded through the Department of Athletics. Please contact the team in which you have an interest to obtain additional information concerning the recruitment process and availability of athletic scholarships.

Certain restrictions may apply to the payment of campus housing costs with university-funded aid. Specifically, full-ride scholarships will not cover the full cost of living in the West Village. The maximum amount a full ride scholarship will cover is equal to the double occupancy rate of the next highest housing option below the West Village.

Veterans Affairs Educational Benefits

Students who are veterans or dependents of veterans may be eligible to receive benefits through the U.S. Department of Veterans Affairs (VA). Contact the school certifying official in the Samford One Stop office. The telephone number to call concerning veterans benefits for students in the State of Alabama is (888) GIBILL1 [888-442-4551]. Samford University is approved by the VA as an eligible institution for federal benefits. In addition, the VA requires that each time a student attempts a course, the grade received must be included in the cumulative grade point average. Samford University will comply with in-state tuition for Veterans as it applies to federal regulations.

In order to obtain education benefits from the VA, any veteran or dependent who plans to enter Samford should:

1. Be admitted to a degree-seeking program or to an approved NCD (non-college degree) program. See the School Certifying Official for details.
2. Establish eligibility for VA benefits by completing the appropriate paperwork with the school certifying official in the Samford One Stop or with a VA Service Office. Four to six weeks are required by the Department of Veterans Affairs for processing.

Veterans

All veterans (Chapters 30 and 32), reservists and guard members (Chapter 1606, 1607), and veterans' dependents (Chapter 35) are responsible for paying fees and charges on the same basis as other students.

Veterans under the Vocational Rehabilitation Program (Chapter 31) should make arrangements for their tuition, fees, and books to be paid prior to their first payment due date by working with their assigned vocational rehabilitation counselor and submit approved paperwork to the school certifying official at Samford One Stop.

Veterans using Chapter 33 (the Post 9/11 GI Bill®) must coordinate with the School Certifying Official (Samford One Stop, Ingalls Hall) prior to the beginning of each term so that all paperwork can be filed, ensuring that Chapter 33 tuition/fee benefits are sent directly from the VA to Samford in a timely manner. While VA Payments are usually received regularly, Chapter 33 students are advised NOT to depend upon VA Housing Payments for the payment of rent or other vital expenses.

Additionally, for veterans under the Post 9/11 GI Bill, starting August 1, 2018, the VA will calculate the Monthly Housing Allowance (MHA) based on the location of the campus where the student physically attends the majority of his/her classes. (The MHA will no longer be based on the zip code of the facility the student is attending.) In cases of internships, externships, practicums, and student teaching sites, the University will work with the departments offering those courses to determine physical location as it pertains to MHA.

For students receiving VA education benefits, any complaint against the school should be routed through the VA GI Bill Feedback System by going to the following link: <http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

Policy for the Awarding of Samford Funded Merit- and Need-Based Scholarships and Grants

All Samford students, including those receiving benefits through US Veterans Affairs or the US Department of Defense, are eligible for consideration to receive any Samford funded scholarships or grants, so long as application deadlines are met and awarding criteria are satisfied.

The University provides numerous opportunities for earning scholarships. The Office of Admission is responsible for awarding the bulk of Samford scholarships as students enter as freshmen or transfers. For a listing of current scholarships awarded through the Admissions process by the Admissions Office, or in conjunction with that office, please see www.samford.edu/admission/scholarships. Scholarship maintenance and renewal requirements are found here and in the online student portal.

Billing Compliance

Samford University does not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Samford University does require a Certificate of Eligibility to process enrollment certifications and a written request to use such entitlements.

For more information on veterans affairs education benefits, see the following URL:
<https://www.samford.edu/departments/registrar/veterans>

Academic Resources

Communication Resource Center

Administration

Timothy Sutton, Director

The Communication Resource Center (CRC), also known as the writing center, is a place for all Samford students to receive free assistance with writing, speaking, and critical reading. From brainstorming to presentation or final draft, students work with trained peer tutors to improve as writers, speakers, and critical readers. In addition to individual tutoring sessions, the CRC periodically offers workshops on major style manuals as well as various aspects of oral and written communication.

The CRC also serves faculty, offering workshops and handouts on assigning and assessing oral and written communication.

Contact info: Communication Resource Center
Brooks Hall 222

crc@samford.edu
www.samford.edu/crc

Disability Resources

Administration

Katy Goodgame, Director

In compliance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, Disability Resources works to ensure that all aspects of a Samford education and campus life are accessible for students with disabilities. Applicants and students with disabilities are encouraged to learn more about accommodations and the process for registering with Disability Resources by visiting their website: www.samford.edu/dr. Students who wish to request accommodations should contact Disability Resources through one of the following methods:

Contact Info: Disability Resources
103 Dwight Beeson Hall
(205) 726-4078

disability@samford.edu
www.samford.edu/dr

Global Engagement Office

Administration

Lauren Doss, Director of Global Engagement
Jill Fisse, Assistant Director of Global Engagement
Jennifer Beck, International Student and Scholar Coordinator
Alexis Whiting, Samford Abroad Advisor

Ashley Johnson, Compliance Coordinator
Thomas Crosby, Daniel House Residence Director
Joanna Burkhart, Daniel House Academic Director

Samford offers opportunities to take courses abroad that develop and expand students' personal, academic, and professional goals. Samford seeks to engage students and faculty with the peoples and cultures of other countries; to provide on-site observation of historical, scientific, and cultural phenomena; and to provide opportunities for foreign language study within the cultural context of the target languages.

Samford Abroad

Samford Abroad Offers a variety of programs each term. Students can apply for short-term faculty-led programs, affiliate/exchange programs, and/or Samford's signature study abroad experience, the Samford in London semester or summer program at the Daniel House. For current program offerings, please visit <http://abroad.samford.edu>.

International Students and Scholars Services

The Global Engagement Office (GEO) provides immigration advisory services and assistance for the community of non-immigrant students, scholars, and employees that the University sponsors. GEO is the primary office responsible for the University's compliance with the U.S. federal immigration regulations.

Contact Info: Global Engagement Office
Brooks Hall 221
(205) 726-2741

geo@samford.edu
<http://www.samford.edu/global-engagement>

Libraries

Samford offers a wealth of library resources featuring extensive print and electronic collections, as well as multimedia resources that include microfilm, music scores, and audio and video recordings. The online catalog and other electronic resources are available to students 24/7 via the Internet. Other libraries in the Birmingham area cooperate with Samford on a reciprocal basis, increasing the variety of resources directly available to the Samford community.

Samford University Library

Administration

Kimmetha Herndon, Dean, Samford Library
Lori A. Northrup, Associate Dean, Samford Library

The Samford University Library is the primary library for all students, faculty, and staff. In addition to books, e-books, periodicals, unique collections, and electronic resources, the library houses a large government documents collection-serving as an official repository. The Special Collection houses outstanding research materials with particular strengths in Alabama history, Baptist records, and Samford University Archives. Individualized and group instruction in the use of library resources is provided on a regular basis by librarians.

A computer laboratory, computer classroom, individual and group study rooms, multimedia viewing and listening rooms, meeting rooms with advanced presentation capabilities, and a patron-lounge area are available for patron use. The Alfa Presentation Practice Room on the Library's second floor allows students to practice and record presentations individually or as a group.

Einstein Bros Bagels, on the library's first floor, offers the perfect spot for refreshment, studying, and meeting with friends and classmates.

The University Library is home to the Marla Haas Corts Missionary Biography Collection, the Alabama Men's Hall of Fame, and the Hellenic Scholars' Library.

Contact Info: Samford University Library
(205) 726-2748

library@samford.edu
<https://library.samford.edu/>

Lucille Stewart Beeson Law Library

The Lucille Stewart Beeson Law Library provides extensive legal research and study materials for the Cumberland School of Law and the rest of the Samford community. The library contains 13 conference rooms, 474 study spaces, large carrels with electrical and data connections, and more than 30 computers. Online access to current legal information is provided through computer-assisted legal research systems. The law library collection contains more than 162,000 print book volumes and more than 132,000 digital book volumes, either owned or available through subscription, more than 4100 print serials and more than 7700 digital serials, either owned or available through subscription, and more than 126,000 volumes equivalent in microfiche.

Website: <https://www.samford.edu/cumberlandlaw/library/>

S.A.M. Suite

The S.A.M. Suite is dedicated space in the College of Health Sciences (CHS building 1, 4th floor, CHS Room 1433) for faculty, staff, and students to fulfill many school and university activities. The S.A.M. Suite houses textbooks that are required in the pharmacy curriculum plus other resources identified to be important for student education. In the spirit of allowing access to these references/resources for the benefit of all faculty and students, these items cannot be checked out and leave the area. The S.A.M. Suite is available during normal CHS business hours (Monday thru Friday, 8:00am to 4:30pm) and can be used for: faculty collaborating on research, grants, scholarship, or service; faculty mentoring students; faculty meeting with students to address academics; student leaders having small group discussions; and interprofessional educational activities.

Website: <https://www.samford.edu/pharmacy/drug-information-resources>

Curriculum Materials and Technology Center

The Curriculum Materials and Technology Center is located on the third floor of the Orlean Beeson School of Education. Its primary function is to provide current resources, media, and services to the School of Education students, faculty, and staff as they design and utilize instructional materials for the P-12 classroom. Resources include an Education Library, a Make-and-Take Lab for the creation of curriculum materials, and an Instructional Technology Lab, which consists of computers and instructional software to facilitate learning in the field of education. The center is staffed to provide technical services and assistance to teacher education students as required by the National Council for Accreditation of Teacher Education.

Website: <https://www.samford.edu/education/curriculum-materials-and-technology-center>

Global Center

The Global Center, located in the Beeson School of Divinity, features interactive resources that include world population and demographic databases as well as foreign language news broadcasts that assist students as they prepare for service throughout the world.

Website: <https://www.beesondivinity.com/global-center/>

Howard College of Arts and Sciences

Administration

Timothy D. Hall, Dean; Professor, History
Don E. Bradley, Associate Dean; Professor, Sociology
Emily A. Hynds, Associate Dean; Professor, Mathematics
Dana K. Basinger, Assistant Dean; Assistant Professor, Core Curriculum

History

John Howard, for whom Howard College was named, was an 18th century English social reformer who frequently risked his own life to better the wretched condition of prisoners in that era. He was widely revered as a model of Christian compassion when Howard College was founded in 1841. When the college became a university in 1965, the Howard College of Arts and Sciences retained both the name and the legacy of this great humanitarian.

Mission

Most Samford students will spend the majority of their first two years taking courses in the College of Arts and Sciences. This liberal education provides the foundation for more advanced study in particular disciplines or majors. Many students will continue to major in one of the traditional liberal arts disciplines, including the humanities, the social sciences, or the natural sciences. With sixteen departments and over 30 different majors, Howard College is the largest of Samford's eight schools. Although liberal arts majors are not necessarily tied to a specific career path, they all provide an ability to think critically and express ideas cogently—skills that are valued in all professions.

In addition to career-related objectives, a liberal education engages students in the larger questions of life. Courses in the humanities acquaint students with the religious, social, linguistic, and aesthetic dimensions of world cultures. Courses in the social sciences provide a means for exploring the varieties of human experience and patterns of social behavior. Courses in mathematics and sciences provide insight into the natural world and quantitative methods. Moreover, such a course of study helps students develop a closely examined core of personal beliefs and a strong code of values that lead to an informed and constructive public life. For more than a century and a half, the Howard College of Arts and Sciences has embodied these high ideals within a Christian environment in which dedicated teachers and students can work closely together to seek each individual's highest fulfillment.

Degrees Offered

The Howard College of Arts and Sciences offers several programs that meet the requirements for a bachelor of arts or a bachelor of science degree. A master of science in environmental management degree is offered through the Department of Biological and Environmental Sciences.

Accreditation

All degrees in the Howard College of Arts and Sciences are fully accredited by the Southern Association of Colleges and Schools.

Biological and Environmental Sciences

Faculty

Anthony S. Overton, Chair, Professor
Lawrence J. Davenport, Paul Propst Professor of
Natural Sciences
Kristin A. Bakkegard, Professor
Elizabeth G. Dobbins, Professor
David A. Johnson, Professor
Rita Malia Fincher, Associate Professor

Grant L. Gentry, Associate Professor
R. Andrew Hataway, Associate Professor
George E. Keller III, Associate Professor
Brad C. Bennett, Assistant Professor
Katelynn Corder, Assistant Professor
Jennifer E. Layton, Assistant Professor

Graduate Programs and Requirements

Degree

Master of Science in Environmental Management (M.S.E.M.)
Environmental Health, Policy, & Management

Certificates

Environmental Management
Geographic Information Systems

Joint Degree Pathway Programs

Master of Science in Environmental Management/Juris Doctor (M.S.E.M./J.D.)
Master of Science in Environmental Management/Master of Business Administration (M.S.E.M./M.B.A.)

The Department of Biological and Environmental Sciences offers the master of science in environmental management (M.S.E.M.), an online, 36-credit, non-thesis program. It directs working professionals through a collection of courses to prepare them for the decision-making processes of the ever-increasing demands of environmental regulatory compliance.

The department also offers two online certificates in the following areas: environmental management and geographic information systems (GIS).

Additionally, the department offers two joint degree pathway programs in cooperation with other Samford schools/departments: an M.S.E.M. combined with a juris doctor (J.D.) and an M.S.E.M. combined with a master of business administration (M.B.A.). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Master of Science in Environmental Management (M.S.E.M.)

The master of science in environmental management (M.S.E.M.) is an online, 36-credit, non-thesis program. It directs working professionals through a collection of courses to prepare them for the decision-making processes of the ever-increasing demands of environmental regulatory compliance, while focusing on the theme of “energy, food, and water.” To be admitted into this program, students must have a 3.00 GPA, if a recent graduate, or a 2.50 GPA, if they have three years of relevant work experience. Once in the program, students must maintain a 3.00 GPA.

Admission Requirements

Three levels of admission status are designated:

1. Regular admission after three years of relevant work experience:
 - a. Graduation from an accredited college or university with an overall GPA of at least 2.50.
 - b. A minimum of three years relevant work experience
 - c. Two letters of reference from nonrelated persons.
2. Regular admission for recent college graduates (three years or less since award of undergraduate degree):
 - a. Graduation from an accredited college or university with an overall minimum GPA of 3.00.
 - b. A GRE score of at least 295, combined, or an MAT score of at least 396, taken within the last five years.
 - c. Two letters of reference from nonrelated persons.
3. Provisional Admission: Provisional admission may be granted upon demonstrating seriousness of purpose and ability to succeed in the program. This status will be considered for applicants who do not meet all requirements for regular admission as listed above. The applicant must furnish two letters of recommendation from two nonrelated persons. If offered provisional admission, the student must complete the first six semester hours with no grade lower than a B. Upon demonstrating this level of work, the student will qualify for admission to regular graduate status.

Required Credentials for Admission

Each student must submit official transcripts from all colleges and universities attended. In order for transcripts to be official, they must be sent directly from the student's college/university to the Office of Admission, Samford University, 800 Lakeshore Drive, Birmingham, AL, 35229. Transcripts sent to faculty or other offices on campus are not official. In addition, GRE or MAT scores must be sent directly to the Office of Admission from the testing agency. Scores furnished from other sources are not considered official.

Notification of Admission

Official notification of admission is communicated by letter from the Office of Admission. In the case of provisional admission, the letter may stipulate certain conditions which must be met by the applicant.

Prerequisites for Graduate Admission

While interdisciplinary in nature and accepting candidates with a variety of backgrounds and degrees, the program is heavily technical and scientific in design. Applicants will ideally have some training in the biological and physical sciences. If the admission committee notes a lack of scientific background in an applicant's preparation, it will require the student to complete a cell-based general biology course, specifically approved by the program directors, PRIOR to taking any of the scientifically-oriented courses in the program, with the exception of ENVM 501 - Biological and Environmental Chemistry (3). This cell-based general biology course may be an undergraduate course and will not count towards the 36 credits required for degree completion.

International Students

In addition to the stated admission requirements, for international students applying to the program a minimum TOEFL score of 80 will be required.

Acceptable Academic Progress (Minimum GPA and Course Grades)

Students in the M.S.E.M. program must maintain an overall 3.00 GPA in all graduate work. If a student earns a grade of D, F, or WF in any M.S.E.M. program course, or if his/her GPA falls below 3.00, the program director and relevant faculty must consider the student's promise and potential for successful completion of the program.

If a grade lower than a C- is made in a required core course, the student must retake the course in order to achieve a passing grade. The course must be retaken at the next available offering. If a student earns a grade below a C- in an elective course, the student must successfully complete another elective in order to remain in good standing. At the graduate level, a grade below a C- is not replaced; however the student must successfully pass 36 credit hours with an overall GPA of 3.00.

Transfer Credit

Up to nine semester credits/hours of appropriate and approved graduate coursework completed at another institution may be substituted for program course requirements. Coursework requested to be transferred must have been completed with a grade of at least B in each course. Such coursework must be the equivalent of a full semester's work (specifically, a course taken for three quarter-hours is NOT the equivalent of a three semester credit/hour course) and be supported by official transcripts and appropriate syllabi. Acceptance of such credit is solely the authority of the program directors.

Time Limit

All courses required for the master of science in environmental management must be completed within a period of five years from the academic session of first admission.

Environmental Health, Policy, & Management (M.S.E.M.)

The master of science in environmental management (M.S.E.M.) is an online, 36-credit, non-thesis program. It directs working professionals through a collection of courses to prepare them for the decision-making processes of the ever-increasing demands of environmental regulatory compliance, while focusing on the theme of "energy, food, and water." To be admitted into this program, students must have a 3.00 GPA, if a recent graduate, or a 2.50 GPA, if they have three years of relevant work experience. Once in the program, students must maintain a 3.00 GPA.

Environmental Health, Policy, & Management: 36 Credits

MSEM Core: 15 Credits

- ENVM 502 - Environmental Law and Regulation (3)
- ENVM 527 - Environmental Justice and Society (3)
- ENVM 533 - Communication in Environmental Management-Professional Presentations and Scientific Writing (3)
- ENVM 534 - Research Methods and Techniques (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)

MSEM Capstone: 3 Credits

- ENVM 540 - Environmental Masters Report Capstone (3)

MSEM Electives: 18 Credits (choose six courses)

- ENVM 509 - Geographic Information Systems (GIS) and Environmental Management Issues (3)
- ENVM 511 - Advanced GIS for Environmental Applications (3)
- ENVM 513 - Spatial Analysis and Environmental Modeling (3)
- ENVM 515 - Conservation and Policy of Endangered Species (3)
- ENVM 516 - Research (3)
- ENVM 519 - Natural Resource Management and Policy (3)
- ENVM 524 - Environmental Geology (3)
- ENVM 527 - Environmental Justice and Society (3)

- ENVM 529 - Energy and the Environment (3)
- ENVM 530 - Environmental Management Internship (3)
- ENVM 537 - Water and the Environment (3)
- ENVM 538 - Current Topics in Environmental Issues (3)
- ENVM 539 - You are What You Eat: Agricultural and Environmental Approaches to Sustainable Food and Health (3)
- PHLT 503 - Environmental Health (3) *or*
- Open Graduate-Level Elective (3)

Total Required Credits: 36

Environmental Management Certificate (CRA)

The environmental management graduate certificate program is an educational program of study that equips students and professionals with tools and knowledge to manage environmental problems routinely faced by government, industry and community organizations. This program is also created for those interested in expanding skills and knowledge for personal and/or professional development. This certificate requires 12 credit hours and can be completed entirely online. Students will also have the option to apply these credits toward the master of science in environmental management degree, if accepted into the program. The selection of courses provides students with a choice of environmental management courses to align with their educational needs.

Environmental Management: 12 Credits

Environmental Management Core: 9 Credits

- ENVM 514 - Wetlands (3)
- ENVM 519 - Natural Resource Management and Policy (3)
- ENVM 524 - Environmental Geology (3)

Environmental Management Elective: 3 Credits (choose one)

- ENVM 534 - Research Methods and Techniques (3)
- ENVM 537 - Water and the Environment (3)

Total Required Credits: 12

Geographic Information Systems (GIS) Certificate (CRA)

The graduate certificate in geographic information systems (GIS) in the environmental management program will prepare students to integrate spatial technologies, data, and analysis to address environmental issues at local, national, and global scales. This program will also be beneficial for existing GIS users seeking to enhance their skills to manage environmental problems faced by government, industry, and community organizations. This certificate requires 12 credit hours and can be completed entirely online. Students will also have the option to apply these credits toward the master of science in environmental management degree, if accepted into the program.

Geographic Information Systems: 12 Credits

Geographic Information Systems Core: 9 Credits

- ENVM 509 - Geographic Information Systems (GIS) and Environmental Management Issues (3)
- ENVM 511 - Advanced GIS for Environmental Applications (3)
- ENVM 513 - Spatial Analysis and Environmental Modeling (3)

Geographic Information Systems Elective: 3 Credits (choose one)

- ENVM 533 - Communication in Environmental Management-Professional Presentations and Scientific Writing (3)
- ENVM 534 - Research Methods and Techniques (3)

Total Required Credits: 12

School of the Arts

Administration

Joseph H. Hopkins, Dean; Professor, Music

Larry D. Thompson, Associate Dean; Professor, Art and Design

History

Since the earliest years of the University's history, music and the dramatic arts have been a vital part of campus life. The college Glee Club sang at commencements, and seniors and dramatic arts students performed in campus productions during the school year. The Masquers Club, organized in 1933, invited all students to be a part of their dramatic productions. Within five years, the popularity of The Masquers Club increased to such a degree that their productions were limited to drama students only. Throughout the state, Howard College dramatic productions were well recognized, and that recognition continues to the present.

In 1948, the Board of Trustees unanimously approved the establishment of the Department of Music to offer the bachelor of music degree. Prior to that time, music was taught on campus by professional musicians from a local music school through a cooperative agreement, but a bachelor's degree was not offered. By 1952, the music curriculum was so successful that more teaching space was required to accommodate the demand for music courses. In 1970, the department was elevated to School status.

In 2001, dramatic arts, known as the Theatre Department, moved to the School of Music, and the school was renamed the School of Performing Arts with a Division of Music and a Department of Theatre. A new major, musical theatre, was introduced, in both the music division and the theatre department. In 2008, the Department of Art formally joined the school, which was renamed the School of the Arts.

In 2009, the theatre department was renamed the Department of Theatre and Dance, to recognize the expanded focus of the department. That same year, a new bachelor of fine arts in musical theatre was introduced.

In 2011, the Department of Interior Design formally joined the school and was renamed the Department of Interior Architecture, offering a bachelor of fine arts in interior design as well as a concentration in pre-architecture.

The Department of Art and the Department of Interior Architecture were joined together as the Division of Art and Design from 2014 through 2021.

The Center for Worship and the Arts was established in 2013 to equip congregations to engage intergenerational and artistic worship practices that glorify God, honor Christ, and join the transformative work of the spirit in the world. Housed in the School of the Arts, the Center offers unique on-line resources and on-campus programming for student worship leaders and their mentors.

In 2014, the University established the Academy of the Arts by joining existing programs in Preparatory Music and Samford After Sundown to offer non-credit classes, studio lessons, and certificates in the arts for all ages throughout the year.

In 2017, the School of the Arts launched the Catalyst Program. This included creating 13-credit hours of new SOA course work designed to propel students into their artistic careers by fostering creative and entrepreneurial thinking, cross-disciplinary collaboration, and a greater understanding of the intersection between the arts and their faith.

Samford introduced an interdisciplinary Christian ministry degree in the fall of 2018 designed to equip committed students from across the Samford campus for the work of ministry and missions through a biblically-grounded, missionally-focused curriculum. The new Department of Christian Ministry also houses the Ministry Training Institute, a non-degree program with a long history at Samford that offers theological training to church communities throughout the Southeast.

In 2020, the School of the Arts introduced two new majors, a bachelor of arts in commercial music and a bachelor of science in game design and 3D animation. In 2021, the Division of Art and Design transitioned to two departments: Department of Art and Design and Department of Architecture and Interior Design. Additionally, the School of the Arts launched a new five-year accelerated master of architecture program within the Department of Architecture and Interior Design.

During the summer of 2021, renovations began for both Harrison Theatre and Buchanan Hall. Harrison Theatre was completed to enhance the Fall 2021 season with accessible seating platforms, new overall guest seating, improved safety measures and new performance and production platforms. Buchanan Hall will be complete in the summer of 2022 and will be home to state-of-the-art facilities for the Division of Music.

Architecture and Interior Design

Faculty

Jeannie C. Krumdieck, Chair, Professor
Charles L. Ford, Professor
Aaron P. Brakke, Assistant Professor
Ryan L. Misner, Assistant Professor

Accreditation

The new architecture program is currently seeking accreditation by the National Architectural Accrediting Board (NAAB).

Graduate Programs and Requirements

Degree

Master of Architecture (M.Arch.)

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Architecture (B.S.A./M.Arch.) with a B.S.A. in Architecture

The Department of Architecture and Interior will offer a master of architecture degree (M.Arch.) beginning spring 2024.

The one-year M.Arch. degree is intended for Samford students who are completing the bachelor of science in architecture degree (B.S.A.), so that they can complete both programs in a five-year time frame, for a total of 168 hours.

Master of Architecture (M.Arch.)

Graduates from Samford University's bachelor of science architecture (B.S.A.) degree are expected to progress directly into a fifth-year, 38-hour master of architecture (M.Arch.) degree. Based in the School of the Arts and housed alongside Samford's CIDA-accredited interior architecture program, this major offers unique and unlimited opportunities for collaboration, inspiration, and understanding of the built environment necessary to progress into professional practice. Students are versed in architectural theory and synthesize artistic, social, cultural, technological, and environmental context in the development of design solutions. In addition, and in support of Samford University's mission, this program allows students to engage in Christian service opportunities through the built environment. This program will be seeking professional accreditation from the National Architectural Accrediting Board (NAAB).*

----- **Note: The Samford University Architecture Program has applied for eligibility of accreditation with the NAAB.**

*NAAB Candidacy: In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the bachelor of architecture, the master of architecture, and the doctor of architecture. A program may be granted an eight-year term, an eight-year term with conditions, a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standard.

Doctor of architecture and master of architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

Admission Requirements

1. Application for graduate admission.
2. Application fee.
3. Successful completion of a bachelor of arts in architecture or a bachelor of science in architecture degree from an accredited college or university.
4. Official transcripts from all colleges and universities attended.

Program-Specific Admission Requirements

Transcript and portfolio review

Time-to-Degree Completion Plan

The program is designed to be completed in one calendar year.

Additional information on this program is forthcoming.

Architecture (M.Arch.)

Graduates from Samford University's bachelor of science architecture (B.S.A.) degree are expected to progress directly into a fifth-year, 38-hour master of architecture (M.Arch.) degree. Based in the School of the Arts and housed alongside Samford's CIDA-accredited interior architecture program, this major offers unique and unlimited opportunities for collaboration, inspiration, and understanding of the built environment necessary to progress into professional practice. Students are versed in architectural theory and synthesize artistic, social, cultural, technological, and environmental context in the development of design solutions. In addition, and in support of Samford University's mission, this program allows students to engage in Christian service opportunities through the built environment. This program will be seeking professional accreditation from the National Architectural Accrediting Board (NAAB).*

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Doctor of architecture and master of architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

Architecture: 38 Credits

Architecture Core: 32 Credits

- ARCH 505 - Internship (3)
- ARCH 507 - Faith and Worldview of Architecture (3)
- ARCH 510 - Thesis Research and Prep (4)
- ARCH 512 - Architecture Design Studio VII: Urban Design (6)
- ARCH 515 - Professional Practice I (3)
- ARCH 610 - Architecture Design Studio VIII: Thesis Studio (6)
- ARCH 615 - Professional Practice II (3)
- ARCH 620 - Advanced Architecture History/Theory Independent Study (4)

Architecture Electives: 6 Credits

- ARCH 518 - Advanced Architecture Elective I (3)
- ARCH 618 - Advanced Architecture Elective II (3)

Total Required Credits: 38

Music Division

Faculty

Cindy B. St. Clair, Interim Chair, Assistant Professor
Philip L. Copeland, Professor
Joseph H. Hopkins, Professor
Sharon L. Lawhon, Professor
Grant B. Dalton, Associate Professor
Joel S. Davis, Associate Professor
Brad M. Diamond, Associate Professor
Jeffrey Z. Flaniken, Associate Professor
Kristin Kenning, Associate Professor; Director, Samford Opera
Mark A. Lackey, Associate Professor
Brian B. Viliunas, Associate Professor
Emily Snider Andrews, Assistant Professor; Director, Graduate Studies
Michael Averett, Assistant Professor
M. Elizabeth (Beth) McGinnis, Assistant Professor
Steven A. Potaczek, Assistant Professor
Morgan C. Soja, Assistant Professor
Jason A. Terry, Assistant Professor
Yeoyung 'Angela' Yoon, Assistant Professor
Ryan T. Lowell, Instructor

Mission

The Division of Music is preparing musicians to enrich society through a diligent pursuit of excellence.

General Information

Music study at Samford University is essentially a threefold program, including training in basic musicianship, training in specialized professional areas, and studies in the liberal arts. The core of the program is musicianship-continuous study in music performance, including solo and ensemble experiences, along with extensive work in music theory and history. In specialized areas, such as teacher training, composition, and music and worship, requirements include training and experiences in the special skills and knowledge appropriate to the respective degree program to equip the graduate to function effectively on the professional level. The liberal arts requirements contribute to the breadth of knowledge appropriate for the professional musician.

In addition to the academic programs, a wide variety of ensembles offer opportunities to both music and non-music majors for meaningful experiences in music making. University ensembles include A Cappella Choir, University Chorale, Samford Opera, Opera Workshop, Orchestra, Wind Ensemble, Marching Band, Jazz Band, Campus Worship Team, Worship Arts Ensemble, Pop & Funk Ensemble, and numerous chamber ensembles.

Accreditation

The Division of Music in the School of the Arts is an accredited institutional member of the National Association of Schools of Music (NASM), and the teacher education program is accredited by the Alabama State Department of Education.

Graduate Programs and Requirements

Degrees/Majors

Master of Arts (M.A.)

Worship Leadership

Master of Music (M.M.)

Church Music (M.M.) with a Concentration in Conducting, Performance, or Thesis

Instrumental Performance (M.M.)

Piano Performance and Pedagogy (M.M.)

Vocal Performance (M.M.)

Master of Music Education (M.M.E.)

Music: Pattern 1: Traditional Program (M.M.E.)

Music: Pattern 2: Fifth Year Non-Traditional Program (M.M.E.)

Music (National Board Cohort) (M.M.E.)

Joint Degree Pathway Program

Master of Music/Master of Divinity (M.M./M.Div.)

The Division of Music offers graduate programs leading to the master of arts degree (M.A.) with a major in worship leadership; master of music degree (M.M.), with majors in church music, instrumental performance, piano performance/pedagogy, and vocal performance; and the master of music education degree (M.M.E.), with three variations on the music major (traditional, fifth-year non-traditional, and National Board cohort).

Additionally, the department offers a joint degree pathway program in cooperation with the Beeson School of Divinity, leading to both an M.M. and a master of divinity (M.Div.). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Master of Arts (M.A.) with a Major in Worship Leadership

Admission Requirements

A bachelor of music (B.M.) degree, or an equivalent degree, from an institution accredited by the National Association of Schools of Music is required for admission to all programs. An applicant whose undergraduate preparation does not meet these specifications may be admitted provisionally, with the requirement that course work stipulated at the time of admission be completed to ensure that preparation is equivalent to that of a graduate of the bachelor of music degree program offered by the Division of Music at Samford. Courses completed in satisfying this requirement must earn a grade of at least B and do not count toward the master's degree.

Unconditional admission to any program requires a GPA of 3.00 or above. Minimum GPA for conditional admission to all other programs is 2.50 on a 4-point scale.

International applicants must contact the director of graduate studies in music for additional procedures.

A complete application includes:

1. The application form and fee (\$35).
2. An official transcript from each institution attended since high school.
3. Typed statement, "My call to worship ministry."
4. Video link of student leading worship.
5. Interview with music and worship area faculty.
6. Two letters of support from an adult mentor and a church leader.
7. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL iBT), on which a minimum score of 90 is required.
8. Consult the Division of Music Graduate Program Manual for additional requirements specific to each degree.

Time-to-Degree Completion Plan

When maintaining a full load of six to eight credit hours each semester, the degree will be completed in a four-semester sequence, over the course of two fiscal years. Students will spend two, separate weeks, each one at the beginning of the Fall semester, in a week-long course intensive with Samford faculty. The remainder of the degree will be delivered online.

Time Limit

All courses required for the master of arts in worship leadership, including transfer work, must be completed within a period of six years.

Transfer Credit

If approved by the coordinator of graduate studies in the Division of Music, in consultation with the faculty and the associate dean for music, as many as nine of the credits required for a master's degree in the Division of Music may be transferred from other institutions. Transfer courses must represent a grade of B or higher, and must have been completed within the six-year period prior to receipt of degree.

Progression Policies

No course in which the grade earned is below C- may be counted toward the degree. A candidate must maintain a grade-point average of 3.00 (on a 4-point scale) to remain in good standing. Should the candidate's grade-point average fall below this standard, the candidate may continue on probation for one semester to provide an opportunity to raise the average to 3.00. If this average is not achieved, the candidate is automatically withdrawn from the program.

Master of Music (M.M.); Master of Music Education (M.M.E.)

Admission Requirements

A bachelor of music (B.M.) degree, or an equivalent degree, from an institution accredited by the National Association of Schools of Music is required for admission to all programs. An applicant whose undergraduate preparation does not meet these specifications may be admitted provisionally, with the requirement that course work stipulated at the time of admission be completed to ensure that preparation is equivalent to that of a graduate of the bachelor of music degree program offered by the Division of Music at Samford. Courses completed in satisfying this requirement must earn a grade of at least B and do not count toward the master's degree.

Unconditional admission to any program requires a GPA of 3.00 or above. Admission to the master of music education programs requires a minimum GPA of 3.00 (on a 4-point scale) in music courses and on the undergraduate degree as a whole. There will be no exceptions. Minimum GPA for conditional admission to all other programs is 2.50 on a 4-point scale. All applicants for the master of music education programs must have passed the Alabama Educator Certification Testing Program (AECTP) examination. Applicants for the master of music education (traditional program) must also submit minimum scores of 150 on the Music: Content Knowledge Exam (Test #0013) on the Praxis II Examination.

International applicants must contact the director of graduate studies in music for additional procedures.

A complete application includes:

1. The application form and fee (\$35).
2. An official transcript from each institution attended since high school. Applicants for the master of music education degrees must provide two official transcripts.
3. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL iBT), on which a minimum score of 90 is required.
4. Three (3) recommendations from teachers or supervisors who can assess the student's competence to undertake graduate study.
5. Consult the Division of Music Graduate Program Manual for additional requirements specific to each degree.

In addition to application materials, each applicant must audition and interview for the appropriate music faculty.

Worship Leadership (M.A.)

The master of arts (M.A.) in worship leadership is designed for college graduates who have articulated a call to vocational Christian ministry in the area of worship leadership and have chosen to pursue a graduate degree in ministry. The degree program includes coursework in worship, ministry, theology, biblical studies, and music in order to effectively prepare students for sustainable tenures in the local church or in a parachurch organization.

Worship Leadership: 31 Credits

Biblical and Theological Foundations: 5 Credits

- WRLD 500 - Introduction to Worship Studies (2)
- WRLD 531 - Biblical and Theological Studies (3)

Studies in Worship: 17 Credits

- WRLD 510 - Music Ministry on the Lord's Day (3)
- WRLD 520 - Principles and Practices of Worship Design (3)
- WRLD 541 - Contemporary Issues in Christian Worship (3)
- WRLD 550 - Music as Theological Expression (3)
- WRLD 560 - Worship Arts in the Church (3)
- WRLD 570 - Worship Leadership Thesis Project (2)

Studies in Pastoral Leadership: 9 Credits

- WRLD 501 - The Worship Leader as Pastor (3)
- WRLD 530 - Principles of Administration for the Worship Leader (2)
- WRLD 540 - The Musical Practices of Worship (2)
- WRLD 561 - Leading from the Platform (2)

Total Required Credits: 31

Church Music (M.M.)

The master of music in church music (M.M.) is designed for college graduates who have articulated a call to vocational Christian ministry, chosen to pursue a graduate degree in ministry and possibly ordination. The degree program includes coursework in music, worship, ministry, and religion in order to adequately prepare students for sustainable tenures in the local church or in a parachurch organization. Students must choose a concentration in conducting, performance, or thesis.

Church Music: 31 Credits

Church Music Core: 21 Credits

Studies in Music: 9 Credits

- MUSC 5221 - Seminar in Choral Conducting (2)
- MUSC 5300 - Research in Music (3)
- MUSC 5500 - Analytical Techniques (2)
- MUSC 57xx - Graduate Ensembles* (1 crd/2 sem) (2)

Studies in Church Music: 12 Credits

- MUSC 5115 - Music Ministry on Lord's Day (3)
- MUSC 5125 - Singing the Faith (3)
- MUSC 5135 - Music as Theological Expression (3)
- MUSC 5145 - Worship Arts in the Church (3)

Concentration: 10 Credits (choose one of the following)

Conducting Concentration: 10 Credits

- MUSA 51xx, 52xx, 53xx Applied Instruction (2 crds/2 sem) (4)
- MUSC 5155 - Performance Document (2)
- MUSC 5240 - Graduate Conducting (2) (2 crds x 2 sem) (4)
- MUSC 5699 - Graduate Recital (0)

Performance Concentration: 10 Credits

- MUSA 51xx, 52xx, 53xx Applied Instruction (2 crds/4 sem) (8)
- MUSC 5155 - Performance Document (2)
- MUSC 5699 - Graduate Recital (0)

Thesis Project Concentration: 10 Credits

- MUSA 51xx, 52xx, 53xx Applied Instruction (2 crds/2 sem) (4)
- MUSC 5000-5999 Music Elective (2)
- MUSC 5165 - Graduate Thesis in Church Music (2) (2 crds x 2 sem) (4)

Total Required Credits: 31

* Ensembles include MUSC 5720, 5721, 5723, 5724, 5730, 5731, 5732, 5739, 5750, 5751.

Instrumental Performance (M.M.)

The master of music in instrumental performance (M.M.) prepares students to be proficient performers who are ready to pursue professional careers. Emphasis is placed on musical artistry and professionalism, together with developing students' research skills. The degree concludes with a recital and an oral comprehensive examination.

Instrumental Performance: 32 Credits

Music Core: 10 Credits

- MUSC 5300 - Research in Music (3)
- MUSC 5400 - History & Application of Perform Practices (3)
- MUSC 5462 - Topics in Music History (2)
- MUSC 5500 - Analytical Techniques (2)

Solo Performance: 12 Credits

- MUSA 53xx - Applied Instruction (4 times/3 crds each) (12)
- MUSC 5699 - Graduate Recital (0) (one 50-min recital)

Instrumental Ensembles: 6 Credits

- MUSC 57xx - Graduate Ensembles* (4 times/1 crd each) (4)
- MUSC 5732 - Graduate Chamber Ensemble (0-1) (take twice) (2)

Supporting Music Studies: 4 Credits

- MUSC 5240 - Graduate Conducting (2)
- MUSC 5630 - Seminar in Instrumental Pedagogy/Literature (2)

Total Required Credits: 32

* Ensembles include MUSC 5720, 5721, 5723, 5724, 5730, 5731, 5732, 5739, 5750, 5751.

Piano Performance and Pedagogy (M.M.)

The master of music in piano performance and pedagogy (M.M.) prepares students to be proficient performers and scholarly musicians who are ready to pursue professional careers as teachers of piano. Emphasis is placed on musical artistry and pedagogical professionalism, together with developing research skills. The degree requires two recitals and an oral comprehensive examination.

Piano Performance & Pedagogy: 31 Credits

Music Core: 8 Credits

- MUSC 5300 - Research in Music (3)
- MUSC 5400 - History and Application of Performance Practices (3)
- MUSC 5500 - Analytical Techniques (2)

Solo and Ensemble Performance: 13 Credits

- MUSA 5351 - Applied Instruction: Piano (4 times/3 crds each) (12)
- MUSC 5699 - Graduate Recital (0) (2 required: 1 solo + 1 solo/collaborative/lecture/concerto)
- MUSC 5732 - Graduate Chamber Ensemble (0-1) (take once) (1)

Supporting Piano Studies: 10 Credits

- MUSC 5440 - Investigations in Piano Literature (3)
- MUSC 5640 - Piano Pedagogy Materials & Methods (2)
- MUSC 5642 - Contemporary Trends in Piano Pedagogy (2)
- MUSC 5660 - Piano Pedagogy Laboratory Program (3)

Total Required Credits: 31

Vocal Performance (M.M.)

The master of music in vocal performance (M.M.) prepares students to be proficient performers who are ready to pursue professional careers. Emphasis is placed on musical artistry and professionalism, together with developing research skills. The degree concludes with a recital and an oral comprehensive examination.

Vocal Performance: 30 Credits

Music Core: 8 Credits

- MUSC 5300 - Research in Music (3)
- MUSC 5400 - History and Application of Performance Practices (3)
- MUSC 5500 - Analytical Techniques (2)

Solo Performance: 12 Credits

- MUSA 5357 - Applied Instruction: Voice (4 times/3 crds each) (12)
- MUSC 5699 - Graduate Recital (0) (one 50-min recital)

Ensemble Performance: 4 Credits

(choose any combination of the following for a total of 4 credits; each course is repeatable)

- MUSC 5720 - University Chorale (0-1)
- MUSC 5721 - A Cappella Choir (0-1)
- MUSC 5723 - Samford Opera (0-1)
- MUSC 5724 - Opera Workshop (0-1)

Supporting Vocal Studies: 6 Credits

- MUSC 5421 - Seminar in Vocal Literature (2)
- MUSC 5462 - Topics in Music History (2)
- MUSC 5620 - Seminar in Vocal Pedagogy (2)

Total Required Credits: 30

Music: Pattern 1: Traditional Program (M.M.E.)

The master of music education in music (M.M.E.) is designed to prepare students for increasing responsibilities in the field of music teaching. Completion of this degree qualifies the individual for an Alabama Class A teaching certificate. The traditional program (Pattern 1) is for persons who hold an Alabama Class B teaching certificate or its equivalent. The program concludes with an oral comprehensive examination.

Music, Pattern 1: Traditional Program: 30 Credits

Education: 9 Credits

- EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)
- EDUC 522 - Designing Instruction for Diverse and Exceptional Learners (3)
- EDUC 563 - Content Area Literacy (3)

Music Education Core: 5 Credits

- MUSC 5340 - Foundations and Curricular Trends in American Music Education (3)
- MUSC 5380 - Assessment of Music & Reading across the Curriculum (2)

Teaching Field: Music (Required): 7 Credits

- MUSC 5221 - Sem in Choral Conducting (2) *or*
 - MUSC 5230 - Sem in Instrument Conducting (2)
- AND
- MUSC 5300 - Research in Music (3)
 - MUSC 5500 - Analytical Techniques (2)

Teaching Field Electives: 9 Credits (choose 9 credits from the following)

- MUSC 5321 - Vocal Techniques (1) *
- MUSC 5360 - Orff Schulwerk, Level I (3)
- MUSC 5361 - Orff Schulwerk, Level II (3) **
- MUSC 5422 - Survey of Choral Literature (2)
- MUSC 5520 - Choral Arranging (2)
- MUSC 5530 - Instrumental Arranging (2)
- MUSC 5620 - Seminar in Vocal Pedagogy (2) ***
- MUSC 5630 - Seminar in Instrumental Pedagogy/Literature (2)
- MUSC 5640 - Piano Pedagogy Materials & Methods (2)
- MUSC 5650 - Organ Pedagogy (2)
- MUSC 5662 - Special Studies in Music Education (2) †
- MUSC 5663 - Special Studies in Music Education (3) †
- MUSC 5664 - Special Studies in Music Education (4) †
- Graduate Ensemble (5000-level) (1-2)††
- Solo Performance Instruction (5000-level) (2-4)†††

Total Required Credits: 30

* Students pursuing instrumental certification who have not previously completed a course in vocal techniques must take MUSC 5321.

** Certification in Orff-Schulwerk Level I (MUSC 5360) prerequisite.

*** Students pursuing vocal/choral certification who have not previously completed a course in vocal pedagogy must take MUSC 5620.

† No more than three credits of special studies can be counted toward the degree.

†† No more than two credits of Samford Opera, Opera Workshop, and/or Graduate Ensemble can be counted toward the degree.

††† No more than four credits of performance can be counted in this cluster.

NOTE: Program subject to change if state and/or federal requirements are revised.

Music: Pattern 2: Fifth Year Non-Traditional Program (M.M.E.)

The master of music education in music (M.M.E.) is designed to prepare students for music teaching. The fifth year non-traditional program (Pattern 2) is for persons whose previous education does not make them eligible for an Alabama Class B teaching certificate. Completion of this degree qualifies the individual for an Alabama Class A teaching certificate.

Music, Pattern 2: 5th-Yr Non-Traditional Program: 41 Credits

Education: 9 Credits

- EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)
- EDUC 522 - Designing Instruction for Diverse and Exceptional Learners (3)
- EDUC 563 - Content Area Literacy (3)

Music Education Core: 17 Credits

- MUSC 5310 - Curriculum and Teaching in the Elementary School (3) AND
- MUSC 5320 - Curriculum and Teaching in the Secondary School: Choral (3) *or*
- MUSC 5330 - Curriculum and Teaching in the Secondary School: Instrumental (3) AND
- MUSC 5340 - Foundations and Curricular Trends in American Music Education (3)
- MUSC 5380 - Assessment of Music & Reading across the Curriculum (2)
- MUSC 5399 - Student Teaching Grades P-12 (6)

Teaching Field: Music (Required): 5 Credits

- MUSC 5300 - Research in Music (3)
- MUSC 5500 - Analytical Techniques (2)

Music Electives: Vocal/Choral or Instrumental Emphasis: 10 Credits

Vocal/Choral Emphasis (choose 10 credits)

- MUSC 5221 - Seminar in Choral Conducting (2)
- MUSC 5360 - Orff Schulwerk, Level I (3)
- MUSC 5361 - Orff Schulwerk, Level II (3)**
- MUSC 5422 - Survey of Choral Literature (2)
- MUSC 5520 - Choral Arranging (2)
- MUSC 5620 - Seminar in Vocal Pedagogy (2)***
- MUSC 5662 - Special Studies in Music Education (2) †
- MUSC 5663 - Special Studies in Music Education (3) †
- MUSC 5664 - Special Studies in Music Education (4) †
- MUSC 5723 - Samford Opera (0-1)
- MUSC 5724 - Opera Workshop (0-1)
- MUSC 5931 - Class Strings (1) §
- MUSC 5932 - Class Woodwinds (1) §
- MUSC 5933 - Class Brass (1) §
- MUSC 5934 - Class Percussion (1) §
- Graduate Ensemble (5000-level) (1-2) ††
- Solo Performance Instruction (5000-level) (2-4)†††

Instrumental Emphasis (choose 10 credits)

- MUSC 5230 - Sem in Instrument Conducting (2)
- MUSC 5321 - Vocal Techniques (1) *
- MUSC 5360 - Orff Schulwerk, Level I (3)
- MUSC 5530 - Instrumental Arranging (2)
- MUSC 5630 - Sem in Instrumental Pedagogy/Literature (2)
- MUSC 5662 - Special Studies in Music Education (2) †
- MUSC 5663 - Special Studies in Music Education (3) †
- MUSC 5664 - Special Studies in Music Education (4) †
- MUSC 5931 - Class Strings (1) §
- MUSC 5932 - Class Woodwinds (1) §
- MUSC 5933 - Class Brass (1) §
- MUSC 5934 - Class Percussion (1) §
- Graduate Ensemble (5000-level) (1-2) ††
- Solo Performance Instruction (5000-level) (2-4)†††

Total Required Credits: 41

* Students pursuing instrumental certification who have not previously completed a course in vocal techniques must take MUSC 5321.

** Certification in Orff-Schulwerk Level I (MUSC 5360) prerequisite.

*** Students pursuing vocal/choral certification who have not previously completed a course in vocal pedagogy must take MUSC 5620.

† No more than three credits of special studies can be counted toward the degree.

†† No more than two credits of Samford Opera, Opera Workshop, and/or Graduate Ensemble can be counted toward the degree.

††† No more than four credits of performance can be counted in this cluster.

§ May be waived by proficiency examination.

NOTE: Program subject to change if state and/or federal requirements are revised.

Music (National Board Cohort) (M.M.E.)

The master of music education in music with national board cohort (M.M.E.-MNBC) is designed specifically for in-service (practicing) music teachers who hold initial (Class B) certification in K-12 music in Alabama. The cohort design requires 15 months of continuous enrollment from start to finish, comprising two summers of full-time study plus part-time studies (fall and spring semesters) during the in-between academic year. The degree concludes with an oral comprehensive exam in the Division of Music. Class A teacher certification is granted by the State of Alabama's Department of Education and will be issued by ALSDE upon meeting the Alabama Quality Teaching Standards (AQTs). Students must have a minimum GPA of 3.0 for admission to the program.

Music (National Board Cohort): 32 Credits

Education: 6 Credits (Complete two of the following)

- EDUC 509 - Advanced Techniques for the Diagnosis and Remediation of Reading Problems (3) *
- EDUC 510 - Instructional Adaptation for Student Diversity (3) *
- EDLD 520 - Foundations of Instructional Leadership (3)
- EDLD 526 - Legal and Ethical Issues in Education (3)

Music: 26 Credits

Music Education Core: 5 Credits

- MUSC 5340 - Foundations and Curricular Trends in American Music Education (3)
- MUSC 5380 - Assessment of Music & Reading across the Curriculum (2)

Teaching Field: Music (Required): 16 Credits

- MUSC 5221 - Seminar in Choral Conducting (2) *or*
- MUSC 5230 - Seminar in Instrumental Conducting (2) AND
- MUSC 5300 - Research in Music (3)
- MUSC 5391 - National Board Professional Teaching Standards for Music I (3)
- MUSC 5392 - National Board Professional Teaching Standards for Music II (3)
- MUSC 5500 - Analytical Techniques (2)
- MUSC 5597 - Curriculum Integration of Music Technology (3)

Teaching Field Electives: 5 Credits (Choose 5 credits from the following)

- MUSC 5360 - Orff Schulwerk, Level I (3)
- MUSC 5361 - Orff Schulwerk, Level II (3) **
- MUSC 5662 - Spec Studies in Music Education (2) ***
- MUSC 5663 - Spec Studies in Music Education (3) ***
- MUSC 5664 - Spec Studies in Music Education (4) ***
- Graduate Ensemble (5000-level) (1-2) ††
- Solo Performance Instruct (5000-level) (2-4) †††

Total Required Credits: 32

* Must take these courses if not already taken for Class B certification.

** Certification in Orff-Schulwerk Level I (MUSC 5360) prerequisite

*** No more than three credits of special studies can be counted toward the degree.

NOTE: Program subject to change if state and/or federal requirements are revised.

Brock School of Business

Administration

Charles M. Carson, IV, Dean; Professor, Management
Jeremy P. Thornton, Associate Dean; Professor, Economics
Barbara H. Cartledge, Senior Assistant Dean; Assistant Professor, Business

History

The Brock School of Business was named in 2007 for long-time Samford trustee, banking pioneer, and entrepreneur Harry B. Brock, Jr. The School of Business is fully accredited by AACSB International.

The business school offers undergraduate programs of study leading to the bachelor of science in business administration (B.S.B.A.) with majors in accounting, economics, entrepreneurship, finance, management, and marketing. Concentrations in data analytics, professional sales, social entrepreneurship, and sports marketing are also available. Students in the University Fellows program can pursue the Brock Scholars major while students whose primary focus is not business can pursue a bachelor of arts (B.A.) in economics. Nonbusiness students may pursue minors in accounting, data analytics, economics, general business, marketing, and social entrepreneurship.

The business school also offers a special joint degree, leading to a B.S.B.A. in accounting initially, but ultimately to a master of accountancy (M.Acc.).

In addition, at the graduate level, students may earn the master of accountancy (M.Acc.) or the master of business administration (M.B.A.), the latter which has optional concentrations in data analytics, finance, and sports business.

Mission

The Samford University Brock School of Business delivers life-long business education to its constituents through quality teaching, meaningful scholarship, and servant relationships, imbued by its Christian commitment.

Vision

The Samford University Brock School of Business is a recognized leader and school of choice among institutions offering undergraduate and graduate business education informed by Christian principles.

Core Values

- We affirm Samford University's purpose and mission as our own in the development of business leaders.
- We believe that our Christian perspectives and commitments should permeate and integrate all of our organizational goals and activities.
- We consider learning to be an activity that never ceases, and that the life of the mind is a faithful and noble pursuit.
- We believe that service within organizations is a vocation in the sense that it is a calling that should be treated with great importance and utmost respect.
- We believe in the pursuit of excellence in all dimensions and activities.
- We value the creation of timely, relevant, participatory, and experiential learning environments that develop well-trained persons who add value and achieve fulfilling roles within their organizations, communities, and the global environment.
- We value research and scholarship that develops core competencies, serves society, and equips people and organizations to cope with change and meet challenges.
- We are blessed with and compelled by our tremendous resources to serve our community.
- We respect and value unique and diverse experiences and perspectives contributed by individuals learning and working in a collegial environment.
- We demand ethical behavior, integrity, caring concern, and stewardship from ourselves, our constituents, and the organizations we serve.

Accreditation

The Brock School of Business is accredited by AACSB International-the Association to Advance Collegiate Schools of Business (www.aacsb.edu) and by SACS-the Southern Association of Colleges and Schools.

Accounting

Faculty

Alan Blankley, Chair, Professor
Cynthia F. Lohrke, Professor
James P. Reburn, Professor
William H. Belski, Associate Professor
Brandi L. Holley, Assistant Professor
Michelle R. Newberry, Assistant Professor
Cameron C. Pearce, Instructor

Economics, Finance, and Quantitative Analysis

Faculty

Steven T. Jones, Chair, John W. Gay Professor of Banking and Finance
William (Art) Carden, Professor, Economics
J. Howard Finch, Professor, Finance
J. Michael Hardin, Professor, Quantitative Analysis
Sara Helms McCarty, Professor, Economics
Jeremy P. Thornton, Professor, Economics, Dwight Moody Beeson Chair in Business
Rustin (Rusty) Yerkes, Associate Professor, Finance
Joy A. Buchanan, Assistant Professor, Quantitative Analysis and Economics
Anna-Leigh Stone Hankins, Assistant Professor, Finance
Kevin Pan, Assistant Professor, Quantitative Analysis

Entrepreneurship, Management, and Marketing

Faculty

Darin W. White, Chair, Professor, Marketing
Archie Lockamy III, Professor, Management, Margaret Gage Bush Professor of Business
Charles M. Carson IV, Professor, Management, Brock Family Chair of Entrepreneurship
Betsy B. Holloway, Professor, Marketing
David L. Loudon, Professor, Marketing
C. Clifton Eason, Associate Professor, Marketing
Matthew J. Mazzei, Associate Professor, Management
Barbara H. Cartledge, Assistant Professor, Business
Larron C. Harper, Assistant Professor, Business
Reginald J. Harris, Assistant Professor, Management
Clara Jace, Assistant Professor, Business
Kate McCombs, Assistant Professor, Business
Nathan Kirkpatrick, Assistant Professor
Alice G. Holloway, Instructor, Marketing

Graduate Programs and Requirements

Degrees

Master of Accountancy (M.Acc.)
Master of Business Administration (M.B.A.)
Master of Business Administration (M.B.A.) with a Concentration in Data Analytics, Finance, or Sports Business

Accelerated Bachelor-to-Graduate Pathway Program

Professional Accountancy Program (B.S.B.A./M.Acc.)

Minor

Graduate Business Minor

Joint Degree Pathway Program

Master of Accountancy/Juris Doctor (M.Acc./J.D.)

Master of Business Administration/Doctor of Pharmacy (M.B.A./Pharm.D.)

Master of Business Administration/Juris Doctor (M.B.A./J.D.)

Master of Business Administration/Master of Accountancy (M.B.A./M.Acc.)

Master of Business Administration/Master of Divinity (M.B.A./M.Div.)

Master of Business Administration/Master of Healthcare Administration (M.B.A./M.H.C.A.)

Master of Business Administration/Master of Science in Environmental Management (M.B.A./M.S.E.M.)

The Brock School of Business offers the master of accountancy (M.Acc.) and the master of business administration (M.B.A.) degrees, with the latter offering optional concentrations in data analytics, finance, and sports business. A graduate business minor is also available.

The business school also offers a special accelerated bachelor-to-graduate pathway program, leading to a B.S.B.A. in accounting initially, but ultimately to a master of accountancy (M.Acc.). This program is only available to students enrolled as undergraduates pursuing a B.S.B.A. in accounting at Samford and is designed to allow students to earn both the B.S.B.A. and M.Acc. degrees upon completion of 150 credits.

At the graduate level, the department offers several joint degree pathway programs in cooperation with other Samford schools/departments: a M.Acc. or M.B.A. combined with a juris doctor (J.D.); and an M.B.A. combined with a M.Acc., master of divinity (M.Div.), master of science in environmental management (M.S.E.M.), master of healthcare administration (M.H.C.A.), or a doctor of pharmacy (Pharm. D). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Master of Accountancy (M.Acc.); Master of Business Administration (M.B.A.)

Admission Requirements

Academic ability is evaluated on the basis of undergraduate and graduate academic records, scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE), recommendations, and academic recognition. Applicants must have a bachelor's degree from an accredited institution prior to enrolling in the program.

The candidate will be considered for admission to the Brock School of Business graduate program(s) upon submission of the following required materials:

1. Completion of online application and online payment of application fee.
2. Receipt of official transcript(s) showing a completed undergraduate degree.
3. Receipt of official GMAT or GRE score from testing agency.
4. Résumé.

For international application requirements and checklist, please visit <http://www.samford.edu/business/>.

Admission decisions are made on a rolling basis. Applicants are informed of the application decision by email. Once a student is admitted to the program, he/she has an individual advising session and orientation with a graduate program advisor.

Visit <http://www.samford.edu/business/> for the online application link.

Transfer Credit

Graduate students are permitted to transfer a maximum of 9 graduate credits for the MBA and up to 6 credits for the M.Acc. from an accredited college or university. The student must have earned a B (3.00) or better in the course in order for credits to be eligible. Credits earned 10 years from date of application are ineligible for transfer. Transfer credits will be evaluated for applicability to the graduate program.

Exemptions

M.Acc. Course Exemptions: Exemptions from ACCT 510, ACCT 515, and ACCT 540 may be awarded if the student took an equivalent undergraduate course at an AACSB institution, with a grade of B (3.0) or better. Exempted courses do not count towards the 30 required graduate accounting credits.

M.B.A. Course Exemptions: Exemption from ACCT 511, ECON 512, and FINC 514 may be awarded if a student has taken an equivalent accounting, economics, statistics, or finance course at an accredited institution and earned a C- or better.

Transient Credit

A graduate student may take up to 6 graduate credits at another AACSB accredited institution as a transient student. Professional accountancy majors may take up to 3 graduate credits as a transient student. These credits count toward the maximum of 9 or 6 allowed transfer credits. A student must be in good academic standing with a 3.00 GPA or higher. A student must earn a B (3.00) or better in the course to be eligible for transfer. The transient grades are not included in the Samford GPA.

Progression Policies

Students must maintain a cumulative 3.00 GPA or higher throughout their tenure in the program. If a student's cumulative GPA falls below a 3.00 GPA, then the student will be placed on academic probation. The student must improve his/her GPA in the next semester. If the student fails to raise his/her GPA in the next semester, the student will be terminated from the program.

The status of good standing is required for transient work, adding a concentration, and graduation.

The minimum grade in a graduate class is a C-. If a student earns a D, he/she must repeat the course in the next term offering. If a student earns an F in any M.B.A. or M.Acc. course (except ACCT 511, ECON 512, and FINC 514), then the student will be terminated from the program.

Time-to-Degree Completion Plan

While the M.Acc. is typically completed in one year and the M.B.A. is typically completed in one to two years, students are allowed seven years to complete either program.

Accountancy (M.Acc.)

The M.Acc. degree requires a minimum of 30 credits of approved graduate coursework. At least 24 graduate accounting credits must be earned at Samford University. Students must have a cumulative Samford graduate GPA of 3.00 or better in order to graduate.

Upon completion of the program, students will meet the State of Alabama's education requirements to sit for the Certified Public Accountant (CPA) exam. The following undergraduate courses, or their equivalents, must be completed prior to beginning graduate work: ACCT 211, ACCT 212, ACCT 310, ACCT 311, ACCT 312, ACCT 313, ACCT 420, ACCT 470; and BUSA 252, and BUSA 454. Additionally, students may be required to take up to 19 credits of non-accounting business courses before beginning the M.Acc. Program. See the Pre-MAcc portion of our website and the undergraduate business course listings for more information.

Accounting: 30 Credits

Accounting Core: 6-15 Credits

- ACCT 510 - Income Tax II (3) *
- ACCT 515 - Governmental/Not-for-Profit Acct (3)*
- ACCT 520 - Auditing II (3)
- ACCT 525 - Applied Professional Research (3)
- ACCT 540 - Financial Acct/Reporting III (3) *

Accounting Electives: 15-24 Credits (select five or more)

- ACCT 514 - Tax Research (3)
- ACCT 521 - Fraud Examination (3)
- ACCT 531 - Data Analytics in Accounting and Finance (3)
- ACCT 550 - Managerial Accounting Seminar (3)
- ACCT 555 - Accounting Internship (3)
- ACCT 560 - Accounting Theory (3)
- ACCT 570 - Financial Statement Analysis (3)
- ACCT 580 - Issues-Reporting/Disclosures-Bus(3)
- ACCT 594 - Topics in Accounting (3)

Total Required Credits: 30

* Course may be waived with appropriate undergraduate credit. Waived courses do not count towards the required 30 graduate accounting credits. If waived, an additional 500-level ACCT course, with a grade of B or better, must be completed to reach 30 graduate accounting hours.

Business (M.B.A.)

The curriculum requirement for the M.B.A. ranges from 36-45 credits, depending on previous academic experiences. Students who have a 3.00 or better GPA in the M.B.A. program may add an optional concentration in data analytics, finance, or sports business by taking one additional course beyond the two required for an M.B.A. A concentration is not required for graduation, but it provides the opportunity to study interdisciplinary business issues in greater depth and increase the marketability of a graduate. Students must have a cumulative Samford graduate GPA of 3.00 or better in order to graduate.

MBA Prerequisite Courses: 0-9 Credits*

- ACCT 511 - Financial Accounting for Managers (3)
- ECON 512 - Foundations of Economics and Statistics (3)
- FINC 514 - Corporate Finance (3)

MBA Program Core: 30 Credits

- ACCT 519 - Accounting for Decision-Making (3)
- BUSA 505 - Managerial Communications and Analysis (3) **
- BUSA 533 - Management Information Systems (MIS) and Communications Technology (3)
- BUSA 551 - Operations Management (3)
- BUSA 552 - Managing Corporate Integrity (3)
- ECON 520 - The Economics of Competitive Strategy (3)
- FINC 521 - Managerial Finance (3)

- MNGT 535 - Human Resources and Organization Management (3)
- MNGT 561 - Strategic Management (3) ***
- MARK 541 - Marketing Strategy (3)

MBA Electives: 6 Credits (Select two courses from the list of M.B.A. Electives)

- M.B.A. Electives (3-6)

Total Required Credits: 36-45

* Exemption from ACCT 511, ECON 512, and FINC 514 may be awarded if a student has taken an equivalent accounting, economics, statistics, or finance course at an accredited institution and earned a C- or better.

** To be taken during the first semester in the MBA program.

***To be taken in the last semester in the MBA program.

Business w/a Concentration in Data Analytics (M.B.A.)

MBA Program Core: 30-39 Credits

- Business (M.B.A.)

Data Analytics Concentration: 9 Credits

Data Analytics Electives: 9 Credits (select three from the following)

- DATA 511 - Big Data Strategy (3)
- DATA 521 - Data Visualization-Bus Analytics (3)
- DATA 531 - Data Analytics-Accounting/Fin (3) †
- DATA 599 - Topics in Data Analytics (3)

Total Required Credits: 39-48

† ACCT 511 (Financial Accounting for Managers) and FINC 514 (Corporate Finance) are prerequisites for this course.

Business w/a Concentration in Finance (M.B.A.)

MBA Program Core: 30-39 Credits

- Business (M.B.A.)

Finance Electives: (9 Credits) (select three from the following)

- FINC 523 - Behavioral Finance (3)
- FINC 524 - Investments (3)
- FINC 525 - Bulldog Investment Fund (3) †
- FINC 528 - Financial Markets and Institutions (3)
- FINC 570 - Financial Statement Analysis (3)
- FINC 594 - Topics in Finance (3)

Total Required Credits: 39-48

† FINC 521 is a prerequisite for this course.

Business w/a Concentration in Sports Business (M.B.A.)

The sports business concentration within the MBA program in the Brock School of Business prepares graduate students on a deeper, professional level for careers in the sport industry that relate to and revolve around: college sports, fan engagement and experiences, leadership, marketing, professional sports, promotions, sales, sports analytics, sponsorship, strategic revenue generation, and a variety of other interconnected sports business career paths.

MBA Program Core: 30-39 Credits

- Business (M.B.A.)

Sports Business Concentration: 10 Credits

Sports Business Core: (1 Credit)

- SPRT 585 - Career & Professional Preparation in Sports Business (1)

Sports Business Electives: (9 Credits) (choose three courses from the following)

- SPRT 565 - Strategic Revenue Generation in Sports Business (3)
- SPRT 575 - Fan Experience & Analytic-Based Engagement (3)
- SPRT 580 - The Business of College Sports (3)
- SPRT 586 - Sports Business Thesis (3)
- SPRT 589 - Topics in Sports Business (3)

Total Required Credits: 39-49

M.B.A. Electives

Electives are designed to be advanced study in a topic area and should be chosen to reflect the academic interest of the student. Specific prerequisites will appear on the schedule. The following courses are examples of the topics that could be offered during the academic year.

- ACCT 531 - Data Analytics-Acct/Finance (3)
- ACCT 594 - Topics in Accounting (3)
- BUSA 534 – Plan/Design for Web-Based Bus (3)
- BUSA 590 - Topics in Int'l Bus/Field Study (3)
- BUSA 595 - Topics in Information Systems (3)
- BUSA 599 - Topics in Bus Law Regulation (3)
- DATA 511 - Big Data Strategy (3)
- DATA 521 - Data Visualization-Bus Analytics (3)
- DATA 531 - Data Analytics-Acct/Finance (3)
- DATA 599 - Topics in Data Analytics (3)
- ECON 522 - International Economics (3)
- ECON 593 - Topics in Economics (3)
- ENTR 531 - Entr Concepts/Consulting (3)
- ENTR 543 - Corporate Entr/Innovation (3)
- ENTR 544 - Social Entr/Non-Profit Mgt (3)
- ENTR 545 - New Product Devl/Strategy (3)
- ENTR 555 - New Venture Business Planning (3)
- ENTR 597 - Topics in Entrepreneurship (3)
- FINC 523 - Behavioral Finance (3)
- FINC 524 - Investments (3)
- FINC 525 - Bulldog Investment Fund (3)
- FINC 528 - Financial Markets and Institutions (3)
- FINC 530 - Personal Financial Planning (3)
- FINC 560 - Treasury Management (3)
- FINC 570 - Financial Statement Analysis (3)
- FINC 594 - Topics in Finance (3)
- MNGT 532 - International Management (3)
- MNGT 540 - Project Management (3)
- MNGT 545 - Organizational Change (3)
- MNGT 591 - Topics in Org Behavior (3)
- MNGT 596 - Topics in Human Resources (3)
- MNGT 598 - Topics in Org Leadership (3)
- MARK 516 - Consumer Behavior (3)
- MARK 542 - International Marketing (3)
- MARK 592 - Topics in Marketing (3)
- SPRT 565 - Strat Rev Gen in Sports Bus (3)
- SPRT 575 - Fan Exp & Analytic-Based Eng (3)
- SPRT 580 - The Business of College Sports (3)
- SPRT 586 - Sports Business Thesis (3)
- SPRT 589 - Topics in Sports Business (3)

Graduate Business Minor

This program will equip students with the foundational business knowledge and skills necessary to enhance or expand their future career plans. The minor is suitable for students enrolled in non-business graduate degree programs at Samford University who want to include business knowledge in their skill set as they pursue their careers in either non-business or business settings. The minor is not available to School of Business graduate students.

Graduate Business Minor: 18 Credits

Business Core: 12 Credits

- ACCT 511 - Financial Accounting for Managers (3)
- BUSA 505 - Managerial Communications and Analysis (3)
- ECON 512 - Foundations of Economics and Statistics (3)
- FINC 514 - Corporate Finance (3)

Business Electives: 6 Credits (choose 6 credits of MBA Core or MBA Electives)

- ACCT 519 - Accounting for Decision-Making (3)
- BUSA 533 - Management Information Systems (MIS) and Communications Technology (3)
- BUSA 551 - Operations Management (3)
- BUSA 552 - Managing Corporate Integrity (3)
- ECON 520 - The Economics of Competitive Strategy (3)
- FINC 521 - Managerial Finance (3)
- MNGT 535 - Human Resources and Organization Management (3)
- MNGT 561 - Strategic Management (3)
- MARK 541 - Marketing Strategy (3)
- MBA Elective(s): One to two courses as seen in the MBA Electives table* (3-6)

Total Required Credits: 18

* Graduate Business Minor students can choose any MBA class as an elective, provided prerequisites have been met.

NOTE: No course substitutions will be granted with undergraduate-level business courses--students must complete the minor as outlined above. Admission to the minor is based on undergraduate degree completion and a status of good standing in a Samford graduate program. If the student decided to seek entry to the full MBA program, he/she would be required to take the GMAT or GRE and follow normal admission requirements.

Students must attain a business minor GPA of 3.00 to graduate with the minor. The student's graduate program is responsible for determining acceptance of business courses as electives towards the student's primary graduate degree.

Professional Accountancy Program (B.S.B.A./M.Acc.)

The Professional Accountancy Program offers seamless integration of coursework within our B.S.B.A. and M.Acc. degree programs to prepare students for professional accountancy careers. Students are notified of their conditional acceptance along with their financial aid package for the program by November 15 of their senior year. This declaration will be used to alert the Brock School of Business Academic Programs Office and the Registrar's Office that this student will matriculate into the Professional Accountancy Program. Candidates of this degree program will earn both the B.S.B.A. in accounting and the master of accountancy degree assuming continued successful enrollment.

Students must have a minimum overall 2.75 GPA for program admission, including a 2.75 GPA in all prior undergraduate ACCT courses.

Important Note: Students are required to earn a B or higher in ACCT 410 (Income Tax II). Otherwise, this course will be taken as ACCT 510.

General Education - Univ Core Curriculum: 22 Credits

General Education - Distribution Areas: 26-27 Credits

- Natural and Computational Sciences: COSC 107 (4)
- Social Science: ECON 201 (3)
- Mathematics: MATH 150 (0-4)
- Languages (0-8) (Proficiency through 102 or higher)
- Fine Arts: SOA 200 (3)
- Humanities (4)
- General Electives (0-12)

Professional Accountancy Program: 104 Credits

Pre-Business Curriculum: 19 Credits* (Complete all of the following)

- ACCT 211 - Accounting Concepts I (3)
- ACCT 212 - Accounting Concepts II (3)
- BUSA 100 - World of Business (3)
- BUSA 200 - Business Communications (3)
- DATA 200 - Intro to Spreadsheet Applications (3)
- DATA 201 - Introduction to Data Analytics (3)
- ECON 202 - Principles of Microeconomics (3)

Business Core: 31 Credits (Complete all of the following)

- BUSA 222 - Personal Finance (3)
- BUSA 252 - Legal Environment of Business (3)
- BUSA 471 - Profess Development Seminar (1)
- DATA 301 - Intermediate Data Analytics (3)
- DATA 401 - Advanced Data Analytics (3)
- FINC 321 - Financial Management (3)
- MNGT 303 - Principles of Management (3)
- MNGT 342 - Operations Management (3)
- MNGT 400 - Managerial Values (3)
- MNGT 481 - Business Strategy (3)
- MARK 311 - Principles of Marketing (3)

Professional Accountancy Track - Undergraduate: 24 Credits (Complete all of the following)

- ACCT 310 - Income Tax I (3)
- ACCT 311 - Intermediate Accounting I (3)
- ACCT 312 - Intermediate Accounting II (3)
- ACCT 313 - Cost Accounting (3)
- ACCT 410 - Income Tax II (3)
- ACCT 420 - Auditing I (3)
- ACCT 470 - Accounting Information Systems (3)
- BUSA 454 - Business Law (3)

Professional Accountancy Track - Graduate: 18 Credits (Complete all of the following)

- ACCT 515 – Governmental/Not-for-Profit Acct (3)
- ACCT 520 - Auditing II (3)
- ACCT 525 - Applied Professional Research (3)
- ACCT 531 - Data Analytics for Acct/Finance (3)
- ACCT 540 - Financial Acct and Reporting III (3)
- ACCT 555 - Accounting Internship (3)

Accounting Electives: 12 Credits (choose at least four courses from the following)

- ACCT 514 - Tax Research (3)
- ACCT 521 - Fraud Examination (3)
- ACCT 550 - Managerial Accounting Seminar (3)
- ACCT 560 - Accounting Theory (3)
- ACCT 570 - Financial Statement Analysis (3)
- ACCT 580 - Issues in Reporting & Disclosures for Business (3)
- ACCT 594 - Topics in Accounting (3)
- ACCT 599 - Contemporary Issues in Accounting (1)

Total Required Credits: 152-153

*Pre-Business curriculum also includes ECON 201 from above.

**Must meet prerequisite of course selected.

NOTE: See the 2021-2022 Samford University Undergraduate Catalog for course descriptions of undergraduate business courses.

Business w/a Conc in Entrepreneurship & Innovation (M.B.A.)

IMPORTANT NOTE: This program is being phased out and is closed to new admits.

MBA Program Core: 30-39 Credits

- Business (M.B.A.)

Entrepreneurship & Innovation Concentration: 9 Credits

Entrepreneurship & Innovation Core: 3 Credits (must take one)

- ENTR 531 - Entrepreneurship: Concepts and Consulting (3) or
- ENTR 555 - New Venture Business Planning (3)

Entrepreneurship & Innovation Electives: 6 Credits† (select two from the following)

- BUSA 534 - Planning and Design for Web-Based Business (3)
- ENTR 531 - Entrepreneurship: Concepts and Consulting (3) ††
- ENTR 543 - Corporate Entrepreneurship and Innovation (3)
- ENTR 544 - Social Entrepreneurship and Non-Profit Management (3)
- ENTR 555 - New Venture Bus Planning (3) ††
- ENTR 597 - Topics in Entrepreneurship (3)
- MNGT 540 - Project Management (3)
- MNGT 545 - Organizational Change (3)

Total Required Credits: 39-48

† Other electives are possible if approved by the director of academic programs. For example, Topics courses in several functional areas (e.g., marketing, finance, or information systems) could serve as viable electives, if approved.

†† May be taken as an elective if not already taken to satisfy the core requirement.

Business w/a Concentration in Marketing (M.B.A.)

IMPORTANT NOTE: This program is being phased out and is closed to new admits.

MBA Program Core: 30-39 Credits

- Business (M.B.A.)

Marketing Electives: 9 Credits (select three from the following)

- BUSA 534 – Plan/Design for Web-Based Bus (3)
- ENTR 544 - Social Entrepreneurship & Non-Profit Management (3)
- ENTR 555 - New Venture Business Planning (3)
- MNGT 540 - Project Management (3)
- MNGT 545 - Organizational Change (3)
- MARK 542 - International Marketing (3)
- MARK 592 - Topics in Marketing (3) †

Total Required Credits: 39-48

† Topics in Marketing may be taken twice if the topics differ and if approved by the director of academic programs.

Beeson School of Divinity

Administration

Douglas A. Sweeney, Dean, Professor

Thomas L. Fuller, Associate Dean

Faculty

Carl L. Beckwith, Professor

Mark S. Gignilliat, Professor

Paul R. House, Professor

Kenneth A. Mathews, Professor

Osvaldo Padilla, Professor

Michael Pasquarello, Professor; Methodist Chair of Divinity; Director, D.Min. Program and Robert Smith, Jr. Preaching Institute

Allen P. Ross, Professor

Robert Smith Jr., Professor; Charles T. Carter Baptist Chair of Divinity

Frank S. Thielman, Professor; Presbyterian Chair of Divinity

Douglas D. Webster, Professor

D. Mark DeVine, Associate Professor

Piotr Malysz, Associate Professor

M. Sydney Park, Associate Professor

Stefana Dan Laing, Assistant Professor; Theological Librarian

Gerald L. Bray, Research Professor

Timothy F. George, Research Professor

David A. Parks, Administrative Faculty; Director, The Global Center and Contextual Learning

Ronald D. Sterling, Instructor; Director, Student Services

History

On February 9, 1988, the Board of Trustees of Samford University authorized the establishment of a School of Divinity beginning in the 1988-89 academic year. In one sense this action fulfilled the founding purpose of the University adopted in 1841, which provided for "the establishment of a Theological Institution, connected with the college hereinafter established."

In December 1988, the Samford Board of Trustees voted to name the school the Beeson School of Divinity in honor of Ralph Waldo Beeson and his late father, John Wesley Beeson. Ralph Beeson provided the largest gift from a living individual in Samford history to establish the only divinity school at that time at a Baptist college or university in the nation. In its first year, Beeson School of Divinity secured the dean, four full-time faculty, and two adjunct faculty, and enrolled 32 students.

The School of Divinity, like other entities of Samford University, is open to persons from all Christian denominations. The confessional context in which the faculty teaches is defined by the Baptist Faith and Message Statement of 1963. The school offers quality theological education in a Christian university setting from an explicitly evangelical perspective. Non-Baptist faculty teach in accordance with their confessional statements on matters of denominational distinctives.

Mission

The mission of Beeson Divinity School is to prepare God-called persons to serve as ministers in the Church of Jesus Christ. We accomplish this by providing face-to-face, classical graduate theological education, worshiping the Triune God, and encouraging the practices of Christian spirituality in covenanted community

Accreditation

Beeson Divinity School is accredited by The Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) and by The Commission on Accrediting of the Association of Theological Schools in the United States and Canada (ATS) to award the following degrees: master of divinity (M.Div.), master of arts in theological studies (M.A.T.S.), and doctor of ministry (D.Min.).

For questions or concerns about the accreditation of Beeson Divinity School at Samford University, contact:

The Commission on Colleges Southern Association of
Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097
(404) 679-4500
www.sacscoc.org

The Commission on Accrediting Association of
Theological Schools
10 Summit Park Drive
Pittsburgh, PA 15275
(412) 788-6505
www.ats.edu

Centers and Institutes

The Global Center

The Global Center at Beeson Divinity School exists to encourage, connect, and equip Samford University's campus and the church for cross-cultural and global missions. The Global Center hosts regular lecture events, prayer meetings, and fellowship events for students, faculty, and staff to build cross-cultural awareness and inform visitors about major issues in world missions and global Christianity.

The Global Center's exhibit area highlights major figures in cross-cultural Christian witness throughout history, as well as major issues of global concern for 21st century cross-cultural workers. The resource room hosts a small library of books and periodicals on global missions and more that is available for student use. Additionally, the space includes a hospitality station with coffee and tea to welcome students and visitors, and features multiple seating areas for study, fellowship, or events.

The Global Center facilitates the short-term cross-cultural ministry practicum for M.Div. students, as well as the missions certificate, an emphasis program with special electives and requirements designed to equip and mobilize students with a particular call to cross-cultural ministry.

For additional information please contact:

The Global Center
Beeson School of Divinity
Samford University
Birmingham, Alabama 35229-2268

Phone: (205) 726-2170
Fax: (205) 726-2271
Website: www.beesondivinity.com/globalcenter

Institute of Anglican Studies

The Institute of Anglican Studies at Beeson Divinity School provides specifically Anglican training for Beeson Divinity School students preparing for service in the Anglican communion, in ordained or non-ordained capacities, through the certificate of Anglican studies. Not all Anglican students enroll in the certificate program, and the courses linked to it are open to non-Anglicans, on the understanding that they will be taught from an Anglican perspective. Beeson Anglicans graduate with a good knowledge of their own tradition, a solid grounding in local parishes, and the experience of working with others in an ecumenical context.

The Institute also seeks to build the Anglican communion by educating the public in the riches of the Anglican tradition through lectures, meetings for students with Anglican leaders, monthly lunches and theology nights, weekly evensong, and occasional theology conferences.

For additional information, please contact the director of the Institute of Anglican Studies.

Robert Smith Jr. Preaching Institute

The Robert Smith Jr. Preaching Institute at Beeson Divinity School exists to serve and strengthen the whole person in relation to God, the church, other preachers, and the world for faithful proclamation of God's Word. It seeks to do this by increasing knowledge and understanding as a preacher, deepening formation as a Christian and preacher, and strengthening competence and skill in the practice of preaching. The institute is deeply committed to personal, face-to-face ministry and education. Therefore, it is intentional about serving pastors in person. The institute takes a holistic approach, focusing simultaneously on both the person (preacher) and the work (preaching), and it fulfills its mission by focusing on five key areas: peer groups, conferences, events, sabbaticals and retreats, and resources. It sponsors and supports pastoral peer groups and conducts various events and conferences for educational and enrichment purposes.

The Robert Smith Jr. Preaching Institute began in fall 2018 and is named in honor of longtime Beeson faculty member and renowned preacher, Dr. Robert Smith Jr., the Charles T. Carter Baptist Chair of Divinity and professor of Christian preaching. The Robert Smith Jr. Preaching Institute is funded by a generous grant from the Lilly Endowment Inc.

For more information, please contact Dr. Mike Pasquarello, director of the Institute.

Divinity - Graduate

Graduate Programs and Requirements

Degrees

Master of Arts in Theological Studies (M.A.T.S.)
Master of Divinity (M.Div.)

Certificates (optional within the M.Div program)

Anglican Studies
Missions

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Divinity (B.A./M.Div.)

Joint Degree Pathway Programs

Master of Arts in Theological Studies/Juris Doctor (M.A.T.S./J.D.)
Master of Arts in Theological Studies/Master of Social Work (M.A.T.S./M.S.W.)
Master of Divinity/Juris Doctor (M.Div./J.D.)
Master of Divinity/Master of Business Administration (M.Div./M.B.A.)
Master of Divinity/Master of Music (M.Div./M.M.)
Master of Divinity/Master of Science in Education (M.Div./M.S.E.)
Master of Divinity/Master of Social Work (M.Div./M.S.W.)

Beeson Divinity School offers the master of arts in theological studies (M.A.T.S.) and the master of divinity (M.Div.). Students in the M.Div. program may also opt to complete requirements for a certificate of Anglican studies and a certificate in missions.

The divinity school also offers a special bachelor-to-graduate pathway program (aka Fast-Track) for highly qualified students in select majors at Samford University.

Additionally, the school offers several joint degree pathway programs in cooperation with other Samford schools/departments: a M.A.T.S. or M.Div. combined with the juris doctor (J.D.) or master of social work (M.S.W.); and an M.Div. combined with the master of business administration (M.B.A.), master of music (M.M.), or a master of science in education (M.S.E.). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Please refer to the Beeson Divinity School Catalog for further information on all curricular listings.

For additional information, please contact the divinity school admissions office:

Director of Admission
Beeson School of Divinity
Samford University

Birmingham, Alabama 35229
Phone: (205) 726-2066 or 1-800-888-8266
Website: <https://www.beesondivinity.com/>

Master of Arts in Theological Studies (M.A.T.S.); Master of Divinity (M.Div.)

Beeson Divinity School of Samford University admits qualified men and women of any Christian denomination, race, color, and national or ethnic origin, without regard to physical disability. The decision to admit a student rests with the admission committee, appointed by the associate dean of the divinity school. The admission committee selects each entering class from applicants whose prior academic performance gives the strongest promise of success in the chosen degree program and whose application data and interview indicate the most promise of effective leadership in Christian ministry and compatibility with the community and spiritual life of the divinity school. Applicants must have a bachelor's degree from an accredited institution prior to enrolling in the program.

Admission Requirements

Applicants for the master of arts in theological studies (M.A.T.S.) or the master of divinity (M.Div.) degree must complete the following checklist items by the application deadline (October 1 for spring admission; February 15 for fall admission):

1. Completed online application (<https://graduateadmission.samford.edu/apply/>) and payment of non-refundable \$35 application fee (credit cards accepted). Note: The fee is not required for graduates of Samford University.
2. Personal Faith Narrative Essay.
3. Academic Essay on the topic of the Apostles' Creed.
4. Academic Recommendation (to be completed by a college-level instructor).
5. Pastoral Recommendation (to be completed by the applicant's senior pastor, other member of the pastoral staff, or campus minister; cannot be a family member).
6. Church Endorsement (to be completed by the governing body of the applicant's church of membership).
*This may be completed, if needed, by the same person who completes the pastoral recommendation form. However, please make the pastor aware he/she will need to complete **both** recommendation forms.
7. Admission Interview: Each applicant is responsible for scheduling an interview. Interviews must be completed prior to the application deadline. It is recommended that the interview be completed on campus, but if this is not possible, interviews may be conducted by video conference. Interviews can be scheduled by contacting the Office of Admission.
8. Official Transcript: Official transcript(s) from all undergraduate and (if applicable) graduate institutions previously attended should be mailed to:

Beeson School of Divinity
Office of Admission
800 Lakeshore Drive
Birmingham, Alabama 35229

Or, an official electronic transcript can be e-mailed to jyoung@samford.edu.

Please note that a final transcript also is required upon completion of the applicant's undergraduate degree. Transcripts are considered official only when they bear the issuing institution's seal and arrive with the seal intact.

International Students

For international application requirements, please visit [beesondivinity.com/application-process](https://www.beesondivinity.com/application-process). Visit [beesondivinity.com/admission](https://www.beesondivinity.com/admission) and click on "Apply Now" to access the online application.

Transfer Credit

Beeson Divinity School accepts transfer credits earned at accredited graduate institutions prior to admission. Once accepted, students who desire a transfer credit evaluation should submit a letter requesting evaluation to the associate dean, along with official copies of transcripts to be evaluated and a syllabus for each course to be evaluated. No online or correspondence credit will be accepted, though students with such credits may be considered for advanced standing.

Beeson Divinity School will accept for transfer from another accredited theological school no more than one-third of the credits required for a master's degree. All transfer credits must be applied before beginning work at Beeson Divinity School. The exact allowance of transfer credit is determined on an individual basis. Up to nine (9) hours of course work may be completed at another institution after the student has begun work at Beeson Divinity School. Non-seminary graduate courses taken before enrollment in Beeson Divinity School may be considered for possible transfer credit provided the courses were taken within three years and can be viewed reasonably as contributing to the development of an M.Div. or M.A.T.S. degree program. Such transfer credit will be reviewed on a case-by-case basis. Normally, no more than twelve (12) semester credits for non-seminary graduate courses will be granted toward an M.Div. degree or six (6) credits toward a M.A.T.S. degree.

For course work to be eligible for transfer, a student must have received a B- or above in the course. No less than two-thirds of the required credits of study for a degree must be completed in residence at Beeson Divinity School after the student has transferred all relevant previously earned credits. All decisions on transfer credits are made by the associate dean.

Progression Policies

Students who have attempted nine (9) or more semester credits must maintain a grade point average of 2.00. Regardless of a student's cumulative grade point average, failure to achieve a 2.00 grade point average in any semester will result in a student being placed on probation. Regardless of a student's cumulative grade point average, failure to achieve a 2.00 grade point average in a second consecutive semester will result in that student being required to withdraw. Students whose cumulative grade point average falls below 2.00 in two consecutive semesters will be required to withdraw even if their semester grade point average has not fallen below 2.00 in two consecutive semesters.

A student who has been required to withdraw will not be eligible to apply for readmission until one full semester has elapsed. Summer and Spring Interterm will not count as a semester for this purpose. During the time a student is required to withdraw, credit earned at another institution will not be accepted for credit toward requirements for graduation from Beeson Divinity School. Readmission is not automatic. Applications for readmission must be made to the Office of Admission for consideration by the admission committee by October 1 for spring readmission and February 15 for fall readmission.

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Divinity

Beeson Divinity School, in cooperation with the Department of Biblical and Religious Studies in Samford's Howard College of Arts and Sciences and with the Department of Christian Ministry in Samford's School of the Arts, offers exceptional students the opportunity to complete the bachelor of arts (B.A.) degree and the master of divinity (M.Div.) degree in a minimum of six years of full-time study rather than the typical minimum of seven years. This program of study is available only to students majoring in biblical studies, religion, religion w/a concentration in ministry leadership (in the Howard College of Arts and Sciences) and Christian ministry (in the School of the Arts).

Students interested in the accelerated B.A. to M.Div. program should seek guidance from their advisor as early as possible in their undergraduate studies. The undergraduate program of study requires completion of all university core curriculum courses, all general education requirements, and all courses required for the undergraduate major (96-98 credit hours total). Upon completion of the first 64 credit hours of undergraduate studies (or one year prior to the term in which a student wishes to begin graduate theological studies), he or she must apply for admission to the M.Div. program at Beeson Divinity School. Offers of admission are extended to applicants who demonstrate exceptional personal and spiritual maturity, a clear call and commitment to vocational Christian ministry, and strong academic performance in their undergraduate studies. If accepted, a student must complete all remaining undergraduate coursework and participate in a co-curricular program of spiritual and vocational mentoring before beginning M.Div. studies at Beeson Divinity School.

Certificate of Anglican Studies

Students in the master of divinity (M.Div.) program preparing for service in the Anglican communion may choose to pursue a certificate of Anglican studies. The required M.Div. course DVET 701 is replaced with Anglican History and Doctrine (3) and the required M.Div. course DVHD 606 is replaced with Anglican Sacraments and Worship (3). Students must also complete the 6-hour supervised ministry practicum in an Anglican parish. For more information, please contact the director of the Institute of Anglican Studies.

Certificate in Missions

Students in the master of divinity (M.Div.) program may choose to pursue a certificate in missions. Six (6) of the 12 elective credits required for the M.Div. degree must include: Contemporary Issues and Strategies in Missions (3) and World Religions (3). Students must also complete the 6-hour supervised ministry practicum, engaging in cross-cultural ministry in the Birmingham area, and a cross-cultural ministry practicum of no less than six weeks outside the Birmingham area. For more information contact the Global Center at Beeson Divinity School.

Joint Degree Pathway Programs

Master of Arts in Theological Studies/Juris Doctor (M.A.T.S./J.D.)

The M.A.T.S./J.D. joint-degree program, offered in collaboration between the Beeson Divinity School and the Cumberland School of Law, allows students to use credits from each school as part of the other school's degree, thereby reducing the total number of hours for the two degrees combined. This 109-hour program takes approximately five years to complete. Students must complete their first year of law school before beginning work in the divinity school.

Master of Arts in Theological Studies/Master of Social Work (M.A.T.S./M.S.W.)

The M.A.T.S./M.S.W. joint-degree program, offered in collaboration between the Beeson Divinity School and the School of Public Health, allows students to use credits from each school as part of the other school's degree, thereby reducing by 12 the total number of hours for the two degrees combined. This 85-hour program takes approximately three years to complete. Students must complete at least 24 hours in the M.A.T.S. program before beginning work in the M.S.W. program. This requirement constitutes one year of full-time study in the Divinity School. Students must apply for admission to each school separately. This joint program will prepare students for ministry in settings that require theological training as well as knowledge and skills related to social service provision.

Master of Divinity/Juris Doctor (M.Div./J.D.)

The M.Div./J.D. joint-degree program, offered in collaboration between the Beeson Divinity School and the Cumberland School of Law, allows students to use credits from each school as part of the other school's degree, thereby reducing the total number of hours for the two degrees combined. This 150-hour program takes approximately six years to complete. Students must complete their first year of law school before beginning work in the divinity school.

Master of Divinity/Master of Business Administration (M.Div./M.B.A.)

The M.Div./M.B.A. joint-degree program, offered in collaboration between the Beeson Divinity School and the Brock School of Business, allows students to use credits from each school as part of the other school's degree, thereby reducing the total number of hours for the two degrees combined. The program is designed to enrich the educational opportunities available to students in the separate disciplines by encouraging interdisciplinary approaches to ministry preparation and organizational problems that directly impact churches and other religious institutions. This 108-117-hour program takes approximately five years to complete. Students interested in this joint program should apply to the Business School for admission into the M.B.A. program at the conclusion of the first year of the M.Div. program.

Master of Divinity/Master of Music (M.Div./M.M.)

The M.Div./M.M. joint-degree program, offered in collaboration between the Beeson Divinity School and the School of the Arts, allows students to use credits from each school as part of the other school's degree thereby reducing the total number of hours for the two degrees combined. This 108-hour program takes approximately five years to complete. Divinity students must qualify for admission to the M.M. program no later than the beginning of the third semester of M.Div. work.

Master of Divinity/Master of Science in Education (M.Div./M.S.E.)

The M.Div./M.S.E. joint-degree program, offered in collaboration between the Beeson Divinity School and the Orlean Beeson School of Education allows students to use credits from each school as part of the other school's degree, thereby reducing the total number of hours for the two degrees combined. Twelve credits of education-degree coursework are accepted as part of the elective requirement of the M.Div. degree. Crossover credit from the divinity degree to the education degree is determined on a case-by-case basis, as allowed within government regulations concerning teacher certification. Students normally are required to complete the first year of the M.Div. program before beginning work in the School of Education.

Master of Divinity/Master of Social Work (M.Div./M.S.W.)

The M.Div./M.S.W. joint-degree program, offered in collaboration between the Beeson Divinity School and the School of Public Health, allows students to use credits from each school as part of the other school's degree, thereby reducing by 18 the total number of hours for the two degrees combined. In addition, students in the M.Div./M.S.W. program are eligible to complete the required internships for both programs simultaneously in an approved church or ministry setting. Although this option does not further lower the credit requirement for either program, it does allow students to save time by completing two internship requirements simultaneously. This 135-hour program takes four to five years to complete. Students must complete at least 24 hours in the M.Div. program before beginning work in the M.S.W. program. This requirement constitutes one year of full-time study in the Divinity School. Students must apply for admission to each school separately. This joint program will prepare students for ministry in settings that require extensive theological training as well as knowledge and skills related to social service provision.

Theological Studies (M.A.T.S.)

The master of arts in theological studies (M.A.T.S.) is an academic master of arts degree designed to provide students with a deeper understanding of the content of the Christian faith. The M.A.T.S. program is ideally suited for persons wishing to gain a foundational understanding of the core theological disciplines for personal enrichment and growth, for the enhancement of their ministries in non-ordained capacities, and/or as an introductory graduate theological degree. This degree is also offered in tandem with several other graduate degrees in other schools of the university. The M.A.T.S. degree does not provide the breadth and depth of preparation expected or required by most churches and denominations for pastoral ministry roles or for ordination.

The requirements for the M.A.T.S. degree can be completed in two years of full-time study. The program requires at least 37 credit hours, with a minimum of 24 credit hours being completed at Beeson Divinity School. The degree must be completed within four years. In extenuating circumstances, a student may request an extension. A letter justifying such a request must be addressed to the associate dean.

Theological Studies: 37 Credits

Theological Studies Core: 25 Credits

- DVBF 502 - Old Testament Theology (3)
- DVBF 503 - New Testament Theology (3)
- DVHD 501 - Patristic History & Doctrine (3)
- DVHD 502 - Medieval/Reformation History & Doctrine (3)
- DVHD 601 - Reformation and Early Modern History & Doctrine (3)
- DVHD 602 - Later Modern History & Doctrine (3)
- AND
- DVOT 721 - Special Topics in Old Testament (3) *or*
- DVOT 722 Exposition Book Study (OT) (3)
- AND
- DVNT 721 - Special Topics in New Testament (3) *or*
- DVNT 722 Exposition Book Study (NT) (3)
- AND
- DVTH 701 - Faith and Vocation (1)**

Electives: Track Options: 12 Credits

Students should choose one of the track options below:

General Studies: 12 Credits

- 12 free elective credits

Biblical Studies: 6 Credits

- 6 credits in DVOT or DVNT (6)
- 6 free elective credits (6)

History and Doctrine Studies: 6 Credits

- DVHD 600/700 level (6)
- 6 free elective credits (6)

Greek Studies: 12 Credits ***

- DVNT 511 - Introduction to New Testament Greek (3)
- DVNT 512 - Greek Syntax and Translation (3)
- DVNT 616 - Greek Exegesis Practicum (3)
- DVNT 731 - Special Topics in New Testament Exegesis (3)

Total Required Credits: 37

*Old Testament Theology must be taken in the first semester, regardless of entry.

**Faith and Vocation must be taken in the final 4 credit hours of the degree, i.e., after 33 earned credit hours.

***NOTE: Students in the M.A.T.S. program may not take DVPM courses, DVML courses, or DVHD 605 without permission of the associate dean. Students may take Greek or Hebrew language courses as electives but should be advised that the faculty has set the biblical languages curriculum in a building, sequential manner. Thus, if students take fewer than four courses in a language, they may not gain the facility they desire in that language.

*This program is under review and subject to change.

Divinity (M.Div.)

The master of divinity (M.Div.) program combines academic and practical training to prepare God-called persons for full-time ministry leadership. The program offers a balanced curriculum of biblical studies, historical and theological studies, spiritual formation and ministry leadership development. M.Div. graduates are prepared to serve in pastoral capacities in vocational Christian ministry roles, whether in traditional parish settings or in other Christian ministry organizations. The requirements for an M.Div. degree can be completed in three years of full-time study. The degree must be completed within six years; nevertheless in extenuating circumstances, a student may request an extension. A letter justifying such a request must be addressed to the associate dean.

The master of divinity degree requires at least 87 semester credits with a minimum of 57 credits completed at Beeson Divinity School.

Divinity: 87 Credits

Biblical Studies: 30 Credits

- DVBF 502 - Old Testament Theology (3) *
- DVBF 503 - New Testament Theology (3) *
- DVNT 511 - Intro to New Testament Greek (3) *
- DVNT 512 - Greek Syntax and Translation (3) *
- DVNT 616 - Greek Exegesis Practicum (3)
- DVNT 731 - Special Topics in New Test Exegesis (3)
- DVOT 511 - Introduction to Biblical Hebrew (3)
- DVOT 512 - Hebrew Syntax and Translation (3)
- DVOT 616 - Hebrew Exegesis Practicum (3)
- DVOT 731 - Special Topics in Old Testament Exegesis (3)

Historical and Doctrinal Studies: 21 Credits

- DVHD 501 - Patristic History and Doctrine (3) *
- DVHD 502 - Medieval/Reformation History & Doctrine (3)
- DVHD 601 - Reformation and Early Modern History & Doctrine (3)
- DVHD 602 - Later Modern History & Doctrine (3)
- DVHD 605 - Pastoral Theology (3)
- DVHD 606 - Ecclesiology and Worship (3)
- DVET 701 - Doctrine and Ethics (3)

Spiritual and Pastoral Formation Studies: 24 Credits

- DVCC 655 - Cross-Cultural Ministry Practicum (0-1)
- DVEV 500 - Evangelism and Church Planting (3)
- DVML 701 - Supervised Ministry Practicum I (3)
- DVML 702 - Supervised Ministry Practicum II (3)
- DVMS 500 - Introduction to Christian Missions (3)
- DVPM 701 - Pastoral Care and Counseling (3)
- DVPR 601 - Christian Preaching (3)
- DVPR 602 - Preaching Practicum (3)
- DVSF 501 - Spiritual Formation (3) *

Electives: 12 Credits

Total Required Credits: 87

*Core Courses: These courses, which constitute 21 hours of the 87 required for graduation, must be taken by students entering in the fall semester in their first two semesters and summer school, and by students entering in the spring semester in their first three semesters and summer school. The core constitutes foundational courses, all of which are prerequisites for subsequent classes.

Divinity - Doctoral

Doctoral Programs and Requirements

Degree

Doctor of Ministry (D.Min.)

Beeson Divinity School ceased admitting students to the doctor of ministry (D.Min.) degree program, effective July 1, 2020. The school is following a teach-out plan for students who were admitted to the program prior to July 1, 2020.

Doctor of Ministry (D.Min.)

Admission to the doctor of ministry (D.Min.) program requires a master of divinity (M.Div.) degree or its equivalent from an ATS-accredited school. As an advanced professional degree, admission requires a GPA of 3.00. Probationary admission is possible in some cases with a slightly lower average. Applicants must be currently engaged in vocational Christian ministry, with a minimum of three years of ministry experience since completing the M.Div. degree. Applicants must also have regular responsibilities and opportunities for preaching and teaching the Bible. The D.Min. degree requires completion of 36 credits.

Ministry (D.Min.)

IMPORTANT NOTE: Program is closed to new admits.

Admission to the doctor of ministry (D.Min.) program requires a master of divinity (M.Div.) degree or its equivalent from an accredited school. As an advanced professional degree, admission requires a GPA of 3.00. Probationary admission is possible in some cases with a slightly lower average. Applicants must be currently engaged in vocational Christian ministry, with a minimum of three years of ministry experience since completing the M.Div. degree. Applicants must have regular responsibilities and opportunities for preaching and teaching the Bible. The D.Min. degree requires completion of 36 credits.

Ministry: 36 Credits

On-Campus Seminars: 15 Credits

- DVDM 801 - Preaching & the Pastoral Identity (3)
- DVDM 811 - Preaching the Whole Counsel of God (3)
- DVDM 821 - Preaching and Culture (3)
- DVDM 831 - Moving from Text to Sermon (3)
- DVDM 860 - Project Proposal Writing (3)

Field-Based Studies: 12 Credits

- DVDM 805 - Ministry Context Studies I (3)
- DVDM 815 - Ministry Context Studies II (3)
- DVDM 825 - Ministry Context Studies III (3)
- DVDM 835 - Ministry Context Studies IV (3)

Research Project & Report: 9 Credits

- DVDM 871 - Ministry Research Project I (3)
- DVDM 872 - Ministry Research Project II (3)
- DVDM 873 - Ministry Research Project 3 (3)

Total Required Credits: 36

Orlean Beeson School of Education

Administration

Anna E. McEwan, Dean, Professor

Monique G. Witherspoon, Associate Dean; Assistant Professor, Educational Leadership

Amy E. Hoaglund, Assistant Dean for Assessment, Accreditation, and Reporting; Professor, Teacher Education

Mission

The Orlean Beeson School of Education enriches the community and empowers its students to educate, lead, and serve.

Values

Educate with Purpose | Motivate Christian Service | Partner for Mutual Benefit | Foster Innovation | Walk with Integrity | Encourage Life-long Learning | Respect Everyone

Overall Measures

Each aspect of this plan includes detailed means by which we will track progress toward our goals, but our key overall measures of success array under four key categories:

- Educate - Measured through our success rates with credentials, certifications, and licensures;
- Scholarship - Measured through our innovative scholarly and applied contributions to the professions;
- Service - Measured through our contributions locally and globally; and
- Leadership - Measured through our positive impact on communities we serve.

Strategies

Fulfilling our mission calls upon us to achieve across all of the School's activities. To accomplish this our strategies focus on key elements of the mission: our mutual calling to empower, to educate, and to serve.

Empower

The Orlean Beeson School of Education delivers positive relationships, mentoring, and high-quality teaching within a Christian environment among students, faculty, and staff in order to empower and equip diverse leaders. This innovative environment is nourished by collaboration and dissemination of applied research experience and the advancement of our academic disciplines and the professions. To empower our community we will:

- Attract and retain high-quality, diverse faculty and staff;
- Onboard and mentor new faculty to help them effectively integrate into our community;
- Embrace effective models of teaching and learning that promote the professional development of students, administration and faculty;
- Provide funding for professional development and scholarship;
- Offer support for research-active faculty including course release and assistance in the pursuit of grant support;
- Establish a scholarly writing center for the School of Education with research mentors for faculty seeking to bolster their research;
- Implement scholarly brown bag lunch-n-learns for faculty;
- Provide travel funds for faculty and student presentations; and
- Focus fundraising efforts on specific high priority projects, including scholarships, academic programs, places and spaces and a solid foundation.

Educate

The Orlean Beeson School of Education develops competent leaders through academic programs that are student-centered, relevant, and designed to ensure success through a commitment of support. To support this effective, nurturing approach to education we will:

- Develop and execute a comprehensive recruitment strategy for all Orlean Beeson School of Education programs;
- Design high-quality experiential learning experiences and diverse clinical placements that are guided by close faculty mentoring for both undergraduate and graduate students;
- Establish a school wide system for tracking field experience and internship data and utilize those data to ensure continuous improvement;
- Provide opportunities to collect, review, analyze, synthesize, and incorporate student and stakeholder feedback to ensure continuous improvement of programs;
- Systematically collect, analyze, and disseminate data to continuously improve our curricula and pedagogical approaches;
- Build capacity among faculty and staff to prepare students to become leaders in their fields; and
- Increase research opportunities to impact student learning.

Serve

The Orlean Beeson School of Education develops and nurtures beneficial partnerships that advance student-centered service and scholarship. We also nurture collaboration within the School to streamline internal processes and procedures. To promote this culture of service within and beyond the School we will:

- Promote an environment that is conducive to developing high-quality leaders in teaching, learning, scholarship, and service;
- Maintain strong relationships with community partners and agencies;
- Develop, nurture and formalize effective, mutually beneficial partnerships that enhance education;
- Nurture life-long relationships and career development for alumni;
- Manage our facilities to ensure that our environment facilitates effective learning;
- Developing and maintaining effective administrative procedures and policies to support faculty and students; and
- Organize, plan, and provide support for faculty, staff and students that ensure seamless daily operations.

Accreditation

The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP, www.caepnet.org), 1140 19th St NW, Suite 400, Washington, DC 20036, (202) 223-0077. This accreditation decision indicates that our institution and its programs meet the rigorous national standards set forth by the professional education community.

Educational Leadership - Graduate

Faculty

Anna E. McEwan, Acting Chair, Professor
Mary E. Yakimowski, Professor
F. Jane Cobia, Professor
Leslie S. Ennis, Professor
Jo Beth Newton, Professor
Amy L. Benton, Associate Professor
Monique G. Witherspoon, Associate Professor
Kara M. Chism, Assistant Professor
Lisa L. Beckham, Instructor

Graduate Programs and Requirements

Degrees

Master of Science in Education (M.S.E.) - Class A Certification
Instructional Leadership (M.S.E.)
Educational Specialist (Ed.S.) - Class AA Certification
Instructional Leadership (Ed.S.)

Certificate

Instructional Leadership

Older Programs*

Master of Science in Education (M.S.E.) - Non-Certification
Policy, Organizations, and Leadership (M.S.E.)

The Department of Educational Leadership offers graduate education programs at two levels of certification (provided current certification requirements of the Alabama State Department of Education have been met): a master of science in education (M.S.E.) degree with Class A certification in instructional leadership and an educational specialist (Ed.S.) degree with Class AA certification in educational leadership.

Candidates currently holding a master's degree and Class A certification may complete an 18-hour certification program in instructional leadership.

*These programs are under review and subject to change/closure/replacement. They are currently closed to new admits.

Master of Science in Education (M.S.E.); Educational Specialist (Ed.S.); Certificate in Instructional Leadership (CRE-INLD)

Graduate Admission Standards for Educational Leadership

Admission Requirements

1. Completion of application and payment of application fee.
2. Receipt of one official transcript from all institutions attended.
3. Satisfactory performance on scholarly writing sample.
4. Two letters of reference. One must be from the applicant's supervisor.

The admissions committee will evaluate each candidate on a case-by-case basis and may admit students whose qualifications differ from those listed or who have successfully completed a prior graduate degree. Applicants must meet ALSDE minimum admission requirements to apply for certification upon completion of the program. Additional requirements may apply to specific programs.

Unconditional Admission

1. Minimum GPA of 2.75 on all undergraduate work, if applying to a master's program. Minimum GPA of 3.00 on all graduate work, if applying to the educational specialist program.
2. Minimum of 295 (combined verbal and quantitative) on the Graduate Record Exam (GRE) or a minimum of 396 on the Miller Analogies Test (MAT) (if applicable; requirement waived if applicant has previously earned a graduate degree.
3. Satisfactory completion of other admission criteria.

Admission Criteria

Master of Science in Education (M.S.E.) in Instructional Leadership

(eligible for State certification)

1. Completion of application and submission of application fee
2. Undergraduate GPA of 2.75 or higher
3. One copy of all transcripts
4. Interview
5. Portfolio
6. Disposition recommendation from supervisor
7. Letter of recommendation
8. Writing sample
9. Statement of purpose
10. Minimum score on GRE or MAT (waived if previously earned graduate degree)
11. Experience Verification Form documenting three or more years of experience in which one or more of those years was spent as a classroom teacher
12. Current and valid Class B teaching certificate

Educational Specialist (Ed.S.) in Instructional Leadership

(eligible for State certification)

1. Completion of application and submission of application fee
2. Graduate GPA of 3.0 or higher
3. One copy of all transcripts
4. Disposition recommendation from supervisor
5. Letter of recommendation*
6. Writing sample*
7. Statement of purpose*
8. Current and valid Class A in Instructional Leadership**
9. Experience Verification Form***

*Waived if a previous graduate of three years or less from Samford University's MSE Instructional Leadership program.

**Contact Graduate Admissions Office for exceptions.

***May require specific verification of employment in some cases.

Certificate in Instructional Leadership

(certificate-only program; eligible for State certification)

1. Completion of application and submission of application fee
2. Graduate GPA of 3.0 or higher
3. One copy of all transcripts
4. Interview
5. Portfolio
6. Disposition recommendation from supervisor
7. Letter of recommendation
8. Experience Verification Form documenting three or more years of experience in which one or more of those years was spent as a classroom teacher
9. Current and valid Class A teaching certificate

Transfer Credit

In traditional graduate studies, a student may transfer up to six semester hours of graduate credit from an accredited four-year college or university which has a state-approved graduate program in the major and in teacher education for degree programs only. Exceptions may be granted by the dean of the School of Education. Transfer credits will be evaluated by the educational leadership chair for applicability to the Samford program after application to educational leadership is received. For the interview with the chair, each graduate transfer student will be asked to bring a catalog from the college where the courses were taken. Transfer credits more than six years old will not be accepted. These policies apply to each graduate program.

Tuition Scholarships

Tuition scholarships are available to all candidates who have been accepted for graduate study at the master of science or educational specialist level. These scholarships are available for courses in education throughout the year.

Retention and Completion

Students on the M.S.E. level must maintain a GPA of 3.25; students on the Ed.S. level must maintain a GPA of 3.50. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. All graduate students in an approved program must take and pass a comprehensive examination for each certification area following completion of their coursework. All graduate students receiving initial certification must also pass the Alabama Prospective Teacher Testing Program (APTTP), which includes the appropriate PRAXIS examination. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.25 for M.S.E. and 3.50 for Ed.S.) may not continue in the program. Any grade below a C- shall not be counted for credit and the course must be retaken. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months (five years) of the program completion date.

Advisement

Frequent meetings with the director of graduate student services and program director are required throughout the graduate program. Registration and program of study will be determined by the director of graduate student services and program directors. Samford University complies with the requirements of the Alabama State Department of Education concerning the admission, retention, and completion of all requirements for students seeking Class A or Class AA certification.

Requests for information about or applications to educational leadership should be addressed to the Graduate Admissions Office. The graduate admissions coordinator may be reached at (205) 726-2783, and the office is located on the second floor of the Orlean Beeson School of Education, Room 210.

Master of Science in Education (M.S.E.)

The master of science in education (M.S.E.) degree is open to candidates who hold a bachelor's degree from an accredited institution. Completion of the degree requires 30 credits beyond a bachelor's degree.

Instructional Leadership (M.S.E.)

The master of science in instructional leadership (MSE-INLD) is designed for those holding a bachelor's degree and who are seeking advanced preparation in the field. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met).

Instructional Leadership: 30 Credits

Instructional Leadership Core: 15 Credits

- EDLD 520 - Foundations of Instructional Leadership (3)
- EDLD 521 - Issues in School Finance (3)
- EDLD 522 - Management Design for School Improvement (3)
- EDLD 523 - Leading K-12 Special Population Programs (3) *
- EDLD 526 - Legal and Ethical Issues in Education (3)

Internship: 6 Credits

- EDLD 504 - Leading Diversity in a School Culture (3)
- EDLD 527 - Internship in Instructional Leadership (3)

Survey of Special Education Coursework: 3 Credits**

- Required if not previously completed: See EDLD 523**

Electives: 9 Credits (choose 9 credits with advisor approval)

- EDLD 505 - Independent Study (1-3)
- EDLD 518 - Research Theory/Techniques (3)
- EDLD 519 - Research Implementation (3)
- EDLD 539 - Innovative Concepts in Education (3)
- EDUC 514 - Social Dynamics/Student Learn (3)
- EDUC 515 - Standards-Driven Teacher Leadership (3) or Nat Board Certification (ACE official transcript)
- EDUC 524 - Curriculum Design for P-12 Instructional Leaders (3)
- IDTE 518 - Research Design/Meth in ID (3)
- IDTE 550 - Found of Instructional Design (3)
- IDTE 551 - Instructional Design I (3)
- IDTE 553 - Instructional Design II (3)
- IDTE 556 - Design Multimedia for Instruction (3)

- IDTE 563 - Org Leadership in IDTE (3)
- IDTE 566 - Assess/Evaluation in IDTE (3)
- IDTE 570 - E-Learning (3)
- IDTE 575 - Issues/Trends in IDTE (3)
- IDTE 599 - Advanced Practices in IDTE (3)

Total Required Credits: 30

*The State of Alabama requires the equivalent of EDLD 523. If the course requirement has been met, then 12 credits of electives are required. If the course requirement has NOT been met, then EDLD 523 is required plus 9 credits of electives. A minimum of 30 credits is required to receive this degree.

**An applicant for certification in instructional leadership who holds Class A certification in another teaching field or area of instructional support must take ALL courses indicated above that were not required for certification in another program at the Class A level.

Educational Specialist (Ed.S.)

The educational specialist (Ed.S.) program is open to candidates who hold a master's degree from an accredited institution. Completion of the degree requires 30 credits beyond a master's degree. Upon successful completion, the candidate is eligible for the educational specialist degree and Class AA certification (provided current certification requirements of the Alabama State Department of Education have been met).

Instructional Leadership (Ed.S.)

The educational specialist program in instructional leadership (EDS-INLD) is open to candidates holding a master's degree from an accredited institution. It is designed to provide administrators in public and private K-12 schools with advanced knowledge and skills to be successful instructional leaders.

Instructional Leadership Core: 30 Credits

- EDLD 621 - Educational Management & Strategic Thinking (3)
- EDLD 622 - Seminar in Academic Leadership (3)
- EDLD 623 - Organizational Innovation (3)
- EDLD 625 - Legal & Policy Issues in Education (3)
- EDLD 627 - Profess Strategies for Learning (3)
- EDLD 628 - Assessment of Teach/Learning (3)
- EDLD 630 - Leading in a Diverse Society (3)
- EDLD 637 - Practicum in School Improvement (3)
- EDLD 638 – Professionalism & Ethics in Education (3)
- EDLD 681 - Research for School Improve (3)

Total Required Credits: 30

Policy, Organizations, and Leadership (M.S.E.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

The master of science in policy, organizations, and leadership (MSE-POOL) is designed for students who seek leadership positions in educational organizations and institutions. Studies include international education, policy and governance in various educational systems, and innovative concepts. Traditional topics, such as law and finance, are considered from a global perspective. Research and practicum experiences include a variety of work settings, such as educational agencies, foundations, advocacy groups, professional associations, and preschool through higher education. The program is intended for those who do not require K-12 administrative certification.

Policy, Organizations, and Leadership: 30 Credits

- | | |
|--|--|
| • EDLD 518 - Research Theory and Techniques (3) | • EDLD 539 - Innovative Concepts in Education (3) |
| • EDLD 519 - Research Implementation (3) | • EDLD 540 - Design for Educational Improvement (3) |
| • EDLD 536 - Educational Leadership for Learning (3) | • EDLD 541 - Issues in Educational Finance (3) |
| • EDLD 537 - Comparative International Education (3) | • EDLD 542 - Comparative Legal Issues in Education (3) |
| • EDLD 538 - Governance/Policy in Educ Systems (3) | • EDLD 544 - Practicum in Educational Leadership (3) |

Total Required Credits: 30

Educational Leadership - Doctoral

Doctoral Programs and Requirements

Degree

Doctor of Education (Ed.D.)

Educational and Organizational Leadership (Ed.D.)

The Department of Educational Leadership offers a doctorate in education (Ed.D.), a program designed for students interested in leadership issues, as applied to educational institutions. An educational specialist degree from an accredited institution is required for admission along with other criteria designed to select those students who provide evidence of previous academic success, exhibit leadership skills, have excellent teaching and/or administrative abilities, and show creative energy for solving educational problems.

See the Advisement subsection for contact information.

Doctor of Education in Educational and Organizational Leadership (Ed.D.)

The educational doctorate program (Ed.D.) requires 66 semester credits above the master of science degree. Students first complete either 30 graduate level semester hours beyond a master's degree (in any field) or 30 graduate level semester hours in an educational specialist program and then begin 36 credits of coursework for the Ed.D. degree. The curriculum is organized into three broad areas: 1) Core Leadership courses (18 hours), 2) Research courses (9 hours), and 3) Dissertation Courses (9 hours).

A program leading to the doctor of education (Ed.D.) degree is offered in the area of educational and organizational leadership. The doctoral program is designed for students interested in studying leadership, as applied to educational institutions and other organizations, from a faith-based perspective.

Doctoral Admission Standards for Educational and Organizational Leadership

Admission Requirements

1. Completion of application and payment of application fee.
2. Receipt of one official transcript from all institutions attended.
3. Satisfactory performance on scholarly writing sample.
4. Two letters of reference. One must be from the applicant's supervisor.

The admissions committee will evaluate each candidate on a case-by-case basis and may admit students whose qualifications differ from those listed or who have successfully completed a prior graduate degree. Applicants must meet ALSDE minimum admission requirements to apply for certification upon completion of the program.

Additional requirements may apply to specific programs.

Unconditional Admission

1. Minimum GPA of 3.75 on all graduate work if applying to the doctoral program.
2. Minimum of 295 (combined verbal and quantitative) on the Graduate Record Exam (GRE) or a minimum of 396 on the Miller Analogies Test (MAT) (if applicable; requirement waived if applicant has previously earned a graduate degree).
3. Satisfactory completion of other admission criteria.

Transfer Credit

In traditional graduate studies, a student may transfer up to six semester hours of graduate credit from an accredited four-year college or university which has a state-approved graduate program in the major and in teacher education for degree programs only. Exceptions may be granted by the dean of the School of Education. Transfer credits will be evaluated by the educational leadership chair for applicability to the Samford program after application to educational leadership is received. For the interview with the chair, each graduate transfer student will be asked to bring a catalog from the college where the courses were taken. Transfer credits more than six years old will not be accepted. These policies apply to each graduate program.

Tuition Scholarships

Tuition scholarships are not available for doctoral students.

Retention and Completion

Students on the Ed.D. level must maintain a GPA of 3.50. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. All graduate students in an approved program must take and pass a comprehensive examination for each certification area following completion of their coursework. All graduate students receiving initial certification must also pass the Alabama Prospective Teacher Testing Program (APTTP), which includes the appropriate PRAXIS examination. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.50 for Ed.D.) may not continue in the program. Any grade below a C- shall not be counted for credit and the

course must be retaken. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months (five years) of the program completion date.

Advisement

Frequent meetings with the director of graduate student services and program director are required throughout the graduate program. Registration and program of study will be determined by the director of graduate student services and program directors. Samford University complies with the requirements of the Alabama State Department of Education concerning the admission, retention, and completion of all requirements for students seeking Class A or Class AA certification.

Requests for information about or applications to educational leadership should be addressed to the Graduate Admissions Office. The graduate admissions coordinator may be reached at (205) 726-2783, and the office is located on the second floor of the Orlean Beeson School of Education, Room 210.

Educational and Organizational Leadership (Ed.D.)

The educational doctorate program (Ed.D.) requires 66 semester credits above the master of science degree. Students first complete either 30 graduate level semester hours beyond a master's degree (in any field) or 30 graduate level semester hours in an educational specialist program and then begin 36 credits of coursework for the Ed.D. degree. The curriculum is organized into three broad areas: 1) Core Leadership courses (18 hours), 2) Research courses (9 hours), and 3) Dissertation Courses (9 hours).

A program leading to the doctor of education (Ed.D.) degree is offered in the area of educational and organizational leadership. The doctoral program is designed for students interested in studying leadership, as applied to educational institutions and other organizations, from a faith-based perspective.

Educational and Organizational Leadership: 36 Credits

Leadership Core: 18 Credits

- EDLD 700 - Foundations of Leadership Studies (3)
- EDLD 731 - Policy Development & Analysis (3)
- EDLD 735 - Ethical and Faith-Informed Leadership (3)
- EDLD 737 - Organizational Dynamics & Planning (3)
- EDLD 744 - Trends in Executive Leadership (3)
- EDLD 745 - Negotiation, Conflict, & Crisis Management (3)

Research Courses: 9 Credits

- EDLD 780 - Research Design (3)
- EDLD 781 - Foundations of Qualitative Inquiry (3)
- EDLD 782 - Foundations of Quantitative Statistics (3)

Dissertation Sequence: 9 Credits

- EDLD 794 - Dissertation Seminar I (3)
- EDLD 796 - Dissertation Seminar II (3)
- EDLD 798 - Dissertation Seminar III (3) (Must be enrolled until completed. Minimum of 6 hours required.)

Elective: 1-3 Credits

- EDLD 799 - Directed Doctoral Study (1-3) (only if needed)

Total Required Credits: 36

Teacher Education

Faculty

Karen J. Birkenfeld, Chair, Associate Professor
Janelle B. Day, Professor
David M. Finn, Professor
Amanda S. Hilsmier, Professor
Amy E. Hoaglund, Professor

Patricia F. Wood, Professor
Tarsha B. Bluiett, Associate Professor
David C. Little, Associate Professor
Erin N. Gilchrist, Assistant Professor
Kathryn M. Scarborough, Assistant Professor

Graduate Programs and Requirements

Degrees

Master of Science in Education (M.S.E.) - Class A Certification

Elementary Education, Fifth-Year Non-Traditional (Alt A, Class A Cert) (M.S.E.)

K-12 Collaborative Special Education, Fifth-Year Non-Traditional (M.S.E.)

Secondary Education, Fifth-Year Non-Traditional (Alt A, Class A Cert) (M.S.E.)

Music Education*

Older Programs**

Master of Science in Education (M.S.E.) - Class A Certification

Elementary Education (M.S.E.)

Gifted Education (M.S.E.)

K-12 Collaborative Special Education (MSE-SPED)

Early Start Alternative A Secondary Education (MSE)

Master of Science in Education (M.S.E.) - Non-Certification

Instructional Design & Technology (M.S.E.)

Educational Specialist (Ed.S.) - Class AA Certification

Early Childhood Education (Ed.S.)

Elementary Education (Ed.S.)

Teacher Leader (Ed.S.)

The Department of Teacher Education offers graduate education programs in elementary education, K-12 collaborative special education, and secondary education. Provided current certification requirements of the Alabama State Department of Education have been met, a master of science in education (M.S.E.) degree, with Class A certification, is available.

*See the School of the Arts Music Division section for details on graduate music education programs.

**These programs are under review and subject to change/closure/replacement. They are currently closed to new admits.

Master of Science in Education (M.S.E.)

Annual Admission Deadline: May 15

Admission Requirements

1. Applicant must possess a bachelor's degree from an accredited institution and have graduated with a minimum GPA of 2.75.
2. Completion of application and payment of application fee.
3. Receipt of one official transcript from all institutions attended.
4. Passing scores on required Praxis tests. See admissions coordinator for required tests.
5. Background clearance letter.
6. Disposition recommendation from supervisor if employed, if not a college professor.
7. Satisfactory performance on admissions interview.
8. Passing scores on required Praxis tests. See admissions coordinator for required tests.

The admissions committee will evaluate each candidate on a case-by-case basis and may admit students whose qualifications differ from those listed or who have successfully completed a prior graduate degree. Applicants must meet ALSDE minimum admission requirements to apply for certification upon completion of the program.

Additional requirements may apply to specific programs.

Unconditional Admission

1. Minimum GPA of 2.75 for all college work attempted.
2. Completion of undergraduate prerequisites and passing scores on the appropriate content area Praxis II test.

Transfer Credit

In traditional graduate studies, a student may transfer up to six semester hours of graduate credit from an accredited four-year college or university that has a state-approved graduate program in the major and in teacher education for degree programs only.

Please note: Courses may not be transferred into the master of science in education, Class A certification programs, nor can any course taken for undergraduate credit be used to count toward graduate credit. No more than two content area courses may be transferred into the fifth-year non-traditional program in secondary education (MSE-Alternative A). Exceptions may be granted by the dean of the School of Education.

Tuition Scholarships

Tuition scholarships are available to all candidates who have been accepted for graduate study at the master of science level. These scholarships are automatically applied to student accounts, require no application, and continue until coursework is complete.

Retention and Completion

Students on the M.S.E. level must maintain a GPA of 3.25. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. Comprehensive examinations are required in graduate programs that do not have a Praxis test appropriate to the teaching field or area of instructional support. All graduate students receiving initial certification must also pass the Alabama Education Certification Testing Program (AECTP), which includes the appropriate PRAXIS examination. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.25 for M.S.E.) may not continue in the program. Any grade below a C- shall not be counted for credit and the course must be retaken. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months (five years) of the program completion date.

Teacher Certification

In order to be recommended for licensure, candidates must pass all exit exams and licensure requirements as mandated by the Alabama State Department of Education (ALSDE). If a student successfully completes all program requirements, he/she may graduate, but cannot be recommended for certification until all exams are passed and all requirements are met.

Graduation from Samford University does not guarantee teacher or leader certification by the ALSDE or any other state certification agency. Program graduates who delay applying for Alabama certification are subject to changes made in the state certification requirements between the time of degree completion and the time of application. If an individual is not recommended for Alabama certification within five years (60 calendar months) of program completion, the individual will be required to reapply and complete current approved program requirements.

In addition, candidates completing all required coursework in any teacher preparation program but who delay clinical internship (All But Internship or, "ABI") for more than one year and who intend to apply for teacher certification must comply with current ALSDE certification requirements.

Advisement

Frequent meetings with the director of graduate student services are required throughout the graduate program. Samford University complies with the requirements of the Alabama State Department of Education concerning the admission, retention, and completion of all requirements for students seeking Class A certification.

Requests for information about or applications to the fifth-year non-traditional programs should be addressed to the graduate admissions coordinator.

Master of Science in Education (M.S.E.)

The master of science in education (M.S.E.) degree is designed for the working professional in a field other than education. Completion of the degree requires 36 credits beyond a bachelor's degree. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification, provided current certification requirements of the Alabama State Department of Education have been met.

Elementary Education, Fifth-Year Non-Traditional (Alt A, Class Certification) (M.S.E.)

The master of science in education (M.S.E.) in elementary education, fifth-year non-traditional program (Alt A, Class A Certification) is designed for candidates who have earned a bachelor's degree in a field other than education and who now seek to earn a master of science in education with Class A certification.

Upon successful completion of this five-semester program and having met current certification requirements of the Alabama State Department of Education, the candidate is eligible for the master of science in education degree in elementary education (K-6) and Class A teacher certification.

Elementary Education, 5th-Yr Non-Traditional (Alt A, Class A Cert): 36 Credits Professional Core: 12 Credits

- EDUC 520 - Foundations, Trends, and Issues in Education (3)
- EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)
- EDUC 522 - Designing Instruction for Diverse and Exceptional Learners (3)
- EDUC 523 - Diversity and Learner Development (3)

Literacy Courses: 9 Credits

- EDUC 540 - Foundations of Literacy (3)
- EDUC 541 - Reading Disabilities: Assessment and Intervention (3)
- EDUC 542 - Materials and Methods of Teaching Language Arts (3)

Teaching Field Courses: 9 Credits

- EDUC 525 - Integrating the Arts and Literature in the Elementary School Classroom (3)
- EDUC 543 - Literacy, Materials, and Methods of Mathematics (3)
- EDUC 544 - Materials and Methods of Teaching Science, Social Studies, Health, and Physical Education (3)

Internship: 6 Credits

- EDUC 592 - K-6 Internship (6)

Total Required Credits: 36

K-12 Collaborative Special Education, Fifth-Year Non-Traditional (Alt A, Class A Certification) (M.S.E.)

The master of science in education (M.S.E.) in K-12 collaborative special education, fifth-year non-traditional program (Alt A, Class A Certification) is designed for candidates who have earned a bachelor's degree in a field other than education and who now seek to earn a master of science in education with Class A teacher certification for grades K-12, in special education.

Upon successful completion of this program and having met current certification requirements of the Alabama State Department of Education, the candidate is eligible for the master of science in education degree in collaborative special education (K-12) and Class A teacher certification.

K-12 Collaborative Special Ed, 5th-Yr Non-Traditional (Alt A, Class A Cert): 36 Credits

Professional Core: 12 Credits

- EDUC 520 - Foundations, Trends, and Issues in Education (3)
- EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)
- EDUC 522 - Designing Instruction for Diverse and Exceptional Learners (3)
- EDUC 523 - Diversity and Learner Development (3)

Literacy Courses: 9 Credits

- EDUC 540 - Foundations of Literacy (3)
- EDUC 541 - Reading Disabilities: Assessment and Intervention (3)
- EDUC 563 - Content Area Literacy (3)

Teaching Field Courses: 9 Credits

- EDUC 585 - Assessment Procedures & Processes in Special Education (3)
- EDUC 586 - Managing Challenging Behavior in the Classroom: A Functional Behavioral Approach (3)
- EDUC 593 - Research-Based Methods of Instruction for High and Low Incidence Disabilities (3)

Internship: 6 Credits

- EDUC 594 - Clinical Internship in K-12 Collaborative Special Education (6)

Total Required Credits: 36

Master of Science in Education (M.S.E.) Secondary Education, Fifth-Year Non-Traditional (Alt A, Class A Certification) (M.S.E.)

The master of science in education (M.S.E.) in secondary education, fifth-year non-traditional program (Alt A, Class A Certification) is designed for candidates who have earned a bachelor's degree in a field other than education and who now seek to earn a master of science in education with Class A teacher certification, for grades 6-12, in biology, English/language arts, general science, general social science (social studies), mathematics, physical education (P-12), and Spanish.

Upon successful completion of this program and having met current certification requirements of the Alabama State Department of Education, the candidate is eligible for the master of science in education degree in 6-12 secondary education and Class A teacher certification.

NOTE: See the School of the Arts Music Division section for details on graduate music education programs.

Secondary Education, Fifth-Year Non-Traditional (Alt A, Class A Certification) (M.S.E.)

Secondary Education, 5th-Yr Non-Traditional (Alt A, Class A Cert): 36 Credits

Professional Core: 12 Credits

- EDUC 520 - Foundations, Trends, and Issues in Education (3)
- EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)
- EDUC 522 - Designing Instruction for Diverse and Exceptional Learners (3)
- EDUC 523 - Diversity and Learner Development (3)

Literacy Course: 3 Credits

- EDUC 563 - Content Area Literacy (3)

Teaching Field Methods Course: 3 Credits

(complete one course in the selected teaching field)*

- EDUC 568 - Teaching Physical Education (3)
- EDUC 569 - Teaching Secondary Spanish (2-3)
- EDUC 570 - Teaching Secondary English (2-3)
- EDUC 571 - Teaching Secondary Mathematics (2-3)
- EDUC 572 - Teaching Secondary Science (2-3) **
- EDUC 573 - Teaching Secondary Social Studies (2-3)

Internship: 6 Credits

- EDUC 591 - Internship for Secondary Education (6)

Teaching Field: 12 Credits

Choose a teaching field below and complete all required courses/electives, for a total of 12 credits.

- **Biology:** BIOE 510, ENVM 515, ENVM 519, ENVM 537, and PHLT 503
- **English/Language Arts:** COME 519, PLUS Two from ENGE 500, ENGE 510, ENGE 520, ENGE 530
- **General Science:** PHYE 510, BIOE 510, and CHME 510
- **History:** HISE 521, HISE 531, and HISE 541
- **Mathematics:** MATE 530, MATE 540, and MATE 560
- **Physical Education:** KINE 522, KINE 560, and KINE 565
- **Social Studies:** One from GEOE 510, POLE 500, PLUS HISE 521 and HISE 541
- **Spanish:** SPAE 501, SPAE 502, and SPAE 503

Total Required Credits: 36

*Students complete the selected secondary education teaching methods course above and then all requirements (12 crds) in the corresponding teaching field block for a total of 36 credits.

** EDUC 572 (Teaching Secondary Science) is required for students completing either the Biology or General Science teaching field.

Elementary Education (M.S.E.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

The master of science in elementary education (MSE-ELEM) is designed for those holding a bachelor's degree and who are seeking advanced preparation in the field. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met).

Elementary Education: 30 Credits

Elementary Education Core: 27 Credits

- EDUC 500 - Teaching Math-Today's Elem Class (3)
- EDUC 501 - Assessment/Instruction-Elem Read/Lit (3)
- EDUC 502 - Assessment Strategies-Impact Stu Ach (3)
- EDUC 503 - Principles/Application of Curric/Instr (3)
- EDUC 504 - Teaching in the Diverse Classroom (3)
- EDUC 506 - Teaching Thinking Skills-Elem Class (3)
- EDUC 510 - Instructional Adapt for Student Diversity (3)
- EDUC 518 - Action Research: Theory/Techniques (3)
- EDUC 597 - Curriculum Integration of Technology (3)

Elementary Education Elective: 3 Credits (select one course)

- EDUC 505 - Independent Study (1-3)
- EDUC 507 - Inquiry-Based Instruction-Elem Class (3)
- EDUC 508 - Concepts of Christian Educ/Missions (3)
- EDUC 511 - Mathematics for Elementary Teachers (3)
- EDUC 515 - Standards-Driven Teacher Leadership (3)
- EDUC 519 - Field-Based Action Research (3)

Total Required Credits: 30

Gifted Education (M.S.E.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

The master of science in gifted education (MSE-GIFT) is designed for candidates holding a bachelor's degree in a teaching field with Alabama Class B certification who are seeking advanced preparation and certification in the field of gifted education. Upon successful completion, the candidate is eligible for the M.S.E. degree with Alabama Class A certification in gifted education (provided current certification requirements of the Alabama State Department of Education have been met). Individuals with a master's degree and Class A certification in a teaching field may be able to complete a certification-only track if elective equivalencies can be determined based on the transcript of previous graduate coursework.

Gifted Education: 30 Credits

Gifted Education Core: 21 Credits

- EDUC 574 - Differentiating Instruction & Teaching the Gifted in the Regular Classroom (3)
- EDUC 575 - Nature and Needs of the Gifted Learner (3)
- EDUC 577 - Current Issues in Gifted Educ Seminar (3)
- EDUC 578 - Curric Materials/Methods for the Gifted (3)
- EDUC 579 - Practicum in Gifted Education (3)
- EDUC 580 - Developing Creative/Criti Think Skills (3)
- EDUC 597 - Curriculum Integration of Technology (3)

Gifted Education Electives: 9 Credits (choose three courses)

- Choose from EDUC 500-599 (with advisor approval) (9)

Total Required Credits: 30

Instructional Design & Technology (M.S.E.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

The master of science in instructional design and technology (MSE-IDTE) is a 30-hour program that prepares graduates with the knowledge and skills necessary to be an industry leader in the growing field of instructional design and technology. This program is designed around project-based learning opportunities in business, education, healthcare, and the military in instructional analysis, design, development, implementation, and evaluation as well as online teaching and learning. Graduates will master concepts in the integration of technology into instructional systems and curricula, the study of the foundations of instructional design, computer applications, assessment, multimedia instruction, web-based instruction, distance education, and design and production of instructional materials. This program does not earn Class A Certification. A grade of C or better (or retake the class) is required to stay in the program.

Instructional Design & Technology Core: 30 Credits

- IDTE 518 - Research Design/Meth in ID (3) *
- IDTE 550 - Found of Instructional Design (3)
- IDTE 551 - Instructional Design I (3)
- IDTE 553 - Instructional Design II (3)
- IDTE 556 - Designing Multimedia for Instr (3)
- IDTE 563 - Org Leadership in IDTE (3)
- IDTE 566 – Assessment/Evaluation in IDTE (3)
- IDTE 570 - E-Learning (3)
- IDTE 575 - Issues and Trends in IDTE (3)
- IDTE 599 - Advanced Practices in IDTE (3)

Total Required Credits: 30

* EDUC 518 may be substituted for IDTE 518 in this program.

K-12 Collaborative Special Education (M.S.E.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

The master of science in K-12 collaborative special education (MSE-SPED) is designed for those holding a bachelor's degree and who are seeking advanced preparation in the field. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met).

Collaborative Special Education Core: 24 Credits

- EDUC 510 - Instructional Adapt for Student Diversity (3)
- EDUC 582 - Low Incidence Disabilities (K-12) (3)
- EDUC 585 - Assessment Proce/Proc-Spec Ed (3)
- EDUC 586 - Managing Challenging Behavior in the Classroom: A Functional Behavioral Approach (3)
- EDUC 589 - High Incidence Disabilities (K-12) (3)
- EDUC 593 - Research-Based Methods of Instruction for High and Low Incidence Disabilities (3)
- EDUC 595 - Practicum in Collab Spec Ed (K-12) (3)
- EDUC 597 - Curriculum Integration of Technology (3)

Collaborative Special Education Electives: 6 Credits (choose two courses)

- Choose from EDUC 500-599 (with advisor approval) (6)

Total Required Credits: 30

Early Start Alternative A Secondary Education (M.S.E.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

This program is designed for undergraduate seniors who did not enter the undergraduate secondary certification program. Candidates should apply to the program in their area of interest (biology, English, general science, history or social science, mathematics, or Spanish) during the fall of their senior year. Two undergraduate courses and fieldwork are required in the spring of their senior year. Conditional admission will hold until the bachelor's degree is conferred. Graduate coursework commences in the summer after graduation, culminating in an internship or student teaching in the spring after graduation. Requirements: Passing score on the Praxis CORE and Praxis II content exams, 3.00 GPA, and all admission requirements for A-Team and graduate admissions.

Senior Year, Spring: 6 Credits

- EDUC 550 - Foundations and Issues (3)
- EDUC 556 - Methods, Management, Technology (3)

After Graduation/1st Term in MSE, Summer: 12-14 Credits

- EDUC 553 - Diversity and Learner Development (3)
- EDUC 563 - Content Area Literacy (3)
- Required content course I (see below) (3-4)
- Required content course II (see below) (3-4)

MSE Program, Fall: 9-10 Credits

- EDUC 559 - Exceptional Learners and Collaboration (3)
- Required content course II or III (see below) (3-4)

Secondary Education Content Methods Course: 3 Credits

(complete one course, depending on chosen content area)

- EDUC 568 - Teaching Physical Education (3)
- EDUC 569 - Teaching Secondary Spanish (2-3)
- EDUC 570 - Teaching Secondary English (2-3)
- EDUC 571 - Teaching Secondary Math (2-3)
- EDUC 572 - Teaching Secondary Science (2-3)
- EDUC 573 - Teaching Secondary Soc Stds (2-3)

MSE Program, Winter: 0-3 Credits

- Required content course IV, if needed (see below) (0-3)
- Required content course III (4 crds, if not completed before) or IV (if content crses are 3 crds each, if needed) (see below) (0-4)

MSE Program, Spring: 6 Credits

- EDUC 591 - Internship for Secondary Education (6)

Content Courses for Early Start Alt A Secondary Education

Choose a content area below and complete all required courses/electives, for a total of 12 credits.

- **Biology:** BIOE 504, BIOE 514, BIOE 517, and BIOE 519
- **English/Language Arts:** ENGE 520, ENGE 530, and COME 519
- **General Science:** BIOE 510, CHME 510, and PHYE 510
- **General Social Studies:** One from GEOE 510, POLE 500 PLUS Two from HISE 521, HISE 531, HISE 541
- **History:** HISE 521, HISE 531, and HISE 541
- **Mathematics:** MATE 530, MATE 540, and MATE 560
- **Physical Education:** KINE 522, KINE 560, and KINE 565
- **Spanish:** SPAE 501, SPAE 502, and SPAE 503

Total Required Credits: 36

*EDUC 572 (Teaching Secondary Science) is required for students completing either the Biology or General Science content area.

**EDUC 573 (Teaching Secondary Social Studies) is required for students completing either the History or General Social Studies content area.

Educational Specialist (Ed.S.)

The educational specialist (Ed.S.) program is open to candidates who hold a master's degree from an accredited institution. Completion of the degree requires 30 credits beyond a master's degree. Upon successful completion, the candidate is eligible for the educational specialist degree and Class AA certification (provided current certification requirements of the Alabama State Department of Education have been met).

Early Childhood Education (Ed.S.)

IMPORTANT NOTE: *Program is under review and subject to change/closure/replacement. Program is closed to new admits.*

This program is designed to prepare specialists in the field of education of young children (P-3) and is open to students who hold a master's degree and Class A certification in early childhood education.

Early Childhood Education: 30 Credits

- EDUC 607 - Early Childhood Exemplary Programs (3)
- EDLD 622 - Seminar in Academic Leadership (3)
- EDLD 623 - Organizational Innovation (3)
- EDUC 624 - Learning Theories: Pursuit of Know (3)
- EDLD 625 - Legal and Policy Issues in Education (3)
- EDLD 627 - Professional Strategies for Learning (3)
- EDLD 628 - Assessment of Teaching and Learning (3)
- EDUC 630 - Quality Improvement Pract in Educ (3)
- Electives (with approval of advisor) **(3)**
Plus one additional course to be named later

Total Required Credits: 30

Elementary Education (Ed.S.)

IMPORTANT NOTE: *Program is under review and subject to change/closure/replacement. Program is closed to new admits.*

This program is designed to prepare specialists in the field of elementary education (K-6). The program described here is for students who hold a master's degree in elementary education.

Elementary Education: 30 Credits

- EDLD 622 - Seminar in Academic Leadership (3)
- EDLD 623 - Organizational Innovation (3)
- EDUC 608 - Elementary Exemplary Programs (3)
- EDUC 624 - Learning Theories: Pursuit of Know (3)
- EDLD 625 - Legal and Policy Issues in Education (3)
- EDLD 627 - Professional Strategies for Learning (3)
- EDLD 628 - Assessment of Teaching and Learning (3)
- EDUC 630 - Quality Improvement Pract in Educ (3)
- Electives (with approval of advisor) **(3)**
Plus one additional course to be named later

Total Required Credits: 30

Teacher Leader (Ed.S.)

IMPORTANT NOTE: *Program is under review and subject to change/closure/replacement. Program is closed to new admits.*

This program is available to candidates holding a master's degree from an accredited institution. The degree is designed to provide teachers in public and private K-12 schools with advanced knowledge and skills to be successful teacher leaders. The program encompasses essential competencies for improving schools and increasing student achievement, utilizing research-based "best practices" for adult learners. Upon successful completion, the candidate is eligible for the educational specialist degree and Class AA certification (provided current certification requirements of the Alabama State Department of Education have been met).

Teacher Leader Core: 21 Credits

- EDLD 622 - Seminar in Academic Leadership (3)
- EDLD 623 - Organizational Innovation (3)
- EDLD 681 - Research for School Improvement (3)
- EDUC 640 - Trends/Issues in Teacher Leadership (3)
- EDUC 641 - Mentor Training and Professional Development in Teacher Leadership (3)
- EDUC 642 - Leadership-Differentiation in Schools (3)
Plus one additional course to be named later

Teacher Leader Electives: 9 Credits (select three courses)

- EDLD 625 - Legal and Policy Issues in Education (3)
- EDLD 638 - Professionalism/Ethics in Education (3)
- EDUC 670 - Advanced Curriculum Workshop (3)
- EDUC 671 - Program Planning/Eval in Gifted Ed (3)
- EDUC 672 - Seminar in Gifted Education (3)

Total Required Credits: 30

College of Health Sciences

Administration

Michael A. Crouch, Associate Provost, College of Health Sciences; Fred E. McWhorter Dean and Professor, Pharmacy
C. Scott Bickel, Interim Executive Director, Center for Faith and Healing; Associate Professor, Physical Therapy

Healthcare is one of the most dynamic career paths in the world today. It is reinventing itself in the face of constant change. Opportunities exist that no one imagined 10 years ago. Although many things are changing, the one thing in healthcare that will never change is the need for knowledgeable, compassionate, skilled, and motivated people who are answering their call to care for others. Individuals fortunate enough to have such a calling go on to more than just a career; they create a life rich in opportunity and fulfillment. The College of Health Sciences was created to extend the reach of Samford's mission and to provide students the opportunity to answer the call of caring for others.

Four schools make up the College of Health Sciences: School of Health Professions, Moffett & Sanders School of Nursing, McWhorter School of Pharmacy, and School of Public Health. At the intersection of these schools is the Center for Faith and Health. The Center is where our academic programs and Christian faith intersect to care for people at home, in the community and around the globe. This purposeful interaction with the world around us is the practical application of all that we know, believe, and continue to learn.

Students who begin their careers at Samford are uniquely positioned to combine their faith, skills and knowledge to positively impact the lives of patients and families. We believe in caring for the whole person and our graduates are exceptionally prepared and committed to caring for others physically, spiritually and emotionally.

For those called to the healthcare profession, the opportunities you will find within the College are unprecedented in our history. This year, we have more than 30 health-related majors divided between undergraduate and graduate programs. The College prepares students for some of the fastest-growing, in-demand, and fulfilling careers in the world. To learn more about the College of Health Sciences, please visit www.samford.edu/healthsciences.

School of Health Professions

Administration

Alan P. Jung, Dean; Professor, Kinesiology

The School of Health Professions was established in 2013 as a part of the College of Health Sciences. It provides students the opportunity to pursue a variety of specialties and fields of study within the healthcare workforce. Graduates are prepared to actively engage with teams of healthcare providers and deliver high quality care for the identification, prevention, and treatment of diseases and disorders.

Within the School of Health Professions, the opportunities for interprofessional education are rich for our students, and the impact that these graduates will have on the health of our community and around the world is immeasurable.

The School of Health Professions includes the Department of Communication Sciences and Disorders, the Department of Kinesiology, the Department of Physical Therapy, and the Department of Physician Assistant Studies. The School currently offers a variety of baccalaureate degrees, a master of science in physician assistant studies, a master of science in speech language pathology, and a doctor of physical therapy.

To stay up to date with the latest news within the School of Health Professions, visit us online at samford.edu/healthprofessions.

Communication Sciences and Disorders - Graduate

Faculty

Margaret L. Johnson, Chair, Professor
Carol L. Koch, Professor; Program Director, Speech Language Pathology
Karen L. Thatcher, Associate Professor
Aaron L. Johnson, Assistant Professor; Director of Clinical Education, Audiology
Laura S. Promer, Assistant Professor; Director of Undergraduate Studies
Sarah H. Szykiewicz, Assistant Professor
Kelly F. Jackson, Instructor, Clinical Lab Coordinator
Anna Webb, Instructor; Director, Clinical Education

Mission Statement

The mission of the Department of Communication Sciences and Disorders (CSDS) in the School of Health Professions is to prepare highly qualified speech-language pathologists through faith-based academic coursework and clinical placements designed to foster lifelong learning, attainment of personal career goals and high moral and ethical competency so that practitioners will be of service to others in their community and throughout the world.

Vision for the CSDS Department

- Learning through commitment
- Preparing professionals for service
- Distinctive education for the 21st century clinician
- Helping and serving others through educational experiences
- Creating leaders as speech-language pathologists and audiologists

CSDS Code of Values and Philosophy

- Faith - we live our faith by our words and actions
- Excellence - we strive for excellence in our academic programming and in our students' learning outcomes
- Integrity - we embrace persons who hold themselves to a higher standard
- Learning - we provide a platform for becoming lifelong learners
- Teamwork - we believe that together we are stronger
- Service - we believe in serving others as our gifts and talents allow

"Don't be jealous or proud; be humble and consider others more important than yourselves. Care about them as much as you care about yourselves and think the same way that Jesus thought." Philipians 2: 3-5

Graduate Programs and Requirements

Degree

Master of Science (M.S.)
Speech Language Pathology
Non-Background M.S. in Speech Language Pathology (Bridge Program) (M.S.)

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Science in Speech Language Pathology (B.S./M.S.) with a B.S. in Communication Sciences and Disorders

The Department of Communication Sciences and Disorders (CSDS) offers the master of science degree (M.S.) in speech language pathology (SLP)* and a non-background M.S. in speech language pathology. The M.S. degree is designed to help students become highly qualified speech-language pathologists with the skills, compassion, and motivation to make a difference in their community. Faith-based academic coursework and clinical placements are designed to help students reach their career goals, while emphasizing life-long learning, high moral, and ethical competencies. As students graduate, they will be prepared to impact people's lives in truly meaningful ways.

The department also offers a fast-track program for students pursuing a B.S. in communication sciences and disorders and a master of science (M.S.) in speech language pathology. See department chair for details.

*SLP/MS-SLP used throughout this section to indicate the speech language pathology program. Please note that the Banner code is SLPA.

Master of Science: Speech Language Pathology (M.S.)

The master of science (M.S.) in speech language pathology has both an on-campus traditional didactic component and a distance education component in the last two semesters. Candidates who complete this program will be eligible for both state licensure and national certification by the American Speech-Language-Hearing Association. Students are required to complete clinical rotations in each semester of their program.

Admission Requirements

Two options of admission status are designated:

1. Possess a CSD/SLP baccalaureate degree.
Conditional admission: A completed bachelor's degree is required prior to enrollment, as evidenced by a final official college/university transcript. Applicants may receive conditional acceptance with a letter from the registrar stating they have completed the requirements for the degree. The "conditional" status is removed once an official transcript is received.
Prerequisite courses:
Biological science (must be human) (4 credits)
Physical science (must be chemistry or physics) (4 credits)
Statistics (math, psychology, health sciences accepted) (3 credits)
Social/Behavioral Science (i.e., sociology, psychology, anthropology) (3 credits)
2. Possess a baccalaureate degree or higher in a related field such as education, health sciences, psychology, or family sciences.
Prerequisite courses for Non-Background Bridge Program:
Biological science (must be human) (4 credits)
Physical science (must be chemistry or physics) (4 credits)
Statistics (math, psychology, health sciences accepted) (3 credits)
Social/Behavioral Science (i.e., sociology, psychology, anthropology) (3 credits)
CSDS 211 Clinical Phonetics (4)
CSDS 212 Anatomy & Physiology of the Speech & Hearing Mechanism (4)
CSDS 213 Development of Language in Children (4)
CSDS 312 Principles of Audiometry (3)
CSDS 314 Rehabilitation Audiometry (3)
CSDS 414 Clinical Methods in Communication Sciences and Disorders (4)
Transcripts will be reviewed for prerequisite courses and an individualized plan of study will be created for each student.

Additional requirements:

1. Obtain a minimum cumulative GPA of 3.00 on a 4.00 scale and a minimum of 3.25 on a 4.00 scale in the last 60 hours. Undergraduate CSD or major area-no grade in a "major" area less than a C.
2. Submit GRE scores earned within the past five years (GRE minimum scores: Verbal: 160; Quantitative: 140; Analytical Writing: 4.0; CSDCAS Code: 6967.)
3. Submit three letters of reference submitted through the application system. The three required references should be from a) current or previous professor, b) work supervisor, c) professional colleague.
4. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer) or 80 (internet) on the Test of English as a Foreign Language (TOEFL).
5. Attend an on-campus interview.
6. Exceptions to any admission requirements will be handled on an individual basis.
7. If accepted, a non-refundable fee of \$500 is required to secure admission into the program. This fee is applied to the first semester's tuition.
8. The application may be found at <https://portal.csdcas.org/>.

Transfer Credit

At this time, students may not transfer in any credit to count towards the speech language pathology program.

Academic Progression Monitoring

Overview

Academic progression monitoring involves several components of the graduate program: pre-enrollment, clinical education, and academic coursework. All incoming MS-SLP students must meet with the assistant dean of enrollment management and student services prior to enrollment to facilitate the completion of pre-enrollment requirements. Throughout the program, academic advising will be conducted by the director of student services as needed. Departmental academic and clinical monitoring will take place every semester with the student, faculty mentor, program director, and/or director of clinical education to ensure that students are on track toward degree completion and are meeting all clinical and course knowledge and skill competencies.

Graduate students are responsible for monitoring their own course and clinical outcomes and should speak with the academic instructor and/or the clinical instructor/preceptor should a problem become evident.

Students who do not meet knowledge and/or skill competencies will have a formal or informal intervention plan in place so that they have an opportunity to improve in the deficient area. After an intervention plan has been established, the student will remain responsible for meeting all criteria stated in the plan and updating the instructor on progress made.

In order to be a student in good standing and progress in the MS-SLP program, the student must complete the following for:

Enrollment Management and Student Services:

- Have completed health and immunization forms and on file in the CSDS department.
- Submit proof of health insurance while enrolled at Samford.
- Submit to a background check and drug testing.
- Obtain an acceptable drug screen result prior to matriculation, as required by a facility placement, at random, or for cause. (See substance abuse policy.)

Academic Coursework:

- Carry a cumulative GPA of a 3.00 or higher.
- Earn no less than a B in each course in the curriculum; if a student should make a grade of C+ or lower, it is the expectation that the student will meet with both the academic course instructor and their faculty mentor to discuss a remediation plan.
- All knowledge and skill-based competencies must be met by the date that final grades are due each semester in order to participate in clinical practicum assignments in the following semester.
- Successfully complete all semester coursework before progressing to the next semester. Individual exceptions may be made for extenuating circumstances. These requests must be submitted to the chair of the CSDS department.

Clinical Education:

- Have achieved a passing grade of greater than or equal to 80% HIPAA, OSHA, and Bloodborne Pathogens Quizzes located on Canvas.
- Provide current documentation of Basic Life Support Cardiopulmonary Resuscitation (BLS-CPR) Certification prior to clinical placements.
- Adhere to the Code of Ethical/Professional Conduct as specified in the Samford University Student Handbook.
- Successfully complete all semester coursework (including knowledge and skill competencies) before progressing to the next semester. Individual exceptions may be made for extenuating circumstances. These requests must be submitted to the chair of the CSDS Department.

Academic and Clinical Dismissal

- A student who receives two final course grades below a B will meet with their faculty mentor, the program director, and/or the chair of the CSDS department to discuss academic performance, and may be subject to dismissal.
- A student who receives a third C will be dismissed from the program.
- A student who has a GPA below 3.00 for any two consecutive academic terms will be dismissed from the program.
- A grade of F in an academic course may be grounds for dismissal from the program. If the student remains in the program, the course must be retaken where an F was earned.
- Students that receive a grade of F in a clinical course will be dismissed from the program.
- Students have up to three opportunities to demonstrate a knowledge and/or skill competency. Failure to demonstrate either knowledge or skill competencies prior to the due date of final grades may result in delaying clinical practicum assignments.
- If the student does not pass the knowledge and/or skill competency on their third attempt, a formal intervention plan will be developed and the student may not attend their next clinical assignment.
- The intervention plan must be signed and agreed upon by the student, course instructor, program director, DCE, and chair. If the student does not follow the agreed upon plan, the student is at risk of not being placed for the upcoming clinical course and/or at risk of dismissal from the program.

Additional Circumstances That Could Lead to Dismissal

- Failure to comply with academic expectations.
 - Failure to comply with clinical expectations.
 - Failure to comply with professionalism expectations.
-

Speech Language Pathology (M.S.)

The master of science (M.S.) in speech language pathology is a hybrid program that has both an on-campus traditional didactic component and an online/distance education component. Candidates who complete this program will be eligible for both state licensure and national certification by the American Speech-Language-Hearing Association. Students are required to complete clinical rotations in each semester of their program.

Speech Language Pathology: 57 credits

- SLPA 500 - Introduction to Clinical Practicum in Speech Language Pathology (2)
- SLPA 501 - Beginning Clinical Practicum (1)
- SLPA 502 - Clinical Practicum (1)
- SLPA 503 - Neuroscience for Speech Language Pathologists (3)
- SLPA 504 - Research Methods in Speech Language Pathology (2)
- SLPA 505 - Practical Application of Speech Science (2)
- SLPA 506 - Language Disorders: Birth through Age 5 (3)
- SLPA 507 - Autism Spectrum Disorders (2)
- SLPA 508 - School Age Language and Literacy Disorders (4)
- SLPA 509 - Articulation and Phonological Disorders (4)
- SLPA 511 - Prevention & Diagnosis of Speech, Language, & Cognitive Disorders (2)
- SLPA 512 - Counseling Strategies in Speech Language Pathology (2)
- SLPA 601 - Clinical Practicum (1)
- SLPA 602 - Clinical Practicum (2)
- SLPA 603 - Clinical Practicum (2)
- SLPA 604 - Evaluation & Treatment of Aphasia in Adults (3)
- SLPA 606 - Motor Speech Disorders (3)
- SLPA 608 - Dysphagia in Pediatrics & Adults (3)
- SLPA 609 - Cognitive-Communicative Disorders in Adults (3)
- SLPA 611 - Professional Trends in Speech Language Pathology (2)
- SLPA 612 - Capstone Seminar (2)
- SLPA 614 - Augmentative and Alternative Communication (2)
- SLPA 615 - Structured Literacy (2)
- SLPA 616 - Voice and Fluency Disorders across the Lifespan (4)

Total Required Credits: 57

Non-Background M.S. in Speech Language Pathology (M.S.) (Bridge Program)

The non-background master of science bridge program in speech language pathology is designed for students with a bachelor's degree in areas outside of speech language pathology or audiology. The CSDS department has determined that six courses in the major program of study are required. The non-background program prepares the student for entry into graduate degree programs. This curriculum in the CSDS department is built on a foundation of rigorous academics and code of values. Our faith-based academic coursework focuses on service, leadership, and critical-thinking skills. Interprofessional education experiences with students and faculty from other healthcare disciplines are a key component of the program. Transcripts will be reviewed for prerequisite courses and an individualized plan of study will be created for each student.

Non-Background M.S. in Speech Language Pathology (Bridge Program): 79 Credits Speech Language Pathology Bridge Courses: 22 Credits

- SLPA 521 - Clinical Phonetics (4)
- SLPA 522 - Anatomy & Physiology of the Speech & Hearing Mechanism (4)
- SLPA 523 - Development of Language in Children (4)
- SLPA 524 - Principles of Audiology (3)
- SLPA 525 - Rehabilitation Audiology (3)
- SLPA 526 - Clinical Methods in Communicative Disorders (4)

Speech Language Pathology Core: 57 Credits

- SLPA 500 - Introduction to Clinical Practicum in Speech Language Pathology (2)
- SLPA 501 - Beginning Clinical Practicum (1)
- SLPA 502 - Clinical Practicum (1)
- SLPA 503 - Neuroscience for Speech Language Pathologists (3)
- SLPA 504 - Research Methods in Speech Language Pathology (2)
- SLPA 505 - Practical Application of Speech Science (2)
- SLPA 506 - Language Disorders: Birth through Age 5 (3)
- SLPA 507 - Autism Spectrum Disorders (2)
- SLPA 508 - School Age Language and Literacy Disorders (4)
- SLPA 509 - Articulation and Phonological Disorders (4)
- SLPA 511 - Prevention & Diagnosis of Speech, Language, & Cognitive Disorders (2)
- SLPA 512 - Counseling Strategies in Speech Language Pathology (2)
- SLPA 601 - Clinical Practicum (1)
- SLPA 602 - Clinical Practicum (2)
- SLPA 603 - Clinical Practicum (2)
- SLPA 604 - Evaluation & Treatment of Aphasia in Adults (3)
- SLPA 606 - Motor Speech Disorders (3)
- SLPA 608 - Dysphagia in Pediatrics & Adults (3)
- SLPA 609 - Cognitive-Communicative Disorders in Adults (3)
- SLPA 611 - Professional Trends in Speech Language Pathology (2)
- SLPA 612 - Capstone Seminar (2)
- SLPA 614 - Augmentative and Alternative Communication (2)
- SLPA 615 - Structured Literacy (2)
- SLPA 616 - Voice and Fluency Disorders across the Lifespan (4)

Total Required Credits: 79

Communication Sciences & Disorders - Doctoral

Doctoral Programs and Requirements

Degree

Doctor of Audiology (Au.D.)

The Department of Communication Sciences and Disorders offers a doctor of audiology degree (Au.D.). This three-to-four-year program (depending on cohort) combines years of academic coursework and clinical placements with a one-year, full-time externship. This program is created as an on-campus traditional didactic educational component with clinical placements within the community. Candidates who complete this program will be eligible for both state licensure and national certification by the American Speech-Language-Hearing Association.

Doctor of Audiology (Au.D.)

Admission Requirements

1. Completion of a bachelor of arts or a bachelor of science degree.
2. Obtain a minimum cumulative GPA of 3.00 on a 4.00 scale and a minimum of 3.25 on a 4.00 scale in the last 60 hours of undergraduate coursework.
3. Submit GRE scores earned within the past five years (GRE minimum score of 300, including an Analytical Writing score of 4).

Transfer Credit

At this time, students may not transfer in any credit to count towards the audiology program.

Progression Policies

In order to progress in the doctoral audiology program, the student must:

1. Have completed health and immunization forms on file in the CSDS department.
2. Submit proof of health insurance while enrolled at Samford.
3. Submit negative results on drug screen and background check.
4. Have achieved a passing grade of greater than or equal to 80% on the HIPAA, OSHA, and Bloodborne Pathogens Quizzes located on Canvas.
5. Maintain a cumulative GPA of 3.00 or above on all coursework.
6. Make a grade of B or better in each required or prescribed course in the audiology curriculum. Note: A grade of C+ or lower constitutes failure in any required or prescribed course in the audiology curriculum.
7. A student will be allowed to take a failed DAUD course one additional time, but must make a B or above for a passing grade.
8. Failure in a course may cause an interruption in the students' matriculation in terms of scheduling courses.
9. A student who fails (C+ or lower) two DAUD courses may be terminated from the department.
10. A student may not enroll in any DAUD course more than twice.
11. A student who fails to successfully complete a required DAUD course within one calendar year of academic probation notification will be dismissed from the program.
12. Students must be aware that matters of plagiarism, unethical, unprofessional, or unsafe conduct may result in immediate dismissal from the DAUD program.

Students may not receive any grades lower than B for DAUD courses. Courses with grades lower than B may be re-taken one time. When a course is retaken, both grades remain on the transcript and both are used in calculating the student's grade point average (GPA). Students must maintain a GPA of 3.00 or higher and may not re-take more than two courses during their DAUD studies. Students whose GPA falls below 3.00 will be placed on academic probation and will not be able to take more than three courses. Students who remain on academic probation for more than two semesters and students who receive a grade lower than B in more than two courses will be terminated from the DAUD program. Students retain the right to appeal termination decisions via the grievance procedure outlined in the DAUD Academic and Clinical Student Handbook.

Audiology (Au.D.)

The doctor of audiology (Au.D.) is a three-to-four-year program (depending on cohort) that combines years of academic coursework and clinical placements with a one-year, full-time externship. This program is created as an on-campus traditional didactic educational component with clinical placements within the community. Candidates who complete this program will be eligible for both state licensure and national certification by the American Speech-Language-Hearing Association.

Audiology: 81 Credits

- DAUD 700 - Introduction to Clinical Practice (1)
- DAUD 701 - Clinical Practicum I (1) (take twice; 1 crd each)
- DAUD 711 - Anatomy and Physiology of the Hearing Mechanism (2)
- DAUD 712 - Psychoacoustics (3)
- DAUD 713 - Research Methods (2)
- DAUD 714 - Instrumentation and Calibration (2)
- DAUD 720 - Audiologic Assessment (3)
- DAUD 722 - Amplification I (3)
- DAUD 724 - Immittance and Otoacoustic Emissions Measurements (3)
- DAUD 725 - Audiological Assessment Procedures Laboratory (1)
- DAUD 730 - Otological Medical Conditions (3)
- DAUD 732 - Amplification II (3)
- DAUD 733 - Genetics, Embryonic Development & Pediatric Disorders (3)
- DAUD 734 - Electrophysiology of the Auditory System (3)
- DAUD 735 - Amplification Laboratory (1)
- DAUD 750 - Pediatric Audiology: Diagnostics, Habilitation, and Educational Audiology (3)
- DAUD 751 - Clinical Practicum II (2)
- DAUD 752 - Advance Amplification Options (3)
- DAUD 755 - Vestibular Assessment Laboratory I (1)
- DAUD 756 - Vestibular Assessment and Management (3)
- DAUD 761 - Adult and Geriatric Aural Rehabilitation (3)
- DAUD 800 - Clinical Supervision and Leadership (3)
- DAUD 801 - Clinical Practicum III (3)
- DAUD 811 - Hearing Conservation (2)
- DAUD 812 - Interviewing and Counseling (2)
- DAUD 821 - Deaf Culture and Visual Communication (2)
- DAUD 822 - Professional, Clinical and Ethical Issues and Trends in Communication Sciences (3)
- DAUD 832 - Management and Private Practice in Audiology (3)
- DAUD 851 - Capstone Project (2)
- DAUD 899 - Clinical Externship (4) (take 3 times; 4 crds each)

Total Required Credits: 81

NOTE: This table is for 1st year students who started the AUD-DAUD program in 2019-20. For 2nd year students who started the program in 2018-19, see the 2018-19 catalog.

Physical Therapy

Faculty

Matthew P. Ford, Chair, Professor
Scott Bickel, Professor
Elaine Fehringer, Associate Professor
Nicholas B. Washmuth, Associate Professor
Kelly Atkins, Assistant Professor

Dana D. Blake, Assistant Professor;
Director of Clinical Education
Andrea Bowens, Assistant Professor
Maegan L. Powell, Assistant Professor
Sarah Ross, Assistant Professor
William M. Scogin, Assistant Professor

Accreditation

The doctor of physical therapy program at Samford University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org. The program received full accreditation for five years, which is the maximum amount.

Graduation from a physical therapist education program accredited by CAPTE is necessary for eligibility to sit for the licensure examination, which is required in all states.

Graduate Programs and Requirements

Degree

Doctor of Physical Therapy (D.P.T.)

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Doctor of Physical Therapy (D.P.T.)

The Department of Physical Therapy offers a clinical doctorate in physical therapy degree (D.P.T.). This is a full-time, three-year graduate program preparing students to practice physical therapy in a variety of settings: hospitals, inpatient rehab, inpatient, out-patient, pediatrics, schools, nursing homes, home health, and community wellness.

In collaboration with the School of Public Health's Department of Kinesiology, the department also offers a six-year fast-track doctor of physical therapy—a combination of their bachelor of science (B.S.) in exercise science with the D.P.T. degree.

Doctor of Physical Therapy (D. P.T.)

Admission Requirements

1. Possess a baccalaureate degree from an accredited college or university (degree in any field) or be in the senior year of undergraduate study. A completed bachelor's degree is required prior to enrollment, as evidenced by a final official college/university transcript. Applicants may receive a conditional acceptance with a letter from the registrar stating they have in fact completed the requirements for the degree. The "conditional" status is removed once an official transcript is received.
2. Cumulative GPA of at least 3.00 on a 4.00 scale.
3. Achieve a "B" or better in all prerequisite courses. All prerequisite courses must have been completed within ten years prior to application.

Required pre-requisite courses include:

- Biology I & II with labs
 - Chemistry I & II with labs
 - Physics I & II with labs
 - Human Anatomy and Physiology I & II with labs
 - Pre-calculus
 - Statistics
 - Psychology
4. GRE within the past 5 years. (Minimum scores: Verbal: 146; Quantitative: 146; Analytical: 4.0).
 5. Ten hours of documented volunteer experience in each of three different physical therapy practice settings (30 hours total).
 6. Three letters of reference submitted through the application system. The three required references should be from a) current or previous professor, b) work supervisor, c) professional colleague.
 7. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer) or 80 (internet) on the Test of English as a Foreign Language (TOEFL).
 8. Exceptions to any admission requirements will be handled on an individual basis.
 9. If accepted, a non-refundable fee of \$500 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Transfer Credit

At this time, students may not transfer in any credit to count towards the physical therapy program.

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Doctor of Physical Therapy (D.P.T.)

For those called to a career in physical therapy, Samford University offers a fast-track doctor of physical therapy program that provides eligible students the opportunity to earn both a bachelor of science (B.S.) in exercise science and a doctor of physical therapy (D.P.T.) in just six years. Incoming freshmen may apply for the fast track and must meet specific progression standards in order to remain in the program. Acceptance to the fast-track as a freshman guarantees admission into Samford's D.P.T. program as long as progression standards are met. The first three years of the program are dedicated to completion of all required undergraduate courses. Summer of the fourth year, students begin the D.P.T. program. A bachelor's in exercise science is awarded in December of the fourth year, and a doctor of physical therapy at the end of the sixth year.

Admission into the fast-track program is highly competitive (see below). Based on the application, a limited number of candidates will be interviewed for admission. If selected, students are assigned a faculty mentor in the Kinesiology and Physical Therapy Departments.

Admission Requirements

The following requirements apply:

1. Admission to Samford University with a declared major in exercise science.
2. Minimum high school GPA of 3.80 (4.00 scale).
3. Minimum ACT score of 29.
4. Completion of the Fast-Track D.P.T. Application.
5. On-campus interview.

Progression Policies

During the undergraduate program, bachelor of science in exercise science (BS-EXER), students must meet the following progression standards to remain in the program.

1. Complete all exercise science degree requirements on time in the first three years.
2. Achieve a B or higher in all major courses.
3. Earn a minimum 3.20 GPA and complete 20 convocation credits by end of freshman year.
4. Earn a minimum 3.50 GPA and complete 40 convocation credits by end of sophomore year.
5. Earn a minimum 3.80 GPA and complete 60 convocation credits by end of junior year.
6. Participate in Samford approved service or mission work by spring semester of third year.
7. Must pay a nonrefundable fee of \$1,000 to secure admission into the D.P.T. program by January 15th of the junior year.

Once students have begun the doctoral program, D.P.T. progression standards apply.

Physical Therapy (D.P.T.)

This is a three-year, full time graduate study program in physical therapy, culminating in a doctor of physical therapy (D.P.T.). The program admits one class of students per year, in June. They are on campus for three consecutive semesters of didactic course work, then off campus in clinical experiences during the fourth semester. The students then come back to campus for three more semesters, and end their degree program with two consecutive semesters of full time clinical experiences.

Physical Therapy: 128 Credits

Year I, Summer: 14 Credits

- PHTH 610 - Human Anatomy (6)
- PHTH 620 - Histology/Physiology (3)
- PHTH 701 - PT Practice: Management/Plan and Delivery of Care (1)
- PHTH 731 - PT Exam 1 (4)

Year I, Fall: 17 Credits

- PHTH 611 - Neuroscience (4)
- PHTH 631 - Human Movement Science 1: Exercise Physiology (3)
- PHTH 632 - Human Movement Science 2: Biomechanics & Motion Analysis (4)
- PHTH 691 - Evidence-Based Practice and Research Design 1 (2)
- PHTH 732 - PT Exam 2 (4)

Year I, Spring: 16 Credits

- PHTH 621 - Pathophysiology (3)
- PHTH 633 - Human Movement Science 3: Motor Learning (2)
- PHTH 692 - Evidence-Based Practice and Research Design 2 (2)
- PHTH 702 - PT Practice: Health Promotion, Fitness, and Wellness (1)
- PHTH 733 - PT Interventions 1 (4)
- PHTH 741 - Patient Client Management: Acute Care to Community (4)

Year I, Total Required Credits: 47

Year II, Summer: 10 Credits

- PHTH 641 - Interprofessional Practice 1 (1)
- PHTH 651 - Pharmacology (1)
- PHTH 780 - Health Care Service/Field Experience (4)
- PHTH 781 - Professional Internship 1 (4)

Year II, Fall: 17 Credits

- PHTH 622 - Pathophysiology 2 (2)
- PHTH 634 - Human Movement Science 4: Motor Development & Motor Control (3)
- PHTH 652 - Differential Diagnosis and Clinical Reasoning (2)
- PHTH 761 - Patient Client Management: Pediatrics (4)
- PHTH 771 - Patient Client Management: Spine (5)
- PHTH 791 - Capstone Project 1 (1)

Year II, Spring: 17 Credits

- PHTH 653 - Advanced Differential Diagnosis and Imaging (2)
- PHTH 681 - Teaching and Learning 1 (1)
- PHTH 703 - PT Practice: Leadership, Administration, and Finance (3)
- PHTH 762 - Patient Client Management: Young Adults (5)
- PHTH 772 - Patient Client Management: Lower Quarter (5)
- PHTH 792 - Capstone Project 2 (1)

Year II, Total Required Credits: 44

Year III, Summer: 13 Credits

- PHTH 642 - Interprofessional Practice 2 (1)
- PHTH 682 - Teaching and Learning 2 (1)
- PHTH 763 - Patient Client Management: Older Adults (5)
- PHTH 773 - Patient Client Management: Upper Quarter (5)
- PHTH 793 - Capstone Project 3 (1)

Year III, Fall: 14 Credits

- PHTH 782 - Professional Internship 2 (6)
- PHTH 783 - Professional Internship 3 (8)

Year III, Spring: 10 Credits

- PHTH 784 - Professional Internship 4 (10)

Year III, Total Required Credits: 37

Total Required Credits: 128

Physician Assistant Studies

Faculty

Paul Harrelson, Chair, Assistant Professor
Bradley W. Cantley, Assistant Professor; Director of Clinical Education
Heather G. Hallman, Assistant Professor
John B. Hurt, Assistant Professor; Director of Academics and Curriculum
S. Wesley Johnson, Assistant Professor
Robert M. Caulkins, Visiting Instructor

Accreditation

Program Accreditation: Accreditation Review Commission on Education for the Physician Assistant
Other Accreditation: National Commission on Certification for Physician Assistants

Graduate Programs and Requirements

Degree

Master of Science in Physician Assistant Studies (M.S.P.A.S.)

The Department of Physician Assistant Studies offers the master of science in physician assistant studies degree (M.S.P.A.S.), a full-time, 27-month curriculum, totaling 117 credit hours.

Master of Science in Physician Assistant Studies (M.S.P.A.S.)

The master of science in physician assistant studies degree (M.S.P.A.S.) is a full-time, 27-month curriculum, matriculating each fall semester. Students will undergo an intense curriculum focusing on clinical medicine, evidence-based practice, anatomy, pharmacology, and physiology preparing them to work within diverse medical practices. The program will prepare students to work in both medical and surgical sub-specialties. This includes family practice, surgery, internal medicine, emergency medicine, obstetrics and gynecology, and a variety of other medical specialties.

Admission Requirements

Minimum requirements for admission to the Samford physician assistant studies program include:

1. A bachelor's degree from an accredited university or college.
2. Completion of all prerequisite courses with a grade of C or better from an accredited university or college within the United States.
3. If coursework is completed in an institution outside of the United States, an international credential evaluation is required reporting prior university credits. Samford accepts evaluations from World Education Services (WES), found at www.wes.org or AACRAO International Education Services (IES), found at ies.aacrao.org.
4. Completion of 24 semester credits as a full-time student in a U.S. regionally-accredited institution is required.
5. The program is a lock-step program and no advanced placement is allowed.
6. The following are the minimum required prerequisite courses:
 - a. Human anatomy and human physiology with labs, or anatomy and physiology I and II with labs, or comparative anatomy and mammalian physiology with labs. (Must complete a full sequence. Substitutions for a separate course sequence will not be accepted.) (6-8 hours)
 - b. Microbiology with lab. (3-4 hours)
 - c. General chemistry I and II with labs or higher chemistry (organic I or organic II). (8-9 hours)
 - d. Statistics, including statistical tests and analysis. (3 hours)
 - e. Medical terminology. (1 hour)
 - f. General psychology or abnormal psychology or developmental psychology (two of the three required). (6 hours)
7. A cumulative overall grade point average (GPA) of 3.00 of a possible 4.00 on all undergraduate and graduate work completed at an accredited university or college.
8. A natural science grade point average (GPA) of 3.00 of a possible 4.00 on all undergraduate and graduate work completed at an accredited university or college within the United States.
9. A cumulative non-science grade point average (GPA) of 3.00 of a possible 4.00 on all undergraduate and graduate work completed at an accredited university or college within the United States.
10. Direct patient care experience in strongly encouraged but not required.
11. GRE or MCAT is required. There is no minimum score and students will be evaluated on a competitive basis.

Progression Policies

Must earn a "C" or better in all coursework. Must have a 3.00 overall GPA in program coursework to progress to the clinical year. Student will be placed on probation if program cumulative GPA falls below the minimum of 3.00.

Physician Assistant Studies (M.S.P.A.S.)

The master of science in physician assistant studies degree (M.S.P.A.S.) is a full-time, 27-month curriculum, matriculating each fall semester. Students will undergo an intense curriculum focusing on clinical medicine, evidence-based practice, anatomy, pharmacology, and physiology preparing them to work within diverse medical practices. The program will prepare students to work in both medical and surgical sub-specialties. This includes family practice, surgery, internal medicine, emergency medicine, obstetrics and gynecology, and a variety of other medical specialties.

Physician Assistant Studies: 117 Credits

- PAST 501 - Gross Anatomy (4)
- PAST 502 - Fundamentals of Physiology (4)
- PAST 503 - Clinical Laboratory Diagnostic (2)
- PAST 504 - Foundation of the Physician Assistant Profession (1)
- PAST 505 - Biomedical Ethics & Genetics (2)
- PAST 506 - Healthcare Policy, Care Management, & Risk Management (2)
- PAST 507 - Patient Assessment I (3)
- PAST 508 - Fundamentals of Clinical Medicine I (4)
- PAST 509 - Clinical Therapeutics I (3)
- PAST 510 - Evaluating Electrocardiography/Diagnostic Imaging (2)
- PAST 511 - Fundamentals of Surgery I (3)
- PAST 512 - Pathophysiology (3)
- PAST 513 - Patient Assessment II (3)
- PAST 514 - Fundamentals of Clinical Medicine II (4)
- PAST 515 - Clinical Therapeutics II (3)
- PAST 516 - Fundamentals of Clinical Research/Literature Evaluation (3)
- PAST 517 - Fundamentals of Surgery II (3)
- PAST 518 - Advanced Practice Procedures I (2)
- PAST 519 - Patient Assessment III: Clinical Decision Making (2)
- PAST 520 - Fundamentals of Clinical Medicine III (4)
- PAST 521 - Clinical Therapeutics III: Practical Application (2)
- PAST 522 - Advanced Practice Procedures II (2)
- PAST 523 - Behavioral Science (3)
- PAST 524 - Pre-Clinical Seminar (1)
- PAST 525 - Advanced Medical Simulation (2)
- PAST 601 - Clinical Service I (4)
- PAST 602 - Clinical Service II (4)
- PAST 603 - Clinical Service III (4)
- PAST 604 - Clinical Service IV (4)
- PAST 605 - Clinical Service V (4)
- PAST 606 - Clinical Service VI (4)
- PAST 607 - Clinical Service VII (4)
- PAST 608 - Clinical Service VIII (4)
- PAST 609 - Clinical Service IX (4)
- PAST 610 - Clinical Service X (4)
- PAST 611 - Clinical Service XI (4)
- PAST 612 - Clinical Service XII
- PAST 613 - Summative Review (2)

Total Required Credits: 117

Moffett & Sanders School of Nursing

Administration

Terri M. Cahoon, Chair, Department of Nurse Anesthesia; Associate Professor
Jill L. Cunningham, Chair, Nurse Practitioner Department; Professor
Lora R. Shelton, Chair, Undergraduate Program; Associate Professor
Cynthia G. Berry, Director, Clinical Partnerships and Clinical Education; Professor

Faculty

Amy Branyon Bigham, Professor
Ellen Banks Buckner, Professor
Jennifer J. Coleman, Professor
Cynthia G. Cortes, Professor
Stephanie D. Wynn, Professor
Andrea W. Collins, Associate Professor
Lisa E. Gurley, Associate Professor
Lisa E. Herbing, Associate Professor
Mary Annette Hess, Associate Professor
Jillyn N. Pence, Associate Professor
Shannon M. Ashe, Assistant Professor
Amanda L. Barron, Assistant Professor
Sherri H. Chatman, Assistant Professor
Tracey K. Dick, Assistant Professor
Lee M. Hardin, Assistant Professor
Lori H. Harrison, Assistant Professor
Julie A. Head, Assistant Professor
Jill B. Hightower, Assistant Professor
Kristen C. Johnston, Assistant Professor
Moniarae Parker Jones, Assistant Professor

Maria D. Ledbetter, Assistant Professor
Megan R. Mileski, Assistant Professor
Christa Moore, Assistant Professor
Tonya D. Shanahan, Assistant Professor
Amy C. Snow, Assistant Professor
Rebecca J. Warr, Assistant Professor
Angela Wilson, Assistant Professor
Ashley B. York, Assistant Professor
Kelli R. Burdette, Instructor
Chloe' E. Chapman, Instructor
Jennifer W. Childress, Instructor
Havilah S. Couvillion, Instructor
Meagan B. Deese, Instructor
Melanie Wise Henningsen, Instructor
Lauren H. Jones, Instructor
Sandra L. McMichael, Instructor
Brandy B. Mobley, Instructor
Ashley McLeod Turner, Instructor
Laura E. Wynn, Instructor

History

Rich in tradition, Moffett & Sanders School of Nursing was founded in 1922 by the Birmingham Baptist Association as a hospital-based diploma program. In 1955, the school became the first program in Alabama to achieve national accreditation and it has remained fully accredited throughout its existence. The nursing program transferred to Samford University in 1973 following a merger agreement with the Baptist Health System to offer associate and baccalaureate degrees in nursing. The school currently resides within the College of Health Sciences facilities on the east side of Samford's campus. Extraordinary growth and transformation have occurred since the school's inception, but the school's objective remains unchanged – prepare students to provide exceptional, compassionate, patient-centered care. Pass rates for graduates taking national licensure and certification examinations exceed national averages. Moffett & Sanders School of Nursing offers a variety of pathways and concentrations for obtaining a bachelor of science in nursing, a master of science in nursing, or a doctor of nursing practice degree. Advanced practice registered nurse certificates are also available.

Accreditation and Approval

The baccalaureate degree in nursing, master's degree in nursing, and doctor of nursing practice degree at Samford University is regionally accredited and also accredited by The Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC, 20001; phone (202) 887-6791. In addition, the nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Suite 304, Park Ridge, Illinois, 60068-4010; phone (847) 692-7050. The School of Nursing is also approved by the Alabama Board of Nursing.

Curricular Options

The Moffett & Sanders School of Nursing offers a unique curricular approach that allows students several choices in pursuing their graduate and doctoral-level nursing education. These options are:

Master of Science in Nursing (M.S.N.): The M.S.N. program prepares advanced practice nurses in a variety of specialty areas, including as family nurse practitioners and nurse educators.

A.D.N./A.S.N. to M.S.N.: The A.D.N./A.S.N. to M.S.N. option provides an opportunity for associate degree and diploma-prepared nurses to obtain the M.S.N. online within one program of study.

Post-Master of Science in Nursing Certificate: The post-master's certificate is available to those who already possess the M.S.N. degree but who wish to receive additional graduate level instruction.

Doctor of Nursing Practice (D.N.P.): The D.N.P. program will prepare clinicians (nurse practitioners, nurse anesthetists, and clinical nurse specialists) and nurse administrators for leadership roles, evidence-based practice, and to fully implement the emerging science and practice innovations in health care.

Program Goals

The goals of the Moffett & Sanders School of Nursing are as follows:

1. Recruit qualified nurse educators and staff who are committed to the mission and philosophy of Samford University and the Moffett & Sanders School of Nursing.
2. Promote professional development of faculty through mentoring and collegial relationships and administrative support.
3. Recruit and retain qualified students who have demonstrated high standards of scholarship, outstanding personal character, and serious educational aims.
4. Maintain a qualified and diversified student body by mentoring students and providing financial aid support.
5. Provide an environment that promotes scholarship, critical thinking, and responsiveness to community needs.
6. Create a Christian environment in which diverse student populations may develop an academic and social network that supports their uniqueness and promotes professionalism and lifelong learning.
7. Integrate the liberal arts, sciences, and professional nursing education in order for graduates to make positive contributions to society.
8. Develop individuals who are competent in the application of knowledge and skills and who possess values and attitudes consistent with the nursing profession.
9. Prepare graduates to contribute to the advancement of professional nursing and the improvement of the health care system.

Code of Ethical and Professional Conduct

Students in the School of Nursing must adhere to standards of conduct specified in the Samford University *Student Handbook* as well as the Samford University *Student Guide to Academic Integrity*, and certain standards of behavior appropriate for all health professionals. Students shall comply with legal, moral, and legislative standards that determine acceptable behavior of the nurse. Noncompliance may be cause for suspension/dismissal from the nursing school and denial of permission by individual state boards of nursing to take the NCLEX-RN examination or be approved as an advanced practice nurse.

Students documented to have demonstrated unethical, unprofessional, or unsafe conduct merit immediate probation or dismissal from the nursing school. Grievances, which result from students failing to adhere to appropriate personal and professional conduct, will be considered by utilizing the grievance process in the Moffett & Sanders School of Nursing *Student Handbook* and the University Catalog.

School of Nursing Expenses

In addition to tuition, fees, and room and board costs (if applicable), students are responsible for other costs associated with nursing courses. Costs include uniforms/lab coats, books, medical equipment, yearly physical examinations, required immunizations, required drug testing, background checks, certification in basic life support, a personal laptop computer (with webcam and microphone), testing software, software for electronic medical records, and required health insurance. Students are responsible for providing transportation to and from clinical experiences.

Personal Health Insurance

Students in the School of Nursing are required to provide proof of current personal health insurance coverage. Each semester, students in the Moffett & Sanders School of Nursing are automatically enrolled in the University sponsored student health insurance plan. There is a charge for this coverage.

International Students: Based upon federal regulations and University policy, all F and J visa holders are required to carry insurance that meets certain coverage requirements. Information about specific policy carriers, minimum coverage, and premium costs is available from the Office of Global Engagement at (205) 726-4334.

Liability Insurance

Professional liability insurance is provided by Samford University. Personal professional liability insurance for clinical practice, while not required, is highly recommended for all nursing students.

Clinical Resources

Clinical experiences for the School of Nursing are provided in hospitals and selected community health clinics and settings. All clinical facilities are accredited by the appropriate agencies. In addition, a wide variety of agencies are utilized for graduate student experiences including, but not limited to primary care facilities, schools of nursing, acute care facilities, and managed care organizations.

Required Health Data

The student must have completed and submitted all necessary documentation required by the University, the School of Nursing, and all clinical agencies before starting clinical courses. The following health data must be current:

1. **Health Form:** Prior to starting a clinical course, or registering for graduate courses, students must have a completed College of Health Sciences health form (updated yearly) on file.
2. **Basic Life Support (BLS) Certification:** BLS is a requirement for all clinical nursing courses. The School of Nursing does not accept online courses. **Certification must be updated every two years.** This certification must be obtained through the American Heart Association. This certification must include one-rescuer and two-rescuer cardiopulmonary resuscitation (CPR) of adult, child, and infant. Evidence of a current card issued by the American Heart Association is required.
3. **Rubella immunity:** Each student must submit evidence of rubella immunity.

4. **Varicella (Chicken Pox):** Students who have not had the chicken pox must complete the two-step varicella vaccine prior to completing the first clinical course in order to progress to the second clinical nursing course. If a student refuses the vaccine, a waiver must be completed, signed, and filed.
5. **Influenza immunization:** Each student must submit an influenza immunization, annually, in the fall semester.
6. **Hepatitis B:** The School of Nursing requires each student to take the Hepatitis B vaccine. University Health Services offers the vaccine, or the student may consult a physician or local health department for the vaccination. If a student refuses the vaccination series, a waiver form must be completed, signed, and filed.
7. **Mantoux Tuberculin Skin Test:** The School of Nursing requires each student to have a Mantoux tuberculin skin test annually. Students who test positive must meet current CDC guidelines.
8. **Drug Testing and Background Checks:** All graduate nursing students are drug tested and background checked at the beginning of the program. Nurse anesthesia students are required to submit to a background check prior to admission. Additionally, all students may be tested for cause or clinical affiliation requirements. Students are responsible for all costs associated with the background check. (See School of Nursing *Student Handbook for Substance Abuse Policy and Procedure.*)
9. **Additional Requirements:** Clinical agencies may place additional health requirements on students affiliating with that agency. Clinical instructors will notify students when applicable.

Nursing - Graduate

Graduate Programs and Requirements

Degrees

Master of Science in Nursing (M.S.N.)

Nursing

Family Nurse Practitioner (M.S.N.)

Family Nurse Practitioner w/ENP Specialty (M.S.N.)

Family Nurse Practitioner/Psychiatric Mental Health NP-Lifespan-Dual Focus (M.S.N.)

ADN/ASN to Master of Science in Nursing (M.S.N.)

Nursing

Family Nurse Practitioner (ADN/ASN to M.S.N. Option)

Family Nurse Practitioner w/ENP Specialty (ADN/ASN to M.S.N. Option)

Family Nurse Practitioner/PMH NP-Dual Focus (ADN/ASN to M.S.N. Option)

Certificates/Post-Master of Science in Nursing

Emergency Nurse Practitioner Certificate (Post-M.S.N.) (ENP)

Family Nurse Practitioner Certificate (Post-M.S.N.) (FNP)

Psychiatric Mental Health Nurse Practitioner Certificate (Post-M.S.N.) (PSMH)

The Moffett & Sanders School of Nursing offers flexible, innovative options in a program leading to a master of science in nursing degree (M.S.N.). Graduates are prepared to practice in an advanced role to meet and/or manage health care needs of families across the life span. The graduate will be prepared to practice in a variety of settings with a functional focus in one of the following areas: emergency nurse practitioner, family nurse practitioner practice, and psychiatric mental health.

Through the ADN/ASN to M.S.N. option, the School of Nursing provides experienced registered nurses, who currently hold an associate of science in nursing or a hospital diploma, the opportunity to earn an M.S.N. through a nontraditional path. As in the main M.S.N. program, the same options are available.

A post-master of science in nursing certificate (Post-M.S.N.) is available in emergency nurse practitioner (ENP), family nurse practitioner (FNP), and psychiatric mental health nurse practitioner (PSMH). Students completing the post-M.S.N. options will have fulfilled the educational requirements to take the corresponding certification examinations.

Master of Science in Nursing (M.S.N.)

M.S.N. Outcomes

Graduates with a master of science in nursing from the Moffett & Sanders School of Nursing will be prepared to:

1. Integrate interprofessional scientific findings for the continual improvement of nursing care across diverse settings.
2. Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective to promote high quality and safe patient care.
3. Articulate and apply quality methods, tools, performance measures, and standards within organizations.
4. Apply research outcomes within the practice setting to resolve practice problems, work as a change agent, and disseminate results.
5. Utilize patient-care and communications technologies to deliver, enhance, integrate, and coordinate care.
6. Intervene at the system level by developing and advocating policy to influence health and health care.

7. Demonstrate effective collaborative, communicating, and consulting skills as a leader and as a member of interprofessional teams to manage and coordinate care.
8. Provide evidence-based clinical prevention and health promotion care and services in a client-centered manner to individuals, families, and populations.
9. Synthesize an advanced level of understanding of nursing and relevant sciences to integrate this knowledge for direct or indirect care.

Master of Science in Nursing (M.S.N.)

Family Nurse Practitioner

Admission Requirements

Applications for the M.S.N. degree program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria.

The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required material:

1. Completion of application. For complete admission instructions, visit www.samford.edu/nursing
2. Attach a CV/résumé to your application.
3. Current unencumbered license as a registered nurse.
4. Bachelor of science in nursing degree from an accredited and CCNE, CNEA, or an ACEN (formerly NLNAC) accredited program.
5. One undergraduate course in nursing research with a grade of C (2.00) or better.
6. One undergraduate health assessment course with a grade of C (2.00) or better (for FNP students only).
7. Nursing GPA of 3.00 on a 4.00 scale.
8. International applicants (applicants who are not United States citizens or permanent residents) must contact the director of graduate student services for detailed program requirements.
9. American citizens or permanent residents who learned English as a second language must score at least 575 (paper), or 90 (Internet) on the Test of English as a Foreign Language (TOEFL).
10. Should any of the above conditions not be met, the applicant may be considered on an individual basis.
11. Video interview.
12. If accepted, a non-refundable fee of \$750 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Academic Policy and Progression

Transfer Credit

Graduate students are permitted to transfer a maximum of twelve hours of graduate credit from an accredited and a CCNE, CNEA, or an ACEN (formerly NLNAC) accredited college or university. To do so, students should complete a course substitution form and attach a copy of the syllabus. Transfer credits will be evaluated by the appropriate course coordinator for applicability to the graduate program.

Progression Policies

In order to progress in the master's program in the School of Nursing, the student must:

1. Have a completed Health Data Record (with all required immunizations) updated annually and on file.
2. Verify and keep current the following requirements:
 - a. Carry health insurance while enrolled at Samford. Students in the School of Nursing are required to provide proof of current personal health insurance coverage. Each semester, students in the Moffett & Sanders School of Nursing are automatically enrolled in the University-sponsored student health insurance plan. There is a charge for this coverage. If you are a new nursing student, you will need to register your health insurance coverage by clicking on the following link and completing the information: <https://studentcenter.uhcsr.com/school-page>
 - b. BLS certification
3. Adhere to the Code of Ethical/Professional Conduct as specified in this catalog.
4. Possess a current unencumbered registered nursing license.
5. Submit to a criminal background check and random drug testing.
6. Make a grade of B or better in each required or prescribed course in the M.S.N. program. Note: A grade of C, D or F constitutes a failure in any prescribed or required course in the M.S.N. program. **Students must maintain a cumulative 3.00 GPA and may not earn a grade below B in any course to progress in the curriculum.
7. Have a 3.00 cumulative GPA to graduate.
8. Meet track and department-specific academic policies.

Academic Policies

Graduate students who receive a grade below a B in any required or prescribed course or whose cumulative GPA falls below a 3.00 will be placed on academic probation.

Students placed on academic probation must:

- Repeat any nursing course in which a grade received was below a B and receive a grade of B or better.
- Failure of the same course twice or failure of two separate courses constitutes dismissal from the program

Students on academic probation who fail to successfully complete a required nursing course within one calendar year of the academic probation notification will be dismissed from the program. Students must be aware that plagiarism, unethical, unprofessional or unsafe conduct may result in immediate dismissal from the School of Nursing.

Program Interruptions

Students who need more than five years to complete the program, may petition the School of Nursing graduate program to request an additional year for completion (a total of six years for completion).

Readmissions

A student who has been dismissed from the Moffett & Sanders School of Nursing graduate program may apply through the Office of Graduate Student Services for readmission after an intervening period of not less than one semester. The appropriate graduate admission committee will consider such requests for readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. There is no guarantee, however, that a student will be readmitted. The decision regarding readmission rests with the Dean and is based upon the faculty's evaluation of the likelihood of the applicant's ability to perform successfully in graduate coursework.

ADN/ASN to M.S.N. Option

The School of Nursing offers the master of science in nursing (M.S.N.) degree through a nontraditional pathway. The program provides the experienced registered nurse who holds an associate of science in nursing degree or hospital diploma an opportunity to earn a master's degree within one program of study.

In the ADN/ASN to M.S.N. option, the graduate does not earn a bachelor's degree. Should an individual not complete the requirements for the M.S.N., whether for personal or academic reasons, no B.S.N. is awarded nor is academic credit transferred to the B.S.N. program.

The ADN/ASN to M.S.N. option consists of five bridge courses and the M.S.N. curriculum. The bridge courses (NURG 500, NURG 501, NURG 502, NURG 503, and NURG 504) can be completed in two semesters and must be completed prior to progressing to the M.S.N. core courses. When taken full time and in sequence, the length of the ADN/ASN to M.S.N. option is approximately seven semesters, or two years. General education courses may be completed at another college or university and then transferred to Samford University prior to enrolling in the ADN/ASN to M.S.N. option.

Admission Requirements

Applications for the ADN/ASN to M.S.N. degree program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials. In addition, a completion of a minimum of 72 hours of college credit is required for admission to the ADN/ASN to M.S.N. program:

1. Completion of application. For complete admission instructions, visit www.samford.edu/nursing.
2. Attach a CV/résumé to your application.
3. Current unencumbered license as a registered nurse.
4. Associate of science in nursing degree from an accredited and CNEA or an ACEN (formerly NLNAC) accredited program or hospital diploma.
5. Nursing GPA of 3.00 on a 4.00 scale.
6. Completion of general education prerequisites before program begins.
7. International applicants (applicants who are not United States citizens or permanent residents) must contact the director of graduate student services for detailed program requirements.
8. American citizens or permanent residents who learned English as a second language must score at least 575 (paper), or 90 (Internet) on the Test of English as a Foreign Language (TOEFL).
9. Should any of the above conditions not be met, the applicant may be considered on an individual basis
10. Video interview.
11. If accepted, a non-refundable fee of \$750 is required to secure admission into the program. This fee is applied to the first semester's tuition.

ADN/ASN to M.S.N. Progression Policies

1. Have a completed Health Data Record (with all required immunizations) updated annually and on file.
 2. Adhere to all Moffett & Sanders School of Nursing policies and procedures, as well as the Code of Ethical/Professional Conduct.
 3. Make a grade of B or better in each ADN/ASN to M.S.N. bridge course.
 4. Submit to a background check and random drug testing.
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Certificates/Post-Master of Science in Nursing

Emergency Nurse Practitioner Certificate (Post M.S.N.-FNP)

Admission Requirements

Applications for the emergency nurse practitioner/post-M.S.N. certificate are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Completion of application. For complete admission instructions, visit www.samford.edu/nursing.
2. Master of science in nursing degree from an accredited and ACEN or CCNE, or CNEA accredited program.
3. Hold current national certification as family nurse practitioner.
4. Emergency department or critical care experience preferred.
5. Cumulative GPA of 3.20 on a 4.00 scale.
6. International applicants (applicants who are not United States citizens or permanent residents) must contact the director of graduate student services for detailed program requirements.
7. American citizens or permanent residents who learned English as a second language must score at least 575 (paper), or 90 (Internet) on the Test of English as a Foreign Language (TOEFL).
8. Video interview.
9. If accepted, a non-refundable fee of \$750 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Family Nurse Practitioner Certificate (Post M.S.N.)

Admission Requirements

Applications for the family nurse practitioner/post-M.S.N.-FNP certificate are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Completion of application. For complete admission instructions, visit www.samford.edu/nursing.
2. Current unencumbered license as a registered nurse.
3. Master of science in nursing degree from an accredited and ACEN or CCNE accredited program.
4. Cumulative GPA of 3.00 on a 4.00 scale.
5. The MAT or GRE is waived if the applicant has successfully completed a graduate program with a 3.00 GPA or higher.
6. International applicants (applicants who are not United States citizens or permanent residents) must contact the director of graduate student services for detailed program requirements.
7. American citizens or permanent residents who learned English as a second language must score at least 575 (paper), or 90 (Internet) on the Test of English as a Foreign Language (TOEFL).
8. Video interview.
9. If accepted, a non-refundable fee of \$750 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Psychiatric Mental Health Nurse Practitioner Certificate (Post-M.S.N.)

Admission Requirements

Applications for the psychiatric mental health nurse practitioner/post-M.S.N. certificate are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Graduate degree in nursing from a CCNE, CNEA, or ACEN (formerly NLNAC) accredited program.
 2. Active unencumbered nursing license.
 3. Current national certification as a primary care nurse practitioner.
 4. A video submission.
 5. Cumulative graduate GPA of at least 3.00 on a 4.00 scale.
 6. International applicants (applicants who are not United States citizens or permanent residents) must contact the director of graduate student services for detailed program requirements.
 7. American citizens or permanent residents who learned English as a second language must score at least 575 (paper) or 90 (internet) on the Test of English as a Foreign Language (TOEFL).
 8. If accepted, a non-refundable fee of \$750 is required to secure admission into the program. This fee is applied to the first semester's tuition.
 9. Should any of the above conditions not be met, the applicant may be considered on an individual basis.
-

Family Nurse Practitioner (M.S.N.)

M.S.N. Core Course Requirements: 12 Credits

- NURG 514 - Population Health and Policy (3)
- NURG 515 - Statistics for Advanced Practice Nursing (3)
- NURG 516 - Research, Theory, and Quality Improvement (3)
- NURG 517 - Ethical Leadership and Collaboration (3)

Advanced Practice Courses - Family Nurse Practitioner: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Total Required Credits: 42

Family Nurse Practitioner w/ENP Specialty (M.S.N.)

The FNP with ENP Specialty offers the opportunity for students to add the ENP courses to the MSN FNP. Graduates will be qualified to sit for both the FNP and ENP national certification exams.

M.S.N. Core Course Requirements: 12 Credits

- NURG 514 - Population Health and Policy (3)
- NURG 515 - Statistics for Advanced Practice Nursing (3)
- NURG 516 - Research, Theory, and Quality Improvement (3)
- NURG 517 - Ethical Leadership and Collaboration (3)

Advanced Practice Courses - Family Nurse Practitioner: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Advanced Practice Courses - Emergency Nurse Practitioner: 12 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)

Total Required Credits: 54

Family Nurse Practitioner/Psychiatric Mental Health NP-Lifespan-Dual Focus (M.S.N.)

This program provides registered nurses who hold a B.S.N. degree an opportunity to become prepared for both the family nurse practitioner (FNP) and the psychiatric mental health nurse practitioner (PMHNP) national certification exams. After completion of the M.S.N. degree, these graduates have the opportunity to become dual certified as an FNP and a PMHNP.

M.S.N. Core Course Requirements: 12 Credits

- NURG 514 - Population Health and Policy (3)
- NURG 515 - Statistics for Advanced Practice Nursing (3)
- NURG 516 - Research, Theory, and Quality Improvement (3)
- NURG 517 - Ethical Leadership and Collaboration (3)

Advanced Practice Courses - Family Nurse Practitioner: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Advanced Practice Courses - Psychiatric Mental Health: 17 Credits

- NURG 771 - Psychiatric Mental Health I (3)
- NURG 772 - Psychiatric Mental Health II (3)
- NURG 773 - Psychiatric Mental Health II Clinical (4)
- NURG 774 - Psychiatric Mental Health III (3)
- NURG 775 - Psychiatric Mental Health III Clinical (4)

Total Required Credits: 59

ADN/ASN to Master of Science in Nursing (M.S.N.)

General Education - Distribution Areas: 40 Credits

- Natural Sciences/Applied Sciences (19)
 - College Algebra or higher-level math (3)
 - Anatomy (4)
 - Physiology (4)
 - Microbiology (4)
 - Intro to Chemistry or higher-level Chemistry (4)
- Social Sciences (9)
 - Intro to Psychology (3)
 - Developmental Psychology (3)
 - Speech (3)
- Humanities (6)
 - English Composition I (3)
 - English Composition II (3)
- Other Liberal Arts courses (6)*

ADN/ASN to M.S.N. Bridge Courses: 15 Credits

- NURG 500 - Transition to Prof Nursing Practicum (3)
- NURG 501 - Health Assessment (3)
- NURG 502 - Healthcare Res/Intro Statistics (3)
- NURG 503 - Clinical Prevention/Pop Health (3)
- NURG 504 - Leadership and Management (3)

M.S.N. Core Course Requirements: 12 Credits

- NURG 514 - Population Health and Policy (3)
- NURG 515 - Statistics for Adv Practice Nursing (3)
- NURG 516 – Research/Theory/Quality Improvement (3)
- NURG 517 - Ethical Leadership/Collaboration (3)

Selected Option: Advanced Practice Courses: 30-47 Credits

- Family Nurse Practitioner (ADN/ASN to M.S.N. Option) **(30)**
- Family Nurse Practitioner w/ENP Specialty (ADN/ASN to M.S.N. Option) **(42)**
- Family Nurse Practitioner/PMH NP-Dual Focus (ADN/ASN to M.S.N. Option) **(47)**

Total Required Credits (excl Gen Ed): 57-74

*Liberal arts credit may be chosen from political science, history, English literature, languages, philosophy, biology, chemistry, psychology, sociology, geography, economics, religion, and fine arts (no more than three credits may be in fine arts).

Family Nurse Practitioner (ADN/ASN to M.S.N. Option)

Adv Practice Courses - Family Nurse Practitioner: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Family Nurse Practitioner w/ENP Specialty (ADN/ASN to M.S.N. Option)

The ADN/ASN to M.S.N. FNP/ENP option provides the experience for registered nurses who hold an associates of science in nursing an opportunity to earn a M.S.N. degree and become qualified to sit for the FNP and ENP certification exams.

Family Nurse Practitioner w/ENP Specialty: 42 Credits

Adv Practice Courses - Family Nurse Practitioner: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Adv Practice Courses: Emergency Nurse Practitioner: 12 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)

Family Nurse Practitioner/PMH NP-Dual Focus (ADN/ASN to M.S.N. Option)

The ADN/ASN to M.S.N. FNP/PMHNP option provides the experience for registered nurses who hold an associates of science in nursing an opportunity to earn a M.S.N. degree and become qualified to sit for the FNP and PMHNP certification exams.

Family Nurse Practitioner/PMH NP-Dual Focus: 47 Credits

Adv Practice Courses - Family Nurse Practitioner: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Adv Practice Courses - Psychiatric Mental Health: 17 Credits

- NURG 771 - Psychiatric Mental Health I (3)
- NURG 772 - Psychiatric Mental Health II (3)
- NURG 773 - Psychiatric Mental Health II Clinical (4)
- NURG 774 - Psychiatric Mental Health III (3)
- NURG 775 - Psychiatric Mental Health III Clinical (4)

Emergency Nurse Practitioner Certificate (Post-M.S.N.-ENP)

Emergency Nurse Practitioner Core: 12 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)

Total Required Credits: 12

Family Nurse Practitioner Certificate (Post-M.S.N.)

Family Nurse Practitioner Core: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Total Required Credits: 30

*NOTE: Plan of study based on gap analysis.

Psychiatric Mental Health Nurse Practitioner Certificate (Post-M.S.N.)

This certificate program is for currently certified nurse practitioners interested in adding certification as a PMHNP. After completion of the certificate program, students will be qualified to sit for the PMHNP exam through ANCC.

Psychiatric Mental Health Nurse Practitioner Core: 17 Credits

- NURG 771 - Psychiatric Mental Health I (3)
- NURG 772 - Psychiatric Mental Health II (3)
- NURG 773 - Psychiatric Mental Health II Clinical (4)
- NURG 774 - Psychiatric Mental Health III (3)
- NURG 775 - Psychiatric Mental Health III Clinical (4)

Total Credits Required: 17 Credits

NOTE: Plan of study based on gap analysis.

Nursing - Doctoral

Doctoral Programs and Requirements

Degrees/Programs

- Doctor of Nursing Practice (D.N.P.) (Post-Master's)
 - Advanced Practice (D.N.P.)
 - Adv Practice Emergency Nurse Practitioner (D.N.P.)
 - Adv Practice Family Nurse Practice-Post Master's (D.N.P.)
 - Adv Practice Psychiatric Mental Health Nurse Practice (D.N.P.)
 - Nursing Administration (D.N.P.) (Post-Master's)
- B.S.N to D.N.P Option (Doctor of Nursing Practice)
 - Nurse Anesthesia (B.S.N. to D.N.P.) (see the Nurse Anesthesia section for details)

Older Programs*

- B.S.N to D.N.P Option (Doctor of Nursing Practice)
 - Family Nurse Practitioner
 - Family Nurse Practitioner (B.S.N. to D.N.P.)
 - FNP with ENP Specialty (B.S.N. to D.N.P.)
 - Nursing Informatics and Analytics (B.S.N. to D.N.P.)
- R.N. to Doctor of Nursing Practice (D.N.P.)
 - Family Nurse Practitioner
 - Family Nurse Practitioner (R.N. to D.N.P. Option)
 - FNP with ENP Specialty (R.N. to D.N.P. Option)
 - Nursing Administration (R.N. to D.N.P. Option)
 - Nursing Informatics & Analytics (R.N. to D.N.P. Option)

The Moffett & Sanders School of Nursing offers flexible, innovative options in a program leading to a doctor of nursing practice degree (D.N.P.). Graduates are prepared to practice in an advanced role to meet and/or manage health care needs of families across the life span. The graduate will be prepared to practice in a variety of settings with a functional focus in one of the following areas: emergency nursing, family nursing, psychiatric mental health, and nursing administration.

Through the B.S.N. to D.N.P. option, the School of Nursing provides students who currently hold a bachelor's degree in nursing the opportunity to earn a D.N.P. in nurse anesthesia.

*These programs are under review and subject to change/closure/replacement. They are currently closed to new admits.

Doctor of Nursing Practice (D.N.P.) (Post-Master's)

The doctor of nursing practice (D.N.P.) program will fulfill a need within the profession for advanced practice nurses who can provide leadership in the healthcare system of the 21st century. The D.N.P. will be a visionary leader for the practice of nursing and the delivery of health care in all settings. This program prepares graduates to demonstrate competencies, including organizational and systems leadership, advanced clinical skills, the ability to mobilize interdisciplinary teams, the ability to establish collaborative relationships to solve complex clinical problems, and to initiate policy and programmatic changes. The D.N.P. program will prepare clinicians (nurse practitioners, nurse anesthetists, and clinical nurse specialists) and nurse administrators for leadership roles, evidence-based practice, and to fully implement the emerging science and practice innovations in health care.

The post-master's doctor of nursing practice (D.N.P.) is a terminal degree in nursing that can be completed in one calendar year of full-time study or in two years of part-time study. The concentrations include nursing administration, advanced practice, advanced practice-emergency nurse practitioner, and advanced practice-family nurse practitioner.

D.N.P. Outcomes

Graduates with a doctor of nursing practice from the Moffett & Sanders School of Nursing will be prepared to:

1. Practice at the highest level of nursing by integrating nursing science and the biophysical, psychosocial, analytical, organizational and public health sciences to improve health, nursing and education outcomes;
2. Integrate advanced critical reasoning and judgment in the management of complex clinical situations and systems;
3. Assimilate ethical principles, personal beliefs, and Christian values to provide a framework for advanced nursing practice;
4. Engage in scholarship and analytical methods for evidence-based practice to effect optimal outcomes;
5. Apply information systems and technology for the provision and/or transformation of health care delivery and nursing practice;
6. Participate in interprofessional collaboration for the improvement of individual and population health outcomes;
7. Advocate change in health care practice through policy development, implementation and evaluation.

Admission Requirements

Applications for the D.N.P. program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Completion of application. For complete admission instructions, visit www.samford.edu/nursing.
2. Current unencumbered license as a registered nurse.
3. Master's degree from an accredited and CCNE, CNEA, or an ACEN (formerly NLNAC) accredited program in the area of advanced practice or administration (applicants with unique credentials will be considered on a case-by-case basis).
4. Master's degree cumulative GPA of at least 3.50 on a 4.00 scale.
5. International applicants (applicants who are not United States citizens or permanent residents) must contact the director of graduate student services for detailed program requirements.
6. American citizens or permanent residents who learned English as a second language must score at least 575 (paper), or 90 (Internet) on the Test of English as a Foreign Language (TOEFL).
7. Video interview.

Transfer Credit

Graduate students are permitted to transfer a maximum of twelve hours of graduate credit from an accredited and a CCNE, CNEA, or an ACEN (formerly NLNAC) accredited college or university. To do so, students should complete a course substitution form and attach a copy of the syllabus. Transfer credits will be evaluated by the associate dean of the graduate program for applicability to the program.

Progression Policies

In order to progress in the doctoral program in the School of Nursing, the student must:

1. Have a completed Health Data Record (with all required immunizations) updated annually and on file with ESS.
2. Carry health insurance while enrolled at Samford. Students in the School of Nursing are required to provide proof of current personal health insurance coverage. Each semester, students in the Moffett & Sanders School of Nursing are automatically enrolled in the University-sponsored student health insurance plan. There is a charge for this coverage. To have the charge removed from his/her Samford account, a nursing student must provide proof of insurance by completing the insurance waiver at <https://studentcenter.uhcsr.com/school-page>.
International Students: Based upon federal regulations and University policy, all F and J visa holders are required to carry insurance that meets certain coverage requirements. Information about specific policy carries, minimum coverage, and premium costs is available from the Office of Global Engagement at (205) 726-4334.
3. Provide current documentation of BLS certification
4. Adhere to the Code of Ethical/Professional Conduct as specified in the Samford University catalog.
5. Possess a current unencumbered RN nursing license in your state of practice and in the state of all clinical rotations.
6. Maintain licensure and certification. It is the student's responsibility to notify the Moffett & Sanders School of Nursing of any encumbrance that is placed on any license.
7. Submit to background check and random drug testing.
8. Make a grade of B or better in each required or prescribed course in the D.N.P. program. NOTE: A grade of C, D or F constitutes a failure in any prescribed or required course in the D.N.P. program. **Students must maintain a cumulative 3.00 GPA and may not earn a grade below B in any course to progress in the curriculum. Students must have a 3.00 cumulative GPA to graduate.
9. Maintain a cumulative 3.00 GPA and may not earn a grade below B in any course to progress in the curriculum.

Academic Policies

Students who receive a grade below a B in any required or prescribed course or whose cumulative GPA falls below a 3.00 will be placed on academic probation and must:

- Repeat any nursing course in which a grade received was below a B and receive a grade of B or better.
- Be aware that a required nursing course can only be repeated one time.
- Be aware that failure of the same course twice or failure of two separate courses constitutes dismissal from the program

Students who fail to successfully complete a required nursing course within one calendar year of the academic probation notification will be dismissed from the program.

Students must be aware that matters of plagiarism, unethical, unprofessional or unsafe conduct may result in immediate dismissal from the School of Nursing.

Program Interruptions

Students who need more than five years to complete the program may petition the Moffett & Sanders School of Nursing graduate program to request an additional year for completion (a total of six years for completion).

Readmissions Policy

A student who has been dismissed from the Moffett & Sanders School of Nursing graduate program may apply through the Office of Graduate Student Services for readmission after an intervening period of not less than one semester. The appropriate graduate admission committee will consider such requests for readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. There is no guarantee, however, that a student will be readmitted. The decision regarding readmission rests with the dean and is based upon the faculty's evaluation of the likelihood of the applicant's ability to perform successfully in graduate coursework.

Advanced Practice (D.N.P.)

D.N.P. Core Course Requirements: 22 Credits

- NURG 700 - Theory and Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Advanced Practice Courses: 15 Credits

- NURG 740 - Resource Planning for the Advanced Practice Nurse (3)
- NURG 741 - Contemporary Issues within Vulnerable Populations (3)
- NURG 742 - Emerging Diseases, Genetics, and Health Trends (3)
- NURG 746 - Advanced Practice Practicum I (2)
- NURG 747 - Advanced Practice Practicum II (4)

Advanced Education Courses - Optional: 9 Credits (choose three courses)

- NURG 710 - Teaching-Learning Principles (3) AND
- NURG 711 - Nurse Faculty Role in Curriculum Development (3) *or*
- NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3) AND
- NURG 713 - Nurse Faculty Role in Clinical Education (3)
- NURG 715 - Nurse Faculty Role Transition (3)

Total Required Credits: 37

Advanced Practice Emergency Nurse Practitioner (D.N.P.)

D.N.P. Core Course Requirements: 22 Credits

- NURG 700 - Theory and Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Advanced Practice Courses - Emergency Nurse Practitioner: 15 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)
- NURG 795 - Advanced Practice Practicum: Emergency Nurse Practitioner (3)

Advanced Education Courses - Optional: 9 Credits (choose three courses)

- NURG 710 - Teaching-Learning Principles (3) AND
- NURG 711 - Nurse Faculty Role in Curriculum Development (3) *or*
- NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3) AND
- NURG 713 - Nurse Faculty Role in Clinical Education (3)
- NURG 715 - Nurse Faculty Role Transition (3)

Total Required Credits: 37

Adv Practice Family Nurse Practitioner-Post Master's (D.N.P.)

D.N.P. Core Course Requirements: 24 Credits

- NURG 700 - Theory and Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)

- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 746 - Advanced Practice Practicum I (2)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Advanced Practice Courses - Family Nurse Practitioner: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Advanced Education Courses - Optional: 9 Credits (choose three courses)

- NURG 710 - Teaching-Learning Principles (3) AND
- NURG 711 - Nurse Faculty Role in Curriculum Development (3) *or*
- NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3) AND
- NURG 713 - Nurse Faculty Role in Clinical Education (3)
- NURG 715 - Nurse Faculty Role Transition (3)

Total Required Credits: 62

Adv Practice Psychiatric Mental Health Nurse Practitioner (D.N.P.)

This program prepares currently certified nurse practitioners to become prepared in the area of psychiatric mental health while earning a D.N.P. degree. Graduates of this option will be qualified to sit for the national PMHNP certification exam.

D.N.P. Core Course Requirements: 22 Credits

- NURG 700 - Theory and Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Advanced Practice Courses - Psychiatric Mental Health NP: 19 Credits

- NURG 746 - Advanced Practice Practicum I (2)
- NURG 771 - Psychiatric Mental Health I (3)
- NURG 772 - Psychiatric Mental Health II (3)
- NURG 773 - Psychiatric Mental Health II Clinical (4)
- NURG 774 - Psychiatric Mental Health III (3)
- NURG 775 - Psychiatric Mental Health III Clinical (4)

Advanced Education Courses - Optional: 9 Credits (choose three courses)

- NURG 710 - Teaching-Learning Principles (3) AND
- NURG 711 - Nurse Faculty Role in Curriculum Development (3) *or*
- NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3) AND
- NURG 713 - Nurse Faculty Role in Clinical Education (3)
- NURG 715 - Nurse Faculty Role Transition (3)

Total Required Credits: 41 Credits

Nursing Administration (D.N.P.) (Post-Master's)

D.N.P. Core Course Requirements: 22 Credits

- NURG 700 - Theory and Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)

- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Nursing Administration: 15-17 Credits

- NURG 720 - Administrative and Organizational Theory (3)
- NURG 721 - Strategic Management of Organizations (3)
- NURG 722 - Administrative and Organizational Controls (3)
- NURG 726 - Nurse Administrator Practicum I (2)
- NURG 727 - Nurse Administrator Practicum II (2)
- NURG 728 - Nurse Administrator Practicum III (2-4)

Advanced Education Courses - Optional: 9 Credits (choose three courses)

- NURG 710 - Teaching-Learning Principles (3) AND
- NURG 711 - Nurse Faculty Role in Curriculum Development (3) *or*
- NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3) AND
- NURG 713 - Nurse Faculty Role in Clinical Education (3)
- NURG 715 - Nurse Faculty Role Transition (3)

Total Required Credits: 37-39

Family Nurse Practitioner (B.S.N. to D.N.P.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

D.N.P. Core Course Requirements: 22 credits

- NURG 700 - Theory/Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Family Nurse Practitioner (B.S.N. to D.N.P.): 47 credits

- NURG 533 - Advanced Physiology/Pathophysiology (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 750 - Clinical Dec Making-Adv Nurs Prac (2)
- NURG 751 - Primary Care of Adults (3)
- NURG 752 - Advanced Practice Clinical: Adult (3)
- NURG 753 - Community Focused Primary Care (3)
- NURG 754 - Primary Care of Women (2)
- NURG 755 - Advanced Practice Clinical: Women (2)
- NURG 756 - Primary Care of Children (3)
- NURG 757 - Adv Pract Clin: Across the Lifespan (4)
- NURG 758 - Emergency/Urgent Care (2)
- NURG 759 - Adv Prac Clin: Emergency/Urgent Care (2)
- NURG 770 - Svc Learning/Interprofessional Practice (2)
- NURG 777 - Family Nurse Pract Synthesis Pract (7)

Total Required Credits: 69

Family Nurse Practitioner w/ENP Specialty (B.S.N. to D.N.P.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

The family nurse practitioner (FNP) with emergency nurse practitioner (ENP) specialty provides a pathway leading to the doctor of nursing practice (D.N.P.) degree. Graduates are prepared to practice as a family nurse practitioner to meet and manage health care needs of families across the life span as well as practice in emergency departments or urgent care clinical facilities.

D.N.P. Core Course Requirements: 22 Credits

- NURG 700 - Theory/Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Family Nurse Practitioner w/ENP Specialty (B.S.N. to D.N.P.): 55 Credits

Family Nurse Practitioner Core: 43 Credits

- NURG 533 - Advanced Physiology/Pathophysiology (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 750 - Clinical Dec Making-Adv Nurs Prac (2)
- NURG 751 - Primary Care of Adults (3)
- NURG 752 - Advanced Practice Clinical: Adult (3)
- NURG 753 - Community Focused Primary Care (3)
- NURG 754 - Primary Care of Women (2)
- NURG 755 - Advanced Practice Clinical: Women (2)
- NURG 756 - Primary Care of Children (3)
- NURG 757 - Adv Pract Clin: Across the Lifespan (4)
- NURG 770 - Svc Learning/Interprofessional Practice (2)
- NURG 777 - Family Nurse Pract Synthesis Pract (7)

Emergency Nurse Practitioner Specialty: 12 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)

Total Required Credits: 77

Family Nurse Practitioner (R.N. to D.N.P. Option)

Adv Practice Courses - Family Nurse Practitioner: 47 Credits

- NURG 533 - Adv Physio/Pathophysiology (3)
- NURG 601 - Adv Physical Assessment (3)
- NURG 633 - Pharmacotherapeutics (3)
- NURG 750 - Clin Dec Mk-Adv Nurs Pract (2)
- NURG 751 - Primary Care of Adults (6)
- NURG 752 - Adv Practice Clinical: Adult (3)
- NURG 753 - Comm Foc Primary Care (3)
- NURG 754 - Primary Care of Women (2)
- NURG 755 - Adv Prac Clinical: Women (2)
- NURG 756 - Primary Care of Children (3)
- NURG 757 - Adv Prac Clin: Lifespan (4)
- NURG 758 - Emergency/Urgent Care (2)
- NURG 759 - AdvPracClin: Emrg/Urg Care (2)
- NURG 770 - Svc Lrning/Interprofess Prac (2)
- NURG 777 - Fam Nurse Pract Synth Prac (7)

Family Nurse Practitioner w/ENP Specialty (R.N. to D.N.P. Option)

Adv Practice Courses - Family Nurse Practitioner w/ENP Specialty: 55 Credits

Family Nurse Practitioner Core: 43 Credits

- NURG 533 - Adv Physio/Pathophysiology (3)
- NURG 601 - Adv Physical Assessment (3)
- NURG 633 - Pharmacotherapeutics (3)
- NURG 750 - Clin Dec Mk-Adv Nurs Pract (2)
- NURG 751 - Primary Care of Adults (6)
- NURG 752 - Adv Pract Clinical: Adult (3)
- NURG 753 - Comm Foc Primary Care (3)
- NURG 754 - Primary Care of Women (2)
- NURG 755 - Adv Prac Clinical: Women (2)
- NURG 756 - Primary Care of Children (3)
- NURG 757 - Adv Prac Clin: Lifespan (4)
- NURG 770 - Svc Lrning/Interprofess Prac (2)
- NURG 777 - Fam Nurse Pract Synth Prac (7)

Emergency Nurse Practitioner Specialty: 12 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)

Nursing Administration (B.S.N. to D.N.P.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

D.N.P. Core Course Requirements: 22 Credits

- NURG 700 - Theory/Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Nursing Administration (B.S.N. to D.N.P.): 49 credits

Nursing Administration Core: 49 Credits

- PHLT 500 - Health Systems, Orgs, and Policy (3)
- MHCA 503 - Healthcare Management (3)
- MHCA 510 - Healthcare Financial Mgt/Budgeting (3)
- MHCA 511 - Healthcare Policy and Law (3)
- MHCA 512 - Healthcare Economics (3)
- MHCA 520 - Healthcare Project Management (3)
- MHCA 521 - Healthcare HR Management (3)
- MHCA 600 - Healthcare Patient Safety/Quality (3)
- MHCA 601 - Healthcare Ethics (3)
- NURG 720 - Administrative and Org Theory (3)
- NURG 721 - Strategic Mgt of Organizations (3)
- NURG 781 - Health Systems/Admin Seminar (2)
- NURG 782 - Health Systems/Admin Practicum I (2)
- NURG 783 - Health Systems/Admin Practicum II (2)
- NURG 784 - Health Systems/Admin Practicum III (3)
- NURG 785 - Health Systems/Admin Practicum IV (3)
- NURG 786 - Health Systems/Admin Practicum V (4)

Total Required Credits: 71

Nursing Informatics and Analytics (B.S.N. to D.N.P.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

D.N.P. Core Course Requirements: 22 credits

- NURG 700 - Theory/Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Nursing Informatics & Analytics (B.S.N. to D.N.P.): 51 credits

Nursing Informatics & Analytics Core: 51 Credits

- PHLT 500 - Health Systems, Orgs, and Policy (3)
- HIIM 502 - Elec Health Rec-Diverse Prac Settings (4)
- HIIM 503 - Structured/Unstruct Data Des/Analysis (4)
- HIIM 505 - Healthcare Info Tech Project Mgt (3)

- HIIM 600 - Managing Health Inform/Analytics Sys (3)
- MHCA 503 - Healthcare Management (3)
- MHCA 510 - Healthcare Financial Mgt/Budgeting (3)
- MHCA 521 - Healthcare HR Management (3)
- MHCA 601 - Healthcare Ethics (3)
- NURG 720 - Administrative and Org Theory (3)
- NURG 721 - Strategic Mgt of Organizations (3)
- NURG 781 - Health Systems/Admin Seminar (2)
- NURG 782 - Health Systems/Admin Practicum I (2)
- NURG 783 - Health Systems/Admin Practicum II (2)
- NURG 784 - Health Systems/Admin Practicum III (3)
- NURG 785 - Health Systems/Admin Practicum IV (3)
- NURG 786 - Health Systems/Admin Practicum V (4)

Total Required Credits: 73

Nursing Administration (R.N. to D.N.P. Option)

Adv Practice Courses - Nursing Administration: 49 Credits

- PHLT 500 - Health Systems, Orgs, Policy (3)
- MHCA 503 - Healthcare Management (3)
- MHCA 510 - Healthcare Fin Mgt/Budget (3)
- MHCA 511 - Healthcare Policy and Law (3)
- MHCA 512 - Healthcare Economics (3)
- MHCA 520 - Healthcare Project Mgt (3)
- MHCA 521 - Healthcare HR Management (3)
- MHCA 600 - Healthcare Patient Safe/Qual (3)
- MHCA 601 - Healthcare Ethics (3)
- NURG 720 - Administrative & Org Theory (3)
- NURG 721 - Strategic Mgt of Orgs (3)
- NURG 781 - Health Syst/Admin Seminar (2)
- NURG 782 - Health Syst/Admin Pract I (2)
- NURG 783 - Health Syst/Admin Pract II (2)
- NURG 784 - Health Syst/Admin Pract III (3)
- NURG 785 - Health Syst/Admin Pract IV (3)
- NURG 786 - Health Syst/Admin Pract V (4)

Nursing Informatics & Analytics (R.N. to D.N.P. Option)

Adv Practice Courses - Nursing Informatics & Analytics: 51 Credits

- PHLT 500 - Health Systems, Orgs, Policy (3)
- HIIM 502 - Elec Health Rec-Div Prac Set (4)
- HIIM 503 - Struct/Unstr Data Des/Analysis (4)
- HIIM 505 - Healthcare Info Tech Proj Mgt (3)
- HIIM 600 - Managing Hlth Info/Analyst Sys (3)
- MHCA 503 - Healthcare Management (3)
- MHCA 510 - Healthcare Fin Mgt/Budget (3)
- MHCA 521 - Healthcare HR Management (3)
- MHCA 601 - Healthcare Ethics (3)
- NURG 720 - Administrative & Org Theory (3)
- NURG 721 - Strategic Mgt of Orgs (3)
- NURG 781 - Health Syst/Admin Seminar (2)
- NURG 782 - Health Syst/Admin Pract I (2)
- NURG 783 - Health Syst/Admin Pract II (2)
- NURG 784 - Health Syst/Admin Pract III (3)
- NURG 785 - Health Syst/Admin Pract IV (3)
- NURG 786 - Health Syst/Admin Pract V (4)

R.N. to Doctor of Nursing Practice (D.N.P.)

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

Required Courses: 84-91 credits

General Education - Distribution Areas: 40 credits

The following undergraduate courses (or their equivalents) are required, but the hours are not factored into this program's total required credits. Click here to see a list of applicable Gen Ed courses from the Samford University Undergraduate Catalog.

Natural Sciences/Applied Sciences (19): College Algebra or higher-level math (3); Anatomy (4); Physiology (4); Microbiology (4); Intro to Chemistry or higher-level Chemistry (4)

Social Sciences (9): Intro to Psychology (3); Developmental Psychology (3); Speech (3)

Humanities (6): English Composition I and II (3 crds each)

Other Liberal Arts Courses (6): Liberal arts credit may be chosen from political science, history, English literature, languages, philosophy, biology, chemistry, psychology, sociology, geography, economics, religion, and fine arts (no more than three credits may be in fine arts).

R.N. to D.N.P. Bridge Courses: 15 credits

- NURG 500 - Transition to Prof Nursing Practice (3)
- NURG 501 - Health Assessment (3)
- NURG 502 - Healthcare Research/Intro to Statistics (3)
- NURG 503 - Clinical Prev/Population Health (3)
- NURG 504 - Leadership and Management (3)

D.N.P Core Course Requirements: 22 credits

- NURG 700 - Theory/Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Selected Option: Advanced Practice Courses: 47-55 credits

Family Nurse Practitioner (FNP):

- Family Nurse Practitioner (R.N. to D.N.P. Option) (47)
- Family Nurse Practitioner w/ENP Specialty (R.N. to D.N.P. Option) (55)

Nursing Administration (R.N. to D.N.P. Option) (49)

Nursing Informatics & Analytics (R.N. to D.N.P. Option) (51)

Total Required Credits: 84-92

NOTE: Total Required Credits does not include General Education Distribution Area Requirements.

Department of Nurse Anesthesia

Graduate Programs and Requirements

Degrees

B.S.N. to D.N.P. Option (Doctor of Nursing Practice)
Nurse Anesthesia (B.S.N. to D.N.P.)

Accreditation

The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Suite 304, Park Ridge, Illinois, 60068-4010; phone (847) 692-7050.

See the Doctoral Nursing section for additional information on the doctor of nursing practice degree (D.N.P.) in nurse anesthesia.

B.S.N. to D.N.P. in Nurse Anesthesia

The doctor of nursing practice (D.N.P.) is a terminal degree in nursing. The nurse anesthesia option can be completed in thirty-six months of full-time study. The program will prepare graduates with competencies and skills to provide safe, evidence-based anesthesia care. The program emphasizes excellent clinical skills, sensitivity to cultural and spiritual matters, and a focus on care needs of rural and medically underserved populations. Entry-into-practice competencies related to clinical anesthesia care, leadership, collaboration, complex problem-solving, and advocacy will serve as the foundation upon which the graduates will further develop knowledge, skills, and abilities to function and thrive in the complex health care environment.

Admission Requirements

Applications for the B.S.N. to D.N.P. program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Completion of application directly through Slate. For complete admission instructions, visit www.samford.edu/nursing.
2. Complete the Supplemental Application Form for the nurse anesthesia program, found at www.samford.edu/nursing/supplemental-application-forms.aspx.
3. Current unencumbered license as a registered nurse.
4. Bachelor of science in nursing degree from an accredited and ACEN or CCNE accredited program.
5. Cumulative GPA of 3.00 on a 4.00 scale.
6. Minimum one year full time critical care experience as a registered nurse.
7. Minimum GRE score within the last 5 years. a. Verbal: 153; Quantitative: 144; Analytical: 4.0 b. The Miller Analogy Test (MAT) is not accepted.
8. International applicants or American citizens who learned English as a second language must score at least 575 (paper) or 90 (internet) on the Test of English as a Foreign Language (TOEFL).
9. On-campus interview.
10. If accepted, a non-refundable fee of \$1,000 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Progression Policies

In order to progress in the School of Nursing nurse anesthesia program, the student must:

1. Have a completed Health Data Record (with all required immunizations) updated annually and on file, according to policy with ESS.
2. Carry health insurance while enrolled at Samford. Students in the School of Nursing are required to provide proof of current personal health insurance coverage. Each semester, students in the Moffett & Sanders School of Nursing are automatically enrolled in the University-sponsored student health insurance plan. There is a charge for this coverage. If you are a new nursing student, you will need to register your health insurance coverage by clicking on the following link and completing the information: <https://studentcenter.uhcsr.com/school-page>.
3. BLS, ACLS, PALS certification prior to clinical rotations and through graduation.
4. Adhere to the Code of Ethical/Professional Conduct, School of Nursing section.
5. Possess a current unencumbered Alabama or multi-state registered nursing license for all clinical rotations.
6. Submit to random drug testing and a criminal background check.
7. Obtain a grade of "B" or better in each didactic course and a "Pass" grade in each clinical course.

Transfer Credit

Graduate students are permitted to transfer a maximum of twelve hours of graduate credit from an accredited and a CCNE, CNEA, or an ACEN (formerly NLNAC) accredited college or university. To do so, students should complete a course substitution form and attach a copy of the syllabus. Transfer credits will be evaluated by the appropriate course coordinator for applicability to the graduate program.

Program Interruptions and Readmissions

1. Students must complete all semester coursework before progressing to the next semester. Individual exceptions may be made by the department chair. An incomplete grade (INC) may be awarded if the student has done work that would earn a passing grade in the course but has failed to complete some portion of the required work because of an emergency, and the work can be completed without further class attendance. An INC grade automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given.
2. Students who receive a non-progressing grade may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the nurse anesthesia program faculty with approval of the dean of the School of Nursing.
3. Students who take a leave of absence or withdraw from the program may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the nurse anesthesia program faculty with approval of the dean of the School of Nursing.
4. Students will be obligated for complete tuition payments for any enrolled semester. For students readmitted to the program, tuition costs will be at the tuition rate in place at the time of readmission.

Nurse Anesthesia (B.S.N. to D.N.P.)

The doctor of nursing practice (D.N.P.) is a terminal degree in nursing. The nurse anesthesia option can be completed in thirty-six months of full-time study. The program will prepare graduates with competencies and skills to provide safe, evidence-based anesthesia care. The program emphasizes excellent clinical skills, sensitivity to cultural and spiritual matters, and a focus on care needs of rural and medically underserved populations. Entry-into-practice competencies related to clinical anesthesia care, leadership, collaboration, complex problem-solving, and advocacy will serve as the foundation upon which the graduates will further develop knowledge, skills, and abilities to function and thrive in the complex health care environment.

D.N.P. Core Courses: 22 Credits

- NUNA 700 - Theory and Philosophy of Nursing Practice (3)
- NUNA 701 - Methods for Evidence-Based Practice (3)
- NUNA 702 - Biostatistics (3)
- NUNA 703 - Information Systems and Technology (3)
- NUNA 704 - Policy for Population Health (3)
- NUNA 705 - Leadership, Economics, and Quality (3)
- NUNA 760 - DNP Project I (2)
- NUNA 761 - DNP Project II (2)

Nurse Anesthesia (B.S.N. to D.N.P.): 72 Credits

Nurse Anesthesia Core: 34 Credits

- NUNA 602 - Advanced Physical Assessment (3)
- NUNA 678 - Human Anatomy for Nurse Anesthesia (3)
- NUNA 679 - Pharmacology for Advanced Nursing Practice (3)
- NUNA 680 - Nurse Anesthesia Pharmacology I (3)
- NUNA 681 - Nurse Anesthesia Pharmacology II (3)
- NUNA 682 - Nurse Anesthesia Physiology (3)
- NUNA 684 - Advanced Pathophysiology for Nurse Anesthetists (3)
- NUNA 690 - Nurse Anesthesia Principles I (3)
- NUNA 691 - Nurse Anesthesia Principles II (3)
- NUNA 692 - Nurse Anesthesia Principles III (3)
- NUNA 693 - Obstetric and Regional Anesthesia (4)

Anesthesia Seminars: 10 Credits

- NUNA 750 - Nurse Anesthesia Seminar I (2)
- NUNA 751 - Nurse Anesthesia Seminar II (2)
- NUNA 752 - Nurse Anesthesia Seminar III (3)
- NUNA 753 - Nurse Anesthesia Seminar IV (3)

Clinical Practicums: 28 Credits

- NUNA 790 - Nurse Anesthesia Clinical Practicum I (7)
- NUNA 791 - Nurse Anesthesia Clinical Practicum II (7)
- NUNA 792 - Nurse Anesthesia Clinical Practicum III (7)
- NUNA 793 - Nurse Anesthesia Clinical Practicum IV (7)

Total Required Credits: 94

McWhorter School of Pharmacy

Administration

Michael A. Crouch, Associate Provost; Fred E. McWhorter Dean and Professor
Michael G. Kendrach, Executive Associate Dean for Academic Affairs; Professor
Elizabeth Ann Sheaffer, Associate Dean for Assessment and Accreditation; Associate Professor
Renee M. DeHart, Associate Dean for Student Affairs; Professor
Jonathan L. Thigpen, Assistant Dean for Curricular Innovation and Professional Development
Marshall E. Cates, Chair, Department of Pharmacy Practice; Professor
Howard P. Hendrickson, Chair, Pharmaceutical, Social and Administrative Sciences; Professor
Greg S. Gorman, Vice Chair, Pharmaceutical Sciences; Professor

Faculty

John J. Arnold, Professor
Jennifer W. Beall, Professor
Kimberley W. Benner, Professor
Amy E. Broeseker, Professor
Danielle L. Cruthirds, Professor
B. DeeAnn Dugan, Professor
Peter J. Hughes, Professor
Maryam Iranikhah, Professor
Jeffrey A. Kyle, Professor
David R. Luthin, Professor
Valerie T. Prince, Professor
Rachel Morgan Slaton, Professor
Michael Chad Thomas, Professor
Angela R. Thomason, Professor
Bruce A. Waldrop, Professor
Robert Wang, Professor
Terri M. Wensel, Professor
Mary A. Worthington, Professor
Erika Cretton-Scott, Associate Professor
Cheryl D. Cropp, Associate Professor
Bernadette D'Souza, Associate Professor
Crystal M. Deas, Associate Professor
Jessica Whalen Skelley, Associate Professor
Georges B. Adunlin, Assistant Professor
J. Katy Boyd, Assistant Professor
Stephen A. Brown, Assistant Professor
Lan N. Bui, Assistant Professor
Elizabeth Covington, Assistant Professor
Patricia Jumbo Lucioni, Assistant Professor
Melanie M. Manis, Assistant Professor
Megan Z. Roberts, Assistant Professor

History

The McWhorter School of Pharmacy of Samford University was established January 31, 1927, in Birmingham, Alabama as the Howard College Department of Pharmacy. The Department grew steadily and became the Division of Pharmacy in 1938. Designation as the Samford University School of Pharmacy occurred in 1965 when Howard College reorganized to become Samford University. In 1995, Samford University Trustees authorized naming the school the McWhorter School of Pharmacy in recognition of the generous support of alumnus R. Clayton McWhorter ('55) and his family. In 2017, the School celebrated its 90th year of operation.

Vision and Mission

The vision of the pharmacy school is to prepare pharmacists who transform lives.

The pharmacy school supports the Joint Commission of Pharmacy Practitioners (JCPP) statement of a unified vision for the future of pharmacy practice that states that "Pharmacists will be the health care professionals responsible for providing patient care that ensures optimal medication therapy outcomes."

The mission of the Samford University McWhorter School of Pharmacy is to nurture and prepare persons within a Christian environment to be exemplary pharmacists and to improve health worldwide through innovative pharmacy practice, scholarship, and service.

Curriculum Outcome

The Samford University doctor of pharmacy program is designed to create graduates that are "Team and Practice Ready."

McWhorter School of Pharmacy Values

Christian Faith

We value Christian faith, which encompasses:

- Supporting the Christian mission of the university
- Encouraging the exploration of calling in one's professional and personal life
- Creating an environment that fosters community and acceptance
- Providing opportunities for shaping one's own spiritual formation

Discovery

We value discovery, which encompasses:

- Acquiring knowledge relating to pharmacy and medication therapy
- Applying knowledge to better patients' health and lives
- Engaging in teaching and learning that challenges and enlightens
- Conducting research that contributes to the body of knowledge relating to pharmacy and medication therapy
- Fostering creativity and inquisitiveness

Patient Health

We value patient health, which encompasses:

- Caring for the individual patient as well as the population
- Cultivating patient-centered approach to healthcare
- Exhibiting compassionate care for the whole person
- Promoting patient wellness and preventative care
- Advancing pharmacists' role in the healthcare team
- Advocating use of the most effective healing methods
- Promoting optimal medication use
- Improving care for the underserved

Tradition

We value tradition, which encompasses:

- Providing rigorous academic inquiry in a Christian setting
- Promoting distinction in practice that spans generations of pharmacists since our founding in 1927
- Pursuing excellence in teaching and learning while engaging in quality scholarship and excellence in practice
- Producing accomplished student and alumni leaders in the pharmacy profession and in local communities
- Establishing collaboration with local, national, and international partners
- Recruiting and retaining highly credentialed and qualified faculty

Relationships

We value relationships, which encompass:

- Cultivating caring and respectful faculty-student interactions
- Maintaining involvement with alumni
- Encouraging student connectedness
- Providing a community environment for employees
- Appreciating and supporting external constituents

Achievement

We value achievement, which encompasses:

- Striving for excellence in teaching, learning, service, practice, and scholarship
- Cultivating an environment that encourages personal growth and development
- Maintaining continuous school accreditation through ACPE since our first site visit in 1940
- Graduating pharmacists who consistently exceed national averages on licensure exams
- Promoting life-long learning and an attitude of service to others and the profession

Professionalism

We value professionalism, which encompasses:

- Demonstrating personal integrity
- Accepting responsibility for the quality of individual practice
- Practicing with a commitment to service
- Serving the needs of both the patient and profession
- Exhibiting continuously the ethical, moral, and legal principles of our profession
- Participating in pharmacy organizations to advance the profession

Ability-Based Outcomes

- **Professionalism:** The candidate will exhibit behaviors and values consistent with the trust given to the profession of pharmacy and actively and effectively engage as a healthcare team member.
- **Communication:** The candidate will model effective communication through use of verbal, written, visual, and kinesthetic media.
- **Self-Directed Learning:** The candidate will develop and actively maintain depth and breadth of knowledge in biomedical, pharmaceutical, social, behavioral, administrative, and clinical sciences.
- **Patient-Centered Care:** The candidate will provide optimal, patient-centered pharmaceutical care by designing prevention, intervention, and educational strategies for common disease states to improve health and wellness for individuals and communities.
- **Resource Management:** The candidate will link business applications and clinical practices to manage human, financial, technological, and physical resources effectively and to optimize the safety and efficacy of medication use systems.
- **Evidence-Based Practice:** The candidate will demonstrate competency in using drug information skills to promote evidence-based practice.
- **Critical Thinking:** The candidate will effectively evaluate information and critically think through issues in order to exercise appropriate judgment and provide appropriate solutions to drug-related problems.
- **Leadership:** The candidate will take responsibility for the continual improvement and advancement of the profession of pharmacy.
- **Interprofessionalism:** The candidate will engage with other health care providers to learn the role of other disciplines in providing patient care and to contribute to the health care team.

Accreditation

The McWhorter School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL, 60602; Phone (312) 664-3575; Website: www.acpe-accredit.org.

McWhorter School of Pharmacy Organizations

Academy of Managed Care Pharmacy
American Pharmacists Association Academy of Student Pharmacists
Christian Pharmacy Fellowship
College of Psychiatric and Neurologic Pharmacists
International Society for Pharmacoeconomics and Outcomes Research
Kappa Psi Pharmaceutical Fraternity
National Community Pharmacists Association
Pediatric Pharmacy Association
Phi Lambda Sigma (Leadership Society)
Rho Chi Society (Academic Honor Society)
Student College of Clinical Pharmacy
Student National Pharmaceutical Association
Student Society of Health-System Pharmacy

Pharmacy

Doctoral Programs and Requirements

The information contained within this catalog pertains to students enrolled in the pharmacy program consisting of courses with the prefix “PHAR.” Students enrolled in the pharmacy program consisting of courses with the prefix “PHRX” are referred to previous catalog editions for policies and procedures plus other information.

Degree

Doctor of Pharmacy (Pharm.D.)

Joint Degree Pathway Programs*

Doctor of Pharmacy/Master of Business Administration (Pharm.D./M.B.A.)

Doctor of Pharmacy/Master of Public Health (Pharm.D./M.P.H.)

Doctor of Pharmacy/Master of Science in Health Informatics and Analytics (Pharm.D./M.S.H.I.)

Doctor of Pharmacy/Master of Science in Nutrition (Pharm.D./M.S.)

Doctor of Pharmacy/Master of Studies in Law (Pharm.D./M.S.L.)

The McWhorter School of Pharmacy offers the doctor of pharmacy degree (Pharm.D.).

The department offers several joint degree programs in cooperation with other Samford University schools:

- Master of Business Administration (M.B.A.) with the Brock School of Business
- Master of Public Health (MPH) with the School of Public Health
- Master of Science in Health Informatics and Analytics (MSHI) with the School of Public Health
- Master of Science in Nutrition with the School of Public Health
- Master of Studies in Law with a Concentration in Health Law and Compliance (MSL) with Cumberland School of Law
- Graduate Business minor with the Brock School of Business

Some credit sharing is allowed and overall credits of the combined programs is reduced.

*Pharmacy students must apply and meet the admission criteria, as well as adhere to the academic policies and standards, of the joint degree program. Students enrolled in these programs are still allowed to enroll in pharmacy didactic elective courses, but only PHAR courses count towards the student cumulative GPA. Full-time, first-year pharmacy students are not eligible to be enrolled in courses that fall under a joint degree program. For more information, contact the associate dean for academic affairs.

Admission Policies

All communications regarding admission should be directed to the director of pharmacy admissions in the McWhorter School of Pharmacy. Applications are considered on a competitive basis by the Admissions Committee. The committee meets regularly beginning in September and notifies applicants as decisions are made.

No student can be considered for admission to the program until 16 semester credits of prerequisite math and science coursework and 32 credits of total coursework have been completed. Math and science courses must be completed with a grade of C or higher. All other prerequisite courses must be completed with a grade of C- or higher. At a minimum, applicants must be currently enrolled in the first course in organic chemistry by the spring semester of the current application cycle to be considered for admission.

For the most up-to-date information on admissions policies, please visit the website at www.samford.edu/pharmacy.

Time limit on science prerequisite coursework

Applicants who have earned a bachelor's degree or higher may use a math and/or science prerequisite if the date of the pharmacy application is submitted within five years from the posting of the latest degree. Applicants who have not earned a bachelor's degree may use a math and/or science prerequisite if that coursework was completed within five years of the submission of the pharmacy application. For all applicants, there is no time limit on any non-math or non-science prerequisite coursework. An appeal process is available for math and science prerequisites that fall outside the five-year window of completion.

For an applicant to be considered for admission, a PharmCAS application must be submitted **by the date published by the school in PharmCAS**. This deadline may be extended if the entering class is not filled. To make application to the McWhorter School of Pharmacy, the applicant must complete the national online application at www.PharmCAS.org. References are processed through PharmCAS. Official transcripts, essay, and letters of recommendations are sent to PharmCAS and then forwarded to every pharmacy school the applicant designates. Other requirements are listed on the pharmacy school's website at www.samford.edu/pharmacy.

Applicants who are international students, or American citizens who learned English as a second language, must demonstrate satisfactory written and verbal communication skills in English as a part of the admissions process.

When required, the ACT/SAT score should be uploaded directly into PharmCAS. Waiver of the ACT/SAT is granted to the applicant who took the ACT/SAT more than 12 years ago, holds a prior BA or BS degree in any major, or who has English as his/her second language, and the applicant did not attend high school in the U.S. An interview at the applicant's expense is required for applicants invited for admission consideration.

Criteria for being eligible to interview are published on the pharmacy website: www.samford.edu/pharmacy.

Decisions regarding admission are made on a rolling basis. Students may be accepted from a rank-ordered alternate list approved for admission if previously accepted students decline the opportunity to enter the program. Students who are notified of acceptance to the pharmacy school must return a deposit within a specified period of time to reserve a place in the class. The deposit is not refundable but will apply toward tuition for the first semester in residence.

Students who have been accepted by the pharmacy school may be denied admission just prior to or at the time of matriculation for: (1) failure to submit final transcripts of all college work completed at another institution, (2) a significant drop in grade point average, (3) failure to meet any academic stipulations set forth in the letter of acceptance, and/or (4) proven behavior that is not well-suited for the responsibilities and privileges embodied in the practice of pharmacy.

After notification of admission to the pharmacy school, students are expected to learn medical terminology on a self-study basis and be prepared for a proficiency examination at the start of the fall semester.

Transfer

A student enrolled in another ACPE-accredited* college/school of pharmacy may request a transfer into the McWhorter School of Pharmacy. Because of the highly integrated nature of the curriculum, it may not be possible to grant credit for prior coursework completed in another ACPE-accredited professional program. The decision will be determined on a case-by-case basis.

The student is required to submit the following to the school's associate dean for academic affairs:

- Official transcript from the current college/school of pharmacy.
- Current college/school of pharmacy curriculum from current catalog or first academic year enrolled.
- Syllabus and learning objectives for each pharmacy course completed.
- Two letters of reference from the current college/school of pharmacy. One letter must be from the academic dean.
- Any other materials requested by school's admissions office and/or deans.

*ACPE=Accreditation Council for Pharmacy Education

Notice to ADA Students

Samford University complies with applicable provisions of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek disability accommodations should contact Disability Resources located in room 205 of the University Center, or call (205) 726-4078. A faculty member will grant reasonable accommodations only upon written notification from Disability Resources.

Technical Standards for Admission

In order to comply and proceed with the mission of the McWhorter School of Pharmacy, technical standards for admission are a necessity, as they ensure the education of pharmacists who facilitate competent patient care and professional services in all facets of healthcare. Students admitted to the pharmacy school must possess the intellectual, emotional, and physical abilities, with reasonable accommodations as needed for those with disabilities, to acquire the knowledge, behaviors, and skills needed to complete the curriculum. These standards are essential to ensure the competencies of graduates. Each applicant will be assessed in the academic and technical standards set forth by the admissions committee, notwithstanding reasonable accommodations, prior to matriculation.

The doctor of pharmacy (Pharm.D.) degree identifies persons who have completed the curriculum necessary to perform the functions of a pharmacist; thus, graduates must convey and demonstrate abilities to preserve the safety and protection of public interests. Moreover, applicants for the Pharm.D. program must be able, with or without reasonable accommodations, to perform specific essential functions that the faculty deem requisite for the practice of pharmacy. These functions fall into several categories, including communication; conceptual, interpretative, quantitative, behavioral, and social skills; and physical abilities. Applicants must also have the physical and emotional stamina to perform in a competent manner in practice settings that involve heavy workloads and/or stressful stimuli. Furthermore, the pharmacy school has determined that those individuals currently impaired by alcohol or substance abuse cannot meet the technical standards.

- I. **Communication:** Candidates must be able to speak, hear, and observe patients in a practice setting. They must be able to record information accurately and clearly, speak fluent English, and communicate effectively and sensitively with patients. Candidates must also be able to communicate effectively-and accurately-with other members of the healthcare team in oral and written form, and in patient care settings in which decisions based upon those communications must be made rapidly. Students must also be able to both receive and deliver all necessary communication in an accurate, timely, and easily understood manner.
- II. **Physical Abilities:** Candidates must possess sufficient visual, auditory, tactile and motor abilities to allow them to gather data from written and electronic reference material, from oral presentations, by observing demonstrations and experiments, by studying various types of medical illustrations, by observing a patient and his/her environment, by observing clinical procedures performed by others, by reading digital or analog representations of physiologic phenomena, and by performing basic physical examination techniques on a patient. Candidates must have sufficient physical function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers necessary to assess a patient. Candidates must have the physical ability and manual dexterity to compound sterile and non-sterile products in an environment and manner compliant with existing regulations.
- III. **Interpretative, Conceptual, and Quantitative:** Candidates must have effective and efficient learning techniques and habits that allow mastery of the complex curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology. They must be able to measure, calculate, reason, analyze, synthesize, transcribe verbal messages accurately, and interpret written prescriptions accurately. Candidates must possess physical, emotional, and interpretative skills to complete

examination and assessment requirements of the program in compliance with the curricular schedule. Candidates must possess like skills to be able to fully assess a patient with regard to physical status, patient communication, and behavior plus patient outward presentation which might be indicative of the patient's status. Candidates must be able to read, comprehend, and respond to serial information related to a medical situation or patient.

- IV. **Behavioral, Social and Emotional Attributes:** Candidates must understand the legal and ethical aspects of the practice of pharmacy, and function within the guidelines established by the law and by the ethical standards of the pharmacy profession. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals. This requires that they place the welfare of their patients foremost, and demonstrate honesty, integrity, dedication, compassion, and nondiscrimination in the care of their patients. Candidates must, at all times, demonstrate the emotional stability to be able to exercise good judgment, and carry out prompt completion of all responsibilities attendant to the care of their patients in a sensitive and effective manner. This sensitivity includes self-examination of personal attitudes, perceptions, and stereotypes in order to avoid potential negative impact on relationships and patient care. Applicants must be of sufficient emotional health to adapt to changing environments, display flexibility and professional responsibility to their patients, and learn to function in an environment of uncertainty, in which changes may occur rapidly and without warning. Candidates must have sufficient emotional health to perform to standard in all experiential settings and in all acceptable teaching practices. An individual with a diagnosed disability may function as a pharmacy student as long as the above technical standards are fulfilled.
- V. **Stamina:** The study and ongoing practice of pharmacy may involve taxing workloads and stressful situations. A pharmacy student must have the physical and emotional stamina to maintain a high level of function in the face of such working conditions. In the event of a deteriorating behavioral, social, or emotional function, it is essential that a pharmacy student be willing to engage in dialogue with school officials as soon as there is evidence that the student is not meeting the technical standards.
- A pharmacy student whose actions or decisions pose a danger to self, patients, and/or colleagues will not be allowed to continue in the program unless the student agrees to accept professional help under conditions acceptable to the University and the pharmacy school.

Applicants are advised to contact the board of pharmacy of the states in which they intend to practice to be aware of any technical standards of those states which might restrict options to practice pharmacy.

Required Health Data

All McWhorter School of Pharmacy students are required to have health insurance and must register their current health insurance or enroll in the health insurance offered to Samford students within two weeks of the first day of class. Information about the registration of insurance or enrollment in the insurance offered to Samford University students is sent by postcard from the health insurance company to students each academic year by the Office of Risk Management. Deadlines for enrollment or registration of current insurance coverage (referred to as a "waive") are set by Samford University. Once the deadline is passed any students not taking action (active enrollment or registration of current insurance) will be automatically enrolled in the plan offered to Samford University students. At that point, charges for the insurance are non-refundable. Students must also be able to provide proof of insurance on demand during any experiential course if requested by the experiential education site.

All pharmacy students accepted into the program will receive an e-mail notifying them of how to download a College of Health Sciences Health Form and Immunization Record. Both forms must be completed and a copy of both forms uploaded to the credentialing website maintained by Employment Screening Services (ESS) by the deadline provided. ESS will communicate with all incoming first-year students via e-mail during the spring semester prior to their enrollment in the upcoming fall semester. Physical exams for newly admitted students must be performed by a physician or mid-level provider (nurse practitioner or physician's assistant), and can only be submitted on the form provided. Tuberculin screening must be performed within the 12 months prior to enrollment and also submitted on the Tuberculosis Testing Form, which must be completed by a physician, mid-level provider (nurse practitioner or physician's assistant), registered nurse, or licensed practical nurse. Immunization history should be comprehensive and follow the requirements for students enrolled in the College of Health Sciences (CHS). The Immunization Form must be completed by a physician, mid-level provider (nurse practitioner or physician's assistant), registered nurse, licensed practical nurse, or pharmacist. Failure to submit both documents to ESS by their deadline, to therefore be available to University Health Services for review within two weeks of the first day of class, will result in a \$150 fine and a registration hold on the student's record. Students who fail to upload the required documentation on the ESS website by the deadline will be unable to begin required experiential coursework and will jeopardize their enrollment in the McWhorter School of Pharmacy.

On an annual basis, documentation of a current physical exam, tuberculin screening, and seasonal flu vaccination must be provided throughout enrollment in pharmacy school. Documentation of the physical exam must be submitted on the official College of Health Sciences form, available through the Samford website.

The McWhorter School of Pharmacy has the following additional specific requirements related to immunizations and health screenings:

- **Tetanus Diphtheria Pertussis (Tdap) Vaccination** - All students are required to be immunized with adult Tdap vaccine due to the risk of transmitting pertussis. Only one dose of Tdap is required as an adult to provide protection from pertussis. Based upon guidelines from the Centers for Disease Control and Prevention for receipt of adult Tdap vaccine, even if you have received a tetanus antigen-containing vaccine (e.g. Td) within the past 10 years, you are required to receive the Tdap vaccine at this time. However, if the Tdap vaccination is over 10 years ago, a repeat vaccination with Tdap must be performed. However, if it has been greater than 10 years since you received the Tdap vaccine you are required to provide documentation that you have received a tetanus booster (Td). Students who provide medical documentation from a physician of current uncontrolled seizure disorders are exempt from this requirement.

- **Measles, Mumps, Rubella (MMR) Vaccination** - All students born on or after January 1, 1957 must provide documentation of either a) written documentation of two (2) live measles-antigen containing vaccines given no less than one month apart, and on or after the first birthday, or b) written documentation of immunity by blood test (titer) demonstrating protective antibody levels to measles, mumps, and rubella.
- **Tuberculosis (TB) Screening** - All P1 students must provide written evidence of two-step TB skin test within the past twelve (12) months of their first day of class (after the initial TB skin test another TB skin test will be performed within one [1] to three [3] weeks). If the second TB skin test is positive, an Interferon Gamma Release Assay (IGRA) test may be conducted to rule out a "false positive" and the test results provided as documentation. If the TB skin test is determined to be positive (10mm or greater), a letter from a physician must be submitted which addresses the health status of the student and includes a baseline chest x-ray report. For those students with a previously negative two-step TB skin test, a one-step TB skin test is required annually throughout the Pharm.D. program. International students with documentation of receipt of tuberculosis vaccine (Bacillus Calmette-Guérin, or BCG Vaccine) must provide a letter from a physician documenting that a chest x-ray and appropriate follow-up has been completed.
- **Hepatitis B Vaccination** - All students must provide written documentation of having completed the series of three (3) injections or documentation of immunity by blood test (titer) is acceptable in lieu of vaccine administration dates. For those students who must begin the series, the first dose must be administered prior to the first week of class attendance. Completion of the full series is required by April 1 of the spring semester of the first year (P1).
- **Varicella (Chickenpox) Vaccination** - All students must provide documentation of two doses of vaccine at least 4 weeks (28 days) apart or (b) documentation of immunity by blood test (titer) or c) written date of disease (month/year) by physician. If vaccination is required, the first dose must be administered prior to the second week of class attendance.
- **Influenza (flu) Vaccinations** - All students are required to provide documentation of immunization of a yearly flu vaccination. Students will be provided information via e-mail when current seasonal flu vaccinations are available. Documentation must be provided by October 1st each year while enrolled in pharmacy school..
- **COVID-19 Vaccination** - Strongly recommended. Although not required by the University, clinical sites may require this vaccination, and lack of vaccination may delay or prevent clinical placements.
- **Random Urine Drug Screening** - All students enrolled in the McWhorter School of Pharmacy will be subject to random drug urine screening until graduation from the program. The current policies and procedures for random urine drug screening are available in the *Pharmacy Student Handbook*. All fees associated with random urine drug screening are the sole responsibility of the student.
- **Criminal Background Checks** - All students are required to complete a criminal background check as part of the admissions process and periodically during their training. Criminal violations or failure to submit to background checks required by the experiential office may prevent enrollment in or result in suspension from the program. All fees associated with criminal background checks are the sole responsibility of the student. Criminal background check "rechecks" will be conducted during the spring prior to enrollment in PHAR 430 and prior to the P4 year.
- **Health Insurance Portability & Accountability Act (HIPAA) Training** - All students enrolled in the McWhorter School of Pharmacy will be required to complete an online training program for protection of patient-sensitive health information as required by HIPAA. Students will be notified on the first day of class of the details for completion of this training, and will be given two weeks from the first day of class to complete this training. Failure to do so will result in being unable to complete required experiential courses and will jeopardize enrollment in the pharmacy school.
- **OSHA Training** - All students enrolled in the McWhorter School of Pharmacy will be required to complete an online training program for prevention of exposure to blood-borne pathogens as required by the Occupational Safety and Health Administration (OSHA). This training must be renewed annually throughout the time enrolled in the program.
- **CPR Training** - CPR training must be kept current the entire time while enrolled in pharmacy school beginning in the P1 year. CPR training is received at the McWhorter School of Pharmacy during the spring of the P1 and P3 years and is valid for two (2) years. The student is responsible for providing documentation to the Office of Experiential Education via their account with ESS, in E*value, and/or site upon request.

Tuition and Financial Aid

Students may apply for federal and private financial aid through the University's financial aid office. The pharmacy school has additional but limited funds available for loans and scholarships. A number of pharmacy scholarships are available and awarded on the basis of both merit and need. Applications for all school scholarships are available in the spring.

Students who wish to take non-PHRX courses (undergraduate or graduate) during the academic year will be required to pay the undergraduate or graduate rate upon enrollment. This fee will be in addition to the normal pharmacy tuition. Students will not be allowed to take courses that interfere with pharmacy coursework.

Student Athletes and ROTC Candidates

The pharmacy school will cooperate with student athletes and ROTC candidates to accommodate class scheduling to the fullest extent possible. The school cannot, however, alter its program schedule for these students and the pharmacy school schedule takes precedence with any scheduling conflicts.

Resources

Scholarship, Academics, and Mentoring (S.A.M.) Suite - The S.A.M. Suite is a dedicated resource center and work space in the CHS for faculty, staff, and students to fulfill many school and university activities. The Suite is available during normal CHS business hours and is frequently utilized for group work, including research collaborations, faculty meetings with students, journal clubs, and interprofessional educational activities. In addition to a variety of journals, books, and other printed materials, the Suite houses major pharmaceutical and medical databases and many electronic reference materials. The space contains several large tables, TV monitors, and plenty of charging stations, ideal for group projects.

Student Computer Facilities - The McWhorter School of Pharmacy is equipped with computers that contain various drug information databases for course work and research. Wireless computer access is available in the pharmacy school and across the University. The University also has several computer labs on campus.

Professional Pharmacy Curriculum

The professional pharmacy curriculum is designed to provide practical and innovative educational experiences for students, so that Samford pharmacy students are truly “Practice and Team Ready.” One of the pharmacy school's goals is to coordinate and integrate material for students to apply and practice plus readily recall their knowledge. The school of pharmacy curriculum competencies are based primarily upon the Center for Advancement in Pharmacy Education (CAPE) 2013 outcomes, Entrustable Professional Activities (EPAs), and the College of Health Sciences Interprofessional Education framework.

As an overview, the professional program consists of 146 total credit hours. The first two and a half years combine classroom instruction with direct patient interaction. The Introductory Pharmacy Practice Experiences (IPPE) occur each didactic year and are planned to augment learning that takes place through coursework, as well as offer opportunities for students to put their knowledge to practical use in caring for patients. Advanced Pharmacy Practice Experiences (APPE) start in the spring of the third year and continue throughout the fourth year of the pharmacy program. In the summer of their fourth year, students will complete the comprehensive Professional Activities and Competencies Evaluation (PACE) course to ensure they can demonstrate skills and apply other learning acquired during APPEs. During this time, students will also complete a research project through their Applied Pharmacy Research and Service course. After APPEs have concluded, students will complete the Capstone module, which consists of coursework specifically designed to prepare and transition students to the profession.

As a means to coordinate and integrate content, the Integrated Pharmacy Lab (IPL) course each semester of the didactic curriculum will link information both across courses in a given semester as well as between years in the curriculum. Students enrolled in the same courses will have opportunities to see how content from these various classes can benefit patients. Additionally, students will participate in layered learning in which students from all four years will meet together periodically to discuss aspects of patient care that reflect their particular knowledge levels. This horizontally and vertically integrated approach is intended to make learning interesting and relevant for students. A unique feature of the lab sequence is scheduled DASH (Developing Academic Success and Health) and SPRINT (Simulating Practice Readiness and Teamwork) weeks. DASH weeks focus on preparing first- and second-year students and orienting them to the rigors of the Pharm.D. program and feature a wide variety of content ranging from professional development to clinical content. In SPRINT weeks, students will perform by applying and integrating course content, practicing skills, and recalling prior learning via lab assessments, simulations, and interprofessional education (IPE). Other activities include OSCE (Objective Structured Clinical Examination), standardized patients, critical-thinking/problem-solving, and reflections/student self-awareness. DASH and SPRINT weeks are required attendance for students; an unexcused absence may result in student values violations filed against the student and/or lab course failure.

Pharmacy students will also participate each year in interprofessional education (IPE) sessions/activities. IPE occurs not only with Samford CHS students, but with students and healthcare providers from other institutions. The school's IPE program conforms to the Interprofessional Education Collaborative (IPEC) standards and outcomes (communications, teamwork, roles and responsibilities, ethics) as well as additional CHS outcomes (faith and healing, safety). Students will be notified of IPE activities/events in advance. An unexcused absence may result in a student values violation being filed against the student and/or course failure.

Another method of integrating course content and documenting accomplishments and outcomes is the compilation of the student portfolio. All students are required to complete their own portfolio according to the instructions and information provided to them by the school of pharmacy. Students are required to add various course items into their portfolio, as outlined in each course syllabus. Also, the portfolio is read by faculty, preceptors, and/or alumni. Feedback and advice are provided to the students. Students who do not complete their portfolio are subject to sanctions, which includes not progressing in the curriculum or not meeting the program requirements for graduation.

Delivery of Curriculum

The Department of Pharmacy Practice is comprised of approximately 26 full-time faculty, a co-funded faculty member, 3 post-graduate residents, 4 staff support personnel, and 1,100 affiliate clinical instructors. The department is responsible for executing the practice-oriented components of the curriculum, including courses in Applied Biostatistics and Drug Literature Evaluation, Applied Science and Pharmacotherapy, Nonprescription Medicines, Pharmacist Patient Assessment, Integrated Pharmacy Labs, numerous specialty elective courses, as well as IPPE and APPE coursework. The department is home to the school's Office of Experiential Education, two residency programs, and the school's International/Global Engagement Initiative. Furthermore, the department, in cooperation with numerous practice partners, carries out a rigorous program of clinical and educational research designed to improve medication use and enhance student learning.

The Department of Pharmaceutical, Social and Administrative Sciences (PSAS) is comprised of approximately 17 faculty and two staff. Faculty in the PSAS department deliver a wide variety of classroom-based and lab-based courses within the pharmacy curriculum. The biomedical science courses such as Drug Delivery Systems, Pharmaceutical Calculations, Pharmacokinetics and Pharmacogenomics, and the Integrated Biomedical Sciences establish the foundation for making rational decisions in the provision of medication therapy

management. The social and administrative sciences aspect of this department addresses areas such as the Pharmacy Informatics, Pharmacy Financial Management and Pharmacoeconomics, Ethics in Health Care and Christianity, Human Resource Management for Pharmacy, Professional Development and Wellness and Pharmacy Law. One social or administrative sciences course is within each of the six didactic semesters to promote the building of knowledge in this area as students move through the curriculum. Laboratory instruction, such as sterile and non-sterile pharmaceutical compounding, is also delivered by faculty within the PSAS department. A broad range of research areas within the department exist, including cystic fibrosis, topical and ophthalmic drug delivery, antitumor immunotherapy, pharmaceutical analysis, drug metabolism, diabetes, pharmaceutical and patient care outcomes, ethical and moral reasoning, and pedagogical research. Many opportunities exist throughout the four-year Pharm.D. program for students to work closely with a PSAS faculty member on a research project. Additionally, many PSAS faculty provide experiential education opportunities for pharmacy students.

In addition to teaching, the McWhorter School of Pharmacy faculty serves the School and University as advisors to professional, social, and honorary organizations, encouraging student involvement in those organizations and developing professionalism and leadership among the students. The faculty exemplify leadership and professionalism through service in leadership roles in professional and scientific organizations. Furthermore, the faculty are engaged in a number of scholarly activities including research, writing, presentation, and publication.

The professional pharmacy curriculum is designed to impart in students the knowledge, skills, and attitudes essential for the practice of pharmacy today, as well as in the future. The doctor of pharmacy degree is a professional degree that requires foundational plus advanced education to prepare Team and Practice Ready pharmacists. Furthermore, the curriculum allows students to personalize their education via elective courses, joint degree options, co-curricular activities, and other unique features (e.g., international education opportunities, focused continuous professional development).

The pharmacy curriculum has various pedagogic approaches and learning activities. The classroom is a place for meaningful engagement (e.g., blended learning, coaching, examples), not just for content delivery. Instructional methods in the courses include more than lectures and exams; students will be engaged so they are cognitively challenged and intrinsically interested in the course content (i.e., stimulate interest, which enhances memory).

The professional curriculum includes 98 semester credits of didactic and laboratory instruction and approximately 48 semester credits (over 1,740 contact hours) of experiential training in various practice settings. All required courses in the professional curriculum are to be completed at Samford University. Students may not receive an exemption waiver for a McWhorter School of Pharmacy course based upon coursework completed at a non ACPE-accredited program.

The professional curriculum requires 40 credits of Advanced Pharmacy Practice Experiences (APPE), beginning in mid-spring of the P3 year or immediately following the successful completion of all required coursework prior to beginning APPEs. Eight (8) APPEs must be completed by all students. The four required APPEs are PHAR 601 (Primary/Ambulatory Care I), PHAR 620 (General Medicine I), PHAR 650 (Community Pharmacy I), and PHAR 660 (Institutional Health Systems I). Students will be allowed to provide input on their preferences for the four elective/selective PHAR 600-level APPE courses. Students also can complete a ninth APPE course at no extra cost. However, the director of experiential programs will have the final say in which specific courses the student will be registered based upon site availability and academic needs.

The maximum load for a pharmacy student is 21 semester hours. Full-time status is granted for students taking 10 semester hours. If, for compelling reasons, a student is enrolled in less than 10 semester hours, the university will classify the student as part-time. A student taking less than 10 hours during the fall or spring semester will pay tuition at the hourly rate specified in the Financial Information section of this catalog.

The professional pharmacy curriculum of the McWhorter School of Pharmacy follows the College of Health Sciences (CHS) calendar. The spring semester may begin sooner than the CHS for APPEs and didactic courses (e.g., Jan week). The pharmacy school summer semester begins mid-May for courses that include IPPEs and APPEs. Also, the three-week IPPE course in the summer at the end of the first- and second-years has various start dates. Students enrolled in the last year of the professional curriculum cannot take non-pharmacy courses offered at Samford (unless enrolled in one of the joint degree Pharm. D. programs), or another university, unless approved by the associate dean for academic affairs.

All incoming students are required to have their own personal electronic device (either laptop or tablet) to use for various learning and teaching activities throughout the curriculum. The school administers electronic exams in all required didactic courses. The electronic device will be used for all the exams and other assessments/activities (e.g., course and faculty evaluations, lab). The electronic device must meet the minimum specifications, which will be provided to the students by the pharmacy school's Admissions Department in advance of the beginning of the first semester of the first year (i.e., with the acceptance notification). The student is required to ensure the electronic device enables the student to complete all program requirements. A screen privacy filter that meets the school specifications also is required for the electronic device during all examinations/quizzes. Mobile phones do not meet the electronic device requirement. In addition to the personal electronic device, students are required to use only one specific external calculator for exams/quizzes. The school will provide instructions regarding the specific color and type of calculator that the students are required to purchase.

Academic Policies

The following policies apply to students who matriculated in the pharmacy program as of Fall 2021. Additional academic policies addressing Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE) courses are published in the master syllabus and program requirements for Introductory and Advanced Practice Experiential Courses.

1. In order to receive a degree, candidates must satisfy all requirements of the pharmacy school and other applicable requirements of Samford University. A student must successfully complete the entire prescribed curriculum within six academic years from the original date of matriculation, and have a final cumulative GPA of at least 2.00 in order to be eligible for the degree. A student's academic standing is monitored by the Office of Academic Affairs and the Academic Standards and Progression Committee. The Office of Academic Affairs advises any student who experiences academic difficulty. However, the individual student is responsible for ensuring that all requirements have been met. The school also has an academic advising program consisting of selected faculty who monitor the academic performance of first-year students and provide assistance to these students.
2. Satisfactory academic progress is required of all students to remain in the pharmacy school. Academic standing is determined by the GPA and/or the number of courses failed and/or final grade of "D." Students must pass all prerequisite and co-requisite courses to proceed to the next professional year in the curriculum. The prerequisite of all courses in the upcoming academic year is the successful completion of all required courses in the prior academic year. Co-requisite courses means students must be enrolled in all required courses of a semester. Students must complete all courses in the PHAR 300-500 level and achieve at least a cumulative 2.00 GPA in the professional curriculum before entering the APPE courses. If the student does not achieve the minimum GPA, the student will be withdrawn from the program and is not eligible for re-admission.

3. Unless otherwise stated in the course syllabus, grades are assigned by instructors in the school according to the following scale:

90 to 100 = A 80 to <90 = B 70 to <80 = C 65 to <70 = D <65 = F

The minimum passing grade of "C" is required in all PHAR courses, including IPPEs and APPEs. The grading scale for the IPPE and APPE courses do not include a "D" grade. The PHAR didactic laboratory courses are assigned either a pass (at least 70%) or fail grade and no remediation option is available for lab courses. A "D" course grade shall require formal remediation and successful reassessment; the student must earn a "C" or better on the reassessment following remediation. A course can be remediated only once (see below for additional remediation information). Any student who earns more than four "D" course grades at any point in the program will be dismissed.

The student is responsible for utilizing the resources (e.g., faculty office hours, tutoring, electronic library resources, course active learning sessions) offered by the school and university to reduce the risk of not achieving at least a "C" final course grade. Please refer to the school's student handbook for specific resources and details.

A student may not repeat a pharmacy course unless there is a failure in the course or unsuccessful remediation. Both the failing course grade(s) and repeat course grade(s) are used to calculate the professional GPA; both grades will remain on the student's academic record. All required coursework must be completed at the McWhorter School of Pharmacy. Availability of courses is limited to what is published in the University Catalog and offered during the specified semesters.

Only grades earned in PHAR courses are used to calculate the professional GPA. The minimum cumulative GPA during the program is 2.00; all cumulative GPAs will be reviewed each semester by the Office of Academic Affairs. The University does not "round" the GPA. The quality point system utilized by the University is described in the current University Catalog. Grades from joint degree courses and pre-pharmacy courses are not used to calculate the professional GPA or determine academic standing within the pharmacy program.

4. Students who achieve a PHAR course grade of "D" are required to remediate the course. The original "D" grade of the remediated course(s) remains on the student's academic record even with successful remediation. No new course grade will be added to the student's academic record after successful course(s) remediation.

Unsuccessful remediation reassessment (< 70%) shall require repeat of the course; the original "D" course grade remains on the student's academic record along with the repeat course grade. If a student repeats a course due to unsuccessful "D" remediation and does not achieve at least a "C" grade, the student will be suspended. The repeat course grade will be failing on the academic record. If the student is readmitted, the course must be repeated again. If students do not achieve a final course grade of at least 70% on this second repeat course, they are dismissed from the school.

The remediation plan is individualized for each student, depending upon the student's areas of academic deficiencies. The course coordinator will be the primary person collaborating with the student in developing their individualized plan in consultation with the academic advisor. Remediation will consist of more than just retesting course content. The student may need to use holiday break time to work on his/her remediation plan. Student tutors can be available to assist during the remediation process. Remediation for fall courses should be completed no later than the third week of the spring semester and no later than June 1 for spring courses

5. A student will be placed on academic probation when his/her cumulative professional GPA is less than 2.00 as a full-time student or after failing a single pharmacy course. Students can continue in the academic year but have to resolve the reason for probation (e.g., repeat and pass failed course). Student sanctions are outlined in the school's student handbook. If academic probation is the result of failed coursework, then the student is cautioned that additional failed coursework will result in dismissal from the pharmacy school, either by academic suspension or dismissal, as delineated below. If academic probation is the result of the GPA being less than 2.00, then the student is cautioned that failure to achieve and maintain a cumulative GPA of at least 2.00 at the end of any remaining academic term will result in academic suspension.

6. A student will be suspended who: has a cumulative professional GPA less than 2.00 after two semesters, either sequential or non-sequential, as a full-time student; fails two different pharmacy courses; repeats a course due to unsuccessful “D” course remediation and does not achieve at least a “C” grade; earns more than three “D” course grades in one academic year; or achieves three combined “D” and “F” course grades in one academic year. Suspension results in the student being suspended from the pharmacy school. A student on academic suspension must apply in writing to the Academic Standards and Progression Committee (the “Committee”) for readmission. The letter requesting readmission should explain the reasons for his/her academic difficulty and what measures have been taken to ensure his/her ability to succeed academically. A student file encompassing academic and behavioral performance will be reviewed by the Committee. Additional information may be requested by the Committee. Should readmission be denied, that decision is not subject to review by the Committee or the associate dean for academic affairs. Should readmission be granted, the student shall be cautioned that further unsatisfactory academic performance may result in permanent dismissal from the pharmacy school. The Committee may require that a current criminal background check on the former student requesting readmission be completed at the former student’s expense. If academic suspension was the result of failed coursework or not achieving a passing course grade after unsuccessful remediation, a student who is granted readmission shall be cautioned that future failed coursework will result in permanent dismissal from the pharmacy school. If academic suspension was the result of a GPA less than 2.00, a student who is granted readmission shall achieve and maintain a cumulative GPA of a least 2.00 at the end of all remaining academic terms or be subject to permanent dismissal from the pharmacy school.
7. A student will be dismissed who: fails three or more courses or who fails the same course twice; does not earn at least a “C” course grade in repeated failed course(s); has a cumulative GPA below 2.00 for any three full-time academic terms, either sequential or non-sequential; or achieves more than four “D” course grades (regardless of successful remediation). Dismissal results in permanent dismissal from the pharmacy school and is without recourse. Dismissed pharmacy students desiring to remain at Samford University will become subject to University policies on academic progression and retention.
8. Since the level of a student's academic difficulty, i.e., academic probation, suspension, and dismissal, may be determined by the quantity of failed coursework, multiple failed courses in a given academic term may preclude the need for academic probation or suspension. In any regard, Samford University rules on continued enrollment at the University prevail.
9. The school has the right to implement assessments that evaluate student learning and curricular effectiveness. This may be in the form of formative and/or summative evaluations. Students may be required to complete assessments (each semester and/or yearly) that gauge student knowledge and/or skills. Successful completion of the assessments may be required to proceed into the next academic semester/year or to graduate.
10. Students are held accountable to the University Academic Integrity Policy and Academic Eligibility for Participation in Activities Policy. Refer to the University Catalog and *McWhorter School of Pharmacy Student Handbook*, respectively, for the details of these policies.
11. Students must adhere to the Code of Ethical/Professional Conduct, as well as plagiarism and copyright laws, as outlined in the pharmacy school's *Student Handbook* and the University Catalog. Failure to do so can result in consequences that range from a verbal reprimand to dismissal from the academic program and the University. This decision is made by the pharmacy school's Student Affairs Committee and/or the University Values Council.
12. Students enrolled at Samford University or other accredited institutions cannot audit courses in the pharmacy curriculum.

Doctor of Pharmacy - Required Courses Summary - All Years	Total Required Credits
Year I, Total Required Credits	37
Year II, Total Required Credits	35-39
Year III, Total Required Credits	29-36
Year IV, Total Required Credits	38-43
Total Required Credits for All Years	146

Pharmacy (Pharm.D.)

Year I, Fall: 16 Credits

Module A:

- PHAR 306 - Integrated Biomedical Sciences I (3)

Module B:

- PHAR 307 - Integrated Biomedical Sciences II (3)

Semester:

- PHAR 301 - Professional Development & Wellness I (1)
- PHAR 302 - Foundations of the Pharmacy Profession I (2)
- PHAR 303 - Drug Delivery Systems I (2)
- PHAR 308 - Pharmacist Patient Assessment (1)
- PHAR 309 - Pharmaceutical Calculations (2)
- PHAR 320 - Integrated Pharmacy Lab 1 (1 DASH & 2 SPRINT Wks) (2)

Year I, Spring: 18 Credits

Module A:

- PHAR 316 - Integrated Biomedical Sciences III (3)

Module B:

- PHAR 317 - Integrated Biomedical Sciences IV (3)

Semester:

- PHAR 311 - Professional Development & Wellness II (1)
- PHAR 312 - Foundations of the Pharmacy Profession II (2)
- PHAR 313 - Drug Delivery Systems II (3)
- PHAR 314 - Introduction to Applied Science & Pharmacotherapy (3)
- PHAR 315 - Introduction to Applied Pharmacy Research & Service (1)
- PHAR 321 - Integrated Pharmacy Lab II (incl 2 SPRINT Wks) (2)

Year I, Summer: 3 Credits

- PHAR 330 - Community Introductory Pharmacy Practice Experience (IPPE) (3)

Year I, Total Required Credits: 37

Year II, Fall: 16-18 Credits

Module A:

- PHAR 402 - Applied Biostats & Drug Literature Evaluation (1)
- PHAR 404 - Applied Science & Pharmacotherapy I (4)

Module B:

- PHAR 403 - Pharmacy Informatics (1)
- PHAR 405 - Applied Science & Pharmacotherapy II (4)

Semester:

- PHAR 401 - Professional Development & Wellness III (1)
- PHAR 406 - Pharmacokinetics & Pharmacogenomics (3)
- PHAR 420 - Integrated Pharmacy Lab III (2)
- PHAR 46x - Elective (0-2)*

Year II, Spring: 16-18 Credits

Module A:

- PHAR 414 - Applied Science & Pharmacotherapy III (4)
- PHAR 417 - Pharmacy Financial Management & Pharmacoeconomics (2)

Module B:

- PHAR 415 - Applied Science & Pharmacotherapy IV (4)
- PHAR 419 - Sterile Products (1)

Semester:

- PHAR 411 - Professional Development & Wellness IV (1)
- PHAR 418 - Ethics in Healthcare & Christianity (2)
- PHAR 421 - Integrated Pharmacy Lab IV (2)
- PHAR 47x - Elective (0-2)*

Year II, Summer: 3 Credits

IPPE:

- PHAR 430 - Health System IPPE (3 weeks) (3)

Year II, Total Required Credits: 35-39

Year III, Fall: 16-18 Credits

Module A:

- PHAR 504 - Applied Science & Pharmacotherapy V (4)

Module B:

- PHAR 505 - Applied Science & Pharmacotherapy VI (4)

IPPE:

- PHAR 530 - Focused Patient Care IPPE (incl 2 SPRINT Wks) (2)

Semester:

- PHAR 507 - Nonprescription Medicines (4)
- PHAR 520 - Integrated Pharmacy Lab V (incl 2 SPRINT Wks) (2)
- PHAR 48x - Elective (0-2)*

Year III, Spring: 13-18 Credits

Module A:

- PHAR 512 - Human Resource Management for Pharmacy (1)
- PHAR 514 - Applied Science & Pharmacotherapy VII (4)
- PHAR 516 - Pharmacy Law (2)
- PHAR 521 - Integrated Pharmacy Lab VI (incl 1 SPRINT Wk) (1)

APPEs (5 weeks each):**

- PHAR 600-Level APPE (Required, Elective, or Selective) (5)
- PHAR 600-Level APPE (Required, Elective, or Selective) (5)

Year III, Total Required Credits: 29-36

Year IV, Summer: 7-12 Credits**

APPEs (5 weeks each):**

- PHAR 614 - Professional Activities & Competencies Evaluation (1)
- PHAR 615 - Applied Pharmacy Research & Service (1)
- PHAR 600-Level APPE (Required, Elective, or Selective) (5)
- PHAR 600-Level APPE (Required, Elective, or Selective) (5)

Year IV, Fall: 10-15 Credits**

APPEs (5 weeks each):**

- PHAR 600-Level APPE (Required, Elective, or Selective) (5)
- PHAR 600-Level APPE (Required, Elective, or Selective) (5)
- PHAR 600-Level APPE (Required, Elective, or Selective) (5)

Year IV, Spring: 11-16 Credits**

APPEs (5 weeks each):**

- PHAR 600-Level APPE (Required, Elective, or Selective) (5)
- PHAR 600-Level APPE (Required, Elective, or Selective) (5)

Capstone (Final) Module Courses:

- PHAR 64x - Advanced Special Topics (2)*
- PHAR 690 - Management, Innovation, Leadership, Entrepreneurship (1)
- PHAR 695 - Transition to Professional Practice (3)

Year IV, Total Required Credits: 38-43

Total Required Credits: 146

*Must complete 1 didactic elective prior to beginning APPEs; the Advanced Special Topics course is required for all students as the second didactic elective.

**Must complete 8 of 9 available APPEs (4 required, 3 elective, & 1 selective).

APPE=Adv Pharm Practice Experiences | DASH=Developing Acad Success & Health | SPRINT=Simulating Practice ReadINess & Teamwork

School of Public Health

Administration

Melissa Galvin Lumpkin, Acting Dean; Professor, Public Health

Students within the School of Public Health pursue a variety of disciplines focused on the prevention of disease and the promotion of improved health among entire communities and populations. Majors within the School of Public Health are inherently interdisciplinary, with teams of professionals working together to solve some of society's most complex challenges. The school includes the Department of Healthcare Administration and Informatics, the Department of Nutrition and Dietetics, the Department of Public Health, and the Department of Social Work.

The School currently offers baccalaureate degrees in foods and nutrition, health informatics and analytics, healthcare administration, nutrition and dietetics, and public health. At the graduate-level, the School offers a dietetic internship certificate, a master of healthcare administration, a master of public health, a master of science degree in nutrition, a master of science in health informatics and analytics, a master of social work, and a doctor of public health. Fast-track versions of the master of healthcare administration, the master of public health, the master of science in health informatics and analytics, and the master of social work are also available.

Faith, health and service are at the core of the School of Public Health, making graduates uniquely prepared to pursue a variety of careers. Regardless of major, students will graduate prepared to pursue their calling as a health care advocate or researcher in the private or public sector, armed with the expertise and practical knowledge required to significantly impact our world.

Healthcare Administration and Informatics

Faculty

Carol J. Ratcliffe, Chair, Professor

Courtney N. Haun, Assistant Professor; Undergraduate Program Director

Lakesha Kinnerson, Assistant Professor; Coordinator, Health Information Management

Dennis O. McCay, Assistant Professor

David Robbins, Assistant Professor; Director, Health Informatics and Analytics

Mission

Our mission, as part of a Christian university, is to nurture and prepare early career healthcare management professionals to serve across diverse healthcare settings. An interprofessional experience is a hallmark of our program. This experience is grounded in our interprofessional curriculum and interdisciplinary faculty. Practical experiences alongside healthcare leaders and executives are tailored to a student's interests and professional goals. Educational experiences inside and outside the classroom provide the knowledge and skills students need to be successful healthcare managers, administrators, and leaders. We strive to prepare professionals that are committed to promoting health and well-being for those they serve as part of an interprofessional and collaborative healthcare team. Program experiences focus on core competencies and lifelong learning so that graduates are positioned to advance their career and answer their calling. Our program is provided by highly qualified faculty engaged in scholarship, practice, and service to the healthcare management profession and community.

The mission of the master of science in health informatics and analytics program is to prepare highly qualified health informatics and analytics professionals through faith-based academic coursework and community outreach designed to foster lifelong learning, attainment of personal career goals and high moral and ethical competency so that practitioners will be of service to patients, health care providers, others in their community and throughout the world.

The mission of the master of healthcare administration program is to prepare individuals for career transitions in healthcare management careers which foster patient-centered and ethical care. Faculty equip students with competencies in communication and relationship management, leadership, professionalism, knowledge of the healthcare system, and business knowledge and skills.

Vision

The Department of Healthcare Administration and Informatics aspires to prepare practice-ready graduates through innovation and quality teaching and learning in local, national, and international populations with a commitment to service-minded leaders.

Values

Samford's Department of Healthcare Administration and Informatics considers the following values central to its success:

- **Christian-Based Education:** We are committed to integrating our Christian faith and beliefs in our delivery of healthcare administration and health informatics education.
- **Excellence:** We pursue excellence within the department through opportunities for achievement in scholarship, service and research.
- **Practice-Readiness:** We are committed to preparing students who are ready to practice upon graduation.

- Respect for diversity: We are committed to respecting the differences in others by learning to appreciate the different cultures of the populations that we serve.
- Integrity: We are committed to operating in an environment that values honesty, fairness and the highest ethical standards to sustain a community of trust.
- Empowerment: We encourage personal accountability for success through shared governance in academic pursuits.

Accreditation

The Commission on Accreditation of Healthcare Management Education (CAHME) has reviewed and approved the master of healthcare administration program's eligibility for CAHME candidacy.

Graduate Programs and Requirements

Degrees

Master of Healthcare Administration (M.H.C.A.)

Master of Healthcare Administration with a Concentration in Dietetic Internship (M.H.C.A./CRH-DIET)

Master of Science in Health Informatics and Analytics (M.S.H.I.)

Minors

Graduate Healthcare Administration Minor*

Graduate Healthcare Administration Quality Minor*

Accelerated Bachelor-to-Graduate Pathway Program

Fast Track Master of Healthcare Administration (B.S./M.H.C.A.) with a B.S. in Healthcare Administration

Fast-Track Master of Science in Health Informatics and Analytics (M.S.H.I.) with a B.S. in Health Informatics and Analytics

Joint Degree Pathway Program

Master of Healthcare Administration/Master of Business Administration (M.H.C.A./M.B.A.)

Master of Science in Health Informatics and Analytics/Doctor of Pharmacy (M.S.H.I./Pharm.D.)

The Department of Healthcare Administration and Informatics offers the master of healthcare administration degree (M.H.C.A.) and the master of science in health informatics and analytics degree (M.S.H.I.). In cooperation with the Department of Nutrition and Dietetics, the department offers the M.H.C.A. program with a dietetic internship concentration.

The department also offers two fast-track versions of its degrees: one for students pursuing both the bachelor of science (B.S.) and M.H.C.A. in healthcare administration or one for students pursuing both the B.S. and M.S.H.I. in health informatics and analytics. With the fast-track options, students have the opportunity to earn their B.S. and master's degrees in just five years of study.

Additionally, the department offers a joint degree pathway program in cooperation with the McWhorter School of Pharmacy—an M.S.H.I. combined with a doctor of pharmacy (Pharm.D.)—and, in cooperation with the Brock School of Business—an M.H.C.A. combined with a master of business administration (M.B.A.). Some credit sharing is allowed and overall credits of the combined programs are reduced.

*This program is under review and subject to change/closure/replacement. It is currently closed to new admits.

Policies Applicable to Both Programs (M.H.C.A. and M.S.H.I.)

Transfer Credit

Students may petition to transfer up to 12 graduate credits for their enrolled program (M.H.C.A. or M.S.H.I.). The course must be equivalent to a similar course in the curriculum and the student must have earned a B (3.0 on a 4.0 scale) or better in the course in order for credits to be eligible for transfer. Credits earned more than 10 years from the date of application to the graduate program are ineligible for transfer consideration. Such coursework must be equivalent for a full semester's work and be supported by official transcripts. Acceptance of such credit is solely the authority of the program director.

Progression Policies

In order to progress in either department program:

1. Students must test negative on drug screens and pass background checks.
2. Students must make a grade of B or better in each required course for the M.H.C.A. or M.S.H.I. program. If a student fails to earn that minimum grade, the student must take the same course and earn a grade of B or better to remain in the program. Students who fail after two times to achieve this minimum grade in any required M.H.C.A. or M.S.H.I. course will be terminated from the program. A grade of B- or less constitutes failure in a graduate course.
3. Students must maintain a cumulative GPA of 3.00 or higher throughout their tenure in the program to remain in good academic standing.
4. Students who fail to maintain a minimum 3.00 cumulative GPA in any semester will be placed on academic probation for the next semester. Students must bring their GPA above 3.00 during that semester of academic probation or they will be dismissed from the M.H.C.A. or M.S.H.I. program.

5. Students must be aware that any violation of the Healthcare Administration and Informatics Graduate Student Handbook may result in immediate dismissal from the M.H.C.A. or M.S.H.I. program.
6. Students retain the right to appeal a dismissal/termination decision via the grievance procedure outlined in the Healthcare Administration and Informatics Graduate Student Handbook.

Time-to-Degree Completion Plan

The program is designed to be completed in five semesters of full-time study or seven semesters of part-time study. Students must complete the program within five years of enrollment.

Master of Healthcare Administration (M.H.C.A.)

The master of healthcare administration (M.H.C.A.) is the terminal degree required for executive management positions in healthcare. The Samford University M.H.C.A. program provides a competency-based curriculum that prepares students for leadership roles within a variety of different healthcare settings. The M.H.C.A. is an online, five-semester synchronous program. The curriculum is designed to provide competency in communication, leadership professionalism, business knowledge, and healthcare systems as well as a competitive edge in project management and quality improvement. A minimum 120-hour internship is required for students with less than five years clinical or healthcare management experience. Students who have five years of leadership experience may elect to complete an Advanced Leadership Project with a senior healthcare executive mentor.

Admission Requirements

Applicants must:

1. Possess a baccalaureate degree in a health or business-related field from an accredited college or university **or** possess any baccalaureate degree and currently work in healthcare or have three years prior healthcare experience.
2. Submit official transcripts.
3. Have a C or better in an accounting course from an accredited college or university.
4. Have an overall minimum 3.00 GPA on a 4.00 scale or in the last 60 hours of coursework.
5. The GRE is **only** required for an applicant who does not meet the minimum GPA requirement. The GRE must be within the last five years, with a combined Verbal and Quantitative score of 300 and Analytical, 4.0.
6. Submit three letters of reference through the application system. At least one must be from a work supervisor or manager and one from a current or previous professor. The references should provide a knowledgeable testament regarding character, ethics, responsibility, potential for success, and other attributes that predict an applicant's favorable performance in the program.
7. Submit a resumé highlighting work experience, strengths, and other accomplishments.
8. Submit an essay on reason for seeking the M.H.C.A. degree and a career goal statement.
9. Submit a video interview.
10. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL) or 6.5 International English Language Testing System (IELST) Score.

Students who do not meet one or more admission requirement(s) may be admitted on a conditional status, based upon evaluation by the program faculty. To be considered for a joint degree, students must apply and be accepted to both programs based on their admission criteria. Students admitted conditionally must address the unmet admission requirements according to the table below to progress in the program. All conditions are clearly spelled out in the admission letter.

Unmet Admission Requirement	Resolution
No undergraduate accounting course	Students must take an accounting course from an accredited college or university and pass with a C or better before taking MHCA 614 Healthcare Finance and Budgeting. Students applying for the M.H.C.A./M.B.A joint degree must successfully complete the graduate accounting requirements from the Brock School of Business prior to taking MHCA 614 Healthcare Finance and Budgeting.
Overall GPA <3.00 on a 4.00 scale or in the last 60 hours of coursework	Students must earn an overall GPA of 3.00 or better on a 4.00 scale during the first 12 hours of graduate courses in the M.H.C.A. program as stated in the handbook.

We use a portfolio approach to evaluate applicants and the portfolio consists of reference letters, previous professional experience, essay, interview, grade point average and academic performance in undergraduate and previous graduate work (if applicable), and standardized test scores (if applicable). The portfolio approach allows us to take a holistic review when there is a lower GPA and evidence of experience in or motivation for a healthcare career, and strong letters of recommendation.

Exceptions to any admission requirements will be handled on an individual basis.

If accepted, a non-refundable fee of \$500 is required to secure admission into the program. The fee is applied to the first semester's tuition.

Master of Healthcare Administration with a Concentration in Dietetic Internship (M.H.C.A./CRH-DIET)

Students pursuing the master of healthcare administration (M.H.C.A.) may also declare a concentration in dietetic internship, leading to both the M.H.C.A. degree and the dietetic internship certificate (CRH-DIET). Students must apply and meet the admission criteria, as well as adhere to the academic policies and standards, of each program. The 70-hour program is offered fully online.

Program-Specific Admission Requirements for the M.H.C.A. with a Dietetic Internship Concentration

For the master of healthcare administration program, applicants must:

1. Possess a baccalaureate degree in healthcare administration or business management from an accredited college or university.
2. Possess a baccalaureate degree in any field from an accredited college or university. Must also currently work in healthcare or have at least three years of prior healthcare experience, and have a B or better in an accounting course and statistics course.
3. Have a minimum overall 3.00 GPA on a 4.00 scale or a minimum 3.20 GPA in last 60 hours of undergraduate coursework.
4. An applicant who does not meet the GPA requirement must submit a GRE score taken within the last five years demonstrating a minimum earned score of: Verbal 153; Quantitative 144; Analytical 4.0.
5. Submit three letters of reference through the application system. At least one reference must be from a work supervisor or manager and one from a current/previous professor.
6. American citizens or permanent residents who learned English as a second language must score at least 575 (paper) or 90 (internet) on the Test of English as a Foreign Language (TOEFL) or 6.5 International English Language Testing System (IELTS). We cannot issue an I-20 for this program at this time.
7. Submit a video interview. A link will be provided upon submission of the application.

For the dietetic internship certificate/concentration, the applicant must:

1. Possess a baccalaureate degree from an accredited college or university.
2. Possess an official Verification Statement of Completion or Declaration of Intent to Complete from an accredited Didactic Program in Dietetics (DPD), with original signatures issued within the last 5 years.
3. Have a minimum cumulative GPA of 3.00 on a 4.00 scale.
 - a. GRE minimum scores: Verbal: 153; Quantitative: 144; Analytical: 4.0.
 - b. MAT minimum score: 402.
4. Have a minimum GPA of 3.20 on a 4.00 scale of all major courses.
5. Have a minimum GPA of 2.75 on a 4.00 scale in all science courses.
6. Submit a résumé.
7. Submit three letters of reference through the application system. Two references must be from a prior faculty member, academic advisor, or other professional who has supervised the applicant's academic studies; the other professional reference may be from an employer or other who can provide a knowledgeable testament regarding character, ethics, responsibility, potential for success, and other attributes which predict an applicant's favorable performance in an internship.
8. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer) or 80 (Internet) on the Test of English as a Foreign Language (TOEFL).
9. Submit a Kira video interview. A link will be provided upon submission of the application.
10. Possess 150 hours or more dietetics-related and/or food service work experience, volunteer or paid.
11. Exceptions to any admission requirements will be handled on an individual basis.

Transfer Credit

Students may petition to transfer up to 12 graduate credits for the M.H.C.A. The course must be equivalent to a similar course in the curriculum and the student must have earned a B (3.0 on a 4.0 scale) or better in the course in order for credits to be eligible for transfer. Credits earned more than 10 years from the date of application to the graduate program are ineligible for transfer consideration.

Progression Policies for the M.H.C.A. with a Dietetic Internship Concentration

In order to progress in the master of healthcare administration with a concentration in dietetic internship:

1. Students must make a grade of B or better in each required healthcare administration course. If a student fails to earn a grade of B or better, the student must take the same course again and earn a grade of B or better to remain in the program. Students who fail after two times to earn a grade of B or better in any required healthcare administration course will be terminated from the program. A grade of B- or less constitutes a failure in a graduate course.
2. Students who fall below the minimum GPA requirement will be placed on academic probation for one semester to remediate any coursework and/or return to good academic standing.

Time-to-Degree Completion Plan

The program is estimated to be completed in eight semesters.

Master of Science in Health Informatics and Analytics (M.S.H.I.)

The master of science in health informatics and analytics (M.S.H.I.) prepares graduates with the knowledge and skills necessary to be leaders in the field of health informatics and analytics. Students will learn how to plan, budget, implement, manage, and analyze the informatics systems and data vital to the functioning of all departments in hospitals, medical and dental practices, skilled nursing facilities, home health, community and public health settings, and all other facets of the healthcare delivery infrastructure. Through didactic and experiential learning, graduates will know how to use the potential of health informatics and analysis for improving patient safety, decreasing medical errors, cutting costs, increasing access, and facilitating interprofessional teams.

Admission Requirements

Applicants must:

1. Possess a baccalaureate degree in any field from an accredited college or university.
2. Submit official transcripts.
3. Have an overall minimum 3.00 GPA on a 4.00 scale or in the last 60 hours of coursework.
4. The GRE is **only** required for an applicant who does not meet the minimum GPA requirement. The GRE must be within the last five years, with a combined Verbal and Quantitative score of 300 and Analytical, 4.0.
5. Three years of work experience in a relevant field can substitute for the GRE with department chair approval.
6. Have completed undergraduate level statistics from an accredited college or university with grade of B or higher.
7. Submit three letters of reference through the application system. At least one must be from a work supervisor or manager and one from a current or previous professor. The references should provide a knowledgeable testament regarding character, ethics, responsibility, potential for success, and other attributes that predict an applicant's favorable performance in the program.
8. Submit a resumé highlighting work experience, strengths, and other accomplishments.
9. Submit an essay on reason for seeking the M.S.H.I. degree and a career goal statement.
10. Submit a video interview.
11. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL) or 6.5 International English Language Testing System (IELST) Score.

Students who do not meet one or more admission requirement(s) may be admitted on a conditional status, based upon evaluation by the program faculty. To be considered for a joint degree, students must apply and be accepted to both programs based on their admission criteria. Students admitted conditionally must address the unmet admission requirements to progress in the program. All conditions are clearly spelled out in the admission letter.

We use a portfolio approach to evaluate applicants and the portfolio consists of reference letters, previous professional experience, essay, interview, grade point average and academic performance in undergraduate and previous graduate work (if applicable), and standardized test scores (if applicable). The portfolio approach allows us to take a holistic review when there is a lower GPA and evidence of experience in or motivation for a healthcare career, and strong letters of recommendation.

Exceptions to any admission requirements will be handled on an individual basis.

If accepted, a non-refundable fee of \$500 is required to secure admission into the program. The fee is applied to the first semester's tuition.

Joint Degree Pathway Programs

Master of Health Informatics and Analytics/Doctor of Pharmacy (M.S.H.I./Pharm.D.)

Students pursuing a Doctor of Pharmacy (Pharm.D.) degree in McWhorter School of Pharmacy may also apply for a master of health informatics and analytics degree (M.S.H.I.). Students must apply and meet the admission criteria, as well as adhere to the academic policies and standards, of the joint program. The 30-hours of M.S.H.I. coursework in the joint program are offered fully online.

Admission Requirements for the Joint M.S.H.I.A./Pharm.D.

For the master of health informatics and analytics program, M.S.H.I./Pharm.D. joint degree applicants must:

1. Be enrolled and in good standing in the Pharm.D. program.
2. Have a minimum cumulative GPA of 3.00 on a 4.00 scale.
3. Submit a professional statement describing their interest in informatics and analytics.

Transfer Credit

Students may petition to transfer up to 12 graduate credits for the M.S.H.I. The course must be equivalent to a similar course in the curriculum and the student must have earned a B (3.0 on a 4.0 scale) or better in the course in order for credits to be eligible for transfer. Credits earned more than 10 years from the date of application to the graduate program are ineligible for transfer consideration. Such coursework must be equivalent for a full semester's work and be supported by official transcripts. Acceptance of such credit is solely the authority of the program director.

Progression Policies for the Joint M.S.H.I./Pharm.D.

In order to progress in the M.S.H.I. portion of the joint program, students must adhere to the M.S.H.I. progression policy. All M.S.H.I. progression policies apply to both M.S.H.I. courses and Pharm.D. courses for which credit is granted towards the M.S.H.I. degree. For the purpose of M.S.H.I. GPA calculation, only courses for which credit is granted towards the M.S.H.I. degree are counted.

Time-to-Degree Completion Plan

The joint degree program is designed to be completed in seven semesters, aligned with completion of the Pharm.D. degree. Students must complete the M.S.H.I. program within five years of enrollment in the joint degree program.

Master of Healthcare Administration/Master of Business Administration (M.H.C.A./M.B.A.)

Students pursuing the master of healthcare administration (M.H.C.A.) may also apply for the master of business administration degree (M.B.A.), offered through the Brock School of Business. Students must apply and meet the admission criteria, as well as adhere to the academic policies and standards, of the joint program. The 69-hour joint program is offered fully online.

Admission Requirements for the Joint M.H.C.A./M.B.A.

For the master of healthcare administration program, applicants must:

1. Possess a baccalaureate degree in healthcare administration or business management from an accredited college or university.
2. Possess a baccalaureate degree in any field from an accredited college or university. Must also currently work in healthcare or have at least three years of prior healthcare experience, and have a B or better in an accounting course and statistics course.
3. Have a minimum overall 3.00 GPA on a 4.00 scale or a minimum 3.20 GPA in last 60 hours of undergraduate coursework.
4. An applicant who does not meet the GPA requirement must submit a GRE score taken within the last five years demonstrating a minimum earned score of: Verbal 153; Quantitative 144; Analytical 4.0.
5. Submit three letters of reference through the application system. At least one reference must be from a work supervisor or manager and one from a current/previous professor.
6. American citizens or permanent residents who learned English as a second language must score at least 575 (paper) or 90 (internet) on the Test of English as a Foreign Language (TOEFL) or 6.5 International English Language Testing System (IELTS). We cannot issue an I-20 for this program at this time.
7. Submit a video interview. A link will be provided upon submission of the application.

Program-Specific Admission Requirements for the Joint M.H.C.A./M.B.A.

1. Students will apply and be admitted to both the M.H.C.A. and the M.B.A. programs. The M.B.A. program requires the GRE for entrance while the M.H.C.A. does not, unless the minimum GPA requirement is not met. The plan of study is designed to begin with M.H.C.A. courses so that the GRE will be waived by the School of Business for the M.B.A.
2. Exemption from ACCT 511, ECON 512, and FINC 514 may be awarded with an earned C- or better in an approved undergraduate accounting, economics, statistics, or finance course at an accredited institution. ACCT 511, ECON 512, and FINC 514 must be completed within the student's first three terms. If not completed within the first three terms, the student cannot take any additional courses until prerequisites are completed.

Transfer Credit

Students may petition to transfer up to 12 graduate credits for the M.H.C.A. The course must be equivalent to a similar course in the curriculum and the student must have earned a B (3.0 on a 4.0 scale) or better in the course in order for credits to be eligible for transfer.

Students are permitted to transfer a maximum of nine graduate credits for the M.B.A. from an accredited college or university. The student must have earned a B (3.0) or better in the course in order for credits to be eligible.

Credits earned more than 10 years from the date of application to the graduate program are ineligible for transfer consideration.

Progression Policies for the Joint M.H.C.A./M.B.A.

In order to progress in the M.H.C.A. portion of the joint program:

1. Students must make a grade of B or better in each required healthcare administration course. If a student fails to earn a grade of B or better, the student must take the same course again and earn a grade of B or better to remain in the program. Students who fail after two times to earn a grade of B or better in any required healthcare administration course will be terminated from the program. A grade of B- or less constitutes a failure in a graduate course.
2. There are four M.B.A. courses that have been accepted as substitutes for three MHCA courses. These substitute courses require a "B" or better as a passing score for the purposes of the M.H.C.A. degree. These courses include BUSA 552 (Managing Corporate Integrity), MARK 541 (Marketing Strategy), MNGT 535 (Human Resources and Organization Management), and MNGT 561 (Strategic Management).
3. Students who fall below the minimum GPA requirement will be placed on academic probation for one semester to remediate any coursework and/or return to good academic standing.

In order to progress in the M.B.A. portion of the joint program:

1. Students must maintain a cumulative 3.00 GPA or higher throughout their tenure in the program. If a student's cumulative GPA falls below a 3.00 GPA, then the student will be placed on academic probation. The student must improve his/her GPA in the next semester. If the student fails to raise his/her GPA in the next semester, the student will be terminated from the program.
2. The status of good standing is required for transient work, adding a concentration, and graduation. The minimum grade in a graduate class is a C-. If a student earns a D, he/she must repeat the course in the next term offering. If a student earns an F in any M.B.A. course (except ACCT 511, ECON 512, and FINC 514), then the student will be terminated from the program.

Time-to-Degree Completion Plan

The joint program is estimated to be completed in eight semesters.

Health Informatics & Analytics (M.S.H.I.)

The master of science in health informatics and analytics (M.S.H.I.) prepares graduates with the knowledge and skills necessary to be leaders in the field of health informatics and analytics. Students will learn how to plan, budget, implement, manage and analyze the informatics systems and data vital to the functioning of all departments in hospitals, medical and dental practices, skilled nursing facilities, home health, community and public health settings, and all other facets of the healthcare delivery infrastructure. Through didactic and experiential learning, graduates will know how to use the potential of health informatics and analysis for improving patient safety, decreasing medical errors, cutting costs, increasing access, and facilitating interprofessional teams.

Health Informatics & Analytics: 39-40 Credits

Health Informatics Core: 30-31 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- HIIM 500 - Introduction to Biomedical Informatics and Analytics (3) *
- HIIM 501 - Survey of Health Informatics and Analytics Infrastructure (3)
- HIIM 502 - Electronic Health Records in Diverse Practice Settings (4)
- HIIM 503 - Structured/Unstructured Data Design and Analysis (4) *
- HIIM 504 - Current Topics in Health/Biomedical Informatics (2)
- HIIM 505 - Healthcare Information Technology Project Management (3)
- HIIM 506 - Quantitative Methods for Healthcare (3)
- HIIM 600 - Managing the Health Informatics and Analytics System (3)
- MHCA 601 - Healthcare Ethics (3)

Health Informatics Electives: 6 Credits

Choose 6 credits of graduate-level courses on approved list or as approved by advisor.

Health Informatics Capstone: 3 Credits

- HIIM 699 - Health Informatics and Analytics Capstone (3)

Total Required Credits: 39-40

*The following are acceptable course substitutions:

- HIIM 650 can sub for HIIM 500; HIIM 653 (3) can sub for HIIM 503 (4); MHCA 520 can sub for HIIM 505

NOTE: It is recommended that students take the core courses in the sequence listed, but **after** completing PHLT 500 and HIIM 500 or HIIM 650.

Healthcare Administration (M.H.C.A.)

The master of healthcare administration (M.H.C.A.) is the terminal degree required for executive management positions in healthcare. The Samford University M.H.C.A. program provides a competency-based curriculum that prepares students for leadership roles within a variety of different healthcare settings. The M.H.C.A. is an online, five-semester synchronous program. The curriculum is designed to provide mastery in communication, leadership, professionalism, business knowledge, and healthcare systems competencies as well as a competitive edge in project management and quality improvement. A minimum 120-hour internship is required for students with less than five years clinical or healthcare management experience. Students who have the minimal five years of experience may elect to complete an Advanced Leadership Project with a senior healthcare executive mentor.

Healthcare Administration: 48 Credits

Healthcare Administration Core: 45 Credits

- MHCA 500 - Healthcare Systems (3) *
- MHCA 501 - Healthcare Statistics and Research Methods (3) *
- MHCA 502 - Healthcare Information and Informatics Management (3) *
- MHCA 503 - Healthcare Management (3) *
- MHCA 510 - Healthcare Financial Management and Budgeting (3) *
- MHCA 511 - Healthcare Policy and Law (3) *
- MHCA 512 - Healthcare Economics (3) *
- MHCA 520 - Healthcare Project Management (3)
- MHCA 521 - Healthcare Human Resource Management (3)
- MHCA 522 - Healthcare Leadership and Professionalism (3)

- MHCA 600 - Healthcare Patient Safety and Quality (3)
- MHCA 601 - Healthcare Ethics (3)
- MHCA 602 - Healthcare Organizational Dynamics and Governance (3)
- MHCA 610 - Healthcare Strategic Management and Marketing (3)
- MHCA 611 - Healthcare Administration Graduate Capstone (3)

Healthcare Administration Internship/Practice: 3 Credits (choose one)

- MHCA 612 - Healthcare Administration Graduate Internship (3)
- MHCA 613 - Healthcare Administration Advanced Leadership Practice (3)

Total Required Credits: 48

*The following are acceptable course substitutions:

- | | |
|--|---------------------------------|
| • PHLT 500 can sub for MHCA 500 | • MHCA 619 can sub for MHCA 511 |
| • PHLT 504 can sub for MHCA 501 | • MHCA 622 can sub for MHCA 512 |
| • HIIM 500/HIIM 650 can sub for MHCA 502 | • PHLT 608 can sub for MHCA 522 |
| • MHCA 603 can sub for MHCA 503 | • PHLT 610 can sub for MHCA 610 |
| • MHCA 614 can sub for MHCA 510 | |

Healthcare Administration w/Conc in Dietetic Internship (M.H.C.A.)

Students pursuing the master of healthcare administration (M.H.C.A.) may also declare a concentration in dietetic internship, leading to both the M.H.C.A. degree and the dietetic internship certificate (CRH-DIET). Students must apply and meet the admission criteria, as well as adhere to the academic policies and standards, of each program. The 70-hour program is offered fully online.

Healthcare Administration: 45 Credits

Healthcare Administration Core: 42 Credits

- MHCA 500 - Healthcare Systems (3) *
- MHCA 501 - Healthcare Statistics and Research Methods (3) *
- MHCA 502 - Healthcare Information and Informatics Management (3) *
- MHCA 503 - Healthcare Management (3) *
- MHCA 510 - Healthcare Financial Management and Budgeting (3) *
- MHCA 511 - Healthcare Policy and Law (3) *
- MHCA 512 - Healthcare Economics (3) *
- MHCA 520 - Healthcare Project Management (3)
- MHCA 521 - Healthcare Human Resource Management (3)
- MHCA 600 - Healthcare Patient Safety and Quality (3)
- MHCA 601 - Healthcare Ethics (3)
- MHCA 602 - Healthcare Organizational Dynamics and Governance (3)
- MHCA 610 - Healthcare Strategic Management and Marketing (3)
- MHCA 611 - Healthcare Administration Graduate Capstone (3)

Healthcare Administration Internship: 3 Credits

- MHCA 612 - Healthcare Administration Graduate Internship (3)

Dietetic Internship: 25 Credits

Dietetic Internship Didactic Courses: 12 Credits

- NUTR 501 - Nutrition Counseling and Wellness Promotion (3)
- NUTR 502 - Community Nutrition (3)
- NUTR 503 - Management Leadership in Nutrition and Dietetics (3)
- NUTR 510 - Research Methods and Applications in Dietetics (3)

Dietetic Internship Supervised Practice: 10 Credits

- NUTR 511 - Supervised Practice (2-4) (repeat for a total of 10 credits)

Dietetics Capstone: 3 Credits

- NUTR 509 - Culminating Dietetic Internship Practicum (3)

Total Required Credits: 70

*The following are acceptable course substitutions:

- | | |
|--|---------------------------------|
| • PHLT 500 can sub for MHCA 500 | • MHCA 614 can sub for MHCA 510 |
| • PHLT 504 can sub for MHCA 501 | • MHCA 619 can sub for MHCA 511 |
| • HIIM 500/HIIM 650 can sub for MHCA 502 | • MHCA 622 can sub for MHCA 512 |
| • MHCA 603 can sub for MHCA 503 | • PHLT 610 can sub for MHCA 610 |

*This program is under review and subject to change.

Graduate Healthcare Administration Minor

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

The graduate healthcare administration minor provides students in any graduate program at Samford University the ability to gain knowledge, skills, and competencies needed to understand the fundamentals of managing healthcare units and organizations. This program is designed to provide an overall background in healthcare administration core principles and knowledge needed to those wishing to pursue leadership and management roles in healthcare organizations and closely related fields. The program is especially helpful to graduate students and professional students who plan to assume or pursue leadership and management roles and responsibilities in a clinical setting.

Graduate Healthcare Administration Minor: 18 Credits

Healthcare Administration Core: 15 Credits

- MHCA 500 - Healthcare Systems (3)*
- MHCA 503 - Healthcare Management (3)*
- MHCA 510 - Healthcare Financial Mgt/Budgeting (3)*
- MHCA 522 - Healthcare Leadership/Professionalism (3)
- MHCA 601 - Healthcare Ethics (3)

Healthcare Administration Elective: 3 Credits (choose one course from the following)

- MHCA 501 - Healthcare Stats/Research Methods (3)*
- MHCA 502 - Healthcare Info/Informatics Mgt (3)*
- MHCA 511 - Healthcare Policy and Law (3)*
- MHCA 512 - Healthcare Economics (3)*
- MHCA 520 - Healthcare Project Management (3)
- MHCA 521 - Healthcare Hum Resource Mgt (3)
- MHCA 600 - Healthcare Patient Safety/Qual (3)
- MHCA 602 - Healthcare Org Dynamics/Gov (3)
- MHCA 610 - Healthcare Strat Mgt/Marketing (3)

Total Required Credits: 18

*The following are acceptable course substitutions:

- PHLT 500 can sub for MHCA 500
- PHLT 504 can sub for MHCA 501
- HIIM 500/HIIM 650 can sub for MHCA 502
- MHCA 603 can sub for MHCA 503
- MHCA 614 can sub for MHCA 510
- MHCA 619 can sub for MHCA 511
- MHCA 622 can sub for MHCA 512
- PHLT 608 can sub for MHCA 522
- PHLT 610 can sub for MHCA 610

Graduate Healthcare Administration Quality Minor

IMPORTANT NOTE: Program is under review and subject to change/closure/replacement. Program is closed to new admits.

The graduate healthcare administration quality minor provides students in any graduate program at Samford University the ability to gain knowledge, skills, and competencies needed to understand the fundamentals of quality improvement and management in healthcare units and organizations. This program is designed to provide an overall background in healthcare quality improvement core principles and knowledge needed to those wishing to pursue careers with quality management roles in healthcare organizations and closely related fields. The program is especially helpful to graduate students and professional students who plan to assume or pursue quality management roles and responsibilities in a clinical setting.

Graduate Healthcare Administration Quality Minor: 18 Credits

Healthcare Administration Quality Core: 15 Credits

- MHCA 500 - Healthcare Systems (3)*
- MHCA 501 - Healthcare Stats/Research Methods (3)*
- MHCA 511 - Healthcare Policy and Law (3)*
- MHCA 520 - Healthcare Project Management (3)
- MHCA 600 - Healthcare Patient Safety and Quality (3)

Healthcare Administration Quality Elective: 3 Credits (choose one from the following)

- MHCA 502 - Healthcare Info/Informatics Mgt (3)*
- MHCA 503 - Healthcare Management (3)*
- MHCA 510 - Healthcare Fin Mgt/Budgeting (3)*
- MHCA 512 - Healthcare Economics (3)*
- MHCA 521 - Healthcare Hum Resource Mgt (3)
- MHCA 522 - Healthcare Leadership/Profess (3)
- MHCA 601 - Healthcare Ethics (3)
- MHCA 602 - Healthcare Org Dynamics/Gov (3)
- MHCA 610 - Healthcare Strat Mgt/Marketing (3)

Total Required Credits: 18

*The following are acceptable course substitutions:

- PHLT 500 can sub for MHCA 500
- PHLT 504 can sub for MHCA 501
- HIIM 500/HIIM 650 can sub for MHCA 502
- MHCA 603 can sub for MHCA 503
- MHCA 614 can sub for MHCA 510
- MHCA 619 can sub for MHCA 511
- MHCA 622 can sub for MHCA 512
- PHLT 608 can sub for MHCA 522
- PHLT 610 can sub for MHCA 610

Nutrition and Dietetics

Faculty

Suresh T. Mathews, Chair; Professor
Keith E. Pearson, Assistant Professor
Amy C. Cameron, Instructor; Director, Dietetic Internship
Megan H. Kaal, Instructor, Clinical Coordinator

Mission

The mission of the Samford University Department of Nutrition and Dietetics is to provide a comprehensive study of all areas of food, nutrition, and dietetics. The nutrition and dietetics major, foods and nutrition major, dietetic internship, and master of science in nutrition programs all offer students the opportunity to pursue knowledge and competency in a distinctive Christian environment. Faculty are committed to preparing graduates who are well-informed, scientifically and empirically competent, and ethically responsible. Graduates are capable of entering successful careers in foods, nutrition, dietetics, and healthcare, while contributing to the needs of their community and society at large.

Graduate Programs and Requirements

Degree/Major

Master of Science (M.S.)
Nutrition
Nutrition with a Concentration in Dietetic Internship

Certificate

Dietetic Internship

Joint Degree Pathway Program

Master of Science in Nutrition/Doctor of Pharmacy (M.S./ Pharm.D.)

Older Program*

Master of Science (M.S.)
Nutrition with a Concentration in Clinical Nutrition

The Department of Nutrition and Dietetics offers an online master of science degree (M.S.) in nutrition. The goal of the program is to prepare students and dietitians for positions in healthcare, research, academia, community settings, or the private sector.

The M.S. in nutrition with a concentration in dietetic internship provides students with the supervised practice experience needed to fulfill the competences for dietitians established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Students are required to complete a capstone/culminating research project in nutrition science, community nutrition, or public health. All classes are offered online and students may pursue either fulltime or part-time study for all programs. The coursework, research experiences, internships, and certifications prepare students for careers in academia, hospitals, long-term care, schools, wellness programs, industry, government, and public health.

The department also offers a stand-alone, graduate-level dietetic internship certificate.

In cooperation with the McWhorter School of Pharmacy, the department offers a joint degree leading to both a master of science (M.S.) in nutrition and a doctor of pharmacy (Pharm.D.). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Additionally, in cooperation with the Department of Healthcare Administration and Informatics, the Nutrition and Dietetics Department offers a dietetic internship concentration that can be added to the master of healthcare administration (M.H.C.A.). For more information about that option, see the Healthcare Administration and Informatics Department.

*This concentration is being phased out and is closed to new admits.

Master of Science: Nutrition (M.S.)

The master of science degree (M.S.) in nutrition provides advanced training in human nutrition science. The program can be combined with a dietetic internship which provides students with the supervised practice experience needed to fulfill the competences for dietitians established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Admission Requirements

Applicants must:

1. Possess a baccalaureate degree in any field from an accredited college or university, or be in the senior year of undergraduate study.
2. Have a minimum cumulative GPA of 3.00 on a 4.00 scale.
3. Achieve a C or better in all prerequisite courses. All prerequisite courses must have been completed within 10 years prior to application. Required prerequisite courses include mathematics, general chemistry, organic chemistry, biochemistry, anatomy and physiology I and II, and introductory nutrition.
4. Submit valid GRE, MCAT, or DAT scores:
 - a. GRE minimum scores: Verbal: 153; Quantitative: 144; Analytical: 4.0
 - b. MCAT equivalent of 492
 - c. DAT minimum score of 14
5. Submit three letters of reference through the application system. References should be from 1) a current or previous professor, 2) a work supervisor, and 3) a registered dietitian or another current or previous professor.
6. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (internet) on the Test of English as a Foreign Language (TOEFL).
7. If accepted, a non-refundable fee of \$1,000 is required to secure admission into the program. This fee is applied to the first semester's tuition.
8. Exceptions to any admission requirements may be considered on an individual basis.

Transfer Credit

Students may transfer up to 9 hours (3 hours if completing the M.S. and dietetic internship concomitantly) of graduate credit from another regionally-accredited college or university. Students must complete the Credit Transfer Request Form and send to the program director along with a copy of the syllabus from the course in which the student desires to transfer graduate credit. Requests for institutional graduate credit transfer must be approved by the Samford instructor who teaches the analogous course, the program director, and the chair of the department. Students are not able to use credit from other institutions in place of taking NUTR 610 (Capstone Project in Nutrition), which must be completed at Samford University. Requests for graduate credit transfer are typically made during the application process or immediately after admission to the program. Requests at all other times will be considered on a case-by-case basis at the discretion of the program director.

Progression Policies

In order to progress in the Master of Science (MS) in nutrition program, the student must:

1. Maintain a cumulative GPA of 3.00 or above on all coursework.
2. Make a grade of B or better in each required or prescribed course in the M.S. in nutrition curriculum. Note: A grade of C or lower constitutes failure in any required or prescribed course in the M.S. in nutrition curriculum.
3. A student will be allowed to take a failed M.S. in nutrition course one additional time, but must make a B or above for a passing grade.
4. Failure in a course may cause an interruption in the student's matriculation in terms of scheduling courses.
5. A student who fails (C or lower) two M.S. in nutrition courses will be terminated from the program.
6. A student may not enroll in any M.S. in nutrition course more than twice.
7. A student who fails to successfully complete a required M.S. in nutrition course within one calendar year of academic probation notification will be dismissed from the program.
8. Students must be aware that matters of plagiarism, unethical, unprofessional, or unsafe conduct may result in immediate dismissal from the M.S. in nutrition program.

Students may not receive any grades lower than B for M.S. in nutrition courses. Courses with grades lower than B may be retaken one time. When a course is retaken, both grades remain on the transcript and both are used in calculating the student's grade point average (GPA). Students must maintain a GPA of 3.00 or higher and may not retake more than two courses during their M.S. in nutrition program. Students whose GPA falls below 3.00 will be placed on academic probation and will not be permitted to take more than nine credit hours during any semester they retake courses. Students who remain on academic probation for more than two semesters or students who receive a grade lower than B in two or more courses will be terminated from the M.S. in nutrition program. Students retain the right to appeal termination decisions via the grievance procedure outlined in the M.S. in nutrition student handbook.

Dietetic Internship Certificate

The dietetic internship program has been accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). It qualifies graduates to take the exam for professional credentialing as a Registered Dietitian (RD). The program of study has a concentration in community nutrition and public health, and consists of four graduate courses and 1,200+ supervised practice internship hours completed in healthcare organizations and other community-based settings. Interns complete the program with 25 graduate credits which may be applied toward the master's degree (M.H.C.A., M.P.H., or M.S.). The university awards a certificate to the program's graduates.

Admission Requirements

Applicants to Samford's dietetic internship program must complete the online centralized internship application, DICAS. The fee to use DICAS is \$40 for the first application submitted and \$20 for each additional internship application. All applications become the property of the Dietetic Internship at Samford University and will not be returned. Digital Matching: Applicants must also register online at D&D Digital for computer matching and select dietetic internship priority choices. There is a \$50 computer matching fee.

Additional requirements:

1. Possess a baccalaureate degree from an accredited college or university.
2. Possess an official Verification Statement of Completion or Declaration of Intent to Complete from an accredited Didactic Program in Dietetics (DPD), with original signatures issued within the last 5 years.
3. Have a minimum cumulative GPA of 3.00 on a 4.00 scale.
 - a. GRE minimum scores: Verbal: 153; Quantitative: 144; Analytical: 4.0
 - b. MAT minimum score: 402
4. Have a minimum GPA of 3.20 on a 4.00 scale of all major courses.
5. Have a minimum GPA of 2.75 on a 4.00 scale in all science courses.
6. Submit a résumé.
7. Submit three letters of reference through the application system. Two references must be from a prior faculty member, academic advisor, or other professional who has supervised the applicant's academic studies; the other professional reference may be from an employer or other who can provide a knowledgeable testament regarding character, ethics, responsibility, potential for success, and other attributes which predict an applicant's favorable performance in an internship.
8. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (internet) on the Test of English as a Foreign Language (TOEFL).
9. Submit a Kira video interview. A link will be provided upon submission of the application.
10. Possess 150 hours or more dietetics-related and/or food service work experience, volunteer or paid.
11. Exceptions to any admission requirements will be handled on an individual basis.
12. If accepted, a non-refundable fee of \$500 is required to secure admission into the program. This fee is applied to the first semester's tuition.

To apply, go to <https://portal.dicas.org>.

Progression Policies

In order to progress in the post-baccalaureate certificate program in Dietetic Internship (DI), the intern must:

1. Maintain a cumulative GPA of 3.00 or above on all coursework.
2. Make a grade of B or better in each required or prescribed course in the Dietetic Internship curriculum. Note: A grade of C or lower constitutes failure in any required or prescribed course in the Dietetic Internship curriculum.
3. An intern will be allowed to take a failed Dietetic Internship course one additional time but must make a B or above for a passing grade.
4. Failure in a course may cause an interruption in the intern's matriculation in terms of scheduling courses.
5. An intern who fails (C or lower) two Dietetic Internship courses will be terminated from the department.
6. An intern may not enroll in any Dietetic Internship course more than twice.
7. An intern who fails to successfully complete a required Dietetic Internship course within one calendar year of academic probation notification will be dismissed from the program.
8. Interns must be aware that matters of plagiarism, unethical, unprofessional, or unsafe conduct may result in immediate dismissal from the Dietetic Internship program.

A minimum GPA of 3.00 is required to be awarded the Dietetic Internship Certificate. An intern must earn a B or higher in a Supervised Practice course (rotation) before moving onto the next course or rotation. Courses with grades lower than B may be retaken one time. When a course is retaken, both grades remain on the transcript and both are used in calculating the intern's grade point average (GPA). Interns may not retake more than two courses during their DI program. Interns whose GPA falls below 3.00 will be placed on academic probation and will not be permitted to take more than nine credit hours during any semester they retake courses. Interns who remain on academic probation for more than two semesters and interns who receive a grade lower than B in two or more courses will be terminated from the DI program. Interns retain the right to appeal termination decisions via the grievance procedure outlined in the DI intern handbook.

Nutrition (M.S.)

The master of science degree (M.S.) in nutrition provides advanced training in human nutrition science. The program can be combined with a dietetic internship, which provides students with the supervised practice experience needed to fulfill the competences for dietitians established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Nutrition: 33-34 Credits

Nutrition Core: 17 Credits

- NUTR 503 - Management Leadership in Nutrition and Dietetics (3)
- NUTR 600 - Advanced Nutrition and Metabolism (4)
- NUTR 601 - Advanced Clinical Nutrition (3)
- NUTR 602 - Nutrition Seminar (1)
- NUTR 611 - Research Methods and Applications (3)
- PHLT 504 – Biostatistics for Public Health Professionals (3)

Directed Elective: 13-14 Credits (choose 13-14 credits from the following)

- NUTR 501 - Nutrition Counseling and Wellness Promotion (3)
- NUTR 502 - Community Nutrition (3)
- NUTR 604 - Diabetes Care (3)
- NUTR 605 - Nutrigenomics (3)
- NUTR 606 - Dietary Supplements and Functional Foods (3)
- NUTR 609 - Current Topics in Nutrition (1-3)
- NUTR 612 - Pediatric Nutrition (3)
- NUTR 613 - Nutrition in the Older Adult (2)
- NUTR 699 - Independent Study in Nutrition (1-3)

Nutrition Capstone: 3 Credits

- NUTR 610 - Capstone Project in Nutrition (3)

Total Required Credits: 33-34

Nutrition w/a Concentration in Dietetic Internship (M.S.)

The master of science degree (M.S.) in nutrition with a concentration in dietetic internship provides students with the supervised practice experience needed to fulfill the competences for dietitians established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Nutrition w/Dietetic Internship Concentration: 40-41 Credits

Nutrition Core: 17 Credits

- NUTR 503 - Management Leadership in Nutrition and Dietetics (3)
- NUTR 600 - Advanced Nutrition and Metabolism (4)
- NUTR 601 - Advanced Clinical Nutrition (3)
- NUTR 602 - Nutrition Seminar (1)
- NUTR 611 - Research Methods and Applications (3)
- PHLT 504 - Biostatistics-Public Health Prof (3)

Directed Elective: 10-11 Credits (choose 10-11 credits from the following)

- NUTR 501 - Nutrition Counseling and Wellness Promotion (3)
- NUTR 502 - Community Nutrition (3)
- NUTR 604 - Diabetes Care (3)
- NUTR 605 - Nutrigenomics (3)
- NUTR 606 - Dietary Supplements and Functional Foods (3)
- NUTR 609 - Current Topics in Nutrition (1-3)
- NUTR 612 - Pediatric Nutrition (3)
- NUTR 613 - Nutrition in the Older Adult (2)
- NUTR 699 - Independent Study in Nutrition (1-3)

Nutrition Capstone: 3 Credits

- NUTR 509 - Culminating Dietetic Internship Practicum (3)

Dietetic Internship Supervised Practice: 10 Credits

- NUTR 511 - Supervised Practice (2-4) (repeat for a total of 10 credits)

Total Required Credits: 40-41

Dietetic Internship Certificate

The dietetic internship program has been accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). It qualifies graduates to take the exam for professional credentialing as a Registered Dietitian (RD). The program of study has a concentration in community nutrition and public health, and consists of four graduate courses and 1,200+ supervised practice internship hours completed in healthcare organizations and other community-based settings. Interns complete the program with 25 graduate credits which may be applied toward the master's degree (M.H.C.A., M.P.H., or M.S.). The university awards a certificate to the program's graduates.

Dietetic Internship: 25 Credits

Didactic Courses: 12 Credits

- NUTR 501 - Nutrition Counseling and Wellness Promotion (3)
- NUTR 503 - Management Leadership in Nutrition and Dietetics (3)
- NUTR 601 - Advanced Clinical Nutrition (3)
- NUTR 611 - Research Methods and Applications (3)

Nutrition Capstone: 3 Credits

- NUTR 509 - Culminating Dietetic Internship Practicum (3)

Dietetic Internship Supervised Practice: 10 Credits

- NUTR 511 - Supervised Practice (2-4) (repeat for a total of 10 credits)

Total Required Credits: 25

Nutrition w/a Concentration in Clinical Nutrition (M.S.)

IMPORTANT NOTE: This program is being phased out and is closed to new admits.

The master of science degree (M.S.) in nutrition, with a concentration in clinical or general nutrition, provides advanced training in human nutrition science. The program can be combined with a dietetic internship, which provides students with the supervised practice experience needed to fulfill the competences for dietitians established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Nutrition w/Clinical Nutrition Concentration: 34 Credits

Nutrition Core: 10 Credits

- NUTR 510 - Research Methods/Applications in Dietetics (3)
- NUTR 600 - Advanced Nutrition and Metabolism (4)
- NUTR 602 - Nutrition Seminar (1)

Nutrition Capstone: 3 Credits

- NUTR 610 - Capstone Project in Nutrition (3)

Biostatistics: 3 Credits (choose one course)

- PHLT 504 - Biostatistics for Public Health Professionals (3)
- NURG 702 - Biostatistics (3)

Clinical Nutrition Concentration: 18 Credits

- NUTR 501 - Nutrition Counseling and Wellness Promotion (3)
- NUTR 601 - Advanced Clinical Nutrition (3)
- NUTR 603 - Obesity and Weight Management (3)
- NUTR 604 - Diabetes Care (3)
- NUTR 605 - Nutrigenomics (3)
- NUTR 606 - Dietary Supplements and Functional Foods (3)

Total Required Credits: 34

Public Health - Graduate

Faculty

Melissa Galvin Lumpkin, Chair, Professor
Monique Ahinee Amamoo, Professor; Director, Graduate Program
Rachel Casiday, Associate Professor; Director, Experiential Learning
Kimberly Davey, Associate Professor; Director, Undergraduate Program

Graduate Programs and Requirements

Degree/Major

Master of Public Health (M.P.H.)
Master of Public Health (M.P.H.) with an optional Concentration in Community Public Health, Nutrition, or Public Health Management

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Public Health (B.S./M.P.H.)

Joint Degree Pathway Programs

Master of Public Health/Doctor of Pharmacy (M.P.H./Pharm.D.)
Master of Public Health/Master of Social Work (M.P.H./M.S.W.)

The Department of Public Health offers the master of public health degree (M.P.H.) with three concentrations: community public health, nutrition, or public health management. The department also offers a fast-track version that allows students to graduate with a bachelor's degree in their selected major and an M.P.H. See the Samford University Undergraduate Catalog for more information.

The department also offers two joint degree pathway programs: one in cooperation with the Department of Social Work, leading to both a master of public health (M.P.H.) and a master of social work (M.S.W.); one in cooperation with the McWhorter School of Pharmacy, leading to both an M.P.H. and a doctor of pharmacy (Pharm.D.). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Additionally, the department offers a coordinated degree option in cooperation with the Department of Nutrition and Dietetics for an M.P.H. with a Dietetic Internship Certificate (CRH-DIET). This degree/certificate combination does not share credits.

The department also offers a doctor of public health degree (DrPH). This 45-credit online degree is an interdisciplinary program drawing from all departments within the School of Public Health. Students will choose one of two concentrations: health management and policy or population health analytics and decision-making. For more information, see the Public Health Doctoral Programs and Requirements section.

Master of Public Health (M.P.H.)

The master of public health (M.P.H.) degree program prepares students to become leading public health professionals capable of addressing current global health problems through multidisciplinary approaches that apply the latest scientific knowledge. The program is designed for health professionals who wish to expand their skills, knowledge, and expertise, and for students who wish to build a career in public health. The M.P.H. is online, which allows flexibility for working professionals and students concurrently enrolled in other programs at Samford. Three concentrations are available in community public health, nutrition, or public health management.

Admission Requirements

1. Possess a baccalaureate degree or higher from an accredited college or university (degree in any field).
2. Obtain a cumulative GPA of at least 3.00 on a 4.00 scale. If the applicant's GPA is below a 3.00, a GRE or MAT score may be submitted for possible conditional admission (Minimum scores: Verbal: 153; Quantitative: 14; Analytical: 4.0).
3. Achieve a "B" or better in all "major" courses.
4. Submit three letters of reference through the application system. The three required references should be from a) current or previous professor, b) work supervisor, and c) professional colleague.
5. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer) or 80 (internet) on the Test of English as a Foreign Language (TOEFL).
6. Upon acceptance, a non-refundable fee of \$500 is required to secure admission into the program. This fee is applied to the first semester's tuition.
7. Exceptions to any of the admission requirements may be considered on an individual basis.

Academic Policies

Students in the M.P.H. program must maintain an overall 3.00 GPA in all graduate work. Graduate students who receive a grade below a B in any required course or who cumulative GPA falls below a 3.00 will be placed on academic probation.

Transfer Credit

Up to 12 semester credit hours of appropriate and approved graduate coursework completed at another accredited university may be substituted for program course requirements. Coursework requested to be transferred must have been completed with a grade of at least a B in each course.

M.P.H. Program Outcomes

Students who have completed the M.P.H. degree will be able to demonstrate broad knowledge and skills based in the core areas of public health and will be able to:

- Apply epidemiologic methods to the measurement of disease rates, prevention of infectious diseases, and the development and evaluation of health programs and policies.
- Apply statistical methods of estimation and hypothesis testing and explain the basics of correlation and regression for the purpose of analyzing the health of populations.
- Analyze how environmental contaminants (chemical, physical, and other exposures) interact with biological systems and their effect on human populations for the purpose of evaluating risk reduction strategies.
- Assess the impact on health policy options of social, political, technological, economic, and cultural forces, and apply basic management techniques to address organizational challenges to providing health care.
- Examine public health issues and responses from a social and behavioral sciences perspective and explain social, cultural, political, economic, and behavioral determinants of disparities in health status.
- Demonstrate knowledge and skills for effective practice in selected field of study.

Time Limit

All students must complete the M.P.H. within a period of five years from the academic session of first admission.

Joint Degree Pathway Program

Master of Public Health/Master of Social Work (M.P.H./M.S.W.)

The M.P.H./M.S.W. joint degree program, offered in collaboration between the Department of Public Health and the Department of Social Work, both within the School of Public Health, allows students to use credits from each department as part of the other department's degree, thereby reducing the total number of hours for the two degrees combined. Because each program is able to accept courses from the other program to satisfy elective requirements, and because research and internship experiences are shared, time to degree completion is also shortened significantly.

Public Health w/a Conc in Community Public Health (M.P.H.)

A concentration in community public health will support the student's experience in gaining a foundational understanding of public health and how it impacts communities and populations here at home and around the world. The courses associated with this concentration focus on social determinants and their impact on the collective well-being of community members, like socioeconomic status, medical and education resources, physical environments, and social context.

Public Health w/Community Public Health Concentration: 42 Credits

Public Health Core: 21 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning & Management of Public Health Programs (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)

Community Public Health Concentration: 21 Credits

- PHLT 509 - Cultural Dimensions of Health (3)
 - PHLT 533 - Communication Skills for the Health Professional (3)
 - SOWK 554 - Disaster Preparedness and Response (3)
- AND
- Public Health Approved Electives:** (choose 12 credits from the following)
- PHLT 503 - Environmental Health (3)
 - PHLT 610 - Strategic Management of Healthcare (3)
 - SOWK 550 - Substance Abuse Assessment and Treatment (3)
 - SOWK 557 - Social Work with Refugee and Migrant Populations (3)
 - Or a public health elective approved by graduate director (3)

Total Required Credits: 42

Public Health w/a Conc in Nutrition (M.P.H.)

A concentration in public health nutrition applies the principles of these individuals fields (nutrition and public health) to design programs, systems, policies, and environments that aim to improve or maintain the optimal health of populations and targeted groups. While the study of clinical nutrition focuses on the impact of food within the body, public health nutrition studies the influential factors of nutrition outside the body.

Public Health w/Nutrition Concentration: 42 Credits

Public Health Core: 21 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning & Management of Public Health Programs (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)

Nutrition Concentration: 21 Credits

- NUTR 500 - Principles of Human Nutrition (3) *or*
 - NUTR 501 - Nutrition Counseling and Wellness Promotion (3)* AND
 - NUTR 502 - Community Nutrition (3) *or*
 - NUTR 601 - Advanced Clinical Nutrition (3)* AND
 - NUTR 611 - Research Methods and Applications (3)
AND
- Public Health Approved Electives:** (choose 12 credits from the following)
- PHLT 503 - Environmental Health (3)
 - PHLT 509 - Cultural Dimensions of Health (3)
 - PHLT 533 - Communication Skills for the Health Professional (3)
 - PHLT 601 - Global Health Systems (3)
 - PHLT 610 - Strategic Management of Healthcare (3)
 - NUTR 509 - Culminating Dietetic Internship Practicum (3)*
 - NUTR 511 - Supervised Practice (2-4)*
 - Or a public health elective approved by graduate director (3)*

Total Required Credits: 42

*These courses available to Dietetic Internship students only.

Public Health w/a Conc in Public Health Management (M.P.H.)

The demand for public health professionals is growing exponentially, so naturally, the need for individuals who can lead and manage these public health entities is at an all-time high. By adding a concentration in public health management, you will be equipped with the knowledge and skills to manage people, data and programs designed to champion health, wellness, and prevention in a variety of specialties.

Public Health w/Public Health Management Concentration: 42 Credits

Public Health Core: 21 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning & Management of Public Health Programs (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)

Public Health Management Concentration: 21 Credits

- HIIM 650 - Introduction to Biomedical Informatics and Analytics (3)
 - MHCA 521 - Healthcare Human Resource Management (3)
 - PHLT 610 - Strategic Management of Healthcare (93)
AND
- Public Health Approved Electives:** (choose 12 credits from the following)
- MHCA 602 - Healthcare Organizational Dynamics and Governance (3)
 - MHCA 614 - Healthcare Financial Management and Budgeting (3)
 - MHCA 619 - Health Policy and Law (3)
 - MHCA 622 - Healthcare Economics (3)
 - PHLT 533 - Communication Skills for the Health Professional (3)
 - Or a public health elective approved by graduate director (3)

Total Required Credits: 42

Public Health - Doctoral

Doctoral Programs and Requirements

Degree/Major

Doctor of Public Health (DrPH) with a Concentration in
Health Management and Policy or Population Health Analytics and Decision-Making

The Department of Public Health offers a doctor of public health degree (DrPH). This 45-46 credit online degree is an interdisciplinary program drawing from all departments within the School of Public Health. Students will also choose one of two concentrations: health management and policy or population health analytics and decision-making.

Doctor of Public Health (DrPH)

The doctor of public health (DrPH) is a practice degree. The primary career orientation of graduates is to provide leaders for the public health sector. While some graduates at some point in their career may enter academia, this is not the central goal of the program. The Samford DrPH degree is an interdisciplinary program drawing from strengths within each department in the School of Public Health. Students in the program receive an advanced education in the scholarship of knowledge translation, the development of a broad understanding of all aspects of public health, through integration of multiple disciplines, and the ability to rigorously apply scientific findings to address complex problems of public health policy and practice. The curriculum is designed to provide mastery of high-level competencies in management, innovation, and analytics. Students will complete a core as well as coursework in one of the concentrations (health management and policy or population health analytics and decision making). All coursework is offered online.

Admission Requirements

1. Applicants must have an M.P.H., M.H.A. (or M.H.C.A.), M.S.P.H., M.S.W., or other relevant master's degree from an accredited institution, with a minimum GPA of 3.00. Applicants must submit transcripts for all college-level coursework.
2. Three letters of recommendation.
3. Personal statement.
4. Writing sample.
5. Student must be able attend to DrPH Institutes on campus

Transfer Credit

A maximum of 12 hours may apply towards this program, pending approval of the program director.

Progression Policies

1. Upon the recommendation of the faculty, students in good standing with the university, who have completed all requirements of the curriculum, are granted the DrPH degree.
2. Students may not receive any grades lower than B for the DrPH courses and must maintain a 3.00 GPA at all times. Courses with grades lower than B may be re-taken one time. When a course is re-taken, both grades remain on the transcript and both are used in calculating the student's GPA.
3. Students must maintain a GPA of 3.0 or higher and may not re-take more than two courses during their doctor of public health studies. Students whose GPA falls below 3.00 will be placed on academic probation and will not be able to take more than three courses. Students who remain on academic probation for more than two semesters and students who receive a grade lower than B in more than two courses will be terminated from the doctor of public health program.

Time Limit

All courses required for the doctor of public health must be completed within a period of five years from the academic session of first admission.

Time-to-Degree Completion Plan

The program is designed to be completed in five terms, or approximately one-and-a-half to two years.

Public Health (DrPH) w/a Conc in Health Management & Policy

The health management and policy concentration empowers graduates with the knowledge and confidence to:

- Integrate strategic, financial, human resource, and program management principles to develop health programs, policies, organizations, and systems that address health priorities and goals.
- Assess health problems using legal and ethical frameworks.
- Integrate economic principles and organizational theories to improve the clinical and financial performance of health organizations and systems.
- Apply statistical methods to economic data to inform policy and practice decision making.
- Evaluate health policies to determine their impact on population health outcomes and resources.
- Develop advocacy strategies to promote policy change.

Public Health w/Health Management & Policy Concentration: 46 Credits

Public Health Core: 24 Credits

- MHCA 603 - Healthcare Management (3)
- MHCA 614 - Healthcare Financial Management and Budgeting (3)
- NURG 710 - Teaching-Learning Principles (3)
- NUTR 611 - Research Methods and Applications (3)
- PHLT 606 - Public Health Planning and Evaluation (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 610 - Strategic Management of Healthcare (3)
- PHLT 630 - Evidence-Based Decision-Making in Public Health (3)

Health Management & Policy Concentration: 13 Credits

- MHCA 602 - Healthcare Organizational Dynamics and Governance (3)
- MHCA 622 - Healthcare Economics (3)
- PHLT 720 - Applied Statistics for Public Health Policy (4)
- SOWK 665 - Policy Analysis and Advocacy (3)

Doctoral Seminars: 0 Credits

- Grant writing, Scholarly Communication, etc.

Applied Practice/Integrative Experiences: 9 Credits

- PHLT 795 - DrPH Applied Practice Experience (3)
- PHLT 799 - Integrative Experience (3-6)

Total Required Credits: 46

Public Health (DrPH) w/a Concentration in Population Health Analytics & Decision-Making

By completing the population health analytics and decision-making concentration, graduates will be equipped with the knowledge and skills to:

- Select and utilize appropriate data analytics tools and statistical packages in support of public health decision making.
- Identify, manage, and analyze data to address important questions in public health and biomedical sciences.
- Select indicators and design data systems for the monitoring and evaluation of program planning.
- Apply best practices of evidence based-decision making to public health programs and policies.
- Create and use effective data visualizations to communicate findings to diverse audiences.
- Employ techniques for data quality assurance and improvement.

Public Health w/Population Health Analytics & Decision-Making Conc: 45 Credits

Public Health Core: 24 Credits

- MHCA 603 - Healthcare Management (3)
- MHCA 614 - Healthcare Financial Management and Budgeting (3)
- NURG 710 - Teaching-Learning Principles (3)
- NUTR 611 - Research Methods and Applications (3)
- PHLT 606 - Public Health Planning and Evaluation (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 610 - Strategic Management of Healthcare (3)
- PHLT 630 - Evidence-Based Decision-Making in Public Health (3)

Population Health Analytics & Decision Making Concentration: 12 Credits

- HIIM 650 - Introduction to Biomedical Informatics and Analytics (3)
- HIIM 653 - Structured/Unstructured Data Design and Analysis (3)
- HIIM 661 - Visual Analytics and Predictive Modeling (3)
- PHLT 715 - Improving Population Health Outcomes through Analytics (3)

Doctoral Seminars: 0 Credits

- Grant writing, Scholarly Communication, etc.

Applied Practice/Integrative Experiences: 9 Credits

- PHLT 795 - DrPH Applied Practice Experience (3)
- PHLT 799 - Integrative Experience (3-6)

Total Required Credits: 45

Social Work

Faculty

Lisa R. Baker, Chair, Professor
Christson Adedoyin, Professor
David Cecil, Professor
Rachel Hagues, Associate Professor
Jean Roberson, Assistant Professor; Director of Field Education

Accreditation

The master of social work program (M.S.W.) is fully accredited by the Council on Social Work Education (CSWE).

Graduate Programs and Requirements

Degree

Master of Social Work (M.S.W.) with a Concentration in Clinical Social Work

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Social Work (B.A. or B.S./M.S.W.) (for selected undergraduate majors; see below for more information)
Fast-Track Master of Social Work w/B.S. in Public Health (B.S./M.S.W.) (see the Undergraduate Catalog for the program table)

Joint Degree Pathway Programs

Master of Social Work/Master of Arts in Theological Studies (M.S.W./M.A.T.S.)
Master of Social Work/Master of Divinity (M.S.W./M.Div.)
Master of Social Work/Master of Public Health (M.S.W./M.P.H.)

The Department of Social Work offers a master of social work (M.S.W.) with a concentration in clinical social work. The program prepares graduates for advanced social work practice and may be completed in two years of full-time study or three years of part-time study. An advanced standing option will allow individuals who hold a baccalaureate degree in social work from a program accredited by the Council on Social Work Education to complete the M.S.W. program in one year of full-time study or two years of part-time study. The department also offers a fast-track version for students pursuing one of six selected undergraduate majors, plus a separate fast-track version specifically for students pursuing the bachelor of science in public health. See below for more information.

Additionally, the department offers two joint degree pathway programs in cooperation with other Samford schools/departments: an M.S.W. combined with a master of divinity (M.Div.) or an M.S.W. combined with a master of public health (M.P.H.). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Master of Social Work (M.S.W.)

Admission Requirements

Individuals who do not possess a bachelor's degree in social work must meet the following criteria:

1. Applicants must hold an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association. Please note: A completed bachelor's degree, as evidenced by an official college/university transcript, is required prior to enrollment in the M.S.W. Program. Applicants may receive conditional acceptance into the M.S.W. Program by submitting a transcript that demonstrates that they are enrolled in their final semester of undergraduate coursework. The conditional status is removed upon receipt of an official transcript demonstrating that the baccalaureate degree has been completed.
2. Applicants must have a cumulative GPA of at least 3.00 on a 4.00 scale or a minimum of a 3.20 GPA during their last 60 hours of undergraduate coursework. Applicants who have a GPA of at least 2.80 may submit an application for consideration with an MAT or GRE score. Potential applicants who have a GPA lower than 2.80 may request an exception to the GPA requirement. Such requests must be made in writing to the M.S.W. Program Director. All requests will be reviewed by the admission committee. GRE or MAT scores and additional supporting documentation of the applicant's potential for success as a graduate student must be submitted with the request for an exception to the GPA requirement.
3. The GRE or MAT is not required; however, an applicant who does not meet the GPA requirement may submit an acceptable GRE or MAT score for admission consideration. Acceptable scores are as follows:
 - a. MAT: 402
 - b. GRE: Verbal: 153; Quantitative: 144; Analytical: 4.0
4. Candidates who do not meet the GPA requirement (i.e., a 3.00 cumulative GPA or a 3.20 GPA for the final 60 hours of undergraduate coursework) are admitted conditionally and must earn a grade of B- or higher in their first semester of M.S.W. Program courses in order to move from conditional status to full acceptance status. Students who earn a grade lower than a B- in any of their first semester M.S.W. Program courses will be terminated from the social work program. Students who are terminated from conditional admission status may follow the grievance procedure outlined in the student handbook to appeal their termination.

Individuals who have earned a bachelor's degree in social work and are applying for Advanced Standing status must meet the following criteria:

1. Applicants must hold a baccalaureate social work degree from a program accredited by the Council on Social Work Education (CSWE), recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors. Please note: A completed bachelor's degree in social work, as evidenced by an official college/university transcript, is required prior to enrollment. Applicants may receive conditional acceptance into the M.S.W. Program by submitting a transcript that demonstrates that they are enrolled in their final semester of undergraduate coursework. The conditional status is removed upon receipt of an official transcript demonstrating that the baccalaureate degree has been completed.
2. Applicants must have a cumulative GPA of at least 3.00 on a 4.00 scale or a minimum of a 3.20 GPA during their last 60 hours of undergraduate coursework.
3. Applicants must have received a grade of B- or higher in all required undergraduate social work courses. Please note: Applicants with a grade lower than B- in no more than two social work courses may apply for Advanced Standing. If accepted, these students will be required to complete analogous courses in the Samford University M.S.W. Program with a grade of B- or higher. These courses will be required in addition to all courses required for Advanced Standing and may not be substituted for required M.S.W. courses or for required M.S.W. Program electives. Applicants who have more than two courses with grades lower than B- are not eligible for Advanced Standing, but may apply for admission to the full M.S.W. Program if they meet the admission criteria.

All applicants must:

1. Submit three letters of reference through the online application system. The three required reference letters should be from a current or previous professor, a work supervisor, and a professional colleague.
2. Have completed an undergraduate level statistics class with a grade of C or higher. Applicants who have not completed a statistics course may receive conditional acceptance. Such applicants will be required to submit evidence of completion of a statistics course prior to enrollment in the program.

English Proficiency Requirement

International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (internet) on the Test of English as a Foreign Language (TOEFL).

Transfer Credit

Students may transfer up to 12 credits of Foundation Sequence coursework from a CSWE-accredited M.S.W. program. Students must submit the course syllabus for the actual course they completed (a syllabus from the same course offered in a different term or format is not acceptable) via an online submission form. The course syllabus and request for transfer credit will be reviewed by the instructor of the analogous Samford M.S.W. Program course and by the M.S.W. Program director, who will make the final decision regarding awarding transfer credit. Students who are requesting transfer credit may make this request during the application process or immediately after they are admitted to the program. Transfer credit may be requested for any course in the Foundation Sequence.

International Students

Based upon federal regulations and University policy, all F and J visa holders are required to carry insurance that meets certain coverage requirements. Information about specific policy carriers' minimum coverage, and premium costs is available from the Global Engagement Office at (205) 726-4334.

No Credit for Life Experience or Work Experience

The Samford University M.S.W. Program does not award academic credit for life experience or previous work experience.

Progression Policies

In order to progress in the M.S.W. Program, the student must:

1. Have a completed Health Data Record (with all required immunizations) updated annually and on file in University Health Services and the Department of Social Work.
2. Carry health insurance while enrolled at Samford. M.S.W. students are required to provide proof of current personal health insurance coverage. Each semester, M.S.W. students are automatically enrolled in the University-sponsored student health insurance plan. There is a charge for this coverage. To have the charge removed from his/her Samford account, a student must provide proof of insurance by completing the insurance waiver at <http://www.studentinsurance.com/Schools/AL/SU/?CollegeID=217>
3. Adhere to the Code of Ethical/Professional Conduct as specified in the Samford University Catalog.
4. Submit to background check and random drug testing.
5. Earn a grade of "B-" or better in each required or prescribed course in the M.S.W. program. NOTE: a grade of "C" or "F" constitutes a failure in any prescribed or required course in the MSN program.
6. Maintain a cumulative 3.00 GPA and may not earn a grade below B- in any course to progress in the curriculum.

Students may not receive any grades lower than B- for social work courses or electives. Courses with grades lower than B- may be re-taken one time. When a course is retaken, both grades remain on the transcript and both are used in calculating the student's GPA. Students must maintain a GPA of 3.00 or higher and may not re-take more than two courses during their M.S.W. studies. Students whose GPA falls below 3.00 will be placed on academic probation and will not be able to take more than three courses. Students who remain on academic probation for more than two semesters and students who receive a grade lower than B- in more than two courses will be terminated from the M.S.W. program. Students retain the right to appeal termination decisions via the grievance procedure outlined in the M.S.W. Program Student Handbook.

Time Limit

All students must complete the M.S.W. Program within a period of six years from the academic session of first admission.

Joint Degree Pathway Programs

Master of Social Work/Master of Arts in Theological Studies (M.S.W./M.A.T.S.)

The M.S.W./M.A.T.S. joint degree program, offered in collaboration between the School of Public Health and the Beeson Divinity School, allows students to use credits from each school as part of the other school's degree, thereby reducing the total number of hours for the two degrees combined by 12. This 88-hour program takes approximately three years to complete. Students must complete at least 24 hours in the M.A.T.S. program before beginning work in the M.S.W. program. This requirement constitutes one year of full-time study in the Divinity School. Students must apply for admission to each school separately. This joint program will prepare students for ministry in settings that require theological training as well as knowledge and skills related to social service provision.

Master of Social Work/Master of Divinity (M.S.W./M.Div.)

The M.S.W./M.Div. joint degree program, offered in collaboration between the School of Public Health and the Beeson Divinity School, allows students to use credits from each school as part of the other school's degree, thereby reducing the total number of hours for the two degrees combined by 18. In addition, students in the M.Div./M.S.W. program are eligible to complete the required internships for both programs simultaneously in an approved church or ministry setting.

Although this option does not further lower the credit requirement for either program, it does allow students to save time by completing two internship requirements simultaneously. This 135-hour program takes four to five years to complete. Students must complete at least 24 hours in the M.Div. program before beginning work in the M.S.W. program. This requirement constitutes one year of full-time study in the Divinity School. Students must apply for admission to each school separately. This joint program will prepare students for ministry in settings that require extensive theological training as well as knowledge and skills related to social service provision.

Master of Social Work/Master of Public Health (M.S.W./M.P.H.)

The M.S.W./M.P.H. joint degree program, offered in collaboration between the Department of Social Work and the Department of Public Health, both within the School of Public Health, allows students to use credits from each department as part of the other department's degree, thereby reducing the total number of hours for the two degrees combined. Because each program is able to accept courses from the other program to satisfy elective requirements, and because research and internship experiences are shared, time to degree completion is also shortened significantly.

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Social Work

The department also offers a fast-track master of social work program that allows students who are enrolled in the final year of an undergraduate program of study at Samford to complete courses from the Foundation Sequence of the M.S.W. Program (i.e., the first full year of the program) in place of undergraduate elective courses and/or in lieu of similar courses* required by their undergraduate program of study. Such students retain their undergraduate status and are not admitted to the M.S.W. Program, nor are they guaranteed admission to the M.S.W. Program in the future. These students may apply for entry into the Samford University M.S.W. Program by following the standard application procedure required of all prospective students. After their undergraduate degree has been awarded, qualified students may be admitted into the M.S.W. Program. These students may be permitted to transfer up to 30 Foundation Sequence M.S.W. course credits completed during the final year of undergraduate studies into the M.S.W. Program. In order to be eligible for this fast-track program, students must have received a grade of "B-" or higher for each course they wish to transfer.** Students must be pre-approved by the directors of both their undergraduate program of study and the M.S.W. Program prior to enrolling in graduate-level courses. The pre-approval of both directors is necessary in order to ensure that students who participate in this program have the academic ability and background necessary to succeed in the courses.

*Substitution of M.S.W. courses for required undergraduate courses must be preapproved by the undergraduate program in which a student is enrolled.

** Students may apply for entry into the M.S.W. program if they have received a grade lower than a "B-" in no more than two courses. However, credits for courses in which a student's grade was lower than a "B-" will not transfer into the M.S.W. program. In such cases, students must retake the courses in which they earned a grade lower than "B-." These courses may be retaken after admission to the M.S.W. program.

Undergraduate Majors Eligible for the Fast-Track M.S.W.

- Foods and Nutrition
- Global and Cultural Studies
- Health Sciences
- Human Development and Family Science
- Psychology
- Religion
- Sociology

It's recommended that students interested in the fast-track program get the process started as soon as possible. Students should complete the Interest Form first (available at <https://fs2.formsite.com/ivmson/form34/index.html>), so that department advisors can help students get on/stay on track. During the junior year, students should complete the program Approval Form (available at <https://fs2.formsite.com/ivmson/form32/index.html>) in order to request permission to enroll in M.S.W. courses during their senior year.

Fast-Track Master of Social Work with a B.S. in Public Health (B.S./M.S.W.)

This joint degree program will allow students to simultaneously enroll in both the bachelor of science in public health (in their final year) and the master of social work. The joint degree program will prepare students for service in professional positions that require training in both public health and social work skills. For example, positions that emphasize prevention of health-related problems or access to healthcare may require education in both the public health and social work fields.

Social Work (M.S.W.)

The master of social work program (M.S.W.) prepares graduates for advanced social work practice. The program offers a concentration in clinical social work, which prepares graduates to serve as counselors, psychotherapists, or in similar positions that provide social services to individuals, families, and/or small groups.

Social Work: Foundation Sequence: 30 Credits

Year I, Fall: 15 Credits

- SOWK 501 - Human Behavior in the Social Environment (3)
- SOWK 502 - Social Work Practice I: Individuals and Families (3)
- SOWK 503 - Human Rights, Social Justice, and Social Work Ethics (3)
- SOWK 504 - Social Welfare Policy (3)
- SOWK 505 - Field Placement I (3) *

Year I, Spring: 12 Credits

- SOWK 506 - Social Work Research (3)
- SOWK 507 - Social Work Practice II: Families and Groups (3)
- SOWK 509 - Diversity and Multicultural Social Work Practice (3)
- SOWK 510 - Field Placement II (3) *

OR Advanced Standing Seminar** (Advanced Standing students only)

- SOWK 600 - Advanced Standing Seminar (3) **

Year I, Summer (Required): 3 Credits

- SOWK 615 - Faith Perspectives on Social Work Practice (3)

Year I, Summer (Electives): 3 Credits

- SOWK Electives - vary by summer (see end of table for course options)

Clinical Social Work Concentration Sequence: 21 Credits

Year II, Fall: 12 Credits

- SOWK 601 - Advanced Research Seminar (3)

Clinical Social Work Concentration: 9 Credits

- SOWK 602 - Models and Theories of Clinical Social Work Practice (3)
- SOWK 604 - Psychopathology (3)
- SOWK 608 - Field Placement III (Clinical Social Work Concentration) (3) *

Year II, Spring: 9 Credits

- SOWK 665 - Health Policy Analysis and Advocacy (3)

Clinical Social Work Concentration: 6 Credits

- SOWK 611 - Clinical Specialization Seminar (3)
- SOWK 613 - Field Placement IV (Clinical Social Work Concentration) (3) *

Year II, Summer (Electives): 3 Credits (choose one)

- SOWK 550 - Substance Abuse Assessment and Treatment (3)
- SOWK 551 - Congregational Social Work (3)
- SOWK 552 - Global Poverty: Responses across Cultures (3)
- SOWK 554 - Disaster Preparedness and Response (3)
- SOWK 555 - Service Learning in Tanzania (3)
- SOWK 557 - Social Work with Refugee and Migrant Populations (3)
- SOWK 590 - Social Work in Health Care Settings (3)

Total Required Credits: 57

*All Field Placement courses include a Field Seminar, which meets 1 hour/week.

**Please note: The program allows flexibility in time to completion. Advanced Standing students (i.e., students who hold a baccalaureate degree in social work from a program that is accredited by the Council on Social Work Education) may waive the first year of the program, complete the Advanced Standing Seminar bridge course, and complete the program in one year of full-time study or two years of part-time study. Non-Advanced Standing students may complete the program in two years of full-time study or three years of part-time study. The Advanced Standing Seminar is available in the summer.

Fast-Track Master of Social Work (B.A. or B.S./M.S.W.)

Undergraduate Program: 128 min credits

Years 1-3

Complete the required undergraduate courses:

- General Education: University Core Curriculum & Distribution Requirements, Major Courses, Required Minor or Cognate (if applicable), Concentration (if applicable), General Electives**

For one of the following majors:

- Foods and Nutrition, Global & Cultural Studies, Health Sciences, Human Development and Family Science, Psychology, Sociology

Year 3, Spring

- Request approval from chair/director of undergraduate major program and from M.S.W. director to participate in Fast-Track program during Year 4.

Social Work: Foundation Sequence: 30 Credits

Year 4, Fall: 15 Credits

- SOWK 501 - Human Behavior in the Social Environment (3)
- SOWK 502 - Social Work Practicum I: Individuals/Fam (3)
- SOWK 503 - Hum Rights/Soc Just/SW Ethics (3)
- SOWK 504 - Social Welfare Policy (3)
- SOWK 505 - Field Placement I (3) *

Year 4, Spring: 12 Credits

- SOWK 506 - Social Work Research (3)
- SOWK 507 - SW Practice II: Families/Groups (3)
- SOWK 509 - Diversity/Multicultural SW Practicum (3)
- SOWK 510 - Field Placement II (3) *

Year 4, Spring (Additional)

- Apply for admission to M.S.W. Program, Graduate with undergraduate degree.

Year 4, Summer (Required): 3 Credits

- SOWK 615 - Faith Perspectives on Social Work Practice (3)

Year 4, Summer (Electives): 3 Credits

- SOWK Electives - vary by summer (see end of table for course options)

Clinical Social Work Concentration Sequence: 21 Credits

Year 5, Fall: 12 Credits

- SOWK 601 - Advanced Research Seminar (3)

Clinical Social Work Concentration: 9 Credits

- SOWK 602 - Models and Theories of Clinical Social Work Practice (3)
- SOWK 604 - Psychopathology (3)
- SOWK 608 - Field Placement III (Clinical Social Work Concentration) (3) *

Year 5, Spring: 9 Credits

- SOWK 665 - Health Policy Analysis and Advocacy (3)

Clinical Social Work Concentration: 6 Credits

- SOWK 611 - Clinical Specialization Seminar (3)
- SOWK 613 - Field Placement IV (Clinical Social Work Concentration) (3) *

Year 5, Summer (Electives): 3 Credits (choose one)

- SOWK 550 - Substance Abuse Assess/Treat (3)
- SOWK 551 - Congregational Social Work (3)
- SOWK 552 - Global Poverty: Responses across Cultures (3)
- SOWK 554 - Disaster Preparedness and Response (3)
- SOWK 555 - Service Learning in Tanzania (3)
- SOWK 557 - Social Work with Refugee and Migrant Populations (3)
- SOWK 590 - Social Work in Health Care Settings (3)

Total Required Credits: 57

*All Field Placement courses include a Field Seminar, which meets 1 hour/week.

**General Elective credits vary depending on the major. The 30 credits of foundational social work courses can apply towards and help fulfill the General Electives requirement of the student's undergraduate degree. However, substitution of M.S.W. courses for required undergraduate courses must be pre-approved by the student's advisor/department.

Cumberland School of Law

Administration

Henry C. Strickland, Dean; Ethel P. Malugen Professor
Jill E. Evans, Associate Dean for Academic Affairs; Professor
Kerry P. McInerney, Director, Graduate Law Programs; Administrative Faculty
Gregory K. Laughlin, Director of Lucille Beeson Law Library; Associate Professor

Faculty

T. Brad Bishop, Professor
John L. Carroll, Professor
LaJuana S. Davis, Judge J. Russell McElroy Professor of Law
Michael E. DeBow, Professor; Stephen Everett Wells Chair in Municipal Law
Brannon P. Denning, Starnes Professor of Law
Alyssa A. DiRusso, Whelan W. and Rosalie T. Palmer Professor of Law
Paul Kuruk, Professor; Lucille Stewart Beeson Chair in Law
Edward C. Martin, Professor; Director of Law School Technology
William G. Ross, Professor; Albert P. Brewer Chair of Ethics and Professionalism
David M. Smolin, Harwell G. Davis Professor of Constitutional Law; Director of Center for Children, Law, and Ethics
Tracey M. Roberts, Professor; Director of Assessment
Ramona C. Albin, Associate Professor
Jeffrey M. Anderson, Assistant Professor; Director of Lawyering and Legal Reasoning Program
Chinelo E. Dike-Minor, Assistant Professor
Timothy McFarlin, Assistant Professor
Matthew Woodham, Assistant Professor; Director of Advocacy Program
Lynn D. Hogewood, Director of Academic Support
Edward L. Craig, Jr., Reference Librarian
Della Holland Darby, Metadata Librarian
Quykerita "Keta" Harmon, Acquisitions Librarian
Leigh A. Jones, Reference Librarian
Grace L. Simms, Information Technology Librarian
Emily Bonds Davey, Visiting Assistant Professor; Director of Externship Programs

History

Cumberland School of Law, founded in 1847 as part of Cumberland University in Lebanon, Tennessee, is one of the oldest law schools in the country. The law school was acquired by Howard College, now Samford University, in 1961.

Accreditation

Cumberland School of Law has been accredited by the American Bar Association (ABA) since 1949 and has been a member of the Association of American Law Schools (AALS) since 1952.

The master of studies in law with a concentration in health law and compliance and the master of laws with a concentration in health law and compliance are accredited by the Compliance Certification Board (CCB)[®]. Since the American Bar Association does not accredit master's degrees, these programs are not accredited by the A.B.A., nor are graduates of these programs eligible to sit for the bar examination. See the Graduate Law section for more information.

Overview

The Cumberland School of Law is nationally recognized for trial advocacy and quality instruction. The curriculum trains students to practice in all areas of law, including corporate law, trial advocacy, health law, environmental law, and public interest law.

Curricular Options

The Cumberland School of Law offers the following degree/certificate options:

Master of Laws (LL.M.): A fully online, 31-hour master's degree program designed for attorneys interested in the areas of financial services regulatory compliance, health law and compliance, higher education law and compliance, or legal operations.

Master of Studies in Law (M.S.L.): A fully online, 34-hour master's degree program designed primarily for non-lawyers interested in the areas of financial services regulatory compliance, health law and compliance, higher education law and compliance, or legal operations.

Juris Doctor (J.D.): A 90-credit doctoral degree program, the classic degree for a practicing lawyer.

Certificates: Four online, 15-hour certificates in the areas of financial services regulatory compliance, health law and compliance, higher education law and compliance, or legal operations.

For additional information, please contact the law school admissions office:

Office of Law Admission
Cumberland School of Law
Samford University
Birmingham, Alabama 35229
Tel: (205) 726-2702 or (800) 888-7213
E-mail: lawadm@samford.edu
Website: <http://samford.edu/cumberlandlaw>

Law - Graduate

Graduate Programs and Requirements

Degrees

Master of Laws (LL.M.) with concentrations in
Financial Services Regulatory Compliance (L.L.M.)
Health Law and Compliance (L.L.M.)
Higher Education Law and Compliance (L.L.M.)
Legal Operations (L.L.M.)

Master of Studies in Law (M.S.L.) with concentrations in
Master of Studies in Law, General Option (M.S.L.)
Financial Services Regulatory Compliance (M.S.L.)
Health Law and Compliance (M.S.L.)
Higher Education Law and Compliance (M.S.L.)
Legal Operations (M.S.L.)

Certificates

Financial Services Regulatory Compliance
Health Law and Compliance
Higher Education Law and Compliance
Legal Operations

Joint Degree Pathway Programs

Master of Studies in Law with a Concentration in Health Law and Compliance/Doctor of Pharmacy (M.S.L./Pharm.D.)
Juris Doctor/Master of Laws (J.D./LL.M.) w/concentrations in
Financial Services Regulatory Compliance
Health Law and Compliance
Higher Education Law and Compliance
Legal Operations

Cumberland School of Law offers two graduate law programs: the master of laws (LL.M.), which has four concentrations (financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations), and the master of studies in law (M.S.L.), which has five concentrations (master of studies in law general option, financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations).

The law school also offers four online certificates in the following areas: financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations.

Additionally, the law school offers two joint degree pathway programs: one combining the master of laws (LL.M.) with the juris doctor (J.D.), incorporating the same four concentrations as noted above; one in cooperation with the McWhorter School of Pharmacy, leading to both an master of studies in law (M.S.L.), with a concentration in health law and compliance, and a doctor of pharmacy (Pharm.D.). Some credit sharing is allowed and overall credits of the combined programs are reduced.

The law school also sponsors eight additional joint degree pathway programs in connection with the J.D. degree. For more information on the J.D. and the other joint degrees, see the Doctoral Law section, as well as the law school website, <http://samford.edu/cumberlandlaw>.

Accreditation

The master of studies in law with a concentration in health law and compliance and the master of laws with a concentration in health law and compliance are accredited by the Compliance Certification Board (CCB)[®]. Graduates of these programs will be eligible to sit for any of the following credentialing exams offered by the Compliance Certification Board: Healthcare Compliance (CHC)[™], Healthcare Research Compliance (CHRC)[®], Healthcare Privacy Compliance (CHPC)[®], and Compliance and Ethics Professional (CEP)[®]. Since the American Bar Association does not accredit master's degrees, these programs are not accredited by the A.B.A., nor are graduates of these programs eligible to sit for the bar examination.

Master of Laws (LL.M.)

The master of laws (LL.M.) degree is a fully online, 31-hour master's degree program designed for attorneys interested in the laws, regulations, and compliance considerations that impact financial services, health care, or higher education, as well as for those who wish to develop their expertise in the growing field of legal operations.

Admission Requirements

Applicants will be considered for admission to this graduate program based on the following criteria:

1. Minimum GPA of 3.00.
2. For students in the stand-alone LL.M. program, completion of a J.D. degree or current enrollment in the J.D. program at Samford is required. For students pursuing the joint-degree program, completion of the first year of the J.D. curriculum, with a 3.00 minimum GPA, is required.
3. One letter of recommendation from a faculty member or supervisor.
4. Personal statement indicating career plans and likelihood of success in graduate study.
5. Professional résumé.

Transfer Credit

No transfer credit will be applied to the 31 credits of required coursework.

Time-to-Degree Completion Plan

The LL.M. program can be completed in two academic years, including summers. Students in the joint-degree program must complete all requirements for both degrees concurrently.

Financial Services Regulatory Compliance (L.L.M.)

This fully online master of laws (LL.M.) degree is designed for attorneys interested in the laws, regulations, and compliance considerations that impact financial services. Program curriculum focuses on understanding and applying the complex laws and regulations governing the post-2008 American financial services industry including the Bank Secrecy Act, Dodd-Frank Act, UDAAP laws, and the CFPB. Compliance program development and enforcement within the broader risk-management framework is an integral component of the curriculum. The future of the regulatory environment, international implications, and advances in payment systems and technologies are also addressed.

LLM Core for Financial Services Regulatory Compliance: 13 Credits

- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Financial Services Regulatory Compliance Core: 18 Credits

- MFRC 510 - Banking Law and Regulation in the U.S. (3)
- MFRC 520 - Consumer Protection Laws and Regulations (3)
- MFRC 530 - Mortgage and Securities Regulation and Compliance (3)
- MFRC 540 - Crime and Compliance: BSA/AML (3)
- MSLW 555 - Compliance Program Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)

Total Required Credits: 31

Health Law and Compliance (L.L.M.)

This fully online master of laws (LL.M.) degree is designed for attorneys interested in the laws, regulations, and compliance considerations that impact health care in the United States. Program curriculum will address the legal and policy issues facing health care practitioners and organizations, as well as the practical compliance skills necessary for advancement in a variety of roles in healthcare organizations.

LLM Core for Health Law and Compliance: 13 Credits

- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Health Law and Compliance Core: 18 Credits

- MHLP 520 - Introduction to the Health Care Delivery System (3)
- MHLP 530 - Healthcare Compliance: Laws and Regulations (3)
- MHLP 541 - Healthcare Insurance and Finance (3)
- MHLP 550 - Healthcare Compliance: Programs and Policies (3)
- MHLP 560 - Corporate Ethics in Healthcare (3)
- MHLP 570 - Healthcare Privacy and Security (3)

Total Required Credits: 31

Higher Education Law and Compliance (L.L.M.)

This fully online master of laws (LL.M.) degree is designed for attorneys interested in the laws, regulations, and compliance considerations that impact higher education. Students will learn the practical compliance skills necessary for advancement in a variety of higher education-related careers. The curriculum is designed for compliance officers, university counsel, Title IX officers, ADA support and financial aid personnel, accreditation managers, higher education administrators, and others interested in developing their expertise in the field of education law and compliance.

LLM Core for Higher Education Law and Compliance: 13 Credits

- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Higher Education Law and Compliance Core: 18 Credits

- MHLC 510 - Higher Education Law and Governance (3)
- MHLC 520 - Data and Privacy in Education Compliance (3)
- MHLC 540 - Student Rights and Campus Safety (3)
- MHLC 560 - Financial Compliance in Higher Education (3)
- MHLC 580 - Compliance and Accreditation (3)
- MSLW 555 - Compliance Program Management (3)

Total Required Credits: 31

Legal Operations (L.L.M.)

This fully online master of laws (LL.M.) degree is designed for attorneys who wish to develop their expertise in the growing field of legal operations. Course work and readings will address specialized ethical considerations inherent in the management of litigation and electronically stored information (ESI). Students will develop the skills and knowledge necessary for effective decision-making and project management in the law firm context, including techniques for evaluating firm profitability, outsourcing opportunities, alternative fee arrangements, and the role of technology and innovation in legal operations.

LLM Core for Legal Operations: 10 Credits

- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Legal Operations Core: 21 Credits

- MLPM 520 - Law Firm Accounting and Finance (3)
- MLPM 540 - Legal Project Management (3)
- MLPM 550 - Legal Technology and Innovation (3)
- MLPM 560 - E-Discovery (3)
- MLPM 570 - Law Firm Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)
- MSLW 575 - Business of Law (3)

Total Required Credits: 31

Master of Studies in Law (M.S.L.)

The master of studies in law (M.S.L.) degree is a fully online, 34-hour master's degree program designed primarily for non-lawyers interested in pursuing a specialized, career-enhancing graduate degree. Students will complete two, 3-credit classes per term for six consecutive terms, earning the degree in 24 months. Following the 13-16-hour core, students may choose from one of four concentrations, or design a personalized course of study by choosing from a variety of electives.

Admission Requirements

Applicants will be considered for admission to this graduate program based on the following criteria:

1. Minimum undergraduate GPA of 3.00 from an accredited institution. GRE or MAT scores are required for students whose GPA is below 2.75.
2. Two letters of recommendation from a faculty member or supervisor.
3. Personal statement indicating career plans and likelihood of success in graduate study.
4. Professional résumé.

Transfer Credit

No transfer credit will be applied to the 34 credits of required coursework.

Time-to-Degree Completion Plan

The M.S.L. program can be completed in two academic years, including summers.

Master of Studies in Law, General Option (M.S.L.)

This fully online master's degree is designed primarily for non-lawyers interested in pursuing a specialized, career-enhancing graduate degree. Following the 16-hour core, students may design a personalized course of study by choosing from a variety of electives.

MSL Core for General Option: 16 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

MSL Electives: 18 Credits

- Choose 18 hours from courses with the following prefixes: (18 credits)
MFRC, MHLC, MHLP, MLPM, MSLW

Total Required Credits: 34

Financial Services Regulatory Compliance (M.S.L.)

This fully online master's degree is designed for practicing attorneys and non-lawyers seeking a career in regulatory compliance. Program curriculum focuses on understanding and applying the complex laws and regulations governing the post-2008 American financial services industry including the Bank Secrecy Act, Dodd-Frank Act, UDAAP laws, and the CFPB. Compliance program development and enforcement within the broader risk-management framework is an integral component of the curriculum. The future of the regulatory environment, international implications, and advances in payment systems and technologies are also addressed. The capstone course allows students to work directly with a mentor on a personalized research project.

MSL Core for Financial Services Regulatory Compliance: 16 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Financial Services Regulatory Compliance Core: 18 Credits

- MFRC 510 - Banking Law and Regulation in the U.S. (3)
- MFRC 520 - Consumer Protection Laws and Regulations (3)
- MFRC 530 - Mortgage and Securities Regulation and Compliance (3)
- MFRC 540 - Crime and Compliance: BSA/AML (3)
- MSLW 555 - Compliance Program Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)

Total Required Credits: 34

Health Law and Compliance (M.S.L.)

This fully online master's degree program is designed for attorneys and non-lawyers interested in the laws, regulations, and compliance considerations that impact health care in the United States. Program curriculum will address the legal and policy issues facing health care practitioners and organizations, as well as the practical compliance skills necessary for advancement in a variety of roles in healthcare organizations.

MSL Core for Health Law and Compliance: 16 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Health Law and Compliance Core: 18 Credits

- MHLP 520 - Introduction to the Health Care Delivery System (3)
- MHLP 530 - Healthcare Compliance: Laws and Regulations (3)
- MHLP 541 - Healthcare Insurance and Finance (3)
- MHLP 550 - Healthcare Compliance: Programs and Policies (3)
- MHLP 560 - Corporate Ethics in Healthcare (3)
- MHLP 570 - Healthcare Privacy and Security (3)

Total Required Credits: 34

Higher Education Law and Compliance (M.S.L.)

This fully online master's degree program is designed for lawyers and non-lawyers interested in the laws, regulations, and compliance considerations that impact higher education. Students will learn the practical compliance skills necessary for advancement in a variety of higher education-related careers. The curriculum is designed for compliance officers, Title IX officers, ADA support and financial aid personnel, accreditation managers, higher education administrators, attorneys and others interested in developing their expertise in the field of education law and compliance. Students will learn how to research, apply, and communicate effectively about the laws, regulations, and compliance issues facing today's higher education leaders.

MSL Core for Higher Education Law and Compliance: 16 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Higher Education Law and Compliance Core: 18 Credits

- MHLC 510 - Higher Education Law and Governance (3)
- MHLC 520 - Data and Privacy in Education Compliance (3)
- MHLC 540 - Student Rights and Campus Safety (3)
- MHLC 560 - Financial Compliance in Higher Education (3)
- MHLC 580 - Compliance and Accreditation (3)
- MSLW 555 - Compliance Program Management (3)

Total Required Credits: 34

Legal Operations (M.S.L.)

This fully online master's degree is designed for law firm professionals who seek career advancement by developing expertise in the growing field of legal operations. Course work and readings will address specialized ethical considerations inherent in the management of litigation and electronically stored information (ESI). Students will develop the skills and knowledge necessary for effective decision-making and project management in the law firm context, including techniques for evaluating firm profitability, outsourcing opportunities, alternative fee arrangements, and the role of technology and innovation in legal operations.

MSL Core for Legal Operations: 13 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Legal Operations Core: 21 Credits

- MLPM 520 - Law Firm Accounting and Finance (3)
- MLPM 540 - Legal Project Management (3)
- MLPM 550 - Legal Technology and Innovation (3)
- MLPM 560 - E-Discovery (3)
- MLPM 570 - Law Firm Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)
- MSLW 575 - Business of Law (3)

Total Required Credits: 34

Graduate Law Certificates (C.R.G.)

Financial Services Regulatory Compliance Certificate

Students in the online graduate certificate program in financial services regulatory compliance from Samford University's Cumberland School of Law will learn key issues in financial services policy and compliance from ethical, legal, and economic perspectives. The five-course curriculum focuses on understanding and applying the complex laws and regulations governing the American financial services industry, with a particular emphasis on regulatory compliance. Students who later choose to pursue the M.S.L. degree may be able to apply courses completed as part of the certificate to their degree program. Students are admitted to the certificate in financial services regulatory compliance only in summer.

Financial Services Regulatory Compliance: 15 Credits (choose 5 courses)

- MFRC 510 - Banking Law and Regulation in the U.S. (3)
- MFRC 520 - Consumer Protection Laws and Regulations (3)
- MFRC 530 - Mortgage and Securities Regulation and Compliance (3)
- MFRC 540 - Crime and Compliance: BSA/AML (3)
- MSLW 555 - Compliance Program Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)

Total Required Credits: 15

Health Law and Compliance Certificate

Students in the online graduate certificate program in health law and compliance from Samford University's Cumberland School of Law will learn the practical compliance skills necessary for advancement in a variety of healthcare-related careers. The five-course curriculum provides students with an overview of health law, regulatory affairs, insurance, and healthcare administration, with an emphasis on healthcare compliance. Students who later choose to pursue the M.S.L. degree may be able to apply courses completed as part of the certificate to their degree program. Students are admitted to the certificate in health law and compliance in summer or fall.

Health Law and Compliance: 15 credits

- MHLP 530 - Healthcare Compliance: Laws and Regulations (3)
- MHLP 541 - Healthcare Insurance and Finance (3)
- MHLP 550 - Healthcare Compliance: Programs and Policies (3)
- MHLP 560 - Corporate Ethics in Healthcare (3)
- MHLP 570 - Healthcare Privacy and Security (3)

Total Required Credits: 15

Higher Education Law and Compliance Certificate

Students in the online graduate certificate program in higher education law and compliance from Samford University's Cumberland School of Law will learn the practical compliance skills necessary for advancement in a variety of higher education-related careers. The five-course curriculum provides students with both an overview of higher education law and a deep dive into higher education compliance. Students who later choose to pursue the M.S.L. degree may be able to apply courses completed as part of the certificate to their degree program. Students are admitted to the certificate in higher education law and compliance in summer or fall.

Higher Education Law and Compliance: 15 Credits (choose 5 courses)

- MHLC 510 - Higher Education Law and Governance (3)
- MHLC 520 - Data and Privacy in Education Compliance (3)
- MHLC 540 - Student Rights and Campus Safety (3)
- MHLC 560 - Financial Compliance in Higher Education (3)
- MHLC 580 - Compliance and Accreditation (3)
- MSLW 555 - Compliance Program Management (3)

Total Required Credits: 15

Legal Operations Certificate

Students in the online graduate certificate program in legal operations from Samford University's Cumberland School of Law will develop the skills and knowledge necessary for effective decision-making and project management in the law firm context. The five-course curriculum addresses topics such as legal project management, law firm accounting, and e-discovery, giving students a well-rounded view of law firm administration. Students who later choose to pursue the M.S.L. degree may be able to apply courses completed as part of the certificate to their degree program. Students are admitted to the certificate in legal operations only in summer.

Legal Operations: 15 credits (choose 5 courses)

- MLPM 520 - Law Firm Accounting and Finance (3)
- MLPM 540 - Legal Project Management (3)
- MLPM 550 - Legal Technology and Innovation (3)
- MLPM 560 - E-Discovery (3)
- MLPM 570 - Law Firm Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)
- MSLW 575 - Business of Law (3)

Total Required Credits: 15

Law - Doctoral

Doctoral Programs and Requirements

Degree/Major

Juris Doctor (J.D.)
Law

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Juris Doctor (J.D.) with a B.A. or B.S. in selected majors (aka 3+3 Law Program)*

(Popular majors include English, History, Human Development and Family Science, and Journalism and Mass Communication)

Joint Degree Pathway Programs

Juris Doctor/Master of Accountancy (J.D./M.Acc.)

Juris Doctor/Master of Arts in Theological Studies (J.D./M.A.T.S.)

Juris Doctor/Master of Business Administration (J.D./M.B.A.)

Juris Doctor/Master of Divinity (J.D./M.Div.)

Juris Doctor/Master of Laws (J.D./LL.M.)***

Juris Doctor/Master of Public Administration (J.D./M.P.A.)*

Juris Doctor/Master of Public Health (J.D./M.P.H.)*

Juris Doctor/Master of Science (Bioethics) (J.D./M.S.)**

Juris Doctor/Master of Science in Environmental Management (J.D./M.S.E.M.)

* In cooperation with the University of Alabama at Birmingham.

** In cooperation with Albany Medical College, New York.

*** Includes concentrations in financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations.

Cumberland School of Law offers the juris doctor (J.D.) degree.

At the undergraduate level, the law school offers an accelerated bachelor-to-graduate pathway program (aka 3+3 program) leading to a bachelor's and a J.D. degree. This program is only available to students enrolled as undergraduates pursuing a bachelor's degree at Samford (popular majors include English, history, human development and family science, and journalism and mass communication) and is designed to allow students to earn both degrees in approximately six years. Some credit sharing is allowed and overall credits of the combined programs are reduced.

At the graduate level, the law school offers several joint degree pathway programs in cooperation with other Samford schools/departments: a J.D. combined with a master of accountancy (M.Acc.), a master of arts in theological studies (M.A.T.S.), a master of business administration (M.B.A.), a master of divinity (M.Div.), a master of laws (LL.M.), and a master of environmental management (M.S.E.M.). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Additionally, the law school offers joint programs with institutions outside of Samford: a J.D. combined with a master of public administration (M.P.A.) or master of public health (M.P.H.) offered through the University of Alabama at Birmingham, as well as a J.D. combined with an M.S. in bioethics offered through Albany Medical College. Some credit sharing is allowed and overall credits of the combined programs are reduced.

For more information on the J.D./LL.M. joint degree, see the Graduate Law section. For more information on law joint degrees, see the law school website, <http://samford.edu/cumberlandlaw>.

Juris Doctor (J.D.)

Cumberland School of Law offers a 90-credit juris doctor (J.D.) program, the classic degree for a practicing lawyer. Most Cumberland graduates become practicing attorneys, but many choose public service, business, or other careers for which the study of law provides a good foundation.

Admission Requirements

Applicants for the juris doctor degree must meet the following qualifications:

1. Possess a bachelor's degree from an accredited college or university prior to entering law school.
2. Take the Law School Admission Test (LSAT) within the last five years.
3. Register with the Law School Admission Council (LSAC) and register for the Credential Assembly Service (CAS) at www.lsac.org. Make arrangements for LSAC to receive and compile letters of recommendation, transcripts from all the colleges and universities attended, and LSAT score in a CAS report.
4. Complete Cumberland School of Law's official application and all that is entailed in the application instructions by the required deadlines. A completed application includes a personal statement, a résumé and any required addendum(s), and a CAS report.

International Students

Samford University's Cumberland School of Law welcomes applications from international students if the degree conferred is equivalent to a U.S. bachelor's degree.

Please make note of the following if you are applying from outside the United States:

1. All transcripts from institutions outside the United States must be submitted through LSAC's Credential Assembly Service and evaluated by World Educational Services (WES) or AACRAO. Those evaluations must then be sent to our office (Samford University, Cumberland School of Law, 800 Lakeshore Drive, Birmingham, Alabama, 35229, Attention: Office of Admission) by the evaluating agency. Transcripts must indicate the successful completion of a bachelor's degree-equivalent program.
2. Students from countries in which English is not the primary language and who have not earned a bachelor's degree-equivalent from an English-language institution must satisfy one of the following requirements for English language proficiency:
 - a. iBT TOEFL: Total score of 90, minimum 20 on each sub-sector
 - b. IELTS: 7.0, minimum 6.0 on each sub-score

Transfer Students

Any student currently enrolled in an ABA-accredited law school may be eligible to apply for transfer to Cumberland School of Law. Applicants must be in good standing at their current law school, rank in the top 50% of their current law school class, and have a current law school GPA of at least 2.70.

If a transfer student is admitted, the associate dean for academic affairs will determine the number of law school credit hours that will transfer. A maximum of 40 hours of previous coursework may transfer. In most instances all credit hours earned in regular first-year law courses at an ABA-approved law school with a grade of "C" or better will transfer. Transfer credit will not be awarded for coursework graded on a pass/fail or similar basis, or in which a student received a grade lower than a "C" or its equivalent. Transfer students are not assigned a class ranking until two semesters of study at Cumberland School of Law have been completed.

A complete transfer application that is ready for review includes the following:

1. Application
2. Résumé
3. Personal statement
4. Explanations and additional documentation (as needed)
5. LSAC law school report, including
 - a. LSAT score(s)
 - b. Two letters of recommendation
 - c. College and law school official transcripts (law school transcript may be mailed directly to Cumberland School of Law Office of Admission.)
6. Letter of Good Standing from current law school, mailed directly to the Cumberland School of Law Office of Admission. This letter must include your current law school class rank.

Study Abroad

Cumberland School of Law offers opportunities for U.S. law students to study abroad. Participating U.S. students gain international perspective by studying and living in a legal system and culture different than their own. In addition, there are other international degree opportunities.

Cambridge, England

A five-week summer study abroad program in Cambridge, England, gives J.D. students the opportunity for comparative study of U.S., British, and European Union law, in an historic and attractive setting at Sidney Sussex College, Cambridge.

East Anglia, UK

Under a cooperative arrangement between the Cumberland School of Law and The Norwich Law School at the University of East Anglia in Norwich, England, British law students have the opportunity to study in the U.S., and Cumberland graduates have the opportunity to study in the U.K. Participating Norwich LL.B students spend a year at Cumberland after their second year of legal studies at Norwich. Two Cumberland J.D. graduates each year are awarded full-tuition scholarships for studies toward an LL.M. degree at Norwich.

Accelerated Bachelor-to-Graduate Pathway Program

3+3 Law Program

Samford University and the Cumberland School of Law have created an accelerated bachelor's to JD pathway program (aka 3+3 program) which permits a Samford student who has completed three-fourths of the work acceptable for a bachelor's degree to be admitted to the law school. After successful completion of the first year of classes at Cumberland, the student will be awarded a bachelor's degree in his/her undergraduate major. The program is available to Samford students from several undergraduate majors (popular ones include English, history, human development and family science, and journalism and mass communication). This program requires acceptance into Cumberland Law School following the normal application process, and careful advisement and documentation in order to ensure the completion of the bachelor's degree. Some credit sharing is allowed and overall credits of the combined programs are reduced. Students should consult their academic advisor for additional details regarding this program.

Joint Degree Pathway Programs

Keeping legal education relevant requires offering more than one traditional law degree. To broaden perspectives or to help prepare for careers in special fields, Cumberland School of Law students have the option to pursue nine different joint degrees. Five programs are offered in conjunction with other schools at Samford University. One is offered in combination with the Cumberland School of Law's master of laws (LL.M.) degree. Two programs are offered in association with the University of Alabama at Birmingham, an internationally recognized academic and research medical center, and one program is offered in association with Albany Medical College.

Applications must be made during the spring semester of the first year of law school. To be admitted to joint-degree programs, students must have completed their first year of law school, earned a cumulative GPA of at least 2.50, and satisfied the particular joint-degree program's admission requirements. In addition, students must first complete the law school's Joint-Degree form and meet with the director of law student records.

Juris Doctor/Master of Accountancy (J.D./M.Acc.)

Juris Doctor/Master of Arts in Theological Studies (J.D./M.A.T.S.)

Juris Doctor/Master of Business Administration (J.D./M.B.A.)

Juris Doctor/Master of Divinity (J.D./M.Div.)

Juris Doctor/Master of Laws (J.D./LL.M.)***

Juris Doctor/Master of Public Administration (J.D./M.P.A.)*

Juris Doctor/Master of Public Health (J.D./M.P.H.)*

Juris Doctor/Master of Science (Bioethics) (J.D./M.S.)**

Juris Doctor/Master of Science in Environmental Management (J.D./M.S.E.M.)

* In cooperation with the University of Alabama at Birmingham.

** In cooperation with Albany Medical College, New York.

*** Includes concentrations in financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations.

For additional information, please contact the law school admissions office:

Office of Law Admission

Cumberland School of Law

Samford University

Birmingham, Alabama 35229

Tel: (205) 726-2702 or (800) 888-7213

E-mail: lawadm@samford.edu

Website: <http://samford.edu/cumberlandlaw>

Law (J.D.)

Law Core: Year I, Fall: 15 Credits

- LAW 502 - Torts (4)
- LAW 506 - Contracts I (3)
- LAW 510 - Criminal Law (3)
- LAW 508 - Civil Procedure I (2)
- LAW 512 - Lawyering and Legal Reasoning I (3)

Law Core: Year I, Spring: 15 Credits

- LAW 505 - Real Property (4)
- LAW 507 - Contracts II (2)
- LAW 509 - Civil Procedure II (3)
- LAW 513 - Lawyering and Legal Reasoning II (3)
- LAW 524 - Evidence (3)

Law Core: Year II, Fall: 2 Credits

- LAW 522 - Constitutional Law I (2)

Law Core: Year II, Spring: 3 Credits

- LAW 523 - Constitutional Law II (3)

Additional Law Core: 15 Credits (take in 2nd or 3rd year)

- LAW 526 - Business Organizations (4) *
- LAW 533 - Secured Transactions (3)
- LAW 540 - Wills, Trusts, and Estates (3) *
- LAW 546 - Professional Responsibilities (2)
- LAW 665 - Criminal Procedure I (3) **

Experiential Learning Requirement: 6 Credits

- Complete 6 hours of experiential learning courses. Courses that satisfy this requirement will have an E in the section of the class schedule.

Graduation Writing Requirement: 1-4 Credits

- Complete a supervised rigorous writing experience (course or seminar). These courses will vary by semester and will be designated with an R in the section of the class schedule. Designations are determined by the associate dean. Students are encouraged to complete this requirement before the end of their fifth regular semester.

Law Electives: 30-33 Credits

- Other Upper Level Law Courses; choose from LAW 532; LAW 600:999

Total Required Credits: 90

*Beginning with the Class of 2018, students must take LAW 526 (Business Organizations) no later than the fourth semester and LAW 540 (Wills, Trusts, and Estates) no later than the fifth semester.

**Beginning with the Class of 2020, students must take LAW 665 (Criminal Procedure I) during the 2nd or 3rd year.

Course Descriptions

Accounting

ACCT 510 - Income Tax II (3)

Study of tax aspects of operating a corporation, partnership, estate, trust, or limited-liability entity. Includes review of exempt organizations, international and multi-state tax topics, client service oriented settings, and development of tax planning and communication skills. Prereq: Admission to the M.Acc. Program.

ACCT 511 - Financial Accounting for Managers (3)

Review of financial accounting concepts from a user's perspective, including how financial statements are prepared; the ability to interpret the information provided in financial statements; the ability to conduct a preliminary financial analysis of a firm. Prereq: None.

ACCT 514 - Tax Research (3)

Review and development of skills needed to conduct professional tax research--fact gathering, issue identification, finding and assessing controlling tax authorities, developing and communicating recommendations in spoken and written form. Students use traditional and electronic materials; approach is case-oriented. Prereq: Admission to the M.Acc. Program.

ACCT 515 - Governmental and Not-for-Profit Accounting (3)

Introduction to governmental and nonprofit accounting and auditing, including accounting methods used at hospitals, universities, and other not-for-profit entities. Prereq: Admission to the M.Acc. Program.

ACCT 519 - Accounting for Decision-Making (3)

Survey of major issues involved in financial reporting and accounting for management decisions. Alternative accounting methods are identified, with emphasis on the managerial implications of choices among these methods. Prereq: ACCT 511.

ACCT 520 - Auditing II (3)

Advanced look at the professional external auditing process, including an in-depth study of auditing standards and processes completed by each student. Prereq: Admission to the M.Acc. Program.

ACCT 521 - Fraud Examination (3)

Introduction to fraud examination. Course will focus on developing an understanding of how and why occupational fraud is committed; identifying how fraudulent conduct may be deterred; and determining how allegations of fraud should be investigated and resolved. Prereq: Admission to the M.Acc. Program.

ACCT 525 - Applied Professional Research (3)

Instruction in professional research methods, materials, and techniques to provide students with a working knowledge of research methodology utilized by practicing accountants in the fields of audit, financial, and taxation. Aims to develop the student's capacity for solving and defending his/her position with respect to particular accounting issues. Prereq: Admission to the M.Acc. Program.

ACCT 531 - Data Analytics in Accounting and Finance (3)

This course employs a project-based pedagogy in the study of data analytics within accounting and finance. Students will become proficient in the practice of analytics using the IMPACT cycle process. This course will have an emphasis on using various contemporary tools, software, and technologies to (1) prepare data for analysis; (2) analyze data; (3) communicate insights from analysis; and (4) track outcomes from the analysis. Cross-listed with DATA 531. Prereqs: ACCT 511 and FINC 514. Offered: Spring.

ACCT 540 - Financial Accounting and Reporting III (3)

Advanced study of accounting concepts and procedures with focus on accounting for business combinations and consolidations. Includes foreign currency transactions, partnerships, segment and interim reporting, and SEC reporting. Discuss both U.S. GAAP and IFRS. Prereq: Admission to the M.Acc. Program.

ACCT 550 - Managerial Accounting Seminar (3)

In-depth discussion of major issues in providing accounting information for management decisions. The course relies heavily on case analysis, and develops in students the knowledge and analytical skills necessary for designing, implementing, and using planning and control systems. Topics include cost accumulation, budgeting, transfer pricing, activity-based costing, and behavioral considerations in accounting system design. Open to both M.B.A. and M.Acc. students. Prereq: ACCT 519 or admission to the M.Acc. Program.

ACCT 555 - Accounting Internship (3)

Academic credit may be awarded for students who complete accounting internships with local firms or businesses. Students should see the chair of accounting for eligibility parameters. Grading is pass/fail. Prereq: Permission from the accounting department chair and admission to the M.Acc. or Professional Accountancy program. Offered: Fall, Spring, and Summer.

ACCT 560 - Accounting Theory (3)

Study of advanced accounting theory in seminar format. Includes development of financial accounting principles and standards and extensive use of research and discussion. Prereq: Admission to the M.Acc. Program.

ACCT 570 - Financial Statement Analysis (3)

Analysis of corporate financial reports from a decision-maker's perspective. This course is case-and-applications-oriented and will emphasize the fundamental techniques of financial statement analysis. Building upon a review of accounting and investment concepts, we will cover the analysis (including ratio analysis) and interpretation of financial accounting information including the balance sheet, income statement and statement of cash flows. Additionally, we will examine the use of accounting information in investment and credit decisions, including valuation and debt ratings. Cross-listed with FINC 570. Prereq: Admission to the M.Acc Program.

ACCT 580 - Issues in Reporting and Disclosures for Business (3)

This course covers financial reporting and disclosure issues for business not covered in previous financial accounting courses, including accounting and reporting for partnerships, estates and trusts, segments and interim periods, SEC reporting, and other issues. In addition, a

major focus of the course is on the extensive disclosures found in the notes to the financial statements and Management's Discussion & Analysis. Offered: Spring.

ACCT 594 - Topics in Accounting (3)

Advanced study in accounting. Prereqs: Admission to the M.Acc. Program.

ACCT 599 - Contemporary Issues in Accountancy (1)

Discussion of current issues confronting the accounting profession. Includes presentations by practicing professional accountants and managers. Prereq: Admission to the M.Acc. Program.

Architecture

ARCH 505 Internship (3)

This course is an elective independent study in which the student gains practical experience while working in an architecture firm or business involved in the lawful practice of architecture, and under the supervision of a registered architect. This experience requires a minimum of 250 contact hours. Grading is pass/fail. Undergraduate Prereq: ARCH 422. Co-req: ARCH 507. Offered: Summer.

ARCH 507 Faith and Worldview of Architecture (3)

In this online course, students will research and consider the relationship between Christian faith traditions, architecture and design, and their own expressions of faith in the workplace. This course is taken in conjunction with the ARCH 505 Internship and students will complete the online coursework at their own pace. Co-req: ARCH 505. Offered: Summer.

ARCH 510 Thesis Research and Prep (4)

This course is a prerequisite to the master of architecture graduate thesis studio, ARCH 610. Students select a relevant topic to the field of architecture and design, and through research and analysis develop a project scenario about which this topic can be further studied and explored. Students will establish their thesis advisor(s) and committee and create a comprehensive design program. Undergraduate Prereqs: ARCH 422, SOA 302, and SOA 460. Offered: Fall.

ARCH 512 Architecture Design Studio VII: Urban Design (6)

This graduate-level studio course focuses on the impact of design at the urban scale. Using emerging urban design theories on mixed-use development, walkability, sustainability, and resiliency, students will explore various ways to shape the built environment and impact existing urban fabrics and infrastructures. Design solutions will not only consider spatial and architectural impacts, but also cultural, socio-economic, and ecological influences. For majors in architecture. Technical/studio format. Undergraduate Prereqs: ARCH 422 and SOA 460. Offered: Fall.

ARCH 515 Professional Practice I (3)

Following a student's internship experience in ARCH 505, this course further explores the business practices of the profession of architecture and design. Topics include professional requirements and licensure, marketing, compensation, business structures, responsible control, and ethics. Undergraduate Prereq: ARCH 101; Graduate Prereq: ARCH 505. Offered: Fall.

ARCH 518 Advanced Architecture Elective I (3)

This course will cover a particular topic in architecture or design that is not normally examined in depth in the regular course offerings. This course is designed to teach students about a special design interest of a faculty member, a newly emerging area in design, or allow for a visiting professor. The exact topic will vary according to the instructor. Offered: Fall.

ARCH 610 Architecture Design Studio VIII: Thesis Studio (6)

In this final design studio, students will use the research and design parameters they established in ARCH 510 to create a terminal design project. Based on the criteria identified in their thesis proposal, students will incorporate components from all previously studied design courses, including design iterations, structural design, materials, and building envelope strategies. For majors in architecture. Technical/studio format. Prereqs: ARCH 510 and ARCH 512. Offered: Spring.

ARCH 615 Professional Practice II (3)

Paired with the practical experience of the ARCH 505 internship, this course moves students from understanding firm management in ARCH 515, to understanding the delivery of design services and project management. Students will learn about the different project delivery methods, contractual requirements and agreements, project phases, the development and management of project schedules, and additional design services. Students will also be introduced to the primary AIA Contract Documents and their content. Prereqs: ARCH 505 and ARCH 515. Offered: Spring.

ARCH 618 Advanced Architecture Elective II (3)

This course will cover a particular topic in architecture or design that is not normally examined in depth in the regular course offerings. This course is designed to teach students about a special design interest of a faculty member, a newly emerging area in design, or allow for a visiting professor. The exact topic will vary according to the instructor. Offered: Spring.

ARCH 620 Advanced Architecture History/Theory Independent Study (4)

This course will allow students to conduct an independent study on a specific topic of architectural history and/or theory of their interest. Student's topics must be approved and exploration into the topic will be guided by the instructor. Students will learn the value of independent investigation and establishing personal theoretical constructs on architecture and design. Undergraduate Prereq: ARCH 220; Graduate Prereq: ARCH 507. Offered: Spring.

Audiology

DAUD 700 - Introduction to Clinical Practice (1)

This course begins in the first semester of the student's doctoral program and is intended as preparatory knowledge and skills for first-year audiology students as they learn about clinical skills and administrative responsibilities required for entry into clinical courses. Students will be introduced to clinical writing, professionalism training, and skill-based rationale. Additionally, students will learn and demonstrate

basic skill competencies as they move toward their first clinical practicum. An introduction into HIPAA regulations and ICD-10 codes will also be provided. Grading is pass/fail. Offered: Fall

DAUD 701 - Clinical Practicum I (1)

This beginning clinical practicum begins in the second semester of the graduate program. The student will apply theoretical concepts gained in academic coursework to assess, diagnose, and provide appropriate evidence-based treatment for individuals with hearing disorders. Students will further their clinical knowledge and skills base while working with patients in a variety of settings. May be repeated for a maximum of 2 credits. Grading is pass/fail. Prereq: DAUD 700. Offered: Spring.

DAUD 711 - Anatomy and Physiology of the Hearing Mechanism (2)

Study of the anatomical and physiological aspects of the auditory and vestibular systems. Topics will include outer ear, middle ear, inner ear, auditory pathway, vestibular pathway, and central auditory components, and their relevance to various audiological testing procedures. Offered: Fall.

DAUD 712 - Psychoacoustics (3)

Overview of the acoustics of sound and the psychoacoustic aspects of human auditory perception. Offered: Fall.

DAUD 713 - Research Methods (2)

The study of research questions and methodologies utilized in communication sciences. Skill development in reading, understanding, and critically evaluating research in the literature. Offered: Fall.

DAUD 714 - Instrumentation and Calibration (2)

An introduction to the basic concepts of instrumentation used in audiological assessments and analysis of acoustical signals. Discussion of the standards and procedures used for calibration. Offered: Fall.

DAUD 720 - Audiologic Assessment (3)

Hearing measurement procedures, based on theory and practice, will be discussed. Clinical considerations, including screening techniques, calibration of equipment, test environment, and masking, will also be covered. Offered: Spring.

DAUD 722 - Amplification I (3)

This course begins by introducing the history of amplification, including a discussion of hearing aid designs with the consideration of ear mold acoustics. Hearing aid selection and validation will also be covered. Offered: Spring.

DAUD 724 - Immittance and Otoacoustic Emissions Measurements (3)

Clinical application of immittance and otoacoustic emissions will be discussed. Offered: Spring. Offered: Spring.

DAUD 725 - Audiological Assessment Procedures Laboratory (1)

Laboratory experience in applying knowledge and skills learned in the academic setting for the completion of hearing evaluations, immittance measures, and OAE measurements. Offered: Spring

DAUD 730 - Otological Medical Conditions (3)

Medical conditions associated with the ear, their potential causes, and the resulting effects of the condition on hearing status. Treatment options and expected outcomes. Offered: Summer.

DAUD 732 - Amplification II (3)

Discussion of hearing aid signal processing, prescriptive and fitting verification methods, and probe microphone measurements. Prereq: DAUD 722. Co-req: DAUD 735. Offered: Summer.

DAUD 733 - Genetics, Embryonic Development & Pediatric Disorders (3)

Genetic, viral, and environmental factors that influence the embryonic development of the auditory system. Childhood conditions and diseases that impact communication development and hearing status. Offered: Summer.

DAUD 734 - Electrophysiology of the Auditory System (3)

Clinical application of electrophysiological methods for assessment, interpretation/diagnosis, and management in both peripheral and central hearing loss will be discussed. Offered: Summer.

DAUD 735 - Amplification Laboratory (1)

Hearing aid verification and validation via ANSI electroacoustical analysis and probe-mic measurements. Co-req: DAUD 732. Offered: Summer.

DAUD 750 - Pediatric Audiology: Diagnostics, Habilitation, and Educational Audiology (3)

Diagnostic procedures for testing children of various ages. Aural habilitation strategies for the pediatric population, practices and procedures for clinical audiology, influences of hearing loss on speech/language development, academic performance, psychosocial issues, and federal legislation. Prereq: DAUD 733. Offered: Fall.

DAUD 751 - Clinical Practicum II (2)

This clinical practicum will build upon skills developed in previous practicums. Students will be expected to provide evidence-based assessment and treatment for individuals with hearing loss and balance disorders. May be repeated for a maximum of 4 credits. Grading is pass/fail. Prereq: DAUD 701. Offered: Fall and Spring.

DAUD 752 - Advance Amplification Options (3)

Examines advance options in amplification including cochlear implants, auditory brain-stem implants, BAHAs, and middle ear implants. Prereq: DAUD 732. Offered: Fall.

DAUD 755 - Vestibular Assessment Laboratory I (1)

Laboratory experiences that will develop knowledge and skills taught in DAUD 756. Experience in obtaining a case history, conducting bedside examinations, and completing objective measurements. Co-req: DAUD 756. Offered: Fall.

DAUD 756 - Vestibular Assessment and Management (3)

This course will cover the basic assessment of patients with balance issues. Anatomy and physiology of the peripheral and central vestibular system, ocular motor, and postural control systems will be covered, as well as basic interpretation of test results. Discussion of audiological and medical treatment of vestibular disorders will also occur. Co-req: DAUD 755. Offered: Fall and Summer.

DAUD 761 - Adult and Geriatric Aural Rehabilitation (3)

Audiological treatment of adults with hearing loss. Particular focus placed on the understanding and treatment of psychosocial issues that accompany hearing loss in adults. Offered: Spring.

DAUD 765 - Vestibular Assessment Laboratory II (1)

Laboratory experiences that will develop knowledge and skills taught in DAUD 766, including advance vestibular assessments. Prereq: DAUD 755. Co-req: DAUD 766. Offered: Spring.

DAUD 766 - Vestibular Assessment II (2)

Advanced basic skills in vestibular testing to include various assessments, such as VEMPs, vHIT, and ECochG. Prereq: DAUD 756. Co-req: DAUD 765. Offered: Spring.

DAUD 769 - Statistical Methods (2)

Introduction to probability concepts and assumptions. Basic statistical procedures include variance, covariance, confidence intervals, analysis of variance, multiple regression, linear regression, and hypothesis testing for use in clinical or research applications. Use of a statistical software. Prereq: DAUD 713. Offered: Spring.

DAUD 791 - Seminars in Audiology (1-3)

A seminar in audiology 'hot-topics.' Specific topics will be faculty dependent and will vary with each offering. May be repeated for a maximum of 9 credits. Offered: Fall, Spring, and Summer.

DAUD 799 - Independent Study (3)

Faculty-directed student study in which student and/or faculty can determine a topic for in-depth examination culminating in a written paper or small project. May be repeated for a maximum of 6 credits. Offered: Spring.

DAUD 800 - Clinical Supervision and Leadership (3)

Instruction on appropriate supervision as outlined by ASHA. Development and discussion of leadership skills. Discussion of the role of faith in leadership, supervision, and clinical service. Prereq: DAUD 701. Offered: Summer.

DAUD 801 - Clinical Practicum III (3)

Practicum experience that exposes the student to a variety of hearing and vestibular disorders. Students expand their clinical competencies to provide more comprehensive services based on evidence-based practices. May be repeated for a maximum of 9 credits. Grading is pass/fail. Prereq: DAUD 751. Offered: Summer.

DAUD 811 - Hearing Conservation (2)

Effects of noise on the auditory system. Federal and state laws relating to noise levels and noise control. Hearing loss prevention strategies. Offered: Summer.

DAUD 812 - Interviewing and Counseling (2)

Importance of counseling as a component of audiological intervention. Importance of interviewing and counseling, particularly as it relates to age, culture, co-morbidity, and expectations, and the influence it has on patient and family acceptance. Counseling strategies and techniques. Offered: Summer.

DAUD 816 - Vestibular Management (2)

Discussion of audiological and medical treatments of vestibular disorders. Prereq: DAUD 765. Offered: Summer.

DAUD 821 - Deaf Culture and Visual Communication (2)

Discussion of the controversies in language development, academic performance, intervention, and implantation in individuals with deafness. Various forms of manual communication will be reviewed. Offered: Fall.

DAUD 822 - Professional, Clinical and Ethical Issues and Trends in Communication Sciences (3)

Study of theories of ethics with a focus on application to audiological services. Incorporation of religious beliefs into ethical decisions. Discussion of unethical and/or unprofessional incidents. New and emerging trends in audiology and how ethical considerations impact these trends. ASHA's Code of Ethics and Scope of Practice is covered. Offered: Fall.

DAUD 831 - Introduction to Speech-Language Pathology Services (1)

Introduction to the various speech, language, and cognitive disorders, and the services that are provided to these persons. Offered: Spring.

DAUD 832 - Management and Private Practice in Audiology (3)

Examination of business models that influence private clinical practice. Healthcare administration and management. Business planning, budgeting, coding, billing/reimbursement, accounting, liability, accounting, and service delivery are discussed. Offered: Spring.

DAUD 851 - Capstone Project (2)

Faculty-mentored student projects that expose the student to in-depth literature searches, reviews, analyses, and summation, as well as the scientific process. Students complete a literature review and initiate a project (to be completed in DAUD 852). Prereq: DAUD 700. Offered: Fall.

DAUD 852 - Capstone Research Project (2)

Faculty-mentored student projects (initiated in DAUD 851) reach summation during this course. Students will complete the study and analyze the collected data. Project results will be presented, at a minimum, department-wide. Prereq: DAUD 851. Offered: Spring.

DAUD 899 - Clinical Externship (4)

Broad and in-depth clinical experience in a student-selected placement. May be repeated for a maximum of 12 credits. Prereq: DAUD 801. Offered: Fall, Spring, and Summer.

Business Administration

BUSA 505 - Managerial Communications and Analysis (3)

Provides first semester MBA students with foundational skills in the areas of communication, case analysis, management, marketing, and data analysis necessary for student success in the Brock School of Business MBA program.

BUSA 533 - Management Information Systems (MIS) and Communications Technology (3)

Study of the design, development, and implementation of management information systems (IS). Includes issues related to managing the IS function and current developments in information technology that are impacting managerial decisions. Prereq: BUSA 505.

BUSA 534 - Planning and Design for Web-Based Business (3)

Includes steps for planning and implementing an e-commerce site. Students will learn how to create a custom business model; select hardware, software, and a hosting service to meet business needs; choose appropriate type of site by researching alternatives; choose correct vendors to match needs; and build an impressive website.

BUSA 551 - Operations Management (3)

Examines the planning, design, execution, and coordination of all activities that create goods or provide services. Addresses how upper level management can improve decision-making in both manufacturing and service sectors. Prereq: BUSA 505.

BUSA 552 - Managing Corporate Integrity (3)

Explores fundamental principles and best practices for managing corporate ethics, compliance, and social responsibility in today's business environment. Topics and assignments cover both domestic and international business issues, emphasizing the challenges of making decisions in a climate of increasing demands for transparency and accountability. Through focused readings, simulated corporate scenarios, meetings with corporate executives, and class discussions, students will develop competencies in managing employee and corporate conduct.

BUSA 555 - MBA Internship (1)

Academic credit may be awarded for students who complete business internships. Students should see the director of academic programs for eligibility parameters. Grading is pass/fail. May be repeated for a maximum of 2 credits.

BUSA 590 - Topics in International Business/Field Study (3)

Advanced study in international business.

BUSA 595 - Topics in Information Systems (3)

Advanced study in information systems.

BUSA 599 - Topics in Business Law Regulation (3)

Advanced study in business law regulation.

Data Analytics

DATA 511 - Big Data Strategy (3)

Offers an overview of concepts related to the strategic use of 'big data' and analytics in corporate settings. Course topics will include discussion on how organizations are leveraging data to solve traditional problems, identify new opportunities, and create value through other unique means. This is not a programming or technical course, but rather a look at big data from a 30,000-foot view of strategic decision making. Offered: Summer.

DATA 521 - Data Visualization for Business Analytics (3)

This course introduces students to the field of business analytics. Students learn fundamental concepts and skills of data analytics. This practical course aims to help students advance in their career field of interest. Offered: Summer.

DATA 531 - Data Analytics in Accounting and Finance (3)

This course employs a project-based pedagogy in the study of data analytics within accounting and finance. Students will become proficient in the practice of analytics using the IMPACT cycle process. This course will have an emphasis on using various contemporary tools, software, and technologies to (1) prepare data for analysis; (2) analyze data; (3) communicate insights from analysis; and (4) track outcomes from the analysis. Cross-listed with ACCT 531. Prereqs: ACCT 511 and FINC 514. Offered: Spring.

DATA 599 - Topics in Data Analytics (3)

Advanced study in data analytics. Offered: On rotation.

Divinity - Biblical Foundation

DVBF 502 - Old Testament Theology (3)

This course is required of all students in the first semester. This course studies the historical, literary, and canonical contexts of the Old Testament and its individual books. Special attention is given to the Old Testament's theological unity, role in biblical theology, and significance for Christian thought and practice.

DVBF 503 - New Testament Theology (3)

This course studies the historical, literary, and canonical contexts of the New Testament and its individual books. Special attention is given to the New Testament's theological unity, role in biblical theology, and significance for Christian thought and practice. Prereq/Co-req: DVBF 502.

DVBF 504 - Biblical Theology (3)

This course studies theological interpretation of the Old and New Testaments. Attention is given to major theological themes, issues of unity and diversity, and specific theological problems raised by the inclusion of both Testaments in a single Christian Bible. Prereqs: DVBF 502 and DVBF 503.

DVBF 521 - Special Topics in Biblical Foundations (3)

This course is a special study in a selected aspect of biblical foundations not otherwise covered in the Biblical Foundations curriculum. May be repeated for a maximum of 9 credits, if topics are different.

Divinity - Cross-Cultural Ministry Practicum

DVCC 655 - Cross-Cultural Ministry Practicum (0)

This practicum introduces students to issues related to cross-cultural ministry through firsthand experience in a cross-cultural ministry setting.

Divinity - Ethics

DVET 701 - Doctrine and Ethics (3)

This course examines major elements of theology and ethics with special attention given to the doctrines of Revelation, Trinity, Creation, Anthropology, Hamartiology, Christology, Pneumatology, Soteriology, Ecclesiology and Eschatology. Special attention also is given to the application of a model of Christian ethics to specific ethical problems. Prereq: DVHD 602.

DVET 711 - Racial Reconciliation (3)

This course is designed to develop a moral sensitivity to the history of race relations in the South, while causing students to think about racism not only as sociological and historical, but as a distorted theology that was/is translated into action. Students develop a biblical theology of racial reconciliation and consider ways the church can work to promote racial reconciliation today.

DVET 721 - Special Topics in Ethics (3)

This course is a special study in a selected aspect of ethics not otherwise covered in ethics curriculum. May be repeated for a maximum of 9 credits, if topics are different.

Divinity - Evangelism

DVEV 500 - Evangelism and Church Planting (3)

This course is an introduction to evangelism coupled with an introduction to the history and theology of the Church Planting Movement. The study of evangelism moves from its biblical basis and theological foundations to a study of the current philosophical and sociological scene in which the evangelistic mission must be implemented. Attention is given to the history and principles of important evangelistic movements and their relevance for today, as well as contemporary trends and methodologies in effective evangelism through the globalization of the gospel. The study of church growth surveys the basic principles of church growth in the local church.

DVEV 504 - History and Principles of Spiritual Awakenings (3)

This course studies spiritual awakenings as manifested in the epochal movements of Christian evangelism. Attention is given to surveying biblical, theological, historical and sociological principles involved in revivalism and evangelism. Emphasis is placed on the relevance of movements for contemporary ministry. Prereqs: DVHD 502.

DVEV 521 - Special Topics in Evangelism (3)

This course is a special study in a selected aspect of evangelism not otherwise covered in evangelism curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereqs: DVEV 500.

Divinity - History & Doctrine

DVHD 501 - Patristic History and Doctrine (3)

This course examines the major elements of the history and doctrine of the church from the end of the first century to the eighth century. Special attention is given to the doctrine of Scripture and its interpretation, the Trinity, and Christology.

DVHD 502 - Medieval and Reformation History and Doctrine (3)

This course examines the major elements of the history and doctrine of the church from the eighth century to the sixteenth century. Special attention is given to the doctrine of the Church and the Sacraments. Prereq: C- or above in DVHD 501.

DVHD 601 - Reformation and Early Modern History and Doctrine (3)

This course examines the major elements of the history and doctrine of the church from the sixteenth century to the nineteenth century. Special attention is given to the doctrine of Justification and the Work of the Holy Spirit. Prereq: C- or above in DVHD 502.

DVHD 602 - Later Modern History and Doctrine (3)

This course examines the major elements of the history and doctrine of the church from the nineteenth century to the present. Special attention is given to theological method and the doctrines of Atonement, Scripture, and Anthropology. Prereq: C- or above in DVHD 601.

DVHD 605 - Pastoral Theology (3)

This course examines the theology and practice of significant pastoral issues such as the call of God, the mission of the church, the priesthood of all believers, the pastor's self-understanding, the ministry of the Word, worship, sacraments, preaching, music, church growth, leadership, and the formation and growth of the congregation. Prereqs: DVHD 502 and DVSF 501.

DVHD 606 - Ecclesiology and Worship (3)

This course is a practical study of Christian worship based on the doctrine of the church. It traces the biblical and historical patterns and principles of significant aspects of worship as they fit within the theology and polity of the church in general, and in the various traditions within the church specifically, to promote more effective worship practices in the church. Prereqs: DVHD 502.

DVHD 651 - Introduction to Latin (3)

This course covers basic elements of Latin grammar and gives students a reading knowledge of simple religious texts by the end of the semester.

DVHD 652 - Latin Syntax & Translation (3)

This course continues study from DVHD 651 - Introduction to Latin (3) including reading original theological texts and other texts. Prereq: DVHD 651.

DVHD 702 - Readings in Augustine (3)

This course covers some of the major works of the greatest father of the Western church. Students read Augustine's Confessions, The City of God, and The Trinity, and look closely at Augustine's life, theology, and spirituality. Students prepare one term paper on some aspect of Augustine's thought. Prereq: DVHD 501.

DVHD 703 - Calvin and the Reformed Tradition (3)

This course studies the life and theology of John Calvin. Attention focuses on Calvin's role in the development of Reformed Protestantism as well as his distinctive contribution to Reformation theology. Readings include selections from Calvin's commentaries, letters, polemical and theological treatises, and institutes. Prereq: DVHD 502.

DVHD 705 - History of Biblical Interpretation (3)

This course covers the history of interpretation of Scripture from New Testament times to the present. Special attention is given to doctrinal issues, and cases are illustrated from specific biblical texts. Prereqs: DVBF 503 and DVHD 502.

DVHD 708 - Doctrine of the Trinity (3)

The course looks at the way the understanding of the Trinity has evolved during the history of the church and considers different approaches that can be, have been, and currently are taken toward the permanent issues that surface in Trinitarian interpretation. Prereq: DVHD 601.

DVHD 713 - Doctrine of God (3)

This course is an intensive investigation of biblical teachings and philosophical arguments concerning God. Special attention is given to the Trinitarian understanding of God. Prereq: DVHD 601.

DVHD 715 - Christology (3)

This course is a biblical and historical study of the person of Christ with special emphasis on patristic and contemporary understandings of Christ. Prereq: DVHD 601.

DVHD 721 - Special Topics in History and Doctrine (3)

This course covers special studies in a selected aspect of history and doctrine. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVHD 502.

DVHD 722 - Special Topics in History and Doctrine (3)

This course covers special studies in a selected aspect of history and doctrine. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVHD 502.

Divinity - Ministry Leadership

DVML 551 - Clinical Pastoral Education I (1)

This course is a basic half-unit (200 hours) of Clinical Pastoral Education [CPE] at an ACPE-accredited institution. Students work as chaplains/ministers to patients, families and/or hospital staff (when conducted in a medical-care setting). Emphasis is on clinical work, personal and theological reflection, peer and supervisor feedback, and application of experience to ministry. Students must apply for admission to an accredited CPE program and gain acceptance into said program before registering for this course.

DVML 651 - Clinical Pastoral Education II (2)

This course is a basic half-unit (200 hours) of Clinical Pastoral Education [CPE] at an ACPE-accredited institution. Students work as chaplains/ministers to patients, families and/or hospital staff (when conducted in a medical-care setting). Emphasis is on clinical work, personal and theological reflection, peer and supervisor feedback, and application of experience to ministry. Students must apply for admission to an accredited CPE program and gain acceptance into said program before registering for this course. Prereq: DVML 551.

DVML 701 - Supervised Ministry Practicum I (3)

This course is designed to enhance the personal and pastoral formation of students preparing for Christian ministry leadership via field-based learning. Students engage in the practice of ministry under the counsel and guidance of a ministry mentor, learning and growing from their experiences through the discipline of theological reflection. Students in this course must engage in supervised ministry for no fewer than 12 hours per week, September 1 through December 31. Placements and supervisors must be approved in advance by the director of field education. This course satisfies one-half of the supervised ministry requirement for the master of divinity degree. Prereq: DVHD 605.

DVML 702 - Supervised Ministry Practicum II (3)

This course is designed to enhance the personal and pastoral formation of students preparing for Christian ministry leadership via field-based learning. Students engage in the practice of ministry under the counsel and guidance of a ministry mentor, learning and growing from their experiences through the discipline of theological reflection. Students in this course must engage in supervised ministry for no fewer than 12 hours per week, January 1 through April 30. Placements and supervisors must be approved in advance by the director of field education. This course satisfies one-half of the supervised ministry requirement for the master of divinity degree. Prereq: DVML 701.

DVML 751 - Clinical Pastoral Education (3)

This course is one unit (400 hours) of Clinical Pastoral Education [CPE] at an ACPE-accredited institution. Students work as chaplains/ministers to patients, families, and/or hospital staff (when conducted in a medical-care setting). Emphasis is on clinical work, personal and theological reflection, peer and supervisor feedback, and application of experience to ministry. Students must apply for admission to an accredited CPE program and gain acceptance into said program before registering for this course.

Divinity - Missions

DVMS 500 - Introduction to Christian Missions (3)

This course serves as a general introduction to Christian missions. It seeks to integrate biblical theology, missions history, current global issues, cross-cultural competency, and missions strategy. It is designed to equip current and future local pastors with the tools for leading churches on mission locally, regionally, nationally, and internationally. It will also acquaint students with various strategies for missions and church planting as well as challenge students with God's call to missions.

DVMS 503 - Biblical and Theological Perspectives on Missions (3)

This course will focus on biblical and theological perspectives of mission and missions with two primary objectives: to explore mission and missions in the Old and New Testaments; and to explore the theology of missions through the study of important theologians and issues. This course will also introduce the history of missions, the globalization of Christianity, cross-cultural issues, the call to missions, and the mobilization of the local church. Prereq: DVMS 500.

DVMS 504 - Historical Perspectives on Missions (3)

This course will focus on the historical perspectives on missions with two primary objectives: to explore a survey of the history of the major epochs of Christian missions; and to explore the theological and cultural issues which the church has faced in its worldwide expansion. This course will also introduce the Bible and mission, the globalization of Christianity, cross-cultural issues, the missionary life and issues, and the mobilization of the local church.

DVMS 505 - Perspectives on Global Christianities (3)

This course focuses on Christianity as a worldwide movement by looking at the development and present state of missions and the church in the major regions of the world (Africa, Asia, Latin America and Europe). The course also introduces the Bible and missions, short-term missions, cross-cultural communication, the call to missions, and mobilizing the local church.

DVMS 506 - Contemporary Missions: Issues and Strategies (3)

This course provides an in-depth survey of contemporary missions through the prism of issues and strategies. The course also introduces the Bible and missions, short-term missions, cross-cultural communication, the call to missions, and mobilizing the local church.

DVMS 651 - Introduction to Islam (3)

This course surveys key elements in the life of Islam viewed from a Christian perspective with the aim of preparing Christians for ministry to Muslims. Special attention is given to the role of Muhammad; the Quran; diversity within Islam; and Islamic values, thought, social structure, and theology. Implications for cross-cultural communication are analyzed along with questions of contextualization.

Divinity - New Testament

DVNT 511 - Introduction to New Testament Greek (3)

This course studies the language in which the New Testament was written with special attention to the basic forms of nouns and adjectives, the inflection of simple indicative verbs, and the rudiments of Greek syntax.

DVNT 512 - Greek Syntax and Translation (3)

This course continues the study of Greek grammar and syntax, translation of selected passages from the Greek New Testament, and an introduction to exegetical method. Prereq: DVNT 511.

DVNT 616 - Greek Exegesis Practicum (3)

This course is a comprehensive study of intermediate Greek grammar and exegetical method based on the Greek text of Ephesians or Colossians. Prereq: DVNT 512.

DVNT 721 - Special Topics in New Testament (3)

This course is a special study in a selected aspect of New Testament studies not otherwise covered in New Testament curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVBF 503.

DVNT 722 - Special Topics in New Testament (3)

This course is a special study in a selected aspect of New Testament studies not otherwise covered in New Testament curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVBF 503.

DVNT 731 - Special Topics in New Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Greek text. May be repeated for a maximum of 12 credits, if topics are different. Prereq: DVNT 616.

DVNT 732 - Special Topics in New Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Greek text. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVNT 616.

Divinity - Old Testament

DVOT 511 - Introduction to Biblical Hebrew (3)

This course studies the essentials of biblical Hebrew grammar, including phonology, morphology, and vocabulary. Prereq: DVNT 512.

DVOT 512 - Hebrew Syntax and Translation (3)

This course continues study of biblical Hebrew grammar and syntax and translation of selected passages from the Hebrew Bible. Prereq: C- or above in DVOT 511.

DVOT 616 - Hebrew Exegesis Practicum (3)

This course studies the method and research tools of Hebrew exegesis with application to a selected book or books in the Old Testament. Prereq: C- or above in DVOT 512.

DVOT 705 - Biblical Archaeology (3)

This course surveys archaeology as it pertains to the Old Testament in general and Israel specifically. It includes a study of major findings of archaeology, both written texts and cultural remains; a correlation of these findings with biblical records; and an assessment of the value of archaeology in the study and exposition of the Bible, both the Old and New Testaments. Prereq: DVBF 502.

DVOT 721 - Special Topics in Old Testament (3)

This course is a special study in a selected aspect of Old Testament studies not otherwise covered in Old Testament curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVBF 502.

DVOT 722 - Special Topics in Old Testament (3)

This course is a special study in a selected aspect of Old Testament studies not otherwise covered in Old Testament curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVBF 502.

DVOT 731 - Special Topics in Old Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Hebrew text. May be repeated for a maximum of 12 credits, if topics are different. Prereq: DVOT 616.

DVOT 732 - Special Topics in Old Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Hebrew text. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVOT 616.

Divinity - Pastoral Ministry

DVPM 601 - Life and Work of the Pastor (3)

This course consists of selected studies of problems and opportunities related to the personal life and professional ministry of the Christian pastor.

DVPM 701 - Pastoral Care and Counseling (3)

This course is a detailed study of the history, theology, and skills of pastoral counseling. A major emphasis of the course is the development of a biblical counseling model. Skill development focuses on listening, diagnosis, development of strategies, application of biblical principles, and referral. Special topics include premarital, family, career, crisis, grief, and substance-use counseling.

DVPM 702 - Marriage and Family Counseling (3)

This course studies principles and methods of dealing with specific marriage and family problems with an emphasis on premarital counseling. Prereq: DVPM 701.

DVPM 703 - Crisis, Trauma, and Grief Counseling (3)

This course explores in-depth the psychological and systemic dynamics associated with experiences of crisis, trauma, and grief. Emphasis is placed on the role of the minister in responding to crisis situations, in providing pastoral guidance in times of bereavement and loss, in providing safety in the church for individuals to process past experiences of abuse and trauma, and in serving as a role model for the community as a messenger of truth and grace. This course is oriented toward the practical rather than the theoretical and toward the victim rather than the victimizer. Prereq/Co-req: DVPM 701.

DVPM 721 - Special Topics in Pastoral Ministry (3)

This course is a detailed study of one aspect of the practice of pastoral ministry in the context of the local church. Special features include field investigation, lectures and seminars by experienced practitioners in the area of ministry, and hands-on instruction where possible. May be repeated for a maximum of 9 credits, if topics are different.

Divinity - Philosophy of Religion

DVPH 705 - Introduction to Apologetics (3)

This course examines the most frequently raised objections to and questions about Christian faith. Consideration is given to effective responses to objections, including hostile objections. Some consideration is given to what apologetics is and the use of logical arguments in apologetics.

Divinity - Preaching

DVPR 601 - Christian Preaching (3)

This course is a detailed study of the principles of sermon preparation and delivery. Topics include types of sermons and the relationship of exegesis, hermeneutics, and theology to the task of preaching. Special attention is given to the development of skill in preparation of expository sermons from the biblical text. The course also introduces principles of sermon delivery. Prereq/Co-req: DVNT 616. Prereqs: DVHD 502 plus the 21-hour core (see M.Div. degree requirements).

DVPR 602 - Preaching Practicum (3)

This course studies sermon delivery by means of experience in a laboratory setting. The course includes study of the principles of speech communication as well as the delivery of sermons for self-study and evaluation. Audio and video recordings of sermons are utilized. Prereqs: DVHD 601 and DVPR 601.

DVPR 607 - Expository Preaching (3)

This course gives students experience in applying exegetical and homiletic principles to the preparation of expository sermons. Sermons by recognized expository preachers as well as sermons by members of the class are evaluated. The aim is to make biblical exposition relevant to contemporary needs with specific attention given to preaching through individual books of the Bible. Prereq: DVPR 602.

DVPR 609 - Doctrinal Preaching (3)

This course examines the theology, history, and practice of doctrinal preaching. Attention is given to the biblical/theological basis for doctrinal preaching, the historical development of doctrinal preaching and hermeneutical issues related to the art of doctrinal preaching. The essential and relevant nature of doctrinal preaching for the contemporary church is emphasized. Prereq: DVPR 601.

DVPR 721 - Special Topics in Preaching (3)

This course is a special study in a selected aspect of preaching not otherwise covered in preaching curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVPR 601.

Divinity - Spiritual Formation

DVSF 501 - Spiritual Formation (3)

This course is designed to help students reflect on the practice and experience of biblical spirituality. Students will engage with multiple traditions from an evangelical perspective to learn more about their own tradition and glean from others.

DVSF 601 - Early Christian Spirituality (3)

This course focuses on key writers, such as Irenaeus, Athanasius, Gregory of Nyssa, and Evagrius of Pontus, to illuminate key themes from the Patristic period, such as the nature of sin and the passions, the image of God in human salvation, and the personal nature of theology grounded in prayer. The intent is to examine differences and similarities between this period and now, and to make judgments concerning the usefulness of early Christian spirituality today. Prereq: DVSF 501.

DVSF 603 - African American Spirituality (3)

This course examines African American spirituality in the Christian tradition. It explores the African cosmology or worldview as a prelude to African American spirituality in human liberation. Students are encouraged to reflect theologically and to seek common ground between their religious orientation and the African American tradition. Prereq: DVSF 501.

DVSF 621 - Special Topics in Spiritual Formation (3)

This course is a special study in a selected aspect of spiritual formation not otherwise covered in the Spiritual Formation curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVSF 501.

DVSF 622 - Special Topics in Spiritual Formation (3)

This course is a special study in a selected aspect of spiritual formation not otherwise covered in the Spiritual Formation curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVSF 501.

Divinity - Theology

DVTH 701 - Faith and Vocation (1)

This course introduces students not pursuing careers in full-time paid ministry to the process of integrating theological studies and vocational objectives. This course must be taken in the semester in which the student expects to graduate. M.A.T.S. students only. Prereqs: DVBF 503 and DVHD 601.

DVTH 741 - Directed Study (3)

This course is designed by the advanced student in consultation with the instructor to pursue a topic of special interest not otherwise covered in the divinity curriculum. See Directed Study, under Academic Policies, in the Beeson Divinity School Bulletin for a complete description and procedures for a directed study course.

DVTH 798 - Master's Thesis (3)

See Theses, under Academic Policies, in the Beeson Divinity School Bulletin for a complete description and procedures for the thesis option.

DVTH 799 - Master's Thesis (3)

See Theses, under Academic Policies, in the Beeson Divinity School Bulletin for a complete description and procedures for the thesis option. Prereq: DVTH 798.

Divinity - Ministry

DVDM 801 - Preaching and the Pastoral Identity (3)

This seminar explores the matter of pastoral identity, as revealed in the Scriptures, given expression in the history of the Church, and embodied uniquely by students, and the implications for how one regards and practices the ministry of preaching and teaching.

DVDM 805 - Ministry Context Studies I (3)

This course addresses the implications of pastoral identity for the preaching and teaching of the Bible in the student's ministry context. Students identify a topic of significance to the practice of ministry at the intersection of preaching and pastoral identity, research the topic, and present findings and implications for practice. Students also submit a sermon(s) for evaluation and feedback. Prereq: DVDM 801.

DVDM 811 - Preaching the Whole Counsel of God (3)

This seminar examines the major theological themes that span the Old and New Testaments and the hermeneutical principles that undergird faithful and responsible exposition of biblical texts in one's preaching ministry. Prereq: DVDM 805.

DVDM 815 - Ministry Context Studies II (3)

This course enhances students' ability to choose and utilize a biblical theology appropriate for the preaching and teaching of the Bible in a student's ministry context. Students identify a topic of significance to the practice of ministry that involves the application of biblical theology to their preaching ministry, research the topic, and present findings and implications for practice. Students also submit a sermon(s) for evaluation and feedback. Prereq: DVDM 811.

DVDM 821 - Preaching and Culture (3)

This seminar engages the dynamic tension between the Word of God and culture, the nature and mission of the church in relation to culture(s), and the challenge of proclaiming biblical truth in changing cultural contexts. Prereq: DVDM 815.

DVDM 825 - Ministry Context Studies III (3)

This course enhances students' ability to develop a theological vision and biblical hermeneutic that is cross-cultural, culturally sensitive, and effective for preaching in a student's ministry context. Students identify a topic of significance to the practice of ministry that relates to the interchange between preaching and culture, research the topic, and present findings and implications for practice. Students also submit a sermon(s) for evaluation and feedback. Prereq: DVDM 821.

DVDM 831 - Moving from Text to Sermon (3)

This seminar introduces students to homiletical principles and practices for text-driven preaching, assisting them in developing processes by which to improve their preaching and teaching ministries. Prereq: DVDM 825.

DVDM 835 - Ministry Context Studies IV (3)

This course enhances students' ability to prepare and deliver text-driven sermons in a student's ministry context. Students identify a topic of significance to the practice of ministry in the planning, development, and delivery of sermons, research the topic, and present findings and implications for practice. Students also submit a sermon(s) for evaluation and feedback. Prereq: DVDM 831.

DVDM 841 - Special Topics I (3)

This elective, one-week seminar in a selected topic may take the form of a directed study designed by the advanced student in consultation with the professor to pursue independently a topic of special interest not otherwise covered in the curriculum. Some courses offered under this heading include Issues in Marriage and Family Ministry, Leading Your Church in Worship, Pastoral Evangelism, and Doctrinal Preaching.

DVDM 842 - Special Topics II (3)

This elective, one-week seminar in a selected topic may take the form of a directed study designed by the advanced student in consultation with the professor to pursue independently a topic of special interest not otherwise covered in the curriculum. Some courses offered under this heading include Issues in Marriage and Family Ministry, Leading Your Church in Worship, Pastoral Evangelism, and Doctrinal Preaching.

DVDM 843 - Special Topics III (3)

This elective, one-week seminar in a selected topic may take the form of a directed study designed by the advanced student in consultation with the professor to pursue independently a topic of special interest not otherwise covered in the curriculum. Some courses offered under this heading include Issues in Marriage and Family Ministry, Leading Your Church in Worship, Pastoral Evangelism, and Doctrinal Preaching.

DVDM 844 - Special Topics IV (3)

This elective, one-week seminar in a selected topic may take the form of a directed study designed by the advanced student in consultation with the professor to pursue independently a topic of special interest not otherwise covered in the curriculum. Some courses offered under this heading include Issues in Marriage and Family Ministry, Leading Your Church in Worship, Pastoral Evangelism, and Doctrinal Preaching.

DVDM 860 - Project Proposal Writing (3)

This seminar is designed to provide guidance for students as they write proposals for their ministry research project. Prereq: DVDM 835.

DVDM 871 - Ministry Research Project I (3)

The implementation of a ministry research project in the student's place of ministry includes a formal written report that describes and evaluates the ministry initiative, followed by an oral examination on the project and its report. Students are given three semesters to complete the project and report. A continuation fee is charged for subsequent semesters. Prereq: DVDM 860. Offered: Fall and Spring.

DVDM 872 - Ministry Research Project II (3)

The implementation of a ministry research project in the student's place of ministry includes a formal written report that describes and evaluates the ministry initiative, followed by an oral examination on the project and its report. Students are given three semesters to complete the project and report. A continuation fee is charged for subsequent semesters. Prereq: DVDM 871. Offered: Fall and Spring.

DVDM 873 - Ministry Research Project 3 (3)

This course is designed to teach students how to function in ministry as reflective practitioners, seeking and achieving greater levels of competence and effectiveness in the practice of ministry. Students identify a theological topic in ministry, organize an effective research model, use appropriate resources to design and implement a ministry project in their ministry context, evaluate the results, and present their work in a doctoral-level report. Upon submission of the ministry research project report, students make an oral presentation of their work to a faculty committee. Grading is pass/fail. Prereq: DVDM 872. Offered: Fall and Spring.

Economics

ECON 512 - Foundations of Economics and Statistics (3)

Survey of the theorems, tools, and techniques of basic economic analysis. Provides an integrated framework of micro and macroeconomics, preparing the student for more advanced study in ECON 520. Prereq: None.

ECON 520 - The Economics of Competitive Strategy (3)

Study of the methods used in making economic decisions in an uncertain world. Topics such as forecasting economic activity and decision making using game theory, are discussed. In addition, the course examines the effects of the global economic environment on business decisions. Prereq: ECON 512.

ECON 522 - International Economics (3)

Graduate-level analysis of the theoretical principles underlying international trade, investment, and the international monetary system. Includes effects on domestic and foreign economics of commercial, monetary, and fiscal policies. Prereq: ECON 512.

ECON 593 - Topics in Economics (3)

Advanced study in economics. May be repeated for a maximum of 9 credits, if topics vary.

Education (EDUC Dept)

EDUC 500 - Teaching Math in Today's Elementary Classroom (3)

This course is designed to provide the elementary teacher opportunities to deepen math knowledge, examine effective instructional strategies, conduct action research to inform instructional decisions, and demonstrate school leadership in the area of mathematics. Candidates will gain insight into relevant mathematical concepts and principles, the impact of real-life mathematical contexts and accompanying models, and the role of choosing and developing rich mathematical tasks to develop the necessary habits of mind for mathematical success (de Lange, 2003). Offered: Spring.

EDUC 501 - Assessment and Instruction for Elementary Reading/Literacy (3)

This graduate course provides an in-depth study of assessment strategies for elementary readers at various reading levels. Effective reading assessments for groups and individual learners, data-driven decision-making, and assessment of curriculum will be emphasized. This course will expand graduate student's knowledge of on-going diagnostic instruction through the practice of reading assessment tools. Data analysis and patterns of performance at the individual, class and whole school level will be discussed. Students will design reading evaluation reports and collaborate with colleagues. Offered: Fall.

EDUC 502 - Assessment Strategies to Impact Student Achievement (3)

This course is designed to develop knowledge, skills, and essential professional dispositions necessary for teachers to understand the nature and application of assessment strategies, to create and employ valid and reliable classroom-based assessments of student learning, and to enable teachers to be effective consumers of standardized and commercially-produced assessments and assessment results. The course emphasizes the integration of assessment into the core professional responsibilities of teaching. Emphasis is placed upon accurate, systematic collection, organization, and reporting of student assessment data so that all students are given supportive feedback for academic growth. Offered: Summer.

EDUC 503 - Principles and Application of Curriculum and Instruction (3)

This course presents a comprehensive overview of curricular design-principles, foundations, issues, and procedures for developing, implementing, and evaluating curriculum. Graduate candidates will determine effective strategies to plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and standards. This course will provide practical knowledge for blending content areas to maximize student learning and prepare teachers to meet the needs of all students across the curriculum. Candidates will demonstrate the ability to integrate and apply knowledge for instruction, adapt to diverse students, promote critical thinking and problem solving, and active engagement in learning.

EDUC 504 - Teaching in the Diverse Classroom (3)

This class prepares candidates to look at the factors that make students diverse and the instructional implications for teaching them. Teachers will gain formidable skills in building their students' resiliency, teaching to students' learning styles, and minimizing the effects of poverty on student achievement. This course will provide candidates with realistic approaches, strategies, and practices for improving their students' academic performance in the classroom. Teachers will come away with the ability to identify biases that affect student learning and modify their instructional practices for working with students at risk of failure including English language learners and students from poverty. Offered: Spring.

EDUC 505 - Independent Study (1-3)

Individual research project carried out under the supervision of a faculty advisor. May be taken for 1, 2, or 3 credit hours and repeated for a maximum of 6 credit hours total. See faculty advisor for course requirements. Offered: Every semester.

EDUC 506 - Teaching Thinking Skills in the Elementary Classroom (3)

This course explores the concepts, theories, and research regarding creative and critical thinking. Candidates participate in activities/experiences designed to foster understanding of creative and critical thinking skills, and methods/techniques/strategies appropriate for the development and nurturing of these skills in elementary students. "Thinking Skills" is a general term that includes a variety of cognitive thinking processes, including critical thinking and creative thinking. Critical thinking involves distinguishing valid from invalid reasoning primarily by identifying assumptions, determining their validity, seeing them from varying perspectives, and taking action based on valid reasoning. Creative thinking allows for going beyond our normal modes of thinking to generate new approaches to problem solving, to see the world from varying perspectives, and to create new/novel solutions. Offered: Summer.

EDUC 507 - Inquiry-Based Instruction in the Elementary Classroom (3)

R.L. Moore's (1996) assumption that "students learn the most when they are told the least" is the foundation for the design of this course. Candidates will be provided opportunities to deepen understanding regarding the practice of inquiry and its classroom implications and explore the meaning and importance of inquiry as it pertains to not only science and math but to all elementary content. Inquiry will be investigated as a way of "seeking truth" rather than a methodology. Offered: Summer.

EDUC 508 - Concepts of Christian Education and Missions (3)

This course is designed to introduce graduate candidates to the aims, methods and principles of Christian education, with regard to teaching in the mission field: locally, nationally, and internationally. This course is designed to support the practicing teacher who desires to participate in short term missions. Offered: Summer.

EDUC 509 - Advanced Techniques for the Diagnosis and Remediation of Reading Problems (3)

Designed for teachers and/or administrators seeking the master of science in education degree in elementary/early childhood education. Focus on critical training in diagnosing and correcting a wide range of specific and general reading disabilities.

EDUC 510 - Instructional Adaptation for Student Diversity (3)

Exploration of current legal requirements, best practice in program delivery, and services for students with special needs. Special emphasis on attitudes, knowledge, and skills needed by regular education teachers for working effectively with special needs populations in the regular classroom.

EDUC 511 - Mathematics for Elementary Teachers (3)

This course is designed to enhance content knowledge in elementary teachers. Concepts taught in this course include properties of rational and irrational number systems, geometry, algebra, probability and statistics, and number theory, with an emphasis on problem solving and critical thinking. This course focuses on the knowledge, skills, and dispositions necessary for effective teaching and learning in elementary mathematics classrooms. Offered: Every semester.

EDUC 512 - Contemporary Legal Issues for the Classroom Teacher (2-3)

Special emphasis on current legal issues that affect a variety of phases of public and private schools.

EDUC 513 - Instructional Design for Optimal Student Learning (3)

Investigation of instructional planning as related to student achievement in a seminar setting.

EDUC 514 - Social Dynamics and Student Learning (3)

Discussion of social issues as related to their impact on the child and the learning process.

EDUC 515 - Standards-Driven Teacher Leadership (3)

Design and implementation of classroom and school improvement plans with emphasis on "best practices" for increasing student achievement in the elementary school.

EDUC 516 - Instructional Design for Active Learning (3)

Discussion of current research linking active learning strategies to authentic learning and retention of knowledge. Focus on implementing active learning strategies in the classroom.

EDUC 517 - Effective Curriculum Design (3)

Development of teachers who are able to make reflective decisions about the design, development, and implementation of curricula, including creation of learning environments that support learning for all students to a high degree of proficiency.

EDUC 518 - Action Research: Theory and Techniques (3)

Designed to provide graduate students an opportunity to formulate a research proposal, and implement and evaluate a special research project which focuses upon improving teaching and learning in diverse early childhood and elementary classrooms.

EDUC 519 - Field-Based Action Research (3)

Implementation of action research and evaluation of a special research project--based on data collected for the research proposal developed in EDUC 518 - which focuses upon improving teaching and learning in diverse early childhood and elementary classrooms. Prereq: EDUC 518.

EDUC 520 - Foundations, Trends, and Issues in Education (3)

This required course is designed to guide prospective teacher education candidates in developing insight into current educational issues in diverse schools. Students will examine philosophical and historical trends in education. This course is designed to develop a deep level of reflectiveness about the central issues it examines: the teacher as a moral role model who may experience the moral tension between caring and fairness in teaching; teaching as a profession including professional ethics, school reform, equality of opportunity, social justice and student diversity, especially cultural diversity; and how out of school experiences including language and family/community values and conditions impact learning. Offered: Fall, Spring, and Summer.

EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)

This course is designed to introduce prospective teachers to the importance of utilizing a variety of formal and informal assessment strategies to inform instruction. This course develops prospective teachers' understanding of assessment strategies, uses and planning as well as knowledge of state-wide assessment systems. Candidates will also develop a wide range of evidence-based instructional strategies and technological tools to plan instruction that meets diverse learning goals. Offered: Fall, Spring, and Summer.

EDUC 522 - Designing Instruction for Diverse and Exceptional Learners (3)

This course is designed to introduce pre-service teachers to standards-based instructional design and implementation. This course develops prospective teachers' understanding of individual learners and how to select a variety of strategies and resources to enhance understanding and critical thinking. Students in this course will develop the ability to reflect on data and make informed decisions regarding planning, assessment, and instruction. Meeting the needs of all students is an essential task for all educators and upon completion of this course candidates will understand why diversity is an important consideration in the context of education. Offered: Fall, Spring, and Summer.

EDUC 523 - Diversity and Learner Development (3)

This course seeks to establish a comprehensive knowledge base of developmental characteristics of learners. Specifically, candidates will be introduced to principles of learning acknowledging physical, cognitive, cultural, and social-emotional differences among learners. The course includes an emphasis on major developmental theories related to the areas of cognition, learning, motivation, communication, language acquisition, physical, social, psychological, and moral development. Additionally, the course supports candidates' understanding of how learners differ in their approaches to learning. Offered: Fall, Spring, and Summer.

EDUC 524 - Curriculum Design for P-12 Instructional Leaders (3)

Provides a forum where students will reflect upon the context, student, and content factors that influence curriculum design. Cross-listed with EDLD 524. Offered: Fall, Spring, and Summer.

EDUC 525 - Integrating the Arts and Literature in the Elementary School Classroom (3)

This course seeks to prepare teacher education candidates to utilize the four arts disciplines and children's literature in preparation of lesson and unit design across the curriculum to engage and support students' development of critical thinking. According to the National Visual Arts Standards "forging these kinds of connections (integration) is one of the things the arts do(es) best, they can and should be taught in

ways that connect them both to each other and to other subjects.” Candidates will acquire a wide range of arts integration strategies to support students’ understanding of critical content. Offered: Fall, Spring, and Summer.

EDUC 529 - Program Design for School Improvement (3)

Identification of strategies that successfully address barriers to learning, and implementation of these strategies in diverse K-12 classrooms.

EDUC 531 - Child Growth and Learning within the Educational Culture (6)

Integrated course of study within historical educational periods regarding interrelationships among educational systems, developmental concerns, and the learning domain culminating in the use of a case study to help train teachers to be better problem-solvers.

EDUC 532 - Early Childhood and Elementary Education Programs (6)

Emphasis on the study of exemplary early childhood and elementary programs. Examination of developmentally appropriate curricula design, implementation, and assessment for infant and toddler, preschool, kindergarten, primary and elementary programs.

EDUC 533 - The Arts: Curriculum & Instruction in the Early Childhood & Elementary Grades (8)

Integrated course of study dealing with the teaching of reading, diagnosis, and remediation of reading problems, language arts, and fine arts.

EDUC 534 - The Sciences: Curriculum & Instruction in Early Childhood & Elementary Grades (6)

Integrated course of study dealing with the teaching of mathematics, natural and physical sciences, and social studies. Primary components include curriculum design, educational assessment, case studies, and media/technology.

EDUC 535 - Current Issues in Education (4)

Review of emerging issues impacting schools and classrooms, and how to acquire the skills needed to participate effectively in creating an effective educational improvement. Focus on educational reform and restructuring, the impact of technological change on the classroom of the future, the impact of the standards movement on classroom instruction, dealing with controversial issues and special interest groups, reflective decision-making with a multicultural emphasis, and legal issues that affect the classroom teacher.

EDUC 537 - The Development of the Child: Birth to Early Adolescence (3)

The development of the child from birth to grade 6 bridges the gap between theory and practice, and is designed to show graduate-level fifth-year elementary education candidates how to apply developmental research and theory of children in the K-6 classroom. Offered: Summer.

EDUC 539 - Introduction to Education, Elementary Programs, & Curriculums (K-6) (3)

This course is designed for graduate candidates enrolled in the fifth-year alternative elementary masters' degree program who seek K-6 certification at the Class A level. This is an introductory-level course that covers the history and foundations of education with a focus on K-6 elementary programs. Offered: Summer.

EDUC 540 - Foundations of Literacy (3)

Candidates enrolled in this course will exhibit a high level of competence in the use of English language arts to ensure student learning and achievement using explicit instruction, facilitating active inquiry, providing opportunities for collaboration, and promoting positive interactions. Candidates will know, understand, and use theories from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Candidates will help students successfully apply their developing skills to many different situations, materials, and ideas within and across all content areas in order to provide relevant learning experiences for all students. Course emphasis will be placed on the five highly effective foundations of elementary reading instruction: phonemic awareness, phonics, vocabulary/word recognition, fluency, and comprehension. Offered: Fall, Spring, and Summer.

EDUC 541 - Reading Disabilities: Assessment and Intervention (3)

This course is designed for alternative-route graduate students to focus on the identification, assessment, and remediation of students with and at-risk for reading disabilities. Emphasis is placed on the Response to Intervention process of identification, individualized reading assessments (e.g. CTOPP, GORT, TOWRE, CBM), and evidence-based reading interventions (e.g. Orton-Gillingham, Lindamood-Bell, Scottish Rite, Multisensory, Strategic Instruction Model) with specific research results on students with reading disabilities. In addition, this course will review the specific skills deficits associated with readers with reading disabilities like phonemic awareness, decoding, word recognition, vocabulary, fluency, and comprehension skills, and the most effective methods for intervening with those deficits. Offered: Fall, Spring, and Summer.

EDUC 542 - Materials and Methods of Teaching Language Arts (3)

This course is intended for graduate candidates to obtain expertise in elementary language arts materials and methods. The content of this course will prepare K-6 pre-service teachers specifically how to teach their students the basics of the six language arts-reading, writing, listening, speaking, viewing, and visual representations. Offered: Fall, Spring, and Summer.

EDUC 543 - Literacy, Materials, and Methods of Mathematics (3)

This course is designed for candidates enrolled in the fifth-year alternative elementary education masters' degree program who seek certification at the Class A level. Content of the course will provide elementary teacher candidates with opportunities to deepen math literacy knowledge, examine effective instructional strategies, and analyze data to inform instructional decisions in the area of mathematics.

EDUC 544 - Materials and Methods of Teaching Science, Social Studies, Health, and Physical Education (3)

This course is designed for fifth-year alternative elementary education candidates and will provide an integrated approach to materials resources, curriculum and instructional methodology in science, physical education, health education, and social studies K-6 content areas. Curriculum design, assessment, and the incorporation of health and physical education into K-6 science and social studies programs will be key emphases for this course. Offered: Fall.

EDUC 545 - Clinical Field Applications and Technology (3)

This course is designed to prepare fifth-year alternative elementary education graduate candidates with the knowledge and abilities necessary to be successful pre-teachers during the first major clinical experiences presented to them in the fall semester. Emphasis will be

placed on planning, presentation, and professional behaviors necessary to be an effective pre-teacher. Another major emphasis of this course will be the use of technology in the classroom and initial development of an e-portfolio based on the major tenets of InTasc standards that assess the modeling of core teaching standards and learning progression in pre-teacher candidates. Classes will be presented in seminar format. Offered: Fall.

EDUC 546 - Planning, Assessment, and Professional Dispositions (3)

This course investigates best practices in planning and assessing for academic achievement in K-6 students. The candidate will be exposed to multiple means of planning including the lesson plan and the curriculum unit. All phases of appropriate classroom assessment will be explored with emphasis on formative and summative assessment. Finally, seminars will be conducted to expose the candidate to professional behaviors (dispositions) required to become a highly-effective K-6 teacher. Offered: Fall.

EDUC 547 - Exceptional Learners and Diversity in the Elementary Classroom (3)

This course is designed for candidates enrolled in the fifth-year alternative graduate elementary program. Content for this course is intended for students who have had little or no experience teaching K-6 students. Candidates will explore the various facets of teaching exceptional children, including an overview of the current state of exceptional education nationwide and within the state of Alabama, and an in-depth understanding of the various disabilities found in K-6 classrooms. Emphasis will also be placed on meeting the needs of diverse learners including, but not limited to urban, rural and multi-ethnic students. Offered: Fall.

EDUC 548 - Classroom Management, Issues, and Ethical Demands of Teaching (4)

This course is designed for candidates enrolled in the fifth-year alternative elementary education masters' degree program who seek certification at the Class A level. The purpose of the course is to prepare classroom teachers to understand the impact of emerging issues on their schools' classrooms, and to acquire the skills needed to participate effectively in creating effective educational improvement. The course also emphasizes the development of highly effective classroom management strategies and the ethical demands being placed on today's teachers. Offered: Spring.

EDUC 549 - Seminar for the Internship (3)

This course is designed to be taken during candidates' internship semester. The seminar is a weekly format in which interns are both participants and presenters. Interns are expected to share their own experiences in their classrooms and learning communities. A major emphasis of this course will be candidates' knowledge and implementation of roles and opportunities related to effective teachers and their involvement in leadership and collaboration. Co-req: EDUC 592. Offered: Spring.

EDUC 574 - Differentiating Instruction and Teaching the Gifted in the Regular Classroom (3)

Emphasis on developing differentiated curriculum and instructional strategies for meeting the needs of gifted learners in general education classrooms.

EDUC 575 - Nature and Needs of the Gifted Learner (3)

Survey course examining the characteristics and identification of gifted and talented learners, developing gifted education programs, and special issues regarding gifted learners.

EDUC 577 - Current Issues in Gifted Education Seminar (3)

Discussion of current issues in gifted education, such as academic and social-emotional needs of special populations of gifted learners.

EDUC 578 - Curriculum Materials and Methods for the Gifted (3)

Development of curriculum materials and instructional strategies appropriate for gifted and talented learners.

EDUC 579 - Practicum in Gifted Education (3)

Field experience in developing and delivering appropriate gifted education services in schools. Includes reflective seminars for reviewing and evaluating internship experiences. Practicum experiences are conducted in student's school/district. Prereqs: EDUC 574, EDUC 575, EDUC 577, EDUC 578, and EDUC 580.

EDUC 580 - Developing Creative and Critical Thinking Skills (3)

Exploration of personal creative and critical thinking processes, with focus on integrating creative and critical thinking in the classroom.

EDUC 582 - Low Incidence Disabilities (K-12) (3)

This course provides in-depth instruction on the unique needs of students with low incidence disabilities and effective instructional strategies for working with students with low incidence disabilities in the K-12 classroom. Specific instructional requirements will be outlined including the Alabama Alternative Assessment (AAA), teaching to extended standards, planning for medications and medical needs, mobility issues, communication and language skills, and assistive technology. Offered: Spring.

EDUC 585 - Assessment Procedures & Processes in Special Education (3)

Overview of the current processes and procedures in place for referral, assessment, placement, and reevaluation in special education. Prereq: EDUC 582.

EDUC 586 - Managing Challenging Behavior in the Classroom: A Functional Behavioral Approach (3)

Examination of individualized behavioral management using a functional behavioral approach. Outlines the principles of applied behavioral analysis and how to apply those principles in the classroom.

EDUC 589 - High Incidence Disabilities (K-12) (3)

This course provides in-depth instruction on the unique needs of students with high incidence disabilities and effective instructional strategies for working with students with high incidence disabilities in the K-12 classroom. Specific instructional requirements will be outlined including teaching to standards, using assessments to change instruction to impact student learning, accommodating lessons to improve student learning, using strategic learning and content enhancement routines, planning for transition post-school, and effective reading and math instruction to improve overall content learning. Offered: Fall and Summer.

EDUC 592 - K-6 Internship (6)

(Fifth-Year Non-Traditional; MSE-ELEM) Supervised field internship for prospective teachers in elementary education, grades K-6. Prereq: EDUC 548. Co-req: EDUC 549.

EDUC 593 - Research-Based Methods of Instruction for High and Low Incidence Disabilities (3)

This course provides research-based methods of instruction for prospective collaborative special education (K-12) level teachers who hold Class B certification. Prospective collaborative special education (K-12) teachers will acquire knowledge of current best classroom practices and the ability to apply them in collaborative K-12 special education settings. Offered: Fall, Spring, and Summer.

EDUC 594 - Clinical Internship in K-12 Collaborative Special Education (6)

Supervised field internship for prospective teachers in the K-12 collaborative special education (Alternative A) program. Cross-listed with EDUC 591. Prereq: EDUC 593. Offered: Fall, on rotation.

EDUC 595 - Practicum in Collaborative Special Education (K-12) (3)

This course serves as the practicum/field experience for students seeking a master's degree in collaborative special education (K-12). This course provides both seminar and supervised field experience in the collaborative special education (K-12) setting. It provides an opportunity for students to apply their knowledge of characteristics and educational needs of students with disabilities at the K-12 level. Students must also demonstrate competencies in program planning, assessment, collaboration, consultation, content knowledge, instructional delivery and strategies for students with disabilities in the collaborative special education (K-12) setting. Prereq: EDUC 593. Offered: Fall and Spring.

EDUC 596 - Current and Emerging Instructional Technologies (3)

Additional review of computer-based instructional technologies as they are applied in the educational environment. Includes opportunities for teachers to become reflective decision makers as they explore opportunities in the classroom.

EDUC 597 - Curriculum Integration of Technology (3)

Expanded review of computer-based instructional technologies as they are applied in the educational environment. Includes opportunities for teachers to become reflective decision makers as they develop the necessary skills to infuse technology into the curriculum.

EDUC 607 - Early Childhood Exemplary Programs (3)

Investigation of the characteristics of exemplary programs in early childhood education. Includes study of models of current outstanding programs.

EDUC 608 - Elementary Exemplary Programs (3)

Investigation of the characteristics of exemplary programs in elementary education. Includes study of models of current outstanding programs.

EDUC 624 - Learning Theories: The Pursuit of Knowledge (3)

Study of contemporary theories of learning so that reflective decisions made about the design and development of school programs are grounded in research-based conceptions of learning and the developmental nature of learners.

EDUC 626 - Social Problems of Children and Youth (3)

Examination of appropriate solutions for social problems of children and youth which contribute to behavioral and learning difficulties. Emphasis on using acquired knowledge to reflect upon possible causes and solutions and to make informed decisions which will assist students and parents to deal successfully with societal forces.

EDUC 630 - Quality Improvement Practicum in Education (3)

Using concepts and tools learned in EDLD 629, students improve a process in a K-12 school or system and develop a plan to improve a curricular/instructional system for better student learning.

EDUC 640 - Trends and Issues in Teacher Leadership (3)

Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. This course addresses current trends and issues in education for prospective teacher leaders with particular emphasis on professionalism, ethics, and meeting diverse needs in the classroom. Candidates will use content knowledge regarding evidence-based best practices, including differentiation of curriculum and instruction, to provide teachers with models and strategies that support student learning. Offered: Fall, Spring, and Summer.

EDUC 641 - Mentor Training and Professional Development in Teacher Leadership (3)

Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. The purpose of this course is to prepare teacher leaders to become effective mentors, providing guidance and professional support; to successfully facilitate interactions among colleagues; and to develop and implement professional development programs that increase student achievement. Emphasis is placed on developing expertise in coaching colleagues in curriculum and instruction. Offered: Fall, Spring, and Summer.

EDUC 642 - Leadership for Differentiation in Schools (3)

Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. This course addresses leadership for meeting the needs of diverse learners in schools. Candidates will use content knowledge regarding evidence-based best practices, including differentiation of curriculum and instruction, to provide colleagues models and strategies that support student learning. Offered: Fall, Spring, and Summer.

EDUC 670 - Advanced Curriculum Workshop (3)

Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. The purpose of this course is to offer advanced training in curriculum development and implementation for elementary and secondary students. Offered: Fall, Spring, and Summer.

EDUC 671 - Program Planning and Evaluation in Gifted Education (3)

Intended for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. This course offers advanced training in program planning and evaluation for gifted education specialists or individuals who administer gifted education programs. Offered: Fall, Spring, and Summer.

EDUC 672 - Seminar in Gifted Education (3)

Designed for candidates in education who obtained their master's degree and certification at the Class A Level in gifted education or for those individuals who administer gifted education programming in the schools. The purpose of the course is to encourage reflective decision making and leadership skills by conducting professional learning and investigating topics related to gifted education. Offered: Fall, Spring, and Summer.

Education (FYNT Program)

EDUC 550 - Foundations and Issues (3)

Exploration of political, economic, and sociological events that impact education in America and shape philosophical and historical trends in secondary education. Survey of contemporary educational issues that prospective teachers encounter in their work. Class members will reflect upon the teacher as a moral role model in relation to fairness in teaching, school reform, equality of opportunity, student diversity, student achievement, and professional leadership. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall.

EDUC 553 - Diversity and Learner Development (3)

Designed for prospective secondary and P-12 teachers, this course will prepare classroom teachers to look at the factors that make students diverse and the instructional implications for teaching to diverse populations. The course will allow candidates to gain skills in meeting the needs of diverse learners in three areas: Culturally Responsive, Linguistically Responsive, and Socioeconomically Responsive. Prospective teachers will develop a knowledge base of the lifespan between childhood and adulthood, a developmental period in which major adaptations are made in all levels of human functioning. Candidates will also develop an understanding of the research and theory underpinning effective teaching and learning and will gain formidable skills in building student resiliency, fostering a sense of community within the classroom, teaching to student learning styles with realistic approaches, strategies, and practices for improving student academic performance and success in the classroom. Candidates will come away with the ability to identify biases that affect student learning and modify their instructional practices for working with students at risk of failure. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Summer.

EDUC 556 - Methods, Management and Technology (3)

Introduction to classroom management approaches, instructional strategies, and educational technologies that facilitate learning in diverse P-12 classrooms and enable teachers of P-12 students to establish effective learning environments. Emphasis is upon developing reflective teachers who address holistic student needs and concerns. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall.

EDUC 559 - Exceptional Learners and Collaboration (3)

Overview of special education in the P-12 environment. Includes characteristics of specific disabilities, laws, issues, trends, methods of collaboration with general education teachers, and transition issues. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Summer.

EDUC 563 - Content Area Literacy (3)

This course provides opportunities for prospective secondary and special education teachers to use their knowledge of their content field(s), their understanding of the diverse nature of the students they teach, and a broad array of research-based instructional strategies and strategies for increasing reading comprehension to create effective lessons and unit plans that enable students to master state and national curriculum standards. Offered: Fall, Spring, and Summer.

EDUC 568 - Teaching Physical Education (3)

Focuses on the development of curricula in physical education grades P-12. Principles of curriculum development, existing curriculum models and current trends and contemporary issues related to curriculum development are discussed. This course will focus on information to help potential physical educators attain teaching skills and knowledge (including critical thinking and reflective decision making) necessary to design, implement and evaluate appropriate physical education programs P-12. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 569 - Teaching Secondary Spanish (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 Spanish classes. Prospective teachers of secondary level language students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Spanish. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 570 - Teaching Secondary English (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 English/language arts classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for English/Language Arts. Emphasis is upon the norms and structures that contribute to safe

and stimulating learning environments. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 571 - Teaching Secondary Mathematics (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 mathematics classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Mathematics. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 572 - Teaching Secondary Science (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 science classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Science. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 573 - Teaching Secondary Social Studies (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 social studies classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Social Studies. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 591 - Internship for Secondary Education (6)

Supervised field internship for prospective teachers in the secondary education (Alternative A) program, grades 6-12, in a specialty area classroom. Cross-listed with EDUC 594. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall.

Education (FYNT Program, Content-Specific)

NOTE: The following content-specific courses are offered through the Howard College of Arts and the School of Health Professions for students in the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). These courses cannot be applied towards a different graduate education program.

BIOE 504 - Basic Toxicology (3)

Examination of the basics of applied toxicology for the non-technician. Course covers experimental toxicology definitions, biochemical mechanisms, and signs of exposure and insult. Includes an overview of how toxic materials enter the body, how they interact with the body, and how they are eliminated. Students learn specific toxic effects of metals, pesticides, and solvents. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereq: ENVM 501 or permission of the department. Offered: Fall.

BIOE 510 - General Biology for the Secondary Educator (4)

Instructional emphasis on pedagogical techniques for teaching basic biological principles, such as biological chemistry, cellular biology, inheritance, and survey of animals and plants, and ecology. Instruction includes problem-solving and laboratory techniques appropriate for the secondary education classroom. This course is designed to be a part of the master of science in education, Alternative Class A, Fifth-Year Non-Traditional Program in secondary education (MSE-FYNT) and satisfies the biology requirement toward Class A certification in general science. Offered: Summer.

BIOE 514 - Wetlands (3)

Introduction to the development, structure, and importance of wetlands, including the background necessary to understand the current controversies concerning wetland protection. Instructional methods include lecture, problem sheets, and field exercises. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 501, ENVM 502, ENVM 504, and ENVM 505, or permission of the department.

BIOE 517 - Environmental Biomonitoring (3)

Review of the basics of modern environmental analysis. Topics include proper field sampling and preservation, legal aspects, traceability, and chain of custody records. Aspects of a quality assurance and quality control program are addressed, as well as fundamentals of laboratory instrumentation and air quality monitoring. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 501 and ENVM 505, or permission of the department.

BIOE 519 - Conservation Biology and Natural Resource Management (3)

Study of the basic theories, models, and techniques of the science of conservation biology and their utilization in the conservation and management of natural resources. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 502 and ENVM 505, or permission of the department.

CHME 510 - General Chemistry for the Secondary Educator (4)

Introduction to problem-solving and laboratory measurement techniques appropriate to the secondary classroom. Instructional emphasis on chemical principles, such as: atomic structure, periodic properties, molecular structure, chemical reactions, stoichiometry, gas laws, thermodynamics, kinetics, equilibrium and electrochemistry. Course concentrates on developing advanced understanding on both the theoretical and practical levels. Meets a requirement in the general science concentration for Alternative Class A Certification in secondary education (MSE-FYNT). Offered: Spring.

COME 519 - Argumentation and Debate (4)

Teaches students to analyze, understand, and present public arguments as practiced in law, politics, science, and other public arenas. As a result, it will give roughly equal attention to argument theory and practice. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Summer.

ENGE 500 - African-American Literature (4)

Focuses on representative poetry, fiction, essays, film, and music that reflect important movements in African-American literary history. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

ENGE 510 - Southern Literature (4)

Examines texts which address dominant themes in the Southern tradition and investigates the current movement of New Southern Studies. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

ENGE 520 - Early British Literature Survey (4)

Survey of British literature from the Anglo-Saxon through the medieval period and the Renaissance to the 18th century, with emphasis on preparation for secondary school English/language arts teachers. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Prereq: Admission to the MSE-FYNT program. Offered: Fall.

ENGE 530 - Graduate Survey of American Literature (4)

Chronological survey of American literature from its beginnings to contemporary times, using the principles and practices of literary interpretation and other skills essential to the discipline and appropriate to the secondary classroom. Meets a requirement in English Language Arts concentration for Alternative Class A Certification in Secondary Education. Offered: Fall.

ENVM 515 - Conservation and Policy of Endangered Species (3)

A management overview of the study of the evolutionary mechanisms, species concepts, and taxonomic and systematic principles as applied to species-level taxon. Includes examination of how federal, state, and international laws relating to rare, threatened and endangered species affect the decision-making of environmental managers. Field projects will build skills to identify methods of species endangerment and the protocol for conducting threatened and endangered species field surveys. Regulations that impact business and development are presented through a series of case studies that provide managers with decision-making tools for compliance. The conservation methods and challenges of managing populations of rare and endangered species are also emphasized. Prereq: None.

ENVM 519 - Natural Resource Management and Policy (3)

The groundwork for the sustainable management of renewable and non-renewable natural resources is outlined in a combination of lecture and field projects. Basic biological methods, models, and techniques that are used to document and manage wildlife populations provide environmental managers with the tools to develop strategic plans in the workplace. The course content provides field opportunities that develop skills in data collection and analysis of wildlife populations. Environmental challenges that occur during the development and extraction of non-renewable mineral and fossil fuel resources are discussed and summarized. Prereq: None.

GEOE 510 - Human Geography (4)

Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Meets a requirement in the social studies teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 521 - Seminar in American History (3)

Focuses on social, intellectual, cultural, and political developments in American history. Meets a requirement in the history or social studies teaching field of the MSE-FYNT program. Offered: Fall, on rotation.

HISE 531 - Seminar in World History (4)

Focuses on historical and cultural developments in one nation or geographic region as a model for understanding world history. Meets a requirement in the history or social studies teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 541 - Seminar in History and Culture (3)

Focuses on historical and cultural developments in American, European, and/or world histories. Meets a requirement in the history or social studies teaching field of the MSE-FYNT program. Offered: Summer, on rotation.

KINE 522 - Advanced Adapted Physical Education (4)

Covers pertinent information concerning legislation, inclusion, the physical education IEP, and movement constraints of individuals with physical, intellectual, and emotional disabilities. The contents of this course are tied to national and state professional standards, including those set forth by the Interstate Teacher New Assessment and Support Consortium (INTASC, 2002), and NASPE/NCATE 2001 Physical Education Standards. Preparation of knowledge, skills, and dispositions will be objectives of the course in order to prepare individuals for teaching physical education and promoting physical activity among individuals in diverse communities. Offered: Summer.

KINE 560 - Curriculum Design and Development in Physical Education (4)

Focuses on the development of curricula in physical education grades P-12. Principles of curriculum development, existing curriculum models and current trends and contemporary issues related to curriculum development are discussed. This course will focus on information to help potential physical educators attain teaching skills and knowledge (including critical thinking and reflective decision making) necessary to design, implement and evaluate appropriate physical education programs P-12. Offered: Summer.

KINE 565 - Strategies and Issues in P-12 Physical Education (4)

The purpose of this course is to update graduate students who are currently teaching physical education or seeking initial certification regarding current state and national issues affecting P-12 physical education programs. Offered: Summer.

MATE 530 - Abstract Algebra for Teachers (4)

Introduces students to topics from abstract algebra, including group theory, ring theory, field theory, and rings of polynomials. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

MATE 540 - Foundations of Analysis for Teachers (4)

Introduction to the essential elements of real analysis, including a thorough discussion of the set of real numbers and the topology of the real line, functional limits and continuity, sequences and series of real numbers, the derivative, sequences and series of functions, the definite integral, Fourier series, Lagrange interpolation, Newton interpolation, and introductory splines. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

MATE 560 - Discrete Mathematics for Teachers (4)

Introduction to a variety of topics in discrete mathematics. Includes study of graph theory and various counting techniques. Other topics may include Latin squares, magic squares, block designs, and codes. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

PHYE 510 - General Physics for the Secondary Educator (4)

Instructional emphasis on basic physical principles, such as Newton's Laws, energy and momentum conservation, and the application of these principles in diverse areas of physics, such as mechanics, thermodynamics, wave motion and electricity and magnetism. Includes problem-solving and laboratory measurement techniques appropriate for the secondary education classroom. Course concentrates on developing advanced understanding of previously-learned material at both the theoretical (lecture) and practical (practicum) levels. Meets a requirement in the general science teaching field of the MSE-FYNT program. Prereq: One algebra-based course in general physics. Offered: Fall, Spring, and Summer, on rotation.

POLE 500 - American Politics and Economy (4)

Survey of topics vital for an understanding of American national institutions, politics, and economics. Readings, lectures, and discussions will examine the democratic and economic principles of the national government, the institutions of the United States political system, citizen-government linkages, and public policy. Meets a requirement in the social studies teaching field of the MSE-FYNT program. Prereq: Admission to the MSE-FYNT program. Offered: Fall, on rotation.

SPAE 501 - Advanced Methodology and Applied Linguistics (4)

Addresses two essential areas for teachers of Spanish: advanced foreign language methodology and applied linguistics. Students will examine methods unique to language teaching and language teachers and use technology for language learning. In applied linguistics students will review Spanish phonetics, second language acquisition, and bilingualism. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

SPAE 502 - Hispanic Cultures in the Foreign Language Classroom (4)

Using national standards of the American Council on the Teaching of Foreign Language, the course provides an overview of methodologies and approaches to teaching Latin American and Spanish cultures in the foreign language classroom for secondary education. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

SPAE 503 - Literature and Film of the Spanish-Speaking World (4)

Students will review masterpieces of Hispanic literature and film while developing linguistic proficiency in reading, speaking, writing, and understanding the Spanish language. They will also strengthen their understanding of literary terminology and critical analysis while exploring pedagogical strategies for teaching literature and film in their own classrooms. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

Education (EDLE Dept)

The courses listed below represent only a portion of the graduate-level education courses available. See the Department of Curriculum and Instruction for additional courses that may apply to programs offered through the Department of Educational Leadership. Two such courses are EDUC 518 Action Research: Theory and Techniques and EDUC 519 Field-Based Action Research. NOTE: Courses numbered 600 and above are open to post-master's degree students.

EDLD 504 - Leading Diversity in a School Culture (3)

Examine how to show respect, employ strengths, and appreciate diversity as student assets to embrace equitable access to effective teachers, learning opportunities, academic, and social support, with engagement of families and communities. Offered: Every semester.

EDLD 505 - Independent Study (1-3)

Individual project under the supervision of a faculty advisor. May be taken for 1, 2, or 3 credit hours and repeated for a maximum of 6 credits. See faculty advisor for course requirements. Offered: Every semester.

EDLD 518 - Research Theory and Techniques (3)

Develop a research proposal that focuses on continuing to improve an educational setting, nonprofit organization, business, or industry enterprise. Offered: Fall, Spring, and Summer.

EDLD 519 - Research Implementation (3)

Implement the research proposal designed in EDLD 518, including gathering, analyzing, and interpreting data focusing on the continuous improvement in educational settings, nonprofit organizations, businesses, or industry enterprises. Prereq: EDLD 518. Offered: Every semester.

EDLD 520 - Foundations of Instructional Leadership (3)

Develop effective instructional leaders who create, advocate for, and enact a shared mission and vision of high quality education, academic success, and student well-being, while fostering a school community of teachers and other professional staff to promote each student's success. Offered: Fall, Spring, and Summer.

EDLD 521 - Issues in School Finance (3)

Study of the economic factors relative to the financing of public schools. Involves in-depth study of taxation, state school finance systems, impact of school finance litigation, budgeting processes, and current/emerging issues in school finance policy.

EDLD 522 - Management Design for School Improvement (3)

Probe how continuous improvement conducted through effective, efficient, and equitable use of resources and organizations may promote a learning community conducive to students' academic success and social emotional growth. Offered: Fall, Spring, and Summer.

EDLD 523 - Leading K-12 Special Population Programs (3)

Explore current legal requirements, state and federal legislation, administrative rulings, recent case law decisions, existing standards, research-based practices, and leadership trends used with exceptional learners including, but not limited to, English language learners, gifted, students with disabilities, and Title I. Offered: Fall, Spring, and Summer.

EDLD 524 - Curriculum Design for P-12 Instructional Leaders (3)

Provides a forum where students will reflect upon the context, student, and content factors that influence curriculum design. Cross-listed with EDUC 524. Offered: Fall, Spring, and Summer.

EDLD 525 - Practicum in School Improvement (3)

Purposeful "hands-on" experiences designed to prepare students to lead the essential work of school improvement. Leadership skills are developed through studying the key concepts and skills used by effective leaders, by observing effective models, and by experiencing one's own trial and error in the workplace.

EDLD 526 - Legal and Ethical Issues in Education (3)

Overview of how local, state, and federal laws play a role in establishing school policies and practices consistent with current ethical and legal and ethical standards. Offered: Fall, Spring, and Summer.

EDLD 527 - Internship in Instructional Leadership (3)

Complete an explicit set of school-based experiences where one lead activities fostering intellectually challenging curriculum, professional learning of school personnel, and/or student achievement. Offered: Fall, Spring, and Summer.

EDLD 536 - Educational Leadership for Learning (3)

Gain knowledge about enhancing climate through effective leadership practices to direct continuous improvement in educational settings, nonprofit organizations, business and industry. Prereq: EDUC 518. Offered: Every semester.

EDLD 537 - Comparative International Education (3)

Compare international educational systems through historical, cultural, economic and political realms. Mandatory OR Elective. Offered: Every semester.

EDLD 538 - Governance and Policy in Educational Systems (3)

Acquire knowledge of governance and policy in educational settings, nonprofit organizations, and business and industry through theory, research, policy debates, and/or problem-based learning activities. Offered: Every semester.

EDLD 539 - Innovative Concepts in Education (3)

Explore factors driving change and innovation to acquire strategies for building capacity in educational settings, nonprofit organizations, and business and industry. Offered: Fall and Spring.

EDLD 540 - Design for Educational Improvement (3)

Probe effective, efficient, and equitable use of resources in order to create an environment conducive to the success of the organizational system. Offered: Every semester.

EDLD 541 - Issues in Educational Finance (3)

Examine the economic situation and both short- and long-term fiscal operation of the educational setting, nonprofit organization, business or industry. Offered: Every semester.

EDLD 542 - Comparative Legal Issues in Education (3)

Explore legal, ethical, and human resource frameworks for leading and managing organizational systems. Offered: Every semester.

EDLD 544 - Practicum in Educational Leadership (3)

Engage in leadership approaches by participating and/or leading specific workplace expectations within an educational setting, nonprofit organization, business or industry professional environment. Offered: Every semester.

EDLD 621 - Educational Management and Strategic Thinking (3)

Provide understanding necessary for successful management of the PreK-12 educational enterprise including fiscal equity and adequacy, staffing, and the use of technology. Offered: Every semester.

EDLD 622 - Seminar in Academic Leadership (3)

Emphasize pertinent theories (such as adult learning and chaos theory), complexity science, learner-centered leadership, systems management, and strategic thinking to cope with the evolving social, political, and economic context of schooling. Offered: Every semester.

EDLD 623 - Organizational Innovation (3)

Explore factors that impact the PreK-12 educational enterprise's ability to implement and sustain change. Offered: Every semester.

EDLD 625 - Legal and Policy Issues in Education (3)

Provide in-depth study of legal and policy issues inherent in instructional, non-instructional, and administrative positions including human capacity, students with disabilities, social media/technology in the PreK-12 education profession. Offered: Every semester.

EDLD 627 - Professional Strategies for Learning (3)

Examine and implement reflective and effective decision-making models in order to lead professional learning experiences that impact student performance. Offered: Fall and Spring.

EDLD 628 - Assessment of Teaching and Learning (3)

Analyze and interpret a variety of complex student assessment information used for continuous improvement and program evaluation purposes. Offered: Every semester.

EDLD 630 - Leading in a Diverse Society (3)

Equip the educational leader with an awareness of and knowledge for dealing with cultural complexity, challenges, and opportunities that come with diversity. Offered: Every semester.

EDLD 637 - Practicum in School Improvement (3)

Review current frameworks and evaluate school improvement in school settings through site visits, case study analysis, and program evaluations. Offered: Every semester.

EDLD 638 - Professionalism and Ethics in Education (3)

Investigate personal, professional, and school community values that reflect a code of ethics in a PreK-12 educational enterprise. Offered: Every semester.

EDLD 681 - Research for School Improvement (3)

Apply fundamental research concepts and principles of survey methodology for the purpose of program, department, school, and/or district improvement. Offered: Every semester.

Education (IDTE Program)

IDTE 518 - Research Design and Methodology in Instructional Design (3)

This course introduces candidates for the graduate degree in instructional design and technology to key issues and concepts in quantitative and qualitative research. Candidates develop skills in research design, location and synthesis of research literature to support line of inquiry, basic statistical methodology, quantitative and qualitative data collection and analyses, and how to prepare a scholarly paper. This course is the pre-requisite for the capstone project in instructional design and technology. Offered: Fall.

IDTE 550 - Foundations of Instructional Design (3)

This course provides an historical overview of the field and outlines the foundational knowledge, skills, and attitudes needed by professionals in the field of instructional design and educational technology. Offered: Fall.

IDTE 551 - Instructional Design I (3)

This course examines theoretical perspectives (behavioral, cognitive, and constructivist) to learning as related to the instructional design process. Motivation theory, as well as new developments in educational neuroscience, will be explored as students learn how these principles are applied to practical settings using a variety of design models. Offered: Spring.

IDTE 553 - Instructional Design II (3)

This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction utilizing technology. Students will explore the instructional design and development process from analysis through evaluation and engage in authentic instructional design activities. Offered: Spring.

IDTE 556 - Designing Multimedia for Instruction (3)

In this course, students will be introduced to principles and current technologies of multimedia systems. Issues in effectively representing, processing, and retrieving multimedia data such as sound and music, graphics, image, and video will be addressed. This course incorporates lectures, tutorials, and hands-on activities to build the skills necessary to create and edit multimedia content. Offered: Spring and Summer.

IDTE 563 - Organizational Leadership in Instructional Design and Technology (3)

Through extensive case study analysis and research, this course explores the theories and principles that form the foundation of organizational leadership. The influences of culture, diversity, ethics, mission, vision, motivation, communication, and technology on organizational dynamics and leadership will be examined. Utilizing research theory, students will determine and analyze their own philosophies of leadership as they relate to leading, management, conflict resolution, and other organizational dynamics. Offered: Spring and Summer.

IDTE 566 - Assessment and Evaluation in Instructional Design and Technology (3)

This course is designed to help students understand the importance of valid and reliable assessments to support learning, the interplay between instructional assessments and larger scale assessments, and how to utilize assessment and evaluation data. Students will also learn how to lead a process of analyzing assessment data for instructional decision-making. Offered: Spring and Summer.

IDTE 570 - E-Learning (3)

This course is designed to expose students to the latest innovations in e-learning technologies and environments as well as the theoretical issues central to e-learning. The course will cover online learning environments including, but not limited to, online learning communities, communication and sharing tools, content creation tools, and communities of practice. Students will research and present various emerging e-learning applications and how new approaches to learning can be integrated into today's education/training environments. Issues of target audience, design, usability, and accessibility will be addressed. Students will also work in teams to design, develop and implement e-learning modules using one or more of the technologies explored during the course. Prereq: IDTE 556. Offered: Spring and Summer.

IDTE 575 - Issues and Trends in Instructional Design and Technology (3)

This course explores trends and issues of current and historical significance to instructional design. Readings will include contributions of key scholars, past and present, in instructional design and related fields. Includes analysis of trends and issues to track and predict their impact on the future of the field. Offered: Every semester.

IDTE 599 - Advanced Practices in Instructional Design and Technology (3)

In this capstone course, students create, use, evaluate, and manage effective learning environments, and demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. Students also complete a professional portfolio. Prereqs: IDTE 518, IDTE 550, IDTE 551, IDTE 553, IDTE 556, IDTE 563, IDTE 566, IDTE 570, and IDTE 575. Offered: Fall, Spring, and Summer.

Education - Doctoral

EDLD 700 - Foundations of Leadership Studies (3)

This course orients graduate students to the doctoral program in educational and organizational leadership and the skills and competencies necessary for success in coursework and the dissertation. Through the course students will be socialized into what it means to be a doctoral candidate and how their learning should inform the way in which they approach coursework, research, scholarship, and post-doctoral opportunities. Furthermore, the course will provide a foundation for doctoral study from a Christian/biblical foundation that focuses on self-knowledge, character, justice, equity, and moral decision-making. Offered: Fall, Spring, and Summer.

EDLD 731 - Policy Development and Analysis (3)

Conduct in-depth analyses of legal and policy issues inherent in educational and organizational settings with particular emphasis on political processes and advocacy as the major driving force in the policy-making arena. Offered: Every semester.

EDLD 734 - Leadership Planning (3)

Acquire leadership skills for successful planning strategies such as strategic, improvement, scenario, short-term and long-term planning processes. Offered: Fall and Spring.

EDLD 735 - Ethical and Faith-Informed Leadership (3)

Investigate the intersection of ethical, economic, social, and cultural issues in educational and organizational settings with a focus on faith-informed leadership. Offered: Fall, Spring, and Summer.

EDLD 737 - Organizational Dynamics and Planning (3)

Investigate emerging organizational theories and leadership applications for short- and long-term planning, organizational improvement, and management of human capital. Offered: Fall, Spring, and Summer.

EDLD 744 - Trends in Executive Leadership (3)

Explore complex issues and challenges that drive the changing role of educational and organizational leaders at the executive level of administration. Offered: Fall, Spring, and Summer.

EDLD 745 - Negotiation, Conflict, and Crisis Management (3)

Examine strategies of negotiation and conflict resolution, such as managing organizational issues and conflicts, avoiding litigation, mediating differences, defusing relational crises, dealing with difficult individuals, and handling emergency and crisis situations within the organization. Offered: Fall, Spring, and Summer.

EDLD 780 - Research Design (3)

Explore the purposes, components, and research paradigms, with attention to strategies to analyze scholarly research studies including meta-analyses stylistic requirements, converting ideas into research questions and design, all with an overall focus on mixed methodology. Offered: Fall, Spring, and Summer.

EDLD 781 - Foundations of Qualitative Inquiry (3)

Gain knowledge of qualitative research methods by designing and collecting, analyzing, and reporting observations, interviews, and archival information. Offered: Fall, Spring, and Summer. (Formerly EDLD 739)

EDLD 782 - Foundations of Quantitative Statistics (3)

Explore quantitative procedures and analyses, including descriptive and parametric and non-parametric inferential statistics, through one-way analysis of variance and correlation using a computer software package. Prereq: EDLD 780. Offered: Fall, Spring, and Summer. (Formerly EDLD 746)

EDLD 794 - Dissertation Seminar I (3)

Focus on the design, writing, defense, and completion of the dissertation proposal. Grading is pass/fail. Offered: Fall, Spring, and Summer. (Formerly EDLD 797)

EDLD 796 - Dissertation Seminar II (3)

Apply advanced research principles and practices for data collection and analysis. Grading is pass/fail. Offered: Fall, Spring, and Summer. (Formerly EDLD 783)

EDLD 798 - Dissertation Seminar III (3)

Focus on the writing, final defense, and completion of the dissertation. Grading is pass/fail. Offered: Fall, Spring, and Summer.

EDLD 799 - Directed Doctoral Study (1-3)

Support and provide direction to doctoral candidates who have completed all required coursework toward the dissertation. May be repeated a maximum of 10 times. Grading is pass/fail. Prereq: EDLD 798. Offered: Fall, Spring, and Summer. (Formerly EDLD 741)

Entrepreneurship

ENTR 531 - Entrepreneurship: Concepts and Consulting (3)

Study of critical concepts in new ventures and small businesses. Key topics will include management, marketing, and financial issues related to successfully starting a new business or operating a small or family business.

ENTR 543 - Corporate Entrepreneurship and Innovation (3)

Graduate-level examination of the role of innovativeness in managerial processes, product design, and process design. The shrinking global environment is forcing a shift in emphasis from management of stability and control to leadership directed toward speed of product or service delivery, empowerment, flexibility, and continuous improvement. Any existing organization, whether a business, a church, a labor union, or a hospital is faced with the task of promoting and managing organizational innovation.

ENTR 544 - Social Entrepreneurship and Non-Profit Management (3)

Graduate-level examination of management topics unique to the particular objectives of nonprofit firms, including mission setting, governance, assessment, and fundraising. Using case studies and practitioner writings, the course develops an applied framework for analyzing key strategic issues for the nonprofit firm. Students integrate course content by developing a strategic plan for a new or existing nonprofit.

ENTR 545 - New Product Development and Strategy (3)

A team-based, consulting-type course focusing on crafting a sustainable growth strategy for new product development in the early stage technology sector. This course can serve as an elective for either the entrepreneurship or marketing concentration. Prereq: BUSA 505.

ENTR 555 - New Venture Business Planning (3)

Examination of entrepreneurs and their activities. Critical course objective is the development of an entrepreneurial perspective, helping students to understand and evaluate diverse entrepreneurial situations while providing practice responding to those situations. Secondary course objective includes preparation of a first-cut business plan for a new business. Prereq: BUSA 505.

ENTR 597 - Topics in Entrepreneurship (3)

Advanced study in entrepreneurship. May be repeated for a maximum of 9 credits, if topics vary.

Environmental Management

NOTE: The environmental management graduate program follows the calendar of one summer term, one fall term, and one spring term. Unless otherwise indicated, all environmental management (ENVM) courses are offered on rotation.

ENVM 501 - Biological and Environmental Chemistry (3)

Application of chemical and biochemical principles to environmental problems and solutions. Course provides the nonscientist with the necessary chemical/biochemical concepts to assimilate the scientific aspects of environmental management. Required. Offered: Fall.

ENVM 502 - Environmental Law and Regulation (3)

Broad overview of how environmental issues are addressed in legal systems. Examines common law legal remedies and federal, state, municipal, and international environmental regulation through statutes, regulations, ordinances, and treaties. Salient topics include environmental justice and rulemaking by government agencies. Required. Offered: Fall.

ENVM 504 - Basic Toxicology (3)

Examination of the basics of applied toxicology for the non-technician. Course covers experimental toxicology, definitions, biochemical mechanisms, and signs of exposure and insult. Includes an overview of how toxic materials enter the body, how they interact with the body, and how they are eliminated. Students learn specific toxic effects of metals, pesticides, and solvents. Required. Prereq: ENVM 501. Offered: Fall and Spring.

ENVM 505 - Sustainability (3)

Examination of the basic principles of sustainability and how to apply those principles in decision making and green imaging. Students will develop these skills through a group project where they will evaluate the sustainability of an assigned entity (e.g., a company, city government, or organization) and identify recommendations for improving that entity's sustainability and green image.

ENVM 507 - Technology and Management of Hazardous Materials (3)

Review of current technology in storage, handling, and transportation of hazardous materials and wastes. Emphasis on safe, efficient, and legally sufficient management techniques. Includes presentation of methods for identification and classification of hazardous and toxic materials, substances, and wastes; review of spills and specific procedures to prevent incidents and to protect human health and the environment; and examination of OSHA training requirements, packaging and labeling procedures, storage compatibility and capacity, transportation requirements, and legal responsibilities. Prereqs: ENVM 501, ENVM 502, and ENVM 504.

ENVM 508 - Ecotoxicology for the Environmental Manager (3)

Students in ecotoxicology will become familiar with the key concepts of ecology at the individual, population, community, and ecosystem scales, and obtain knowledge of best practices and current advances in evaluating and understanding of the effects of toxicants on plants and animal across a range of scales, from cellular and tissue to ecosystem. Prereq: ENVM 504.

ENVM 509 - Geographic Information Systems (GIS) and Environmental Management Issues (3)

Introduction to the basics of Geographic Information Systems (GIS). Overview of relevant theory, software, hardware, databases, and applications. Trends in GIS technology are examined from the managerial perspective. Examples are drawn from current environmental projects.

ENVM 510 - Environmental Ethics and Values (3)

This course exposes students to the main ethical issues involving the environment, such as the value of nature, climate change, sustainability, over-population, effects of industrialization, animal rights, pollution, impact on the poor, and more. Students learn the major ethical theories and principles and how to apply them (e.g., duty-based ethics, utilitarianism, religious-based ethics, virtue ethics, etc.). The goal is for students to be able to recognize an ethical issue and then reason in an informed and intelligent way to an ethical conclusion. To

foster application of the class material, each student selects a particular environmental issue (e.g., water runoff on the Samford campus or toxic waste sites in poor Alabama counties), ethically analyzes it, and then presents a solution to the issue.

ENVM 511 - Advanced GIS for Environmental Applications (3)

Building upon the foundational principles of GIS in ENVM 509, this course guides students in applications of advanced GIS techniques and methodologies, and will leverage other geospatial technologies including remote sensing, geovisualization, and image processing. Students will learn through weekly hand-on GIS assignments, online discussions with peers of geospatial applications from published environmental studies, and completion of an independently conducted final project. Students will be required to collect and analyze real-world datasets. Topics may include spatial overlay and map algebra, spatial statistics, interpretation of satellite imagery, and application of other spatial modeling techniques. Prereq: ENVM 509. Offered: Every semester.

ENVM 512 - Project Management (3)

Examination of basic project management concepts in the context of selecting, developing, and implementing projects to achieve organizational objectives in support of an organization's mission or purpose. Concepts of strategic planning, team leadership, risk management, public relations, and controlling projects will be explored to prepare students to effectively manage projects.

ENVM 513 - Spatial Analysis and Environmental Modeling (3)

Building upon foundational principles of GIS and remote sensing learned in ENVM 509 and ENVM 511, this course guides students through more advanced forms of spatial analysis and use of environmental modeling required by managers and other professionals. Students will gain experience calculating measures of dispersion, identification and analysis of spatial patterns, detection of spatial clustering, determination of habitat suitability, and modeling relationships using various forms of spatial regression. Emphasis will be placed on use of these tools for decision making in real environmental management scenarios. Prereq: ENVM 509. Offered: Every semester.

ENVM 514 - Wetlands (3)

Introduction to the development, structure, and importance of wetlands, including the background necessary to understand the current controversies concerning wetland protection. Instructional methods include lecture, problem sheets, and field exercises.

ENVM 515 - Conservation and Policy of Endangered Species (3)

A management overview of the study of the evolutionary mechanisms, species concepts, and taxonomic and systematic principles as applied to species-level taxon. Includes examination of how federal, state, and international laws relating to rare, threatened and endangered species affect the decision-making of environmental managers. Field projects will build skills to identify methods of species endangerment and the protocol for conducting threatened and endangered species field surveys. Regulations that impact business and development are presented through a series of case studies that provide managers with decision-making tools for compliance. The conservation methods and challenges of managing populations of rare and endangered species are also emphasized. Prereq: None.

ENVM 516 - Research (3)

Students pursue a research topic of special interest under the direction of an ENVM faculty member or an outside expert jointly agreed upon by course coordinator and student. This research provides an opportunity for senior graduate students to integrate their knowledge in real-world, problem-solving situations. Prereqs: ENVM 501, ENVM 502, ENVM 504, ENVM 505.

ENVM 517 - Environmental Biomonitoring (3)

This course will provide the student with an introduction to environmental sampling and analysis. Topics include proper field sampling and preservation, legal aspects, traceability, and chain of custody records. Aspects of a quality assurance and quality control program will also be addressed, as well as regulatory water quality and biological monitoring. Field activities will include water chemistry analysis of streams and surveys of biological communities such as algae, fish and benthic macroinvertebrates. All classes will be held at Samford University's Oak Mountain Interpretive Center. Prereqs: ENVM 501, and ENVM 505.

ENVM 518 - Environmental Litigation (3)

Study of the process of environmental litigation, focusing on the role of an environmental manager, commonly litigated issues, and alternatives to litigation. Prereq: ENVM 502.

ENVM 519 - Natural Resource Management and Policy (3)

The groundwork for the sustainable management of renewable and non-renewable natural resources is outlined in a combination of lecture and field projects. Basic biological methods, models, and techniques that are used to document and manage wildlife populations provide environmental managers with the tools to develop strategic plans in the workplace. The course content provides field opportunities that develop skills in data collection and analysis of wildlife populations. Environmental challenges that occur during the development and extraction of non-renewable mineral and fossil fuel resources are discussed and summarized. Prereq: None.

ENVM 520 - Occupational Safety and Health Law and Policy (3)

Examination of the relationship between federal occupational safety and health statutes to the work environment. Introduces concepts and practical approaches to occupational safety and health, including regulatory agencies, financial and human impact of occupational injuries and illnesses, and workers' compensation. Field trip to local industrial facility is optional. Prereqs: ENVM 502 and ENVM 504.

ENVM 521 - Risk Analysis (3)

Exploration of the risk analysis framework, focusing on its interplay between science and politics as an approach to managing health and environmental hazards. "Risk Analysis" is defined broadly to encompass the interrelated tasks of risk assessment, risk evaluation, risk management, and risk communication. Students are exposed to a synoptic perspective on how environmental problems, goals, and policies are actually shaped in the complex world of competing interests, conflicting ideologies, and incomplete understanding. Prereq: Permission of the instructor.

ENVM 522 - Environmental Economics (3)

Policy orientation to environmental issues, focusing on the economic theory which drives the policy. Emphasis on the strong international thrust which integrates economic development with environmental policy. Prereqs: ENVM 502, ENVM 504, ENVM 505, and ENVM 507.

ENVM 524 - Environmental Geology (3)

Application of geological and hydrogeological principles to environmental management issues including geologic hazards, groundwater and soil assessment, site remediation, and risk assessment. Environmental managers are provided a basic introduction to geologic and hydrogeologic terminology and methods necessary to understand environmental geology as related to management, policy, and applicable regulations. Applications of groundwater modeling, aquifer testing techniques, map reading, groundwater regulations, and the application of geology to current soil and groundwater remediation technology, landfill siting, and wellhead protection are introduced. Prereq: None.

ENVM 525 - Environmental Forestry (3)

Review of the principles of forest ecology and management and the subsequent environmental concerns that occur with various practices. Includes: examination of the historical developments of American forests and comparison of past conditions with current health; study of abiotic and biotic components of forest habitats, including forest soils, productivity, climatic factors, and biological diversity; and discussion of principles of silviculture, including forest regeneration, intensive forest management and best management practices for the control of nonpoint pollution. Students gain a basic understanding of management principles enabling them to balance both economic and environmental forest concerns.

ENVM 526 - Environmental Auditing (3)

Study of the fundamentals of environmental auditing. Topics include: elements of the audit process, real estate transfer assessments, waste contractor audits, waste minimization audits, air audits, international audits, and managing and critiquing an audit program. Students are required to perform practical classroom and field exercises individually or in small groups.

ENVM 527 - Environmental Justice and Society (3)

At the center of this course of study is the fundamental assumption that "environmental change is as much a social science as a natural science issue." This course focuses on the reflexive relationship between the environment and society from a sociological perspective with associated societal decisions and policy. Features of the environment produce both constraint and opportunity for human order and activity. Humans construct their environment framed by political, economic, technological, moral/ethical, and socio/cultural understanding and interpretation of the environment. Human values, knowledge and organization are considered powerful influences leading to the tension between exploiting and sustaining the environment. All of these considerations and understandings are further impacted by humans living in a global community where isolationism is virtually impossible when considering the fact that land, air, water, and shelter are considered needs as basic to moral and ethical decisions about human rights. In fact, because of the modern globalized world and the integration of bio systems, we live in a global ecosystem. Moral/ethical considerations will frame much of the discussion and lead to implications for environmental justice and sustainable development within a context of governance that is inclusive of multiple voices. Offered: Fall.

ENVM 529 - Energy and the Environment (3)

Study of the fundamentals of the science of energy and its applications to technology, issues of a global energy policy, and associated environmental regulations including climate change. Includes a comprehensive discussion of the different types of commercially produced energy and the advantages and disadvantages of each type. Offered: Summer.

ENVM 530 - Environmental Management Internship (3)

Supervised internship with a private, public, or non-profit organization with exposure to various aspects of environmental management. Prereqs: ENVM 502 and ENVM 505. Offered: As needed.

ENVM 531 - Environmental Management International Studies (3)

An introduction to environmental management, technology, and policy issues within another country or region of the world. Examination of environmental technologies, practices, and policies that might have beneficial application within Alabama, the United States, or other countries and regions. Domestic and/or international travel required. Offered as needed.

ENVM 533 - Communication in Environmental Management-Professional Presentations and Scientific Writing (3)

The role of communication is to provide information that changes knowledge and behavior. This course provides an introduction to and practice of communication approaches, principles, and strategies that are effective in environmental management and protection. Offered: Fall, on rotation.

ENVM 534 - Research Methods and Techniques (3)

The goal of this course is to develop a comprehensive understanding of how research is conducted in environmental sciences. By the end of the course, students' comprehensive understanding of research in environmental health will include all parts of the research process from development of a research question to execution of a research project to dissemination of scientific findings. In addition to creating a comprehensive understanding of the research process, the course will also cover the controversies and debates that are ongoing within the environmental field. Offered: Spring, on rotation.

ENVM 537 - Water and the Environment (3)

This course is designed to give the student a deeper understanding of the interaction between our use of water resources and the environment we live in. The student will be able to conduct general research and computations around water topics, and discuss how these issues affect the environment that we inhabit. A foundation of water properties and the hydrologic cycle will be built early in the course before moving into discussions with a finer focus on human interaction with water and the environment. Current topics in water resources will be discussed to expose students to real problems facing us today and in the future. Offered: Spring, on rotation.

ENVM 538 - Current Topics in Environmental Issues (3)

The course will provide exposure to and discussion of current theoretical topics or research in environmental sciences. Students will read a book of their choosing on a current issue or topic which will be a starting point for more in depth exploration of that topic. Further insights into the topic will come from the book, the student's own knowledge and expertise, readings from primary literature or other valid sources, and from presentations prepared by the students, either individually or in teams. Offered: Spring, on rotation.

ENVM 539 - You are What You Eat: Agricultural and Environmental Approaches to Sustainable Food and Health (3)

This course emphasizes how the food choices we make every day have profound implications for human health and our environment. We live in a world where undernourishment is a severe challenge for over a billion people, and yet more than a billion and a half people are overnourished or obese. We will discuss the interactions among food, human health, and the environment at the individual scale and at the population scale, with focuses on food security, food production and distribution systems, population pressure, and the economic, historical, and political forces that shape food choices. Offered: Spring, on rotation.

ENVM 540 - Environmental Masters Report Capstone (3)

The objective of this course is to synthesize and apply the knowledge, skills, and values acquired in the core curriculum to an environmental health, policy and management problem. The active use and integration of material from core courses in environmental management informs issues faced by policy analysts and managers. The course also prepares students to critically assess policy and management analysis, and prepares students to produce their own analysis that informs a real world policy or management issue. In preparing the paper, students will be expected to produce high-quality policy and/or management analysis while operating under a tight deadline. Grading is pass/fail. Offered: Spring.

Finance

FINC 514 - Corporate Finance (3)

Study of concepts and skills used in financial decision-making and analysis. Includes valuing assets, determining the cost of capital, calculating the most appropriate leverage and capital structure, understanding the dynamics of international finance, analyzing working capital needs, and forecasting funds flow.

FINC 521 - Managerial Finance (3)

Study of the strategies and tactics of acquiring and applying financial assets, measuring results, and matching requirements with funding sources. Includes coverage of international financial issues.

FINC 523 - Behavioral Finance (3)

Study of the various behavioral barriers to appropriate financial decisions and actions, how these behavioral patterns often conflict with the underlying assumptions of classical finance theory, and how these contradictions can be dealt with most appropriately. Prereq: FINC 514 or permission of the instructor.

FINC 524 - Investments (3)

Focus on the great ideas that have helped to shape modern investment thought and practice. Particular emphasis is placed upon an inquiry into a central theorem of investing: is the market efficient? Throughout the course, practical aspects of individual and institutional investing will also be discussed. The course structure will be a seminar format. Contemporary topics and events will be discussed each week. Prereq: FINC 514.

FINC 525 - Bulldog Investment Fund (3)

Students are selected to participate in The Bulldog Fund, a student-managed investment portfolio. They analyze existing positions, research new investment ideas, present their proposals, and report results to Samford's Investment Committee. Prereqs: FINC 521 and permission of the instructor.

FINC 528 - Financial Markets and Institutions (3)

Study of the various types of financial institutions-banks, insurance companies, and mutual funds-and the regulatory and competitive environment in which they exist. Specific areas addressed include: the role of government in financial markets, the changing competitive boundaries of financial services firms, the markets for various financial instruments including money markets, bonds, stocks, futures, options, swaps, foreign exchange, and the measurement and management of risk among financial institutions. Prereq: FINC 514.

FINC 530 - Personal Financial Planning (3)

Provides students with a broad-based knowledge of the key elements of financial planning. Key topics include: budgeting, credit issues, taxation, investments, insurance, retirement planning, and estate planning. Course goals include both an understanding of current practice and the development of analytical abilities that should prove useful as options change due to new products, new technologies, and changes in the law. Prereq: FINC 514 or permission of the instructor.

FINC 560 - Treasury Management (3)

This course covers the principals and practices used by corporate finance and treasury professionals to optimize cash resources, maintain liquidity, ensure access to short-term and long-term financing, judge capital investment decisions, and control exposure to financial risk. Prereq: FINC 514.

FINC 570 - Financial Statement Analysis (3)

Analysis of corporate financial reports from a decision-maker's perspective. This course is case-and-applications-oriented and will emphasize the fundamental techniques of financial statement analysis. Building upon a review of accounting and investment concepts, we will cover the analysis (including ratio analysis) and interpretation of financial accounting information including the balance sheet, income statement and statement of cash flows. Additionally, we will examine the use of accounting information in investment and credit decisions, including valuation and debt ratings. Cross-listed as ACCT 570. Prereqs: ACCT 519 and FINC 521, or by permission of instructor.

FINC 594 - Topics in Finance (3)

Advanced study in finance. May be repeated for a maximum of 9 credits, if topics vary. Prereq: FINC 514.

Health Informatics & Information Management

HIIM 500 - Introduction to Biomedical Informatics and Analytics (3)

This course serves as the introduction to the knowledge base of biomedical informatics and analytics. It provides an overview of the five broad areas of biomedical informatics (translational, clinical research, clinical, consumer health, and public health) and introduces students to a range of topics covered in greater detail in subsequent core courses. Offered: Fall.

HIIM 501 - Survey of Health Informatics and Analytics Infrastructure (3)

This course covers all of the computer hardware and software elements, along with the network infrastructure designs, necessary for running secure and reliable health informatics and analytics systems. Prereq/Co-req: HIIM 500 or HIIM 650. Offered: Fall.

HIIM 502 - Electronic Health Records in Diverse Practice Settings (4)

Through lecture and hands-on experience with an electronic health record (HER) system, this course teaches students the design and application of EHR systems and the differences encountered in various healthcare practice settings. Prereqs: HIIM 500 or HIIM 650; PHLT 500. Offered: Spring.

HIIM 503 - Structured/Unstructured Data Design and Analysis (4)

This course introduces the student to the design and use of relational databases, data modeling, data warehousing, clinical data repositories and data analysis tools, such as SQL and NoSQL. In addition, the course provides an overview of semi-structured and unstructured data (e.g. scanned documents, typed procedural notes, etc.) analysis using tools such as natural language processing, data visualization, and other analysis tools for deriving information from unstructured "Big Data." Prereqs: HIIM 500 or HIIM 650; PHLT 500. Offered: Spring.

HIIM 504 - Current Topics in Health/Biomedical Informatics (2)

In this course students explore current topics and issues in healthcare where health informatics is a major component. Students will engage in individual and group research that identifies and analyzes the structure, importance and use of new informatics capabilities. Students will present their research findings to the class and lead discussions about their research topic. Prereqs: HIIM 500 or HIIM 650; PHLT 500. Offered: Spring.

HIIM 505 - Healthcare Information Technology Project Management (3)

This course trains students in the skills necessary to lead informatics-focused projects in a healthcare setting. Students will be exposed to and practice essential skills as defined by the Project Management Institute (PMI). Forming and working with interprofessional teams will be emphasized. Prereq: HIIM 502. Offered: Summer.

HIIM 506 - Quantitative Methods for Healthcare (3)

This course builds on prior courses in statistics and data analysis to deepen understanding of the various methods of quantitative, qualitative, and mixed-methods analysis used for research and how research hypotheses are created and tested. It explores ways that these analysis methods are used in the clinical, administrative, and patient health aspects of healthcare. Prereq: HIIM 503 or HIIM 653. Offered: Summer.

HIIM 600 - Managing the Health Informatics and Analytics System (3)

This course teaches the fundamentals of how to plan, build, and run health informatics systems. The student learns the roles and responsibilities of the various management and technical personnel and reviews important management policies specific to health informatics. Informatics systems Service Delivery and Service Assurance are discussed in relation to the total quality management of health informatics systems. Prereqs: HIIM 501 and HIIM 502. Offered: Fall.

HIIM 601 - Ethical, Legal, and Social Issues in Health Informatics and Analytics (3)

This course covers the ethical guidelines, legal and regulatory rules, and social concerns relevant to the use of health informatics systems and the data included in them. Reviews regulatory policies and mandates, principals of ethical guidance, and social obligations involved in health systems and the data they contain, both within and outside of the healthcare organization. Prereqs: HIIM 502; HIIM 503 or HIIM 653. Offered: Fall.

HIIM 650 - Introduction to Biomedical Informatics and Analytics (3)

This course serves as the introduction to the knowledge base of biomedical informatics and analytics. It provides an overview of the five broad areas of biomedical informatics (translational, clinical research, clinical, consumer health, and public health) and introduces students to a range of topics covered in greater detail in subsequent core courses. Offered: Summer, Fall.

HIIM 653 - Structured/Unstructured Data Design and Analysis (3)

This course introduces the student to the design and use of relational databases, data modeling, data warehousing, clinical data repositories, and data analysis tools, such as SQL and NoSQL. In addition, the course provides an overview of semi-structured and unstructured data analysis (e.g., scanned documents, typed procedural notes, etc.) using tools such as natural language processing, data visualization, and other analysis tools for deriving information from unstructured "Big Data." Prereqs: PHLT 500 and HIIM 650. Offered: Spring.

HIIM 661 - Visual Analytics and Predictive Modeling (3)

This course enhances student capabilities to explore, navigate, analyze, and model data sets using interactive visualizations. Students will additionally learn the theory and taxonomy of predictive models, including applications of these models, e.g., outcome forecasting and classification. Offered: Summer.

HIIM 699 - Health Informatics and Analytics Capstone (3)

This capstone course is an opportunity for students to utilize their training and skills in health informatics and analytics to identify, analyze, solve, and present findings related to a health informatics and/or analytics situation at a working healthcare facility chosen by the student and approved by the advisor. Capstone deliverables include a document given to management of the facility outlining the student's findings and recommendations, and a presentation of the same to faculty. Prereqs: HIIM 500 or HIIM 650; HIIM 503 or HIIM 653; plus HIIM 501, HIIM 502, HIIM 504, HIIM 505, HIIM 506, HIIM 600, and HIIM 601. Offered Spring.

Healthcare Administration

MHCA 500 - Healthcare Systems (3)

In-depth analysis of all aspects of the US healthcare delivery system, including the funding system and regulatory structure. In-depth exploration of the history of healthcare delivery in the United States. Distinguishing factors in the US healthcare delivery system and other global healthcare delivery systems are explored. Offered: Fall.

MHCA 501 - Healthcare Statistics and Research Methods (3)

Examination of complex healthcare issues from a management perspective using decision analysis tools. The course emphasizes data collection, analysis, and interpretation based upon appropriate statistical analysis, evidence-based practices, and scientific research methodology. Offered: Fall.

MHCA 502 - Healthcare Information and Informatics Management (3)

Examination of medical records and applied IT management issues and strategies through the study of health information and health informatics theories, concepts, and practices. Offered: Fall.

MHCA 503 - Healthcare Management (3)

Study of general management knowledge and skills for healthcare professionals to address management needs in healthcare and healthcare delivery organizations. In-depth analysis of administration approaches appropriate in private and public sector healthcare organizations. Analysis of management theories, principles and concepts. Offered: Fall.

MHCA 510 - Healthcare Financial Management and Budgeting (3)

Study of the use of accounting and financial planning in healthcare organizations. Emphasis is placed on the application of finance theory in the decision-making and problem-solving. This course provides a conceptual and practical knowledge of healthcare finance. Offered: Spring.

MHCA 511 - Healthcare Policy and Law (3)

Study of the process used to create internal and external policy. Overview of important healthcare laws that impact the management and administration of healthcare organizations. Cases will be used to enrich students' understanding of the laws and concepts. Development of skills and strategies utilizing the analysis and synthesis of policy into daily organization operations. Offered: Spring.

MHCA 512 - Healthcare Economics (3)

Study of the terminology, principles, and concepts of microeconomics and macroeconomics. An in-depth analysis of resource management and allocation is explored in relation to the delivery of healthcare in the US. This course provides an appreciation for the uniqueness of the healthcare market compared to the free market. Offered: Spring.

MHCA 520 - Healthcare Project Management (3)

Study of project management theories, concepts, and principles. Content will fulfill the education requirements for the Certified Associate in Project Management (CAPM) exam. Prereqs: MHCA 500; MHCA 503 or MHCA 603; and MHCA 510 or MHCA 614. Offered: Summer.

MHCA 521 - Healthcare Human Resource Management (3)

Examination of theory and best practices used to manage people along the continuum in healthcare organizations. Offered: Summer.

MHCA 522 - Healthcare Leadership and Professionalism (3)

In-depth exploration of different leadership styles and theories. This course provides opportunities for students to hone personal skills in both leadership and professionalism. Interaction with professionals from the industry through guest lecturers, workshops, conferences, and networking events. Offered: Summer.

MHCA 600 - Healthcare Patient Safety and Quality (3)

Overview of best practices used to manage the quality improvement efforts of an organization in delivering care. This course focuses on the application of continuous process improvement principles and tools within healthcare organizations. This course provides the requisite knowledge for Yellow Belt Certification. Offered: Fall.

MHCA 601 - Healthcare Ethics (3)

Study of principles and theories of ethics. Emphasis placed on ethical decision making in the context of Christian principles and practices. In-depth exploration of unethical incidents in healthcare management, governance, research, and patient care delivery. Offered: Fall.

MHCA 602 - Healthcare Organizational Dynamics and Governance (3)

Study of organization theory, behavior principles, and concepts of an in-depth understanding on healthcare organizational dynamics. The course examines the governance in healthcare organizations including board composition, member roles and responsibility, ethics, and healthcare governance theories. Offered: Fall.

MHCA 603 - Healthcare Management (3)

Study of the principles and theories of healthcare management, and the analysis and application of these principles and theories to effective leadership, management, and decision making. Students will learn knowledge and skills for healthcare professionals to address management needs in healthcare and healthcare delivery organizations, including private and public sector healthcare organizations. Offered: Fall.

MHCA 610 - Healthcare Strategic Management and Marketing (3)

Overview of strategic management concepts, tools, and skills to understand all phases of the process. Emphasis placed on understanding the roles marketing plays in the strategic management of healthcare organizations, and how to identify and address marketing opportunities and problems using a variety of tools and strategies. Prereqs: MHCA 500; MHCA 503 or MHCA 603; and MHCA 510 or MHCA 614. Offered: Spring.

MHCA 611 - Healthcare Administration Graduate Capstone (3)

Examination of the role of healthcare administrators in managing and resolving healthcare organizational issues through the completion of a capstone project. Students utilize knowledge, skills, and behaviors acquired throughout the program to demonstrate mastery of program competencies. Prereq: Permission of the program director. Offered: Spring.

MHCA 612 - Healthcare Administration Graduate Internship (3)

Field-based exploration of knowledge, skills, and behaviors needed to master competencies to become a high performing healthcare manager. May be repeated for a maximum of 6 credits. Prereq: Permission of the program director. Offered: Fall, Spring, and Summer.

MHCA 613 - Healthcare Administration Advanced Leadership Practice (3)

Advanced leadership practice is an option for students who have a minimum of five (5) years clinical or management experience in healthcare to complete a student-developed leadership project instead of an internship under the leadership of a senior healthcare executive as a mentor. The project may be coordinated with the student's current employer but must extend beyond the normal scope of his/her current position. The project must identify specific competencies that will be targeted through the development, execution, and evaluation of the leadership project. A project synopsis, including a mentorship agreement, must be approved by the program director prior to enrolling in the course. Students will not be approved to take the course before completing MHCA 600 and MHCA 601. Prereqs: MHCA 600 and MHCA 601, and/or permission of the program director. Offered: Spring and Summer.

MHCA 614 - Healthcare Financial Management and Budgeting (3)

Study of the use of accounting and financial planning in healthcare organizations. Emphasis is placed on the application of finance theory in decision making and problem solving. This course provides a conceptual and practical knowledge of healthcare finance. Offered: Spring.

MHCA 619 - Health Policy and Law (3)

This course will introduce students studying for advanced degrees in public health to the legal and regulatory issues likely to be faced in public health practice, including patients' rights, employment law, antitrust, fraud and abuse, clinical and institutional risk and liability, insurance and reimbursement, the nature and scope of public health authority, and other emerging legal issues in the public health and healthcare arenas. Offered: Fall.

MHCA 622 - Healthcare Economics (3)

Students in this course are required to be enrolled in a master's level or doctorate level program in the School of Public Health, or other similar level program of the University. All other students are required to request and obtain special permission, but this course is encouraged as an elective. It is expected that students enrolling in the course have a baseline understanding of how healthcare organizations operate. Offered: Spring.

MHCA 699 - Independent Study (1-3)

Individualized academic work for qualified students under faculty direction. Opportunity to study a specialized topic not covered in regularly scheduled courses. May be repeated for a maximum of 6 credits. Prereq: Permission of the program director. Offered: Fall and Spring.

Kinesiology

NOTE: Additional graduate-level KINE courses can be found in the course listings for the MSE-FYNT program, under the Department of Curriculum & Instruction. Those courses are specific requirements for the physical education teaching field of the Secondary Education, Fifth-Year Non-Traditional (Alt A, Class A Cert) (FYNT) (M.S.E.)

KINE 501 - Athletic Performance (3)

This course will cover the theory of performance in athletes and other active individuals. Includes an overview of kinesiology, biomechanics and physiology of exercise. Offered: Summer.

KINE 502 - Athletic Training Skills (3)

An introduction to athletic training clinical education knowledge and athletic training skills necessary for practice as an athletic training student in the clinical setting. Emphasis is placed on pre-participation physical examination, medical terminology, documentation, protective equipment, taping/wrapping techniques, appropriate and safe application of modalities, and common knowledge of general medical conditions. Offered: Summer.

KINE 503 - Emergency Care in Athletic Training (3)

A classroom and practical study in emergency care for athletes and other active populations. Emphasis will be placed on airway management, proper immobilization following a traumatic injury, and management of other emergent situations. Offered: Summer.

KINE 504 - Evidence-Based Practice/Research Methods in Athletic Training (3)

A classroom and practical study in the role of evidence in the practice of athletic training. The course will include clinical question formation, outcome measures and epidemiology data review, and the role of each in patient care. Offered: Fall.

KINE 510 - Evaluation of Orthopedic Injuries I (3)

Classroom and practical study of the clinical evaluation of lower extremity injuries/illnesses commonly sustained by competitive athletes and active individuals. Students will apply an evidence-based approach to clinical examination, diagnosis, and referral of pathologies of the lower extremity. Co-req: KINE 513. Offered: Fall.

KINE 511 - Evaluation of Orthopedic Injuries II (3)

Classroom and practical study of the clinical evaluation of upper extremity injuries/illnesses commonly sustained by competitive athletes and active individuals. Students will apply an evidence-based approach to clinical examination, diagnosis, and referral of pathologies of the upper extremity. Prereq: KINE 510. Co-req: KINE 514. Offered: Spring.

KINE 512 - Medical Aspects of Sport (3)

A study of physiologic concepts, adaptations, diagnostic procedures, and outcomes of systemic disease in competitive athletes and active individuals. Students will demonstrate knowledge and skills in evaluative procedures and therapeutic interventions. Offered: Spring.

KINE 513 - Evaluation of Orthopedic Injuries I - Lab (1)

Laboratory study in the clinical evaluation of lower extremity injury/illnesses commonly sustained by competitive athletes and active individuals. Students will apply knowledge and skills of orthopedic assessment of lower extremity pathologies through patient simulation and case-based learning. Co-req: KINE 510. Offered: Fall.

KINE 514 - Evaluation of Orthopedic Injuries II - Lab (1)

Laboratory study in the clinical evaluation of upper extremity injury/illnesses commonly sustained by competitive athletes and active individuals. Students will apply knowledge and skills of orthopedic assessment of upper extremity pathologies through patient simulation and case-based learning. Prereq: KINE 513. Co-req: KINE 511. Offered: Spring.

KINE 520 - Therapeutic Interventions I (3)

An introduction to rehabilitation principles and biophysical agents in relation to musculoskeletal and general medical pathologies of the human body. Emphasis is placed on the theory of rehabilitation, the theory of pain control, and the precautions, indications, and contraindications of therapeutic intervention. Co-req: KINE 521. Offered: Spring.

KINE 521 - Therapeutic Interventions I - Lab (1)

A laboratory introduction to practical application of rehabilitation principles and biophysical agents. Co-req: KINE 520. Offered: Spring.

KINE 559 - Clinical in Athletic Training I (2)

The clinical experiences are supervised professional experiences in an athletic training or other healthcare setting to provide the opportunity to utilize and master acquired knowledge, skills and abilities to patient/client care. Additionally this course will be a practical study of taping, protective equipment, prevention and care of injuries sustained by active individuals. Additionally, planning and management of emergent situations will be covered. Emphasis is placed on meeting the competencies and proficiencies as set forth by the Commission on Accreditation of Athletic Training. Offered: Summer.

KINE 561 - Clinical in Athletic Training II (2)

Practical study of prevention, care, evaluation and diagnosis of injuries of the lower body sustained by active individuals. Additionally, the role of evidence in the practice of athletic training will be covered. Emphasis is placed on meeting the competencies and proficiencies as set forth by the Commission on Accreditation of Athletic Training. Prereq: KINE 559. Offered: Fall.

KINE 562 - Clinical in Athletic Training III (1)

The purpose of this course is for students to gain supervised clinical education experiences. Students will review and be evaluated on clinical proficiencies required by the athletic training program as set forth by the Commission on the Accreditation of Athletic Training Education. Students will complete weekly journal submissions, semester evaluations, and a practical evaluation, while gaining clinical experience under direct supervision of a trained preceptor. Prereq: KINE 561. Offered: Spring, Summer. Course offered for 2 credits through Summer 2020, but then offered for 1 credit beginning Summer 2021.

KINE 601 - Administration of Athletic Training (3)

This course is designed to effectively plan, coordinate, and supervise all administrative components of an athletic training organization including those pertaining to healthcare services, financial management, personnel management, facilities guidelines and management, and public relations. Offered: Fall.

KINE 602 - Sport Nutrition (3)

Study of the function of nutrients, their availability in foods, and factors affecting their utilization. Emphasis on food and fluid planning on proper performance for the active individual and planning of diets for good health. Additionally, this course will study the role of dietary supplements on health and athletic performance. Offered: Spring.

KINE 605 - Special Populations in Athletic Training (1)

Survey of injury and illness risk factors associated with sports participation by the preadolescent/adolescent, geriatric, male, female, and patients with disabilities. Offered: Spring.

KINE 610 - Evaluation of Orthopedic Injuries III (3)

Classroom and practical study of the clinical evaluation of head, spine, and torso injuries/illnesses commonly sustained by competitive athletes and active individuals. Students will apply an evidence-based approach to clinical examination, diagnosis, and referral of pathologies of the head, spine, and torso. Co-req: KINE 611. Offered: Summer

KINE 611 - Evaluation of Orthopedic Injuries III Lab (1)

Laboratory study in the clinical evaluation of head, spine, and torso injury/illnesses commonly sustained by competitive athletes and active individuals. Students will apply knowledge and skills of orthopedic assessment of head, spine, and torso pathologies through patient simulation and case-based learning Co-req: KINE 610. Offered: Summer

KINE 620 - Therapeutic Interventions II (3)

A continuation of rehabilitation principles and biophysical agents in relation to musculoskeletal and general medical pathologies of the human body. Emphasis is placed on the development of a rehabilitation plan of care and evaluation of therapeutic interventions. Prereq: KINE 520. Co-req: KINE 622. Offered: Fall.

KINE 621 - Therapeutic Interventions III (3)

An advanced study of rehabilitation practice and application of alternative therapeutic interventions. Emphasis is placed on manual therapy, vestibular, aquatic rehabilitation, alternative biophysical agents, and psychosocial interventions. Prereq: KINE 620. Co-req: KINE 623. Offered: Spring.

KINE 622 - Therapeutic Interventions II - Lab (1)

Lab practice and appraisal of rehabilitation principles and biophysical agents in the development of a patient plan of care for musculoskeletal and general medical pathologies of the human body. Prereq: KINE 521. Co-req: KINE 620. Offered: Fall.

KINE 623 - Therapeutic Interventions III - Lab (1)

Practical application of advanced rehabilitation practice, alternative therapeutic interventions, and psychosocial interventions. Prereq: KINE 622. Co-req: KINE 621. Offered: Spring.

KINE 660 - Clinical in Athletic Training IV (8)

The purpose of this immersive course is for students to gain supervised clinical education experiences. Students will review and be evaluated on clinical proficiencies required by the athletic training program as set forth by the Commission on the Accreditation of Athletic Training Education. Students will complete weekly journal submissions, semester evaluations, and a practical evaluation, while gaining clinical experience under direct supervision of a trained preceptor. Prereq: KINE 562. Offered: Fall.

KINE 661 - Clinical in Athletic Training V (2)

The clinical experiences are supervised professional experiences in an athletic training or other healthcare setting to provide the opportunity to utilize and master acquired knowledge, skills and abilities to patient/client care. Additionally this course will be a practical study of the role of therapeutic modalities, rehabilitative techniques, common medications and psychosocial interventions in athletic training. Emphasis is placed on meeting the competencies and proficiencies as set forth by the Commission on Accreditation of Athletic Training. Prereq: KINE 660. Offered: Spring.

KINE 670 - Seminar in Athletic Training 1 (1)

First of two courses designed for evidence-based discussion of contemporary issues in the practice of athletic training and sports medicine. Grading is pass/fail. Offered: Fall.

KINE 671 - Seminar in Athletic Training 2 (1)

Second of two courses designed for evidence-based discussion of contemporary issues in the practice of athletic training and sports medicine. Additionally, athletic training students will prepare for the Board of Certification Exam. Grading is pass/fail. Offered: Spring.

Law - Financial Services Regulatory Compliance

MFRC 510 - Banking Law and Regulation in the U.S. (3)

A survey of U.S. banking law and regulation. Provides students with an overview of the regulatory framework in which banks operate and the laws governing all aspects of bank operations. Legal and regulatory changes and challenges faced by banks since 2008 will be discussed. Offered: Summer.

MFRC 520 - Consumer Protection Laws and Regulations (3)

An in-depth look at the laws and regulations created to protect consumers, particularly the Unfair, Deceptive, or Abusive Acts and Practices (UDAAP), and related Consumer Financial Protection Bureau rules. Offered: Summer.

MFRC 530 - Mortgage and Securities Regulation and Compliance (3)

The first half of the course presents an overview of the mortgage lending process, compliance regulations, and mortgage fraud and prevention. Laws and regulations, including CFPB rules, impacting the mortgage lending and servicing industries, will be addressed. The second half of the course explores the regulatory framework surrounding securities trading and investment management. Offered: Fall.

MFRC 540 - Crime and Compliance: BSA/AML (3)

A study of the laws and regulations created to combat money laundering, terrorist financing, and other fraud. Implications for international banking will be explored. Students will develop a compliance program and plan for enforcement. Offered: Fall.

MFRC 550 - E-Commerce and Payment Systems (3)

An in-depth study of the law and operations of payment systems in the U.S. UCC Articles 3 and 4, as well as other laws and regulations governing payments, will be explored. Operational issues, international considerations, and risk management will also be addressed. Offered: Spring.

MFRC 560 - Compliance Program Management for Banks and Financial Services (3)

An exploration of compliance programs in banks and financial services. Case studies will be used extensively. Students will participate in the creation, implementation, and management of a compliance program. Offered: Spring.

MFRC 570 - Regulatory Enforcement and Risk Management (3)

A study of operational risk assessment and management and its relationship to regulation enforcement. Students will examine current and recent operational failures in the banking industry. Specific strategies and techniques to identify and assess risk will be explored. Offered: Summer.

MFRC 600 - Financial Services Regulatory Compliance Capstone (3)

The culminating course of the master of studies in law in financial services regulatory compliance curriculum. Students will sharpen communication skills as they work with a mentor to produce a unique, well-researched project to present to classmates and colleagues, virtually or on campus. May be repeated for a maximum of 6 credits. Offered: Spring and Summer.

Law - Health Law and Compliance

MHLP 510 - Introduction to Law and Public Policy (3)

Introduction to the American legal system, including its constitutional structures (both as originally conceived and as evolving over time), the "common law" of property, contract, and tort/criminal law; and the rise of legislative and regulatory government. Also covered is the nature of the public policy process. Offered: Fall.

MHLP 520 - Introduction to the Health Care Delivery System (3)

This course facilitates the understanding of the complexity of the healthcare delivery system. Before recommendations can be made on health policy, one must understand and be able to answer questions relative to who is impacted, what is needed, and why. This course familiarizes the student with the system components of healthcare delivery to include health policy, population health, medical care

delivery, support for medical care delivery, and the future of healthcare delivery. The roles of patients, providers, insurers, and suppliers will be established. Current healthcare policy initiatives will be explored. Cross-Listed as PHLT 520. Offered: Spring.

MHLP 530 - Healthcare Compliance: Laws and Regulations (3)

This course provides students with an in-depth understanding of the laws and regulations applicable to healthcare organizations, the agencies and organizations that create policy and enforce compliance, and the penalties for noncompliance. Specifically, the False Claims Act, Stark Law, Anti-Kickback Statute, Affordable Care Act, CMS regulations, federal income tax, and antitrust statutes will be discussed. An overview of the Federal Sentencing Guidelines and the seven elements of compliance programs will serve as a backdrop for this study of the law. Students will apply their knowledge of these laws and regulations to case studies covering a wide variety of healthcare settings. Offered: Spring.

MHLP 540 - Health Insurance (3)

An overview of health insurance, health insurance regulation, state health reform efforts, and recent proposals in Congress to reform the health care system. The history of the development of health insurance and its theoretical basis, moral hazard, and adverse selection will be examined with an emphasis on economics. The role of managed care and employer sponsored health insurance will be discussed. Government regulation of insurance and the Medicare and Medicaid programs will also be reviewed. A significant part of the course will focus on the impact of the Affordable Care Act on private health insurance markets. Offered: Spring.

MHLP 541 - Healthcare Insurance and Finance (3)

An overview of health care insurance and finance. Provides an introduction to basic finance and accounting tools as well as payment systems. Topics covered include: methods and processes for reimbursement, compliance, coding and HIPAA considerations, Meaningful Use, and Recovery Audit Contractors. Offered: Fall.

MHLP 550 - Healthcare Compliance: Programs and Policies (3)

This course will allow students to apply the knowledge of compliance laws and regulations gained during MHLP 530 to the process of compliance program development. Using case studies and real word scenarios, students will have the opportunity to analyze and respond to compliance issues faced by a variety of healthcare settings that can then be applied to the student's own organization. Students will work in groups to create a compliance program for a fictional company. Prereq: MHLP 530. Offered: Summer.

MHLP 560 - Corporate Ethics in Healthcare (3)

This course is divided into two parts: (1) an exploration of justice in healthcare including issues related to access to healthcare and allocation of resources based on economic evaluation or bedside rationing; and (2) a problem-based approach to common legal and ethical issues encountered by the management team of a healthcare corporation. The first part of the course will be covered during a live long weekend session at the beginning of the summer term. The second part will be covered entirely online during a ten-week summer session. Offered: Summer.

MHLP 570 - Healthcare Privacy and Security (3)

An overview of federal and state health privacy and security laws and regulations including HIPAA and HITECH will be provided with special emphasis on regulatory compliance. HIPAA privacy and security risks, standards and risk management will be reviewed. Security incidents and the breach notification rule will be discussed. Audit controls, integrity, and authentication are also reviewed. Tort liability for unauthorized disclosure will be reviewed along with tort liability for the failure to disclose to information about a dangerous patient to third parties. A significant part of the course will focus on the impact of the transition to Electronic Health Records. Offered: Fall.

MHLP 580 - Healthcare Compliance: Investigating, Auditing, Monitoring (3)

This course offers a comprehensive guide to investigating, auditing, and monitoring through the lens of the healthcare compliance officer. Students will learn the practical skills necessary to perform internal investigations, develop procedures for responding to external investigations, and learn when to involve legal counsel in the process. Students will also learn strategies and resources for effective audits and monitoring and how those processes and procedures can benefit the organization. Communication of compliance policies to all constituents, from caregivers to executive management, will be explored. Measuring effectiveness and development and implementation of training and education programs will also be addressed. Prereqs: MHLP 530 and MHLP 550. Offered: Fall.

MHLP 590 - Healthcare Finance (3)

This course provides an overview of the fundamentals of healthcare finance and accounting. Financial and accounting data and processes for planning, cost control, and reporting will be discussed. Particular emphasis will be placed on the compliance implications of financial decision-making in a variety of healthcare settings. Offered: Spring.

MHLP 600 - Patient Safety and Quality Improvement (3)

Students will become familiar with the principles of a high reliability organization (HRO), Just Culture, and how implementation can transform organizational culture to improve care. The importance of inter-professional relationships and team building to create change and sustain improvement are embedded throughout the course. Students will learn how to apply methods to assess the quality of health care using outcomes data. The student will understand the use of information technology, evidence-based literature to improve quality, and methods for risk assessment and safe system design. Cross-listed as PHLT 600. Offered: Spring.

MHLP 601 - Health Law and Policy Capstone (3)

The culminating course of the master of studies in law curriculum. Students will sharpen communication skills as they work with a mentor to produce a unique, well-researched project to present to classmates and colleagues, virtually or on campus. Offered: Spring and Summer.

MHLP 610 - Strategic Management of Healthcare (3)

This course focuses on the three major aspects of strategic management-strategy formulation, strategy implementation, and strategy control. Additionally, a comparison of ten schools of strategic management is explored, along with a categorization of the essential characteristics of strategic planning. Cross-listed as PHLT 610. Offered: Summer.

Law - Higher Education Law and Compliance

MHLC 510 - Higher Education Law and Governance (3)

A survey of the legal and compliance issues facing institutions of higher education. Systems of governance in public and private settings will be explored, including issues unique to non-profit institutions. Compliance responsibilities of faculty, administration, and governing boards will be addressed. Offered: Fall.

MHLC 520 - Data and Privacy in Education Compliance (3)

A study of student privacy laws and regulations in the higher education context. Includes an in-depth look at the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), and the compliance issues associated with each. Offered: Summer.

MHLC 530 - Student Disability Law (3)

A study of §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and other laws and court decisions affecting the education of students with disabilities. Includes an examination of the types of disabilities affecting students in higher education. Includes a thorough examination of the best practices in accommodating students with a variety of special needs. Offered: Summer.

MHLC 540 - Student Rights and Campus Safety (3)

Examination of laws and regulations governing student rights and safety. Particular focus will be on Title IX, The Jeanne Clery Act, and campus police and safety departments. Includes regulatory framework for compliance and policy considerations. Offered: Fall.

MHLC 550 - Creating and Enforcing Policies and Procedures (3)

Examination of college and university policy and compliance program development. Students will create a policy document for one or more campus departments with accompanying plans for training and enforcement. Offered: Fall.

MHLC 560 - Financial Compliance in Higher Education (3)

Study of the many and complex financial rules and regulations that impact higher education institutions. Focuses on Title IV of the Higher Education Act, regulations governing student aid and scholarships, institutional and student eligibility requirements, direct lending requirements, compliance violations and consequences, and regulatory updates. Other financial considerations such as treatment of charitable gifts and endowments will be addressed. Offered: Spring.

MHLC 570 - Compliance Program Management (3)

Focuses on management of the compliance program, development of guidelines for self-assessment and internal audit, and exploration of investigations and corrective actions. Also covered managing and mitigating risk. Offered: Spring.

MHLC 580 - Compliance and Accreditation (3)

A study of the accreditation process and its relationship to university and departmental compliance programs and policies. Examines the relationship between regional accreditation and compliance with federal regulations governing institutions authorized under Title IV of the Higher Education Act, as amended, and other federal programs. Includes an examination of the roles, responsibilities, and ethical considerations for faculty, staff and administration in the accreditation process. Offered: Summer.

MHLC 600 - Higher Education Law and Compliance Capstone (3)

Culminating course for the master of studies in law degree. Students will work with a mentor to develop a project or paper designed to complement their area of professional interest. Offered: Summer.

Law - Legal Operations

MLPM 510 - Electronically Stored Information I: Introduction (3)

An introduction to electronically stored information with a focus on information governance including identification and preservation. Offered: Spring.

MLPM 520 - Law Firm Accounting and Finance (3)

Introduction to basic financial statements including balance sheets, income statements, and statements of cash flows, as well as assets and liabilities. Students will learn how financial statements are developed from the underlying accounting information of a company, and how basic transactions of a business affect each line item shown on the financial statements. Time and billing will also be addressed. Offered: Summer.

MLPM 530 - Legal Project Management Principles (3)

In-depth study of the guiding principles of modern project management. Addresses principle topics of PMI's Project Management Body of Knowledge (PMBOK). Extensive use of case studies allow students to apply theories to real-world examples. Offered: Summer.

MLPM 540 - Legal Project Management (3)

An overview of legal project management (LPM) resources and tools used in law firms, corporate legal departments, government agencies, and legal outsourcing companies. Topics include: engaging the client, planning, budgeting, execution, communications, evaluation, closure, and ethical considerations. Offered: Fall.

MLPM 550 - Legal Technology and Innovation (3)

A study of current and emerging technologies used in law firms including client management, case management, time and billing applications, trial presentation software, and the associated ethical considerations. The relationship between innovation, strategy, planning, and profit will be explored. Offered: Fall.

MLPM 560 - E-Discovery (3)

A study of the legal, ethical, financial, logistical, and procedural considerations of surrounding the discovery of electronically stored information. Offered: Spring.

MLPM 570 - Law Firm Management (3)

An examination of leadership and management considerations in the modern law firm. Innovative models for law firms, the role of legal process outsourcing firms, and alternative fee arrangements will be addressed. Offered: Spring.

MLPM 580 - Complex Litigation Management (3)

A study of best practices and decision-making strategies for project managers and others involved in complex litigation. Management of information and communications, discovery, trial, settlement, scientific evidence, and multi-jurisdiction issues will be addressed in the context of complex litigation. Offered: Summer.

MLPM 600 - Legal Project Management Capstone (3)

The culminating course of the master of studies in law curriculum. Students will sharpen communication skills as they work with a mentor to produce a unique, well-researched project to present to classmates and colleagues, virtually or on campus. Offered: Spring and Summer.

Law - Master of Studies in Law

MSLW 515 - Introduction to Law and Legal Procedure (3)

The course will focus upon the process of adjudicating a civil action in the U.S. and the related procedural rules and policies including the major conceptions and foundations of civil procedure. Topics covered will include: the jurisdictional and justiciability doctrines; initiation of a civil action; dispositive motions before trial; discovery; alternative dispute resolution; aggregate actions; trial; and appeal and judgment. In addition, the course will address the major procedural issues regarding the investigation and prosecution of crimes including search and seizure, legal doctrines, privileges, pre-trial release, grand juries, rights to counsel, and rights to a jury and a fair trial. Offered: Fall and Summer.

MSLW 525 - Principles of Business Law (3)

Required core course for students pursuing the master of studies in law degree (M.S.L.). This course surveys the legal environment of business including contract law, liability considerations, agency and employment law, and types of business organizations. Students will consider these concepts in the context of their major/concentration. Offered: Fall.

MSLW 535 - Legal Writing and Communication Skills (3)

Required core course for students pursuing the master of studies in law degree (M.S.L.). Introduces the basic legal skills required for non-lawyers to find, analyze, explain, and apply the law. Students will learn the research and writing processes practicing attorneys use and how to apply them to legal and non-legal settings. Students will develop communications skills, both oral and written, that will assist them in communicating with attorneys, clients, and others. The course will emphasize legal research strategies available via the internet rather than through subscription databases. Offered: Fall.

MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)

This course provides an introduction to the rise of legislative and regulatory government and the nature of the public policy process. Offered: Spring and Summer.

MSLW 555 - Compliance Program Management (3)

This course will explore the essential elements of a compliance program and best practices for managing one. Students will participate in the creation, implementation, and management of a compliance program. Offered: Spring.

MSLW 565 - Information Privacy and Cybersecurity (3)

This course will provide an introduction to the legal, technical, risk-management, and ethical issues related to information privacy and cybersecurity. Offered: Spring.

MSLW 575 - Business of Law (3)

This course will explore the changing nature of the legal industry and how those changes impact legal operations in a variety of settings. Offered: Summer.

MSLW 600 - Master of Studies in Law Capstone (3 or 4)

The culminating course of the master of studies in law curriculum. Students will sharpen communication skills as they work with a mentor to produce a unique, well-researched project to present to classmates and colleagues, virtually or on campus. Offered: Summer.

Law - Doctoral

LAW 502 - Torts (4)

An introduction to civil liability arising from breach of duties imposed by law as basis for recovery in civil wrongs that result in harm to person or property. The focus is upon intentional, negligent, and strict liability torts. Topics include trespass to land, nuisance, assault, battery, negligence, product liability, invasion of privacy, defamation, and injuries to business.

LAW 505 - Real Property (4)

A study of the nature of private property. Topics include: common law estates in land, concurrent ownership; possessory and future interests, transfers of property and interests in property; adverse possession; landlord and tenant; easements and servitudes, and government regulation of land use.

LAW 506 - Contracts I (3)

An introduction to the history and development of the common law of contracts. The interpretation and enforcement of binding agreements is traced through the bargaining process from its beginning to its conclusion. Topics include: formation, performance, termination, damages, third party beneficiaries, assignment, and the statute of frauds.

LAW 507 - Contracts II (2)

An introduction to the history and development of the common law of contracts. The interpretation and enforcement of binding agreements is traced through the bargaining process from its beginning to its conclusion. Topics include: formation, performance, termination, damages, third party beneficiaries, assignment, and the statute of frauds.

LAW 508 - Civil Procedure I (2)

A survey of the organization and jurisdiction of state and federal courts, of pleading and practice in civil cases in those courts, and of the goals and methods of litigation. Topics include the functions of the judge, jury, and attorneys; the trial and appellate process; and jurisdiction and venue. Special emphasis is placed upon the federal rules of civil procedure.

LAW 509 - Civil Procedure II (3)

A survey of the organization and jurisdiction of state and federal courts, of pleading and practice in civil cases in those courts, and of the goals and methods of litigation. Topics include the functions of the judge, jury, and attorneys; the trial and appellate process; and jurisdiction and venue. Special emphasis is placed upon the federal rules of civil procedure.

LAW 510 - Criminal Law (3)

The course introduces the U.S. criminal justice system, its origins and its sources in common law. General topics include the elements of specific crimes, the limits of culpability, the administration and enforcement of the criminal law, and the defense of crimes.

LAW 512 - Lawyering and Legal Reasoning I (3)

This course is the foundational course in legal research, reasoning, and writing skills in the context of objective analysis necessary to give sound advice. Students will learn how to identify specific legal issues for analysis; find the legal authorities relevant to those issues; apply the rules stated in those authorities to specific facts; predict the likely resolution of the issues by a court in a particular jurisdiction; and communicate legal analysis in written memoranda that meet professional standards. Among other exercises, students will draft and revise office memoranda predicting how courts would decide various legal disputes.

LAW 513 - Lawyering and Legal Reasoning II (3)

This course continues foundational instruction and practice in legal research, reasoning, and writing skills but with a focus on persuasion and advocacy. Students will become familiar with the civil litigation process, from initial pleadings through final judgment and appeal; practice issue spotting, legal research, and application of legal rules to specific facts to develop persuasive arguments to support a client's position; and present persuasive arguments in written motions and briefs. Among other exercises, students will draft and revise a motion to dismiss, a motion for summary judgment, and an appeal brief, and will present an oral argument.

LAW 517 - MCL Legal Research and Writing (2)

Required course for the MCL program. This research and writing course will be limited to Masters of Comparative Law students. The course will offer the fundamental principles of legal analysis and legal style, as well as research methodology in the American legal system. Students will be required to write an objective memorandum and a persuasive document, as well as examine stylistic implication of written opinions and legal documents in the American legal culture.

LAW 522 - Constitutional Law I (2)

A study of the basic principles of constitutional law with primary focus on the U.S. Constitution. Topics include: judicial review, the distribution of governmental powers in a federal system with emphasis on federal commerce, taxing, and foreign affairs powers; intergovernmental relations, separation of powers within the federal government; and individual liberties with emphasis on the due process and equal protection clauses.

LAW 523 - Constitutional Law II (3)

A study of the basic principles of constitutional law with primary focus on the U.S. Constitution. Topics include: judicial review, the distribution of governmental powers in a federal system with emphasis on federal commerce, taxing, and foreign affairs powers; intergovernmental relations, separation of powers within the federal government; and individual liberties with emphasis on the due process and equal protection clauses.

LAW 524 - Evidence (3)

A study of the rules governing evidentiary admission and exclusion, and the policies underlying the evidentiary system. Topics include sufficiency of evidence and order of proof, relevancy, judicial notice, real and documentary evidence, hearsay, competency, presumptions, privileges, impeachment, and rehabilitation of witnesses.

LAW 526 - Business Organizations (4)

A study of agency and partnerships, corporations, and other business associations. A survey of the law governing formation, control, liabilities, property, dissolution and disposition of business, and internal and external relationships.

LAW 532 - Payment Systems (3)

A study of the law governing modern payment systems, focusing primarily on checks, drafts, promissory notes and other forms of negotiable instruments governed by Article 3 of the Uniform Commercial code, and on bank transactions governed by Article 4 of the Uniform Commercial Code and Federal Reserve Board of Governors' Regulations J and CC. Consideration is also given to some or all of the following: credit and debit card transactions, electronic fund transfers, letters of credit, barter, and cash.

LAW 533 - Secured Transactions (3)

A study of the law governing security interests in personal property to secure the payment of debts. The primary focus of the course is on Article 9 of the Uniform Commercial Code, but consideration is also given to other related areas of law, including bankruptcy issues that can affect security interests.

LAW 540 - Wills, Trusts, and Estates (3)

An introduction to the basic legal principles of intestate succession, wills, and trusts. Topics include: intestate succession; restraints on testamentary powers; testamentary capacity; execution and revocation of wills; the creation of trusts; and the administration of estates.

LAW 546 - Professional Responsibilities (2)

An examination and an analysis of the role of the lawyer in the practice of a profession, and the lawyer's responsibilities to the client and to society. The course will focus on the ABA Code of Professional Responsibility and Rules of Professional Conduct.

LAW 601 - International Environmental Law (3)

This course is designed to provide an opportunity to explore environmental issues in an international setting. The course will provide a basic overview of principles, sources and the application of international law. It will then focus on issues and problems that impact the environment on a global scale and which, for resolution, require the cooperation and participation of the international community. The course will cover issues ranging from environmental warfare, population control, the Antarctic, global warming and ozone depletion, acid rain, protection of the hydrosphere, protection of the biosphere, and pollution.

LAW 602 - Employment Law (3)

This course examines the at-will employment doctrine and compares it with employment contracts and other arrangements that provide workers with job security. The course also examines exceptions to the at-will rule, specifically provisions that prevent dismissal on the basis of public policy. Topics include anti-discrimination law, disability rights, and whistle-blower (retaliatory discharge) laws.

LAW 603 - Consumer Protection (2)

A survey of various specialized legal protections afforded to consumers in the marketplace. Topics include common law tort remedies such as fraud and deceit, statutory remedies such as the FTC Act and related state unfair and deceptive trade practices acts, and statutes and related regulations governing the extension of credit to consumers, such as Truth-in-Lending and Regulation Z, the Fair Credit Billing Act, the Fair Credit Reporting Act, the Equal Credit Opportunity Act, and usury laws.

LAW 604 - Insurance (3)

This course will explore the law of insurance and the regulatory regime under which the insurance industry operates. Topics include: kinds of insurance; insurance contracts; premiums; insurable risk; risks insured against; rights, duties, and liabilities of insurer and insured; representations and warranties; payment of losses; contribution and subrogation; conflicts of interest; and actions on policies.

LAW 605 - Banking Law (3)

This course provides an overview of the regulation of the banking and financial services industry in the U.S. Topics include the history and structure of federal and state regulation of banks; the business of banking, including traditional and non-traditional activities of banks and their affiliates; the limitations and restrictions on merging, branching and interstate banking; and the supervision and enforcement powers of the federal banking agencies. This course also will review capital requirements, reserve requirements, lending limits, community reinvestment obligations, privacy restrictions and anti-money laundering requirements.

LAW 606 - Estate and Gift Taxation (2 or 3)

This course provides an introduction to federal taxation of wealth transfers, including the Federal Gift Tax and the Federal Estate Tax. Students will develop the background necessary to advise clients on sophisticated estate planning techniques in a trusts and estates or tax practice. The course covers topics such as what constitutes a taxable gift, when the gift is complete and taxable, the annual exclusion from gift tax, the gross estate subject to estate tax, the taxability of certain property in the estate (joint interests, retained interests, annuities and death benefits, powers of appointment, and life insurance), and credits and deductions (including marital deduction and charitable deduction planning). In some versions of the course, students may be introduced to the generation-skipping transfer tax, advanced charitable or marital planning issues, and/or income taxation of trusts and estates. Prereqs: None, although Decedents' Estates and Trusts and Federal Income Tax are useful background.

LAW 607 - Corporate Finance (3)

An examination of the legal and financial factors affecting the manner in which business firms obtain needed capital. Topics include valuation, classes of security, capital structure, dividend policy, and mergers and acquisitions.

LAW 608 - Bankruptcy (3)

This introduction to bankruptcy and debtor-creditor law covers topics such as: enforcement of money judgments outside of bankruptcy, commencement of bankruptcy cases, bankruptcy court jurisdiction and procedure, the automatic stay, property of the bankruptcy estate, exemptions, secured and unsecured claims, avoidance of transfers, executory contracts, distribution of property, dismissal and conversion of bankruptcy cases, and discharge of debts in bankruptcy. Prereq: Secured Transactions (LAW 533) or permission of the instructor. Co-req: Secured Transactions (LAW 533) or permission of the instructor.

LAW 609 - Partnership Taxation (3)

An in-depth study of the federal taxation of partners and partnerships including formation, operation and liquidation of partnerships. Prereq: Federal Income Taxation I (LAW 668) or permission of the instructor based on the student's background in tax. Co-req: Federal Income Taxation II (LAW 668) or permission of the instructor based on the student's background in tax.

LAW 610 - Business Planning (3)

A planning and problem course in corporate, partnership and limited liability company law and their taxation, along with accounting and securities law issues. The course may include writing or drafting exercises, at the discretion of the instructor. Co-reqs: Business Organizations (LAW 526) and Federal Income Tax I (LAW 668), or permission of instructor.

LAW 611 - Business Bankruptcy (2)

This course focuses on the issues that arise in connection with business bankruptcies, particularly under Chapter 11 of the Bankruptcy Code. Topics will include: the role of the debtor-in-possession; operation of a business under Chapter 11, including post-petition financing; the formulation and confirmation of a Chapter 11 plan; and business liquidations under Chapter 7. Specific legal issues covered will include: the avoidance powers of the trustee or debtor-in-possession; relief from the automatic stay; and the absolute priority rule. Prereqs: None, though students may find Business Organizations useful background.

LAW 612 - International Law (2 or 3)

An introductory international law course focusing on the fundamentals of international law and the role of international institutions. Topics include: the nature of international law; treaties; customary law; the International Court of Justice; states and international law; individuals and international law; the United Nations; and the use of force.

LAW 613 - Advanced Evidence (2)

This course, dealing largely with evidence at trial, is more practical than theoretical. Students are expected to apply general concepts of evidence to the resolution of actual trial problems. A premium is placed on the development of the student's ability to articulate multiple grounds for both making and meeting objections to evidence.

LAW 614 - American Constitutional History (3)

This course will examine the relationship between the evolution of the interpretation of the U.S. Constitution and the broader social, political, and economic history of the United States.

LAW 615 - Real Estate Transactions (2)

A course focusing on the basic elements of the residential real estate transaction. Topics include the formation, performance, and closing the real estate contract; assuring good title; and financing the real estate purchase. Practical exercises are included.

LAW 618 - Civil Rights (3)

An advanced constitutional and statutory study of the non-criminal statutes which Congress has enacted to protect civil rights in America. The course addresses the statutes passed during the Reconstruction period following the Civil War and comprehensively covers modern legislation and the constitutional interpretation and constitutional basis for civil rights protection, including the contemporary Supreme Court's role in the civil rights revolution. Selected state statutes and constitutional provisions will also be considered. Prereq: Constitutional Law I (LAW 522).

LAW 619 - International Business Transactions (2 or 3)

An introductory course focusing on the problems involved in international business transactions. Topics include: agreements for the international trading of goods; uses of letters of credit; international dispute resolution; tariffs; non-tariff trade barriers; restrictions on exports; restrictions on technology transfers; foreign direct investments; expropriations; extraterritorial application of antitrust laws; and bribery of foreign officials.

LAW 620 - Securities Regulation (3)

An introductory course focusing on the federal regulation of securities. Coverage includes registration requirements for initial public offerings, exemptions from registration, antifraud liability, including Rule 10b-5, and insider trading. Prereqs: Business Organizations (LAW 526) or permission of the instructor.

LAW 621 - Patent Law (2 or 3)

A comprehensive review of basic patent law. Coverage includes the types and nature of patents, how to read a patent, patentability requirements, the patent protection process, the protection afforded by a patent, and the limits of that protection.

LAW 622 - Equitable Remedies (2 or 3)

A study of the impact of traditional equity jurisdiction upon the United States legal system. The course focuses upon the forms of equitable relief, including the specific equitable remedies of injunctions, specific performance, rescission, reformation, and restitution.

LAW 623 - Scientific Evidence (3)

This course will examine evidentiary problems associated with the admission of scientific and other types of expert opinion testimony. The course will provide an in-depth examination of the Daubert and Frye standards and will cover selected forensic techniques including the chain of custody.

LAW 624 - Public Law Process (2 or 3)

An introduction to statutory and regulatory law. Topics include the process of legislation; current approaches to statutory interpretation, the justifications for, and limitations of, government regulation; the techniques of regulation; and the procedural requirements for regulatory agency action. Offered only in the summer term for entering students.

LAW 625 - Government Regulation of Business (3)

This course will focus on those areas of the economy that are comprehensively regulated by governmental authority. The pertinent economic and legal questions are considered along with the role of the administrative process.

LAW 626 - Municipal Courts (3)

A study of the municipal court system, concentrating on such issues as jurisdiction, administration, personnel, courtroom procedure, judgment and sentencing, driving under the influence cases, criminal misdemeanors, and violations.

LAW 627 - Accounting for Lawyers (2)

A brief introduction to bookkeeping and accounting concepts for non-accountants, followed by a critical analysis of generally accepted accounting principles and auditing standards as applied to problems arising in a legal context.

LAW 629 - Copyright Law (2 or 3)

This course serves as an introduction to copyright law. Topics include: the constitution and copyright; requirements of copyright; copyright formalities; the idea-expression dichotomy; useful article doctrine; rights of copyright ownership; duration and scope of copyright protection; defenses, including fair use and constitutional defenses; remedies; justifications for copyright; and public policy difficulties. The course would provide significant coverage of the Copyright Act.

LAW 630 - Introduction to Business Concepts (3)

A major role of being an attorney is making decisions for yourself, for your firm, and in conjunction with your clients on client matters. Introduction to Business Concepts is a skills-based course to help improve your decision-making and client advising skills, and to understand your and your client's business issues. To make business decisions or advise clients on making business, personal or political decisions, lawyers need a working knowledge of accounting, economics and finance. Introduction to Business Concepts is a problem-based course introducing basic concepts in accounting, finance, economics, and analytical methods. The course is geared toward students who have no significant business background or courses. Students who majored in English, history, or political science, for example, may benefit greatly from the course. Business, accounting or economics majors, on the other hand, should not enroll. The course may help

students appreciate upper division courses better as well as be helpful in legal practice. It is recommended a student take the course in the second year.

LAW 633 - Entertainment Law (2 or 3)

Entertainment Law provides an overview of the body of law associated with the entertainment industries, concentrating on music publishing and commercial recording, literary publishing, motion pictures, television and emerging media. The course will focus on aspects of copyright law, personal rights, negotiation of entertainment agreements, and entertainment law cases.

LAW 635 - Nonprofit Organizations: Law and Governance (2 or 3)

Nonprofit Organizations: Law and Governance focuses on the regulation of nonprofit organizations and on best practices in governance principles. Topics covered include the commercial versus charitable purposes of the nonprofit organization, ownership and use of assets, the fiduciary obligation of the board of directors or trustees, investment responsibilities, conflicts of interests, ethical considerations, determining organizational mission and vision, strategic planning, fund development, and regulation of charitable solicitations.

Recommended preparation: Business Organizations

LAW 637 - Legislation (2)

This course examines the process whereby legislatures and executives enact statutes; common methods of judicial interpretation of statutes—including plain meaning, canons of construction, and use of legislative history; and issues relating to administrative agencies' interpretations of statutes. Students will practice close reading of statutory provisions and devising arguments based on available methods of interpretation.

LAW 638 - Financing Real Property Transactions (2)

This course will explore the basic elements of construction, development, and permanent financing that is secured by commercial real estate. This course will examine the commercial real estate finance transaction from a practitioner's viewpoint and will cover the laws governing such transactions. It will also cover the normal documentation used in real estate finance transactions, as well as the negotiation skills, title insurance, remedies, and other facets of a loan secured by commercial real estate.

LAW 639 - Taxation of Nonprofits Organizations (2 or 3)

Taxation of Nonprofit Organizations explores the federal income tax consequences of operating as a tax-exempt entity. Topics include organization under state law to qualify for federal tax-exempt status, maintaining tax-exempt status, private inurement issues, private and public benefit mandates, allowed and disallowed commercial activities, excess benefit transactions, lobbying activities, unrelated business income tax, charitable deductions and contributions, and special rules applicable to private foundations. Prereq: Federal Income Tax I (LAW 668). Prereq/Co-req: Federal Income Tax I (LAW 668).

LAW 640 - Public Health Law (2 or 3)

An overview of legal, ethical and policy issues arising from attempts by the government to protect and promote the public health. Topics will include: state action to track and control diseases; privacy and confidentiality of health information; discrimination against persons with disabilities; health system reform proposals; and research on human subjects.

LAW 641 - Estate and Trust Administration (2 or 3)

In Estate and Trust Administration, students focus on what a lawyer does once an estate or trust is in the administration process (after death or after funding of the trust). The course is divided into two units: Estate Administration and Trust Administration. In the unit on Estate Administration, students will learn about the probate process, from filing letters testamentary to probating the will to rendering a final accounting. In the unit on Trust Administration, students will learn the role of a trustee throughout the process of overseeing the trust, from funding and investment to distribution and termination, with an emphasis on fiduciary duties. In some versions of the course, students may receive an introduction to the tax implications and tax filing requirements that arise during the administration of a trust or an estate. Prereq: Wills, Trusts and Estates (LAW 540).

LAW 642 - Civil Litigation Analysis (2 or 3)

Students in this course will conduct thorough critical studies of actual appellate case files in order to gain practical litigation skills. Students will identify factual and legal issues; apply and evaluate concepts such as jurisdiction, waiver, and timelines; identify and evaluate common mistakes; and critique and edit briefs. Grades will be based on weekly or bi-weekly written assignments and on class participation.

LAW 644 - Damages (3)

A course focusing on the general principles of damages. Topics include nominal, compensatory, and punitive damages; measurement of damages; speculative or remote damages; aggravation or mitigation; and general and special damages.

LAW 645 - Sports Law (2)

This course focuses upon the law of amateur, collegiate and Olympic sports. Among the areas of law covered are antitrust, torts, contracts, and labor relations affecting the amateur athlete.

LAW 646 - Military Justice (2)

An introduction to military law with special emphasis on current rules of jurisdiction, court martial procedure, military rules of evidence and appellate procedures under the Uniform Code of Military Justice.

LAW 647 - Unincorporated Business Entities (3)

This course provides a more in-depth study of partnership law than possible in the required Business Organizations course. In addition to general partnerships, this course examines the various unincorporated business entities in widespread use today: limited liability companies (LLCs), limited liability partnerships (LLPs), and limited partnerships (LPs), all of which draw, in whole or in part, on partnership law. One feature of the course is that, where possible, we look at partnership law in the context of law partnerships (and law LLCs and law LLPs). In addition to a final exam, there will be graded exercises, including drafting a partnership agreement, and class participation will also be taken into account.

LAW 648 - Land Use Planning (2 or 3)

A course focusing on public and private land use controls. Topics include zoning, official map ordinances, subdivision controls, building codes, covenants, financing the urban infrastructure, the role of the federal government, urban renewal, housing subsidies, historic preservation, wetlands, flood plains, and coastal zones.

LAW 649 - Immigration Law (3)

This course offers a basic overview of the history and development of immigration law in the United States and its current status. Included in the course is a study of family and employment bases for immigration, exclusion and deportation, asylum and refugee status, and non-immigrant visas.

LAW 650 - Complex Litigation (2)

An advanced course in civil procedure with special emphasis on complex practice areas: e.g., class actions and multi-district litigation. Topics include: joinder of parties; disposition of duplicative or related litigation; class actions; discovery; judicial control of litigation; res judicata and collateral estoppel; and alternatives to litigation.

LAW 651 - Medical Liability/Regulation (3)

The topics covered in this course will include: professional liability; institutional liability; medical product liability; informed consent; and proposals for reforming the tort system.

LAW 653 - Health Law Transactions (2)

This course will introduce students to the key legal and practical concepts that arise in selected health law transactions. While the specific transactions studies may vary as health care evolves, potential topics include healthcare mergers and acquisitions, joint ventures, and other business transactions. By the end of the course, students should have acquired (1) practical skills applicable to organizing, negotiating, and drafting deals and (2) a basic understanding of the state and federal regulatory framework that applies to health law transactions.

LAW 655 - Corporate Taxation (3)

A course focusing on the federal taxation of corporate formations, reorganizations, operations, distributions, and adjustments of capital structure. Co-reqs: Business Organizations (LAW 526) and Federal Income Tax I (LAW 668) or permission of the instructor.

LAW 656 - Information, Technology, and the Law (2 or 3)

Information, Technology and the Law examines several areas of law that have been impacted by the information revolution, including intellectual property law, unfair competition, unfair business practices, free speech, privacy, the right to accuracy of information, and the right to access to information. The course will specifically focus on how the law has and is continuing to develop in relation to access to and control of digitized information, including computer software, content published on the internet or in other digital media, databases, and entertainment software (e.g., video games). As this course deals with a rapidly developing area of the law, the course will focus heavily on policy considerations.

LAW 657 - Alabama Civil Litigation Practice and Procedures (2)

A study of motion practice, pleading, and trial procedure in civil actions in Alabama.

LAW 658 - Health Care Delivery Systems (3)

The topics covered in this course will include: tax exempt status of non-profit health care providers; private health insurance; government health care programs; rationing of health care; competitive and regulatory approaches to cost containment; and antitrust issues.

LAW 659 - Media Law (2 or 3)

Media Law covers First Amendment issues such as the law governing press access to judicial proceedings, government documents and meetings, and tort law, including defamation, invasion of privacy, emotional distress, and trespass. It also encompasses statutory and administrative regulations that affect the mass media. This course is ideal for anyone interested in pursuing a career in media law or working as general counsel for a media client, or for those interested in surveying the various laws relevant to the media and understanding these laws through the lens of a media lawyer.

LAW 660 - Federal Courts (2 or 3)

A study of the role of the federal courts of the United States. The course will focus upon an analysis of the constitutional and legislative foundations of the judicial power, and practice and procedure in District Courts.

LAW 661 - Toxic Torts (3)

This class is designed to present an overview of the issues and obstacles faced by plaintiffs who suffer harm arising from exposure to or contamination by a toxic product or process. These claims are typically described as toxic or environmental torts and straddle both tort and environmental law. The course's primary focus will be on the potential liability of entities that manufacture and process toxic products. The class will look at, among other things, common law tort actions in the context of environmental contamination, issues relating to causation and causation in a multi-party context, indeterminate plaintiffs and defendants, latency periods and statutes of limitations, and damage issues. The course also will address the federal regulation of hazardous waste disposal and of toxic products.

LAW 662 - Domestic Relations (3)

An overview of the legal relationships engendered by family associations with emphasis on the relationships of parents and child, and husband and wife. Topics include: nature of marriage; adoption; emancipation; separation and divorce; and unmarried cohabitation.

LAW 663 - International Intellectual Property System (2)

This course will focus on the integration of the global market and the export by the United States of intellectual property-based industries. The course will include various aspects of intellectual property - patent, copyright, trademark and trade secrets - as well as a discussion of the increasing dominance of international standards through treaties, especially GATT and the related TRIPPS protection, or through economic measures, as have begun to effect the Chinese intellectual property system.

LAW 664 - Estate Planning (3)

This course focuses on both tax and personal aspects of estate planning and includes counseling with clients in the use of various techniques related to the marital deduction, charitable and insurance planning, valuation issues, post-mortem planning, and the preparation of relevant documents. Co-req: Wills, Trusts & Estates (LAW 540).

LAW 665 - Criminal Procedure I (3)

The regulation of law enforcement conduct during the investigation of crimes, with emphasis on constitutional and statutory standards and limitations. Topics include: search and seizure; confessions and incriminating statements; electronic surveillance; entrapment; identification procedures; and remedies for improper police conduct.

LAW 666 - Criminal Procedure II (2)

The determination of guilt or innocence through the process of adjudication, with emphasis on constitutional and statutory limitations that assure fairness in the process. Topics include: initiation of formal proceedings; bail; discovery; severance; speedy trial; plea bargaining; jury trial; former jeopardy; and effective assistance of counsel. Prereqs: None, although students may find Criminal Procedure I useful background.

LAW 667 - Labor Law (2)

An overview of labor relations and social problems including a study of the regulation of the employer-employee relationship in the context of various forms of group conflict and organizational activity. Topics include: rights and duties of individuals and institutions in labor relations; concerted activity, including strikes, picketing, and boycotting; negotiation and enforcement of collective agreements; and employee-union relations.

LAW 668 - Federal Income Tax I (3)

An introduction to federal income tax principles. Topics include gross income and possible exclusions from gross income, deductible and nondeductible expenses, and capital expenditures.

LAW 669 - Federal Income Tax II (2 or 3)

A continued introduction to federal income tax principles. Topics include special provisions related to property transactions, such as characterizations of transactions, capital gains and losses, non-recognition events, and loss limitations. Prereq: Federal Income Tax I (LAW 668).

LAW 670 - Natural Resources Law (2 or 3)

This course explores the tensions between ecological limitations and economic development; the challenges and different types of resource scarcity; and the search for the proper locus of resource management. The course encourages the student to explore solutions that may be socially painful, but are necessary to overcome market incentives and promote environmentally short-sighted management. It also examines the critical role of values in natural resource management choices. The course will emphasize resources particularly important in the southeastern United States which include wildlife and biodiversity, protected natural, historically and cultural lands, forests, minerals, and the increasingly contentious issue of water use.

LAW 671 - Oil and Gas Law (2)

The study of the nature and protection of various interests in oil and gas mineral estates including the conveyancing of interests. The course will review the laws and regulations relating to the production, processing, and transportation of oil and gas.

LAW 673 - Antitrust (3)

A survey of antitrust and unfair competition laws and the development of legal doctrine there under. Topics include: restraints of trade, monopolization, price discriminations and other interferences with the competitive business environment.

LAW 674 - Alternative Dispute Resolution (2 or 3)

This course introduces basic processes of dispute resolution (negotiation, mediation and arbitration,) as well as other processes (such as neutral evaluation, mini trials, and summary jury trials). By surveying the full array of processes, this course enables students to analyze and compare various processes' advantages and disadvantages. Students will also be introduced to process design to see ways in which lawyers and parties can go beyond given procedures to create procedures suited to their interests.

LAW 676 - Pharmaceutical and Medical Device Law (2 or 3)

The course surveys the law relating to medical devices and pharmaceuticals. The course will examine the role of the FDA in regulating drugs and medical devices including premarket approval, post market surveillance, and restrictions on labeling and advertising. Other topics include tort liability for defective products including federal preemption of state law claims, insurance coverage and technology assessment, and an examination of evolving medical technologies.

LAW 679 - Business Crimes (3)

This course focuses on corporate and white collar crime. The course will review the principles of corporate criminal liability, sanctions, corporate privileges, grand jury investigations, government evidence gathering, and the interplay between civil and criminal proceedings.

LAW 683 - Conflict of Laws (3)

A study of the theories of prediction and decision in transactions having elements in more than one state. Topics include: domicile and citizenship; personal jurisdiction; enforcement of foreign judgments; and choice of law.

LAW 684 - Products Liability (3)

An advanced course in the law of products liability with particular emphasis on the theories of recovery for harm from dangerous and defective products and proof problems.

LAW 685 - Admiralty (2)

An introduction to admiralty jurisdiction and procedure. Topics include: federal-state relations, maritime liens, Halter Act and Carriage of Goods by Sea Act, salvage, general average, collision, charter parties, personal injuries, marine insurance, and limitation of liability.

LAW 686 - Administrative Law (3)

A study of legislative authority and administrative agencies with special emphasis upon the administrative process and judicial review.

LAW 687 - Juvenile Justice (3)

A study of the basic principles of juvenile court procedures from the time of detention to final disposition.

LAW 688 - Sea, Ocean, and Coastal Law (3)

This course examines the legal structures which bind nation states in their international relations concerning maritime matters. The course material augments admiralty and maritime shipping law by its focus on major maritime zones recognized in international law. These zones include the territorial sea, contiguous and exclusive economic zones, the high seas, and the continental shelf. Other areas considered are the rules relating to sea uses, marine pollution, military use, deep seabed mining, and fishing.

LAW 692 - Trademark and Business Torts (3)

A survey of the law of unfair competition and business-related torts, with special emphasis on the law of trademarks. The trademark section covers the basic principles of trademark protection and infringement, registration under the Lanham Act, and practical aspects of trademark practice. Other topics include torts of commercial disparagement and false advertising, Federal Trade Commission regulation of advertising, tortious interference with business relations, and trade secret protection and infringement. The relation between unfair competition law and the federal statutory regimes of intellectual property, patent and copyright, will be considered.

LAW 693 - Workers' Compensation (2)

A comprehensive study of Workers' Compensation Acts and the court decisions interpreting their provisions.

LAW 696 - Intellectual Property (2 or 3)

This course provides an introduction to the intellectual property regimes of copyright, trademark, patent, and trade secrets.

LAW 697 - Legal Process (2)

An introductory to the nature of law, legal education, and legal history. Topics include: common law forms of action; equitable remedies; court systems; jurisdiction; legal reasoning by analogy and precedent; professional responsibility. Offered only in the summer for entering students.

LAW 698 - Environmental Law (3)

A comprehensive study of federal environmental law including the Clean Air Act, Clean Water Act, Toxic Substances Control Act, Ocean Dumping Act, Pesticides Act, and National Environmental Policy Act.

LAW 699 - ERISA and Deferred Compensation (2)

An in-depth review of income, estate, and gift tax law relating to deferred compensation. Topics include: ERISA; profit sharing, stock bonus and pension plans; deferred compensation contracts; and restricted property. Prereq: Federal Income Tax I (LAW 668).

LAW 702 - Cumberland Innocence Clinic (2-5)

This course focuses on the law and practice of challenging wrongful convictions in Alabama cases. In the course, students will read post-conviction cases and articles, review substantive legal claims, research procedural avenues of relief, investigate facts and interview witnesses, and file pleadings for prisoners trying to vacate, set aside, or correct non-capital convictions and sentences based on claims of factual innocence. Students will develop advocacy skills, communicate with clients, interview witnesses, spot and evaluate issues, research claims, and write legal memoranda and pleadings. Class meetings will vary between typically instructional formats, case updates, drafting, and group problem-solving. May be repeated for a maximum of 7 credits. Offered: Summer.

LAW 703 - Employment Discrimination (2 or 3)

An in-depth survey of employment discrimination law. Particular emphasis is placed upon the practical aspects of litigating and advising clients regarding federal and state laws and regulations respecting discrimination based upon race, color, sex, religion, and national origin under Title VII of the Civil Rights Act of 1964, as amended; race and alien-based discrimination under 42 U.S.C. § 1981; disability discrimination under the Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973, as amended; and age discrimination under the Age Discrimination in Employment Act of 1967 as amended and the Alabama age discrimination law. Students will also consider affirmative action obligations under the discrimination laws and under executive order 11246, as amended; employee selection and testing issues; and disability management issues. This course is a hands-on experience; we talk about how something will sound in a pleading, how a witness should be prepared to handle certain questions, how a termination decision is made, what goes into accommodating a disability, and similar topics.

LAW 704 - Advanced Writing Skills for Lawyers (2)

The purpose of this course is to improve legal writing and analysis skills. To accomplish that goal, students will draft pleadings, pretrial motions, office memoranda, other documents and a brief in support of summary judgment. In-class editing exercises reinforce the instruction in effective writing and analysis. The course, in several ways, will mimic the law firm clerking experience. In order to facilitate feedback and personal instruction, the course will be limited to 10 students.

LAW 705 - Jefferson County Public Defender Capital Defense Clinic (2-4)

This clinical course is taught with the Jefferson County Public Defender's Office, a state agency that represents indigent defendants in capital and non-capital cases at trial and on direct appeal. Students will assist public defenders on a variety of legal issues facing persons charged with capital murder or already convicted of capital murder. In the Capital Defense Clinic, students will assist the public defenders in a capital case with tasks including research, case management, client and witness interviewing, investigation, hearings, pleas, jury selection, trial, and sentencing. The course has a classroom component of law and procedure and legal writing and a fieldwork component. Students will be supervised by the professors and attorneys in the office. Students are requested to have no other daytime employment during this clinic. May be repeated for a maximum of 6 credits. Offered: Fall, Spring, and Summer.

LAW 706 - Veterans Legal Assistance Clinic (2-5)

This course will teach students to assist veterans and their families in a variety of civil and administrative, litigation and non-litigation matters, including credit and related financial matters, housing, family law, expunging criminal convictions, and wills. Students will attend class and, under attorney supervision, handle weekly out-of-class casework including volunteering at the Veterans Help Desk at the VA Hospital in Birmingham, AL, working with reentry programs, and at local Veterans Treatment Courts. Students may also be responsible for

legal research for cases before the U.S. Court of Appeals for Veterans Claims as needed. May be repeated for a maximum of 7 credits. Offered: Fall and Spring.

LAW 707 - Jefferson County Public Defender Criminal Appeals Clinic (2-6)

The Criminal Appeals Clinic is taught in partnership with the Jefferson County Public Defender's Office, a state agency that represents indigent defendants in capital and non-capital trials and appeals. The clinic will teach students how to represent a client in a direct appeal of a criminal conviction from beginning to end. The semester will focus on appellate brief-writing and oral argument. Outside of class, students will work in pairs representing criminal defendants in their direct appeals under the Jefferson County Public Defender's Office's supervision. In addition to the seminar on appellate law and persuasive writing, students will have weekly meetings to discuss and work on cases outside of class. May be repeated for a maximum of 6 credits. Offered: Spring and Summer.

LAW 708 - Race and American Law (2)

This course covers basic concepts of the now enormous body of civil rights law that was designed to redress the victims of racial discrimination in America. The course, through discussion and understanding of the role law has played, will explore civil rights statutes and judicial decisions through the use of hypothetical problems. The problems will be contemporary situations that a lawyer would face in his/her practice in such areas as public facilities, fair housing, fair employment, and interracial sex and marriage. Final grade is based on class advocacy and a ten page final paper.

LAW 709 - Voting Rights (2)

This course will examine the history of the voting rights struggle. Specifically, it will explore the Voting Rights Act of 1965, which some legal scholars have said is one of the most far-reaching pieces of civil rights legislation ever passed by Congress.

LAW 710 - Arbitration (2 or 3)

This course will cover: the Federal Arbitration Act and its preemption of state law, contractual issues, the arbitrability of various claims, procedural issues, judicial review of arbitration awards, and the variety of arbitration contexts.

LAW 711 - State and Local Taxation (2)

Coverage will include the basic categories of state and local taxes, including sales and use taxes, property taxes, franchise taxes, and income taxes. Topics addressed will include recurring issues, such as the impact on entities doing business in more than one jurisdiction and the role of state constitutional law.

LAW 712 - Jury Selection (2)

This course focuses on the substantive law relating to jury selection as well as the art and science of jury selection. Prereq: LAW 600 and instructor permission. Offered: Fall and Spring, on rotation.

LAW 714 - Deposition Skills and Technology (3)

This course focuses on developing the skills required to prepare and conduct depositions. Prereq: LAW 600 and instructor permission. Offered: Fall and Spring, on rotation.

LAW 717 - State Constitutional Law (2 or 3)

This course is designed to provide the basis for a lively and exciting two- or three-credit course in this area of the law that continues to gain importance every day. State constitutional law issues arise in a surprisingly wide range of areas of law practice. Now, more than ever, lawyers and judges are discovering the importance of state constitutions and the judicial interpretations of those constitutions. The text explores the many common themes that appear in the body of constitutional law of all states and focuses on the importance of the unique language and judicial interpretation of state constitutions in resolution of specific issues.

LAW 720 - Directed Research I (1)

Students may enroll in this course to select a topic and prepare a research paper under the guidance and supervision of a faculty member. The faculty member will provide guidance in selecting a topic and researching and writing the paper, will assure that the project's length and depth is commensurate with the amount of academic credit awarded, and will assign a grade. To enroll, students must make arrangements with a member of the faculty and submit a completed Directed Research form to the Office of Law Student Records. NO MORE THAN TWO HOURS OF DIRECTED RESEARCH MAY COUNT TOWARD THE J.D. DEGREE.

LAW 721 - Directed Research II (1)

Students may enroll in this course to select a topic and prepare a research paper under the guidance and supervision of a faculty member. The faculty member will provide guidance in selecting a topic and researching and writing the paper, will assure that the project's length and depth is commensurate with the amount of academic credit awarded, and will assign a grade. To enroll, students must make arrangements with a member of the faculty and submit a completed Directed Research form to the Office of Law Student Records. NO MORE THAN TWO HOURS OF DIRECTED RESEARCH MAY COUNT TOWARD THE J.D. DEGREE.

LAW 722 - Research Writing Seminar (1 or 2)

Members of the Cumberland Law Review may enroll in this course to complete their law review writing requirement under the guidance and supervision of a Cumberland faculty member. The faculty member will provide guidance in selecting a topic and researching and writing the paper, will assure that the project's length and depth is commensurate with the amount of academic credit awarded, and will assign a grade. To enroll, students must make arrangements with a member of the faculty and submit a completed Law Review Writing form to the Office of Law Student Records. May be repeated four times for a maximum of 8 credits.

LAW 724 - Practicing Law In-House (2 or 3)

This course provides an overview of the body of law and practical concerns associated with the in-house counsel. Concentrating on the differences between in-house attorneys and outside attorneys, the course will address topics such as the following: identifying the client for in-house counsel representing different private, public, and governmental entities; evaluating the attorney-client privilege and how it affects daily practice; identifying, assessing, and mitigating risk; managing regulatory compliance; managing litigation from the client's perspective; handling governmental investigations; and protecting yourself from personal civil or criminal liability. The course has no prereqs, but students may find the Professional Responsibility' helpful. The course will briefly touch on employment law, advertising, intellectual property, and corporate law.

LAW 728 - Economic Analysis of Law (3)

An introduction to the economic theories relevant to legal problems. The course examines theories that attempt to explain common law and statutory developments as the application of basic economic rules. A paper is required.

LAW 733 - Trial Journal Writing Seminar (1 or 2)

Members of the American Journal of Trial Advocacy may enroll in this course to complete their journal writing requirement under the guidance and supervision of a Cumberland faculty member. The faculty member will provide guidance in selecting a topic and researching and writing the paper, will assure that the project's length and depth is commensurate with the amount of academic credit awarded, and will assign a grade. To enroll, students must make arrangements with a member of the faculty and submit a completed Trial Journal Writing Seminar form to the Office of Law Student Records. May be repeated four times for a maximum of 8 credits.

LAW 735 - Torts II (3)

This course will address an array of basic torts topics that are not addressed at length in first-year torts. Specifically, it addresses defamation, invasion of privacy, and misrepresentation. At the discretion of the instructor, it may also address premises liability, claims for mental distress, claims for economic loss, liability for the acts of others, claims based on intentional interference with business relations, and nuisance.

LAW 736 - Sales (2 or 3)

This course emphasizes the portions of Uniform Commercial Code Article 2 (sales) not ordinarily covered in the Contracts course. This course may also cover some or all of the following: international sale of goods; leases of goods; licenses of computer information, sales of real estate, and related topics.

LAW 738 - Local Government Law (2 or 3)

This course considers legal issues that arise out of the operation of city and county governments and that affect nearly every lawyer's practice. Topics include state and federal constitutional law, administrative law, land use regulation, civil rights, and tax law. Some attention will be given to the phenomenon of competition between local governments for new investment capital and new residents.

LAW 743 - E-Discovery and Digital Evidence (2)

This course will focus on the application of the discovery portions of the Federal Rules of Civil Procedure and the Federal Rules of Evidence to information that is stored electronically. As we move toward becoming a paperless society, courts are grappling with the application of old rules to the new medium of computers. This course will begin with a basic discussion of computer technology with particular emphasis on data storage. The class will continue with an overview of the discovery sections of the Federal Rules of Civil Procedure and then discuss the application of those rules to electronically stored information. The discussion will include proposals to change the Federal Rules of Civil Procedure to make them more responsive to the paperless world. The course will end with a discussion of issues relating to the admissibility of evidence in electronic form.

LAW 744 - Endangered Species Act Seminar (2)

This course begins with a brief introduction addressing the various scientific, social and economic arguments relating to why individual species may need special legal protection. After a basic overview of how the Endangered Species Act actually operates to protect endangered and threatened species, the course then examines in detail the history of species protection laws in the U.S., culminating with the enactment in 1973 of the Endangered Species Act, together with its subsequent amendments to the present date. Finally, the course analyzes the function and operation of each of the most significant provisions of the act within the context of existing case law and current legal debates. Students in this course participate by individually completing a series of interactive exercises and learning modules monitored by the professor, and by engaging in a series of mostly asynchronous dialogues with other students in the course and moderated by the professor. Students are graded by their performance on weekly exercises and discussions, together with a written final examination.

LAW 745 - Bioethics and the Law (3)

A survey course covering issues related to the interaction between the emerging field of bioethics and the legal system. These include issues related to human reproduction, death and dying, and utilization of resources in a managed care environment. Specific topics related to human procreation include the legal and medical aspects of medically assisted reproduction, prenatal testing, genetic counseling, childbirth, abortion and contraception. Specific topics related to death and dying include withdrawing and withholding life-sustaining medical treatment, advance directives, active euthanasia, assisted suicide, and medical decision-making regarding premature and disabled newborns. Specific topics related to utilization of resources in managed care include: the ethical obligations of a health plan physician; futile treatment; and a comparative perspective on health care rationing with a particular focus on the British National Health Service and the Canadian provincial health care plans. The course will include a review of relevant cases and statutes as well as the consideration of clinical case studies.

LAW 746 - Business Drafting (S) (2)

This course is devoted to the drafting of documents. It is taught in five successive and separate components of 5 to 6 hours each, each component dealing with a separate subject. Topics include the drafting of wills and trust agreements; contracts; UCC documents; and deeds, mortgages, and leases. The course also examines the substantive background of the documents. Enrollment is limited.

LAW 750 - The Business of Law (2 or 3)

This course is designed to provide students with information and resources relating to the practical aspects of beginning a law practice. It is targeted towards students who are considering opening their own law practice either as a solo practitioner or with others. It complements, but should not overlap, the offerings in the current Law Office Practice and Management. As contemplated, the course does not include a doctrinal law component, although some aspects of doctrinal law in relevant areas (e.g. information and material on considerations attendant to leasing office space would likely touch on various substantive law aspects of landlord-tenant law and obligations etc.) would be incorporated into the course modules. Grading is pass/fail.

LAW 751 - Legal Research Teaching Assistant I (1 or 2)

A course for student Teaching Assistants in the Lawyering and Legal Reasoning Program. Participants are selected by the director of the Lawyering Skills Program.

LAW 752 - Legal Research Teaching Assistant II (1 or 2)

A course for student Teaching Assistants in the Lawyering and Legal Reasoning Program. Participants are selected by the director of the Lawyering Skills Program.

LAW 754 - Law of the European Union (2)

This course will provide an introduction to the law of the European Union, including law-making in the union; dispute resolution of economic issues arising in the union; and sovereignty issues facing the member nations.

LAW 755 - Shakespeare and Trial Advocacy (2 or 3)

This seminar course explores the intersection of three related disciplines - Shakespearean studies, dramatic techniques, and trial advocacy. The premise of the course is that effective trial advocacy draws on and can be enhanced by techniques illustrated in Shakespearean courtroom scenes. The objective of the course is to provide students with a practical sampling of the dramatic and linguistic riches available for use in the courtroom. The course is not contemplated to overlap with Basic or Advanced Trial Advocacy courses. It does not involve the use of case studies, other than selected courtroom scenes from the Shakespearean canon. Previous exposure to Shakespeare is not a prereq, nor are acting skills.

LAW 765 - Selected Topics in Comparative Law (1 or 2)

This course provides a comparative study of two or more nations' approaches to specified legal topics. The topics vary from year to year and will be announced by the instructor in advance. May be repeated for a maximum of 12 credits.

LAW 766 - Select Topics in International Law (2)

This course focuses on selected topics relating to international law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 769 - Selected Topics I (1 or 2)

This course is a seminar used for topics that may vary from year to year. May be repeated four times for a maximum of 8 credits.

LAW 770 - Selected Topics in Civil Procedure (2)

This course focuses on selected topics relating to civil procedure. The topics vary from year to year and will be announced by the instructor in advance.

LAW 771 - Selected Topics in Contract Law (2)

This course focuses on selected topics relating to contract law. The topics vary from year to year and will be announced in advance by the instructor.

LAW 772 - Selected Topics in Criminal Law and Procedure (2)

This course focuses on selected topics relating to criminal law and procedure. The topics vary from year to year and will be announced by the instructor in advance.

LAW 773 - Selected Topics in Evidence Law (2)

This course focuses on selected topics relating to evidence law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 774 - Selected Topics in Property Law (2)

This course focuses on selected topics relating to property law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 775 - Selected Topics in Tort Law (2)

This course is a seminar designed to explore some of the current issues in tort law. The class will address existing case law and principles, but is primarily concerned with whether, or how, those principles can be or are being extended to address changing social norms and advancing technology. Topics may include, but are not limited to, the current state of tort reform, fraud, selected defamation and privacy issues, business torts such as interference with contract, prospective advantage, unfair competition and injurious falsehood, the intersection of contract and tort in life-support and fertility cases, family immunities theories in non-traditional families, tort liability for fraudulent conception, the appropriate role of loss of chance theories in tort law, current issues in drug manufacturer liability, the law of affirmative obligations, social justice and economic theory, and assessing risk in tort law. This is a paper class.

LAW 777 - Selected Topics in Business Organizations (2 or 3)

This course focuses on selected topics relating to business organizations. The topics vary from year to year and will be announced by the instructor in advance. May be repeated for a maximum of 8 credits.

LAW 778 - Thesis (4)

For MCL Students Only. Grading is pass/fail.

LAW 779 - Selected Topics in Commercial Law (2)

This course focuses on selected topics relating to commercial law. The topics vary from year to year and will be announced by the instructor in advance. May be repeated for a maximum of 10 credits.

LAW 780 - Selected Topics in Constitutional Law (2)

This course focuses on selected topics in constitutional law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 781 - Selected Topics in Dispute Resolution (2)

This course focuses on selected topics relating to dispute resolution. The topics vary from year to year and will be announced by the instructor in advance.

LAW 783 - Selected Topics in Employment Law (2)

This course focuses on selected topics relating to employment law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 784 - Select Topics in Environmental Law (1 or 2)

This course focuses on selected topics relating to environmental law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 786 - Selected Topics in Professional Responsibilities (2)

This course focuses on selected topics relating to professional responsibility and the legal profession. The topics vary from year to year and will be announced by the instructor in advance.

LAW 790 - Selected Topics in Trusts and Estates Law (2)

This course focuses on selected topics relating to trusts and estates law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 798 - Advanced Seminar II (2 or 3)

Seminar Course; topics vary. May be repeated for a maximum of 12 credits.

LAW 799 - Advanced Seminar I (2-4)

Seminar Course; topics vary. May be repeated eight times for a maximum of 24 credits.

LAW 800 - Basic Skills in Trial Advocacy (3)

The examination and development of courtroom skills in civil and criminal cases with primary emphasis on jury selection, opening and closing arguments, direct and cross examinations, and objections. Students will participate in trial simulations and observe actual trials. Students cannot drop this course.

LAW 801 - Negotiation (2 or 3)

An in-depth study of the theory and practice of negotiation in the law practice context. Students will examine various theories and strategies of negotiation in class, and will participate in simulated negotiations and other exercises designed to illustrate the concepts and develop the relevant skills. Grades will be determined at least in part on students' performance on simulated negotiation exercises.

LAW 802 - Christian Conciliation (1)

A study of Christian conciliation, a faith-based approach to resolving disputes through application of biblical conflict resolution principles and processes, including mediation and arbitration. Other faith-based approaches will be discussed for comparative purposes, but the predominant focus will be on Christian conciliation. Students will participate in simulations and be required to prepare a paper. In addition to the scheduled class sessions, simulations may be done on designated evenings in the latter part of the semester. Grading is pass/fail.

LAW 803 - Mediation Advocacy (2)

This course provides an introduction to settlement analysis and the mediation process as well as in-depth instruction and training on how to represent clients effectively in mediation. In addition to assigned reading, lectures, and discussion, the course will include observation of actual mediations, written assignments, participation in mock mediations, and a final examination.

LAW 804 - Advanced Skills in Trial Advocacy (3)

Advanced Skills in Trial Advocacy will be a limited enrollment course for students who are seriously committed to developing sophisticated advocacy skills. The course will emphasize practical advocacy skills in a courtroom setting, as well as the integration of modern technological resources to enhance presentation to a jury. Rather than teaching the mechanics of trial advocacy, this course will focus on more advanced trial techniques involving legal and factual analysis and application of the rules of evidence. Videotaping with review and critique will be used as a primary method of instruction. The key purposes of the course are to develop the ability to reduce a large number of complex facts into a coherent, comprehensible presentation, and develop mental agility in dealing with issues of law and fact in a real time public setting. Prereq: Basic Skills in Trial Advocacy (LAW 800) and approval of instructor.

LAW 805 - Mediator Practice (2)

Students in this course will receive mediator training and will study mediation theory, mediator strategies and techniques, and mediator ethics. In addition, students will mediate and co-mediate actual disputes under the supervision of a qualified mediator. Grades will be based on students' written assignments, presentations, class participation, and mediation performance.

LAW 820 - Appellate Advocacy I (C) (3)

This course provides in-depth instruction and training in appellate advocacy, emphasizing both written and oral skills. The skills involved include analysis, research, synthesis of legal and scholarly authorities, writing, making strategic decisions, meeting deadlines, and speaking effectively. Grading will be based on written assignments, oral arguments and participation.

LAW 821 - Advanced Appellate Advocacy (2)

Advanced appellate advocacy is designed to reinforce and improve students' brief writing and oral argument skills. The seminar will focus on assessing realistic outcomes on appeal, issue selection, improving persuasive writing techniques, and analyzing recorded oral arguments. Students will also deconstruct and rewrite two of their own (previously written) persuasive legal arguments. There is no prereq for this course.

LAW 824 - Pre-Trial Practice (3)

A problem-oriented course focusing on the preparation of a civil case for trial. Topics include: initial interview; informal discovery; drafting of pleadings; conduct of formal discovery; motion practice; and preparation of a trial book.

LAW 829 - Law Office Practice and Management (2 or 3)

A study of various management and planning techniques applicable to the economic aspects and client relationships of a law practice. Limited to 32 students per section. Students cannot drop course after validation day.

LAW 840 - Cumberland National Trial Team (2)

The Cumberland National Trial team is Cumberland's nationally ranked competitive mock trial team that participates in a series of regional and national trial advocacy competitions each year. All team members must participate in a summer boot camp that includes training in preparation of opening statements, direct and cross-examination, closing argument, and evidentiary objections. Team members are assigned each semester to a particular tournament involving either civil, criminal case, or professional responsibility cases, where they will work on

case analysis and preparation, opening statement and closing argument, drafting of examinations and evidentiary motions, and research of evidentiary and legal issues. May be repeated for a maximum of 8 credits. Grading is pass/fail. Offered: Fall and Spring.

LAW 844 - National Moot Court Team (1)

The Cumberland National Moot Court team is Cumberland's appellate advocacy team that participates in a series of regional and national appellate advocacy competitions each year. Team members are selected at the end of the spring semester for the following year. Team membership is a year-long commitment with team members earning 1 credit each semester (for a total of 2 credits for the year). All team members must participate in a summer boot camp that includes training in aspects of brief writing and oral argument. Team members are assigned each semester to a particular tournament where members will work on case analysis, research of legal and evidentiary issues, brief writing, and oral argument. May be repeated for a maximum of 4 credits. Grading is pass/fail. Offered: Fall and Spring.

LAW 905 - Judicial Observation (1)

Students sign up to work within the office of a state court judge. Students are required to work a minimum of 56 hours and submit the following written work: a statement of goals at the beginning of the semester, a weekly report of hours with narrative description of activities, submission of a research paper, and a reflection essay. Grading is pass/fail.

LAW 906 - Externship I (1)

Students enrolled in any externship must also enroll in this class component. This externship class will meet one hour each week. The class will address some substantive topics; negotiation, trial, and other lawyering skills; professionalism and ethical issues; communication with supervisors, clients and others; workplace problems; and other issues applicable to all externs. Classes may have break-out sessions to address specific topics relevant to particular types of placements. Students enrolled in the externship class will submit written work, including the following: a statement of goals at the beginning of the semester; a weekly report of hours with narrative description of activities; submission of a research paper; a reflection essay; and others assigned by the instructor.

LAW 907 - Externship II (1)

This class component is required should a student choose to enroll in a second externship. The class has the same requirements as Externship I.

LAW 908 - Judicial Externship I (2)

Externship with a federal judge. Membership on American Journal of Trial Advocacy, the Cumberland Law Review or other evidence of superior writing skills is required. Students are required to work a minimum of 120 hours in the placement. Grading is pass/fail.

LAW 909 - Judicial Externship II (2)

Second semester of Judicial Externship. Grading is pass/fail.

LAW 910 - Corporate Externship I (2)

Externship placement with a corporate legal office. Students are required to work a minimum of 120 hours in the placement. Grading is pass/fail.

LAW 911 - Corporate Externship II (2)

Second semester of Corporate Externship. Grading is pass/fail.

LAW 912 - Litigation Externship I (2)

Externship placement in a litigation office such as a district attorney's office, a public defender's office, the Legal Aid Society, and Legal Services of Metro Birmingham. Students are required to work a minimum of 120 hours in the placement. Prereqs: Students must be certified under the Alabama Rule for Legal Internship and have completed Basic Skills in Trial Advocacy. Grading is pass/fail.

LAW 913 - Litigation Externship II (2)

Second semester of Litigation Externship I. Grading is pass/fail.

LAW 914 - Government Agency Externship I (2)

Externship placement in a government agency such as the U.S. Attorney's Office, IRS, National Labor Relations Board or the Equal Employment Opportunity Commission. Students are required to work a minimum of 120 hours in the placement. Students may not drop U.S. Attorney or IRS externships. Grading is pass/fail.

LAW 915 - Government Agency Externship II (2)

Second semester of Government Agency Externship. Grading is pass/fail.

LAW 916 - Public Interest Externship I (2)

Externship placement in an approved public interest organization. Students are required to work a minimum of 120 hours in the placement. Grading is pass/fail.

LAW 917 - Public Interest Externship II (2)

Second semester of Public Interest Externship. Grading is pass/fail.

Management

MNGT 532 - International Management (3)

Graduate-level case-based course highlighting management issues encountered by companies when they conduct business overseas.

MNGT 535 - Human Resources and Organization Management (3)

Examines the strategic, planning, and organizational issues associated with managing people in different and complex organizations. Upon completion, students will be able to understand the challenges of managing the staffing process within businesses.

MNGT 540 - Project Management (3)

Offers an overview of generally accepted project management concepts to provide students with a foundation of project-related terms, processes, dynamics, and outcomes. Course topics will correspond with industry standards and prepare students for the projected environments prevalent in today's complex, virtual, and global organizations. Offered: Summer.

MNGT 545 - Organizational Change (3)

This is a practical course that addresses the issues, basic theories, and methods associated with proactive organizational change in contemporary organizations. Participants will be exposed to a number of organizational issues including, but not limited to, the need for change, why organizations change or fail to change (e.g., organizational readiness, resistance), and how change helps organizations become more competitive and profitable. Discussions will also explore the role of leadership in change, how leaders effect change, and the critical role of communication in impacting change.

MNGT 561 - Strategic Management (3)

Study of strategic management and policy-making processes that provide direction, unity, and consistency to overall organizational action. Integrates learning experiences from required courses in the curriculum by concentrating on decisions made at the senior management level. To be taken in the final semester prior to graduation. Prereqs/Co-reqs: ACCT 519; BUSA 505, BUSA 533, BUSA 551, BUSA 552; ECON 520; FINC 521; MNGT 535; and MARK 541.

MNGT 591 - Topics in Organizational Behavior (3)

Advanced study in organizational behavior.

MNGT 596 - Topics in Human Resources (3)

Advanced study in human resources.

MNGT 598 - Topics in Organizational Leadership (3)

Advanced study in organizational leadership.

Marketing

MARK 516 - Consumer Behavior (3)

The objective of this course is to examine basic concepts and research evidence useful in the analysis and understanding of consumer behavior. Although valuable for a variety of personal and societal purposes, the main application of the material will be toward marketing management. This knowledge is important because marketing strategy development must incorporate a thorough knowledge of buyers as its cornerstone. Offered: Summer.

MARK 541 - Marketing Strategy (3)

Review of the planning and execution of marketing strategies designed to facilitate the exchange of goods and services in a global environment in seminar format. Through case study, lecture, and team-based projects, students examine marketing management issues that arise due to cultural, economic, political, legal, financial, and technological differences among nations. Prereq: BUSA 505.

MARK 542 - International Marketing (3)

Provides a global approach to the study of current marketing management issues faced by both goods and service-producing industries. The course focuses on understanding myriad economic, social, and cultural differences among countries today. It addresses the economic and political implications of international trade, foreign investment, and ethical issues faced by companies operating globally.

MARK 592 - Topics in Marketing (3)

Advanced study in marketing. Prereq: BUSA 505.

Music - Church Music

MUSC 5115 - Music Ministry on the Lord's Day (3)

Explores theological, historical, and practical dimensions of Christian worship, examining issues related to the planning and implementation of worship on the Lord's Day in various Christian traditions. Particular attention devoted to the liturgical functions of music. Cross-listed with WRLD 510. Offered: Fall, on rotation.

MUSC 5125 - Singing the Faith (3)

Survey of the history and practice of congregational song, with primary focus on texts and secondary attention to functional use of music. Application of this literature in the design and leadership of worship. Offered: Spring, on rotation.

MUSC 5135 - Music as Theological Expression (3)

Explores theological and philosophical assumptions undergirding the practices of music in Christian faith and worship. A variety of models are considered. Cross-listed with WRLD 550. Offered: Fall, on rotation.

MUSC 5145 - Worship Arts in the Church (3)

Explores theological, pastoral, and artistic frameworks undergirding the practices of arts ministry in Christian faith and worship. Cross-listed with WRLD 560. Offered: Spring, on rotation.

MUSC 5155 - Performance Document (2)

This discipline-based course explores significant research on topics related to the student's applied area of study, concentration, and coursework. Prereq: MUSC 5300. Offered: Spring.

MUSC 5160 - Congregational Song (4)

Survey of the history and practice of congregational song, with primary focus on texts and secondary attention to functional use of music. Application of this literature in the design and leadership of worship. Offered: Spring, on rotation.

MUSC 5165 - Graduate Thesis in Church Music (2)

The graduate thesis is an integrative and culminating project of the master of music in church music degree. It provides students the opportunity to carefully and reflectively integrate their coursework with their particular musical, theological, and pastoral interest. This course is taken for two semesters and is guided by a church music faculty mentor. May be repeated for a maximum of 4 credits. Offered: Fall and Spring.

Music - Conducting

MUSA 5160 - Composition (1)

Students acquire compositional skills through applied lessons, practice, and performance. May be repeated for a maximum of 4 credits. Offered: Fall and Spring.

MUSC 5221 - Seminar in Choral Conducting (2)

Integrated study of score analysis, choral styles, rehearsal techniques, and conducting gesture. Permission of the instructor is required. Offered: Spring, on rotation.

MUSC 5230 - Seminar in Instrumental Conducting (2)

Advanced studies in instrumental conducting. Offered: Spring, on rotation.

MUSC 5240 - Graduate Conducting (2)

Advanced study of score analysis, rehearsal techniques, and conducting gesture. Special projects assigned according to student's development and interests. May be repeated for a maximum of 4 credits. Offered: Fall and Spring.

Music - Music Education & Pedagogy

MUSC 5000 - Graduate Theory Review (3)

Review of music theory from late Renaissance to the present with focus on chromatic harmony through part-writing and analysis. Offered: Fall.

MUSC 5300 - Research in Music (3)

Study of bibliographical material and research techniques in music. Offered: Spring.

MUSC 5310 - Curriculum and Teaching in the Elementary School (3)

Survey of methodologies and techniques for teaching elementary age children. This course is designed for graduate music education students pursuing the master of music education degree (fifth year non-traditional program). Offered: Fall.

MUSC 5320 - Curriculum and Teaching in the Secondary School: Choral (3)

Survey of methodologies and techniques for teaching secondary vocal/choral students, with emphasis upon vocal development and choral techniques. This course is designed for graduate music education students pursuing the master of music education degree (fifth year non-traditional program). Offered: Spring.

MUSC 5321 - Vocal Techniques (1)

Overview of the structure, function, and care of the human voice as it is used in singing. Offered: Fall.

MUSC 5330 - Curriculum and Teaching in the Secondary School: Instrumental (3)

Survey of methodologies and techniques for teaching secondary instrumental students, with emphasis upon building curricular models for instrumental students, developing administrative skills, and creating a healthy environment for music learning. This course is designed for graduate music education students pursuing the master of music education degree (fifth year non-traditional program). Offered: Fall.

MUSC 5340 - Foundations and Curricular Trends in American Music Education (3)

Comprehensive review of the internal components (what, when, how, why) and external impact of music curricula, with special demands of writing and implementing curricula for the future. Offered: Spring.

MUSC 5360 - Orff Schulwerk, Level I (3)

Orff Schulwerk is a child-centered approach to music education based on the principles of German educator and composer, Carl Orff (1895-1982). It combines speaking, singing, playing instruments, and movement in a creative atmosphere that encourages participation, creates enjoyment, and enables learning. Level I Orff Schulwerk is limited to pentatonic scale only. Offered: Summer.

MUSC 5361 - Orff Schulwerk, Level II (3)

Continuation of Level I as it reviews and reinforces Level I concepts using more advanced materials, including the diatonic scale. In addition, Level II refines the teaching process through searching for materials from all cultures, assessing musical growth and development, and practicing with advanced orchestration. Prereq: MUSC 5360, or instructor permission. Offered: Summer, on rotation.

MUSC 5380 - Assessment of Music & Reading across the Curriculum (2)

Study of the purpose and process of evaluation in music education. Trains pre-service music teachers to quantify and interpret assessment results to make informed judgments in the reflective teaching process. Offered: Spring, on rotation.

MUSC 5391 - National Board Professional Teaching Standards for Music I (3)

Study of aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, this course addresses the standards for National Board certification while incorporating the essential knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. Offered: Fall.

MUSC 5392 - National Board Professional Teaching Standards for Music II (3)

Continuation of the study of aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, this course addresses the standards for National Board certification while incorporating the essential knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. Prereq: MUSC 5391. Offered: Spring.

MUSC 5399 - Student Teaching Grades P-12 (6)

Supervised teaching experiences. Offered: Fall and Spring.

MUSC 5597 - Curriculum Integration of Music Technology (3)

Introduction to the practice of technology in music. Includes hands-on experience with computer notation, sound sequencing, audio podcasting, and short film editing. Prereq: Permission of the instructor. Offered: Summer, on rotation.

MUSC 5620 - Seminar in Vocal Pedagogy (2)

Development of a sophisticated understanding of vocal function, together with effective patterns of studio teaching and application of research skills to this discipline. Offered: Fall.

MUSC 5630 - Seminar in Instrumental Pedagogy/Literature (2)

This course is designed to acquaint graduate music students with current methods and materials in teaching and their practical applications. This course will provide insights on business practices for music teachers and an introduction to the latest pedagogical methods, music teaching technology, and apps that aid in teaching lessons. Offered: On rotation.

MUSC 5640 - Piano Pedagogy Materials & Methods (2)

This course is an examination and evaluation of standard teaching literature for intermediate and early advanced piano students that is available to the piano teacher. Offered: Fall, on rotation.

MUSC 5642 - Contemporary Trends in Piano Pedagogy (2)

Provides fundamental knowledge on advanced and substantive topics needed by 21st-century artist-teachers. Offered: Fall, on rotation.

MUSC 5650 - Organ Pedagogy (2)

Introduction to pedagogical techniques that enable students to teach organ to persons who already have basic keyboard skills. Offered: Fall, on rotation.

MUSC 5660 - Piano Pedagogy Laboratory Program (3)

This course is designed for graduate students to receive practical application of pedagogy skills and to broaden their experience in individual and/or group piano instruction. Prereq: MUSC 5640. Offered: Spring, on rotation.

MUSC 5662 - Special Studies in Music Education (2)

Directed, independent studies in music education.

MUSC 5663 - Special Studies in Music Education (3)

Directed, independent studies in music education.

MUSC 5664 - Special Studies in Music Education (4)

Directed, independent studies in music education.

Music - Music History & Literature

MUSC 5400 - History and Application of Performance Practices (3)

Study of vocal and instrumental performance practice in historical context. Students explore primary sources, engage in research, apply the principles to problems of musical performance and pedagogy, and present their findings in a public forum. Offered: Fall, on rotation. (Formerly MUSC 5401)

MUSC 5421 - Seminar in Vocal Literature (2)

Study of the vocal repertoire of representative composers from Europe, the United States, and South America. Offered: Spring, on rotation.

MUSC 5422 - Survey of Choral Literature (2)

Study of choral forms and literature from c. 1450 to the present. Offered: Spring, on rotation.

MUSC 5430 - Survey of Symphonic Literature (2)

Study of major developments in symphonic literature, with emphasis upon major contributors and their compositions. Offered: Spring, on rotation.

MUSC 5440 - Investigations in Piano Literature (3)

Advanced inquiry and presentation of major and minor contributors to piano literature and their compositions. Although the focus is the Western cultivated tradition, non-Western music is also included. Offered: Spring, on rotation.

MUSC 5450 - Survey of Organ Literature (2)

Study of major contributors to organ literature and their compositions. Offered: Spring, on rotation.

MUSC 5462 - Topics in Music History (2)

Courses offered by music professors based on an in-depth study of a particular topic. Offered: Fall and Spring, on rotation.

Music - Music Theory & Composition

MUSC 5500 - Analytical Techniques (2)

Graduate-level studies in analyzing music from major periods of music history, beginning with the medieval period. Offered: Spring and Summer, on rotation.

MUSC 5520 - Choral Arranging (2)

Introduction to basic principles of arranging for choral ensembles, both unaccompanied and with instrumental accompaniment. Students develop choral arranging skills through practical exercises exploring a variety of voicings and accompaniments. Offered: Fall.

MUSC 5530 - Instrumental Arranging (2)

Practical experience in the craft of arranging for instruments. Offered: Spring.

Music - Performance-Related

MUSC 5699 - Graduate Recital (0)

Certification of completion of graduate performance recital. Registration for this requirement should be done the same semester the recital will be given. Grading is pass/fail.

Music - Worship Leadership

WRLD 500 - Introduction to Worship Studies (2)

Introduction to the academic study of worship and worship leadership. Through an examination of liturgical practices and pastoral philosophies, students are introduced to an academic approach to worship studies, including an introductory consideration of liturgical theology, history, and the pastoral dimension of worship leadership. Offered: Fall.

WRLD 501 - The Worship Leader as Pastor (3)

A study of the many and varied roles and relationships of the worship leader. Special emphasis is placed on exploring the role of worship leader as a pastoral figure in the local congregation. Considers the capacity for pastoral leadership in the foundational responsibilities and duties of the worship leader, with attention to resources from various disciplines including biblical studies, theology, psychology, and family systems theory. Offered: Fall.

WRLD 510 - Music Ministry on the Lord's Day (3)

Explores theological, historical, and practical dimensions of Christian worship, examining issues related to the planning and implementation of worship on the Lord's Day in various Christian traditions. Particular attention devoted to the liturgical functions of music. Cross-listed with MUSC 5115. Offered: Fall, on rotation.

WRLD 520 - Principles and Practices of Worship Design (3)

Study of liturgical, theological, pastoral, and musical principles that shape the corporate worship life of congregations. Emphasis on the practice of architecting, leading, and appraising worship services and their design. Offered: Spring.

WRLD 530 - Principles of Administration for the Worship Leader (2)

Explores the regular work rhythms of the worship leader in administering the needs of a congregational worship ministry. Attention given to various worship ministry models and aims to familiarize students with fundamental principles of worship administration, including: goal setting and achieving, organization and scheduling, financial processes, programming, social media usage, delegation, human relations, group dynamics, and personnel supervision. Offered: Spring, on rotation.

WRLD 531 - Biblical and Theological Studies (3)

Examination of biblical and theological foundations for Christian worship. Cultivation of biblically grounded, theological toolkits to approach various practices, theories, and perspectives on worship and worship leadership. Offered: Spring, on rotation.

WRLD 540 - The Musical Practices of Worship (2)

Study of the practical leadership of music in worship in various liturgical contexts. Explores the historical origins and present-day practices of the church's song and develops the functional skill set required to design and lead various songs effectively. Offered: Fall.

WRLD 541 - Contemporary Issues in Christian Worship (3)

Exploration of contemporary issues impacting worship and worship leadership today. Emphasis on theological, philosophical, and cultural issues that shape the corporate worship life of congregations. Offered: Fall.

WRLD 550 - Music as Theological Expression (3)

Explores theological and philosophical assumptions undergirding the practices of music in Christian faith and worship. A variety of models are considered. Cross-listed with MUSC 5135. Offered: Fall, on rotation.

WRLD 560 - Worship Arts in the Church (3)

Explores theological, pastoral, and artistic frameworks undergirding the practices of arts ministry in Christian faith and worship. Cross-listed with MUSC 5145. Offered: Spring, on rotation.

WRLD 561 - Leading from the Platform (2)

A study of the resources, skills, strategies, and techniques used to enable the best practices of worship leadership in a particular congregational context. Particular attention will be given to Scripture presentation, congregational prayer, training lay worship leaders, public speaking, and other context-specific liturgical practices. Offered: Spring, on rotation.

WRLD 570 - Worship Leadership Thesis Project (2)

The thesis project is an integrative and culminating project of the master of arts in worship leadership degree. It provides students the opportunity to reflectively and creatively integrate their coursework with their particular musical, theological, and pastoral interest. This course is guided by a worship leadership faculty mentor. Offered: Spring.

Music - Ensembles

MUSC 5720 - University Chorale (0-1)

Performs a cross-section of quality literature in major concerts and University events each year. May be repeated for a maximum of 4 credits. No audition is required.

MUSC 5721 - A Cappella Choir (0-1)

Performs both regionally and internationally, as well as for important University functions throughout the year. May be repeated for a maximum of 4 credits. Auditions for membership in the A Cappella Choir are held before July 1.

MUSC 5723 - Samford Opera (0-1)

Performance of operas and operettas. May be repeated for a maximum of 4 credits. Audition only, open to any major. Offered: Fall or Spring.

MUSC 5724 - Opera Workshop (0-1)

Study of stagecraft related to opera and other forms of music theatre, including basic acting and movement. Students will workshop and perform short selections from operas, plays, and musicals. Open to all music majors and musical theatre majors. May be repeated for a maximum of 4 credits. Non-majors need to request an interview with the instructor. Offered: Fall or Spring.

MUSC 5730 - Wind Ensemble (0-1)

Performance of appropriate wind ensemble works from all areas. For advanced students. May be repeated for a maximum of 4 credits. Auditions are held at the beginning of each semester. Offered: Fall and Spring.

MUSC 5731 - Orchestra (0-1)

Performs standard orchestral literature, operas, oratorios, concerti, and musical theatre shows. May be repeated for a maximum of 4 credits. Admission by audition only.

MUSC 5732 - Graduate Chamber Ensemble (0-1)

Chamber ensemble groupings of varying combinations including, but not limited to, Jazz Ensemble, Bells of Buchanan, Percussion Ensemble, etc. May be repeated for a maximum of 4 credits. Grading is pass/fail.

MUSC 5739 - Marching Band (0-1)

Performs at home football games and away games as needed. May be repeated for a maximum of 4 credits. Offered: Fall.

MUSC 5750 - Worship Arts Ensemble (0-1)

A versatile ensemble that collaborates to perform music, dance, drama, and visual art from diverse worshipping traditions in service to the church. May be repeated for a maximum of 4 credits. By audition only, open to any major. Offered: Fall and Spring.

MUSC 5751 - Campus Worship Team (0-1)

A vocal and instrumental ensemble that plans and leads worship for the campus community. May be repeated for a maximum of 4 credits. By audition only, open to any major. Offered: Fall and Spring.

Music - Performance Instruction

Credit for performance study is consistent with the National Association of Schools of Music minimum standard of three hours of practice per week for each credit. For performance study, the first number of the course indicates classification level (1000-Freshman, 2000-Sophomore, 3000-Junior, 4000-Senior, 5000-Graduate) while the second number indicates the amount of course credits: i.e., MUSA 5111 Violin (1); MUSA 5251 Piano (2); MUSA 5357 Voice (3).

MUSA 5111 - Violin (1)

MUSA 5113 - Viola (1)

MUSA 5115 - Cello (1)

MUSA 5117 - String Bass (1)

MUSA 5119 - Harp (1)

MUSA 5120 - Percussion (1)

MUSA 5121 - Trumpet (1)

MUSA 5123 - Trombone (1)

MUSA 5125 - French Horn (1)

MUSA 5127 - Tuba (1)

MUSA 5129 - Euphonium (1)

MUSA 5131 - Saxophone (1)

MUSA 5133 - Flute (1)

MUSA 5135 - Oboe (1)

MUSA 5137 - Bassoon (1)

MUSA 5139 - Clarinet (1)

MUSA 5151 - Piano (1)

MUSA 5153 - Organ (1)

MUSA 5157 - Voice (1)

MUSA 5179 - Classical Guitar

Music - Class Instruction

Students acquire a working knowledge of each family of instruments.

MUSC 5931 - Class Strings (1)

MUSC 5932 - Class Woodwinds (1)

MUSC 5933 - Class Brass (1)

MUSC 5934 - Class Percussion (1)

Nursing - Nurse Anesthesia

NUNA 602 - Advanced Physical Assessment (3)

Application of advanced physical assessment and health history knowledge. Emphasis is placed on learning how to perform and document comprehensive health histories and physical assessments across the lifespan. Offered: Summer.

NUNA 678 - Human Anatomy for Nurse Anesthesia (3)

Survey of gross human anatomy with special emphasis on functional knowledge for the nurse anesthetists. Provides the foundation needed in other basic and clinical science courses in the nurse anesthesia curriculum. Muscles, skeletal elements, vascular and neural supply and significant supporting connective tissues from clinically important anatomical regions are studied. Offered: Spring.

NUNA 679 - Pharmacology for Advanced Nursing Practice (3)

Study of the concepts of pharmacology and pharmacotherapeutics used as a means of assessing and analyzing the need for medication, as well as planning, implementing, and evaluating the therapeutic effect of medication. Selected drugs within categories are compared and contrasted for indications, efficacy, therapeutic, adverse effects, monitoring parameters, dosing principles, and common drug interactions. Offered: Summer.

NUNA 680 - Nurse Anesthesia Pharmacology I (3)

Study of pharmacokinetics/pharmacodynamics and clinical application of neuromuscular blockers, opioids, intravenous anesthetic agents, monitoring of neuromuscular blocking agents, and drugs such as analgesics, and anesthetic adjuncts in detail. Offered: Spring.

NUNA 681 - Nurse Anesthesia Pharmacology II (3)

Study of pharmacokinetics/pharmacodynamics and clinical application of drugs such as inhalation anesthetic agents, anesthesia adjuncts and injectable drugs used to control cardiovascular function. Topics such as awareness under anesthesia, substance abuse, and hepatic and renal implications are also explored. Induction sequence simulation and case study discussion allows students to apply knowledge to clinical situations. Prereq: NUNA 680. Offered: Fall.

NUNA 682 - Nurse Anesthesia Physiology (3)

Provides working knowledge of human physiology, how cells, tissues, organs, and organ systems function together to create one organism. Emphasis placed on communication and integration of structure-function relationships at the micro and macro organizational levels, under normal and abnormal conditions. Offered: Spring.

NUNA 684 - Advanced Pathophysiology for Nurse Anesthetists (3)

Study of the causes, epidemiology, processes, and clinical manifestations of disease including specific emphasis regarding the impact of cultural and socioeconomic influences that contribute to disease. Formulation of specific anesthesia management of patients tailored to multiple pathological disease states. Prereq: NUNA 682. Offered: Fall.

NUNA 690 - Nurse Anesthesia Principles I (3)

Investigates principles of physics including gas laws, fluid dynamics, thermal principles, and mechanisms of vaporization; principles of monitoring including all monitoring modalities used in practice of anesthesia, with emphasis on application involved with specialty procedures and pathological states. Anesthesia machine components focus on function, operation, and troubleshooting of an anesthesia machine. Simulation allows the integration and application of knowledge of theory into evidence-based practice. Offered: Spring.

NUNA 691 - Nurse Anesthesia Principles II (3)

Principles and theories of anesthesia practice including basic and advanced airway management, basic and advanced airway equipment and accessories. Formulation of specific anesthesia management plans and post-operative management customizing anesthesia technique based on patient pathological state, and specific surgery or procedure, post-anesthetic evaluation, premedication, equipment use and requirements, principles of fluid management, positioning, infection control, monitoring, and perioperative complications. Prereq: NUNA 690. Offered: Summer.

NUNA 692 - Nurse Anesthesia Principles III (3)

Focuses on anesthetic care related to major surgical specialties with emphasis on laparoscopic, trauma/burns, out-patient, remote-site, orthopedic, neurosurgical, ENT, thoracic, cardiovascular, urologic, transplant, congenital disorders and plastic procedures. Also included are principles of anesthetic management of patients across the lifespan. Prereq: NUNA 691. Offered: Fall.

NUNA 693 - Obstetric and Regional Anesthesia (4)

Emphasizes techniques for labor analgesia and operative delivery and regional anesthesia. Obstetric topics include changes in anatomy and physiology during pregnancy, changes in pharmacokinetics and dynamics, and the maternal-fetal interface. Regional anesthesia encompasses the principles and techniques involved in anesthesia and analgesia of a portion of the body. Offered: Fall.

NUNA 698 - Clinical Practicum-Independent Study (1-4)

Guided clinical independent study in nurse anesthesia. Arranged with permission of the director of clinical anesthesia services.

NUNA 699 - Independent Study in Nurse Anesthesia (1-3)

Content varies with the needs and interests of the student. Credits determined by student and faculty. Offered: TBA.

NUNA 700 - Theory and Philosophy of Nursing Practice (3)

Study of philosophy of science and its relationship to the philosophy of nursing as the basis for the highest level of nursing practice. Theory development is explored from the perspective of nursing science, ethics, and the biophysical, psychosocial, analytical, and organizational sciences, and is related to its application in effecting change in health care, administration, and education. Selected metaparadigms and theories from scientific disciplines are analyzed and applied to advanced nursing practice. Cross-listed with NURG 700. Prereq: Admission to the D.N.P. Program. Offered: Fall and Summer.

NUNA 701 - Methods for Evidence-Based Practice (3)

Study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nursing profession, and effect health care policy. Emphasis is on the transformation of research knowledge into nursing practice through planned change processes and includes an in depth study of the steps involved in implementing evidence-based practice. Activities are designed to facilitate development of the DNP project. Prereqs: Admission to the D.N.P. Program; NUNA 700. Cross-listed with NURG 701. Prereq/Co-Req: NUNA 702. Offered: Summer.

NUNA 702 - Biostatistics (3)

Study of descriptive and inferential biostatistical concepts with an emphasis on univariate, bivariate, and multivariate quantitative statistical methods utilized in the hypothesis testing process as well as statistics relevant to understanding reliability and validity measures, key epidemiological concepts, and meta-analysis reports. These concepts are necessary to appraise nursing research for discovering best evidence for practice. Cross-listed with NURG 702. Prereq: Admission to the D.N.P. Program. Offered: Fall.

NUNA 703 - Information Systems and Technology (3)

Exploration of information systems technology and patient care technology for the provision and/or transformation of health care. Students will evaluate the design and application of selected information systems used to achieve program outcomes and quality improvement initiatives, as well as to support practice, the effectiveness of clinical and administrative decision-making, and the appropriateness of consumer health information. When evaluating information system technology and patient care technology, students will apply knowledge of standards and principles related to ethical, regulatory, and legal issues. Cross-listed with NURG 703. Prereq: Admission to the D.N.P. Program. Offered: Summer.

NUNA 704 - Policy for Population Health (3)

By evaluating health and epidemiological data, policy, systems and related variables impacting health, students will analyze the interdependence of the significant issues influencing the development of health policy and the delivery of health care. Students will educate and advocate for effective, efficient, and equitable policies within healthcare arenas. Cross-listed with NURG 704. Prereqs: Admission to the D.N.P. Program; NUNA 700, NUNA 701, NUNA 702. Offered: Fall.

NUNA 705 - Leadership, Economics, and Quality (3)

Leadership attributes and responsibilities are explored in relation to health policy, ethical practice, collaboration, economic considerations, and quality in health care organizations. Selected concepts in health care leadership are investigated to prepare advanced practice nurses to improve quality within the health care system. Cross-listed with NURG 705. Prereq: Admission to the D.N.P. Program. Offered: Fall.

NUNA 750 - Nurse Anesthesia Seminar I (2)

Focuses on cognitive and practical application in the areas of pre-anesthetic assessment, formulating a safe and effective anesthetic plan, post-anesthetic evaluation of care, and evidence based practice. Provides an opportunity to discuss issues surrounding the graduate students' clinical experiences, inconsistencies in evidence and clinical practice, and adjustment to the clinical anesthesia environment. Development of the DNP project proposal continues. Co-Req: NUNA 790. Offered: Spring.

NUNA 751 - Nurse Anesthesia Seminar II (2)

Focuses on evidenced based practice and clinical problem solving including simulation. Explores issues such as résumé development, quality assurance, informed consent, wellness, interprofessional collaboration, and legal/ethical issues related to anesthesia practice. Prereq: NUNA 750. Co-Req: NUNA 791. Offered: Summer.

NUNA 752 - Nurse Anesthesia Seminar III (3)

Focuses on personal and professional aspects of anesthesia conduct. Discussions include wellness, chemical dependency, practice development, professional association membership, leadership, legal and malpractice issues, standards of care, quality improvement processes, and activities and reimbursement within anesthesia. Additionally, a series of exams are administered with the goal of assisting in preparation for the National Certification Exam. Prereq: NUNA 751. Co-Req: NUNA 792. Offered: Fall.

NUNA 753 - Nurse Anesthesia Seminar IV (3)

Refining care/case evaluation skills, utilizing evidence-based practice information and journal club presentations. Transition to the professional role with demonstration of competencies met. Testing for certification examination competency. Prereq: NUNA 752. Co-Req: NUNA 793. Offered: Spring.

NUNA 760 - DNP Project I (2)

Focuses on identification of topic and development of a plan for completing the D.N.P. capstone project. Under the direction of two faculty members, students formulate a plan to solve a problem and/or contribute to the advancement of the nursing profession through evidence-based practice. May be repeated for maximum of 8 credits. Grading is pass/fail. Cross-listed with NURG 760. Prereqs: NUNA 701 and NUNA 702. Offered: Summer.

NUNA 761 - DNP Project II (2)

Focuses on implementation and presentation of the D.N.P. capstone project designed to improve health care outcomes. Students critique the clinical projects of classmates. Working independently under the direction of two faculty members, students culminate the program of study as they present their capstone projects. May be repeated for maximum of 8 credits. Grading is pass/fail. Cross-listed with NURG 761. Prereq: NUNA 760. Offered: Fall.

NUNA 790 - Nurse Anesthesia Clinical Practicum I (7)

Represents the first of four clinical courses designed to provide operating room experience for application of theoretical principles of anesthesia management to clinical practice. The emphasis of this course is on pre-anesthetic assessment, equipment utilization, use of anesthetic drugs, and airway management. Grading is pass/fail only. Co-Req: NUNA 750. Offered: Spring.

NUNA 791 - Nurse Anesthesia Clinical Practicum II (7)

Represents the second of four clinical courses designed to provide operating room experience for application of theoretical principles of anesthesia management to clinical practice. The emphasis of this course is on advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills across the lifespan. Additional emphasis is on administration of anesthesia in urgent and emergent situations in obstetrics, pediatrics, cardiovascular, and neurosurgical procedures. In addition, it is designed to integrate advanced theoretical knowledge into a broader range of clinical situations with effective speed, accuracy, and consistency. Grading is pass/fail only. Prereq: NUNA 790. Co-Req: NUNA 751. Offered: Summer.

NUNA 792 - Nurse Anesthesia Clinical Practicum III (7)

Represents the third of four clinical courses designed to provide operating room experience for application of theoretical principles of anesthesia management to clinical practice. The emphasis is on management of high acuity patients and more complex procedures, while demonstrating substantial progress toward self-direction and independence in clinical practice. Grading is pass/fail only. Prereq: NUNA 791. Co-Req: NUNA 752. Offered: Fall.

NUNA 793 - Nurse Anesthesia Clinical Practicum IV (7)

Represents the fourth of four clinical courses designed to provide operating room experience for application of theoretical principles of anesthesia management to clinical practice. Emphasizes completion of all clinical requirements of the Department of Nurse Anesthesia, Moffett & Sanders School of Nursing, and the Council on Accreditation of Nurse Anesthesia Educational Programs, which would qualify the graduate for certification by the NBCRNA and for advanced practice license by the Alabama Board of Nursing, or the graduate's chosen state of practice. Grading is pass/fail only. Prereq: NUNA 792. Co-Req: NUNA 753. Offered: Spring.

Nursing - Graduate

NURG 500 - Transition to Professional Nursing Practice (3)

Introduction to theories, concepts, and knowledge necessary for the transition into professional nursing practice. Emphases are on professional role development; the value of life-long learning; and the trends, issues, values, and standards that shape professional nursing practice. Offered: Spring.

NURG 501 - Health Assessment (3)

Promotes the development of safe essential professional registered nursing skills. Expands of knowledge base through the study of physical assessment, health promotion and disease prevention strategies, complimentary alternatives, pathophysiology, and cultural spiritual concepts. Offered: Spring.

NURG 502 - Healthcare Research and Introduction to Statistics (3)

Professional role development through an introduction to the research process and descriptive statistics. Students develop the ability to interpret and use quantitative data necessary to critique and utilize research in order to improve efficacy and effectiveness of nursing interventions. Prereqs: NURG 500 and NURG 501. Offered: Spring.

NURG 503 - Clinical Prevention and Population Health (3)

Focuses on the nursing concepts and theories needed to promote health and prevent disease at the population level with diverse cultures and at-risk populations. Explores the role of the community health nurse in assessing and analyzing trends and issues in national and global health initiatives that impact a community's health. Prereqs: NURG 500, NURG 501, and NURG 502. Offered: Summer.

NURG 504 - Leadership and Management (3)

Study of concepts and principles basic to professional nursing practice as a leader and manager in an entry-level position. Critical thinking skills are utilized to problem solve and affect change in the clinical setting. Prereqs: NURG 500, NURG 501, and NURG 502. Offered: Summer.

NURG 514 - Population Health and Policy (3)

Exploration of epidemiology, policies, theories, concepts, and research as a framework for advanced practice care in promoting health in diverse populations. Health behaviors and health promotion activities as well as ethical principles, administration planning models, and appropriate funding are also explored. Prereq: Admission to graduate program. Offered: Summer.

NURG 515 - Statistics for Advanced Practice Nursing (3)

Study of biostatistical principles with an emphasis on management and analysis of outcome data utilizing descriptive and inferential statistics. These statistical principles are necessary to critically appraise, utilize, and conduct nursing research to provide evidence for practice. Prereq: Admission to the M.S.N. Program. Offered: Fall and Spring.

NURG 516 - Research, Theory, and Quality Improvement (3)

Exploration of the scientific and theoretical foundations of nursing, the evidence-based practice process, research methodologies, and quality improvement process that support advanced nursing practice. Prereq: NURG 515 and admission to graduate program. Offered: Spring.

NURG 517 - Ethical Leadership and Collaboration (3)

Ethical leadership in complex organizations includes knowledge, skills, and attitudes of organizational behavior, communication, collaboration, and change. A review of theories of organizations, systems, economics, change, leadership, and ethics provides the foundation for this course. Emphasis is placed on an understanding that organizational systems leadership is critical to the promotion of high quality and safe patient care. Development of leadership skills that emphasize ethical decision making and effective working relationships from a systems perspective prepares the student for inter-professional teamwork. Prereq: None. Offered: Summer and Fall.

NURG 533 - Advanced Physiology and Pathophysiology (3)

Study of physiologic concepts, adaptations, and alterations that occur in selected disease processes using a systems approach. Building upon previously learned principles of physiology and pathophysiology, knowledge gained in this course serves as a basis for understanding the rationale for assessment and evaluation of therapeutic interventions learned in advanced clinical nursing courses. Required for all students in the advanced practice nursing courses (FNP) and all educator students. Offered: Fall and Spring.

NURG 600 - Common Diagnostics/Procedures (3)

Focus on acquisition of knowledge related to common lab, diagnostic tests, and procedures routinely performed, ordered, and interpreted by advanced practice nurses. Prereq: Admission to graduate nursing program or permission of instructor. Offered: Fall and Spring.

NURG 601 - Advanced Physical Assessment (3)

Focus is on comprehensive advanced health and physical assessment of individuals. Emphasis is placed on learning how to obtain and interpret comprehensive health histories and perform accurate advanced physical exams across the lifespan. Prereq: NURG 533; admission to DNP program or permission of instructor. Offered: Summer.

NURG 602 - Family Practice I: Care of Adults (6)

First clinical course in the family nurse practitioner track. Focus on identifying and managing common acute and chronic health care problems in the adult client. Health promotion and disease prevention strategies for the adult are emphasized. Prereq: NURG 533, NURG 601, and NURG 633; and admission to graduate nursing program. Offered: Fall and Spring.

NURG 603 - Family Practice II: Care of Women (3)

Second clinical course in the family nurse practitioner track. Focus on identifying and managing common acute and chronic health care problems in the female client. Health promotion and disease prevention strategies for female clients are emphasized. Prereq: NURG 533, NURG 601, and NURG 633; and admission to graduate nursing program. Offered: Spring and Summer.

NURG 604 - Family Practice III: Care of Children (3)

Third clinical course in the family nurse practitioner track. Focus on identifying and managing common acute and chronic health care problems in the pediatric client. Immunizations, developmental assessments, and health promotion and disease prevention strategies for

pediatric clients are emphasized. Prereq: NURG 602 and NURG 603; and admission to graduate nursing program. Offered: Fall and Summer.

NURG 605 - Family Practice IV: Practicum (6)

Fourth and final clinical course in the family nurse practitioner track. Focus on synthesis and application of knowledge and skills gained from previous courses and intensive practice in the role of an advanced family nurse practitioner. Emphasis on the provision of safe, quality, cost-effective, evidence-based health care, with attention to appropriate health promotion and disease prevention education to clients across the lifespan. Prereqs: NURG 602, NURG 603, and NURG 604; and admission to graduate nursing program. Offered: Fall and Spring.

NURG 620 - Health Care Systems and Management (3)

Foundational course for the advanced practice nurse manager. Organizational behavior and management functions, based on classic and contemporary theories, are reviewed. This course familiarizes the nurse manager with the system components of the health care organization and principles of management. Course includes 45 hours of field experience. Prereq: Admission to the M.S.N. Program. Offered: Fall.

NURG 621 - Resource Management (3)

Identification and review of the major components of strategic resource management. Workforce planning, recruitment and retention strategies are reviewed. The evidence to create a healthy work environment is discussed. Patient safety and risk issues from an organization and human resource perspective are identified. Course includes 50 hours of field experience. Prereq: NURG 620. Offered: Spring.

NURG 622 - Financial and Project Management (3)

Covers the financial, marketing, information management, and project management competency areas. The course is followed by a 3-credit management skill practicum course. Prereq: NURG 621. Offered: Summer.

NURG 623 - Management Practicum (3)

Covers the application of financial, marketing, and information management theories and principles. This is a 135-hour practicum. Prereq: NURG 622. Offered: Fall.

NURG 624 - Management Outcomes Practicum (6)

The practicum is a culminating experience for the student in the Health Systems Leadership option. The practicum provides an organizational-based practice setting in which the nurse management student synthesizes and applies knowledge and skills learned in previous nursing courses. Each practicum is individualized and builds on the student's professional goals, special interests, prior experience, and personal strengths and weaknesses. This course is a 270-hour practicum. Prereq: NURG 623. Offered: Spring.

NURG 633 - Pharmacotherapeutics for APRN (3)

Focus is on application of pharmacotherapeutic concepts; prescribing safe, appropriate medication for clients across the lifespan; and management of clients taking therapeutic agents. Common medications are compared and contrasted for indications, efficacy, therapeutic and adverse effects, monitoring parameters, dosing principles, and drug interactions. Legal and ethical implications of pharmacotherapeutics will be addressed, as well as elements of prescription writing. May be repeated for a maximum of 6 credits. Offered: Fall and Summer.

NURG 650 - Interprofessional Practice in Behavioral Health (3)

This course offers an introduction to interprofessional collaborative practice by building on the diverse health professions expected disciplinary competencies. The utilization of the Interprofessional Education Core Competencies (Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, and Teams and Teamwork) guide exploration of roles and relationships between practitioners in various health professions. Emphasis is on appropriately assessing and addressing the healthcare needs of patients with behavioral health conditions. Focus is on bridging theory with practice in preparing students for career acquisition and job placement throughout the community. Available to students in all graduate CHS programs. Offered: Spring.

NURG 660 - Educational Theory and Curriculum Development (3)

Emphasis is on application of theories of education and the process of curriculum and course development, including curricular components, philosophical foundation, writing objectives, selection of learning experiences, and factors and issues influencing curriculum development. Offered: Fall.

NURG 661 - Principles of Teaching-Learning and Student Evaluation (3)

Emphasis is on principles of teaching-learning and student evaluation including learning styles, planning teaching-learning experiences, test construction, classroom assessments, standardized testing, high-stakes testing, program outcomes, and admission/progression requirements. Offered: Spring.

NURG 662 - Advanced Health Assessment for Nurse Educators (3)

Emphasis is on advanced assessment of the acute care patient, cultural and spiritual needs, and special populations. This course provides the nurse educator student with the theoretical and clinical knowledge required to teach health assessment to students enrolled in basic nursing education programs. Offered: Spring.

NURG 663 - Advanced Pharmacology for Nurse Educators (3)

Emphasis is on the principles of pharmacology in relation to various patient populations and disease processes. The concepts of pharmacodynamics, pharmacokinetics, pharmacotherapeutics, and pharmacogenetics will be discussed as well as broad categories of pharmacologic agents. This course provides the nurse educator student with the theoretical and clinical knowledge required to teach pharmacology to students enrolled in basic nursing education programs. Prereq: NURG 533. Offered: Summer.

NURG 664 - Clinical Practicum I (2)

Emphasis is placed on strengthening the student's scientific background and application of health-related information in a selected area of nursing practice. Opportunities are provided for the student to apply content from the core and specialty courses including evidence-based practice, quality and safety, population health, health policy, inter-professional education, and collaborative practice. Students will initiate a

clinically-focused project related to a current topic such as patient safety, informatics, technology, end-of-life care, genetics, genomics, gerontology, or nursing care of diverse patient populations. The project will be completed during enrollment in NURG 665 - Clinical Practicum II (2). Offered: Summer.

NURG 665 - Clinical Practicum II (2)

Emphasis is placed on strengthening the student's scientific background and application of health-related information in a selected area of nursing practice. Opportunities are provided for the student to apply content from the core and specialty courses including evidence-based practice, quality and safety, population health, health policy, inter-professional education, and collaborative practice. Students will complete the clinically-focused project initiated in NURG 664 - Clinical Practicum I (2), on a current topic such as patient safety, informatics, technology, end-of-life care, genetics, genomics, gerontology, or nursing care of diverse patient populations. The project will be formally presented at the end of the semester. Prereq: NURG 664. Offered: Fall.

NURG 667 - Clinical Education (3)

Emphasis is on selection of clinical sites, clinical teaching strategies, clinical simulation, clinical performance evaluation, legal-ethical aspects of clinical education, and trends and issues affecting student clinical experiences. Practicum provides opportunity to explore technologies used in clinical education including concentrated hours in a clinical simulation setting. Prereqs: NURG 660 and NURG 661. Offered: Fall.

NURG 668 - Nurse Educator Role Transition and Teaching Practicum (4)

Examination of role theory for transition to advanced practice roles in nursing education. Includes study of legal-ethical aspects of nursing education, student-faculty relationships, trends and issues in nursing education, and role expectations for both classroom and clinical teaching. Practicum provides an opportunity to demonstrate synthesis, refinement, and application of nursing, educational, and evaluation theory in a variety of educational settings. Prereqs: NURG 662, NURG 663, NURG 665, and NURG 667. Offered: Spring.

NURG 699 - Independent Study in Nursing (1-3)

Credits determined by student and faculty. Offered: TBA.

Nursing - Doctoral

NURG 700 - Theory and Philosophy of Nursing Practice (3)

Study of philosophy of science and its relationship to the philosophy of nursing as the basis for the highest level of nursing practice. Theory development is explored from the perspective of nursing science, ethics, and the biophysical, psychosocial, analytical, and organizational sciences, and is related to its application in effecting change in health care, administration, and education. Selected metaparadigms and theories from scientific disciplines are analyzed and applied to advanced nursing practice. Prereq: Admission to the D.N.P. Program. Offered: Fall and Summer.

NURG 701 - Methods for Evidence-Based Practice (3)

Study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nursing profession, and effect health care policy. Emphasis is on the transformation of research knowledge into nursing practice through planned change processes and includes an in depth study of the steps involved in implementing evidence-based practice. Activities are designed to facilitate development of the DNP project. Prereq: Admission to the D.N.P. Program, and NURG 700. Prereq/Co-req: NURG 702. Offered: Summer.

NURG 702 - Biostatistics (3)

Study of descriptive and inferential biostatistical concepts with an emphasis on univariate, bivariate, and multivariate quantitative statistical methods utilized in the hypothesis testing process as well as statistics relevant to understanding reliability and validity measures, key epidemiological concepts, and meta-analysis reports. These concepts are necessary to appraise nursing research for discovering best evidence for practice. Prereq: Admission to the D.N.P. Program. Offered: Summer.

NURG 703 - Information Systems and Technology (3)

Exploration of information systems technology and patient care technology for the provision and/or transformation of health care. Students will evaluate the design and application of selected information systems used to achieve program outcomes and quality improvement initiatives, as well as to support practice, the effectiveness of clinical and administrative decision-making, and the appropriateness of consumer health information. When evaluating information system technology and patient care technology, students will apply knowledge of standards and principles related to ethical, regulatory, and legal issues. Prereq: Admission to the D.N.P. Program. Offered: Fall.

NURG 704 - Policy for Population Health (3)

By evaluating health and epidemiological data, policy, systems and related variables impacting health, students will analyze the interdependence of the significant issues influencing the development of health policy and the delivery of health care. Students will educate and advocate for effective, efficient, and equitable policies within healthcare arenas. Prereq: Admission to the D.N.P. Program; NURG 700, NURG 701, and NURG 702. Offered: Fall.

NURG 705 - Leadership, Economics, and Quality (3)

Leadership attributes and responsibilities are explored in relation to health policy, ethical practice, collaboration, economic considerations, and quality in health care organizations. Selected concepts in health care leadership are investigated to prepare advanced practice nurses to improve quality within the health care system. Prereq: Admission to the D.N.P. Program. Offered: Fall and Spring.

NURG 710 - Teaching-Learning Principles (3)

Emphasis on principles of teaching-learning, learning theories, learning styles, and how these principles can be used in planning teaching-learning experiences appropriate for various learning styles and level of learner. Prereq: Admission to the D.N.P. Program. Co-reqs: NURG 712 and NURG 713 (beg Spring 2021). Offered: Fall and Spring.

NURG 711 - Nurse Faculty Role in Curriculum Development (3)

Introduction of the nurse educator student to the process of curriculum and course development, including curricular components, philosophical foundation, writing objectives, selection of learning experiences, and factors and issues influencing curriculum development. Curriculum development at both graduate and undergraduate levels will be explored. Prereq: NURG 710. Offered: Summer.

NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3)

This course provides an introduction to the process of curriculum and course development and general evaluation principles and theory necessary for design and development of an evaluation plan in nursing education, including test construction, clinical evaluation, additional data collection instruments, as well as utilization of data in outcomes assessment and management. Prereq: Admission to the D.N.P. Program. Co-reqs: NURG 710 and NURG 713 (beg Spring 2021). Offered: Spring.

NURG 713 - Nurse Faculty Role in Clinical Education (3)

This course focuses on the role of the clinical nurse educator in the selection of clinical sites, clinical teaching strategies, clinical performance evaluation, legal-ethical aspects of clinical education, and trends and issues affecting student clinical experiences. Co-req: NURG 710. Offered: Spring.

NURG 715 - Nurse Faculty Role Transition (3)

A culminating experience that emphasizes the application of role theory in actualizing the multidimensional roles of the nurse faculty. Additionally, the student will explore the impact of current trends and issues on the faculty role in higher education and develop objectives to guide individual learning experiences. Prereqs: NURG 710, NURG 712, and NURG 713. Offered: Summer.

NURG 720 - Administrative and Organizational Theory (3)

Traces the evolution of administrative and organizational theory; examines various metaphors for understanding organizations; addresses the administrative process; assists administrators to "read" complex organizations and to utilize this knowledge and understanding to become more effective leaders and administrators. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: Admission to the D.N.P. Program or instructor's permission. Offered: Summer.

NURG 721 - Strategic Management of Organizations (3)

Focuses on the three major aspects of strategic management--strategy formulation, strategy implementation, and strategy control. Additionally, a comparison of two schools of strategic management (prescriptive versus descriptive) are explored, along with a categorization of the essential characteristics of strategic planning. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: NURG 720. Offered: Fall.

NURG 722 - Administrative and Organizational Controls (3)

Addresses the function and process of managerial control as it relates to achieving organizational strategic plans. Utilizes a systems theory approach; provides direction in attaining planned objectives at the operational, organizational, and policy levels. Various theories of control and measurement in relation to organizational resources and information requirements are examined. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: NURG 721. Offered: Spring.

NURG 725 - Nurse Administrator Practicum (6-8)

A culminating experience that provides an organizational-based practice setting in which the student synthesizes and applies knowledge and skills learned in previous doctoral-level courses and actualizes the role of administrator. Emphasis on application of role theory in actualizing the multidimensional roles of the nurse administrator in complex health service organizations or institutions of higher education. Additionally, the student will explore the impact of current trends and issues on the administrative role in complex organizations. Six (6) credits require a minimum of 365 practice hours; 7 credits require a minimum of 487 practice hours; 8 credits require a minimum of 609 practice hours. Prereqs: All D.N.P. Core Courses and NURG 760. Co-req: NURG 722. Offered: Spring.

NURG 726 - Nurse Administrator Practicum I (2)

First of three practicum courses designed to provide progressive development of the role as a nurse administrator to assure that all students have the required practice hours post-BSN. Students gain entry into an organizational-based practice setting to implement an organizational assessment. Emphasis is on application of role theory and the multidimensional roles of the nurse administrator in complex health service organizations or institutions of higher education. The student will complete a minimum of 150 practice hours in this course. Grading is pass/fail. Offered: Summer.

NURG 727 - Nurse Administrator Practicum II (2)

Second of three practicum courses designed to provide progressive development of the role as a nurse administrator to assure that all students have the required practice hours, post-BSN. The clinical experience provides an organizational-based practice setting in which the student applies knowledge and skills learned in previous and current doctoral-level courses. The student will explore the impact of current trends and issues on the administrative role in complex organizations. The student will complete a minimum of 120 practice hours in this course. Grading is pass/fail. Prereqs: NURG 720 and NURG 726. Offered: Fall.

NURG 728 - Nurse Administrator Practicum III (2-4)

Provides a culminating experience in an organizational-based practice setting in which the student synthesizes and applies knowledge and skills learned. The role of the nurse administrator is actualized. The DNP program requires 1,000 practice hours post-BSN. In this final practicum course, students will complete the remaining hours toward the required practice hours ranging from 125 to 625 hours. Grading is pass/fail. Prereqs: NURG 720, NURG 721, NURG 726, and NURG 727. Offered: Spring.

NURG 740 - Resource Planning for the Advanced Practice Nurse (3)

Explore available avenues to fund projects in the students' specific areas of interest. The course will explore complex resource planning issues and offer solutions to associated challenges. In addition, the students will learn to apply best-practice capital management in a variety of settings. The student will identify essential objectives, incorporate appropriate methodology, and formulate a comprehensive budget as part of a clear and focused funding proposal. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: Admission to the D.N.P. Program. Offered: Summer.

NURG 741 - Contemporary Issues within Vulnerable Populations (3)

Focus on assessing domestic and international issues that impact vulnerable patient populations and the interventions and evidence that support the highest level of nursing practice. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: NURG 742. Offered: Spring.

NURG 742 - Emerging Diseases, Genetics, and Health Trends (3)

Focuses on three substantive areas--emerging infectious diseases, genetics, and health trends--as each relate to the role of the advanced practice nurse and impact the students' individual areas of interest. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: NURG 740. Offered: Fall.

NURG 745 - Advanced Practice Practicum (6-8)

Course builds upon advanced nursing competencies developed at the master's level, the D.N.P. core curriculum, and advanced practice specialty courses, to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in their chosen specialty area. The student will develop an individualized prospectus for his/her practicum in collaboration with a faculty advisor to complete a minimum of 500 post-M.S.N. clinical practice hours. Six (6) credits require a minimum of 365 practice hours; 7 credits require a minimum of 487 practice hours; 8 credits require a minimum of 609 practice hours. Prereqs: All D.N.P. core and specialty courses and NURG 760. Co-req: NURG 761. Offered: Spring.

NURG 746 - Advanced Practice Practicum I (2)

This is the first of two practicum courses designed to build upon advanced nursing competencies developed at the master's level, the DNP core curriculum, and advanced practice specialty courses, to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in a selected specialty area. Each student will develop an individualized prospectus for her/his practicum in collaboration with a faculty advisor to complete a minimum of 500 post-MSN clinical practice hours. Student will complete a minimum of 60 practicum hours in this course. Grading is pass/fail. Co-req: NURG 760. Offered: Fall.

NURG 747 - Advanced Practice Practicum II (4)

This is the second of two practicum courses designed to build upon advanced nursing competencies developed at the master's level, the DNP core curriculum, and advanced practice specialty courses, to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in a selected specialty area. Students implement an individualized prospectus for their practicum in collaboration with a faculty advisor, and complete a minimum of 305 practicum hours in this course. Grading is pass/fail. Prereqs: NURG 746 and NURG 760. Co-req: NURG 761. Offered: Spring.

NURG 750 - Clinical Decision Making in Advanced Nursing Practice (2)

Introduces the nurse practitioner (NP) student to the role of the advanced practice nurse in the primary healthcare setting. The evolving scope of practice and multi-faceted role of the NP as clinician, advocate, educator, collaborator, and leader as well as key clinical competencies are discussed. Clinical decision making and diagnostic reasoning skills will be developed through analysis of clinical case studies. Completion of accurate, clear, and concise clinical documentation will be practiced. Prereq: NURG 601. Offered: Fall.

NURG 751 - Primary Care of Adults (6)

Focuses on the diagnosis and evidence-based management of common acute and chronic health problems encountered in the primary care of the adult. Health promotion and prevention of illness, as well as patient education, follow-up, and referral are emphasized. Prereqs: NURG 533, NURG 601, and NURG 633. Offered: Fall.

NURG 752 - Advanced Practice Clinical: Adult (3)

This course provides the student with the clinical experiences in a variety of settings necessary for the management of complex acute conditions and chronic illnesses in adults. Emphasis is on critical thinking and evidence-based practice applied in the care of adults at various stages of health and from diverse backgrounds. Focus is on culturally-sensitive family-centered care. Grading is pass/fail. Prereqs: NURG 750 and NURG 751. Offered: Spring.

NURG 753 - Community Focused Primary Care (3)

Introduction to theories, concepts, and knowledge necessary for the care of vulnerable populations across the lifespan in the community setting. Emphasis is on professional role development of the nurse practitioner in the community, as well as trends, issues, values, and standards that shape the care of special populations. Clinical experiences will include 60 hours of supervised clinical activities in the community with a vulnerable population. Prereqs: NURG 750 and NURG 751. Offered: Spring.

NURG 754 - Primary Care of Women (2)

Focuses on identifying and managing common acute and chronic health care problems in the obstetric, gynecologic, or women's health client. Health promotion and disease prevention strategies for women's health are emphasized. Prereq: NURG 752. Offered: Summer.

NURG 755 - Advanced Practice Clinical: Women (2)

This course provides the student with the clinical experiences in a variety of settings necessary for the management of complex acute conditions and chronic illnesses in women, including the care of the pregnant client. Emphasis is on critical thinking and evidence-based practice applied in the care of gynecologic and obstetric patients at various stages of health and from diverse backgrounds. Focus is on culturally-sensitive family-centered care. Grading is pass/fail. Prereq: NURG 754. Offered: Summer.

NURG 756 - Primary Care of Children (3)

Focuses on identifying and managing common acute and chronic health care problems in the pediatric client including immunizations, developmental assessments, health promotion, and disease prevention strategies. Prereq: NURG 752. Offered: Fall.

NURG 757 - Advanced Practice Clinical: Across the Lifespan (4)

This course provides the student with clinical experiences in a variety of settings necessary for the management of complex acute conditions and chronic illnesses in patients across the lifespan. Emphasis is on critical thinking and evidence-based practice applied in the care of patients across the lifespan at various stages of health and from diverse backgrounds. Focus is on culturally-sensitive family-centered care. Grading is pass/fail. Prereq: NURG 756. Offered: Fall.

NURG 758 - Emergency/Urgent Care (2)

This course focuses on identifying and managing common acute and chronic health care problems in the emergency/urgent care client. Health promotion and disease prevention strategies for the emergency/urgent care patient are emphasized. Prereq: NURG 757. Offered: Spring.

NURG 759 - Advanced Practice Clinical: Emergency/Urgent Care (2)

This course provides the student with the clinical experiences in a variety of settings necessary for the management of complex acute conditions and chronic illnesses in the emergency/urgent care population. Emphasis is on critical thinking and evidence-based practice applied in the care of emergency/urgent care patients at various stages of health and from diverse backgrounds. Focus is on culturally-sensitive family-centered care. Grading is pass/fail. Prereq: NURG 758. Offered: Spring.

NURG 760 - DNP Project I (2)

Focuses on identification of topic and development of a plan for completing the D.N.P. capstone project. Under the direction of two faculty members, students formulate a plan to solve a problem and/or contribute to the advancement of the nursing profession through evidence-based practice. May be repeated for maximum of 8 credits. Grading is pass/fail. Prereqs: NURG 701 and NURG 702. Offered: Fall, Spring, and Summer.

NURG 761 - DNP Project II (2)

Focuses on implementation and presentation of the D.N.P. capstone project designed to improve health care outcomes. Students critique the clinical projects of classmates. Working independently under the direction of two faculty members, students culminate the program of study as they present their capstone projects. May be repeated for maximum of 8 credits. Grading is pass/fail. Prereq: NURG 760. Offered: Fall, Spring, and Summer.

NURG 765 - Case Management across the Continuum (3)

Case management is explored as an intervention that focuses on quality of care and client self-determination. Based on the Standards of Practice for Case Management (2010) the foundational knowledge and skills of the case manager across a spectrum of practice settings and transitions of care are presented. Offered: Summer.

NURG 766 - Cultural and Spiritual Competence (3)

Exploration of theories, concepts, and research in providing transcultural and spiritual healthcare for application in various practice roles. The impact of cultural differences on health behaviors and health promotion activities as well as the impact of the provider's culture, values, beliefs, and religious practices on health care delivery are also examined. Offered: Fall.

NURG 770 - Service Learning and Interprofessional Practice (2)

Service learning blends community service activities with didactic learning to help students gain and apply knowledge to address skills related to leadership, communication, interprofessional collaboration, and ethical decision making. The focus is on participating in experiences in the community that reinforce skills and concepts addressed in the FNP curriculum. Clinical experiences will include 60 hours of health focused service learning. Prereq: NURG 750. Offered: Summer.

NURG 771 - Psychiatric Mental Health I (3)

The course offers an introduction in advanced practice in psychiatric mental health nursing to theoretical approaches, concepts, and knowledge necessary for psychotherapeutic interventions across the lifespan. Emphasis is on understanding the dynamics, epidemiology, and treatment of selected psychopathology. The role of the psychiatric mental health nurse practitioner in the assessment, diagnosis, and treatment of patients with mental disorders will be explored. In addition, the course introduces the student to the therapeutic skills required for the primary care management of individuals with mental disorders. Instruction focuses on critical thinking and the application of evidenced-based practice in patient-centered care. Prereqs: NURG 533, NURG 601, and NURG 633. Offered: Spring.

NURG 772 - Psychiatric Mental Health II (3)

Provides the student with an understanding of the treatment of selected psychopathology. The role of the advanced psychiatric mental health nurse practitioner in the assessment, diagnosis, and treatment modalities of child/adolescent (birth to age 17) patients and families will also be explored. In addition, this course will provide advanced knowledge of psychobiological information in conjunction with the use of psychopharmacological and psychotherapeutic interventions with child/adolescent patients. Prereq: NURG 771. Offered: Summer.

NURG 773 - Psychiatric Mental Health II Clinical (4)

This course provides the student with clinical experiences in a variety of settings necessary for the management of mental illnesses. Emphasis is on critical thinking and evidence-based practice applied in patient-centered care. This course introduces the student to skills required for the primary care management of individuals with mental disorders; a specific focus is on the child/adolescent with mental illness. Clinical experiences will include 240 hours of supervised activities with individuals with psychiatric mental health disorders. Grading is pass/fail. Prereq: NURG 771. Co-req: NURG 772. Offered: Summer.

NURG 774 - Psychiatric Mental Health III (3)

The role of the advanced psychiatric mental health nurse practitioner in the assessment, diagnosis, and treatment of adult and geriatric patients and families will be explored. This course examines treatment modalities for advanced practice psychiatric mental health nursing, with a particular focus on the adult and geriatric patient. In addition, this course focuses on advanced knowledge of psychobiological information in conjunction with the use of psychopharmacological and psychotherapeutic interventions. Prereqs: NURG 772 and NURG 773. Offered: Fall.

NURG 775 - Psychiatric Mental Health III Clinical (4)

This course provides the student with clinical experiences in a variety of settings necessary for the management of mental illnesses. Emphasis is on critical thinking and evidence-based practice applied in patient-centered care, with an additional emphasis on adults and geriatrics (65 years and older). Clinical experiences will include 240 hours of supervised activities with individuals with psychiatric mental health disorders. Grading is pass/fail. Prereqs: NURG 772 and NURG 773. Co-req: NURG 774. Offered: Fall.

NURG 777 - Family Nurse Practitioner Synthesis Practicum (7)

Final course in the family nurse practitioner program of study. Focus is on synthesis and application of knowledge and skills gained from previous courses and intensive practice in the role of an advanced practice family nurse practitioner. Emphasis is on the provision of safe, quality, cost-effective, evidenced based health care, with attention to appropriate health promotion and disease prevention education to clients across the lifespan. Prereq: NURG 757. Offered: Fall.

NURG 780 - Leadership Seminar I (2)

Focuses on cognitive and practical application in the advance practice role. Provides an opportunity to discuss issues surrounding the graduate students' clinical experiences, organizational behavior, inconsistencies in evidence and clinical practice, and approaches to changes to improve the healthcare environment. Prereq: NURG 784. Co-Req: NURG 785. Offered: Summer.

NURG 781 - Health Systems and Administration Seminar (2)

Synthesize the application of educational experiences to the design of aggregate level health interventions. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues. Explore certification options for the advance practice role. Prereq: NURG 780. Co-Req: NURG 786. Offered: Fall.

NURG 782 - Health Systems and Administration Practicum I (2)

A clinical experience that provides an organizational-based practice setting in which the student synthesizes and applies knowledge and skills learned in previous or current courses. This is the first of five clinical practicum courses designed to provide progressive development of the advance practice role. Offered: Spring.

NURG 783 - Health Systems and Administration Practicum II (2)

A progressive clinical experience that provides an organizational-based practice setting in which the student synthesizes and applies knowledge and skills learned in previous or current courses. This is the second of five practicum courses designed to provide progressive development of the advance practice role. Prereq: NURG 782. Offered: Fall.

NURG 784 - Health Systems and Administration Practicum III (3)

A clinical experience that emphasizes actualizing the multidimensional roles of the advance practice nurse. This is the third of five courses designed to provide progressive development of the advance practice role. Prereq: NURG 783.

NURG 785 - Health Systems and Administration Practicum IV (3)

A clinical experience that provides an organizational-based practice setting. Emphasis is on application of role theory in actualizing the multidimensional roles of the advance practice nurse in complex health service organizations. This is the fourth of five practicum courses designed to provide progressive development of the advance practice role. Prereq: NURG 784. Co-Req: NURG 780. Offered: Summer.

NURG 786 - Health Systems and Administration Practicum V (4)

A clinical experience in which the student synthesizes and applies knowledge and skills learned to improve care in complex healthcare organizations. Emphasis is on the practice of the advance practice nurse role. This is the fifth and final practicum course designed to provide progressive development of the advance practice role. Prereq: NURG 785. Co-Req: NURG 781. Offered: Fall.

NURG 791 - Emergency Care I (3)

This course focuses on identifying and managing acute illnesses and traumatic injuries in the urgent care/emergency client. Health promotion and disease prevention strategies for the urgent care/emergency client are emphasized. Prereq: NURG 757. Offered: Fall and Spring.

NURG 792 - Emergency Care Clinical I (3)

This course provides the student with clinical experiences in a variety of settings necessary for the management of acute illnesses and traumatic injuries. Emphasis is on critical thinking and evidence-based practice applied in the patient-centered care of urgent care/emergency patients. This course introduces the student to procedures and skills required for the management of the urgent care/emergency patient. Grading is pass/fail. Prereq: NURG 791. Offered: Fall and Spring.

NURG 793 - Emergency Care II (3)

This course focuses on acute and chronic conditions with emergent complications in the urgent care/emergency client. Emphasis is on emergent complications that can occur in each specific body system. Prereqs: NURG 791 and NURG 792. Offered: Fall and Spring.

NURG 794 - Emergency Care Clinical II (3)

This course provides the student with clinical experiences in a variety of settings necessary for the management of acute conditions and chronic conditions with acute complications in the urgent care/emergency population. Emphasis is on critical thinking and evidence-based practice applied in the care of urgent care/emergency patients. This course focuses on each specific body system. Grading is pass/fail. Prereqs: NURG 791 and NURG 792. Co-req: NURG 793. Offered: Fall and Spring.

NURG 795 - Advanced Practice Practicum: Emergency Nurse Practitioner (3)

This course builds upon advanced nursing competencies developed at the master's level, the DNP core curriculum, and emergency nurse practitioner advanced practice specialty courses, to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in their chosen specialty area. The student will develop an individualized prospectus for completing a minimum of 180 clinical hours during the practicum in collaboration with a faculty advisor. Grading is pass/fail. Prereq: NURG 794. Recommended Co-req: NURG 761. Offered: Spring.

Nutrition and Dietetics

NUTR 500 - Principles of Human Nutrition (3)

Graduate-level introductory course on human nutrition ideal for all healthcare professions. This course provides an integrated overview of the physiological requirements of carbohydrates, fats, protein, vitamins, and minerals that contribute to health and diseases in human populations. Offered: Summer.

NUTR 501 - Nutrition Counseling and Wellness Promotion (3)

Interviewing and counseling methods, incorporating principles of counseling skill development; client-centered counseling techniques focused on behavior change. Issues surrounding nutrition counseling to diverse populations. Theory of health promotion. Prereq: Admission into the dietetic internship program. Offered: Summer.

NUTR 502 - Community Nutrition (3)

Exploration of evidence-based approaches in the broad realms of community nutrition and public health which have demonstrated success in promoting sustained health improvements. Application of evidence-based nutrition-related health promotion strategies in a community setting utilizing an interdisciplinary approach and employing the principles of health promotion program management. Offered: Fall.

NUTR 503 - Management Leadership in Nutrition and Dietetics (3)

This course prepares health professionals to lead change and the transformation of healthcare organizations, systems, and policy in response to environmental forces. Leadership is a reciprocal influence process between leaders and followers to achieve a shared goal. Students will explore the theoretical foundations of leadership as well as assess their own leadership style/approach. This course will address the importance of interprofessional teams and team dynamics. Students will integrate leadership theory and practice to lead significant change initiatives to enhance patient, community, organizational, system, and/or policy outcomes. Cross-listed with PHLT 608. Offered: Fall.

NUTR 509 - Culminating Dietetic Internship Practicum (3)

Culminating practicum, in a setting of the intern's choosing. This practicum is expected to contain elements of service and will expect the intern to demonstrate an ability to meet a target population's cultural, educational, and/or social requirements for nutrition intervention. Prereqs: NUTR 511; admission into the dietetic internship program. Offered: Fall.

NUTR 510 - Research Methods and Applications in Dietetics (3)

Fundamentals of research design in nutrition. Knowledge and skill development will encompass: literature review; research study design and analysis; critical review of published research and practice protocols; research grant proposals; Institutional Review Board process; critical evaluation of websites. Course requirements include writing a formal proposal for a community nutrition intervention incorporating proper research design, methodology, writing style and format utilized in nutrition research journals. The topic of this paper will be the foundation for the culminating project conducted during NUTR 509. Offered: Spring.

NUTR 511 - Supervised Practice (2-4)

Supervised practice experience in areas of community and public health nutrition, food service management, medical nutrition therapy, and child nutrition in professional work settings designed for dietetic interns to apply the knowledge and skills needed for entry-level practice as a registered dietitian nutritionist. May be repeated for a maximum of 10 credits. Offered: Fall, Spring, and Summer.

NUTR 600 - Advanced Nutrition and Metabolism (4)

This advanced, graduate-level course explores complex relationships between the biochemistry of nutrients and their metabolism in normal physiology at the molecular, cellular, organ, organ system, and whole-body level. Offered: Fall.

NUTR 601 - Advanced Clinical Nutrition (3)

This course will discuss the role of diet in disease including diet as a factor related to prevention of diseases or illness, diet as an etiologic agent in illness, and diet as a treatment for disease. Case studies and an evidence-based approach to practice will be used to help students integrate and apply their knowledge of nutrition, dietetics, metabolism, and physiology, with the ultimate goal of producing students who can effectively plan and manage the nutritional care of a variety of patients. Offered: Fall.

NUTR 602 - Nutrition Seminar (1)

Provide students with the opportunity to gain experience in research, organization of material, dissemination of library and/or original research, and communication skills in the nutrition sciences. Offered: Summer.

NUTR 603 - Obesity and Weight Management (3)

The primary function of this online course is to help students understand the prevalence of overweight/obesity in different socio-economic and population groups, global perspectives, and epidemiology. Offered: Fall.

NUTR 604 - Diabetes Care (3)

This course will provide students with an in-depth study of human diabetes, including its prevalence, classification, risk factors, pathophysiology, therapy, management, and prevention. Offered: Spring.

NUTR 605 - Nutrigenomics (3)

This is an advanced course that will provide graduate students with an in-depth understanding of the fundamental concepts involved in the regulation of gene expression by dietary nutrients, and how individual genetic variation affects nutrient uptake and metabolism. This will be achieved by investigating the complex interactions between diet, genotype and phenotype as they pertain to fuel metabolism, health status, and chronic disease risk. Furthermore, the implications of this emerging science with regard to personalized nutrition in dietetics practice will be discussed. LEC 2, LAB 1. Offered: Fall and Spring.

NUTR 606 - Dietary Supplements and Functional Foods (3)

Application of evidence-based practical knowledge to discuss therapeutic use of dietary and herbal supplements in prevention and management of chronic conditions, and nutritional support of aging, maternal health, and wellness. Offered: Fall.

NUTR 607 - Lifecycle Nutrition (3)

Nutrient needs, inadequacies, and excesses during major phases of the life cycle, including preconception period, pregnancy, lactation, infancy, childhood, adolescence, and older adults. Offered: Spring.

NUTR 608 - Global Issues in Nutrition (3)

Current issues integrating food intake with major nutrition-related issues around the world. Population-based policies and programs at the national and international levels, the burden of under-nutrition, and emerging topics on global nutrition issues will be discussed. Offered: Spring.

NUTR 609 - Current Topics in Nutrition (1-3)

Exploration of current topics in nutritional science and public health nutrition. Provides a forum for student faculty presentation, and review of current research efforts. Learning activities include review of nutrition journals, critical reading of topics in the history of nutrition and/or specific nutrition problems of current interest, written journal article summaries, and oral presentations. Topics subject to change to reflect current interest and issues. May be repeated three times for a maximum of 6 credits. Offered: Fall, Spring, and Summer.

NUTR 610 - Capstone Project in Nutrition (3)

Encompassing individuality, creativity, and rigor, this course provides an opportunity for students to synthesize, integrate, and apply the skills and competencies they have acquired to a nutrition science, clinical nutrition, and/or nutrition in public health problem that approximates a professional practice experience. Embedded in the nutrition capstone project should be a systematic collection and analysis of data and thoughtful reflection evidenced in both written and oral components. Offered: Fall, Spring, and Summer.

NUTR 611 - Research Methods and Applications (3)

Interpretation of qualitative, quantitative, mixed methods, and epidemiological research and evaluation methods; literature review, critical review of published research and practice protocols; research grant protocols; institutional review board process. Course includes development of a formal research proposal in the field of nutrition and/or public health. Offered: Spring.

NUTR 612 - Pediatric Nutrition (3)

This course will cover nutrition recommendations for infants, children, and adolescents. Topics covered will include public health issues impacting growth and development, medical nutrition therapy for pediatric patients, and nutrition for children with special healthcare needs. Offered: Spring.

NUTR 613 - Nutrition in the Older Adult (2)

This course will focus on nutritional considerations for older adults. Students will learn about unique physiological and social factors that influence nutrient requirements and the nutrition care process in this population. Offered: Fall.

NUTR 699 - Independent Study in Nutrition (1-3)

Advanced study and/or research (guided by the instructor) in a specific area of nutrition science, clinical nutrition, and/or public health nutrition. May be repeated three times for a maximum of 6 credits. Offered: Fall, Spring, and Summer.

Pharmacy

PHAR 301 - Professional Development and Wellness I (1)

The Professional Development and Wellness (PDW) series focuses on both the personal and professional development of student pharmacists. The first-year PDW courses will emphasize well-being and self-awareness, the second-year PDW courses will emphasize leadership and entrepreneurship/innovation, and both years will emphasize professionalism. In PHAR 301, students develop professional self-awareness; analyze contemporary pharmacy practice roles; and explore techniques and skills that will enhance their wellbeing during pharmacy school. Offered: Fall.

PHAR 302 - Foundations of the Pharmacy Profession I (2)

This two-course series will address foundational components of the pharmacy profession. This series (i.e., fall and spring) will involve topics such as the United States' healthcare system, history of pharmacy, ethics, cultural awareness, pharmacy law and regulatory affairs, professional communication, professional development/social and behavioral aspects of practice, and patient safety. This course will also prepare students for their upcoming introductory pharmacy practice experiences (IPPEs) by introducing foundational concepts and other topics crucial to IPPE success. Offered: Fall.

PHAR 303 - Drug Delivery Systems I (2)

First of a two-course sequence examining the physicochemical properties of drugs, excipients, and dosage forms critical for the rational design, manufacture, and extemporaneous compounding of drug products. This course guides students in the application of physical chemistry and dosage form science to various characteristics of drug products (drug stability, delivery, release, disposition, pharmacokinetics, therapeutic effectiveness, application of quality standards for drug products). Commonly utilized conventional oral dosage formulations will be emphasized during the course. Offered: Fall.

PHAR 306 - Integrated Biomedical Sciences I (3)

This course addresses topics that include macromolecular structure, function and biosynthesis, enzymology, gene expression, signal transduction, cell homeostasis and retroviruses. Foundation for understanding the biochemical actions of drugs. Offered: Fall.

PHAR 307 - Integrated Biomedical Sciences II (3)

This course addresses topics that include the metabolism of carbohydrates, lipids, proteins and nucleic acids, oxygen toxicity, endocrinology, and related diseases including dyslipidemia and cancer. Foundation for understanding relevant disease states and pharmacological treatments. Offered: Fall.

PHAR 308 - Pharmacist Patient Assessment (1)

Introduction of the evaluation of patient function and dysfunction from a pharmacist's perspective through the performance of tests and patient assessments leading to objective (e.g., physical assessment, health screening, and lab data interpretation) and subjective (patient interview) data important to the provision of pharmacist's care. Offered: Fall.

PHAR 309 - Pharmaceutical Calculations (2)

This mathematical skills-based course involves reinforcement and mastery of topics such as proper prescription interpretation, accurately calculating drug doses for prescriptions (including extemporaneous compounded dosage forms), weights and measures, concentrations, conversions, and accurate dosing of drugs in different dosage forms. This course will also teach application of kinetic principles and physicochemical parameters of drugs to therapeutically relevant issues like drug delivery, disposition, and therapeutic effectiveness in general and specific patient populations. This course emphasizes the importance of accurate drug and dose calculations by pharmacists to ensure optimum pharmaceutical, biopharmaceutical, and safe patient medication outcomes. This course is closely associated with Drug Delivery

Systems I and Integrated Pharmacy Labs I courses in the curriculum and provides a basis for pharmacokinetics in second year of the curriculum. Offered: Fall.

PHAR 311 - Professional Development and Wellness II (1)

The Professional Development and Wellness (PDW) series focuses on both the personal and professional development of student pharmacists. The first-year PDW courses will emphasize well-being and self-awareness, the second-year PDW courses will emphasize leadership and entrepreneurship/innovation, and both years will emphasize professionalism. In PHAR 311, students will continue self-awareness assessments and reflection from PHAR 301 and apply that knowledge to their plans for professional development during the Pharm.D. program. Offered: Spring.

PHAR 312 - Foundations of the Pharmacy Profession II (2)

This two-course series will address foundational components of the pharmacy profession. This series (i.e., fall and spring) will involve topics such as the United States' healthcare system, history of pharmacy, ethics, cultural awareness, pharmacy law and regulatory affairs, professional communication, professional development/social and behavioral aspects of practice, and patient safety. This course will also prepare students for their upcoming introductory pharmacy practice experiences (IPPEs) by introducing foundational concepts and other topics crucial to IPPE success. Offered: Spring.

PHAR 313 - Drug Delivery Systems II (3)

The second of a two-course sequence focusing on the dosage forms and delivery systems available for different routes of administration. This course will focus on drugs and excipients and the rational design and manufacturing of dosage forms for oral as well as alternate routes of administration. Topics will be closely associated with foundational formulation concepts from Drug Delivery Systems I, including delivery, release, and therapeutic effectiveness of dosage forms. Emphasis will be placed on clinical aspects and patient outcomes as well as counseling for the various routes of administration. A section of this course will highlight new and emerging dosage forms that students may encounter as science and research evolve to develop more personalized medicines for patients. Offered: Spring.

PHAR 314 - Introduction to Applied Science and Pharmacotherapy (3)

A foundational course that teaches principles of medicinal chemistry, pathophysiology, pharmacokinetics, pharmacology, patient assessment, and pharmacotherapy and applies them in an integrated approach to care of patients with respiratory disease. Offered: Spring.

PHAR 315 - Introduction to Applied Pharmacy Research and Service (1)

This course is designed to provide the student with the general knowledge of (1) the fundamentals of research, (2) how to design and develop a research project, (3) methods of data collection and evaluation, (4) evaluation of pertinent scientific literature/databases, (5) introduction to research tracks, (6) purpose of an IRB and the application process. Offered: Spring.

PHAR 316 - Integrated Biomedical Sciences III (3)

This course includes the basic principles, mechanisms, functional changes and metabolic sequelae of human disease impacting cells, organs and systems with particular focus on the autonomic, central and somatic motor nervous systems regulation of smooth, cardiac and skeletal muscle contraction and cardiovascular and pulmonary organ systems. Offered: Spring.

PHAR 317 - Integrated Biomedical Sciences IV (3)

This course includes the basic principles, mechanisms, functional changes and metabolic sequelae of human disease impacting cells, organs and systems with particular focus on the components of the blood involved in clotting cascades, immune response to disease, and the gastrointestinal, bone, renal and reproductive systems. Offered: Spring.

PHAR 320 - Integrated Pharmacy Lab I (2)

The first course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. DASH (Developing Academic Success and Health) week will prepare students to foster their success in pharmacy school. SPRINT (Simulating Practice ReadINess and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Offered: Fall.

PHAR 321 - Integrated Pharmacy Lab II (2)

The second course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. SPRINT (Simulating Practice ReadINess and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Offered: Spring.

PHAR 330 - Community Introductory Pharmacy Practice Experience (IPPE) (3)

Introductory pharmacy practice experiences (IPPE) expose students to contemporary pharmacy practice with focused activities in pharmacy operations and introduction to patient care within a community pharmacy. This IPPE links previous didactic coursework to pharmacy practice and serves as a building block for advance pharmacy practice. Offered: Summer.

PHAR 401 - Professional Development and Wellness III (1)

The Professional Development and Wellness series focuses on both the personal and professional development of student pharmacists. Elements included are wellbeing and self-awareness, leadership, entrepreneurship/innovation, and professionalism. During this course, students will: a) explore techniques and skills that will enhance their wellbeing during pharmacy school, b) introduce students to leadership skills and opportunities, and c) introduce methods for students to position themselves to be successful in the pursuit of their career in the future. Offered: Fall.

PHAR 402 - Applied Biostats and Drug Literature Evaluation (1)

This course is designed to provide students with the fundamental skills needed to critically evaluate, interpret, and apply medical literature (i.e., biostatistical and pharmacoepidemiological data) to improve patient care. The course builds on the research design, drug information resources, and literature retrieval skills introduced to and practiced by students in the first professional year. This course provides students with the requisite skills to facilitate lifelong learning. Offered: Fall.

PHAR 403 - Pharmacy Informatics (1)

This course will prepare contemporary pharmacists to operate in a digital healthcare space to decrease medication misadventures and improve patient health outcomes. Additionally, learners will be able to demonstrate knowledge and awareness of pertinent laws and regulations pertaining to electronic databases that store, analyze, and communicate patient health information. Offered: Fall.

PHAR 404 - Applied Science and Pharmacotherapy I (4)

This course falls within a course series which integrates the instruction of medicinal chemistry, pharmacology, and pharmacotherapy via an organ-system based approach. In this course, students will learn to apply their understanding of this information in order to make rational decisions in the medication management of patients with various cardiovascular disease states. Offered: Fall.

PHAR 405 - Applied Science and Pharmacotherapy II (4)

This course falls within a course series, which integrates the instruction of medicinal chemistry, pharmacology, and pharmacotherapy via an organ-system based approach. In this course students will learn to apply their understanding of this information in order to make rational decisions in the medication management of patients with various renal, gastrointestinal, and nutritional conditions. Offered: Fall.

PHAR 406 - Pharmacokinetics and Pharmacogenomics (3)

This course will provide the foundational aspects of biopharmaceutics, pharmacokinetics, and pharmacogenomics. Students will gain an understanding of the mathematical modeling of drug absorption, distribution, metabolism, and excretion (ADME), and basic principles in pharmacogenomics and its role in precision medicine. Additionally, the impact of the dosage regimen, drug formulation, and human genetic variation on ensuing therapeutic drug plasma concentrations will be addressed. Offered: Fall.

PHAR 411 - Professional Development and Wellness IV (1)

The Professional Development and Wellness (PDW) series focuses on both the personal and professional development of a pharmacy student. Elements included are self-awareness, leadership, entrepreneurship/ innovation, and professionalism and professional communication. Students will apply their knowledge from prior PDW courses to their plans for professional development during the Pharm.D. program. Offered: Spring.

PHAR 414 - Applied Science and Pharmacotherapy III (4)

This is the third course of a seven-course series which integrates the instruction of medicinal chemistry, pharmacology, and pharmacotherapy via an organ system-based approach. In this course students will learn the organ-systems and disorders in the endocrine, gynecological/obstetric, and urologic areas. Offered: Spring.

PHAR 415 - Applied Science and Pharmacotherapy IV (4)

This is the fourth course of a seven-course series which integrates the instruction of medicinal chemistry, pathophysiology, pharmacology, and pharmacotherapy via an organ system-based approach. In this course students will learn the organ-systems and disorders related to infectious diseases. Offered: Spring.

PHAR 417 - Pharmacy Financial Management and Pharmacoeconomics (2)

This course covers various aspects of financial management involved in pharmacy practice. Topics introduced in the course include, but are not limited to, accounting and financial reporting; budgeting; management functions; supply chain; operations management; risk management; inventory pricing and control; marketing and promotion; general microeconomics and macroeconomics principles. The course also covers basic concepts of pharmacoeconomic methods and their application and interpretation in pharmacy practice. Offered: Spring.

PHAR 418 - Ethics in Healthcare and Christianity (2)

This course is based around six character traits of ethical persons. Students discuss various health care and biblical perspectives on each of these traits with an emphasis on the practical application to the pharmacy profession. Current ethical issues in health care in general and pharmacy in particular are addressed by a variety of teaching and learning modalities. Content will include aspects such as cultural awareness, pharmacy practice management, professional communication, and professional development/social and behavioral aspects of pharmacy practice. Offered: Spring.

PHAR 419 - Sterile Products (1)

This course addresses the broad principles of sterile compounding including the concepts of aseptic technique and personal protective measures, facility considerations for creating an adequate sterile compounding environment, and relevant state and federal pharmacy regulations. In theory, students will apply these principles to the compounding of both non-hazardous and hazardous compounded sterile products (CSPs). Skills imparted through the course include the ability to utilize relevant compounding references from the literature, perform applicable pharmaceutical calculations, and the ability to identify and utilize appropriate compounding tools and equipment necessary for preparing CSPs. Offered: Spring.

PHAR 420 - Integrated Pharmacy Lab III (2)

The third course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. DASH (Developing Academic Success and Health) week will prepare students for the academic year to foster their success in pharmacy school. SPRINT (Simulating Practice ReadINess and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Offered: Fall.

PHAR 421 - Integrated Pharmacy Lab IV (2)

The fourth course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. SPRINT (Simulating Practice ReadINess and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Offered: Spring.

PHAR 430 - Health System Introductory Pharmacy Practice Experience (IPPE) (3)

Introductory pharmacy practice experiences (IPPE) expose students to contemporary pharmacy practice with focused activities in pharmacy operations, interprofessional practice, and introduction to patient care within a health-system pharmacy. This IPPE links previous didactic coursework to pharmacy practice and serves as a building block for advance pharmacy practice. Offered: Summer.

PHAR 504 - Applied Science and Pharmacotherapy V (4)

This course integrates knowledge of basic pharmaceutical science principles with principles of pharmacotherapeutic management of neurologic and psychiatric conditions. Students will learn about the pathophysiology, pharmacology, medicinal chemistry, and pharmacotherapy for the management of conditions and complications affecting the central nervous system and apply current evidence in a patient-centered and evidence-based manner to resolve clinical problems. This application will promote better retention of fundamental information and continued development of clinical skills. Offered: Fall.

PHAR 505 - Applied Science and Pharmacotherapy VI (4)

This course integrates knowledge of basic pharmaceutical science principles with principles of pharmacotherapeutic management of pain, cancer, organ transplantation and autoimmune diseases. Students will learn about the pathophysiology, pharmacology, medicinal chemistry, immunology (where appropriate), and pharmacotherapy for the management of conditions and complications related to these diseases/disorders and apply current evidence in a patient-centered and evidence-based manner to resolve clinical problems. This application will promote better retention of fundamental information and continued development of clinical skills. Offered: Fall.

PHAR 507 - Nonprescription Medicines (4)

This course prepares the student to practice self-care pharmacotherapy by teaching the student to select and perform patient assessments pertinent to the outpatient setting, triage care, and select appropriate nonprescription therapy if warranted. Students will utilize skills of patient assessment, point-of-care and home-testing devices, recommending and counseling patients on non-pharmacologic and pharmacologic therapies (including natural products and alternative and complementary therapies), and referring patients to appropriate healthcare providers when self-care is not appropriate. Offered: Fall.

PHAR 512 - Human Resource Management for Pharmacy (1)

This course will address the basics of human resource management for pharmacists. Students will learn essential personnel management and leadership skills for various pharmacy settings. Topics will include practice management, cultural awareness, ethics, law and regulatory affairs, professional communication, and professional development/social and behavioral aspects of practice. Offered: Spring.

PHAR 514 - Applied Science and Pharmacotherapy VII (4)

This is the final course in the sequence. The course will cover basic clinical toxicology and will transition into solving complex patient care scenarios using previous course content including pharmacotherapy, pharmacology, patient assessment, pharmacokinetics, pharmacogenomics/genetics, cultural awareness, ethics, natural products, and alternative and complementary therapies. The course will allow students to use professional communication skills, health informatics, and health information retrieval and analysis. Offered: Spring.

PHAR 516 - Pharmacy Law (2)

This course presents examination of federal and state statutes, regulations, and court decisions that regulate the practice of pharmacy, including the mitigation of prescription drug abuse and diversion. Offered: Spring.

PHAR 520 - Integrated Pharmacy Labs V (2)

The fifth course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. SPRINT (Simulating Practice ReadINESS and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Offered: Fall.

PHAR 521 - Integrated Pharmacy Labs VI (1)

The sixth course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. SPRINT (Simulating Practice ReadINESS and Teamwork) week will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Offered: Spring.

PHAR 530 - Focused Patient Care Introductory Pharmacy Practice Experience (IPPE) (2)

Introductory pharmacy practice experiences (IPPE) expose students to contemporary pharmacy practice with focused activities in direct patient care, collaborative practice, and public health wellness. This IPPE links previous didactic coursework to pharmacy practice and serves as a building block for advance pharmacy practice. Offered: Fall.

PHAR 614 - Professional Activities and Competencies Evaluation (1)

The Professional Activities and Competencies Evaluation (PACE) lab course is an opportunity for both students and faculty to evaluate students' knowledge and skills in the competencies that students should have mastered thus far in the program. Due to the broad scope of the course, topics and assessments will be drawn from the biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences. Scenarios will be based on competencies in common at ambulatory care and general medicine settings. Offered: Summer.

PHAR 615 - Applied Pharmacy Research and Service (1)

This course is a sequel to PHAR 315 (Introduction to Applied Pharmacy Research and Service). This independent study course will promote critical thinking as the student is expected to demonstrate acceptable professional written and verbal communication skills. The student will develop, conduct, and present a research project. This course promotes critical thinking and develops skills in research design and professional communications. Depending on the specific project, the students will also acquire experience in biostatistics, health information retrieval and evaluation, and public health. Projects may include 1) literature review, 2) bench research, 3) chart review, 4) survey, and 5) services. Offered: Summer.

PHAR 690 - Management, Innovation, Leadership, and Entrepreneurship (MILE) (1)

This course explores principles of the management, innovation, leadership, and entrepreneurship aspects of pharmacy. This knowledge will enable participation in pharmacy and healthcare business enterprises and in development of innovative models for delivery of healthcare

and medical therapeutics. This background will allow the student to potentially become active in management of the clinical practice of pharmacy. This course will build on knowledge acquired from the pharmacy curriculum, including financial management and pharmacoeconomics, human resource management, communications, and introductory and advanced pharmacy practice experiences. Offered: Spring.

PHAR 695 - Transition to Professional Practice (3)

This course focuses career readiness of student pharmacists. This course will assist in preparing graduates for licensure, review state specific pharmacy laws, and discuss such topics as financial management, professional organization involvement, pharmacy advocacy, and career advancement. Additionally, practice of verbal and written communication strategies via a competency-based simulation will be provided. Practice guideline updates in the clinical sciences that are relevant to patient care will also be reviewed. Offered: Spring.

Physical Therapy

PHTH 610 - Human Anatomy (6)

Study of the gross anatomical structure of the human body including the limbs, back, abdominal wall and cavity, head, neck, thoracic and pelvic cavity. Specific emphasis includes regional study of the relationships between musculoskeletal, nervous, and vascular systems, joint structure, cardiovascular and pulmonary systems, and surveys of selected viscera. Offered: Summer.

PHTH 611 - Neuroscience (4)

Study of the structure and function of the human nervous system with focus on sensory/motor function and neuroanatomical/neurophysiological principles underlying normal and abnormal movement. Emphasis will be placed on neuroanatomical correlates of nervous systems diseases commonly encountered by physical therapists. Offered: Summer.

PHTH 620 - Histology/Physiology (3)

Fundamental principles and concepts of histology and human physiology are covered regarding the cell, cardiovascular, endocrine, gastrointestinal, pulmonary, renal, and skeletal muscle systems. Emphasis will also be placed on thermoregulation and nutrition and the effects on histology and physiology of these systems. Offered: Summer.

PHTH 621 - Pathophysiology (3)

This course provides a foundation for understanding pathophysiological processes related to various health conditions across the lifespan. Emphasis will be placed on deviations from normal physiological processes and mechanisms across various body systems. In addition to understanding the human pathophysiology, content will be focused on the typical clinical manifestations of the various health conditions across the lifespan. Offered: Fall.

PHTH 622 - Pathophysiology 2 (2)

This course builds upon previously learned principles of physiology and pathophysiology. A systems approach is utilized in this course and will include physiologic concepts, adaptations, and alterations that occur in systems that were not included in PHTH 621 (Pathophysiology 1). Knowledge in this course serves as a basis for understanding the rationale for the examination and evaluation methods of complex patient presentations. Prereqs: PHTH 621, 633, 692, 702, 733, and 741. Offered: Fall.

PHTH 631 - Human Movement Science 1: Exercise Physiology (3)

This is the first course in the human movement science series. The focus is on human physiological systems during and after exercise. An emphasis will be placed on transfer of energy, physiological adaptations, prescription, nutrition, and body composition. Research evidence on exercise, physical activity, wellness, and disease is also covered. Offered: Summer.

PHTH 632 - Human Movement Science 2: Biomechanics & Motion Analysis (4)

The fundamental concepts of human movement: physics, musculoskeletal biology, musculoskeletal anatomy, and biomechanics are covered in order to develop an understanding of normal human movement and provide a foundation for analyzing pathological human movement. Offered: Fall.

PHTH 633 - Human Movement Science 3: Motor Learning (2)

Students will learn how the CNS is organized around providing sitting/standing balance and mobility across the lifespan. Some emphasis will be placed on brain neuroplasticity and understanding abnormal motor control as it pertains to assessment and measurement across the lifespan. Offered: Fall and Spring.

PHTH 634 - Human Movement Science 4: Motor Development & Motor Control (3)

This is the fourth course in the Human Movement Science Series. Focus in this course is placed on learning how persons develop their movement capabilities over time. A specific focus is on how the motor system of the CNS develops over the lifespan. Additionally, students will learn how children and adults acquire motor skills, which will serve as a basis for PT interventions. Offered: Fall.

PHTH 641 - Interprofessional Practice 1 (1)

This is the first course in a two-course series. Students will learn the foundational knowledge and principles of Interprofessional Practice (IPP). Students are introduced to the four IPP core competencies and will apply their recent six-week clinical internship to course objectives. During this course students will assess their own tendencies in working with others, identifying strengths and areas for improvement for becoming a good member of a health care team. Prereqs: PHTH 621, 633, 692, 702, 733, and 741. Offered: Fall and Summer.

PHTH 642 - Interprofessional Practice 2 (1)

This is the second course in a two-course series. Students will apply the principles of Interprofessional Practice (IPP) during both simulations and community clinical practice scenarios. Students will be paired with another discipline during a clinical practice scenario and will be required to apply the four core competencies. During this course students will reflect and assess their own tendencies in working with others, identifying strengths and areas for improvement for becoming a good member of a health care team. Prereqs: PHTH 653, 681, 703, 762, 772, and 792. Offered: Fall and Summer.

PHTH 651 - Pharmacology (1)

In this course students will learn about pharmacology. Emphasis will be placed on principles of pharmacokinetics. Students will learn the factors that affect pharmacokinetics, how drugs are transformed and absorbed in the various body systems. This course will serve as a foundation for understanding how pharmacology can affect physical therapy management of patients with movement dysfunction. Offered: Summer.

PHTH 652 - Differential Diagnosis and Clinical Reasoning (2)

This course explores clinical reasoning models and differential diagnostic processes in physical therapy. Students will learn to screen for the presence of medical disease or other conditions whose treatment is outside of the scope of physical therapist practice. Topics will be presented from a perspective of screening systems through the history and physical exam in order to determine when it is most appropriate to 1) implement patient care, 2) consult with another health care provider, or 3) refer to a health care provider. Emphasis will also be placed on professional communication with patients, families, and other health care providers regarding appropriate patient/client management. Prereqs: PHTH 621, 633, 692, 702, 733, and 741. Offered: Fall.

PHTH 653 - Advanced Differential Diagnosis and Imaging (2)

The second course in this series focuses on more advanced clinical reasoning and differential diagnosis through the integration of diagnostic imaging and electrodiagnostic tests used to assess common neuromusculoskeletal conditions. Students will learn about radiographs (X-ray), magnetic resonance imaging (MRI), computed tomography (CT), bone scans, and diagnostic ultrasound. The rationale and guidelines for the use of imaging as well as the interpretation of reports will be incorporated into clinical scenarios. Case activities emphasize advanced clinical decision-making and communication with patient/clients and other health care professionals to prepare students for primary care roles within a collaborative medical model. Prereqs: PHTH 622, 634, 652, 761, 771, and 791. Offered: Spring.

PHTH 681 - Teaching and Learning 1 (1)

This is the first of two courses that are related to teaching and learning for health care professionals. In this course, students will be introduced to theories of teaching and learning, principles of communication and listening. The focus of this course will be on applying these principles in the academic setting. Offered: Fall.

PHTH 682 - Teaching and Learning 2 (1)

This is the second of two courses that are related to teaching and learning for health care professionals. In this course, students will be introduced to theories of teaching and learning, principles of communication and listening. The focus of this course will be on applying these principles in the academic setting. Offered: Summer.

PHTH 691 - Evidence-Based Practice and Research Design 1 (2)

In this course students will discuss evidence-based practice and learn about the statistical procedures that are commonly used to create evidence in physical therapy practice. Emphasis will be placed on understanding the statistical measures and assessing their use in answering various PT-related research questions. Offered: Spring.

PHTH 692 - Evidence-Based Practice and Research Design 2 (2)

This is the second course related to research and evidence-based practice. The focus of the course is to examine the current evidence related to physical therapy practice with particular emphasis on the components of the patient-client management model. This course is online, and students are expected to integrate the objectives of this course with PHTH 780 Health Care Service/Field Experience and PHTH 781 Professional Internship 1. Offered: Summer.

PHTH 701 - PT Practice: Management/Plan and Delivery of Care (1)

During this first course in the physical therapist (PT) practice series, students are introduced to the profession of physical therapy, healthcare, and other related health professions. Students will examine the history of physical therapy, the American Physical Therapy Association (APTA), and scope of practice. Students will also be introduced to service delivery models, reimbursement, and direct access, as well as legal and economic aspects of service delivery. Offered: Fall.

PHTH 702 - PT Practice: Health Promotion, Fitness, and Wellness (1)

During this second course in the physical therapist (PT) practice series, the emphasis is on how physical therapists and other healthcare professionals design programs that improve a person's health and wellness. Students will participate in activities where they will learn to design and develop health and wellness programs for persons across the lifespan. Offered: Fall.

PHTH 703 - PT Practice: Leadership, Administration, and Finance (3)

During this third and final course in the PT Practice series, students are introduced to administration and management of PT practices/services across various settings. Students learn about the various components of being a manager in a physical therapy practice/healthcare system. Emphasis is placed on understanding the demands of owning a PT practice and managing wellness services in different settings. This course is set up with four specific areas to address related to professional management of physical therapy: foundations, business, people, and environments. Offered: Spring.

PHTH 731 - PT Exam 1 (4)

In this course the students will be introduced to the PT exam process as it relates to the Guide to PT Practice and the Patient-Client Management Model. Emphasis will be placed on the process and procedures related to examining muscle performance and joint integrity across multiple joints in the human body. Offered: Summer.

PHTH 732 - PT Exam 2 (4)

In this course the students will be introduced to the PT exam process as it relates to the Guide to PT Practice and the Patient-Client Management Model. Emphasis will be on common physical examination strategies for impairments in body structure/function and activities. There will also be a focus on clinical decision-making leading to a PT diagnosis. Offered: Fall.

PHTH 733 - PT Interventions 1 (4)

This is the third course in a series related to the physical therapy examination process including history taking, systems review, and tests and measures. Overview of the major types of tests and measures employed by physical therapists and the type of data generated with a focus on self-care for the patient. Introduction to the components and process of physical therapy intervention. Emphasis on beginning

communication and documentation skills and basic procedural interventions of patient transfers, gait with assistive devices, superficial physical agents, massage, and passive range of motion. Offered: Spring.

PHTH 741 - Patient Client Management: Acute Care to Community (4)

Introduces students to the management of health conditions commonly seen in hospital and community care settings. In this first course of a series emphasis is placed on medical, nursing, and pharmacy practice for patients in the hospital and home community setting. Emphasis will be placed on understanding how physical therapists should understand the etiology of a health condition in order to work collaboratively with other healthcare disciplines, including patients and their family. Offered: Spring.

PHTH 761 - Patient Client Management: Pediatrics (4)

This course focuses on managing impairments in body structures/function, activity, and participation related pediatric clients. Emphasis will be placed on the patient-client management process: examination, evaluation, diagnosis, prognosis, interventions, and outcomes, with specific attention to how delay in motor development determines the plan of care and outcomes for managing pediatric clients. Offered: Fall.

PHTH 762 - Patient Client Management: Young Adults (5)

This course focuses on managing impairments in body structures/function, activity, and participation related young adults with brain and/or spinal cord injury. Students will continue to apply the patient-client management process: examination, evaluation, diagnosis, prognosis, interventions, and outcomes. Emphasis will be placed on learning to evaluate problems of a maturing adult significant physical disabilities. Prereqs: PHTH 622, 634, 652, 761, 771, and 791. Offered: Spring.

PHTH 763 - Patient Client Management: Older Adults (5)

This course focuses on managing impairments in body structures/function, activity, and participation related older adults with various impairments in body structure/function, activity, and participation. Students will continue to apply the patient-client management process: examination, evaluation, diagnosis, prognosis, interventions, and outcomes. Emphasis will be placed on furthering mastery in the evaluation and diagnosis process, and learning specific interventions that improve overall function in older adults. Offered: Summer.

PHTH 771 - Patient Client Management: Spine (5)

This course focus on managing impairments in body structures/function related to the spine. Emphasis will be place on the patient-client management process: examination, evaluation, diagnosis, prognosis, interventions, and outcomes. Students will learn to provide patient-centered care and collaborate with community organizations to provide the best care for their patients. Offered: Fall.

PHTH 772 - Patient Client Management: Lower Quarter (5)

This course focuses on managing adults with impairments in body structure/function related to lower extremity joints. The focus of this course will be physical therapy examination, evaluation, diagnosis, prognosis, interventions, and outcomes. In applying the patient-client management model students will learn to manage LE problems while also considering the relationship between spinal function (PHTH 771) and lower extremity impairments. Emphasis will also be placed on collaborating with community organizations educating other healthcare providers on wellness programs for back and LE joints. Offered: Spring.

PHTH 773 - Patient Client Management: Upper Quarter (5)

This course focuses on managing adults with impairments in body structure/function related to upper extremity joints. The focus of this course will be physical therapy examination, evaluation, diagnosis, prognosis, interventions, and outcomes. In applying the patient-client management model students will learn to manage UE problems while also considering the relationship between spinal function (PHTH 771), lower extremity function (PHTH 772), and upper extremity impairments. Emphasis will also be placed on collaborating with community organizations educating other healthcare providers on wellness programs for back and UE joints. Offered: Summer.

PHTH 780 - Health Care Service/Field Experience (4)

Full time experience working in environments to serve persons in need. Students will work with community service providers in the Birmingham area, around the state, and internationally with the primary aim of assisting in the service delivery and/or health and wellness of underserved populations. Offered: Summer.

PHTH 781 - Professional Internship 1 (4)

Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skill to client care. Emphasis is on examination and evaluation skills; intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Grading is pass/fail. Offered: Summer.

PHTH 782 - Professional Internship 2 (6)

Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skills to client care. Emphasis is on examination and evaluation skills, intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Grading is pass/fail. Offered: Fall.

PHTH 783 - Professional Internship 3 (8)

Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skills to client care. Emphasis is on examination and evaluation skills, intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Grading is pass/fail. Offered: Spring.

PHTH 784 - Professional Internship 4 (10)

Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skills to client care. Emphasis is on examination and evaluation skills, intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Grading is pass/fail. Offered: Spring.

PHTH 791 - Capstone Project 1 (1)

Cumulative, culminating, and integrative project that draws upon the interests, skills, knowledge, and competencies that have been fostered through the curriculum. This is the first of three courses related to the Capstone Project. The Capstone Project is an independent, student-derived experience in which the student focuses his/her project around one specific topic: scholarship, practice and service, or leadership. Students will work independently under the direction of a faculty mentor, and will culminate their experience in the Samford PT Program by presenting their Capstone Projects to classmates and faculty. Grading is pass/fail. Offered: Fall.

PHTH 792 - Capstone Project 2 (1)

Cumulative, culminating, and integrative project that draws upon the interests, skills, knowledge, and competencies that have been fostered through the curriculum. This is the second of three courses related to the Capstone Project. The Capstone Project is an independent, student-derived experience in which the student focuses his/her project around one specific topic: scholarship, practice and service, or leadership. Students will work independently under the direction of a faculty mentor, and will culminate their experience in the Samford PT Program by presenting their Capstone Projects to classmates and faculty. Grading is pass/fail. Offered: Spring.

PHTH 793 - Capstone Project 3 (1)

Cumulative, culminating, and integrative project that draws upon the interests, skills, knowledge, and competencies that have been fostered through the curriculum. This is the last of three courses related to the Capstone Project. The Capstone Project is an independent, student-derived experience in which the student focuses his/her project around one specific topic: scholarship, practice and service, or leadership. Students will work independently under the direction of a faculty mentor, and will culminate their experience in the Samford PT Program by presenting their Capstone Projects to classmates and faculty. Grading is pass/fail. Offered: Summer.

Physician Assistant Studies

PAST 501 - Gross Anatomy (4)

This course's content will be delivered by lectures and student dissection of cadavers. Students will be examining the normal structure of the human body, the embryologic basis of adult anatomy, and the relationship between the human body structure and function. Students are expected to become skilled at proper dissection techniques, identification of anatomical structures, and to become proficient at recognition of structural arrangements and structural relationships. Students have the opportunity to further their knowledge of anatomy by using computer-assisted technology, which is available online. Offered: Fall.

PAST 502 - Fundamentals of Physiology (4)

Within this course, students will be introduced to the physiological principles and regulatory processes that underlie the normal function of the human body. This course will be taught utilizing classroom lectures, small group assignments, as well as online media to enhance learning. Through this format, students will develop an understanding of the physiologic responses to changes in the normal state of homeostasis and of pathophysiologic alterations that occur in disease. Topics include the physiology of the neuromuscular, cardiovascular, pulmonary, renal, digestive, endocrine, and reproductive systems. Offered: Fall.

PAST 503 - Clinical Laboratory Diagnostic (2)

An introduction to laboratory diagnostics with an emphasis on pathology, microbiology, hematology, and clinical chemistry. This course utilizes different formats including lecture, practical learning in a clinical laboratory, cost effective diagnostic algorithms, and problem-based case scenarios. Offered: Fall.

PAST 504 - Foundation of the Physician Assistant Profession (1)

This course presents and discusses the clinical practice, role, and responsibilities of physician assistants (PA) in a team-based medical practice. In order to prepare students for the PA profession, discussion and lectures will be held regarding: appropriate professional behavior and practices, cultural and social awareness, as well as basic concepts for quality healthcare delivery. This course will also examine the future of physician assistants and examine the diversity among healthcare teams, and the physician assistant's role within them. Along with this, students will examine the PA oath and core ethics that provide the foundation of the profession. In addition, it will also address acceptable practices for physician assistants and the legal limitations that govern physician assistant practice. This course will be delivered in a lecture style format with small group and large group discussions as well as reading assignments outside of the classroom. Offered: Fall.

PAST 505 - Biomedical Ethics & Genetics (2)

This course is a two-part course covering biomedical ethics and medical genetics. The bioethics component is designed to expose the student to legal and ethical dilemmas faced in medical practice. The course presents approaches that facilitate critical thinking through the complex ethical issues that students will encounter in profession practice. The second part of this course is devoted to introducing the foundations of human genetics. By introducing students to the ethical considerations in genetic testing, we will transition into human genetics and the genome. Offered: Fall.

PAST 506 - Healthcare Policy, Care Management, & Risk Management (2)

This course is an overview of healthcare management and policy and its applications. This course will provide first-year physician assistant students with an introduction to the legal, political, and professional issues affecting the physician assistant practice. Offered: Fall.

PAST 507 - Patient Assessment I (3)

This is the first course in a three-part series in history and physical examination. An essential and basic skill of physician assistants is the ability to fully evaluate a patient's health status. An accurate medical history and thorough physical examination provides the foundation and basis of such an evaluation. The goal of this course is to provide the physician assistant student with the necessary skills to elicit a comprehensive medical history, perform a complete physical examination, and systematically report his/her findings. Offered: Spring.

PAST 508 - Fundamentals of Clinical Medicine I (4)

This is the first class of a three-course series on instruction of clinical medicine. This course prepares students for clinical rotations by providing medical lectures dealing with diseases and the pathology associated with them including recognition, diagnosis, and treatment.

The course series will expand on information presented in earlier courses, and addresses clinical diseases associated with the dermatological, ophthalmologic, musculoskeletal, cardiac, pulmonary, gastrointestinal, and neurological systems. Offered: Spring.

PAST 509 - Clinical Therapeutics I (3)

Clinical therapeutics is a three-course series that serves as an introduction to pharmacology with an emphasis on pathology, physiology, pharmacokinetic, pharmacodynamics, and pharmacotherapeutic information of a specific drug or drug class. This course utilizes different formats including: lecture, podcasts, cost-effective diagnostic algorithms, case-based studies, and problem-based case scenarios. The first two courses in the sequence will examine the pharmacokinetics behind drug classes and medications, while the final course will look at the clinical uses of the medications including: dosing, common and trade names for medications, routes of administration, as well as cost and drug allergies. Offered: Spring.

PAST 510 - Evaluating Electrocardiography/Diagnostic Imaging (2)

This course is designed to develop the student's ability to order, interpret, analyze, and evaluate 12-lead electrocardiograms, as well as radiologic imaging. The development of these skills is essential to physician assistants providing medical care. Emphasis will be placed on ischemic heart disease, heart blocks, atrial flutter and atrial fibrillation, arrhythmias, and multiple other cardiac abnormalities and their appearance on an electrocardiogram. This course will also address the basic interpretation of radiologic studies including common fractures, effusions and fat pad signs, dislocations, and also teach students the basic techniques used to evaluate both CTs and MRIs. Offered: Spring.

PAST 511 - Fundamentals of Surgery I (3)

This is the first in a two-part course that will be delivered by didactic instruction, instructional videos, and case-based studies that focus on the diagnosis and treatment of surgical disease. This course evaluates the signs and symptoms associated with surgical disease processes, the preoperative evaluation of surgical patients, intraoperative surgical care, as well as post-operative management involved in their care. Offered: Spring.

PAST 512 - Pathophysiology (3)

This is an introductory pathophysiology course that will enable students to identify and describe the pathologic processes involved in common medical disorders and diseases. It will focus on the pathologic basis for disease and the recognition of it. It will provide the foundation that physician assistant students will need as they further their education in clinical medicine. Offered: Spring.

PAST 513 - Patient Assessment II (3)

This is the second course in a three-part series in history and physical examination. We will continue to expand our assessment skills and learn new body systems and exam techniques. An essential and basic skill of physician assistants is the ability to fully evaluate a patient's health status. An accurate medical history and thorough physical examination provides the foundation and basis of such an evaluation. The goal of this course is to provide the physician assistant student with the necessary skills to elicit a comprehensive medical history, perform a complete physical examination, and systematically report his/her findings. Offered: Summer.

PAST 514 - Fundamentals of Clinical Medicine II (4)

This is the second class of a three-course series on instruction of clinical medicine. This course prepares students for clinical rotations by providing medical lectures dealing with diseases and the pathology associated with them including recognition, diagnosis, and treatment. The course series will expand on information presented in earlier courses, and addresses clinical diseases associated with the dermatological, ophthalmologic, musculoskeletal, cardiac, pulmonary, gastrointestinal, and neurological systems. Offered: Summer.

PAST 515 - Clinical Therapeutics II (3)

Clinical therapeutics II is a continuation of the first course, and is part two of a three-course series that serves as an introduction to pharmacology with an emphasis on pathology, physiology, pharmacokinetic, pharmacodynamics, and pharmacotherapeutic information of a specific drug or drug class. This course utilizes different formats including: lecture, podcasts, cost-effective diagnostic algorithms, case-based studies, and problem-based case scenarios. Offered: Summer.

PAST 516 - Fundamentals of Clinical Research/Literature Evaluation (3)

This course is designed to prepare students to critically evaluate medical literature and use it as a basis for making medical decisions. It will focus on the examination of medical studies, looking at statistics, confounders, and biases within the study that can and often will affect their clinical practice. This class will be presented in a lecture format with small group discussion and assignments, as well as independent media research and reading assignments. Offered: Summer.

PAST 517 - Fundamentals of Surgery II (3)

This is the second class in two-part course that will be delivered by didactic instruction, instructional videos, and case-based studies that focus on the diagnosis and treatment of surgical disease. This course evaluates the signs and symptoms associated with surgical disease processes, the preoperative evaluation of surgical patients, intraoperative surgical care, as well as post-operative management involved in their care. This series will systematically evaluate the multiple surgical procedures including procedures in general surgery, urology, cardiovascular surgery, neurosurgery, orthopedic surgery, trauma and trauma surgery, thoracic surgery, transplant surgery, and other core surgical areas, providing the students with a solid surgical foundation and the ability to recognize and treat surgical disease processes. Offered: Summer.

PAST 518 - Advanced Practice Procedures I (2)

This is the first course in a two-part series designed to introduce the student to the technical skills and knowledge required to perform in the operating room and also perform various medical procedures. The course will consist of lectures and practical/technical laboratories, and will lay the foundation for the subsequent course. This course begins by teaching the students surgical instrumentation and its uses within the operating room. Emphasis is placed on learning surgical technique including first assisting, scrubbing, suturing, and wound care. Students will learn this in a live vivisection pig lab performing advanced surgical procedures with faculty instruction. Offered: Summer.

PAST 519 - Patient Assessment III: Clinical Decision Making (2)

This is the first course in a two-part series designed to introduce the student to the technical skills and knowledge required to perform in the operating room and also perform various medical procedures. The course will consist of lectures and practical/technical laboratories, and

will lay the foundation for the subsequent course. This course begins by teaching the students surgical instrumentation and its uses within the operating room. Emphasis is placed on learning surgical technique including first assisting, scrubbing, suturing, and wound care. Students will learn this in a live vivisection pig lab performing advanced surgical procedures with faculty instruction. Offered: Summer.

PAST 520 - Fundamentals of Clinical Medicine III (4)

This is the third class in a three-course series on instruction of clinical medicine. This course prepares students for clinical rotations by providing medical lectures dealing with diseases and the pathology associated with them including recognition, diagnosis, and treatment. The course series will expand on information presented in earlier courses, and addresses clinical diseases associated with the dermatological, ophthalmologic, musculoskeletal, cardiac, pulmonary, gastrointestinal, and neurological systems. Offered: Fall.

PAST 521 - Clinical Therapeutics III: Practical Application (2)

Clinical therapeutics III, a continuation of the first and second courses, is the third and final course in the series. As the first two courses examined the pharmacokinetics behind drug classes and medications, the final course will look at the clinical uses of the medications including: dosing, common and trade names for medications, routes of administration, as well as cost and drug allergies. This course will have emphasis on the clinical uses, dosing, and indications of the medications learned within the first two courses. Offered: Fall.

PAST 522 - Advanced Practice Procedures II (2)

The course is designed to help the first-year physician assistant students' transition into the second-year clinical rotations by exposing them to the operating room environment, the clinic, as well as the development of clinical skills that will prepare them for the clinical setting. These will be essential to their clinical year and their professional practice. In this course, students will be divided into three cohorts, with each cohort rotating within the semester to the operating room, medical clinic, and one month of training in advanced techniques. Each cohort will rotate within these areas in four week cycles. Offered: Fall.

PAST 523 - Behavioral Science (3)

This course is designed to provide an overview of the field of behavioral medicine appropriate to a physician assistant. Upon completion of this course, the student will be able to relate the etiology, epidemiology, clinical presentation, diagnostic features, prognosis, appropriate differential diagnoses, screening, prevention, and acute, chronic, and end-of-life (as appropriate) treatment plans; and to refer in relation to behavioral medicine patients and their associated disorders. This course will also cover rehabilitation, adherence to treatment plans, behavior modification, basics of counseling, culturally competent care, and human sexuality, as well as the response to stress and illness. Offered: Fall.

PAST 524 - Pre-Clinical Seminar (1)

The course is designed to bridge the gap from the didactic year to the clinical year. The student will spend time in an assigned clinical site with a clinical year student. This will allow the student to gain insight of the professional behavior required during the clinical year. Grading is pass/fail. Offered: Fall.

PAST 525 - Advanced Medical Simulation (2)

Laboratory simulated clinical experience to provide supervised practice in clinical skills, practical procedures, teamwork, patient management, and decision making in preparation for the student's clinical year (1 semester credit), meeting once a week for two hours. This course will be an interactive team-based learning environment where students will focus on patient assessment, diagnoses, invasive procedures, and treatment. This will include ACLS, BLS, intubation, and multiple other advanced practice techniques. Grading is pass/fail. Offered: Fall.

PAST 601 - Clinical Service I (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Spring.

PAST 602 - Clinical Service II (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Spring.

PAST 603 - Clinical Service III (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Spring.

PAST 604 - Clinical Service IV (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Spring.

PAST 605 - Clinical Service V (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Spring.

PAST 606 - Clinical Service VI (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Summer.

PAST 607 - Clinical Service VII (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Summer.

PAST 608 - Clinical Service VIII (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Summer.

PAST 609 - Clinical Service IX (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Fall.

PAST 610 - Clinical Service X (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Fall.

PAST 611 - Clinical Service XI (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Fall.

PAST 612 - Clinical Service XII (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four, sequential clinical courses each semester. Offered: Fall.

PAST 613 - Summative Review (2)

This course is designed to provide an end-of-program review. This is to prepare the student for the physician assistant national certifying examination (PANCE). Also, there will be preparation for the ARC-PA required objective structured clinical examination (OSCE), programmatic summative examination, and a 350-question PANCE style practice examination. Grading is pass/fail. Offered: Fall.

Public Health - Graduate

NOTE: See the Doctoral Public Health section or the MPH program tables for links to additional courses required for the master of public health.

PHLT 500 - Health Systems, Organizations, and Policy (3)

This is a required core course for the M.P.H. The course presents selected information, concepts, and methods from the field of public health. Topics concerning the history, organization, economic underpinnings, and services of the public health system, as well as the structure, management and current status of the US and other health care system are discussed. Offered: Fall and Summer.

PHLT 501 - Introduction to Epidemiology (3)

This is a required core course for the M.P.H. Introduction to Epidemiology is designed for graduate level public health students to learn the basic principles, methods, and applications of epidemiology. Offered: Summer.

PHLT 502 - Public Health Foundations (3)

This course will provide graduate and professional students with the foundational knowledge of public health. This will include public health's historical contribution, the core functions of public health, and the social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes. Offered: Fall and Summer.

PHLT 503 - Environmental Health (3)

The science of environmental health touches communities, governments, industry and healthcare, leading to multiple career opportunities for doctors, nurses, engineers, environmental scientists, among many others. This is a required core course for the M.P.H., and covers the concepts of environmental toxicology and epidemiology related to organic, inorganic, and zoonotic toxins and pathogens from water, air, land, and food, including novel exposures. Policy issues, as well as appropriate statistical and risk communication concepts related to the complex interaction between humans and their environment, will be explored. Offered: Summer.

PHLT 504 - Biostatistics for Public Health Professionals (3)

This is an introductory biostatistics course to provide foundation and application of statistics in the field of public health. The course provides an overview of various statistical methods used in public health practice and research. Emphasis is on application of appropriate methods and interpretation of results. Examples and problems from public health settings will be included. Various statistical software will be used to analyze data (Excel, SPSS and others), but prior computing experience is not required. Topics covered include methods of summarizing data and estimation and hypothesis testing techniques, including the t-test, the chisquare test, the analysis of variance, correlation analysis, and linear regression. Offered: Fall and Summer.

PHLT 506 - Planning & Management of Public Health Programs (3)

This course will provide students with practical skills and theoretical understanding to assess the cultural and health needs of a community or population, develop and implement programs to promote the health of populations, and evaluate outcomes. Students will learn to manage programs, budgets, and resources within an organization, and to identify stakeholders and build coalitions and partnerships for influencing public health outcomes. A key component of the course will consist of applied practice experience, in which students will apply these skills to the completion of a relevant service-learning project in a government or nonprofit agency. Offered: Summer.

PHLT 509 - Cultural Dimensions of Health (3)

Ethnography is both an approach and a body of knowledge that can help us to understand public health issues from a grassroots, insider perspective. As an approach, it emphasizes the need to understanding people's lives from their own point of view, usually through talking to the people concerned and observing while taking part in some aspect of their lives. As a body of knowledge, ethnography emphasizes culture and its importance for health. In this course, students will learn to gather and interpret data using ethnographic methods, critically appraise the relationships between culture and public health using a range of case studies, and apply skills of bilateral, cross-cultural communication to engage with diverse populations. Offered: Spring.

PHLT 520 - Introduction to the Health Care Delivery System (3)

This course facilitates the understanding of the complexity of the health care delivery system. Before recommendations can be made on health policy, one must understand and be able to answer questions relative to who is impacted, what is needed, and why. This course familiarizes the student with the system components of health care delivery to include health policy, population health, medical care delivery, support for medical care delivery, and the future of healthcare delivery. The roles of patients, providers, insurers, and suppliers will be established. Current healthcare policy initiatives will be explored. Cross-listed as MHL 520. Offered: Fall.

PHLT 533 - Communication Skills for the Health Professional (3)

There is a strong positive relationship between a healthcare team member's communication skills and a patient's capacity to follow through with medical recommendations, self-manage a chronic medical condition, and adopt preventive health behaviors. Communication skills with the patient, within a team and to the public are essential skills for the health professional. This course will cover interpersonal foundations for human communication, effective patient communication strategies (active listening and motivational interviewing), risk communication, and health communications. This is an elective course for the M.P.H. Offered: Spring.

PHLT 600 - Patient Safety and Quality Improvement (3)

Students will become familiar with the principles of a high reliability organization (HRO), Just Culture, and how implementation can transform organizational culture to improve care. The importance of inter-professional relationships and team building to create change and sustain improvement are embedded throughout the course. Students will learn how to apply methods to assess the quality of health care using outcomes data. The student will understand the use of information technology, evidence-based literature to improve quality, and methods for risk assessment and safe system design. Cross-listed as MHL 600. Offered: Spring.

PHLT 601 - Global Health Systems (3)

The course examines health care delivery systems internationally and explores contemporary issues affecting the institutions that provide health care and the people who seek health services. Specific attention is paid to the developmental history of national healthcare systems, financing, and delivery infrastructure.

PHLT 602 - Management of Global Health Programs (3)

This course is designed to prepare students to manage public health programs worldwide. The course will include the assessment, analysis, and planning of global health programs focusing on the unique challenges. Topics covered will include planning, staffing, teambuilding, evaluation, financial management, leadership, and cultural awareness.

PHLT 603 - The Burden of Disease in Developing Countries (3)

This course provides an overview of the current and emerging global health issues and their determinants. Students will identify global patterns of disease (chronic and infectious), and identify evidence-based interventions that have worked to eliminate the burden of disease in selected countries.

PHLT 605 - International Health Field Study (3)

This course explores the health system and determinants of health in a given country to understand what influences population health. The historical foundation and evolution of the public health and medical care systems in the field study country are examined. The determinants of health such as biological/genetic factors, individual behaviors, social, cultural, and economic factors, physical environment, and health services infrastructure are considered. The role of national policies in shaping the system's evolution and population health is also examined. Students will be able to compare and contrast an international health system to the U.S. health system.

PHLT 608 - Leadership for Health Professionals (3)

This course prepares health professionals to lead change and the transformation of healthcare organizations, systems, and policy in response to environmental forces. Leadership is a reciprocal influence process between leaders and followers to achieve a shared goal. Students will explore the theoretical foundations of leadership as well as assess their own leadership style/approach. This course will address the importance of interprofessional teams and team dynamics. Students will integrate leadership theory and practice to lead significant change initiatives to enhance patient, community, organizational, system, and/or policy outcomes. Cross-listed with NUTR 503. Offered: Fall.

PHLT 610 - Strategic Management of Healthcare (3)

This course focuses on the three major aspects of strategic management—strategy formulation, strategy implementation, and strategy control. Additionally, a comparison of ten schools of strategic management is explored, along with a categorization of the essential characteristics of strategic planning. Cross-listed as MHL P 610. Offered: Spring.

PHLT 638 - Public Health and Aging (3)

Exploration of current problems of the elderly, introduction to broad principles of health promotion for the elderly, and review of model health promotion programs. Upon completion of this course, the student will be able to demonstrate knowledge of the special health issues related to the elderly population and appropriate health promotion activities.

PHLT 695 - Public Health Internship (3)

The internship provides an opportunity for each student to work in a public health setting in a position that carries responsibility and is of particular interest. Each placement is different, but all depend upon completion of core courses, the ability to work with minimal supervision, and acquiring permission of the student's SOPH advisor and on-site preceptor/supervisor. This experience must be appropriately planned, supervised, and evaluated. Students should normally have completed the core classes before registering for an internship. Grading is pass/fail. Offered: Fall, Spring, and Summer.

PHLT 699 - Public Health Capstone (3)

The M.P.H. Capstone course is designed to provide a culminating highly interactive experience for students and to allow for the synthesis and application of public health competencies in situations simulating the actual practice of public health. Competencies to be reinforced include leadership, systems thinking, communication, the basic public health sciences, analytical skills applied to public health problems, public health policy development and program planning, ethical issues in public health, professionalism, financial planning and management, and the skills to work in the setting of diverse cultures. Prereqs: PHLT 500, PHLT 501, PHLT 502, PHLT 503, and PHLT 504. Offered: Fall, Spring, and Summer.

Public Health - Doctoral

NOTE: See the Graduate Public Health section or the DrPH program tables for links to additional courses required for the doctor of public health.

PHLT 606 - Public Health Planning and Evaluation (3)

This course will provide students with practical skills and theoretical understanding to assess the health needs of a community or a population, develop and implement culturally-appropriate programs to promote the health of populations, and evaluate outcomes. Students will learn to engage with stakeholders and build coalitions and partnerships for influencing public health outcomes, design and manage data for program planning, and evaluation. These skills will be applied through a series of applied practice projects serving a government or nonprofit agency: stakeholder engagement, community health assessment, grant proposal, and program evaluation. Offered: Summer.

PHLT 630 - Evidence-Based Decision-Making in Public Health (3)

This is a required core course for the DrPH. This course will examine the role of scientific evidence in clinical, public health, and policy decision-making. The course will explore why there is a need for evidence-based practices; how to identify, assess, and evaluate relevant evidence; and how to apply appropriate methods and analytic tools to create scientific evidence to inform policy and public health decisions. These concepts are necessary to assess, evaluate and implement evidence-based public health practices. Examples and problems from clinical, policy, and public health settings will be included. Offered: Summer.

PHLT 715 - Improving Population Health Outcomes through Analytics (3)

This course explores the potential for Health IT to improve the health of populations within public health programs and integrated healthcare delivery systems. Topics include information interventions, data standards, and specialized populations. Prereqs: HIIM 650 and HIIM 653. Offered: Fall.

PHLT 720 - Applied Statistics for Public Health Policy (4)

Increase students' skills to conduct and report the results of statistical analysis of quantitative public health information. Expand advanced skills in categorical, simple, and multiple regression analyses with applications using statistical software. Prereq: PHLT 630. Offered: Summer.

PHLT 795 - DrPH Applied Practice Experience (3)

This course is required for all DrPH students. Students are required to complete one or more applied practice experiences in which they are responsible for completion of at least one project that is meaningful for an organization and to advanced public health practice. Students complete 120 hours of applied practice/internship experience, along with monthly engagement in online seminars. Grading is pass/fail. Prereq: PHLT 606. Offered: Fall, Spring, and Summer.

PHLT 799 - Integrative Experience (3-6)

This course is the culminating experience of the DrPH, in which students will synthesize and apply their competencies to a project consistent with advanced practice designed to influence programs, policies, or systems addressing public health in their chosen area of concentration. The Integrative Experience project may be a research project or it may be a project that translates research into practice (e.g., a new implementation of best-practice guidelines, financial or policy analyses to formulate policy or public health recommendations, application of knowledge in a new setting). All Integrative Experience projects must include an evaluation component and a student reflection paper. Grading is pass/fail. Prereq: PHLT 606. Offered: Fall, Spring, and Summer.

Social Work

SOWK 501 - Human Behavior in the Social Environment (3)

This course provides students with an introduction to the social work profession. The course emphasizes theories of human behavior and the social environment. The course also includes content on the integration of faith and social work practice, fields of social work practice, and professional identity. Offered: Fall.

SOWK 502 - Social Work Practice I: Individuals and Families (3)

This course provides students with an overview of social work practice and introduces students to the Generalist Intervention Model (GIM) (Kirst-Ashman and Hull, 2009), a planned change model that divides direct social work practice into seven categories or stages: 1) Engagement, 2) Assessment, 3) Planning, 4) Implementation, 5) Evaluation, 6) Termination, 7) Follow up. The Practice I course applies the GIM to social work practice with individual clients and families. Offered Fall.

SOWK 503 - Human Rights, Social Justice, and Social Work Ethics (3)

This course introduces students to the values that serve as a foundation for professional social work practice. The course incorporates a human rights perspective that emphasizes the dignity and worth of all people, as well as a social justice perspective that prioritizes the importance of equitable and just social structures. The course also introduces students to professional social work values, as exemplified in the National Association of Social Workers' Code of Ethics, as well as various legal and regulatory codes. Students are also trained to recognize and resolve ethical dilemmas. Offered: Fall.

SOWK 504 - Social Welfare Policy (3)

This course examines the historical and philosophical foundations of the modern welfare state, and explores current social welfare policy issues. The course examines social welfare policy from a global perspective by comparing US social welfare policy approaches to approaches utilized in other nations. The course also prepares students to engage in effective policy analysis and advocacy. Offered: Fall.

SOWK 505 - Field Placement I (3)

This course involves a 200-hour field placement at a social service agency, as well as a one-hour per week field placement seminar. Field Placement I emphasizes development of advanced generalist social work practice skills. Offered: Fall.

SOWK 506 - Social Work Research (3)

This course introduces students to both qualitative and quantitative approaches to social science research. Course content includes the development of research questions and problems, the selection of a methodological approach appropriate for the research problem, hypothesis formation, research design, instrumentation, sample selection, data collection, data analysis, and the presentation of results and findings. The course also includes content related to research ethics and protection of research participants. Offered: Spring.

SOWK 507 - Social Work Practice II: Families and Groups (3)

This course builds on the Social Work Practice I course (SOWK 502) by applying the Kirst-Ashman and Hull (2009) Generalist Intervention Model (GIM) (engagement, assessment, planning, implementation, evaluation, termination, and follow up) to social work practice with families and groups. Prereq: SOWK 502. Offered: Spring.

SOWK 508 - Social Work Practice III: Communities and Organizations (3)

This course builds on the Social Work Practice I course (SOWK 502) by applying the Kirst-Ashman and Hull (2009) Generalist Intervention Model (GIM) (engagement, assessment, planning, implementation, evaluation, termination, and follow up) to social work practice with communities and organizations. Prereq: SOWK 502. Offered: Spring.

SOWK 509 - Diversity and Multicultural Social Work Practice (3)

This course introduces students to the various dimensions of human diversity and discusses the links between minority status and oppression and disenfranchisement. The course emphasizes culturally sensitive social work practice. An anti-oppressive practice approach is used to frame multicultural social work practice. Offered: Spring.

SOWK 510 - Field Placement II (3)

This course involves a 200-hour field placement at a social service agency (which typically takes place at the same field placement site as Field Placement I, SOWK 505), as well as a one-hour per week field placement seminar. Field Placement II emphasizes continued development of advanced generalist social work practice skills. Prereq: SOWK 505. Offered: Spring.

SOWK 550 - Substance Abuse Assessment and Treatment (3)

This elective course examines various substances of abuse and provides training in the assessment, diagnosis, and treatment of substance abuse disorders. Offered: As needed.

SOWK 551 - Congregational Social Work (3)

This elective course examines the church congregation as a context for social work practice, identifying the roles and skills necessary for effective practice. This course examines congregational social work practice in the context of the church's historical role in social service provision and current practices in church social work. Special emphasis is given to missions partnerships as both an expression of and a tool for congregational social work. Offered: As needed.

SOWK 552 - Global Poverty: Responses across Cultures (3)

This course examines poverty in various non-Western cultures and covers the nature, scope, and distribution of poverty; definitions of poverty; common characteristics of the poor; as well as cultural traditions and folkways which contribute to the problem. This course also examines social welfare/social work responses, and faith-based models in addressing the problems of global poverty. Offered: As needed.

SOWK 553 - Family Policy (3)

This elective course examines the relevance of government and business policies to the lives of children and families. The course also prepares students to assess the influence of policies using criteria drawn from social work and related fields. Offered: Spring and Summer, on rotation.

SOWK 554 - Disaster Preparedness and Response (3)

This course provides a multi-disciplinary perspective on disaster preparedness and response utilizing an all-hazards approach in working with vulnerable populations. It provides an overview of current thoughts on emergency planning, as well as local, state, and federal response networks and organizations. Students acquire fundamental knowledge of responding to disaster victims including sheltering, mass care, case management, psychological first aid, and crisis intervention. Offered: Spring and Summer.

SOWK 555 - Service Learning in Tanzania (3)

This course is designed to expose social work students to international work, specifically human development issues in a remote part of Tanzania (Ukerewe and Musoma). It offers an opportunity to collaborate with other helping and healthcare professionals from both the U.S. and Tanzania. Through service-learning, students will learn to apply skills gained during their core coursework to real-world issues of the Ukerewe and Musoma people and will learn how to collaborate with their peers, as well as community members, to develop practical solutions to an agreed-upon identified challenge. Offered: Summer.

SOWK 556 - Camp of Champions: Counseling Foster Youth (3)

This course is an innovative approach to teaching about attachment and trauma counseling with youth in general and foster children in particular. This course includes a four-day training, from 8:00am to 4:00pm, followed by a three-day camp with the Alabama Baptist Children's Home: Camp of Champions. Offered: Summer.

SOWK 557 - Social Work with Refugee and Migrant Populations (3)

This course examines specific issues and challenges related to refugee and migrant populations in the U.S. and throughout the world. These issues and needs are analyzed via the social work knowledge base, however other approaches will be considered. Offered: Spring and Summer.

SOWK 558 - Clinical Practice with Children and Families (3)

This course will examine clinical practice with children, families, and couples. Students will learn interventions targeted towards these three populations. Additionally, this course will study the impact of trauma in these populations and how to treat in a clinical social work setting. Offered: Spring and Summer.

SOWK 559 - Social Work in Health Care Settings (3)

Students will develop knowledge and skills to apply the generalist intervention model to clinical social work in health care settings. Students will explore the bio-psycho-social, cultural, and spiritual impact of illness. They will learn about the impact of health care policy on access and delivery of services. Students will develop advanced clinical skills in supportive counseling, trauma and crisis intervention, coping with chronic illness, and responding to grief and loss. They will appreciate the role of ethics in medical decision-making and recognize the role of social work as a part of a multidisciplinary health care team. Offered: Summer.

SOWK 590 - Special Topics in Social Work (3)

This elective course explores a unique aspect of the social work profession that is not the focus of an existing course. Topics are selected based on faculty and/or student interest. Offered: Spring and Summer, on rotation.

SOWK 599 - Independent Study (MSW Program) (1-3)

This elective course provides students the opportunity to explore a topic of interest under the direction of a faculty member. The course also offers students an opportunity to participate in research projects under the direction of a faculty member. Prior to the beginning of the independent study experience, the student taking the course and the faculty member supervising it must agree upon an individualized plan of study. The course may be configured to award one, two, or three credits, based on the workload associated with the individualized plan. May be repeated for a maximum of 6 credits. Offered: Fall, Spring, and Summer.

SOWK 600 - Advanced Standing Seminar (3)

This course links the knowledge and skills gained during students' undergraduate social work education to advanced, master's-level social work practice. The seminar provides a review of essential Foundation Sequence content areas, with a special focus on social work research in order to prepare students to participate in the Advanced Research Seminar (SOWK 601) in the Concentration sequence. The seminar also provides students with an orientation to the distinctive aspects of the Samford MSW Program. Prereq: Advanced Standing status. Offered: Summer.

SOWK 601 - Advanced Research Seminar (3)

This course prepares students to design a research project in collaboration with a community-based organization or group. Students develop a research project designed to address the needs of a social service organization or community group. Each student produces a research proposal and an internal review board proposal by the end of the course. The course instructor serves as a consultant to students and assists them in developing a rigorous and realistic research project. Offered: Fall.

SOWK 602 - Models and Theories of Clinical Social Work Practice (3)

This course reviews the primary theories used for clinical practice and also reviews empirical support for each theory. The course also presents an integrative model wherein practitioners select theories based on client needs and utilize multiple theories simultaneously, as necessary due to client needs. Offered: Fall and Summer.

SOWK 603 - Models and Theories of Global Community Development (3)

This course reviews the primary theories used for community development work by macro-level social work practitioners. The course also examines the appropriateness of theoretical models for use in the cross-cultural practice contexts in which community development work often takes place. Offered: Fall and Summer.

SOWK 604 - Psychopathology (3)

This course examines the various types of mental illness and trains students in DSM-5 diagnosis. The course also examines alternative diagnostic models (including the International Classification of Diseases or ICD), criticism regarding the development and utilization of the DSM, and ethical issues related to diagnosing mental health conditions. Offered: Fall.

SOWK 608 - Field Placement III (Clinical Social Work Concentration) (3)

This course involves a 250-hour clinical field placement, as well as a one-hour per week field placement seminar. Field Placement III emphasizes development of advanced clinical social work practice skills. Offered: Fall.

SOWK 609 - Field Placement III (Global Community Development Concentration) (3)

This course involves a 250-hour community development field placement, as well as a one-hour per week field placement seminar. Field Placement III emphasizes development of advanced community development practice skills. Offered: Fall.

SOWK 610 - Applied Research Project (3)

During this course, students conduct the research project that was designed during the Advanced Research Seminar course (SOWK 601, which is typically completed during the previous semester). The course focuses on data collection, data analysis, interpretation of results, and presentation of findings. The instructor serves as a mentor and consultant for the various research projects. Prereq: SOWK 601.

Offered: Spring.

SOWK 611 - Clinical Specialization Seminar (3)

This course requires students to identify a clinical social work subfield as an area of specialization and to develop further expertise related to their chosen subfield. Prereq: SOWK 602 and SOWK 604. Offered: Spring.

SOWK 612 - Global Community Development Specialization Seminar (3)

This course requires students to identify a community development subfield as an area of specialization and to develop further expertise related to their chosen subfield. Prereq: SOWK 603. Offered: Spring.

SOWK 613 - Field Placement IV (Clinical Social Work Concentration) (3)

This course involves a 250-hour clinical field placement (which typically takes place at the same field placement site as Field Placement III, SOWK 608), as well as a one-hour per week field placement seminar. Field Placement IV emphasizes continued development of advanced clinical social work practice skills. Prereq: SOWK 608. Offered: Spring.

SOWK 614 - Field Placement IV (Global Community Development Concentration) (3)

This course involves a 250-hour community development field placement (typically at the same site as Field Placement III, SOWK 609), as well as a one-hour per week field placement seminar. Field Placement III emphasizes continued development of advanced community development practice skills. Prereq: SOWK 609. Offered: Spring.

SOWK 615 - Faith Perspectives on Social Work Practice (3)

This course examines the role of religion and spirituality in social work practice. The following topics are examined in the course: the role of spirituality and religion in the establishment of the social work profession, the profession's historical and current relationship to religion and spirituality, understanding religion/spirituality as a metanarrative for some clients, use of spiritual interventions, empirical support for spiritual interventions, toxic faith, spirituality/religion as a protective factor, areas of religious/spiritual tension in social work practice, potential ethical dilemmas related to faith integration, spiritual/religious perspectives on clinical social work, and faith-based approaches to community development. Offered: Fall and Summer.

SOWK 665 - Policy Analysis and Advocacy (3)

This advanced graduate policy analysis and advocacy course prepare students to be competent professionals who can utilize advanced policy analytic tools such as cost-benefit analysis (CBA), cost-effectiveness analysis (CEA), archival analysis, program evaluation methods, theoretical frameworks, macroeconomics tools, and data analytics for policy formulation, analysis, evaluation and advocacy. This course builds on previous introductory graduate-level courses that provided a historic and panoramic view of social welfare and public (health) policy issues. The course also introduces students to the ethics of policy making, policy analysis software (e.g., Policy Maker 4 TM), advocacy software/applications (such as Muster), types of policy decisions (technical, value and mixed), paradigm or typologies of public policy, and basic vs. researched analysis. Other skillsets to be developed include policy analysis principles, perspectives in public policy analysis (rationalist, technician, incrementalist, and reformist), and the policy analysis process to address an array of social or public health problems in a matrix of policy settings.

Speech Language Pathology

SLPA 500 - Introduction to Clinical Practicum in Speech Language Pathology (2)

This course is intended as a preparatory knowledge and skills course as first-year M.S. SLPA students learn about clinical placements and skills that are required for entry into clinical courses. Students will be introduced to clinical writing, professionalism training, and skill-based rationale during the course. Additionally, students will learn and demonstrate basic skill competencies as they move toward their first clinical practicum. Grading is pass/fail. Prereq: Admission into the M.S. program and completion of 25 hours of observation in supervised clinicals. Offered: Summer.

SLPA 501 - Beginning Clinical Practicum (1)

This beginning clinical practicum begins in the second semester of the student's graduate program. The student will be asked to apply theoretical concepts gained in academic coursework to assess, diagnose, and provide appropriate evidence-based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will further their clinical knowledge and skill base while working with patients in a variety of settings. This practicum is designed to assist the clinician with beginning to develop competencies defined by ASHA in the Knowledge and Skills document (KASA). Grading is pass/fail. Prereq: Admission into the M.S. program and completion of 25 clinical clock hours of supervised observation experiences. Offered: Fall.

SLPA 502 - Clinical Practicum (1)

This clinical practicum begins in the third semester of the student's graduate program. The student will be asked to apply theoretical concepts gained in academic coursework to assess, diagnose, and provide appropriate evidence-based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will further their clinical knowledge and skill base while working with patients in a variety of settings. This practicum is designed to assist the clinician with continuing to develop competencies defined by ASHA in the Knowledge and Skills document (KASA) as their clinical breadth and depth is expanded with varied clinical populations. Grading is pass/fail. Offered: Spring.

SLPA 503 - Neuroscience for Speech Language Pathologists (3)

The introduction to neuroanatomy, neurophysiology, and neuroscience as the foundation for diagnosis and treatment related to speech, language, hearing, and swallowing disorders. Offered: Fall.

SLPA 504 - Research Methods in Speech Language Pathology (2)

The study of research questions and methodologies utilized in speech-language pathology that include how to read, understand, and critically evaluate research in the literature. Offered: Summer.

SLPA 505 - Practical Application of Speech Science (2)

Focused study on the speech/vocal mechanism, speech production, and acoustics of speech. Hands-on applications utilizing everyday technological equipment will be addressed for use in clinical practice settings. Offered: Fall.

SLPA 506 - Language Disorders: Birth through Age 5 (3)

Prevention, assessment and evidence based treatment techniques will be introduced for children birth through five years. Emphasis will be placed on utilizing critical thinking, analysis, and the importance of evidence-based and culturally appropriate practice when working with children and their families. Offered: Summer.

SLPA 507 - Autism Spectrum Disorders (2)

This course will provide an overview of the characteristics and etiology of autism spectrum disorders. Students will develop skills and strategies for communication, language assessment, and intervention for this population. Major emphasis will be placed on speech, language, communication, and behavior of individuals with autism spectrum disorder. Guidelines for assessment and intervention will be provided, including decision-making for the selection of a communication system, including but not limited to augmentative and alternative communication, functional assessment of challenging behavior, and structured teaching and environmental supports for effective learning. Team-based approaches will be incorporated into this course. Offered: Fall.

SLPA 508 - School Age Language and Literacy Disorders (4)

Prevention, assessment, and evidence-based treatment techniques will be introduced for school-age children. Special emphasis will be provided for assessment and intervention strategies for children with language, learning, and literacy disorders. In addition, multicultural factors will be included. Offered: Spring.

SLPA 509 - Articulation and Phonological Disorders (4)

Etiology, symptomatology, evaluation, and evidence-based treatment techniques for all speech sound disorders including consideration of cultural and linguistic differences. Offered: Summer.

SLPA 511 - Prevention & Diagnosis of Speech, Language, & Cognitive Disorders (2)

This course will provide the student with knowledge and skills in the areas of prevention and diagnostics for speech, language, and cognitive disorders across the lifespan. Emphasis will be on administration, analysis and interpretation of assessments for differential diagnosis and intervention planning. Offered: Fall.

SLPA 512 - Counseling Strategies in Speech Language Pathology (2)

This course will provide principles and methods of counseling for persons with various communication disorders. Students will learn basic counseling and critical thinking skills to use when working with patients and families. A special emphasis of the course will be to enable students to improve their own personal coping strategies and stress when working with clients and families and the emotion that coexists within these stressful environments. Offered: Fall.

SLPA 521 - Clinical Phonetics (4)

This course focuses on the study of the production and perception of speech sounds, with emphasis on the description and classification of speech sounds. Introduction and training with the International Phonetic Alphabet (IPA), the symbols used to transcribe speech, is conducted. Transcription practice will include both normal and disordered speech. Offered: Fall.

SLPA 522 - Anatomy & Physiology of the Speech & Hearing Mechanism (4)

A comprehensive course that provides the learner with knowledge of the anatomy and physiology of the systems that support communication and swallowing. Emphasis is placed on the complex coordination of the respiratory, phonatory, resonatory, articulatory, auditory, and neurological systems required for speech, language, hearing, and swallowing. Offered: Fall.

SLPA 523 - Development of Language in Children (4)

The study of the development of language in children including theoretical constructs and beliefs that guide practitioners in working with children. Neuroplastic principles will be discussed as students examine case studies. Offered: Spring.

SLPA 524 - Principals of Audiology (3)

The introduction to the science of hearing as it relates to communication; also included are basic instrumentation skills for the screening and evaluation of hearing. Offered: Fall.

SLPA 525 - Rehabilitation Audiology (3)

The study of the techniques utilized in the habilitation/rehabilitation of hearing including amplification, cochlear implants, speech sound training, and auditory training. Offered: Spring.

SLPA 526 - Clinical Methods in Communicative Disorders (4)

This hands-on course will introduce the SLPA student to the therapeutic management of patients with developmental and/or acquired disorders. The skills required for treating persons with specific disorders will be discussed and students will become familiar with steps in the evaluation and treatment of communication disorders. The student will learn how to complete written documentation, understand dialectal differences, collaborate with other professionals, and collect and evaluate data through case studies and observation of patients. Offered: Fall.

SLPA 567 - Exploring Medical Missions (2)

An introduction to medical missions aimed at understanding the need to provide medical care among the world's underserved communities, the roles and responsibilities of various healthcare providers, and how to serve Jesus Christ by providing spiritual and physical healthcare with an emphasis on global healthcare. The course will be aimed at understanding the social, emotional, and cultural needs of specific patient populations, and providing patient care, medicine, and spiritual guidance to the less fortunate. Students in any non-pharmacy degree

program in the College of Health Sciences may enroll in this interprofessional course. Course is taught online. Cross-listed with PHRX 467. Offered: Spring.

SLPA 601 - Clinical Practicum (1)

This specialty clinical practicum is in the fourth semester of the student's graduate program. The student will be asked to apply theoretical concepts gained in academic coursework to assess, diagnose, and provide appropriate evidence based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will be assigned "specialty" clinical rotations in the Birmingham area as students will be on campus during this semester. Students will further their clinical knowledge and skill base while working with patients in a variety of complex settings. This practicum is designed to assist the clinician with continuing to develop competencies defined by ASHA in the Knowledge and Skills document (KASA) as their clinical breadth and depth is expanded with varied clinical populations. Grading is pass/fail. Offered: Summer.

SLPA 602 - Clinical Practicum (2)

This initial clinical externship is in the fifth semester of the student's graduate program. The student will be asked to independently apply theoretical concepts gained in academic coursework to assess, diagnose, and provide appropriate evidence-based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will conduct their more extensive externship in varied healthcare facilities, schools, and private clinics. Students will continue to further their clinical knowledge and skill base while working with patients in a variety of complex settings. This practicum is designed to assist the clinician with continuing to develop competencies defined by ASHA in the Knowledge and Skills document (KASA) as their clinical breadth and depth is expanded with varied clinical populations. Grading is pass/fail. Offered: Fall.

SLPA 603 - Clinical Practicum (2)

This final clinical externship is in the last semester of the student's graduate program. The student will be asked to independently apply theoretical concepts gained in academic coursework to assess, diagnose, and provide best-practice evidence-based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will conduct their extensive externship in varied healthcare facilities, schools, and private clinics. Students will continue to further their clinical knowledge and skill base while working with patients in a variety of complex settings. This practicum is designed to assist the clinician with continuing to develop and refine competencies defined by ASHA in the Knowledge and Skills document (KASA) as their clinical breadth and depth is expanded with varied clinical populations. Grading is pass/fail. Offered: Spring.

SLPA 604 - Evaluation & Treatment of Aphasia in Adults (3)

The focused study of language disorders in adults including the neurological bases, differential diagnosis, prevention, and efficacious treatment strategies for persons with aphasia including augmentative and alternative communication strategies. Offered: Spring.

SLPA 606 - Motor Speech Disorders (3)

This course covers the anatomic, physiologic, and neurological correlates of dysarthria and apraxia across the lifespan. Assessment and treatment strategies will be discussed with a specific focus on augmentative and alternative communication. Offered: Summer.

SLPA 607 - Medical Aspects of Speech Language Pathology (2)

This course will be offered as an interprofessional course with nursing students and other health care majors. The focus of the course will be to introduce the student learner to the world of healthcare in terms of medical abbreviations, pharmacology, communication within healthcare environments, and ethical considerations. The student will also be exposed to computer simulation patients where they will experience hands-on care with tracheotomies, ventilators, oral and non-oral communication tools, respiration, and swallowing. Offered: Fall and Summer.

SLPA 608 - Dysphagia in Pediatrics & Adults (3)

The study of the sequence of events for normal swallowing in pediatrics and adults. This course will also include the congenital and acquired swallowing disorders along with their neurological and anatomic bases, the differential diagnosis of various swallowing disorders, and treatment techniques that are evidence-based. Offered: Summer.

SLPA 609 - Cognitive-Communicative Disorders in Adults (3)

This course will focus on the pathophysiology of acquired brain injuries and the neuroanatomical correlates of the cognitive and communicative impairments associated with brain injury in pediatrics, adolescents, and adults. Particular attention will be given to treatment strategies, using the World Health Organization guidelines for functional outcomes, as they relate to return to school and/or work for the survivor of ABI. Offered: Fall.

SLPA 611 - Professional Trends in Speech Language Pathology (2)

This course will introduce current professional topics to students studying speech-language pathology which will impact their career, such as licensing, credentialing, political endeavors, ethics, and others. Offered: Spring.

SLPA 612 - Capstone Seminar (2)

A capstone course will be required as the exit criteria for all graduate students in speech-language pathology. Students will be required to complete a portfolio that will document their overall learning sequence related to knowledge and skills in both a formative and summative format. Students will be required to present their findings to faculty/staff at two points during matriculation. Grading is pass/fail. Offered: Spring.

SLPA 614 - Augmentative and Alternative Communication (2)

This course will provide principles and methods of counseling for persons with various communication disorders. Students will learn basic counseling and critical-thinking skills to use when working with patients and families. A special emphasis of the course will be to enable students to improve their own personal coping strategies and stress when working with clients and families, and the emotion that coexists within these stressful environments. Offered: Summer.

SLPA 615 - Structured Literacy (2)

This course provides the SLPA student with knowledge of scientifically-based reading research, special expertise in quality reading instruction and intervention, dyslexia-specific interventions, and data analysis as required by the Alabama Literacy Act. Additionally, the

content aligns with the International Dyslexia Association's Knowledge and Practice Standards. The SLPA student will be provided with the knowledge and skills needed to prevent, assess, and treat language-based reading disorders in clients of all ages. The course is designed to give SLPA students the tools needed to provide sequential, systematic, and cumulative reading instruction using multi-sensory techniques and strategies. Prereq: SLPA 508. Offered: Fall.

SLPA 616 - Voice and Fluency Disorders across the Lifespan (4)

This course includes a focus on the theories, principles, and protocols for the assessment and treatment of fluency and voice disorders, and related resonance disorders and cleft palate, including the etiological factors that contribute to these disorders. Diagnostic skills and therapeutic methods will be discussed with practical applications of evidence-based treatment provided. Offered: Fall.

Sports Business

SPRT 565 - Strategic Revenue Generation in Sports Business (3)

Provides a foundation in the principles and significance of sales and revenue generation in the business of sport through a mix of theoretical fundamentals and practical application. The course covers key sales and revenue generation elements such as the sport sales process and how to market and manage business assets in sponsorships, media rights branding and merchandise, concessions, ticket sales, and fundraising. Offered: Fall.

SPRT 575 - Fan Experience and Analytic-Based Engagement (3)

Offers an overview of business and analytic-based actions related to fan engagement and experience enhancement in sports business. Specific topics include: content distribution and platforms, digital content creation, facility engagement and sustainability, fan feedback and insight, hospitality, player and game day access, mining fan data (surveys, social media activity, website activity, mobile/digital metrics, ticketing content, customer information, etc.), social channels, strategic storytelling, technological enhancements and innovation, and other related areas. Offered: Spring.

SPRT 580 - The Business of College Sports (3)

Offers an overview of the business side of intercollegiate athletics, with a specific focus on revenue generation in a variety of areas that include: activation, data-driven decision making, digital channels, event operations, external operations (marketing/PR), fundraising (development), facility strategy, hospitality, multimedia rights, naming rights, licensing, social channels, sponsorship, ticketing, etc. Offered: Summer.

SPRT 585 - Career and Professional Preparation in Sports Business (3)

Students will be exposed to leading industry professionals that are experts in their field and active in the sports industry. Students will engage in interview skills, networking events, personal social media branding, and sporting event volunteerism all in an effort to expand their skills and prepare them for an accelerated career trajectory. Prereq: SPRT 565. Offered: Summer.

SPRT 586 - Sports Business Thesis (3)

Intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the sports business field. Offered: Spring.

SPRT 589 - Topics in Sports Business (3)

Advanced study in sports business. Offered: Spring.

World Languages & Cultures

WLAC 511 - Spanish for the Health Sciences (2-3)

This course provides acquisition of medical terminology and practice of language skills for a range of health sciences, including nursing, nutrition & dietetics, pharmacy, and social work, for students with little or no prior knowledge of Spanish. Offered: Spring.

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