

# Samford University

Graduate Catalog  
2018-2019  
Academic Year



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[www.samford.edu](http://www.samford.edu)

Catalog Publication Date: August 27, 2018  
PDF Publication Date: February 11, 2019



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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.*

## HOW TO READ THE COURSE LISTINGS

### Subject Code/Course Prefix

**Course Number:** 100-299 Lower Division, 300-499 Upper Division, 500 and up Graduate

### Course Title

### Course Credits

### Course Description

### COMS 451 Organizational Communication (4)

Exploration of how communication affects various stakeholders within organizations. After identifying key concepts in organizational theory, students are expected to analyze and evaluate organizational communication through case studies. Prereq: UCCA 102, junior standing. Offered: Spring, on rotation.

**Cross-listed or co-listed courses, prerequisites, co-requisites, and specific course offering information at the end. Unless otherwise indicated, lecture and lab numbers indicate how many hours per week the class is devoted to lecture and laboratory work.**

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# Academic Calendars and Critical Deadlines

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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.

## Graduate Students

### Semester System

Samford University operates on the semester (4-1-4) system, consisting of two four-month semesters (fall and spring), and a three-week term in January (Jan Term). The fall semester begins in late August and ends in mid-December. The spring semester begins in late January and ends in mid-May. The maximum number of credits allowed in a semester varies depending on the school or academic program.

### Jan Term

Samford University offers a short term consisting of three weeks in the month of January called Jan 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 Jan Term is typically two courses, not to exceed a total of six credits. Not all graduate programs offer classes in Jan Term.

### Summer Terms

Summer term classes are split into two five-week terms, one 10-week summer term, and one 14-week summer term. The maximum number of credits allowed during the summer varies depending on the school or academic program, but is typically limited to 16 credits overall, with a maximum of eight in each five-week 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 2018-2019 for Graduate Programs\*

<https://www.samford.edu/departments/registrar/>

## Fall Semester 2018

<b>August 20</b>	Selected Graduate Classes begin (PHRX prefix only)
<b>August 27</b>	All Other Graduate Classes begin (Monday)
<b>August 27</b>	P4 Clinical Rotations begin
<b>August 31</b>	Last day to add or drop a Fall course(s)
<b>September 3</b>	Labor Day Holiday (no classes meet)
<b>October 1</b>	Deadline for Graduation Application for Fall 2018
<b>October 8-9</b>	Fall Break (Monday-Tuesday) (observance determined by each school/department)
<b>October 29</b>	Registration begins for <b>Jan Term</b> and <b>Spring Semester</b> ( <i>Note: Registration continues until the last day to add/drop for each term</i> )
<b>November 12</b>	Last day to <b>withdraw from a Fall course</b> OR <b>to completely withdraw from ALL Fall courses without ACADEMIC penalty</b>
<b>November 12</b>	Deadline to submit Pass/Fail form for a course being taken in the current semester
<b>November 21-23</b>	Thanksgiving Break (Wednesday-Friday) (no classes meet)
<b>December 6</b>	Classes end for most programs (Thursday)
<b>December 7</b>	Reading/Study Day
<b>December 7</b>	P4 Clinical Rotations end
<b>December 10-13</b>	Final Exams
<b>December 15</b>	Fall Commencement (Saturday)
<b>December 17</b>	Final Grades due (Monday)

## Jan Term 2019

<b>January 2</b>	Classes begin (Wednesday)
<b>January 4</b>	Last day to add or drop a Jan Term course(s)
<b>January 11</b>	Last day to <b>withdraw from a Jan Term course</b> OR <b>to completely withdraw from ALL Jan Term courses without ACADEMIC penalty</b>
<b>January 11</b>	Deadline to submit Pass/Fail form for a course being taken in the current term
<b>January 17</b>	Classes end (Thursday)
<b>January 18</b>	Final Exams (Friday)
<b>January 21</b>	Martin Luther King, Jr. Holiday (no classes meet)
<b>January 22</b>	Final Grades due (Tuesday)

## Spring Semester 2019

<b>January 3</b>	CHS Graduate Classes begin (Thursday)
<b>January 4</b>	P4 Clinical Rotations begin
<b>January 10</b>	Last day to add or drop a Spring course(s) for Graduate CHS programs
<b>January 21</b>	Martin Luther King, Jr. Holiday (no classes meet)
<b>January 22</b>	All Other Graduate Classes begin (Tuesday)
<b>January 28</b>	Last day to add or drop a Spring course(s) for non-Graduate CHS programs
<b>March 11-15</b>	Spring Break (Monday-Friday; no classes meet)
<b>March 26</b>	Registration begins for Summer Terms and Fall Semester ( <i>NOTE: Registration continues until the last day to add/drop for each term</i> )
<b>April 4</b>	Deadline for Graduation Application for Summer/Fall 2019
<b>April 9</b>	Last day to <b>withdraw from a Spring course</b> OR <b>to completely withdraw from ALL Spring courses without ACADEMIC penalty</b>
<b>April 9</b>	Deadline to submit Pass/Fail form for a course being taken in the current semester
<b>April 19</b>	P4 Clinical Rotations end
<b>April 22</b>	Easter Monday Holiday (no classes meet)
<b>April 26</b>	Graduate CHS classes (including Accelerated 2nd Degree Nursing) end
<b>April 29-May 2</b>	Final Exams for Graduate CHS classes
<b>May 2</b>	Classes end for all other graduate programs
<b>May 3</b>	Spring Commencement for all CHS Graduate programs (Health Professions, Nursing, Pharmacy, Public Health) (Friday)
<b>May 6-9</b>	Final Exams for all other graduate programs
<b>May 10-11</b>	Spring Commencement for all other graduate programs (Friday and Saturday)
<b>May 14</b>	Final Grades due (Tuesday)

# Calendar for Academic Year 2018-2019 for Graduate Programs\*

<https://www.samford.edu/departments/registrar/>

## Full Summer Term 2019 (14-Weeks)

May 13	Graduate Classes begin (Monday)
May 13	P4 Clinical Rotations begin
May 17	Last day to add or drop a Full Summer Term 14-Week course(s)
May 27	Memorial Day Holiday (no classes meet)
July 4	Independence Day Holiday (no classes meet)
July 18	Last day to <b>withdraw from a Full Summer Term 14-Wk course OR to completely withdraw from ALL Full Summer Term 14-Wk courses without ACADEMIC penalty</b> (excluding Pharmacy)
July 18	Deadline to submit Pass/Fail form for a course being taken in the current term
August 9	Graduate CHS Classes end (Friday)
August 12-15	Final Exams (Monday through Thursday)
August 20	Final Grades due (Tuesday)
August TBD	P4 Clinical Rotations end

## Summer I Term 2019 (5 Weeks)

June 3	Classes begin (Monday)
June 6	Last day to add or drop a Summer I course(s)
June 6	Deadline to submit Course Repeat form in term repeated course is taken
June 19	Last day to <b>withdraw from a Summer I course OR to completely withdraw from ALL Summer I courses without ACADEMIC penalty</b>
June 19	Deadline to submit Pass/Fail form for a course being taken in the current term
July 2	Classes end (Tuesday)
July 3	Final Exams (Wednesday)
July 4	Independence Day Holiday (Thursday; no classes meet)
July 8	Final Grades due (Monday)

## Summer II Term 2019 (5 Weeks)

July 8	Classes begin (Monday)
July 11	Last day to add or drop a Summer II course(s)
July 24	Last day to <b>withdraw from a Summer II course OR to completely withdraw from ALL Summer II courses without ACADEMIC penalty</b>
July 24	Deadline to submit Pass/Fail form for a course being taken in the current term
August 8	Classes end (Thursday)
August 9	Final Exams (Friday)
August 12	Final Grades due (Monday)

## Summer III Term 2019 (10-Weeks)

June 3	Classes begin (Monday)
June 6	Last day to add or drop a Summer 10-Week course(s)
July 4	Independence Day Holiday (no classes meet)
July 24	Last day to <b>withdraw from a Sum 10-Wk course OR to completely withdraw from ALL Sum 10-Wk courses without ACADEMIC penalty</b>
July 24	Deadline to submit Pass/Fail form for a course being taken in the current term
August 8	Classes end (Thursday)
August 9	Final Exams (Friday)
August 12	Final Grades due (Monday)

\*Unless otherwise indicated, these calendar dates are applicable to students in the following graduate colleges/schools: Arts & Sciences, School of the Arts, Business, Divinity, Education, Graduate Law (not Juris Doctor), as well as Graduate CHS programs, even though they have different beginning and end dates, as noted.

CHS=College of Health Sciences (includes School of Health Professions, Nursing, Pharmacy, and Public Health)

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/departments/registrar/academic-calendar-law>

For a calendar with dates specific to the **McWhorter School of Pharmacy**, use the following link: <http://www.samford.edu/pharmacy/student-services/>

**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 at: <https://casconnect.samford.edu/cas/login>

**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.

# About Samford University

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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, Ida Moffett 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:

- Alabama Association of Colleges for Teacher Education
- Alabama Association of Independent Colleges and Universities
- Alabama Commission on Higher Education
- Alabama Council for International Programs
- Alabama Council of Graduate Deans
- American Academy of Nurse Practitioners
- American Alliance for Health, Physical Education and Dance
- American Association for Paralegal Education
- American Association of Colleges of Nursing
- American Association of Colleges for Teacher Education
- American Association of Colleges of Pharmacy
- American Association of Collegiate Registrars and Admission Officers
- American Association of Law Libraries
- American Association of Presidents of Independent Colleges and Universities
- American Association of University Women
- American College Health Association
- American Council on Education
- American Library Association
- Associated New American Colleges and Universities
- Association for Continuing Higher Education
- Association of American Colleges and Universities
- Association of American Law Schools
- Association of College and Research Libraries
- Association of Governing Boards of Universities and Colleges
- Birmingham Area Consortium for Higher Education (BACHE)
- Consortium for Global Education
- Council for Higher Education Accreditation
- Council of Independent Colleges
- Council for the Advancement and Support of Education (CASE)
- Council for Christian Colleges and Universities
- Council for Higher Education Accreditation
- EDUCAUSE
- International Association of Baptist Colleges and Universities
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student Personnel Administrators
- National Athletic Trainers Association
- National Association for Legal Assistants
- National Network of Church-Related Colleges and Universities
- National Organization of Nurse Practitioner Faculties
- Network of Alabama Academic Libraries
- New American Colleges and Universities
- Online Computer Library Center (OCLC)
- Southern Association of Collegiate Registrars and Admission Officers
- Southern Business Administration Association
- Southern Regional Education Board
- University Continuing Education Association

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.

## Accreditation

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 2007, continuing a relationship that Samford has enjoyed with SACS since 1920. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA, 30033-4097, or call 404-679-4500 for questions about the accreditation of Samford University.

The appropriate professional schools and programs at Samford are accredited by:

- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Accreditation Council for Pharmacy Education (ACPE)
- American Bar Association (ABA)
- Association of Theological Schools (ATS)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission on Accreditation of Athletic Training Education (CAATE)
- Commission on Collegiate Nursing Education (CCNE)
- Council for Interior Design Accreditation (CIDA)
- Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)
- National Council for Accreditation of Teacher Education (NCATE)

The following professional programs have applied for and received approval to be candidates for accreditation:

- Master of Science in Speech Language Pathology – Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) & American Speech-Language-Hearing Association (ASHA)
- Master of Social Work – Council on Social Work Education (CSWE)
- Doctor of Physical Therapy – Commission on Accreditation in Physical Therapy Education (CAPTE)

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)

## 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.

# 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 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.

## 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](http://www.samford.edu/admission) or submit a Common Application available at [www.commonapp.org](http://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.

#### Guidelines

- 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.
- 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.
- 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. The \$40 application fee is waived.

Readmit application requirements are listed below:

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

- 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.
- You are ineligible to receive federally funded financial aid until your admission status has been changed to a degree-seeking category.
- 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.
- 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](mailto: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

### Graduate/Professional/Doctoral

#### Degrees

Master of Accountancy (M.Acc.)  
 Master of Arts in Theological Studies (M.A.T.S.)  
 Master of Athletic Training (M.A.T.)  
 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.)  
 Master of Music (M.M.)  
 Master of Music Education (M.M.E.)  
 Master of Public Health (M.P.H.)  
 Master of Science (M.S.)  
 Master of Science in Design Studies (M.S.D.S.)  
 Master of Science in Education (M.S.E.)  
 Master of Science in Environmental Management (M.S.E.M.)  
 Master of Science in Health Informatics & Analytics (M.S.H.I.)  
 Master of Science in Nursing (M.S.N.)  
 Master of Social Work (M.S.W.)  
 Master of Studies in Law (M.S.L.)  
 Educational Specialist (Ed.S.)  
 Doctor of Audiology (Au.D.)  
 Doctor of Education (Ed.D.)  
 Doctor of Ministry (D.Min.)  
 Doctor of Nursing Practice (D.N.P.)  
 Doctor of Pharmacy (Pharm.D.)  
 Doctor of Physical Therapy (D.P.T.)  
 Juris Doctor (J.D.)

#### Certificates

Certificate in Missions  
 Certificate of Anglican Studies  
 Dietetic Internship Certificate  
 Emergency Nurse Practitioner Certificate (Post-MSN-FNP)  
 Family Nurse Practitioner Certificate (Post-MSN)

#### Minors

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

See the Academic Policies & Regulations/Graduate Degree Requirements section for a list of available graduate joint degrees, coordinated degrees, and fast-track programs.

## Academic Policies and Regulations

### Graduate Degree Requirements

A list of available graduate programs can be found on the Programs of Study page. A list of available graduate joint degrees, coordinated degrees, and fast-track programs (undergraduate + graduate combos) is shown below. For more information on degree requirements, refer to the academic departments/schools sections of this catalog and/or publications from the individual departments or schools.

## Graduate Joint Degrees

### Biological & Environmental Sciences (College of Arts and Sciences)

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

### Music (School of the Arts)

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

### Business

Professional Accountancy (B.S.B.A./M.Acc.)  
 Master of Accountancy/Juris Doctor (M.Acc./J.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 Science in Environmental Management (M.B.A./M.S.E.M.)

### Education

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

### 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.)

### 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.)

\* 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 Policy, Higher Education Law and Compliance, and Legal Project Management.

### 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.)

## Graduate Coordinated Degrees

### Business, Pharmacy, Public Health

Doctor of Pharmacy/Master of Business Administration (Pharm.D./M.B.A.)  
 Doctor of Pharmacy/Master of Public Health (Pharm.D./M.P.H.)

## Fast Track/Joint Degrees (Undergraduate+Graduate)

### Business

Professional Accountancy (B.S.B.A. in Accounting/M.Acc.)

### Health Professions, Public Health

Fast Track Master of Healthcare Administration (B.S./M.H.C.A.)  
 Fast Track Master of Public Health (B.S./M.P.H.)  
 Fast Track Master of Social Work (B.A. or B.S./M.S.W.)  
 Fast Track Doctor of Physical Therapy (B.S./D.P.T.)

# 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.

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.

## 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.

## 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 STUDENT STATUS BY CREDIT HOUR

Description	Full-Time Status Credit Hours	3/4 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 Night**	6	4.5	3
Graduate Nursing***	6	4.5	3
Law (Doctoral)	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 Night 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.

## 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 fifteen weeks for one semester or trimester hour of credit, or ten to twelve 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).

## 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 with the Student Financial Services Office.
- 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.

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 turn 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.

## 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 written 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 Consumer Information, then Distance Learning:

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

## 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 <b>because of an emergency</b> , and the work can be completed <b>without further class attendance</b> .	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
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 course taken on an audit basis. An audited course will not meet any graduation requirement or be included in the GPA.	0.00

## Financial Information

This policy provides the rates for tuition, fees, room, board and deposits, effective with the beginning of the fall semester 2018 through summer 2019.

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.

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

##### eBill

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

Students registering during the early registration period will receive an eBill approximately 15 days prior to the payment due date. The eBill reflects activity up to the date the eBill was generated. Any activity transpiring after the eBill generation date can be viewed on the Current Activity section of the online eBill system. The Current Activity page provides the current account balance that is due, including any unbilled charges and payments. Payment for term eBills will be due in accordance with the schedule as seen below. Students who register, make schedule changes, add room and board, etc., **after** the eBill generation date **must** consult the online eBill 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. Following this payment, the student will receive a clearance slip from Student Financial Services to provide to Office of the Registrar, as required to re-establish the student's class schedule.

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

Student Link: <http://www.samford.edu/departments/financial-services/>

Parent link: <http://www.samford.edu/parents/>

(under Parent Resources, click "Pay a Bill")

Make payment - eBill system link: [www.samford.edu/go/ebill](http://www.samford.edu/go/ebill)

International students wire payment option:

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

##### Holds

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. Student Financial Services 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 eBill system and make payments on their behalf. To enable this feature, a student **must** access the eBill system and set up any individual responsible for payment of his/her student account as an "Authorized User."

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

**eBill System Link:** [www.samford.edu/go/ebill](http://www.samford.edu/go/ebill)

### Online Payments with Check

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

### Online Payments with Credit Card

MasterCard, Visa, Discover, and American Express may be used to make online payments by using the eBill 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 eBill system link above.

### Other Payment Options

Student Financial Services continues to accept payment by check through the mail, but the University is not responsible for delays of the postal service. Late fees may apply if payments are received after the due date. Payment by check may be made in person in Student Financial Services.

### 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 2018-2019 academic year. Please take time to explore the information below concerning the plans available for the 2018-2019 academic year.

A five-payment option and a four-payment option are available for Fall 2018. For Spring 2019, only the four-payment option is available. (There are no payment plan options for Jan Term or Summer Terms in 2019.) 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 payment plan 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. Current tuition charges must be in excess of \$1,000 in order to enroll in a plan. 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 enrollment in a payment plan after the start of semester due date may result in the charge of a late fee. 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/financial-services/](http://www.samford.edu/departments/financial-services/) 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 log-in problems, please contact the Personal Technology Group at (205) 726-2662.

## 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 students with unpaid tuition, mandatory fees, room, and board (billed and unbilled) on the date in the Billing Schedule table.

### Refunds

Refunds are first available within seven (7) to 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 first day of class as indicated on the academic calendar for the student's classification. 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 eBill 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, check cashing, 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](http://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 for the upcoming academic year. 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/financialaid](http://www.samford.edu/financialaid) 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 within 30 days. 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, summer terms, and Jan Term. 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 the Elective Withdrawal in the Academic Policies and Regulations section of this catalog.)

### Refund Date Policy

In the case of complete withdrawal or suspension from Samford, the following will dictate the amount of tuition refunded to the student. Fees will not be refunded after the last day to drop a course without financial penalty. Housing and meal plan charges will be prorated by Residence Life.

### Last Day to Drop/Add Policy

**Fall/Spring (excluding A and B terms):** Five (5) class days (typically the Friday after classes begin on Monday).

**Fall/Spring A and B terms:** Five (5) class days after classes begin.

**Jan Term:** Two (2) class days after classes begin.

**Summer Full Term (includes all 10-wk and 14-wk POTs):** Five (5) class days after classes begin.

**Summer I and II:** Four (4) class days after classes begin.

### 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. Student should contact their financial aid 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 federal 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

## Withdrawal Refund Policy for Fall Semester

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

TUITION REFUND SCHEDULE FOR FALL 2018			
Description	Start Date	End Date	Refund %
Fall Full Term	8/27/18	8/31/18	100%
	9/1/18	9/7/18	90%
	9/8/18	9/14/18	75%
	9/15/18	9/28/18	50%
	9/29/18	10/24/18	25%
Fall A Term	8/27/18	8/31/18	100%
	9/1/18	9/7/18	90%
	9/8/18	9/14/18	75%
	9/15/18	9/21/18	50%
	9/22/18	10/3/18	25%
Fall B Term	10/15/18	10/18/18	100%
	10/19/18	10/26/18	90%
	10/27/18	11/2/18	75%
	11/3/18	11/9/18	50%
	11/10/18	11/21/18	25%

## Withdrawal Refund Policy for Jan Term

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

TUITION REFUND SCHEDULE FOR JAN TERM 2019			
Description	Start Date	End Date	Refund %
Jan Term Full Term	1/2/19	1/4/19	100%
	1/5/19	1/7/19	90%
	1/8/19	1/8/19	75%
	1/9/19	1/9/19	50%
	1/10/19	1/10/19	25%

## Withdrawal Refund Policy for Spring Semester

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

TUITION REFUND SCHEDULE FOR SPRING 2019			
Description	Start Date	End Date	Refund %
Spring Full Term	1/22/19	1/28/19	100%
	1/29/19	2/4/19	90%
	2/5/19	2/11/19	75%
	2/12/19	2/25/19	50%
	2/26/19	3/21/19	25%
Spring A Term	1/22/19	1/28/19	100%
	1/29/19	2/4/19	90%
	2/5/19	2/11/19	75%
	2/12/19	2/18/19	50%
	2/19/19	2/28/19	25%
Spring B Term	3/18/19	3/22/19	100%
	3/25/19	3/29/19	90%
	4/1/19	4/5/19	75%
	4/8/19	4/12/19	50%
	4/15/19	4/24/19	25%

## Withdrawal Refund Policy for Summer Terms

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

TUITION REFUND SCHEDULE FOR SUMMER 2019			
Description	Start Date	End Date	Refund %
Summer Full Term (includes both 14-wk & 10-wk Parts of Term)	5/13/19 (14-wk term) 6/3/19 (10-wk term)	6/7/19	100%
	6/8/19	6/14/19	90%
	6/15/19	6/21/19	75%
	6/22/19	6/28/19	50%
	6/29/19	7/12/19	25%
Summer I Term	6/3/19	6/6/19	100%
	6/7/19	6/10/19	90%
	6/11/19	6/12/19	75%
	6/13/19	6/14/19	50%
	6/15/19	6/18/19	25%
Summer II Term	7/8/19	7/11/19	100%
	7/12/19	7/15/19	90%
	7/16/19	7/17/19	75%
	7/18/19	7/19/19	50%
	7/20/19	7/23/19	25%

## GENERAL FEES - ALL STUDENTS FOR ACADEMIC YEAR 2018-2019

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

Description	Student Classification	Expense/Notes
<b>Fees</b>		
Vehicle Registration	All Students	\$30/semester
Replacement Decal Vehicle Registration	All Students	\$10/when incurred
ID Replacement	All Students	\$25/when incurred
Bank Return and Correction Fees	All Students	\$30/each occurrence
Payment Plan Processing Fee	All Students	\$75/when incurred
Reinstatement Fee (all terms)	All students	\$100/term, as applicable
Technology Fee - Fall & Spring	All Students	\$175/semester
Digital Learning - Online/Hybrid Course Fee	All Students	\$100/course
Graduation Fee	All Students	\$100/occurrence (except Joint/Dual Degrees)
Portfolio Evaluation Fee	All Students	\$100/credit (optional)

NOTE: Fees are subject to change without notice. See the Student Financial Services website for the latest tuition and fee info: <http://www.samford.edu/departments/financial-services/>

**NOTE ON PAYMENT/REINSTATEMENT:** Charges incurred after the eBill 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 eBill, payment due, refund availability, and registration cancellation.

## BILLING SCHEDULE FOR ACADEMIC YEAR 2018-2019

Student Classification	Year/Term	eBill Generation	Payment Due Date	Registration Cancellation
All students	2018 Fall	8/6/18	9/4/18	9/5/18
Last Orientation Group	2018 Fall	8/24/18	9/4/18	9/5/18
All students	2018 Fall	9/10/18	10/5/18	n/a
All students	2018 Fall	10/10/18	11/5/18	n/a
All students	2018 Fall	11/12/18	12/5/18	n/a
All students	2019 Jan Term	1/11/19	1/29/19	n/a
All students	2019 Spring	1/11/19	1/29/19	1/30/19
All students	2019 Spring	2/11/19	3/5/19	n/a
All students	2019 Spring	3/11/19	4/5/19	n/a
All students	2019 Spring	4/10/19	5/5/19	n/a
All students	2019 Summer	5/10/19	6/10/19	6/11/19
All students	2019 Summer	6/12/19	7/15/19	n/a

**Commencement Note:** Students participating in Fall 2018 or Spring 2019 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 2018-2019

Student Classification	Year/Term	1st Date Refunds Available
Any student with fall start date of 8/20/18	2018 Fall	August 20, 2018
Any student with fall start date of 8/27/18	2018 Fall	August 27, 2018
Professional Studies Fall Term B students only	2018 Fall	October 15, 2018
Any Jan Term Student	2019 Jan Term	January 9, 2019
Any student with spring start date of 1/3/19 or 1/7/19	2019 Spring	January 9, 2019
Any student with spring start date of 1/22/19	2019 Spring	January 24, 2019
Professional Studies Spring Term B students only	2019 Spring	March 18, 2019
Any student with summer start date of 5/13/19	2019 Summer	May 13, 2019
Any student with summer start date of 6/3/19	2019 Summer	June 3, 2019
except those enrolled only in second Summer term		
Any student with summer start date of 7/8/19	2019 Summer	July 8, 2019

**REFUNDS:** Refunds are available within seven (7) to 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 first day of class as indicated on the academic calendar for the student's classification. The refund availability dates above are the earliest dates 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.

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 Student Financial Services website for the latest information: <http://www.samford.edu/departments/financial-services/>

## GRADUATE/DOCTORAL STUDENTS (ARTS & SCIENCES, BUSINESS, EDUCATION, SCHOOL OF THE ARTS)\* TUITION AND FEES FOR ACADEMIC YEAR 2018-2019

*The following tuition and fees apply to Samford Graduate/Doctoral Students enrolled in **Business, Education, Environmental Management, Interior Architecture, or Music**. Unless otherwise indicated, all fees are due on or before the eBill payment due date.*

Description	Student Classification	Expense	Notes
<b>Tuition &amp; Fees</b>			
All credits (for degree or audit)	All Graduate Students in Business, Education, Environ Mgt, Interior Architecture, or Music	\$837/credit/term	
Business - Admin Fee - Fall & Spring	All Graduate Business students	\$150/semester	
Education - Admin Fee - Fall & Spring	All Graduate Education students	\$100/semester	
Music - Applied Instruction	All Graduate Music Students in MUSA classes	\$175/credit	Charged with MUSA classes
<b>Basic Fees</b>			
Application Fee	All Graduate Students	\$35/upon application	Nonrefundable
Campus Life Fee - Fall & Spring	All Graduate Students	\$100/semester	
Graduation Fee	All Graduate Students	\$100/occurrence	Except for joint degrees
Reinstatement Fee	All Graduate Students	\$100/occurrence	
Technology Fee - Fall & Spring	All Graduate Students	\$175/semester	

\* Covers graduate/doctoral students in programs offered by Arts & Sciences, Business, Education, or School of the Arts. For tuition and fees for graduate/doctoral/professional students in Divinity, Health Professions, Law, Nursing, Pharmacy, or Public Health, see those separate tables.

NOTE 1: Joint Degrees are charged tuition by classification.

NOTE 2: Click here for a list of General Fees that apply to ALL students (Vehicle Registration/Decal, ID Replacement, etc.).

NOTE 3: Fees are subject to change without notice. See the Student Financial Services website for the latest tuition and fee info: <http://www.samford.edu/departments/financial-services/>

**NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the eBill 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 eBill, payment due, refund availability, and registration cancellation.**

## 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.)

## BEESON SCHOOL OF DIVINITY TUITION AND FEES FOR ACADEMIC YEAR 2018-2019\*

*The following tuition and fees apply to Samford **Divinity Students**.  
Unless otherwise indicated, all fees are due on or before the eBill payment due date.*

Description	Student Classification	Expense	Notes
<b>Tuition</b>			
Tuition Deposit	All Divinity Students	\$200/upon acceptance	Nonrefundable
Less than 9 credits - Fall & Spring	Part-Time Master's Degree Divinity Students	\$690/credit/term	
9 to 16 credits - Fall & Spring	Full-Time Master's Degree Divinity Students	\$7,258/semester	
More than 16 credits - Fall & Spring	Full-Time Master's Degree Divinity Students	\$690/credit/term	
All credits - Summer	All Master's Degree Divinity Students - Summer	\$276/credit/term	
Doctor of Ministry	All Doctor of Ministry (D.Min.) Students	\$439/credit/term	
Doctor of Ministry Continuation Fee	All D.Min. Students granted extension beyond fourth year	\$1,000/semester	
<b>Fees</b>			
Application Fee - Master's Degree Program	All Master's Degree Divinity Students	\$35/upon application	Nonrefundable
Application Fee - Doctor of Ministry Program	All Doctor of Ministry Students	\$50/upon application	Nonrefundable
Campus Life Fee - Fall & Spring	All Divinity Students	\$100/semester	
Graduation Fee	All Divinity Students	\$100/occurrence	Except for joint degrees
Reinstatement Fee	All Divinity Students	\$100/occurrence	
Technology Fee - Fall & Spring	All Divinity Students	\$175/semester	

\* For complete details and additional information, contact the Director of Admission, Beeson School of Divinity, Samford University, Birmingham, AL 35229-2252, or phone (205) 726-2066 or (800) 888-8266.

NOTE 1: Joint Degrees are charged tuition by classification.

NOTE 2: Click here for a list of General Fees that apply to ALL students (Vehicle Registration/Decal, ID Replacement, etc.).

NOTE 3: Fees are subject to change without notice. See the Student Financial Services website for the latest tuition and fee info: <http://www.samford.edu/departments/financial-services/>

**NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the eBill 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 eBill, payment due, refund availability, and registration cancellation.**

## CUMBERLAND SCHOOL OF LAW TUITION AND FEES FOR ACADEMIC YEAR 2018-2019

*The following tuition and fees apply to Samford **Law Students**. Unless otherwise indicated, all fees are due on or before the eBill payment due date.*

Description	Student Classification	Expense	Notes
<b>Tuition</b>			
Tuition Deposit (Initial)	All Law Students	\$250	Nonrefundable; Due April 15
Tuition Deposit (Additional)	All Law Students	\$500	Nonrefundable; Due June 1
Less than 10 credits - Fall & Spring	Part-Time Law Students	\$1,300/credit/term	
10 to 16 credits - Fall & Spring	Full-Time Law Students	\$19,800/semester	
More than 16 credits - Fall & Spring	Full-Time Law Students	\$1,300/credit/term	
Cambridge Program Summer Abroad	All Law Students	\$3,989/term	
Master of Comparative Law (M.C.L.)	Graduate Law Students	\$5,462/term	
Master of Laws (LL.M.)	Graduate Law Students	\$837/credit/term	
Master of Science in Health Law & Policy	Graduate MS-MHLP Students	\$837/credit/term	
Master of Studies in Law (M.S.L.)	Graduate Law Students	\$837/credit/term	
Paralegal Certificate	Paralegal Certificate Students	\$350/credit/term	
<b>Fees</b>			
Application Fee	All Graduate Law Students	\$35/upon application	
Cambridge Program Application Fee	All Participating Law Students	\$200/occurrence	
Campus Life Fee - Fall & Spring	All Law Students	\$100/semester	
Graduation Fee	All Law Students	\$100/occurrence	Except for joint degrees
Legal Research & Writing Fee	All Students enrolled in PARA 123	\$95/course	
Reinstatement Fee	All Law Students	\$100/occurrence	
Technology Fee - Fall & Spring	All Law Students	\$175/semester	

NOTE 1: Joint Degrees are charged tuition by classification.

NOTE 2: Click here for a list of General Fees that apply to ALL students (Vehicle Registration/Decal, ID Replacement, etc.).

NOTE 3: Fees are subject to change without notice. See the Student Financial Services website for the latest tuition and fee info: <http://www.samford.edu/departments/financial-services/>

**NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the eBill 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 eBill, payment due, refund availability, and registration cancellation.**

## SCHOOL OF HEALTH PROFESSIONS GRADUATE TUITION AND FEES FOR ACADEMIC YEAR 2018-2019

*The following tuition and fees apply to Samford Graduate & Doctoral Students in the School of Health Professions.  
Unless otherwise indicated, all fees are due on or before the eBill payment due date.*

Description	Student Classification	Expense	Notes
<b>Tuition &amp; Fees</b>			
<b>Graduate Athletic Training Program*</b>			
Athletic Training - Tuition Deposit	All Graduate Athletic Training Students	\$500/upon admission	Nonrefundable
Athletic Training - Tuition	All Graduate Athletic Training Students	\$829/credit/term	
Athletic Training - 1st Year Student Fee	All Graduate Athletic Training Students-Y1	\$510/course	Charged with KINE 501
Athletic Training - 2nd Year Student Fee	All Graduate Athletic Training Students-Y2	\$300/course	Charged with KINE 660
<b>Graduate Respiratory Care Program**</b>			
Respiratory Care - Tuition Deposit	All Graduate Respiratory Care Students	\$500/upon admission	Nonrefundable
Respiratory Care - Tuition	All Graduate Respiratory Care Students	\$829/credit/term	
Respiratory Care - 1st Year Student Fee	All Graduate Respiratory Care Students-Y1	\$540/course	Charged with RCMS 528
Respiratory Care - 2nd Year Student Fee	All Graduate Respiratory Care Students-Y2	\$230/course	Charged with RCMS 648
Respiratory Care - Add'l Drug Screen	All Graduate Respiratory Care Students	\$40/occurrence	
<b>Graduate Speech Language Pathology Program***</b>			
Speech Lang Pathology - Tuition Deposit	All Speech Language Pathology Students	\$500/upon admission	Nonrefundable
Speech Lang Pathology - Tuition	All Speech Language Pathology Students	\$829/credit/term	
Speech Lang Pathology - 1st Yr Student Fee	All Speech Language Pathology Students-Y1	\$620/course	Charged with SLPA 501
Speech Lang Pathology - 2nd Yr Student Fee	All Speech Language Pathology Students-Y2	\$525/course	Charged with SLPA 601
Speech Lang Pathology - Add'l Drug Screen	All Speech Language Pathology Students	\$40/occurrence	
<b>Doctoral Audiology Program***</b>			
Audiology - Tuition Deposit	All Doctoral Audiology Students	\$500/upon admission	Nonrefundable
Audiology - Tuition	All Doctoral Audiology Students	\$11,261/term	3 terms per year
Audiology - Tuition (see note)	All Doctoral Audiology Students	\$2,815/term	2 terms per yr; 4th Yr=25% above tuition
Audiology - 1st Year Student Fee	All Doctoral Audiology Students-Y1	\$325/course	Charged with DAUD 700
Audiology - 3rd Year Student Fee	All Doctoral Audiology Students-Y3	\$75/course	Charged with DAUD 851
Audiology - Add'l Drug Screen	All Doctoral Audiology Students	\$40/occurrence	
<b>Doctoral Physical Therapy Program</b>			
Physical Therapy - Tuition Deposit	All Doctoral Physical Therapy Students	\$1,000/upon admission	Nonrefundable
Physical Therapy - Tuition	All Doctoral Physical Therapy Students	\$11,486/term	3 terms per year
Physical Therapy - 1st Year Student Fee	All Doctoral Physical Therapy Students-Y1	\$700/course	Charged with PHTH 731; 1st sem of 1st yr
Physical Therapy - 2nd Year Student Fee	All Doctoral Physical Therapy Students-Y2	\$600/course	Charged with PHTH 781; 1st sem of 2nd yr
Physical Therapy - 3rd Year Student Fee	All Doctoral Physical Therapy Students-Y3	\$500/course	Charged with PHTH 763; 1st sem of 3rd yr
Physical Therapy - Add'l Drug Screen	All Doctoral Physical Therapy Students	\$40/occurrence	
<b>Basic Fees</b>			
Application Fee	All Grad/Doct Health Prof Students	\$35/upon application	Nonrefundable
Campus Life Fee	All Grad/Doct Health Prof Stu (excl clinical)	\$100/term	
Campus Life Fee	All Grad/Doct Health Prof Clinical Students	\$25/term	
Graduation Fee	All Grad/Doct Health Prof Students	\$100/occurrence	
Reinstatement Fee	All Grad/Doct Health Prof Students	\$100/occurrence	
Technology Fee - Fall & Spring	All Grad/Doct Health Prof Students	\$175/semester	

\* The graduate Athletic Training program falls under the Department of Kinesiology.

\*\* The graduate Respiratory Care program falls under the Department of Cardiopulmonary Sciences.

\*\*\*The graduate Speech Language Pathology program and the doctoral Audiology program fall under the Department of Communication Sciences and Disorders.

NOTE 1: See the above table for a list of General Fees (Vehicle Registration/Decal, ID Replacement, etc.) that apply to ALL students.

NOTE 2: Fees are subject to change without notice. See the Student Financial Services website for the latest tuition and fee info: <http://www.samford.edu/departments/financial-services/>

**NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the eBill 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 eBill, payment due, refund availability, and registration cancellation.**

## IDA MOFFETT SCHOOL OF NURSING GRADUATE TUITION AND FEES FOR ACADEMIC YEAR 2018-2019

*The following tuition and fees apply to Samford **Graduate & Doctoral Students in the School of Nursing.**  
Unless otherwise indicated, all fees are due on or before the eBill payment due date.*

Description	Student Classification	Expense	Notes
<b>Tuition &amp; Fees</b>			
<b>Graduate &amp; Doctoral Nursing Programs (excluding Nurse Anesthesia)</b>			
Nursing - Tuition Deposit	All Graduate Nursing Students (excl NA)	\$750/upon admission	Nonrefundable
Nursing - Tuition	All Graduate Nursing Students (excl NA)	\$850/credit/term	
Nursing - Drug Screening Fee - Grad Nursing	All Graduate Nursing Students	\$40/occurrence	Charged with NURG 720; NURG 740
Nursing - Drug Screening Fee - FNP	All Family Nurse Practitioner Students	\$40/occurrence	Charged with NURG 601
Nursing - Drug Screening Fee - Add'l	All Graduate Nursing Students	\$40/occurrence	
Nursing - FNP-ENP Cert-Only Prog Fee	All FNP-ENP Certificate-Only Students	\$300/one-time charge	Charged only during the first semester
Nursing - Grad Nursing Technology Fee	All Graduate Nursing Students	\$150/term	
Nursing - Review Course for FNP-APEA	All Family Nurse Practitioner Students	\$300/one-time charge	Charged with NURG 605
Nursing - Typhon & Up-to-Date Clinical Fee	All Family Nurse Practitioner Students	\$580/one-time charge	Charged with NURG 601
Nursing - Typhon Fee	All Graduate Nursing Students	\$90/one-time charge	Charged with NURG 720 ; NURG 740
<b>Graduate &amp; Doctoral Nurse Anesthesia Program</b>			
Nurse Anesthesia - Tuition Deposit	All Graduate Nurse Anesthesia Students	\$1,000/upon acceptance	Nonrefundable
Nurse Anesthesia - Tuition	All Graduate Nurse Anesthesia Students	\$10,330/term	
Nurse Anesthesia - Continuation Fee	All Graduate Nurse Anesthesia Students	\$1,500/occurrence	
Nurse Anesthesia - Clinical Fee	All Graduate Nurse Anesthesia Students	\$150/course	Charged with NUNA 584; NUNA 662
Nurse Anesthesia - Drug Screening Fee	All Graduate Nurse Anesthesia Students	\$40/occurrence	Charged with NUNA 584; NUNA 662
<b>Basic Fees</b>			
Application Fee	All Graduate Nursing Students	\$50/upon application	Nonrefundable
Campus Life Fee	All Graduate Nursing Students (excl clinical)	\$100/term	
Campus Life Fee	All Graduate Nursing Clinical Students	\$25/term	
Campus Life Fee	All Graduate Nurse Anesthesia Students	\$25/term	
Graduation Fee	All Graduate Nursing Students	\$100/occurrence	
Reinstatement Fee	All Graduate Nursing Students	\$100/occurrence	
Technology Fee - Fall & Spring	All Graduate Nursing Students	\$175/term	

FNP=Family Nurse Practitioner

NA=Nurse Anesthesia

NOTE 1: See the above table for a list of General Fees (Vehicle Registration/Decal, ID Replacement, etc.) that apply to ALL students.

NOTE 2: Fees are subject to change without notice. See the Student Financial Services website for the latest tuition and fee info: <http://www.samford.edu/departments/financial-services/>

**NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the eBill 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 eBill, payment due, refund availability, and registration cancellation.**

## MCWHORTER SCHOOL OF PHARMACY TUITION AND FEES FOR ACADEMIC YEAR 2018-2019

*The following tuition and fees apply to Samford **Pharmacy Students (Doctoral)**.  
Unless otherwise indicated, all fees are due on or before the eBill payment due date.*

Description	Student Classification	Expense	Notes
<b>Tuition</b>			
Tuition Deposit	All Pharmacy Students	\$500/upon acceptance	Nonrefundable
Less than 10 credits	Part-Time Pharmacy Students	\$1,535/credit/term	
More than 21 credits	Full-Time Pharmacy Students	\$1,535/credit/term	
Annual Tuition	All Pharmacy Students	\$37,766/year	see semester breakdown below
First-Year Pharmacy, Fall	All P1 Pharmacy Students (full-time)	\$16,522/term	
First-Year Pharmacy, Spring	All P1 Pharmacy Students (full-time)	\$16,522/term	
First-Year Pharmacy, Summer	All P1 Pharmacy Students (3 credits)	\$4,722/term	
Second-Year Pharmacy, Fall	All P2 Pharmacy Students (full-time)	\$16,522/term	
Second-Year Pharmacy, Spring	All P2 Pharmacy Students (full-time)	\$16,522/term	
Second-Year Pharmacy, Summer	All P2 Pharmacy Students (3 credits)	\$4,722/term	
Third-Year Pharmacy, Fall	All P3 Pharmacy Students (full-time)	\$18,883/term	
Third-Year Pharmacy, Spring	All P3 Pharmacy Students (full-time)	\$18,883/term	
Fourth-Year Pharmacy, Summer	All P4 Pharmacy Students (full-time)	\$12,588/term	
Fourth-Year Pharmacy, Fall	All P4 Pharmacy Students (full-time)	\$12,589/term	
Fourth-Year Pharmacy, Spring	All P4 Pharmacy Students (full-time)	\$12,589/term	
<b>Fees</b>			
Application Fee	All Pharmacy Students	\$35/upon application	Nonrefundable
Campus Life Fee - Fall & Spring	All P1, P2, & P3 Pharmacy Students	\$100/semester	
Campus Life Fee - Fall & Spring	All P4 Clinical Pharmacy Students	\$25/semester	
Graduation Fee	All Pharmacy Students	\$100/occurrence	
PHRX Elective Course Fees:	All Pharmacy Students enrolled in the following:		
	PHRX 458 (Topics in Pediatric Pharmacotherapy)	\$30/course	
	PHRX 473 (Topics-Extemporaneous Compounding)	\$50/course	
	Study Abroad Opportunities (mission trips/courses)	up to \$5,000	
Pharmacy Drug Screening Fee	All Pharmacy Students	\$95/year	
Pharmacy Lab Fee	All Pharmacy Students	\$175/term	
Nonrefundable Course Admin Fee	All Pharmacy Students enrolled in PHRX 678 & 679	\$0	
Reinstatement Fee	All Pharmacy Students	\$100/occurrence	
Technology Fee - Fall & Spring	All Pharmacy Students	\$175/semester	

P1=First-Year Pharmacy

P2=Second-Year Pharmacy

P3=Third-Year Pharmacy

P4=Fourth-Year Pharmacy

NOTE 1: Click here for a list of General Fees (Vehicle Registration/Decal, ID Replacement, etc.) that apply to ALL students.

NOTE 2: Fees are subject to change without notice. See the Student Financial Services website for the latest tuition and fee info: <http://www.samford.edu/departments/financial-services/>

**NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the eBill 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 eBill, payment due, refund availability, and registration cancellation.**

## SCHOOL OF PUBLIC HEALTH GRADUATE TUITION AND FEES FOR ACADEMIC YEAR 2018-2019

*The following tuition and fees apply to Samford Graduate Students in the School of Public Health.  
Unless otherwise indicated, all fees are due on or before the eBill payment due date.*

Description	Student Classification	Expense	Notes
<b>Tuition &amp; Fees</b>			
<b>Graduate Dietetic Internship Program*</b>			
Dietetic Internship - Tuition Deposit	All Graduate Dietetic Internship Students	\$1,000/upon admission	Nonrefundable
Dietetic Internship - Tuition	All Graduate Dietetic Internship Students	\$829/credit/term	
Dietetic Internship - 1-Time Clinical Lab Fee	All Graduate Dietetic Internship Students	\$225/course	Charged with NUTR 501
Dietetic Internship - Add'l Drug Screen Fee	All Graduate Dietetic Internship Students	\$40/occurrence	
<b>Graduate Health Informatics &amp; Information Management Program</b>			
Health Informatics/Info Mgt - Tuition Dep	All Graduate Health Info/Info Mgt Students	\$500/upon admission	Nonrefundable
Health Informatics/Info Mgt - Tuition	All Graduate Health Info/Info Mgt Students	\$829/credit/term	
Health Informatics/Info Mgt - Technology	All Graduate Health Info/Info Mgt Students	\$80/course	Charged with HIIM 502
Health Informatics/Info Mgt - Lab Fee	All Graduate Health Info/Info Mgt Students	\$50/course	Charged with HIIM 503
Health Informatics/Info Mgt - Drug Screen Fee	All Graduate Health Info/Info Mgt Students	\$40/occurrence	Charged with HIIM 500; HIIM 699
<b>Graduate Healthcare Administration Program</b>			
Healthcare Administration - Tuition Deposit	All Graduate Healthcare Admin Students	\$500/upon admission	Nonrefundable
Healthcare Administration - Tuition	All Graduate Healthcare Admin Students	\$829/credit/term	
Healthcare Administration - 1st Yr Stu Fee	All Graduate Healthcare Admin Students-Y1	\$200/course	Charged with MHCA 500
Healthcare Administration - 2nd Yr Stu Fee	All Graduate Healthcare Admin Students-Y2	\$100/course	Charged with MHCA 600
Healthcare Administration - Drug Screen Fee	All Graduate Healthcare Admin Students	\$40/occurrence	Charged with MHCA 612
<b>Graduate Nutrition &amp; Dietetics Program</b>			
Nutrition & Dietetics - Tuition Deposit	All Graduate Nutrition & Dietetics Students	\$500/upon admission	Nonrefundable
Nutrition & Dietetics - Tuition	All Graduate Nutrition & Dietetics Students	\$829/credit/term	
Nutrition & Dietetics - Nutrigenomics	All Graduate Nutrition & Dietetics Students	\$135/course	Charged with NUTR 605
<b>Graduate Public Health Program</b>			
Public Health - Tuition Deposit	All Graduate Public Health Dept Students	\$500/upon admission	Nonrefundable
Public Health - Tuition	All Graduate Public Health Dept Students	\$829/credit/term	
<b>Graduate Social Work Program</b>			
Social Work - Tuition Deposit	All Social Work Students	\$200/upon admission	Nonrefundable
Social Work - Tuition	All Social Work Students	\$829/credit/term	
Social Work - Activity Fee	All Social Work Students	\$50/course	Charged with SOWK 508
Social Work - 1-Time Placement-Trad	All Social Work Students - Traditional	\$200/course	Charged with SOWK 501
Social Work - 1-Time Field Placement-Adv	All Social Work Students - Adv Standing	\$200/course	Charged with SOWK 600
Social Work - Drug Screening Fee	All Social Work Students	\$40/occurrence	
<b>Basic Fees</b>			
Application Fee	All Graduate Public Health Students	\$35/upon application	Nonrefundable
Campus Life Fee	All Grad Public Health Students (excl clinical)	\$100/term	
Campus Life Fee	All Graduate Public Health Clinical Students	\$25/term	
Graduation Fee	All Graduate Public Health Students	\$100/occurrence	Except for joint degrees
Reinstatement Fee	All Graduate Public Health Students	\$100/occurrence	
Technology Fee - Fall & Spring	All Graduate Public Health Students	\$175//term	

\* The graduate Dietetic Internship program falls under the Department of Nutrition & Dietetics.

NOTE 1: Joint Degrees are charged tuition by classification.

NOTE 2: Click here for a list of General Fees that apply to ALL students (Vehicle Registration/Decal, ID Replacement, etc.).

NOTE 3: Fees are subject to change without notice. See the Student Financial Services website for the latest tuition and fee info: <http://www.samford.edu/departments/financial-services/>

**NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the eBill 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 eBill, 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 the Office of Financial Aid (OFA) within 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](http://www.fafsa.gov). An application priority date of February 15 has been established for 2018-2019, 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, 2018.

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 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 directly to the qualified student. 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 are two types of federal Stafford loans: subsidized and unsubsidized. Need-based Stafford loans are subsidized (interest is paid by the federal government). For unsubsidized Stafford loans, interest is charged on the loan from the time funds are disbursed. Eligible freshmen may borrow up to \$5,500/year, sophomores \$6,500/year, juniors and seniors \$7,500/year, and most graduate/professional students \$20,500/year.

#### 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.

#### 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 FAFSA is required, even if 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 financial aid, a student must be making satisfactory academic progress, as defined below.

Eligibility for 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 134 percent of the credits required for completion of their academic program. Accepted transfer credits will be used to reduce that time frame. Graduate, doctoral, and professional students will be reviewed at 134% of the credits required for completion of their academic programs.

### Graduate: 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 75 percent of all credits attempted and applied to their current program. Both Samford and transfer attempts are included in the 75 percent calculation.

### 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 75 percent of all credits attempted and applied to their current program. Both Samford and transfer attempts are included in the 75 percent 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 academic terms.

## Scholarships

The University provides numerous opportunities for earning scholarships. The Admissions Office 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](http://www.samford.edu/admission/scholarships). Scholarship maintenance and renewal requirements are found here and in the online student portal.

Upperclassmen, graduate, and professional students may receive some scholarship funding from their academic programs. Academic programs 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.

For most Samford scholarships, students are given a one-semester grace period to raise a deficient cumulative Samford grade point average to the appropriate standard. During this grace period, the student is typically allowed to keep their Samford scholarship. If, by the end of the grace period, the cumulative Samford grade point average is not sufficient, the scholarship will be forfeited immediately and permanently. Also, if a student is found to have violated the University's Code of Values, sanctions may include revocation of some or all Samford-funded aid.

## 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 Student Financial Services 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 Office of the Registrar 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. Veterans using Chapter 33 (the Post 9/11 GI Bill®) must coordinate with the School Certifying Official (Office of the Registrar, Samford 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.

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

# Howard College of Arts and Sciences

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## Administration

Timothy D. Hall, Dean; Professor, History  
Don E. Bradley, Associate Dean; Professor, Sociology  
Emily A. Hynds, Associate Dean; Associate 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

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## Faculty

Anthony S. Overton, Chair, Professor  
Lawrence J. Davenport, Paul Propst Professor of Natural Sciences  
Elizabeth G. Dobbins, Professor  
David A. Johnson, Professor  
Kristin A. Bakkegard, Associate Professor  
Rita Malia Fincher, Associate Professor  
Grant L. Gentry, Associate Professor  
Andrew Hataway, Associate Professor  
George E. Keller III, Associate Professor  
Brad Bennett, 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, and Management

### Joint Degrees

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.

A joint graduate degree in environmental management and law (M.S.E.M./J.D.) is offered in conjunction with the Cumberland School of Law. Contact the Cumberland School of Law for more information. A joint degree in environmental management and business (M.S.E.M./M.B.A.) is offered in conjunction with the Brock School of Business. Contact the School of Business for more information.

### 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 a 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). 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 & 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, and 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.

<b>Master of Science in Environmental Management: Environmental Health, Policy, &amp; Management Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>M.S.E.M. Core</b>			<b>15</b>
ENVM 502	Environmental Law & Regulation	3	
ENVM 510	Environmental Ethics & Values	3	
ENVM 533	Communication in Environmental Mgt: Prof Presentations & Scientific Writing	3	
ENVM 534	Research Methods & Techniques	3	
PHLT 504	Biostatistics-Public Health Professionals	3	
<b>M.S.E.M. Capstone</b>			<b>3</b>
ENVM 540	Environmental Masters Report Capstone	3	
<b>M.S.E.M. Electives</b> (choose six courses)			<b>18</b>
ENVM 509	GIS & Environmental Management Issues	3	
ENVM 515	Conservation/Policy-Endangered Species	3	
ENVM 516	Research	3	
ENVM 519	Natural Resources Management & Policy	3	
ENVM 524	Environmental Geology	3	
ENVM 527	Sociology of the Environment	3	
ENVM 529	Energy & the Environment	3	
ENVM 530	Environmental Management Internship	3	
ENVM 537	Water & the Environment	3	
ENVM 538	Current Topics in Environmental Issues	3	
ENVM 539	You are What You Eat: Agri/Environmental Approaches to Sustainable Food & Health	3	
PHLT 503	Environmental Health	3	
or Open Graduate-Level Elective		3	
<b>Total Required Credits</b>			<b>36</b>

## Courses

### ENVIRONMENTAL MANAGEMENT

NOTE: The environmental management graduate program follows the calendar of one summer term, one (1) fall term, and one (1) 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, 502, and 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 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 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. Prereqs: ENVM 501, 502, and 504.

#### 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, 502, 504, and 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 Resources 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, 504, 505, and 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 Sociology of the Environment (3)**

This course focuses on the reflexive relationship between the environment and society. The features of the environment produce both constraint and opportunity for human order and activity. Humans construct the environment framed by political, economic, technological 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. The intrinsic impact of demographic expansion and the consequent pressures on environmental resources and sustainability are critical for environmental understanding. All of these considerations and understandings are further impacted by humans living in a global community where isolationism is virtually impossible when considering land, air, water and shelter needs as basic human rights. 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" (Howard Newby, 1991 Lecture to British Sociological Association).

**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.

# School of the Arts

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## Administration

Joseph H. Hopkins, Dean; Professor, Music  
Eric L. Mathis, Interim Associate Dean, Division of Music;  
Associate Professor, Music  
Larry D. Thompson, Associate Dean, Division of Visual Arts; Professor, Art

## 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. In 2014, the Department of Art and the Department of Interior Architecture were joined together as the Division of Visual Arts.

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.

# Interior Architecture

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## Faculty

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

## Accreditation

The Samford University interior design program is accredited by the Council for Interior Design Accreditation (CIDA).

## Graduate Programs and Requirements

### Degree

Master of Science in Design Studies (M.S.D.S.)  
Design Studies

The Department of Interior Architecture offers the master of science in design studies (M.S.D.S.) degree.

### Admission Requirements

1. Application for graduate admission.
2. Application fee.
3. Possess a baccalaureate degree or higher from an accredited college or university (degree should be first professional degree in interior architecture/design, or architecture and accredited by CIDA and/or NAAB).
4. Official transcripts from all colleges and universities attended verifying undergraduate GPA of 3.00 on a 4.00 scale.
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. Copy of curriculum vitae or résumé.
7. Two letters of recommendation.
8. Graduate Record Exam.

### Program-Specific Admission Requirements

1. Eligibility to sit for professional certification/registration (NCIDQ, NCARB, and or state licensure).
2. Personal statement of intent (completed with online application). Explain why you would like to pursue a graduate degree in design studies and identify a possible area of research.
3. A portfolio. Portfolios will not be returned to applicants. Candidates should submit portfolio of design work that demonstrates the candidate's creative abilities as well as their verbal and graphic communications skills. A portfolio may include:
  - a. A selection of design projects produced within the last three years.
  - b. Examples of recent art projects completed by the candidate.
  - c. Studies of buildings that demonstrate the candidate's analytical ability. (Format: 8 1/2" x 11", bound. 11" x 17" sheets maybe folded to 8 1/2" x 11".)

### Progression Policies

In order to progress through the M.S.D.S. program, each student must:

1. Adhere to the Code of Ethical/Professional Conduct as specified in the Samford University Catalog.
2. Possess, or provide evidence of in-process, professional licensure in your state of practice.
3. Maintain a cumulative GPA of 3.00. Any student who falls below a GPA of 3.00 will be placed on academic probation.
4. Acknowledge that a required course can be repeated only once.
5. Acknowledge that failure of the same course twice constitutes dismissal from the program of study.
6. Acknowledge that any courses repeated will delay the initial projected graduation date.
7. Students must be aware that matters of plagiarism, unethical, unprofessional, or unsafe conduct may result in immediate dismissal from the School of the Arts.

## Transfer Credit

A maximum of six (6) semester hours of graduate academic credit toward the 33-semester-hour graduate degree may be given for courses appropriate to the M.S.D.S. curriculum. Only graduate courses with grades of at least a 3.0 (B) taken at institutions with a level of graduate course content and level of instruction comparable to that of Samford University may be transferred. Credit may be accepted from institutions that are approved by the U.S. Department of Education and hold regional accreditation, or have appropriate specialized or programmatic accreditation, or have been evaluated and proven to be comparable in course content and level of instruction to Samford University, or are recognized by the ministry of education or equivalent agency in the applicant's home country.

Prior to the end of the first semester of enrollment, the student must submit to the admission office official transcripts, course descriptions, a portfolio or, in the case of a lecture class, projects and papers, and a written request for transfer credit review for the course(s) the student wishes to transfer. Materials are reviewed to determine if the work is comparable to that which would earn at least a 3.0 in a Samford University graduate-level course. Transfer credit appears on the transcript as such and is not calculated in the student's institutional grade point average. Students who wish to appeal the transfer credit process after the first semester of enrollment must submit a written request to the program director.

## Time Limit

All courses required for the M.S.D.S. program 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 24 months (approximately two years).

## Design Studies (M.S.D.S.)

The School of the Arts (SOA) Department of Interior Architecture online master of science in design studies (M.S.D.S.) provides an opportunity for 24 months of advanced study with an emphasis on design, research, and teaching. The online master of science in design studies is a 33-credit, post-professional degree designed for students and experienced designers with a first professional degree in interior architecture/design or architecture.

<b>Master of Science in Design Studies Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Design Studies Core</b>		<b>27</b>
IARC 601 Academic Writing	3	
IARC 602 Research Design and Methods I	3	
IARC 603 Research Design and Methods II	3	
IARC 604 Design Theory and Criticism	3	
IARC 605 Design Issues-Interior Built Environment	3	
IARC 610 Pedagogy of Design Methods & Processes	3	
IARC 611 Architecture, Society, and Culture	3	
IARC 695 Master Thesis	3	
<b>Design Studies Electives</b>		<b>6</b>
Electives (with approval of advisor)	6	
<b>Total Required Credits</b>		<b>33</b>

## Courses

### INTERIOR ARCHITECTURE

#### IARC 601 Academic Writing (3)

This course is designed to support and prepare students for academic writing at the graduate level, focusing on critical tasks in graduate writing: summarizing and critiquing scholarly sources, writing a literature review, and using sources appropriately. Emphasis will be placed on the process of scientific inquiry (quantitative and qualitative) as well as how to critique various forms of research. This course is not designed to provide intensive language study for non-native speakers of English. Offered: Summer.

#### IARC 602 Research Design and Methods I (3)

This course introduces graduate students to key issues and concepts in quantitative and qualitative research. Students develop skills in research design, basic statistical methodology, quantitative and qualitative data collection and analyses, and how to prepare a scholarly paper. This course is required for the master's thesis requirement. Prereq: IARC 601. Offered: Fall.

#### IARC 603 Research Design and Methods II (3)

In this course, students will expand their knowledge base of research design and methods. At the end of this course students will have created a research prospectus to outline a program of research in their interest area. Topics discussed in this course include the scientific method; measurement; sampling; quantitative, qualitative, and mixed data collection techniques, specifically single-subject design and survey data collection; data analysis and interpretation; statistical analyses, and the development of a research program. Prereq: IARC 602. Offered: Spring.

#### IARC 604 Design Theory and Criticism (3)

This course seeks to explore the development of pragmatic and creative attitudes regarding art and design, and develop tools for probing a more comprehensive understanding of shifts in these attitudes over time. Strategies of correlational research are emphasized. Prereq: IARC 601. Offered: Fall.

#### IARC 605 Design Issues in the Interior Built Environment (3)

Emphasis is placed upon contemporary and controversial issues of the field and practice of interior design and its relationship to the allied design disciplines. Topics include, but are not limited to global issues, biomimicry, social and environmental responsibility, technology, project delivery, health and safety, and advanced anthropometry. Prereq: IARC 601. Offered: Spring.

#### IARC 610 Pedagogy of Design Methods and Processes (3)

Emphasis is on an advanced investigation of the theoretical aspects of the design methods and processes within the context of design practices. Students will explore the relationship of the design process with the pedagogy of the design studio. Qualitative research methods will be emphasized. Prereq: IARC 601. Offered: Fall, on rotation.

#### IARC 611 Architecture, Society, and Culture (3)

In support of the student's research agenda, this course seeks to provide perspectives for educators on current topics in design. The response of design to global issues, to the metropolis, and to the changing landscape of project delivery are central themes. The course also aims to introduce students to differences between design practice and design academia, while considering the importance of bridging the two. Prereq: IARC 601. Offered: Fall, on rotation.

#### IARC 695 Master Thesis (6)

The thesis will be used to explore new insights, thereby contributing to the body of knowledge that can in turn advance the discipline and practice of interior design and/or design education. It is a significant part of the work done towards the completion of the master of science degree. The thesis must demonstrate both a sound understanding of research methods and the ability to apply those methods to a research program related to the design discipline. Prereq: IARC 602 and IARC 603. Offered: Spring, on rotation.

# Music Division

## Faculty

Philip L. Copeland, Professor  
 Joseph H. Hopkins, Professor  
 Sharon L. Lawhon, Professor  
 W. Randall Richardson, Professor; Chair, Performance Studies in Music  
 Grant B. Dalton, Associate Professor  
 Joel S. Davis, Associate Professor  
 Brad Diamond, Associate Professor  
 Jeffrey Z. Flaniken, Associate Professor  
 Kristin Kenning, Associate Professor  
 Eric L. Mathis, Associate Professor; Director, Center for Worship and the Arts  
 Brian B. Viliunas, Associate Professor  
 Brion O. Walden, Associate Professor  
 Giovanni-Rey de Pedro, Assistant Professor  
 Larry E. Hardin, Assistant Professor  
 Timothy Heath, Assistant Professor  
 Mark A. Lackey, Assistant Professor; Director, Graduate Studies  
 Margaret Elizabeth (Beth) McGinnis, Assistant Professor  
 Emily Snider Andrews, 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, 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

- Master of Music (M.M.)
  - Church Music with a Concentration in Conducting, Performance, or Thesis Instrumental Performance
  - Piano Performance/Pedagogy
  - Vocal Performance
- Master of Music Education (M.M.E.)
  - Music (Pattern 1: Traditional)
  - Music (Pattern 2: Fifth Year Non-Traditional)
  - Music (National Board Cohort)

### Joint Degree

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

The Division of Music offers graduate programs that meet requirements for the master of music and master of music education degrees. In cooperation with the Beeson School of Divinity, the School of the Arts also offers a joint degree in music and divinity (M.M./M.Div.)

## Graduate Programs

**Master of Music in Church Music:** 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.

**Master of Music in Instrumental Performance:** 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.

**Master of Music in Piano Performance and Pedagogy:** 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.

**Master of Music in Vocal Performance:** 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.

**Master of Music Education:** 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. Two distinct programs are offered. The traditional program (Pattern 1) is for persons who hold an Alabama Class B teaching certificate or its equivalent. 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. Both programs conclude with an oral comprehensive examination.

**Master of Music Education in Music (National Board Cohort):** 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 3.00 for admission to the program.

**Master of Music/Master of Divinity:** The M.M./M.Div. joint-degree program, offered in conjunction with the School of Divinity, allows students to use credits from each school as part of the other school's degree.

### Admission

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.

### 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 either conducting, performance, or thesis.

<b>Master of Music: Church Music Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Graduate Music Core:</b>		<b>21</b>
<b>Studies in Music</b>		<b>9</b>
MUSC 5221 Seminar in Choral Conducting	2	
MUSC 5300 Research in Music	3	
MUSC 5500 Analytical Techniques	2	
MUSC 57xx Graduate Ensembles (1crd x 2sem)*	2	
<b>Studies in Church Music</b>		<b>12</b>
MUSC 5115 Music Ministry on the 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	
<b>Concentration (choose one of the following)</b>		<b>10</b>
<b>Conducting</b>		
MUSA 51xx, 52xx, 53xx Applied Instruc (2crds/2sem)	4	
MUSC 5155 Performance Document	2	
MUSC 5240 Graduate Conducting (2crds x 2sem)	4	
MUSC 5699 Graduate Recital	0	
<b>Performance</b>		
MUSA 51xx, 52xx, 53xx Applied Instruc (2crds/4sem)	8	
MUSC 5155 Performance Document	2	
MUSC 5699 Graduate Recital	0	
<b>Thesis Project</b>		
MUSA 51xx, 52xx, 53xx Applied Instruc (2crds/2sem)	4	
MUSC 5000-5999 Music Elective	2	
MUSC 5165 Grad Thesis-Church Music (2crd/2sem)	4	
<b>Total Required Credits</b>		<b>31</b>

\* 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.

<b>Master of Music: Instrumental Performance Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Music</b>		<b>11</b>
MUSC 5300 Research in Music	3	
MUSC 5401 History/Appl of Performance Practices I	2	
MUSC 5402 History/Appl of Performance Practices II	2	
MUSC 5462 Topics in Music History	2	
MUSC 5500 Analytical Techniques	2	
<b>Solo Performance</b>		<b>12</b>
MUSA 53xx Applied Instruction (4x/3 crds each)	12	
MUSC 5699 Graduate Recital (one 50-min recital)	0	
<b>Instrumental Ensembles</b>		<b>6</b>
MUSC 57xx Graduate Ensembles (4x/1 crd each)*	4	
MUSC 5732 Graduate Chamber Ensemb (take twice)	2	
<b>Supporting Music Studies</b>		<b>4</b>
MUSC 5240 Graduate Conducting	2	
MUSC 5630 Seminar in Instrumental Pedagogy/Lit	2	
<b>Total Required Credits</b>		<b>33</b>

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

### 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.

<b>Master of Music: Vocal Performance Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Music</b>		<b>9</b>
MUSC 5300 Research in Music	3	
MUSC 5401 History/Appl of Performance Practices I	2	
MUSC 5402 History/Appl of Performance Practices II	2	
MUSC 5500 Analytical Techniques	2	
<b>Solo Performance</b>		<b>12</b>
MUSA 5357 Applied Instruction: Voice (4x/3 crds ea)	12	
MUSC 5699 Graduate Recital (One 50-min recital)	0	
<b>Ensemble Performance (choose any combo of the following for a total of 4 crds; each crse is repeatable)</b>		<b>4</b>
MUSC 5720 University Chorale	1	
MUSC 5721 A Cappella Choir	1	
MUSC 5723 Samford Opera*	1	
MUSC 5724 Opera Workshop*	1	
<b>Supporting Vocal Studies</b>		<b>6</b>
MUSC 5421 Seminar in Vocal Literature	2	
MUSC 5462 Topics in Music History	2	
MUSC 5620 Seminar in Vocal Pedagogy	2	
<b>Total Required Credits</b>		<b>31</b>

\* Opera Scholarship Students/Opera Birmingham Apprentices are expected to participate in Samford Opera or Opera Workshop each semester.

### 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.

Master of Music: Piano Performance & Pedagogy Required Courses		Course Credits	Total Required Credits
<b>Music</b>			<b>8</b>
MUSC 5401	History/Appl of Performance Practices I	2	
MUSC 5402	History/Appl of Performance Practices II	2	
MUSC 5462	Topics in Music History	2	
MUSC 5500	Analytical Techniques	2	
<b>Pedagogy</b>			<b>9</b>
MUSC 5300	Research in Music	3	
MUSC 5640	Piano Pedagogy I	3	
MUSC 5642	Piano Pedagogy II	3	
<b>Performance</b>			<b>14</b>
MUSA 5351	Applied Instruction: Piano (4x/3 crds ea)	12	
MUSC 5699	Graduate Recital (2 required)	0	
MUSC 5732	Graduate Chamber Ensemble (take twice)	2	
<b>Total Required Credits</b>			<b>31</b>

## Courses

### 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. 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. 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. 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 (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 3.00 for admission to the program.

Master of Music Education: Music (National Board Cohort) Required Courses		Course Credits	Total Required Credits
<b>Education: (Complete two of the following)</b>			<b>6</b>
EDUC 509	Advanced Techniques for the Diagnosis & Remediation of Reading Problems*	3	
EDUC 510	Instructional Adapt-Student Diversity*	3	
EDLD 520	Foundations of Instr Leadership	3	
EDLD 526	Legal & Ethical Issues in Education	3	
<b>Music:</b>			<b>26</b>
<b>Music Education Core</b>			<b>5</b>
MUSC 5340	Foundations and Curricular Trends in American Music Education	3	
MUSC 5380	Assessment-Music/Reading Across Curr	2	
<b>Teaching Field: Music (Required)</b>			<b>16</b>
MUSC 5221	Seminar in Choral Conducting <i>or</i>	2	
MUSC 5230	Seminar in Instrumental Conducting		
MUSC 5300	Research in Music Education	3	
MUSC 5391	National Brd Prof Tchg Stds for Music I	3	
MUSC 5392	National Brd Prof Tchg Stds for Music II	3	
MUSC 5500	Analytical Techniques	2	
MUSC 5597	Curriculum Integration of Music Tech	3	
<b>Teaching Field Electives</b> (Choose 5 credits from the following)			<b>5</b>
MUSC 5360	Orff-Schulwerk, Level I	3	
MUSC 5361	Orff-Schulwerk, Level II**	3	
MUSC 5662-5664	Special Studies in Music Educ***	2-4	
	Graduate Ensemble (5000-level)	1-2	
	Solo Performance Instruction (5000-level)	2-4	
<b>Total Required Credits</b>			<b>32</b>

\* 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.

## 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. Offering: 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: 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.

<b>Master of Music Education: Music: Pattern 1: Traditional Program Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Education:</b>		<b>9</b>
EDUC 509 Advanced Techniques for the Diagnosis & Remediation of Reading Problems	3	
EDUC 510 Instructional Adaptation-Student Diversity	3	
EDUC 512 Contemp Legal Issues-Clsrm Teach <i>or</i>	3	
EDUC 513 Instr Design-Optimal Student Learning <i>or</i>		
EDUC 514 Social Dynamics & Student Learning <i>or</i>		
EDUC 515 Standards-Driven Teacher Leadership		
<b>Music:</b>		<b>23</b>
<b>Music Education Core</b>		<b>5</b>
MUSC 5340 Foundations and Curricular Trends in American Music Education	3	
MUSC 5380 Assessment-Music/Reading Across Curr	2	
<b>Teaching Field: Music (Required)</b>		<b>10</b>
MUSC 5221 Seminar in Choral Conducting <i>or</i>	2	
MUSC 5230 Seminar in Instrumental Conducting		
MUSC 5300 Research in Music	3	
MUSC 5500 Analytical Techniques	2	
MUSC 5597 Curriculum Integration of Music Tech	3	
<b>Teaching Field Electives (Choose 8 credits from the following)</b>		<b>8</b>
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/Lit	2	
MUSC 5640 Piano Pedagogy I	3	
MUSC 5650 Organ Pedagogy	2	
MUSC 5662-5664 Special Studies in Music Educ †	2-4	
Graduate Ensemble (5000-level) ††	1-2	
Solo Performance Instruction (5000-level)†††	2-4	
<b>Total Required Credits</b>		<b>32</b>

\* 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 Prog (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.

<b>Master of Music Education: Music: Pattern 2: Fifth Year Non-Trad Prog Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Education:</b>		<b>9</b>
EDUC 509 Adv Tech-Diag/Remed-Reading Probs	3	
EDUC 510 Instructional Adapt-Student Diversity	3	
EDUC 512 Contemp Legal Issues-Clsrm Teach <i>or</i>	3	
EDUC 513 Instr Design-Optimal Student Learning <i>or</i>		
EDUC 514 Social Dynamics & Student Learning <i>or</i>		
EDUC 515 Standards-Driven Teacher Leadership		
<b>Music Education:</b>		<b>35</b>
<b>Music Education Core</b>		<b>17</b>
MUSC 5310 Curriculum/Teaching in the Elem School	3	
MUSC 5320 Curric/Teach-Secd School: Choral <i>or</i>	3	
MUSC 5330 Curric/Teach-Secd School: Instrumental		
MUSC 5340 Found/Curric Trends-American Music Ed	3	
MUSC 5380 Assessment-Music/Reading Across Curr	2	
MUSC 5399 Student Teaching Grades P-12	6	
<b>Teaching Field: Music (Required)</b>		<b>8</b>
MUSC 5300 Research in Music	3	
MUSC 5500 Analytical Techniques	2	
MUSC 5597 Curriculum Integration of Music Tech	3	
<b>Music Electives: Vocal/Choral or Instr Emphasis</b>		<b>10</b>
<b>Vocal/Choral Emphasis (choose 10 credits)</b>		
MUSC 5221 Seminar in Choral Conducting	2	
MUSC 5360-5361 Orff-Schulwerk, Level I & II**	6	
MUSC 5422 Survey of Choral Literature	2	
MUSC 5520 Choral Arranging	2	
MUSC 5620 Seminar in Vocal Pedagogy***	2	
MUSC 5662-5664 Special Studies in Music Educ †	2-4	
MUSC 5723 Samford Opera	1	
MUSC 5724 Opera Workshop	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	
<b>Instrumental Emphasis (choose 10 credits)</b>		
MUSC 5230 Seminar in Instrumental Conducting	2	
MUSC 5321 Vocal Techniques*	1	
MUSC 5360 Orff-Schulwerk, Level I	3	
MUSC 5530 Instrumental Arranging	2	
MUSC 5630 Seminar in Instrumental Pedagogy/Lit	2	
MUSC 5662-5664 Special Studies in Music Educ †	2-4	
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	
<b>Total Required Credits</b>		<b>44</b>

\* 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 EDUCATION AND 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: Fall.

### 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 and 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. Note: Course offered for 1 credit through Summer 2018; It will be offered for 2 credits beginning Fall 2018.

### MUSC 5640 Piano Pedagogy I (3)

In-depth study of methods, materials, and curriculum for teaching piano. Additional topics include the history of piano pedagogy, current trends, professionalism, and the philosophical and psychological bases for piano study. Offered: Fall, on rotation.

### MUSC 5642 Piano Pedagogy II (3)

In-depth study of methods, materials, and curriculum for teaching piano. Additional topics include the history of piano pedagogy, current trends, professionalism, and the philosophical and psychological bases for piano study. Offered: Spring, 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 5662-5664 Special Studies in Music Education (2-4, respectively)

Directed, independent studies in music education.

## MUSIC HISTORY AND LITERATURE

### MUSC 5401 History and Application of Performance Practices I (2)

Study of vocal and instrumental performance practice in historical context. Students explore primary sources and apply the principles to problems of musical performance and pedagogy. Offered: Fall, on rotation.

### MUSC 5402 History and Application of Performance Practices II (2)

Seminar in performance practice in students' individual musical disciplines. Participants engage in research using primary sources and present their findings in a public forum. Offered: Spring, on rotation.

### 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 Survey of Piano Literature (2)

Study of major contributors to piano literature and their compositions. 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 THEORY AND 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.

**PERFORMANCE-RELATED COURSES****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.

**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.

**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**  
**MUSA 5113 Viola**  
**MUSA 5115 Cello**  
**MUSA 5117 String Bass**  
**MUSA 5119 Harp**  
**MUSA 5120 Percussion**  
**MUSA 5121 Trumpet**  
**MUSA 5123 Trombone**  
**MUSA 5125 French Horn**  
**MUSA 5127 Tuba**  
**MUSA 5129 Euphonium**  
**MUSA 5131 Saxophone**  
**MUSA 5133 Flute**  
**MUSA 5135 Oboe**  
**MUSA 5137 Bassoon**  
**MUSA 5139 Clarinet**  
**MUSA 5151 Piano**  
**MUSA 5153 Organ**  
**MUSA 5157 Voice**  
**MUSA 5179 Classical Guitar**

**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)**

# Brock School of Business

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## Administration

J. Howard Finch, Dean; Professor, Brock School of Business  
Charles M. Carson, IV, Associate Dean; Professor, Management  
Barbara H. Cartledge, Assistant Dean of Academic Programs;  
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 as well as the B.S.B.A. 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. Non-business students may pursue minors in 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 entrepreneurship and innovation, finance, and marketing.

## 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](http://www.aacsb.edu)) and by SACSC—The Southern Association of Colleges and Schools.

# Accounting

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## Faculty

Alan Blankley, Chair, Professor, Accounting  
Lowell S. Broom, Professor, Accounting  
Aundrea Kay Guess, Professor, Accounting  
Cynthia F. Lohrke, Professor, Accounting  
James P. Reburn, Professor, Accounting  
William H. Belski, Associate Professor, Accounting  
Michelle R. Newberry, Instructor

# Economics, Finance, and Quantitative Analysis

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## Faculty

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

# Entrepreneurship, Management, and Marketing

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## 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  
Robert W. Service, Professor, Management  
Barbara H. Cartledge, Assistant Professor, Business  
C. Clifton Eason, Assistant Professor, Marketing  
Larron C. Harper, Assistant Professor, Business  
Reynold J. Harris, Assistant Professor, Management  
Matthew J. Mazzei, Assistant Professor, Management

## 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  
 Entrepreneurship and Innovation  
 Finance  
 Marketing

### Joint Degree (Undergraduate+Graduate)

Professional Accountancy (B.S.B.A. in Accounting/M.Acc.)

### Joint Degrees (Graduate)

Master of Accountancy/Juris Doctor (M.Acc./J.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 Science in Environmental  
 Management (M.B.A./M.S.E.M.)

### Coordinated Degree

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

### Minor

Graduate Business

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

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. 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 a B.S.B.A. degree in accounting and master of accountancy degree upon completion of 150 credits.

At the graduate level, several joint degree are available: a master of accountancy or a master of business administration combined with a juris doctor (J.D.), and a master of business administration combined with a master of accountancy, master of divinity (M.Div.), or master of science in environmental management (M.S.E.M.). A coordinated degree is also offered combining the master of business administration with the doctor of pharmacy (Pharm.D.). Interested students should contact the schools of law, divinity, pharmacy, or the college of arts and sciences for more information on these joint or coordinated degree programs.

### Admissions

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 a regionally 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.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 a regionally accredited institution and earned a C- or better.

**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. Grades earned must be a B or better. Exempted courses do not count towards the 24 required graduate accounting credits.

### 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.

### Coordinated Degree Program

Brock School of Business M.B.A. students may also apply for the doctor of pharmacy degree offered by Samford University. M.B.A. students must apply and meet the admission criteria of the coordinated program. In addition, students must adhere to the academic policies and standards of the coordinated program. Selected coordinated program courses can count towards the M.B.A. electives. For more information regarding the coordinated programs, please contact the assistant director of academic programs in the Brock School of Business.

### Professional Accountancy Program

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 2.50 GPA for program admission, including a 2.50 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.

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

Professional Accountancy Program Required Courses	Course Credits	Total Required Credits
<b>General Education - University Core Curriculum</b>		<b>22</b>
<b>General Education - Distribution Areas:</b>		<b>29</b>
<b>Nat/Comp Sci:</b> COSC 107 Intro to Computer Science	4	4
<b>Social Sciences:</b> ECON 201 Principles-Macroeconomics	4	4
<b>Mathematics:</b> MATH 150 Precalculus	0-4	0-4
<b>Languages:</b> Proficiency through 102 or higher	0-8	0-8
<b>Fine Arts:</b> SOA 200 Arts in Society (non-SOA majs)	3	3
<b>Humanities</b>	4	4
<b>General Electives</b>	2-14	2-14
<b>Professional Accountancy Program:</b>		<b>99</b>
<b>Pre-Business Curriculum*</b>		<b>19</b>
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 Introduction to Spreadsheet Applications	1	
DATA 201 Introduction to Data Analytics	3	
ECON 202 Principles of Microeconomics	3	
<b>Business Core</b>		<b>28</b>
BUSA 252 Legal Environment of Business	3	
BUSA 471 Professional 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	
<b>Professional Accountancy Track</b>		<b>40</b>
ACCT 310 Income Tax I	3	
ACCT 311 Financial Accounting & Reporting I	3	
ACCT 312 Financial Accounting & Reporting 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	
ACCT 515 Governmental/Not-for-Profit Accounting	3	
ACCT 520 Auditing II	3	
ACCT 525 Applied Professional Research	3	
ACCT 540 Financial Accounting & Reporting III	3	
ACCT 555 Accounting Internship	3	
ACCT 599 Contemporary Issues in Accountancy	1	
<b>Accounting Electives (choose three from the following)</b>		<b>9</b>
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 Bus	3	
ACCT 594 Topics in Accounting	3	
<b>Graduate Business Course Component**</b>		<b>3</b>
(select a minimum of one course from the following)		
BUSA 533 MIS and Communications Technology	3	
BUSA 551 Operations Management	3	
BUSA 552 Managing Corporate Integrity	3	
ECON 520 Economics of Competitive Strategy	3	
FINC 521 Managerial Finance	3	
MNGT 535 Human Resources & Organization Mgt	3	
MARK 541 Marketing Strategy	3	
<b>Total Required Credits</b>		<b>150</b>

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

\*\* Must meet prerequisite of course selected.

NOTE: See the Undergraduate Catalog for course descriptions of 200-400-level courses.

### Master of Accountancy

The M.Acc. degree requires a minimum of 30 credits of approved graduate coursework, including at least 24 graduate accounting credits and six graduate business credits. At least 18 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, 212, 310, 311, 312, 313, 420, 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.

Master of Accountancy Required Courses	Course Credits	Total Required Credits
<b>Accounting:</b>		<b>24</b>
<b>Accounting Core</b>		<b>6-15</b>
ACCT 510 Income Tax II*	3	
ACCT 515 Governmental/Not-for-Profit Accounting*	3	
ACCT 520 Auditing II	3	
ACCT 525 Applied Professional Research	3	
ACCT 540 Financial Accounting & Reporting III*	3	
<b>Accounting Electives (select three or more)</b>		<b>9-18</b>
ACCT 514 Tax Research	3	
ACCT 521 Fraud Examination	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 in Reporting/Disclosures for Bus	3	
ACCT 594 Topics in Accounting	3	
<b>Business:</b>		<b>6</b>
<b>Business Electives** (select two)</b>		<b>6</b>
BUSA 533 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 & Org Management	3	
MARK 541 Marketing Strategy	3	
MBA Elective(s)	3-6	
<b>Total Required Credits</b>		<b>30</b>

\* Course may be waived with appropriate undergraduate credit. Waived courses do not count towards the required 24 graduate accounting credits nor the 30 credits required overall. If waived, an additional 500-level ACCT course, with a grade of C- or better, must be completed to reach 24 graduate accounting hours.

\*\* Must meet prerequisites of courses selected.

## Master of Business Administration

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 either entrepreneurship and innovation, finance, or marketing 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.

<b>Master of Business Administration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>MBA Prerequisite Courses*</b>		<b>0-9</b>
ACCT 511 Financial Accounting for Managers	3	
ECON 512 Foundations of Economics and Statistics	3	
FINC 514 Corporate Finance	3	
<b>MBA Program Core</b>		<b>30</b>
ACCT 519 Accounting for Decision Making	3	
BUSA 505 Managerial Communications & Analysis**	3	
BUSA 533 MIS and Communications Technology	3	
BUSA 551 Operations Management	3	
BUSA 552 Managing Corporate Integrity	3	
ECON 520 Economics of Competitive Strategy	3	
FINC 521 Managerial Finance	3	
MNGT 535 Human Resources & Organization Mgt	3	
MNGT 561 Strategic Management***	3	
MARK 541 Marketing Strategy	3	
<b>MBA Electives</b> (select two courses from the list of M.B.A. electives)		<b>6</b>
<b>Total Required Credits</b>		<b>36-45</b>

\* 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 a regionally 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.

## M.B.A. with a Concentration in Entrepreneurship & Innovation

<b>Master of Business Administration with Entrepreneurship &amp; Innovation Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>MBA Program Core</b>		<b>30-39</b>
<b>Entrepreneurship &amp; Innovation Concentration</b>		<b>9</b>
<b>Entrepreneurship &amp; Innovation Core</b> (must take one)		<b>3</b>
ENTR 531 Entrepreneurship: Concepts & Consulting or	3	
ENTR 555 New Venture Business Planning	3	
<b>Entrepreneurship &amp; Innovation Electives †</b> (select two from the following)		<b>6</b>
BUSA 534 Planning & Design for Web-Based Business	3	
ENTR 531 Entrepreneurship: Concepts & Consulting ††	3	
ENTR 543 Corporate Entrepreneurship & Innovation	3	
ENTR 544 Social Entrepreneurship & Non-Profit Mgt	3	
ENTR 555 New Venture Business Planning ††	3	
ENTR 597 Topics in Entrepreneurship	3	
MNGT 540 Project Management	3	
MNGT 545 Organizational Change	3	
<b>Total Required Credits</b>		<b>39-48</b>

† 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.

## M.B.A. with a Concentration in Finance

<b>Master of Business Administration with Finance Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>MBA Program Core</b>		<b>30-39</b>
<b>Finance Concentration</b>		<b>9</b>
<b>Finance Electives</b> (select three from the following)		<b>9</b>
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	
<b>Total Required Credits</b>		<b>39-48</b>

† FINC 521 (Managerial Finance) is a prerequisite for this course.

## 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.

<b>Course Number/Name</b>	<b>Credit Hrs</b>
ACCT 594 Topics in Accounting	3
BUSA 534 Planning & Design for Web-Based Business	3
BUSA 590 Topics in International Business/Field Study	3
BUSA 595 Topics in Information Systems	3
BUSA 599 Topics in Business Law Regulation	3
ECON 522 International Economics	3
ECON 593 Topics in Economics	3
ENTR 531 Entrepreneurship: Concepts & Consulting	3
ENTR 543 Corporate Entrepreneurship & Innovation	3
ENTR 544 Social Entrepreneurship & Non-Profit Management	3
ENTR 545 New Product Development and 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 Organizational Behavior	3
MNGT 596 Topics in Human Resources	3
MNGT 598 Topics in Organizational Leadership	3
MARK 516 Consumer Behavior	3
MARK 542 International Marketing	3
MARK 592 Topics in Marketing	3

**M.B.A. with a Concentration in Marketing**

<b>Master of Business Administration with Marketing Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>MBA Program Core</b>		<b>30-39</b>
<b>Marketing Concentration</b>		<b>9</b>
<b>Marketing Electives</b> (select three from the following)		<b>9</b>
BUSA 534 Planning & Design for Web-Based Business	3	
ENTR 544 Social Entrepreneurship & Non-Profit Mgt	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	
<b>Total Required Credits</b>		<b>39-48</b>

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

**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.

<b>Graduate Business Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Graduate Business Core</b>		<b>12</b>
ACCT 511 Financial Accounting for Managers	3	
BUSA 505 Managerial Communications & Analysis	3	
ECON 512 Foundations of Economics and Statistics	3	
FINC 514 Corporate Finance	3	
<b>Graduate Business Electives</b> (choose 6 credits of MBA core or MBA electives)		<b>6</b>
ACCT 519 Accounting for Decision Making	3	
BUSA 533 MIS and Communications Technology	3	
BUSA 551 Operations Management	3	
BUSA 552 Managing Corporate Integrity	3	
ECON 520 Economics of Competitive Strategy	3	
FINC 521 Managerial Finance	3	
MNGT 535 Human Resources & Organization Mgt	3	
MARK 541 Marketing Strategy	3	
MBA Elective(s): One to two courses as seen in the MBA Electives table*	3-6	
<b>Total Required Credits</b>		<b>18</b>

\* 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.

**Graduate Courses****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 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. Prereq: Permission from the accounting area coordinator and admission to the M.Acc. Program.

**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. Prereq: 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.

**BUSINESS****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. Prereq/Co-req: BUSA 505.

**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.

**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. Prereq/Co-req: BUSA 505.

**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.

**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.

## **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. Prereqs: ACCT 511 and ECON 512.

### **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. Prereq: FINC 514. Prereq/Co-req: BUSA 505.

### **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. Offered: Jan Term.

### **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. Prereq: FINC 514. May be repeated for a maximum of 9 credits, if topics vary.

## **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. Prereq/Co-req: BUSA 505.

### **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 projectized environments prevalent in today's complex, virtual, and global organizations.

### **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, 533, 551, 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 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 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 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.

# Beeson School of Divinity

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## Administration

Timothy F. George, Ralph W. Beeson Dean and Professor  
Grant Taylor, Associate Dean for Academics; Assistant Professor

## Faculty

Carl L. Beckwith, Professor  
Mark S. Gignilliat, Professor  
Paul R. House, Professor  
Kenneth A. Mathews, Professor  
Gerald McDermott, Professor; Anglican Chair of Divinity  
Michael Pasquarello, Professor; Methodist Chair of Divinity  
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  
Osvaldo Padilla, Associate Professor  
M. Sydney Park, Associate Professor  
Thomas L. Fuller, Assistant Professor; Director of Ministry Studies  
Stefana Dan Laing, Assistant Professor

## 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 adjunctive faculty, and enrolled 32 students.

The School of Divinity, like other entities of Samford University, is open to persons from all 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.

## 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](http://www.sacscoc.org)

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

## Global Center

The Global Center in the Beeson School of Divinity exists to help people know their world, help people serve God in the world, and help the world know God through Jesus Christ. It serves as an education center for the worldwide Christian movement, and a networking and research center for those involved in missions.

The Global Center exhibit area highlights cross-cultural Christian witness, and major issues of global concern for the 21st century. The Global Center hosts several World Christianity and missions education and/or mobilization events each semester that are open to the public as well as students.

Global Center staff members are involved in teaching; speaking in churches and academic settings; facilitating short-term missions for students, and prayerfully supporting our Beeson Divinity alumni serving in missions.

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](http://www.beesondivinity.com/globalcenter)

## Graduate Programs and Requirements

### Degrees

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

### Certificates

Certificate of Anglican Studies  
Certificate in Missions

### Joint Degrees

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.)

The Beeson School of Divinity offers two graduate programs: the master of arts in theological studies (M.A.T.S.) and the master of divinity (M.Div.). The school also offers two certificates that can be added to the M.Div. program: a certificate of Anglican studies and a certificate in missions. Additionally, the school offers several joint degrees in cooperation with other Samford schools/departments. Students seeking to enter a joint-degree program must meet admission requirements for both schools participating in the joint program. Please refer to the Beeson School of Divinity Bulletin 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 1-877-575-0595  
Website: <https://www.beesondivinity.com/>

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

### 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):

- 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.
- Personal Faith Narrative Essay.
- Academic Essay on the topic of the Apostles' Creed.
- Academic Recommendation (to be completed by a college-level instructor).
- 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).
- 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.
- 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 conducted by phone or Skype are acceptable. Interviews can be scheduled by contacting Sharon Head at [shead@samford.edu](mailto:shead@samford.edu).
- 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 [shead@samford.edu](mailto:shead@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

The Beeson School of Divinity welcomes applications from international students.

### Preliminary Evaluations

Prospective international students must complete and submit the following evaluations to the Beeson Divinity School Office of Admission before beginning the standard application process for admission.

- World Educational Service (WES): Official course-by-course transcript of academic work sent through World Educational Services.
- TOEFL (Test of English as a Foreign Language): Any applicant whose native language is not English must also submit a score of at least 550 (paper-based) or 80 (Internet-based) on the TOEFL. Students should arrange to take the TOEFL by visiting [www.toefl.org](http://www.toefl.org) or by writing to Educational Testing Service at P.O. Box 955, Princeton, NJ 08540.

Once the above material is completed, an international prospect may begin the standard application process by clicking on the "Apply Now" button on the Graduate Admission page (<https://graduateadmission.samford.edu/apply/>). Following an admission decision, the applicant will need to complete the Affidavit of Financial Support, including an official bank statement. The USCIS (United States Citizenship and Immigration Services) requires proof of funds totaling approximately \$30,000 (minus any scholarship assistance) in order for an I-20 to be processed, therefore it is recommended that funding is secured before the completion of the application process.

\*A note regarding student visas: The United States Information Agency's insurance regulations for J visa holders require international students and their dependents to have and maintain health insurance during residency in the United States. Proof of coverage is required before registering for classes. The law mandates that Samford University must deny student status to international students who do not continue to comply. Information about specific carriers, minimum coverages, and premium costs is available from Samford University Health Services. Please contact the Office of Global Engagement for further information.

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

Admission to the master of arts in theological studies (M.A.T.S.) program requires a bachelor's degree from a recognized institution. The M.A.T.S. is specifically designed for individuals wanting to deepen their understanding of the Christian faith and to integrate their faith more effectively in professional vocations and lay ministry settings. This degree requires at least 37 credits, with not less than two-thirds of these credits being completed at Samford. A minimum GPA of 2.00 is required.

<b>Master of Arts in Theological Studies Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Theological Studies Core</b>		<b>25</b>
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/Early Modern Hist/Doctrine	3	
DVHD 602 Later Modern History & Doctrine	3	
DVOT 721/722 Exposition Book Study (Old Test)	3	
DVNT 721/722 Exposition Book Study (New Test)	3	
DVTH 701 Faith & Vocation	1	
<b>Theological Studies Electives: Track Options</b>		<b>12</b>
Choose one of the track options below:		
<b>General Studies:</b>	<b>12</b>	
12 free elective credits		
<b>Biblical Studies:</b>	<b>12</b>	
6 credits in DVOT or DVNT		
6 free elective credits		
<b>History &amp; Doctrine Studies:</b>	<b>12</b>	
6 credits in DVHD 600/700-level		
6 free elective credits		
<b>Greek Studies: *** (complete all courses)</b>	<b>12</b>	
DVNT 511 Intro to New Testament Greek (3)		
DVNT 512 Greek Syntax & Translation (3)		
DVNT 616 Greek Exegesis Practicum (3)		
DVNT 731 Spec Top-New Testament Exegesis (3)		
<b>Total Required Credits</b>		<b>37</b>

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

\*\* Faith and Vocation (DVTH 701) must be taken in the final 4 credit hours of the degree, i.e., after 33 earned credit hours.

\*\*\* NOTE: Students who enter the Greek track must complete all four courses (12 credits total). Students who drop out of the track will be required to begin a new track from the beginning. In this case, a Greek course cannot be used as a "free elective."

## Divinity (M.Div.)

Admission to the master of divinity (M.Div.) program requires a bachelor's degree from a recognized institution. The M.Div. is the flagship degree of the Beeson School of Divinity. This degree requires at least 87 credits, with not less than two-thirds of these credits being completed at Samford. A minimum GPA of 2.00 is required.

Master of Divinity Required Courses		Course Credits	Total Required Credits
<b>Biblical Studies</b>			<b>30</b>
DVBF 502	Old Testament Theology*	3	
DVBF 503	New Testament Theology*	3	
DVNT 511	Intro to New Testament Greek*	3	
DVNT 512	Greek Syntax & Translation*	3	
DVNT 616	Greek Exegesis Practicum	3	
DVNT 731	Greek Exegesis Book Study	3	
DVOT 511	Introduction to Biblical Hebrew	3	
DVOT 512	Hebrew Syntax & Translation	3	
DVOT 616	Hebrew Exegesis Practicum	3	
DVOT 731	Hebrew Exegesis Book Study	3	
<b>Historical and Doctrinal Studies</b>			<b>21</b>
DVHD 501	Patristic History & Doctrine*	3	
DVHD 502	Medieval/Reformation History/Doctrine*	3	
DVHD 601	Reformation/Early Modern Hist/Doctrine	3	
DVHD 602	Later Modern History & Doctrine	3	
DVHD 605	Pastoral Theology	3	
DVHD 606	Ecclesiology & Worship	3	
DVET 701	Doctrine & Ethics	3	
<b>Spiritual and Pastoral Formation Studies</b>			<b>24</b>
DVCC 655	Cross-Cultural Ministry Pract (Sum only)	0	
DVEV 500	Evangelism & 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 & Counseling	3	
DVPR 601	Christian Preaching	3	
DVPR 602	Preaching Practicum	3	
DVSF 501	Spiritual Formation	3	
<b>Electives</b>			<b>12</b>
<b>Total Required Credits</b>			<b>87</b>

\* Core Courses: These classes, which constitute 21 hrs 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.

## Certificate of Anglican Studies

A certificate of Anglican studies will be awarded to students who successfully complete at least 15 hours of their master of divinity (M.Div.) degree in courses that are either specifically Anglican in content or have a significant Anglican component. For more information contact Dr. Gerald McDermott, Anglican chair of divinity.

## Certificate in Missions

A certificate in missions will be awarded to students who successfully complete at least 15 hours of their master of divinity (M.Div.) degree in courses dedicated to Christian missions (DVMS) and cross-cultural ministry (DVCC), as part of the 87-hour M.Div. degree. They will be required to spend a minimum of six consecutive weeks in the field, engaged in cross-cultural ministry. These students will also complete their supervised ministry practicum in a one-year training experience in the Birmingham area designed to provide training for cross-cultural missions. For more information contact the Global Center at Beeson Divinity School.

## Joint-Degree 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 School of Divinity 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. 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 School of Divinity and the School of Public Health, 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 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 School of Divinity 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. 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 School of Divinity 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. Students interested in this joint program should apply to the School of Business 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 School of Divinity 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. 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 School of Divinity 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 School of Divinity and the School of Public Health, 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.

## Graduate Courses

**ADMINISTRATION****DVAD 731 Special Topics in Church Administration (3)**

This course is a special study in a selected aspect of church administration not otherwise covered in church administration curriculum.

**BIBLICAL FOUNDATIONS****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.

**DVBF 601 Biblical Foundations of Worship (3)**

This course traces developing patterns and principles of worship through the Bible, focusing on the central themes of prayer, praise, sacrifice, and the word of God. Biblical data is regularly brought to bear on the worship activities of the church.

**CROSS-CULTURAL MINISTRY PRACTICUM****DVCC 655 Cross-Cultural Ministry Practicum (0-1)**

This practicum introduces students to issues related to cross-cultural ministry through firsthand experience in a cross-cultural ministry setting.

**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 703 The Ethics of Personhood (3)**

This course explores several of the answers given by thoughtful people to the question, "Who are we?" and considers the consequence of various answers. These are studied in light of two specific biblical answers, "We are sinners," and "We are redeemed." Prereq/Co-req: DVET 701.

**DVET 705 Genetics, Ethics and Theology (3)**

The Genome project and the identification of many human genes have created a new series of ethical questions. Does the ability to do something in science mean that it should be done? Is treatment with genes the moral equivalent of surgery and drugs? What does it mean to be humans, created in the image of God, when it is becoming possible to change our being radically? This course explores these and related questions in light of Scripture. Prereq/Co-req: DVET 701.

**DVET 707 Social Justice Ethics (3)**

Salvation comes to individuals, not to societies, but this does not relieve the Christian of living within society. What is the role of the Christian in diagnosing the ills of society and working to correct them? This course assumes that there is a role and seeks to understand what that might be. Prereq/Co-req: DVET 701.

**DVET 709 Medicine, Ministry, and Morals (3)**

High on nearly every pastor's list of things they wish they could avoid is a visit to the hospital. It is a hierarchical environment where they do not fit. The subject material is that in which they have no expertise. It is a place where "bad things" happen. This course deals with the intersections of medicine and ministry, particularly in those areas where moral issues arise. Its goal is to reduce the discomfort of medical encounters when involved in pastoral care. Prereq/Co-req: DVET 701.

**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. Prereq/Co-req: DVET 701.

**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 502 Advanced Church Growth: Evangelism Paradigms (3)**

This course, predicated on DVEV 500 Evangelism and Church Planting, investigates principles and practice of church growth on an in-depth level. It unfolds in studying various paradigms of church growth methodologies successfully used in practical contexts. The philosophy of the course is to develop leadership skills in building a functional evangelism and growth program in a local church or organization. Case studies are used along with lectures. Prereq: DVEV 500.

### **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. Prereq: 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. Prereq: DVEV 500.

## **HISTORY AND DOCTRINE**

*DVHD 501 & DVHD 502 are prereqs for all DVHD courses numbered above 502.*

### **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. Offered: Fall

### **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. Offered: Spring.

### **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. Offered: Fall.

### **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. Offered: Spring.

### **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. (Formerly DVHD 701)

### **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. Prereq: 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 Theological Texts (3)**

This course continues study from DVHD 651 (Introduction to Latin), 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 602.

### **DVHD 721 Special Topics in History and Doctrine (3)**

This course covers special studies in a selected aspect of history and doctrine. 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. Prereq: DVHD 502.

## **MINISTRY LEADERSHIP DEVELOPMENT**

### **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 ministry studies. This course satisfies one-half of the supervised ministry requirement for the master of divinity degree. Prereq: DVHD 605. (Formerly DVML 626)

**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 ministry studies. This course satisfies one-half of the supervised ministry requirement for the master of divinity degree. Prereq: DVML 701. (Formerly DVML 726)

**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.

**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 World 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.

**NEW TESTAMENT**

*All DVNT courses have DVBF 502 and/or 503 as prereqs.*

**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 521 Special Topics in New Testament Exposition (3)**

This course is a special, advanced study in a selected aspect of New Testament exposition not otherwise covered in New Testament curriculum. Prereq: DVBF 503.

**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 703 Advanced New Testament 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 New Testament curriculum. Prereq: DVBF 503.

**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. 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. 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. 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. Prereq: DVNT 616.

**OLD TESTAMENT**

*All DVOT courses have DVBF 502 and/or 503 as prereqs.*

**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 521 Special Topics in Old Testament Exposition (3)**

This course is a special advanced study in a selected aspect of Old Testament exposition not otherwise covered in Old Testament curriculum. Prereq: DVBF 502.

**DVOT 607 Women and the Bible (3)**

This course is a through-the-Bible detailed study of God's design for women in creation, culture, and Christianity. The substance of the course is biblical exposition and the discussion of interpretations. The goal of the exposition and discussion is the synthesis of biblical material. The relevance of the synthesis is the spiritual development of the household of faith, both women and men. Prereq: DVBF 502.

### **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 703 Advanced Old Testament 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 Old Testament curriculum. Prereq: DVBF 502.

### **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 713 Advanced Hebrew Reading (3)**

This course is designed by the advanced student in consultation with the instructor to pursue the study of Hebrew beyond the bounds set by other courses offered in Old Testament curriculum. Prereq: DVOT 616.

### **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. 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. 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. 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. Prereq: DVOT 616.

## **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 602 Pastoral Leadership in the Small Church (3)**

This course is designed for individuals interested in pastoral ministry. Specifically, the course explores the dynamics of pastoring a small church and examines strategies for effective ministry.

### **DVPM 606 Planting and Growing a Church (3)**

This course analyzes biblical, historical and contemporary components of church planting and church growth. Emphasis is given to the development of a workable local church evangelism program in a contemporary secular milieu. The course explores how to think creatively about assessing and implementing usable church planting techniques.

### **DVPM 607 The Writing Minister (3)**

This course helps ministers and other interested Christians develop self-critical writing and editing skills. It seeks to enable Christian writers to produce materials with an eye to eventual publication in each of several areas of Christian publishing: church newsletters, curriculum materials, magazine articles, short stories, and a book prospectus.

### **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 704 Counseling Emotional Problems (3)**

This course equips pastors to help church members overcome debilitating personal and emotional struggles. Some problem areas include fear, anger, resentment, jealousy, hate, disappointment, depression, forgiveness, perfectionism, bad habits and others. Students learn why emotional issues are also spiritual problems, develop paradigms to facilitate effective biblical counseling, and discover ways parents can develop emotionally healthy families. 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. Prereq/Co-req: DVPM 701.

## **PHILOSOPHY OF RELIGION**

### **DVPH 701 Philosophy of Religion (3)**

This course surveys the relationship between some of the main questions of philosophy and Christian faith. Attention is given to philosophical questions regarding Christian beliefs and to philosophical statements of Christian truth. The class examines contemporary unbelief and some Christian presentations of a case for belief in God.

### **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.

## **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 704 Creative Preaching (3)**

This course examines principles that add dimension and interest to pulpit rhetoric. It emphasizes style, word usage, storytelling, and the arts as components of interest enhancement. The aim is to enable students to prepare sound exposition with imagination and interest, and to deliver sermons in creative force. Prereq: DVPR 602.

**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. Prereq: DVPR 601.

**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 607 Walking with the Saints (3)**

This course pursues the subject of "Union with Christ" as presented through spiritual classics so that students may develop a love of great devotional literature of the Christian faith and use these great themes in practical ways to develop their walk with Christ. Prereq: DVSF 501.

**DVSF 609 C. S. Lewis: Apostle to the Skeptics (3)**

This course examines the life and writings of C. S. Lewis and reviews his relevancy for understanding the Christian message and task today. 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. 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. Prereq: DVSF 501.

**DIRECTED STUDY****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.

## Doctoral Programs and Requirements

### Degree

Doctor of Ministry (D.Min.)

The Beeson School of Divinity offers the doctor of ministry (D.Min.) degree. Additional graduate programs, certificates, and joint-degrees are offered as well. See the Graduate Divinity section and/or the Beeson School of Divinity Bulletin 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 1-877-575-0595  
Website: <https://www.beesondivinity.com/>

### Doctor of Ministry (D.Min.)

#### Admission Requirements

Applicants for the doctor of ministry (D.Min.) degree must meet the following minimum criteria (Deadline: February 1):

1. Master of divinity (M.Div.) degree or its equivalent from an institution(s) accredited by the Association of Theological Schools in the United States and Canada (ATS).
2. Grade point average of 3.00 or higher (on a 4.00 scale) in previous graduate-level studies. (Probationary admission possible with a GPA of 2.75 or higher.)
3. Currently engaged in vocational Christian ministry, with a minimum of three years of full-time ministry experience following completion of the M.Div. degree.
4. Regular responsibilities and opportunities for preaching and teaching the Scriptures.

#### Application Requirements

1. Completed online application (<https://graduateadmission.samford.edu/apply/>) and payment of non-refundable \$50 application fee by check or money order (please include social security number on the memo line).
2. Official transcripts from all educational institutions attended since high school.
3. Current résumé.
4. Philosophy of ministry essay.\*
5. Personal interview with the director of D.Min. studies. The interview may be conducted by videoconference for persons who live a great distance from the school. To schedule an interview, please call (205) 726-2374. Please schedule interviews several weeks prior to the application deadline.
6. Recommendation forms completed by the following:
  - a. A minister who knows the applicant well.
  - b. A professor who knows the applicant well.
  - c. A layperson who is familiar with the applicant's ministry.
  - d. A professional person who has observed the applicant's ministry.

NOTE: Recommendation forms are automatically generated through the online application once required information is input.
7. Applicants for whom English is not their first language and/or who completed their master's degree in a language other than English must take the TOEFL (Test of English as a Foreign Language). A minimum score of 550 is required for admission.

\*See the D.Min. Admission Process webpage (<https://www.beesondivinity.com/application-process>) for guidelines on the Philosophy of Ministry Essay.

### Ministry (D. Min)

Admission to the doctor of ministry (D.Min.) program requires a master of divinity 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 GPA. Applicants must be currently engaged in vocational Christian ministry, with a minimum of three years of ministry experience since completing the master of divinity degree. Applicants must have regular responsibilities and opportunities for preaching and teaching the Bible. The D.Min. degree requires 36 credits.

Doctor of Ministry Required Courses		Course Credits	Total Required Credits
<b>Required Seminars</b>			<b>24</b>
DVDM 801	Preaching & the Pastoral Identity	6	
DVDM 811	Preaching the Whole Counsel of God	6	
DVDM 821	Preaching & Culture	6	
DVDM 831	Moving from Text to Sermon	6	
<b>Additional Seminars</b>			<b>12</b>
DVDM 850	Research in Ministry	3	
DVDM 860	Project Proposal Writing	3	
DVDM 871	Ministry Research Project I	2	
DVDM 872	Ministry Research Project II	2	
DVDM 873	Ministry Research Project III	2	
<b>Total Required Credits</b>			<b>36</b>

## Doctoral Courses

### DOCTOR OF MINISTRY

#### DVDM 801 Preaching and the Pastoral Identity (6)

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 811 Preaching the Whole Counsel of God (6)

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.

#### DVDM 821 Preaching and Culture (6)

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.

#### DVDM 831 Moving from Text to Sermon (6)

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.

#### DVDM 841 Special Topics I (3)

This 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 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 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 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 850 Research in Ministry (3)**

This independent study is directed by the student's faculty advisor to strengthen development of the ministry research project. The faculty adviser aids the student in developing a research plan and receives an accounting of the student's findings at the conclusion of the term. The study should be initiated five months before the student's scheduled time for attending the Project Proposal Writing seminar.

**DVDM 860 Project Proposal Writing (3)**

This seminar is designed to provide guidance for students as they write proposals for their ministry research project.

**DVDM 871 Ministry Research Project I (2)**

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.

**DVDM 872 Ministry Research Project II (2)**

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.

**DVDM 873 Ministry Research Project III (2)**

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.

# Orlean Beeson School of Education

## Administration

Bonnie L. Rabe, Interim Dean, Professor  
Jo Beth Newton, Associate Dean, Associate Professor, Educational Leadership

## Mission

The mission of the Orlean Beeson School of Education is to guide, develop, and challenge students, academically, professionally, personally, and spiritually to prepare leaders who will positively influence and shape society. The School strives to provide the highest quality Christian education led by a dedicated faculty and staff committed to student success.

## Vision

The vision of the Orlean Beeson School of Education is to be known as one of the leading institutions for intellectual and spiritual development through teaching, scholarship, and service that will positively impact local, national, and global communities.

## Values

The Orlean Beeson School of Education seeks to demonstrate the following values:

- Faith** - We demonstrate Christian faith in our daily lives.
- Respect** - We treat all with respect and fairness.
- Honesty** - We promote honesty and integrity.
- Service** - We commit ourselves and our talents to serve God and humankind through generosity of spirit and caring.
- Collegiality** - We collaborate with one another to maximize knowledge, skills, and experiences.
- Scholarship** - We promote intellectual rigor, reflection, and thorough preparation.
- Learning** - We confirm that learning is a life-long commitment.
- Distinctiveness** - We affirm Samford's commitment to quality education and to distinctive practices and programs.

## Strategic Principles

1. We will ensure a culture of excellence.
2. We will obtain the funding necessary for teaching, scholarship, and service to accomplish our mission.
3. We will offer innovative programs and practices that enhance the educational experience, promote creativity, and prepare students for graduate study and careers.
4. We will support faculty and staff with professional development to assure current and best practices.
5. We will provide resources, such as time, technology, materials, and facilities, to optimize the learning environment.
6. We will promote greater awareness of the accomplishments of the Orlean Beeson School of Education.
7. We will evaluate programs and practice through assessment and evidence of excellence.
8. We will fulfill our professional responsibilities in a manner consistent with our Christian faith.

# Curriculum and Instruction

## Faculty

Jeanelle Day, Chair, Professor  
Jean Ann Box, Professor  
Patricia F. Wood, Professor  
David C. Little, Associate Professor  
Robin C. Duncan, Assistant Professor  
Michele K. Haralson, Assistant Professor;  
Director of Curriculum Materials and Technology Center  
Myrtis A. Johnson, Instructor, Clinical Coordinator

## Graduate Programs and Requirements

### Degrees

Master of Science in Education (M.S.E.) - Class A Certification  
Elementary Education (MSE-ELEM)  
Elementary Education, Fifth-Year Non-Traditional (MSE-EEFY)  
Gifted Education (MSE-GIFT)  
K-12 Collaborative Special Education (MSE-SPED)  
K-12 Collaborative Special Education, Fifth-Year Non-Traditional (MSE-FYSE)  
Secondary Education, Fifth-Year Non-Traditional, Alternative A (MSE-FYNT)  
Music Education\* (MME-MUSI)

Master of Science in Education (M.S.E.) - Non-Certification  
Instructional Design and Technology (MSE-IDTE)

Educational Specialist (Ed.S.) - Class AA Certification  
Early Childhood Education (EDS-ECHD)  
Elementary Education (EDS-ELEM)  
Teacher Leader (EDS-TELD)

The Department of Curriculum and Instruction offers graduate education programs in several areas (elementary education, gifted education, K-12 collaborative special education, and secondary education) and 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 and an educational specialist (Ed.S.) degree with Class AA certification. (See the Graduate Advisement subsection for contact information.) The department also offers a master of science in education degree in instructional design and technology.

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

## Graduate Admission Standards for Traditional and Fifth-Year Non-Traditional Programs

### Admission Requirements

1. Completion of application and payment of application fee.
2. Receipt of one official transcript from all institutions attended.
3. Satisfactory score on Graduate Record Exam (GRE) admissions test or Miller Analogies Test (MAT) (not required for certification-only and fifth-year non-traditional programs).
4. Alabama Class B or Class A certification (except for fifth-year non-traditional programs) to be eligible for certification.
5. Satisfactory performance on statement of purpose essay.
6. Satisfactory performance on scholarly writing sample.
7. One letter of reference.
8. Disposition recommendation from supervisor if employed, if not a college professor.

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.

### Levels of Admission

#### Formal Admission

1. Minimum GPA of 2.75 for all college work attempted.
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). (Not required for fifth-year non-traditional programs.)
3. Satisfactory performance on scholarly writing essay.
4. Completion of undergraduate prerequisites or passing score on the appropriate content area Praxis II test (fifth-year non-traditional program only).

#### 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.

Please note: Courses may not be transferred into the fifth-year non-traditional 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-FYNT). Exceptions may be granted by the dean of the School of Education.

#### Graduate 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 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. 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.

#### Graduate Advisement

Frequent meetings with the program director 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 or Class AA certification.

Requests for information about or applications to the fifth-year non-traditional programs should be addressed to the program director.

### 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 in early childhood/elementary education or elementary education from a regionally accredited institution. Completion of the degree requires 30 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 (with the exception of the instructional design and technology major, which does not earn Class A Certification).

### Elementary Education (M.S.E.)

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).

<b>Master of Science in Education: Elementary Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Elementary Education Core</b>			<b>27</b>
EDUC 500	Teaching Math in Today's Elem Classroom	3	
EDUC 501	Assessment/Instruction-Elem Reading/Literacy	3	
EDUC 502	Assessment Strategies-Student Achievement	3	
EDUC 503	Principles/Appl-Curriculum & Instruction	3	
EDUC 504	Teaching in the Diverse Classroom	3	
EDUC 506	Teaching Thinking Skills in Elem Classroom	3	
EDUC 510	Instructional Adaptation for Student Diversity	3	
EDUC 518	Action Research: Theory and Techniques	3	
EDUC 597	Curriculum Integration of Technology	3	
<b>Elementary Education Elective (select one course)</b>			<b>3</b>
EDUC 505	Independent Study	3	
EDUC 507	Inquiry-Based Instruction-Elem Classroom	3	
EDUC 508	Concepts of Christian Education & Missions	3	
EDUC 511	Mathematics for Elementary Teachers	3	
EDUC 515	Standards-Driven Teacher Leadership	3	
EDUC 519	Field-Based Action Research	3	
<b>Total Required Credits</b>			<b>30</b>

### Elementary Education, Fifth-Yr Non-Traditional (EEFY) (M.S.E.)

The master of science in elementary education, fifth-year non-traditional program (MSE-EEFY) is designed for candidates who have earned a bachelor's degree in another field and who now wish to earn a master of science in education with Class A certification. Upon successful completion of this one-year program, the candidate is eligible for the master of science in education degree in elementary education (K-6) and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the program advisor for requirements and additional information.

<b>Master of Science in Education: Elementary Education Fifth-Year Non-Traditional Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Elementary Education Core</b>			<b>43</b>
EDUC 537	Child Devl: Birth to Early Adolescence	3	
EDUC 539	Intro to Educ/Elem Programs/Curric (K-6)	3	
EDUC 540	Foundation of Literacy: Processes & Acquisitions of Reading Development	3	
EDUC 541	Reading Difficulties: Diagnosis/Intervention	3	
EDUC 542	Materials/Methods-Teach Lang Arts/Fine Arts	3	
EDUC 543	Literacy/Materials/Methods of Mathematics	3	
EDUC 544	Materials/Methods of Teaching Science, Social Studies, Health, & Physical Education	3	
EDUC 545	Clinical Field Applications & Technology	3	
EDUC 546	Planning/Assessment/Profess Dispositions	3	
EDUC 547	Exceptional Learners/Diversity-Elem Classrm	3	
EDUC 548	Classroom Mgt/Issues/Eth Demands-Teaching	4	
EDUC 549	Seminar for the Internship	3	
EDUC 592	K-6 Internship	6	
<b>Total Required Credits</b>			<b>43</b>

**Gifted Education (M.S.E.)**

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.

<b>Master of Science in Education: Gifted Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Gifted Education Core</b>			<b>21</b>
EDUC 574	Differentiating Instruction and Teaching the Gifted in the Regular Classroom	3	
EDUC 575	Nature and Needs of the Gifted Learner	3	
EDUC 577	Current Issues in Gifted Education Seminar	3	
EDUC 578	Curriculum Materials/Methods for the Gifted	3	
EDUC 579	Practicum in Gifted Education (Internship)	3	
EDUC 580	Developing Creative/Critical Thinking Skills	3	
EDUC 597	Curriculum Integration of Technology	3	
<b>Gifted Education Electives</b> (choose three electives)			<b>9</b>
Choose from EDUC 500-599 (with approval of advisor)		9	
<b>Total Required Credits</b>			<b>30</b>

**Instructional Design and Technology (M.S.E.)**

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.

<b>Master of Science in Education: Instructional Design and Technology Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Instructional Design and Technology Core</b>			<b>30</b>
IDTE 518	Research Design & Methodology in Instructional Design*	3	
IDTE 550	Foundations of Instructional Design	3	
IDTE 551	Instructional Design I	3	
IDTE 553	Instructional Design II	3	
IDTE 556	Designing Multimedia for Instruction	3	
IDTE 563	Organizational Leadership in Instructional Design & Technology	3	
IDTE 566	Assessment & Evaluation in Instructional Design & Technology	3	
IDTE 570	E-Learning	3	
IDTE 575	Issues & Trends in Instructional Design/Tech	3	
IDTE 599	Adv Practices in Instructional Design/Tech	3	
<b>Total Required Credits</b>			<b>30</b>

\* EDUC 518 may be substituted for IDTE 518 in this major.

**K-12 Collaborative Special Education (M.S.E.)**

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).

<b>Master of Science in Education: K-12 Collaborative Special Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Collaborative Special Education Core</b>			<b>24</b>
EDUC 510	Instructional Adapt for Student Diversity	3	
EDUC 582	Low Incidence Disabilities (K-12)	3	
EDUC 585	Assessment Procedures/Processes-Special 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 in the K-12 Special Education Classroom	3	
EDUC 595	Practicum in Collaborative Special Education	3	
EDUC 597	Curriculum Integration of Technology	3	
<b>Collaborative Special Educ Electives</b> (choose 2 crses)			<b>6</b>
Choose from EDUC 500-599 (with approval of advisor)		6	
<b>Total Required Credits</b>			<b>30</b>

**K-12 Collaborative Special Education, Fifth-Year Non-Traditional (MSE-FYSE)**

The master of science in education in K-12 collaborative special education, fifth-year non-traditional, Alternative A program (MSE-FYSE) is a teacher training program designed to prepare prospective teachers who already hold a degree from an accredited university/college the opportunity to earn Class A teacher certification, grades K-12, in special education. The program offers an accelerated approach to certification through advanced courses in the teaching field (12) and a core of professional courses (24) in education. All courses are offered in the evening, online, or on Saturdays. If employed full-time outside the special education classroom, students must be willing to use vacation or personal leave to fulfill 20-45 hours of clinical experience associated with each education course. The final semester requires a full-time commitment to student teaching.

<b>Master of Science in Education: K-12 Collaborative Special Education Fifth-Year Non-Traditional Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Professional Core</b>			<b>12</b>
EDUC 550	Foundations & Issues	3	
EDUC 553	Diversity & Learner Development	3	
EDUC 556	Methods, Management, & Technology	3	
EDUC 563	Curriculum, Reading, & Assessment	3	
<b>Special Education Teaching Field</b>			<b>24</b>
EDUC 559	Exceptional Learners & Collaboration	3	
EDUC 582	Low Incidence Disabilities (K-12)	3	
EDUC 585	Assessment Proce/Processes in Special 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 in the K-12 Special Education Classroom	3	
EDUC 594	Clinical Internship in K-12 Collaborative Special Education	6	
<b>Total Required Credits</b>			<b>36</b>

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

### Secondary Education, Fifth-Year Non-Traditional Program (Alternative A, Class A Certification) (FYNT) (M.S.E.)

The master of science in education in secondary education, fifth-year non-traditional program (Alternative A, Class Certification) (MSE-FYNT) is a teacher training program designed to prepare prospective teachers who already hold a degree from an accredited university/college the opportunity to earn Class A teacher certification, grades 6-12, in biology, English/language arts, general science, history, mathematics, physical education, social studies, and Spanish. The program offers an accelerated approach to certification through advanced courses in the teaching field (12) and a core of professional courses (24) in education. All courses are offered in the evening and some science courses are offered on Saturday. If employed full-time, students must be willing to use vacation or personal leave to fulfill 20-45 hours of clinical experience associated with each education course. The final semester requires a full-time commitment to student teaching.

<b>Master of Science in Education: Secondary Education Fifth-Year Non-Traditional (Alternative A) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Professional Core</b>			<b>24</b>
<b>Education Core</b>			<b>15</b>
EDUC 550	Foundations and Issues	3	
EDUC 553	Diversity and Learner Development	3	
EDUC 556	Methods, Management, and Technology	3	
EDUC 559	Exceptional Learners and Collaboration	3	
EDUC 563	Curriculum, Reading, and Assessment	3	
<b>Secondary Education Teaching Course</b> (complete one course, depending on chosen teaching field)*			<b>3</b>
EDUC 568	Teaching Physical Education <i>or</i>		
EDUC 569	Teaching Secondary Spanish <i>or</i>		
EDUC 570	Teaching Secondary English <i>or</i>		
EDUC 571	Teaching Secondary Mathematics <i>or</i>		
EDUC 572	Teaching Secondary Science** <i>or</i>		
EDUC 573	Teaching Secondary Social Science*** <i>or</i>		
<b>Internship</b>			<b>6</b>
EDUC 591	Internship for Secondary Education	6	
<b>Teaching Field</b> (select from teaching fields)			<b>12</b>
<b>Total Required Credits</b>			<b>36</b>

\* Students complete the chosen secondary education teaching course above and then all requirements (12 crds) in the corresponding teaching field block below.

\*\* EDUC 572 (Teaching Secondary Science) is required for students completing either the Biology or General Science teaching field.

\*\*\* EDUC 573 (Teaching Secondary Social Studies) is required for students completing either the History or Social Studies teaching field.

## Content Courses for Teaching Field (select one)

### Teaching Field: Biology

<b>Secondary Education: Teaching Field: Biology Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Biology Core</b>			<b>12</b>
BIOE 504	Basic Toxicology	3	
BIOE 514	Wetlands	3	
BIOE 517	Environmental Biomonitoring	3	
BIOE 519	Conservation Biology & Natural Resource Mgt	3	
<b>Total Required Credits</b>			<b>12</b>

### Teaching Field: English/Language Arts

<b>Secondary Education: Teaching Field: English/Language Arts Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>English/Language Arts Core</b>			<b>4</b>
COME 519	Argumentation and Debate	4	
<b>English/Language Arts Electives</b> (choose two courses)			<b>8</b>
ENGE 500	African-American Literature	4	
ENGE 510	Southern Literature	4	
ENGE 520	Early British Literature Survey	4	
ENGE 530	Graduate Survey of American Literature	4	
<b>Total Required Credits</b>			<b>12</b>

### Teaching Field: General Science

<b>Secondary Education: Teaching Field: General Science Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Science Core</b>			<b>4</b>
PHYE 510	General Physics for the Secondary Educator	4	
<b>General Science Electives</b> (choose 8-9 credits)			<b>8-9</b>
BIOE 504	Basic Toxicology	3	
BIOE 510	General Biology for the Secd Educator	4	
BIOE 514	Wetlands	3	
BIOE 517	Environmental Biomonitoring	3	
BIOE 519	Conservation Biology & Nat Res Mgt	3	
CHME 510	General Chemistry for the Secd Educator	4	
<b>Total Required Credits</b>			<b>12-13</b>

### Teaching Field: History

<b>Secondary Education: Teaching Field: History Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>History Core</b>			<b>12</b>
HISE 521	Seminar in American History	4	
HISE 531	Seminar in World History	4	
HISE 541	Seminar in History and Culture	4	
<b>Total Required Credits</b>			<b>12</b>

### Teaching Field: Mathematics

<b>Secondary Education: Teaching Field: Mathematics Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Mathematics Core</b>			<b>12</b>
MATE 530	Abstract Algebra for Teachers	4	
MATE 540	Foundations of Analysis for Teachers	4	
MATE 560	Discrete Mathematics for Teachers	4	
<b>Total Required Credits</b>			<b>12</b>

### Teaching Field: Physical Education

<b>Secondary Education: Teaching Field: Physical Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Physical Education Core</b>			<b>12</b>
KINE 522	Advanced Adapted Physical Education	4	
KINE 560	Curriculum Design & Development in PE	4	
KINE 565	Strategies & Issues in P-12 Physical Educ	4	
<b>Total Required Credits</b>			<b>12</b>

**Teaching Field: Social Studies**

<b>Secondary Education: Teaching Field: Social Studies Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Social Studies Core</b> (choose one from the following)		<b>4</b>
GEOE 510 Human Geography	4	
POLE 500 American Politics and Economy	4	
<b>Social Studies Electives</b> (choose two from the following)		<b>8</b>
HISE 521 Seminar in American History	4	
HISE 531 Seminar in World History	4	
HISE 541 Seminar in History and Culture	4	
<b>Total Required Credits</b>		<b>12</b>

**Teaching Field: Spanish (6-12 Certification)**

<b>Secondary Education: Teaching Field: Spanish (6-12 Certification) Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Spanish Core</b>		<b>12</b>
SPAE 501 Advanced Methodology & Applied Linguistics	4	
SPAE 502 Hispanic Culture in the Foreign Lang Classrm	4	
SPAE 503 Literature/Film in the Spanish-Speaking World	4	
<b>Total Required Credits</b>		<b>12</b>

**Educational Specialist (Ed.S.)**

The educational specialist (Ed.S.) program is open to candidates who hold a master's degree from a regionally 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.)**

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.

<b>Educational Specialist: Early Childhood Education Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Early Childhood &amp; Elementary Education Core</b>		<b>27</b>
EDLD 622 Seminar in Instructional Leadership	3	
EDLD 623 Organizational Innovation: Strategies & Tactics	3	
EDLD 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 607 Early Childhood Exemplary Programs	3	
EDUC 624 Learning Theories: The Pursuit of Knowledge	3	
EDUC 625 Legal and Policy Issues in Education	3	
EDUC 627 Professional Development & Mentor Training for Quality Education	3	
EDUC 628 Advanced Eval. of Teaching and Learning	3	
EDUC 630 Quality Improvement Practicum in Education	3	
<b>Early Childhood/Elem Educ Electives</b> (choose 1 crse)		<b>3</b>
Choose from EDUC/EDLD 600-699 (with advisor approval)	3	
<b>Total Required Credits</b>		<b>30</b>

Note: This program is currently under review and is subject to change.

**Elementary Education (Ed.S.)**

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.

<b>Educational Specialist: Elementary Education Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Elementary Education Core</b>		<b>27</b>
EDLD 622 Seminar in Instructional Leadership	3	
EDLD 623 Organizational Innovation: Strategies and Tactics	3	
EDLD 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 608 Elementary Education Programs	3	
EDUC 624 Learning Theories: The Pursuit of Knowledge	3	
EDUC 625 Legal and Policy Issues in Education	3	
EDUC 627 Professional Development and Mentor Training for Quality Education	3	
EDUC 628 Advanced. Eval. of Teaching and Learning	3	
EDUC 630 Quality Improvement Practicum in Education	3	
<b>Elementary Education Elective</b> (choose one course)		<b>3</b>
Choose from EDUC/EDLD 600-699 (with advisor approval)	3	
<b>Total Required Credits</b>		<b>30</b>

Note: This program is currently under review and is subject to change.

**Teacher Leader (Ed.S.)**

This program is available to candidates holding a master's degree from a regionally 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).

<b>Educational Specialist: Teacher Leader Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Teacher Leader Core</b>		<b>21</b>
EDLD 622 Seminar in Instructional Leadership	3	
EDLD 623 Organizational Innovation: Strategies & Tactics	3	
EDLD 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDLD 681 Research in Certification Field	3	
EDUC 640 Trends and Issues in Teacher Leadership	3	
EDUC 641 Mentor Training & Professional Development in Teacher Leadership	3	
EDUC 642 Leadership for Differentiation in Schools	3	
<b>Teacher Leader Electives</b> (select three courses)		<b>9</b>
EDUC 625 Legal and Policy Issues in Education	3	
EDUC 638 Professionalism & Ethics in Education	3	
EDUC 670 Advanced Curriculum Workshop	3	
EDUC 671 Program Planning & Evaluation in Gifted Ed	3	
EDUC 672 Seminar in Gifted Education	3	
<b>Total Required Credits</b>		<b>30</b>

Note: This program is currently under review and is subject to change.

## Graduate Courses

### EDUCATION

The courses listed below represent only a portion of the graduate-level education courses available. See the Department of Educational Leadership for additional courses that may apply to programs offered through the Department of Curriculum and Instruction. NOTE: Courses numbered 600 and above are open to post-master's degree students.

#### **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 & 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. Offered: Jan Term.

#### **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 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, Jan Term, 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 & 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 and Instruction in the Early Childhood and 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 and Instruction in the Early Childhood and 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, and 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: Processes and Acquisitions of Reading Development (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 in reading education. Course emphasis will be placed on the five highly effective foundations of elementary reading instruction: phonemic awareness, phonics, vocabulary/word recognition, fluency, and comprehension. Highlights of the course include the integration of the fine arts into the K-6 reading program. Offered: Summer.

**EDUC 541 Reading Difficulties: Diagnosis and Intervention (3)**

This course is designed for new graduate-level teacher candidates who have limited experience in providing methods to diagnose, and strategies to intervene with, children who are exhibiting reading problems. Emphasis is placed on specific skills deficits that may occur in early literacy development, phonemic awareness, phonics, word recognition, vocabulary, fluency, and comprehension skills. These skills parallel the instructional sequence that occurs with most major commercial reading programs used in many K-6 schools. Offered: Summer.

**EDUC 542 Materials & Methods of Teaching Language Arts & Fine 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—through the integration of language arts with the fine arts curriculum. Offered: Fall.

**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. Offered: Fall.

**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, 575, 577, 578, and 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 in the K-12 Special Education Classroom (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.

**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 EDUC 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)**

NOTE: A prerequisite for each of the following courses is admission into 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.

### **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: Jan Term and 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: Jan Term and Summer.

**EDUC 563 Curriculum, Reading, and Assessment (3)**

Overview of curriculum standards, long and short-range planning, and multiple means of assessment for use in P-12 classrooms. Practice in the design, implementation, and measurement of desired student outcomes in content teaching fields with special emphasis upon utilization of reading comprehension strategies effective for P-12 students. 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: Spring.

**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 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 including professional research and national standards. 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 including professional research and national standards. 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 including professional research and national standards. 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 including professional research and national standards. 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 including professional research and national standards. 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. 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. Cross-listed with EDUC 594. Offered: Fall.

**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, 502, 504, and 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 & 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.

**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 (4)**

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, Spring, and Summer, 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 (4)**

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: Fall, Spring, and 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 & 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.

**INSTRUCTIONAL DESIGN & TECHNOLOGY****IDTE 518 Research Design & 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: Jan Term and 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.

**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 & 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 & 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, 550, 551, 553, 556, 563, 566, 570, and 575. Offered: Fall, Spring, and Summer.

# Educational Leadership

## Faculty

Mary Yakimowski, Chair, Professor  
F. Jane Cobia, Professor  
Leslie S. Ennis, Professor  
Jo Beth Newton, Associate Professor  
Kara M. Chism, Assistant Professor  
Peggy Connell, Assistant Professor  
Monique G. Witherspoon, Assistant Professor

## Graduate Programs and Requirements

### Degrees

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

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

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

The Department of Educational Leadership offers graduate education programs in three areas (instructional leadership; policy, organizations, and leadership; and educational leadership) and 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 and an educational specialist (Ed.S.) degree with Class AA certification. An M.S.E. with non-certification is offered in policy, organizations, and leadership.

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

### Graduate Admission Standards for Educational Leadership

#### General 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

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

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. Disposition recommendation from supervisor
6. Letter of recommendation
7. Writing sample
8. Minimum score on GRE or MAT (waived if previously earned graduate degree)

##### 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.

##### Graduate 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 (APTP), 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.

**Graduate 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 a regionally 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). Please contact the chair of educational leadership, OBB 226, for requirements and additional information.

<b>Master of Science in Education: Instructional Leadership Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Instructional Leadership Core</b>			<b>15</b>
EDLD 520	Foundations of Instructional Leadership	3	
EDLD 521	Issues in School Finance	3	
EDLD 522	Management Design-School Improvement	3	
EDLD 523	Managing P-12 Exceptional Ed Program*	3	
EDLD 526	Legal & Ethical Issues in Education	3	
<b>Internship</b>			<b>6</b>
EDUC 504	Teaching in the Diverse Classroom	3	
EDLD 527	Internship in Instructional Leadership	3	
<b>Survey of Special Education Coursework</b>			<b>3*</b>
Required if not previously completed; See EDLD 523*		3*	
<b>Electives</b> (choose 9 credits with advisor approval)			<b>9</b>
EDUC 505	Independent Study	3	
EDUC 514	Social Dynamics and Student Learning	3	
EDUC 515	Standards-Driven Teacher Leadership <i>or</i> National Board Certification (American Council on Education official transcript)	3	
EDUC 518	Action Research: Theory and Techniques	3	
EDUC 519	Field-Based Action Research	3	
EDUC 524	Curric Design-P-12 Instructional Leaders	3	
IDTE 550	Foundations for Instructional Design	3	
IDTE 556	Designing Multimedia for Instruction	3	
IDTE 566	Assessment & Evaluation-Inst Design/Tech	3	
IDTE 570	E-Learning	3	
<b>Total Required Credits</b>			<b>30</b>

\* 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.

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

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.

<b>Master of Science in Education: Policy, Organizations, &amp; Leadership (Non-Cert) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Policy, Organizations, &amp; Leadership Core</b>			<b>30</b>
EDUC 518	Action Research: Theory and Techniques	3	
EDUC 519	Field-Based Action Research	3	
EDLD 536	Educational Leadership for Learning	3	
EDLD 537	Comparative International Education	3	
EDLD 538	Governance & Policy in Educational Systems	3	
EDLD 539	Innovative Concepts in Education	3	
EDLD 540	Design for Educational Improvement	3	
EDLD 541	Issues in Educational Finance	3	
EDLD 542	Comparative Legal Issues in Education	3	
EDLD 544	Practicum in Educational Leadership	3	
<b>Total Required Credits</b>			<b>30</b>

**Educational Specialist (Ed.S.)**

The educational specialist (Ed.S.) program is open to candidates who hold a master’s degree from a regionally 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.)**

This educational specialist program in instructional leadership (EDS-INLD) is open to candidates holding a master’s degree from a regionally 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.

<b>Educational Specialist: Instructional Leadership Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Instructional Leadership Core</b>			<b>30</b>
EDLD 621	Educational Management /Strategic Thinking	3	
EDLD 622	Seminar in Academic Leadership	3	
EDLD 623	Organizational Innovation: Strategies & Tactics	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	
EDLD 630	Leading in a Diverse Society	3	
EDLD 637	Practicum in School Improvement	3	
EDLD 638	Professionalism & Ethics in Education	3	
EDLD 681	Action Research	3	
<b>Total Required Credits</b>			<b>30</b>

## Graduate Courses

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.

### EDUCATIONAL LEADERSHIP

#### **EDLD 520 Foundations of Instructional Leadership (3)**

Overview of the work required of an instructional leader with emphasis on specific skills used to create professional learning communities.

#### **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)**

Exploration of enhanced learning through effective, efficient, and equitable utilization of resources and organizations used to create a learning environment conducive to school success.

#### **EDLD 523 Managing the P-12 Exceptional Education Program (3)**

Students explore current legal requirements, state and federal legislation, administrative rulings, recent case law decisions, existing standards, research-based best practices, and leadership trends used in programs serving children who have special needs. 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, Jan Term, 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 public education is organized and operated and how local, state, and federal laws have played a role in establishing school policies and practices consistent with current legal and ethical standards.

#### **EDLD 527 Internship in Instructional Leadership (3)**

Completion of an explicit set of school-based assignments that progress from observing to participating in and then leading activities related to curriculum, instruction, and student achievement.

#### **EDLD 536 Educational Leadership for Learning (3)**

Students will gain the knowledge and skills required to direct educational improvement and create a positive climate, a challenging curriculum, and effective instructional practices to increase learner success. As a result of this course, students should understand the work required of an educational leader with specific skills for instructional leadership in educational settings. Offered: Fall, Spring, and Summer, on rotation.

#### **EDLD 537 Comparative International Education (3)**

Introduction to comparative international education by exploring the role that history, culture, economics, and politics play in shaping educational systems around the world. Offered: Fall, Spring, and Summer, on rotation.

#### **EDLD 538 Governance and Policy in Educational Systems (3)**

Students will gain understanding of governance and policy in educational systems. This understanding will be built as students are introduced to policy debates and acquire knowledge and skills from theories, research, and current practices related to governance and policy in educational systems. Students will examine processes that occur at many levels of the education system—from preschool through college, from the statehouse to the schoolhouse, and from Congress to advocacy groups. Offered: Fall, Spring, and Summer, on rotation.

#### **EDLD 539 Innovative Concepts in Education (3)**

Designed to help students understand the factors that are driving change and innovation in educational organizations. Students develop an understanding of the driving force and restraining forces of change, and develop strategies for building organizational capacity for innovation. Offered: Fall, Spring, and Summer, on rotation.

#### **EDLD 540 Design for Educational Improvement (3)**

Students will address the need to enhance leadership and improvement in educational settings through effective, efficient, and equitable utilization of resources. Students will develop knowledge of organizations in order to create an educational environment conducive to the success of educational settings/systems. Students will learn the proper allocation of resources such as personnel, facilities, and technology, and develop skills for decisions that give priority to teaching, learning, student achievement, and student development. Students will learn the skills of conflict resolution, consensus building, group processes, and effective communication in order to involve stakeholders in management decisions. Offered: Fall.

#### **EDLD 541 Issues in Educational Finance (3)**

Designed to provide the students with knowledge and understanding of the economic factor relative to the financing of institutions that support education. The course involves an in-depth study of taxation; organization's finance systems; the impact of finance litigation; the budgeting process; and current/emerging issues in educational finance policy. Offered: Fall, Spring, and Summer, on rotation.

#### **EDLD 542 Comparative Legal Issues in Education (3)**

Students will gain knowledge and understanding of the legal, ethical, and human resource frameworks for leading and managing educational systems. As a result of this course, students will understand how educational systems are organized and operated locally, nationally and globally, and the laws, ethical frameworks, and resource considerations that have played a major role in educational policies and practices. Offered: Fall, Spring, and Summer, on rotation.

#### **EDLD 544 Practicum in Educational Leadership (3)**

Designed to provide students the opportunity to engage in the day-to-day work related to educational leadership. The student will complete an explicit set of assignments that progress from observing to participating to leading activities related to completion of their specific workplace expectations. Students will also participate in seminars for the purpose of reviewing and evaluating practicum experiences. 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. Offered: Fall, Spring, and Summer, on rotation.

#### **EDLD 621 Educational Management and Strategic Thinking (3)**

This course is designed to provide students enrolled in an educational specialist program with the skills and understanding necessary for successful management of the educational enterprise. Course content will focus on the study of the economics of education, finance, and taxation, including the issues of strategic planning, analysis of policy for fiscal equity and adequacy, staffing, and the use of technology in managing the educational organization. Offered: Every semester.

#### **EDLD 622 Seminar in Academic Leadership (3)**

The purpose of this course is to introduce emerging theory and practice designed to equip the school leader with the knowledge and skill to cope with the changing social, political, and economic context of schooling. Major emphasis is placed on chaos theory, complexity science, learner-centered leadership, systems management, and strategic thinking. Offered: Every semester.

**EDLD 623 Organizational Innovation: Strategies and Tactics (3)**

This course helps students understand the different organizational and human factors that impact an organization's ability to implement and sustain change. Students develop an understanding of the tools of adaptive leadership designed to develop a vision of, and strategies for, implementation of sustainable change. Offered: Every semester.

**EDLD 625 Legal and Policy Issues in Education (3)**

This course provides for an in-depth study of legal and policy issues inherent in instructional, non-instructional, and administrative positions throughout the education profession. Special attention given to legal and policy issues in the field of special education, personnel, policy development, and specific political issues that impact upon the role and direction of education in America. Offered: Every semester.

**EDLD 627 Professional Strategies for Learning (3)**

This course is designed for students enrolled in an educational specialist program who seek certification at the Class AA level. The purpose is to prepare educational leaders to become effective mentors, providing guidance and professional support for aspiring future leaders; to successfully facilitate interactions among personnel; and to develop and implement professional development programs that increase student achievement. Class members will review current research, analyze professional development programs, and design a school orientation and induction program. Emphasis is placed on reflective decision making concerning the strengths and needs of employees being served. Offered: Every semester.

**EDLD 628 Assessment of Teaching and Learning (3)**

This course is designed to provide students enrolled in an educational specialist program with the skills and understanding necessary for successful interpretation and implementation of data for the variety of assessment tools and strategies, the administrator's role in assessment, current and emerging trends for effective work, and overall program evaluation. Offered: Every semester.

**EDLD 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project (3)**

Participation in a school improvement project utilizing tools of the total quality education process. Emphasis on continuous improvement, identification of the customer/supplier relationship as applied to an education setting, working cooperatively in teams, and utilizing data in solving problems.

**EDLD 630 Leading in a Diverse Society (3)**

The purpose of this course is to equip the educational leader with the knowledge and skills for dealing with the cultural complexity, challenges, and opportunities that come with demographic diversity. Standardized industrial models of education focusing on test results no longer meet the needs of a pluralistic and diverse 21st century society. Students will develop an understanding of the impact of diversity, and explore emerging strategies for creating programs that better serve all the school's clientele. Offered: Fall, Spring, and Summer.

**EDLD 637 Practicum in School Improvement (3)**

This course provides students the opportunity to experience practical application of previously studied theory and/or current trends in school improvement. Students will review current literature on school improvement and evaluate application in school settings through site visits, case study analysis, and program evaluation. Offered: Every semester.

**EDLD 638 Professionalism and Ethics in Education (3)**

This course addresses the educational leader's role as the "first citizen" of the educational community. Students will develop the ability to examine personal and professional values that reflect a code of ethics, accepting responsibility for using their position ethically and constructively on behalf of the school/system where they work. Offered: Fall, Spring, and Summer, on rotation. Offered: Every semester.

**EDLD 681 Action Research (3)**

Review of the fundamental concepts, principles, and methods of educational research that will establish the foundation for the graduate student to begin to understand the research process. The purpose of this course is to provide an overview of research design for quantitative, qualitative, and mixed methods research studies. Offered: Every semester.

## Doctoral Programs and Requirements

**Degree**

Doctor of Education (Ed.D.)  
Educational Leadership

The Department of Educational Leadership offers a doctorate in education (Ed.D.). See the Graduate Advisement subsection for contact information.

**Graduate Admission Standards for Educational Leadership****General 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.

**Graduate 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.

**Graduate 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.

## Doctor of Education in Educational Leadership (Ed.D.)

### Curriculum

The educational doctorate (Ed.D.) program requires 66 semester credits above the master of science degree. Students first complete a 30-credit educational specialist program and then begin 36 credits of coursework for the Ed.D. degree. The coursework is organized in the following five categories as recommended by the National Council for the Accreditation of Teacher Education (NCATE):

1. Instructional Leadership
2. Strategic Leadership
3. Organizational Leadership
4. Political and Community Leadership
5. Field-Based Research

A program leading to the doctor of education (Ed.D.) degree is offered in the area of educational leadership. The doctoral program is 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.

Admission decisions will be based on a combined evaluation of the candidate's GPA or previous graduate work, results of a writing sample, written recommendations, and a personal interview.

### Admission Criteria

#### Educational Doctorate (Ed.D.) in Educational Leadership

1. Completion of application and submission of application fee
2. Graduate GPA of 3.75 or higher
3. One copy of all transcripts
4. Disposition recommendation from supervisor
5. Letter of recommendation
6. Writing sample
7. Résumé or curriculum vitae
8. Interview
9. Earned Ed.S. in educational field

### Educational Leadership (Ed.D.)

The Instructional Leadership, Ed.S. program must be completed before a prospective student may be admitted to the Educational Leadership, Ed.D. program.

<b>Educational Specialist: Instructional Leadership Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Instructional Leadership Core</b>			<b>30</b>
EDLD 621	Educational Management /Strategic Thinking	3	
EDLD 622	Seminar in Academic Leadership	3	
EDLD 623	Organizational Innovation: Strategies & Tactics	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	
EDLD 630	Leading in a Diverse Society	3	
EDLD 637	Practicum in School Improvement	3	
EDLD 638	Professionalism & Ethics in Education	3	
EDLD 681	Action Research	3	
<b>Total Required Credits</b>			<b>30</b>

<b>Doctor of Education: Educational Leadership Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Educational Leadership Core</b>			<b>36</b>
EDLD 731	Educational Policy Development & Analysis: The Political Dimension of Schooling	3	
EDLD 732	Foundations of Educational Inquiry	3	
EDLD 733	Field-Based Inquiry: Authentic Problems of Practice	3	
EDLD 734	Strategic Planning	3	
EDLD 735	Ethical Issues in Education: The Moral Dimension of Schooling	3	
EDLD 737	Organizational Dynamics: Creating the School of the Future	3	
EDLD 739	Foundations of Qualitative Inquiry	3	
EDLD 744	The Emerging School Superintendency: The Practice of Paradoxical Leadership	3	
EDLD 745	The Art & Practice of Negotiation and Conflict Resolution	3	
EDLD 746	Behavioral Research and Statistics	3	
EDLD 750	Dissertation Manuscript Seminar (Must be enrolled until completed. Minimum of 6 hrs req'd.)	6	
<b>Educational Leadership Elective</b>			<b>1</b>
EDLD 742	Dissertation Research	1	
<b>Total Required Credits</b>			<b>36</b>

## Doctoral Courses

### EDUCATION

#### **EDLD 731 Educational Policy Development and Analysis: The Political Dimension of Schooling (3)**

Examination of the factors that influence the development of school and school system policy. Exploration of the origin of policy issues, the educational policy infrastructure, and the interrelationship of educational policy to school practice, with particular emphasis on the political process as the major driving force in the policy-making arena.

#### **EDLD 732 Foundations of Educational Inquiry (3)**

Development of skills in designing and implementing research methodologies, reading and interpreting research reports, and developing strategies for converting research into action. Students develop an awareness of, and appreciation for, educational research as a tool for advancing the educational renewal agenda.

#### **EDLD 733 Field-Based Inquiry: Authentic Problems of Practice (3)**

Examination of authentic problems of practice in a clinical and/or field-based environment. Through this hands-on clinical process, students demonstrate leadership, administrative and management skills, and develop their ability to function effectively as a member of a learning team. Students learn inquiry and research skills as they conduct studies on authentic problems of practice that have direct relationship to the school leader's job.

#### **EDLD 734 Strategic Planning (3)**

Review of the skills and understanding necessary for successful management of the educational enterprise. Focus on a study of re-engineering organizations, strategic planning and decision making, the use of technology in managing the educational organization, and creating customer-focused schools and school systems.

#### **EDLD 735 Ethical Issues in Education: The Moral Dimension of Schooling (3)**

Study of ethical and moral theory and consideration of school administration as a moral activity. Central focus on helping students articulate an explicit set of values and beliefs to guide their actions. Religious, economic, social, and cultural issues that affect expectations about schooling are explored in an effort to help school administrators understand that all administrative decisions have ethical implications.

#### **EDLD 737 Organizational Dynamics: Creating the School of the Future (3)**

Investigation of emerging organizational behavior theory and its application to the development of the school and school system of the future. Major emphasis on the concept of building human capital as central to managing organizational behavior in education.

#### **EDLD 738 The Learning Organization (3)**

Exploration of the art and practice of learning organizations as applied to educational institutions. Students are provided with the knowledge needed to develop their skills in leading schools by taking a learning orientation as the major strategy for educational reform.

#### **EDLD 739 Foundation of Qualitative Inquiry (3)**

Introduction to qualitative inquiry, including an understanding of qualitative research methods and guidance in designing and implementing a qualitative research project. Includes opportunity to design and implement a qualitative study through guided instructions.

#### **EDLD 741 Directed Doctoral Study (2)**

Directed doctoral study provides the student with optimal support and direction in his/her dissertation research. The director of the dissertation and the student's dissertation committee provide ongoing supervision and assistance for completion of the dissertation phase of the student's doctoral program. May be repeated for a maximum of 12 credits.

#### **EDLD 742 Dissertation Research (1)**

Additional support and direction in the completion of doctoral research. Student works with the dissertation committee to complete research, data analysis, dissertation writing, and dissertation debate. Grading is pass/fail.

#### **EDLD 743 Seminar in Educational Leadership (1)**

Doctoral students are provided additional opportunities to explore current political, economic, and social issues that impact the governance of education. Students read and discuss current literature and interact with leaders from education, business, and governmental agencies.

#### **EDLD 744 The Emerging School Superintendency: The Practice of Paradoxical Leadership (3)**

In-depth study of the major tasks and related activities of school superintendents. Students are provided opportunities to study complex issues driving the changing role of school superintendents. Problem-based learning, case study analysis, and action research are also used to develop the skills necessary for leading a complex organization operating in a chaotic environment.

#### **EDLD 745 The Art and Practice of Negotiation & Conflict Resolution (3)**

Focuses on strategies of negotiation and conflict resolution such as managing organizational issues and conflicts, avoiding litigation, mediating differences, defusing crises, and dealing with difficult individuals.

#### **EDLD 746 Behavioral Research and Statistics (3)**

Designed to enhance innovative research in the doctoral program, this course builds on the introduction to research and basic statistics course (EDLD 733 Field Based Inquiry). It provides students the opportunity to develop advanced skills in quantitative research design, advanced statistics, and the use of a social science statistical software package (Predictive Analytic Software [PASW]). Students will explore a large-scale data set to pose an educational research question of their choice. Students will analyze data, interpret, and write up results. Prereq: EDLD 733. Offered: Fall and Spring.

#### **EDLD 750 Ed.D. Dissertation Manuscript Seminar (3)**

Focus on identification of a research topic, development of a research plan, implementation of the plan, and presentation of the dissertation-manuscript. Working under the direction of faculty members, students culminate the program of study in a final public presentation of the completed dissertation-manuscript. May be repeated for a maximum of 12 credits. Grading is pass/fail. Prereqs: EDLD 732 and EDLD 733. Offered: Fall, Spring, and Summer.

## College of Health Sciences

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### Administration

Nena F. Sanders, Vice Provost, College of Health Sciences;  
Ralph W. Beeson Dean and Professor, Nursing  
Michael Hogue, Associate Dean, Center for Faith & Healing; Professor, Pharmacy

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 now 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, Ida Moffett 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 world. 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 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, and we expect to add many more in the future. 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 [samford.edu/healthsciences](http://samford.edu/healthsciences).

## School of Health Professions

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### Administration

Alan P. Jung, Dean, Professor, Kinesiology

The School of Health Professions provides students the opportunity to pursue a variety of specialties and fields of study within the health care workforce. Graduates are prepared to actively engage with teams of health care providers to deliver high quality care for the identification, prevention and treatment of diseases and disorders. The School was established in 2013 as a part of the College of Health Sciences.

Interprofessional education is at the core of the programs within the School of Health Professions and opportunities for students will continue to increase as new majors are added. The school is expected to grow exponentially over the next five years, to begin offering degrees at the master's and doctoral level, in addition to adding new baccalaureate degree programs.

Within the School of Health Professions the opportunities for students are rich and the impact that these graduates will have on the health of our community and around the world is immeasurable. The school includes the Department of Cardiopulmonary Sciences, the Department of Communication Sciences and Disorders, the Department of Kinesiology, and the Department of Physical Therapy. The School currently offers a variety of baccalaureate degrees, a master of science degree in respiratory care or speech language pathology, a master of athletic training degree, and a doctor of physical therapy degree. To stay up to date with the latest news within the School of Health Professions, visit us online at [samford.edu/healthprofessions](http://samford.edu/healthprofessions).

# Cardiopulmonary Sciences

## Faculty

Jonathan B. Waugh, Chair, Professor  
Michael Canfield, Instructor; Director of Clinical Education  
Tadashia Jabril Cooper, Instructor

## Accreditation

The Samford University Respiratory Care program, B.S. and M.S. degrees, CoARC program numbers 210620 and 200620 respectively, in Birmingham, AL, hold Provisional Accreditation from the Commission on Accreditation for Respiratory Care ([www.coarc.com](http://www.coarc.com)). This status signifies that a program that has been granted an Approval of Intent has demonstrated sufficient compliance to initiate a program in accordance with the Standards through the completion and submission of an acceptable Provisional Accreditation Self Study Report (PSSR), completion of an initial on-site visit, and other documentation required by the CoARC. The conferral of Provisional Accreditation denotes a new program that has made significant progress towards meeting the Standards of Accreditation. The program will remain on Provisional Accreditation until achieving Continuing Accreditation. It is recognized by the National Board for Respiratory Care (NBRC) toward eligibility to the Respiratory Care Credentialing Examination(s). Enrolled students completing the program under Provisional Accreditation are considered graduates of a CoARC accredited program.

## Graduate Programs and Requirements

### Degree

Master of Science (M.S.)  
Respiratory Care

The Department of Cardiopulmonary Sciences offers the master of science degree in respiratory care.

### Admission Requirements

Applicants must:

1. Possess a baccalaureate degree from a regionally accredited college or university (degree in any field) or be in the senior year of undergraduate study.

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 university registrar stating they have completed the requirements for the degree. The conditional status is removed once an official transcript is received.

2. Cumulative GPA minimum of 3.00 (4-point scale).
3. Minimum of C letter grade in all prerequisite courses. These include:
  - Microbiology with lab (BIOL 225 or BIOL 325, or higher course number; 4 credits)
  - Physics with lab (PHYS 100 or PHYS 101, or higher course number; 4 credits)
  - Human or Mammalian Anatomy (BIOL 217 or BIOL 301, or higher course number; 4 credits)
  - Human or Mammalian Physiology (BIOL 218 or BIOL 302, or higher course number; 4 credits)
  - Chemistry with lab (CHEM 108/109 or 205 & 206, or higher course number; 3+1 credits)
  - Statistics (MATH 210, or higher course number; 4 credits)
4. Submission of either GRE or MAT results is required. There is no minimum score and students will be evaluated on a competitive basis.
5. Eight (8) hours of documented shadowing observation with a respiratory therapist in a hospital setting.
6. Three letters of reference submitted through the application system. The three required letters of recommendation should be from 1) a current or previous professor, 2) a work supervisor, 3) a respiratory therapist.

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.

For more on the admission/application process, see the following website: <https://www.samford.edu/healthprofessions/cardiopulmonary-sciences-ms-respiratory-care>.

### Time-to-Degree Completion Plan

The program is designed to be completed in two years (five Semesters) of full-time study.

### Respiratory Care (M.S.)

The master of science degree (M.S.) in respiratory care will prepare graduates to be advanced respiratory therapists for the assessment, treatment, and care of patients with heart and lung problems. In addition to hospital-based care, graduates will also be prepared to assist in the prevention of cardiopulmonary disease, and the management, care, and rehabilitation of patients with chronic disease. This program will prepare students to sit for the national board exam and obtain a license to practice. This rewarding health care career has many options for specialization in different environments.

<b>Master of Science: Respiratory Care Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Respiratory Care Core</b>			<b>69</b>
RCMS 510	Cardiopulmonary Pharmacology	3	
RCMS 512	Cardiopulmonary Physiology & Pathology	4	
RCMS 520	Respiratory Care Principles	3	
RCMS 524	Patient Assessment/Disease Management	3	
RCMS 526	Assessment/Diagnostics/Therapeutics Lab	3	
RCMS 528	Clinical Observation I	1	
RCMS 529	PFT and Cardiopulmonary Diagnostics	3	
RCMS 530	Neonatal & Pediatric Respiratory Care	3	
RCMS 532	Critical Care & Mechanical Ventilation I	3	
RCMS 534	Introduction to Research	2	
RCMS 536	Critical Care Lab	3	
RCMS 538	Clinical Practice I	5	
RCMS 548	Clinical Practice II	5	
RCMS 640	Critical Care & Mechanical Ventilation II	3	
RCMS 642	Clinical Seminar I	3	
RCMS 644	Research Project I	1	
RCMS 646	Advanced Critical Care Lab	1	
RCMS 648	Clinical Practice III	6	
RCMS 650	Clinical Seminar II	3	
RCMS 654	Research Project II	1	
RCMS 656	Management and Education	3	
RCMS 658	Clinical Practice IV	6	
RCMS 660	Critical Thinking and Professionalism	1	
<b>Total Required Credits</b>			<b>69</b>

## Courses

### RESPIRATORY CARE

#### RCMS 510 Cardiopulmonary Pharmacology (3)

Introduces the physiologic and pharmacologic basis of cardiopulmonary medications. Preparation, calculation of dosages and mixtures, and general principles of pharmacology will be covered followed by an in-depth discussion of bronchoactive drugs and drug groups related to the cardiopulmonary system such as neuromuscular blocking agents, central nervous system depressants, cardiovascular agents, and diuretics. Offered: Fall.

#### RCMS 512 Cardiopulmonary Physiology and Pathophysiology (4)

In-depth study of cardiac and pulmonary anatomy and physiology, including the procedures commonly used to evaluate these systems. Topics include function of the respiratory system; ventilation mechanics; gas transport in the blood; regulation of breathing, circulation, blood flow and pressure, cardiac output; common pathophysiology etiology, diagnosis, treatment, and prognosis. The heart-lung relationship and clinical applications will be emphasized. Specific pulmonary medicine topics include: obstructive and restrictive disorders, neoplastic lung disease, disordered breathing, cardiovascular disorders, neurologic and neuromuscular disorders, shock, trauma, sepsis, near drowning, burns, smoke inhalation, carbon monoxide poisoning, drug overdose, renal failure, acute G.I. disturbances, and post-operative respiratory care. Offered: Fall.

#### RCMS 520 Respiratory Care Principles (3)

The history of the profession, the principles of chemistry, physics, and infection control as they apply to respiratory care, as well as respiratory care procedures are presented. Principles of applying respiratory care to patients, indications, hazards, contraindications, and evaluation of therapy are addressed. Modes of care include medical gases, humidity/aerosol therapy, aerosol medications, positive pressure breathing, incentive spirometry, expiratory resistance, postural drainage and percussion/vibration. Non-invasive monitoring techniques including oximetry, transcutaneous monitoring, capnography, and simple pulmonary function testing will be included. Review of clinical analyzing devices, patient safety, recordkeeping, and an introduction to patient assessment, respiratory pharmacology, and evidence-based care. Offered: Fall.

#### RCMS 524 Patient Assessment and Disease Management (3)

Fundamentals of respiratory assessment will be covered to include review of existing data in the patient record, patient history, physical examination, oximetry, blood gases, respiratory monitoring, pulmonary function assessment, laboratory studies, chest and upper airway radiographs, ventilation/perfusion scans, bedside EKG interpretation, and cardiovascular monitoring. Respiratory care management of chronic/extended diseases and conditions will be practiced with special emphasis on chronic intermittent obstructive lung disease (asthma), chronic obstructive lung diseases, restrictive lung diseases, and heart failure. Offered: Fall.

#### RCMS 526 Assessment, Diagnostics, and Therapeutics Lab (3)

Students will gain hands-on experience with respiratory care equipment. Students select, assemble, and check equipment for proper function, operation, and cleanliness. Equipment malfunctions and actions to correct malfunctions will also be covered. Equipment will include oxygen-delivery devices, humidifiers, aerosol generators, pressure ventilators, gas delivery, metering and analyzing devices, percussors, vibrators, environmental devices, manometers, gauges, and vacuum systems. Maintenance of artificial airways, fiber optic bronchoscopy, thoracostomy, chest tube maintenance, and arterial blood gas sampling will also be discussed. Basic life support will be covered to include cardiopulmonary resuscitation, manual ventilation, endotracheal intubation, airway care, and administration of respiratory medications. Offered: Fall.

#### RCMS 528 Clinical Observation I (1)

Students will observe and critique competencies related to respiratory care procedures in general medical and surgical floors. Introduces students to clinical respiratory care procedures. Topics include: introduction to the clinical affiliate, patient assessment, medical gas therapy, aerosol therapy, incentive spirometry, positive pressure breathing, chest physiotherapy, and airway care. Offered: Fall.

#### RCMS 529 PFT and Cardiopulmonary Diagnostics (3)

An overview of the various areas comprising cardiopulmonary diagnostics to include normal and abnormal pulmonary function and related technology. The student will learn how to perform, interpret, and evaluate various pulmonary function studies. In addition, the student will learn the operation and maintenance of pulmonary function and gas analysis equipment. Other topics include 12-lead ECG interpretation, nutritional assessment, sleep disorders and testing, stress and exercise testing, metabolic testing, and non-invasive cardiology. Prereqs: RCMS 512 and RCMS 524. Offered: Spring.

#### RCMS 530 Neonatal and Pediatric Respiratory Care (3)

The processes of growth and development relating to respiratory care from the fetus to the adolescent will be discussed. This course relates physiologic function to respiratory care including assessment, evaluation, and treatment. Topics include: fetal growth and development, neonatal growth and development, fetal assessment, fetal evaluation, neonatal assessment, neonatal evaluation, neonatal respiratory care, neonatal pathology, pediatric pathology, pediatric assessment, pediatric respiratory care, and mechanical ventilation of the neonatal and pediatric patient. Prereqs: RCMS 512 and RCMS 524. Offered: Spring.

#### RCMS 532 Critical Care and Mechanical Ventilation I (3)

**Provides instruction in** the theory, set-up, operation and maintenance of mechanical ventilators and related equipment, including noninvasive ventilators. Topics include: mechanical ventilator theory, ventilator operation, ventilator maintenance and troubleshooting. Provides instruction on all phases of adult critical care and continuous mechanical ventilation. The history of mechanical ventilation, modes of mechanical ventilatory support, implementation, monitoring, ventilator weaning and discontinuance will be covered. Advanced critical care techniques for invasive and non-invasive patient monitoring will be covered. Hemodynamic monitoring will include arterial pressure monitoring, central venous and pulmonary artery catheters, and cardiac output measurement. Non-invasive monitoring techniques such as oximetry, capnography, and ECG monitoring will be included. Prereqs: RCMS 520 and RCMS 526. Offered: Spring.

#### RCMS 534 Introduction to Research (2)

This course will introduce the student to clinical research methods and review concepts involved in descriptive and inferential statistics. Topics covered include overview of the research process, literature review, research hypothesis, research designs, sample selection, measurement methods, descriptive statistics, and inferential statistics. Offered: Summer.

#### RCMS 536 Critical Care Lab (3)

Students will gain hands-on experience with respiratory care equipment used in the critical care setting. Students select, assemble, and check equipment for proper function, operation and cleanliness. Equipment malfunctions and actions to correct malfunctions will also be covered. Equipment will include specialized oxygen-delivery devices (high flow), critical care and specialized mechanical ventilators, advanced monitoring and therapy devices. Special procedures associated with the care of patients receiving mechanical ventilation and arterial monitoring and sampling will also be discussed. Advanced life support will be covered and practiced with simulated critical-care patient scenarios. Prereq: RCMS 520 and RCMS 526. Offered: Spring.

#### RCMS 538 Clinical Practice I (5)

This course provides students the opportunity to further develop both basic and advanced skills required in the intensive care of the respiratory patient. Topics include: patient assessment, medical gas therapy, aerosol therapy, incentive spirometry, positive pressure breathing, chest physiotherapy; airway care using nasal, endotracheal, tracheal tubes; initiation of mechanical ventilation, patient stabilization and monitoring, evaluation of hemodynamic variables, bronchial hygiene, evaluation for weaning, endotracheal intubation, extubation, arterial line sampling, arterial puncture, blood gas analysis, and non-invasive monitoring. The students will also begin rotations in pulmonary function testing, bronchoscopy observation, long-term care, and pediatric care. Prereq: RCMS 510 and RCMS 528. Offered: Spring.

**RCMS 548 Clinical Practice II (5)**

This course provides an opportunity to acquire clinical experience in the intensive care of neonatal and pediatric patients. Topics include: patient assessment, medical gas therapy, aerosol therapy, incentive spirometry, chest physiotherapy, airway care, initiation of mechanical ventilation, patient stabilization and monitoring, evaluation of hemodynamic variables, bronchial hygiene, evaluation for weaning, endotracheal intubation, monitoring (invasive and non-invasive), labor and delivery assistance, and transport. Students are also given the opportunity to further develop their adult critical care skills. Prereq: RCMS 538. Offered: Summer.

**RCMS 640 Critical Care and Mechanical Ventilation II (3)**

Advanced mechanical ventilation techniques, including advanced concepts in adult and neonatal mechanical ventilators, transport, and homecare; overview of advanced mechanical ventilation techniques, such as high frequency oscillation, NAVA, tracheal gas insufflation, and partial liquid ventilation. Prereq: RCMS 532. Offered: Summer.

**RCMS 642 Clinical Seminar I (3)**

Case presentations are required to integrate clinical and theory. Review of respiratory care with an emphasis on problem solving and decision making. Practice board credentialing examinations will be administered for CRT and RRT examination preparation. Current issues relevant to respiratory care will be explored to include new treatments and technologies, and issues related to professional development and practice. Prereqs: RCMS 640. Offered: Fall.

**RCMS 644 Research Project I (1)**

Guided activities to develop an appropriate research question and research methodology for completion of the required research requirements. This course also includes an introduction to basic testing and/or procedures used in basic sciences research, such as gene arrays, assays, and cell cultures. Prereq: RCMS 534. Offered: Fall.

**RCMS 646 Advanced Critical Care Lab (1)**

Students will gain hands-on experience with advanced respiratory care equipment used in the critical care setting. Students select, assemble, and check equipment for proper function, operation, and cleanliness. Equipment malfunctions and actions to correct malfunctions will also be covered. Equipment will include critical care and specialized mechanical ventilators, advanced monitoring and therapy devices. Special procedures associated with the care of patients receiving mechanical ventilation and arterial monitoring and sampling will also be discussed. Advanced life support will be covered and practiced with simulated critical-care patient scenarios. Prereq: RCMS 536. Offered: Summer.

**RCMS 648 Clinical Practice III (6)**

This course provides an opportunity to advance students' clinical experience in neonatal and pediatric respiratory care in the areas of patient assessment and monitoring (invasive and non-invasive), mechanical ventilation, ECMO, airway care, labor and delivery assistance, and transport. Students will also have an opportunity for reinforcement of adult intensive care, greater participation in critical care procedures, and assisting physicians and other clinicians with advanced procedures. In addition, students are provided with opportunities for assisting with pulmonary rehabilitation and sleep disorders testing. Prereq: RCMS 548. Offered: Fall.

**RCMS 650 Clinical Seminar II (3)**

Case presentations are required to integrate clinical and theory. Emphasis will be placed on decision-making and problem-solving as they relate to neonatal and pediatric respiratory care. Current issues relevant to the neonatal and pediatric respiratory care will be discussed. Review of respiratory care will continue as it pertains to the certified (CRT) and registry (RRT) credentialing examinations administered by the National Board for Respiratory Care (NBRC). Successful completion of the National Board for Respiratory Care (NBRC) SAE self-assessment registry examinations are required in order to meet course requirements. Prereq: RCMS 642. Offered: Spring.

**RCMS 654 Research Project II (1)**

Guided activities to investigate an appropriate research question, completion of data collection, and analysis for completion of the required program research requirements. Investigation will occur through participation in small teams. Prereq: RCMS 644. Offered: Spring.

**RCMS 656 Management and Education (3)**

An introduction to basic principles and techniques used in respiratory care education. Topics include: patient education, in-service education, course design, objectives, lesson plan development, learning activities, use of media, presentation development, testing, and evaluation. Management principles and problems as they relate to respiratory care and the management of the department, hospital, service organization, and health programs will be discussed. Offered: Fall.

**RCMS 658 Clinical Practice IV (6)**

This course provides an opportunity to complete remaining clinical competencies and obtain additional exposure to clinical areas. Elective clinical rotations may be experienced as available. Students will also have an opportunity for reinforcement of adult intensive care, greater participation in critical care procedures, and assisting physicians and other clinicians with advanced procedures. Greater interaction with physicians and other health care practitioners is expected in this final clinical. Prereq: RCMS 648. Offered: Spring.

**RCMS 660 Critical Thinking and Professionalism (1)**

This capstone course is designed to help students unify the knowledge obtained throughout the program and practice applying it to challenging scenarios that require ethical decision-making and wisdom to determine professional conduct. Effective communication and interpersonal skills will be practiced in a variety of live scenarios. Prereq: RCMS 656. Offered: Spring.

# Communication Sciences and Disorders

## Faculty

Margaret L. Johnson, Chair, Professor  
 Carol L. Koch, Professor; Director, Speech Language Pathology  
 Karen L. Thatcher, Associate Professor  
 Candice Adams-Mitchell, Assistant Professor  
 Aaron L. Johnson, Assistant Professor; Director of Clinical Education, Audiology  
 Steven Moates, Assistant Professor; Director of Clinical Education,  
 Speech Language Pathology  
 Travis M. Moore, Assistant Professor  
 Hollea Ryan, Assistant Professor; Director, Audiology  
 Kelly F. Jackson, Instructor, Lab Coordinator  
 Laura S. Promer, Instructor, Undergraduate Clinical Coordinator

## 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."

Philippians 2: 3-5

## Graduate Programs and Requirements

### Degree

Master of Science (M.S.)  
 Speech Language Pathology

Non-Background Master of Science (M.S.) (Bridge Program)  
 Speech Language Pathology

The Department of Communication Sciences and Disorders (CSDS) offers the master of science degree (M.S.) in speech language pathology (SLPA) and a non-background master of science in speech language pathology. The master of science degree is designed to help students become a highly qualified speech-language pathologist 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.

## 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 (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 (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 Audiology (3)
- CSDS 314 Rehabilitation Audiology (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.

## Progression Policies

In order to progress in the graduate program in speech language pathology, 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% HIPAA, OSHA, and Bloodborne Pathogens Quizzes located on Moodle.
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 SLPA curriculum. Note: A grade of C+ or lower constitutes failure in any required or prescribed course in the SLPA curriculum.

7. A student will be allowed to take a failed SLPA 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 SLPA courses will be terminated from the department.
10. A student may not enroll in any SLPA course more than twice.
11. A student who fails to successfully complete a required SLPA 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 M.S.-SLPA program.

Students may not receive any grades lower than B for MS-SLPA 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 MS-SLPA 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 MS-SLPA program. Students retain the right to appeal termination decisions via the grievance procedure outlined in the MS-SLPA Academic and Clinical Student Handbook.

### 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.

<b>Master of Science: Speech Language Pathology Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Speech Language Pathology Core</b>			<b>57</b>
SLPA 500	Intro-Clinical Practicum-Speech Lang Path	2	
SLPA 501	Beginning Clinical Practicum	1	
SLPA 502	Clinical Practicum	1	
SLPA 503	Neuroscience for Speech Lang Pathologists	3	
SLPA 504	Research Methods-Speech Lang Pathology	2	
SLPA 505	Practical Application of Speech Science	2	
SLPA 506	Lang Disorders: Birth through Age 5	3	
SLPA 507	Autism Spectrum Disorders	2	
SLPA 508	School Age Language & Literacy Disorders	4	
SLPA 509	Articulation and Phonological Disorders	4	
SLPA 511	Prevention and Diagnosis of Speech, Language, & Cognitive Disorders	2	
SLPA 512	Counseling Strategies in Speech Lang Path	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 605	Voice/Resonance Disorders across Lifespan	3	
SLPA 606	Motor Speech Disorders	3	
SLPA 607	Medical Aspects of Speech Lang Pathology	2	
SLPA 608	Dysphagia in Pediatrics and Adults	3	
SLPA 609	Cognitive-Communicative Disorders-Adults	3	
SLPA 610	Fluency Disorders across the Lifespan	3	
SLPA 611	Professional Trends-Speech Lang Pathology	2	
SLPA 612	Capstone Seminar	2	
<b>Total Required Credits</b>			<b>57</b>

### Non-Background Master of Science (Bridge Program): Speech Language Pathology (M.S.)

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.

<b>Non-Background Master of Science: Speech Language Pathology (Bridge Program) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Speech Language Pathology Bridge Courses</b>			<b>22</b>
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-Comm Disorders	4	
<b>Speech Language Pathology Core</b>			<b>57</b>
SLPA 500	Intro-Clinical Practicum-Speech Lang Path	2	
SLPA 501	Beginning Clinical Practicum	1	
SLPA 502	Clinical Practicum	1	
SLPA 503	Neuroscience-Speech Lang Pathologists	3	
SLPA 504	Research Methods-Speech Lang Path	2	
SLPA 505	Practical Application of Speech Science	2	
SLPA 506	Lang Disorders: Birth through Age 5	3	
SLPA 507	Autism Spectrum Disorders	2	
SLPA 508	School Age Language & Literacy Disorders	4	
SLPA 509	Articulation and Phonological Disorders	4	
SLPA 511	Prevention and Diagnosis of Speech, Language, & Cognitive Disorders	2	
SLPA 512	Counseling Strategies-Speech Lang Path	2	
SLPA 601	Clinical Practicum	1	
SLPA 602	Clinical Practicum	2	
SLPA 603	Clinical Practicum	2	
SLPA 604	Evaluation/Treatment of Aphasia-Adults	3	
SLPA 605	Voice/Resonance Disorders across Lifespan	3	
SLPA 606	Motor Speech Disorders	3	
SLPA 607	Medical Aspects of Speech Lang Path	2	
SLPA 608	Dysphagia in Pediatrics and Adults	3	
SLPA 609	Cognitive-Comm Disorders-Adults	3	
SLPA 610	Fluency Disorders across the Lifespan	3	
SLPA 611	Professional Trends-Speech Lang Path	2	
SLPA 612	Capstone Seminar	2	
<b>Total Required Credits</b>			<b>79</b>

## Graduate Courses

### 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: 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 and 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 and Physiology of the Speech and 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 Principles 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 CSDS 467, KINE 467, and 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 and 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: Fall and Spring.

**SLPA 605 Voice and Resonance Disorders across the Lifespan (3)**

This course includes a focus on the clinical aspects of voice and cleft palate and the etiological factors that contribute to these disorders. Diagnostic skills and therapeutic methods will be discussed for both aspects of voice and resonance with practical applications of evidence-based treatment provided. Offered: Fall.

**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: Summer.

**SLPA 608 Dysphagia in Pediatrics and 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 610 Fluency Disorders across the Lifespan (3)**

This course covers the theories, principles, and protocols for the assessment and treatment of stuttering and its related disorders. Prereq: SLPA 504. Offered: Spring.

**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. Students will be required to present their findings to faculty/staff at two points during matriculation. Offered: Fall and Spring.

## Doctoral Programs and Requirements

### Degree

Doctor of Audiology (Au.D.)

Audiology

The Department of Communication Sciences and Disorders offers a doctor of audiology degree (Au.D.). This four-year program combines three 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.

### 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

Details are currently under review and will be added soon.

## Doctoral Courses

### 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. Students 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. Prereq: DAUD 700. May be repeated for a maximum of 2 credits. Grading is pass/fail. 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.

### Audiology (Au.D.)

The doctor of audiology (Au.D.) is a four-year program that combines three 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 Required Courses		Course Credits	Total Required Credits
<b>Audiology Core</b>			<b>98</b>
DAUD 700	Introduction to Clinical Practice	1	
DAUD 701	Clinical Practicum I (take twice; 1 crd each)	2	
DAUD 711	Anatomy/Physiology-Hearing Mechanism	2	
DAUD 712	Psychoacoustics	3	
DAUD 713	Research Methods	2	
DAUD 714	Instrumentation & Calibration	2	
DAUD 720	Audiologic Assessment	3	
DAUD 722	Amplification I	3	
DAUD 724	Immittance & Otoacoustic Emissions	3	
DAUD 725	Audiological Assessment Procedures Lab	1	
DAUD 730	Otological Medical Conditions	3	
DAUD 732	Amplification II	2	
DAUD 733	Genetics, Embryonic Devl, & Pediatric	3	
DAUD 734	Electrophysiology of the Auditory System	3	
DAUD 735	Amplification Laboratory	1	
DAUD 750	Pediatric Audiology: Diagnostics, Habilitation, & Educational Audiology	3	
DAUD 751	Clinical Pract II (take 3 times; 3 crds each)	4	
DAUD 752	Advance Amplification Options	3	
DAUD 755	Vestibular Assessment Laboratory I	1	
DAUD 756	Vestibular Assessment I	2	
DAUD 761	Adult & Geriatric Aural Rehabilitation	3	
DAUD 765	Vestibular Assessment Laboratory II	1	
DAUD 766	Vestibular Assessment II	2	
DAUD 769	Statistical Methods	2	
DAUD 800	Clinical Supervision & Leadership	3	
DAUD 801	Clinical Pract III (take 3 times; 3 crds each)	9	
DAUD 811	Hearing Conservation	2	
DAUD 812	Interviewing & Counseling	2	
DAUD 816	Vestibular Management	2	
DAUD 821	Deaf Culture & Visual Communication	2	
DAUD 822	Professional, Clinical, and Ethical Issues, & Trends in Communication Sciences	3	
DAUD 831	Intro to Speech-Lang Pathology Services	1	
DAUD 832	Management/Private Pract in Audiology	3	
DAUD 851	Capstone Project	2	
DAUD 852	Capstone Research Project	2	
DAUD 899	Clinical Externship (take 3 times; 4 crds ea)	12	
<b>Audiology Electives (choose three courses)</b>			<b>9</b>
DAUD 791	Seminars in Audiology	3	
DAUD 799	Independent Study	3	
Approved Health Science Electives		3	
<b>Total Required Credits</b>			<b>107</b>

**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. Co-req: DAUD 725. 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.

**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. Co-req: DAUD 720. 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. Co-req: DAUD 735. Prereq: DAUD 722. 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 I (2)**

Basic assessment of patients with balance issues. Anatomy and physiology of the peripheral and central vestibular system, ocular motor, and postural control systems. Also includes interpretation of test results. Co-req: DAUD 755. Offered: Fall.

**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. Co-req: DAUD 766. Prereq: DAUD 755. Offered: Spring.

**DAUD 766 Vestibular Assessment II (2)**

Advanced basic skills in vestibular testing to include various assessments, such as VEMPs, vHIT, and ECochG. Co-req: DAUD 765. Prereq: DAUD 756. 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 (3)**

A seminar in 'hot-topics' audiology. Specific topics will be faculty dependent and will vary with each offering. May be repeated for a maximum of 6 credits. Offered: Spring.

**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.

# Kinesiology

## Faculty

John K. Petrella, Chair, Professor  
Alan P. Jung, Professor  
Robert W. Hensarling, Jr., Associate Professor  
Christopher G. Ballmann, Assistant Professor  
Darrell J. Gilliland, Jr., Assistant Professor  
Allison J. Jackson, Assistant Professor  
Thomas J. Kopec, Assistant Professor  
Mallory R. Marshall, Assistant Professor  
Justin R. Moody, Assistant Professor  
Joseph A. Pederson, Assistant Professor  
Tyler D. Williams, Assistant Professor  
Shannon M. Ashe, Instructor  
Rebecca R. Rogers, Instructor  
Kyle C. Southall, Instructor

## Mission

In the Department of Kinesiology, we are called to nurture and prepare students to positively impact the health and well-being of members of society and to instill in all students, faculty, and staff, a commitment to lifetime fitness and positive health. An exemplary education provided in a Christian context, by individuals with a demonstrated commitment to excellence in scholarship, service and teaching provide the mechanism to fulfill this mission.

## Vision

The vision of the Department of Kinesiology is to challenge students continually to improve the health and well-being of society by exhibiting the highest standards of quality in teaching, scholarship and service; and to assume the leadership role among academic programs in our field in meeting the challenges of preventive medicine and health care.

## Values

Five fundamental values form the foundation of the Department of Kinesiology culture.

**Collaboration** - The phrase "to act as a unit" forms the basis of the kinesiology department. This value ensures that all students will benefit from the collective wisdom of a team of education professionals.

**Excellence** - A commitment to excellence has created the kinesiology department's legacy of achievement and innovation in curricular and programmatic areas resulting in high achievement for students and faculty.

**Integrity** - Adherence to scientific, professional, and personal integrity are our ethical cornerstones; they underlie our desire to mentor students, conduct clinical research investigations, educate students and allied health professionals, while guiding the fiscal and administrative management of the kinesiology department.

**Compassion** - A commitment to compassion includes a respect for all persons, while providing the highest level of service.

**Commitment** - As an institution, the kinesiology department recognizes its responsibilities to the community in which we reside, to the students it services, to Samford University and to the individuals in leadership who oversee the management of its resources.

## Accreditation

The graduate athletic training program at Samford University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The CAATE is recognized as an accrediting agency by the Council of Higher Education (CHEA). After the comprehensive review for initial program accreditation, the program was granted the maximum five-year accreditation for new programs. The next comprehensive review is scheduled for the 2022-2023 academic year.

## Graduate Programs and Requirements

### Degree

Master of Athletic Training (M.A.T.)  
Athletic Training

The Department of Kinesiology offers the master of athletic training degree (M.A.T.), a 56-hour program designed to prepare students for entry into the practice of athletic training. The program is grounded in evidence-based practice and a patient-centered approach to health care. Upon completion, students will be eligible to take the Board of Certification, Inc. examination for athletic trainers.

### Master of Athletic Training (M.A.T.)

Admission to the Master of Athletic Training program is competitive.

### Admission Requirements

Requirements for admission consideration include:

- Baccalaureate degree or higher from an accredited college or university (degree in any field), or be enrolled in your senior year of undergraduate study.

*Conditional admission: 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.*

- Minimum cumulative GPA of 3.00 on a 4.00 scale.
- 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:
  - o Anatomy and Physiology I and II with labs
  - o General Psychology
  - o Motor Learning or Biomechanics
  - o Kinesiology
  - o Exercise physiology
  - o Health/Wellness
  - o Statistics
- Recommended Courses:
  - o Chemistry
  - o Physics
  - o Pathophysiology
  - o Research design
- CPR - Must be one of the following:
  - o Professional Rescuer and AED by the American Red Cross
  - o BLS Healthcare Provider CPR by the American Heart Association
  - o CPR PRO for the Healthcare Professional by Health and Safety Institute
- GRE score (within the past five years) with a preferred minimum composite score of 295.  
*Applicants must self-report their GRE scores in ATCAS and submit official GRE records to Samford University at code: 1779.*
- 50 hours of documented volunteer/shadowing experience with a certified athletic trainer.
- Three letters of reference through the ATCAS application system. References should be from: 1) current or previous professor; 2) work supervisor, mentor, pastor, academic advisor, etc.; and 3) a Certified Athletic Trainer.
- 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).
- On-campus interview. Invitations will be sent after the initial review of materials.

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.

### Application Process

The steps below outline the application process for the master of athletic training program. To apply, you are required to submit both an application through ATCAS as well as the Master of Athletic Training Supplemental Form.

Before starting these applications, we recommend that you complete the following checklist:

- Obtain student copies of your college transcripts to assist you in completing the coursework section for the application.
- Before you begin your application, please review the ATCAS Instructions & FAQs.
- Request official transcripts from each institution attended by using the transcript request form in ATCAS. Complete the form, submit it to the registrar's office of each institution attended, and instruct them to enclose the form with your official sealed transcript. Transcripts must be sent to the ATCAS Transcript Department. ATCAS accepts official transcripts sent directly from the registrar's office only. Please send transcripts as early as possible and no less than four to six weeks before the application deadline due to the time needed by ATCAS to verify your application.

Send transcripts to:

ATCAS Verification Department  
PO Box 1932  
Watertown, MA 02471

- Pay the initial service fee of \$85 when submitting the ATCAS application.
- Obtain three letters of recommendation from : 1) current or previous professor; 2) supervisor; and 3) an Athletic Trainer. These letters of recommendation must be submitted through ATCAS. The references should attest to the applicant's academic ability and potential.
- Self-report GRE scores to ATCAS and send official scores to Samford University Code 1779.
- Please complete application in its entirety.
- If selected, complete an on-campus interview.

ATCAS Customer Service Information  
Available Monday through Friday, 9:00-5:00 EST  
617-612-2075  
atcasinfo@liaisoncas.com

For more information regarding the admission process, please contact:

Dr. Marian Carter  
Assistant Dean of Enrollment Management and Student Services  
205-726-2611  
mwcarter@samford.edu

### Time-to-Degree Completion Plan

The program is designed to be completed in two years (six semesters) of full-time study. Cohorts will begin during the summer semester and graduate in at the end the spring semester.

## Athletic Training (M.A.T.)

The master of athletic training program is designed to prepare students for entry into the practice of athletic training. This educational program is grounded in evidence-based practice and a patient-centered approach to health care. Upon completion of this program, students will be eligible to take the Board of Certification, Inc. examination for athletic trainers.

<b>Master of Athletic Training Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Athletic Training Core</b>		<b>56</b>
KINE 501 Athletic Performance	3	
KINE 502 Athletic Training Skills	3	
KINE 503 Emergency Care in Athletic Training	3	
KINE 559 Clinical in Athletic Training I	2	
KINE 510 Evaluation of Orthopedic Injuries I	3	
KINE 513 Evaluation of Orthopedic Injuries I - Lab	1	
KINE 511 Evaluation of Orthopedic Injuries II	3	
KINE 514 Evaluation of Orthopedic Injuries II - Lab	1	
KINE 504 Evidence-Based Practice/Research Methods in Athletic Training	3	
KINE 561 Clinical in Athletic Training II	2	
KINE 520 Therapeutic Interventions I	3	
KINE 521 Therapeutic Interventions I - Lab	1	
KINE 620 Therapeutic Interventions II	3	
KINE 622 Therapeutic Interventions II - Lab	1	
KINE 621 Therapeutic Interventions III	3	
KINE 623 Therapeutic Interventions III - Lab	1	
KINE 512 Medical Aspects of Sport	3	
KINE 562 Clinical in Athletic Training III	2	
KINE 601 Administration of Athletic Training	3	
KINE 660 Clinical in Athletic Training IV	2	
KINE 602 Sport Nutrition	3	
KINE 610 Evaluation of Orthopedic Injuries III	3	
KINE 611 Evaluation of Orthopedic Injuries III - Lab	1	
KINE 605 Special Populations in Athletic Training	1	
KINE 661 Clinical in Athletic Training V	2	
<b>Total Required Credits</b>		<b>56</b>

## Courses

### 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 Fifth-Year Non-Traditional Program: Secondary Education (MSE-FYNT), Class A Certification, 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 (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 prevention, care, evaluation and diagnosis of injuries of the upper body sustained by active individuals. The role of therapeutic modalities and rehabilitation 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 561. Offered: Spring.

**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 (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 and rehabilitative techniques in athletic training. Administrative aspects of the practice of athletic training will be included. Emphasis is placed on meeting the competencies and proficiencies as set forth by the Commission on Accreditation of Athletic Training. 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.

# Physical Therapy

## Faculty

Matthew P. Ford, Chair, Professor  
 Scott Bickel, Associate Professor  
 Kelly Atkins, Assistant Professor  
 Andrea Bowens, Assistant Professor  
 Sarah Ross, Assistant Professor  
 Lydia A. Thurston, Assistant Professor  
 Nicholas B. Washmuth, 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.)  
 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 in exercise science with our doctor of physical therapy program.

## Courses

### 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.

## 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 pre-requisite courses. All pre-requisite 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. Graduate Record Examination 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.

#### 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 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)

Study of the theories of motor learning will serve as a foundation for the understanding how the CNS is organized in acquiring or (re)acquiring motor skills. Emphasis will be placed on learning how to design/organize practice environment in rehabilitation setting. Offered: Spring.

## Doctor of 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.

<b>Doctor of Physical Therapy Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Year I, Summer</b>			<b>16</b>
PHTH 610	Human Anatomy	6	
PHTH 620	Histology/Physiology	3	
PHTH 631	Human Movement Sci 1: Exercise Phys	3	
PHTH 731	PT Exam 1	4	
<b>Year I, Fall</b>			<b>16</b>
PHTH 611	Neuroscience	4	
PHTH 621	Pathophysiology	3	
PHTH 632	Hum Mvmt Sci 2: Biomech/Mot Analysis	4	
PHTH 701	Faith, Ethics, Healthcare, & Phys Therapy	1	
PHTH 732	PT Exam 2	4	
<b>Year I, Spring</b>			<b>15</b>
PHTH 633	Human Movement Sci 3: Motor Learning	2	
PHTH 641	Medical Mgmt of Health Conditions 1	2	
PHTH 691	Evidence-Based Pract & Resrch Design 1	2	
PHTH 702	Health, Wellness, & Physical Therapy	1	
PHTH 733	PT Interventions 1	4	
PHTH 741	Patient Client Mgt: Acute Care to Comm	4	
<b>Year I, Total Required Credits</b>			<b>47</b>
<b>Year II, Summer</b>			<b>11</b>
PHTH 651	Pharmacology	1	
PHTH 692	Evidence-Based Pract & Resrch Design 2	2	
PHTH 780	Health Care Service/Field Experience	4	
PHTH 781	Professional Internship 1	4	
<b>Year II, Fall</b>			<b>17</b>
PHTH 634	Hum Mvmt Sci 4: Motor Devl/Motor Ctrl	3	
PHTH 642	Medical Mgmt of Health Conditions 2	2	
PHTH 681	Teaching and Learning 1	1	
PHTH 761	Patient Client Management: Pediatrics	5	
PHTH 771	Patient Client Management: Spine	5	
PHTH 791	Capstone Project 1	1	
<b>Year II, Spring</b>			<b>17</b>
PHTH 643	Medical Mgmt of Health Conditions 3	2	
PHTH 703	Physical Therapy Practice Management	3	
PHTH 762	Patient Client Mgmt: Young Adults	4	
PHTH 772	Patient Client Mgmt: Lower Quarter	5	
PHTH 792	Capstone Project 2	1	
<b>Year II, Total Required Credits</b>			<b>43</b>
<b>Year III, Summer</b>			<b>14</b>
PHTH 644	Medical Mgmt of Health Conditions 4	2	
PHTH 682	Teaching and Learning 2	1	
PHTH 763	Patient Client Mgmt: Older Adults	5	
PHTH 773	Patient Client Mgmt: Upper Quarter	5	
PHTH 793	Capstone Project 3	1	
<b>Year III, Fall</b>			<b>12</b>
PHTH 782	Professional Internship 2	12	
<b>Year III, Spring</b>			<b>12</b>
PHTH 783	Professional Internship 3	12	
<b>Year III, Total Required Credits</b>			<b>38</b>
<b>Total Required Credits</b>			<b>128</b>

## Fast Track Doctor of Physical Therapy (D.P.T.)

For those called to a career in physical therapy, Samford University offers a fast track program that provides eligible students the opportunity to earn both a bachelor of science in exercise science and a doctor of physical therapy 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 Standards for the Fast Track Doctor of Physical Therapy

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.

**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 the motor system of the CNS develops over time. Additionally students will learn about how the CNS is organized around providing sitting/standing balance, and mobility. An emphasis will be placed on understanding abnormal motor control as it pertains to assessment and measurement. Offered: Fall.

**PHTH 641 Medical Management of Health Conditions 1 (2)**

Introduces students to the management of health conditions outside of physical therapy. In this first course of a series emphasis is placed on both medical and nursing care of patients from the emergency room to when they are discharged back to their home community setting. Emphasis will be placed on understanding how physical therapy practice can work collaboratively with patients across various settings, improving their overall outcome. Offered: Spring.

**PHTH 642 Medical Management of Health Conditions 2 (2)**

Introduces students to the management of health conditions outside of physical therapy. In this second course of a series emphasis is placed on both medical and nursing care of patients with musculoskeletal health conditions that require surgical, medical, and/or nursing care. Emphasis will be placed on understanding how physical therapy practice can work collaboratively with patients across various settings, improving their overall outcome. Offered: Spring.

**PHTH 643 Medical Management of Health Conditions 3 (2)**

Introduces students to the management of health conditions outside of physical therapy. In this third course of a series emphasis is placed on both medical and nursing care of patients with musculoskeletal and neurological health conditions that require surgical, medical, and/or nursing care. Emphasis will be placed on understanding how physical therapy practice can work collaboratively with patients across various settings, improving their overall outcome. Offered: Spring.

**PHTH 644 Medical Management of Health Conditions 4 (2)**

In this fourth course students learn about the management of health conditions outside of physical therapy. Emphasis is placed on the healthcare of patients with musculoskeletal and neurological health conditions of adults and older adults that require surgical, medical, and/or nursing care. Emphasis will be placed on understanding how physical therapy practice can work collaboratively with adult and older adult patients across various settings, aiming to improve their overall outcome. Offered: 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 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 Faith, Ethics, Healthcare, and Physical Therapy (1)**

Introduction to the profession of physical therapy, health care and other related disciplines. Students will examine the history of PT, APTA, and scope of practice. Introduction to professional issues, specifically accountability, responsibility, and communication. Offered: Fall.

**PHTH 702 Health, Wellness, and Physical Therapy (1)**

This is the second course in a series where practice management is emphasized. In this course, the emphasis is on how physical therapists work with other professionals to 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: Spring.

**PHTH 703 Physical Therapy Practice Management (3)**

Students are introduced to administration and management of physical therapy practices and services across various settings. Students learn about the various components (e.g., communication, documentation, budget, reimbursement, legal, ethics) of being manager in a physical therapy practice/health care system. Emphasis is placed on understanding the demands of owning a PT practice and managing wellness services in different settings. 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 (5)**

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 (4)**

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 with significant physical disabilities due to injury. 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 (12)**

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: Fall.

**PHTH 783 Professional Internship 3 (12)**

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: 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.

# Ida Moffett School of Nursing

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## Administration

Nena F. Sanders, Ralph W. Beeson Dean and Professor  
Jane S. Martin, Senior Associate Dean, Professor  
Margaret P. Findlay, Associate Dean of Undergraduate Programs, Professor  
Gretchen S. McDaniel, Associate Dean of Graduate Programs, Professor  
Terri M. Cahoon, Chair, Department of Nurse Anesthesia, Associate Professor  
Jill L. Cunningham, Chair, Family Nurse Practitioner Department, Professor

## Faculty

Cynthia G. Berry, Professor  
Amy Branyon Bigham, Professor  
Ellen Banks Buckner, Professor  
Jennifer J. Coleman, Professor  
Cynthia G. Cortes, Professor  
Carol J. Ratcliffe, Professor  
Stephanie D. Wynn, Professor  
Andrea W. Collins, Associate Professor  
Lisa E. Gurley, Associate Professor  
Mary Annette Hess, Associate Professor  
Jane T. Holston, Associate Professor  
John D. Lundeen, Associate Professor  
Jillyn N. Pence, Associate Professor  
Vicki W. Rochester, Associate Professor  
Lora R. Shelton, Associate Professor  
Amanda L. Barron, Assistant Professor  
Heidi H. Callighan, Assistant Professor  
Pamela E. Carver, Assistant Professor  
Sherri H. Chatman, Assistant Professor  
Tracey K. Dick, Assistant Professor  
Nina R. Harvey, Assistant Professor  
Lisa E. Herbinger, 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  
Tameka D. Pritchett, Assistant Professor  
Tonya D. Shanahan, Assistant Professor  
Amy C. Snow, Assistant Professor  
Rebecca J. Warr, Assistant Professor  
Ashley B. York, Assistant Professor  
Julie Head Zaharis, Assistant Professor  
Kelli R. Burdette, Instructor  
Jennifer W. Childress, Instructor  
Lori H. Harrison, Instructor  
Melanie Wise Henningsen, Instructor  
Lauren H. Jones, Instructor  
Sandra L. McMichael, Instructor  
Brandy B. Mobley, Instructor  
Christa Moore, Instructor  
Ashley McLeod Turner, Instructor  
Angela Wilson, Instructor

## History

Rich in tradition, the Ida Moffett 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. In 1988, the school moved to its current home on the Samford campus. Extraordinary growth and transformation have occurred since the school's inception, all while remaining focused on preparing students to provide exceptional, patient-centered care. Pass rates for graduates taking national licensure and certification examinations exceed national averages. The Ida Moffett School of Nursing offers a variety of options for obtaining a bachelor of science in nursing, a master of science in nursing, or a doctor of nursing practice degree.

## 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 Ida Moffett 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. Graduates are prepared as family nurse practitioners, nurse anesthetists, and nurse educators.

**RN to M.S.N.:** The RN-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.

**RN to D.N.P.:** The RN-M.S.N. option provides an opportunity for associate degree and diploma-prepared nurses to obtain the D.N.P. online within one program of study.

**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 Ida Moffett 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 Ida Moffett 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 Ida Moffett 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 IMSON are automatically enrolled in the University sponsored student health insurance plan. There is a charge for this coverage. To have the charge removed from their Samford account, nursing students must provide proof of insurance by completing the insurance waiver at:

[http://www.firststudent.com/school\\_page/samford-university/home-samford-university/](http://www.firststudent.com/school_page/samford-university/home-samford-university/)

**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. Nurse anesthesia students are not covered under the Samford University insurance and must purchase their own professional liability coverage through the AANA insurance program.

### Clinical Resources

Clinical experiences for the School of Nursing are provided in Birmingham-area 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 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 undergraduate 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.

## Graduate Programs and Requirements

### Degree/Programs

Master of Science in Nursing (M.S.N.)

- Nursing
  - Family Nurse Practitioner
  - Nurse Educator
  - Nurse Anesthesia

RN to M.S.N. Option (M.S.N.)

- Nursing
  - Family Nurse Practitioner
  - Nurse Educator

### Certificates

Emergency Nurse Practitioner Certificate (Post-MSN/FNP)

Family Nurse Practitioner Certificate (Post-MSN)

The Ida Moffett School of Nursing offers flexible, innovative options in a program leading to a master of science in nursing degree. 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, nursing education, and nurse anesthesia.

Through the R.N. 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, with the exception of nurse anesthesia.

A post-master of science in nursing certificate is available in family nurse practitioner (FNP). Students completing the post-M.S.N./FNP option will have fulfilled the educational requirements to take the Family Nurse Practitioner Certification examinations.

### M.S.N. Outcomes

Graduates with a master of science in nursing from the Ida Moffett 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 and Nurse Educator

#### Admission Criteria

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](http://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 a regionally 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 a regionally 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 IMSON 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 Ida Moffett 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.

## Nurse Anesthesia

### Admission Criteria

The final cohort of students in the master of science in nursing (M.S.N.) in nurse anesthesia program began in January 2018. All admissions for the nurse anesthesia will for the BSN to D.N.P. option. (See the Doctoral Nursing section for more information.)

### 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 IMSON 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. Document and keep current professional liability insurance for clinicals.
4. BLS, ACLS, PALS certification prior to clinical rotations and through graduation.
5. Adhere to the Code of Ethical/Professional Conduct, School of Nursing section.
6. Possess a current unencumbered Alabama registered nursing license and in the states of all clinical rotations.
7. Submit to random drug testing and a criminal background check.
8. Obtain a grade of "B" or better in each didactic course and a "Pass" grade in each clinical course.

### 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.

## Family Nurse Practitioner (M.S.N.)

<b>Master of Science in Nursing: Family Nurse Practitioner Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>M.S.N. Core Course Requirements</b>			<b>12</b>
NURG 514	Population Health and Policy	3	
NURG 515	Statistics for Advanced Practice Nursing	3	
NURG 516	Research, Theory, & Quality Improvement	3	
NURG 517	Ethical Leadership and Collaboration	3	
<b>Adv Practice Courses - Family Nurse Practitioner</b>			<b>30</b>
NURG 533	Advanced Physiology & 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 Advanced Nursing Practice	3	
<b>Total Required Credits</b>			<b>42</b>

## Nurse Educator (M.S.N.)

<b>Master of Science in Nursing: Nurse Educator Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>M.S.N. Core Course Requirements</b>			<b>12</b>
NURG 514	Population Health and Policy	3	
NURG 515	Statistics for Advanced Practice Nursing	3	
NURG 516	Research, Theory, & Quality Improvement	3	
NURG 517	Ethical Leadership and Collaboration	3	
<b>Adv Practice Courses - Nurse Educator</b>			<b>26</b>
NURG 533	Advanced Physiology & Pathophysiology	3	
NURG 660	Educational Theory & Curriculum Devl	3	
NURG 661	Principles of Teaching-Learning/Stu Eval	3	
NURG 662	Adv Health Assessment-Nurse Educators	3	
NURG 663	Adv Pharmacology for Nurse Educators	3	
NURG 664	Clinical Practicum I	2	
NURG 665	Clinical Practicum II	2	
NURG 667	Clinical Education	3	
NURG 668	Nurse Educ Role Trans/Teaching Prac	4	
<b>Total Required Credits</b>			<b>38</b>

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.

### Master of Science in Nursing: Nurse Anesthesia (M.S.N.)

<b>Master of Science in Nursing: Nurse Anesthesia Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Nurse Anesthesia Core</b>			<b>45</b>
NUNA 514	Population Health and Policy	3	
NUNA 515	Statistics for Advanced Practice Nursing	3	
NUNA 516	Research, Theory, & Quality Improvement	3	
NUNA 517	Ethical Leadership and Collaboration	3	
NUNA 550	Human Anatomy for Nurse Anesthesia	3	
NUNA 579	Pharmacology for Adv Nursing Practice	3	
NUNA 580	Nurse Anesthesia Pharmacology I	3	
NUNA 581	Nurse Anesthesia Pharmacology II	3	
NUNA 582	Nurse Anesthesia Physiology I	3	
NUNA 584	Pathophysiology for Nurse Anesthetists	3	
NUNA 590	Nurse Anesthesia Principles I	3	
NUNA 591	Nurse Anesthesia Principles II	3	
NUNA 592	Nurse Anesthesia Principles III	3	
NUNA 601	Advanced Physical Assessment	2	
NUNA 640	Obstetric and Regional Anesthesia	4	
<b>Anesthesia Seminars</b>			<b>12</b>
NUNA 650	Nurse Anesthesia Seminar I	2	
NUNA 651	Nurse Anesthesia Seminar II	2	
NUNA 652	Nurse Anesthesia Seminar III	3	
NUNA 653	Nurse Anesthesia Seminar IV	3	
NUNA 654	Nurse Anesthesia Capstone Project	2	
<b>Clinical Practicums</b>			<b>25</b>
NUNA 660	Nurse Anesthesia Clinical Practicum I	4	
NUNA 661	Nurse Anesthesia Clinical Practicum II	7	
NUNA 662	Nurse Anesthesia Clinical Practicum III	7	
NUNA 663	Nurse Anesthesia Clinical Practicum IV	7	
<b>Total Required Credits</b>			<b>82</b>

### RN 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 (RN) 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 RN 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 RN to M.S.N. option consists of five bridge courses and the M.S.N. curriculum. The bridge courses (NURG 500, 501, 502, 503, and 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 RN 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 RN to M.S.N. option.

#### Admission Criteria

Applications for the RN 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 RN to M.S.N. program:

1. Completion of application. For complete admission instructions, visit [www.samford.edu/nursing](http://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 a regionally 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.

#### RN 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 Ida Moffett 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 RN to M.S.N. bridge course.
4. Submit to a background check and random drug testing.

### R.N. to Master of Science in Nursing (M.S.N.)

<b>R.N. to Master of Science in Nursing Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education - Distribution Areas:</b>		<b>40</b>
<b>Natural Sciences/Applied Sciences</b>		<b>19</b>
College Algebra or higher-level math	3	
Anatomy	4	
Physiology	4	
Microbiology	4	
Intro to Chemistry or higher-level Chemistry	4	
<b>Social Sciences</b>		<b>9</b>
Intro to Psychology	3	
Developmental Psychology	3	
Speech	3	
<b>Humanities: English Composition I and II</b>		<b>6</b>
<b>Other Liberal Arts courses*</b>		<b>6</b>
<b>R.N. to M.S.N. Bridge Courses</b>		<b>15</b>
NURG 500 Transition-Professional Nursing Practice	3	
NURG 501 Health Assessment	3	
NURG 502 Healthcare Research & Intro to Statistics	3	
NURG 503 Clinical Prevention & Population Health	3	
NURG 504 Leadership and Management	3	
<b>M.S.N. Core Course Requirements</b>		<b>12</b>
NURG 514 Population Health and Policy	3	
NURG 515 Statistics for Advanced Practice Nursing	3	
NURG 516 Research, Theory, & Quality Improvement	3	
NURG 517 Ethical Leadership and Collaboration	3	
<b>Selected Option: Advanced Practice Courses</b>		<b>26-30</b>
Family Nurse Practitioner	30	
Nurse Educator	26	
<b>Total Required Credits (excluding General Ed)</b>		<b>53-57</b>

\* 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).

## Certificates/Post-Master of Science in Nursing

### Admission Criteria for the Emergency Nurse Practitioner/Post M.S.N.-FNP Certificate

Applications for the emergency 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](http://www.samford.edu/nursing).
2. Master of science in nursing degree from a regionally accredited and ACEN, CCNE, or CNEA accredited program.
3. Hold current national certification as a 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.

### Admission Criteria for the Family Nurse Practitioner/Post M.S.N. Certificate

Applications for the family 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](http://www.samford.edu/nursing).
2. Current unencumbered license as a registered nurse.
3. Master of science in nursing degree from a regionally 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.

### Emergency Nurse Practitioner Certificate

The emergency nurse practitioner/post-M.S.N.-FNP certificate prepares family nurse practitioners with the education and skills necessary to practice in emergency departments or urgent care clinical facilities. The program is offered online but includes a two-day campus visit.

Emergency Nurse Practitioner Certificate (Post-Master of Science in Nursing-FNP) Required Courses		Course Credits	Total Required Credits
<b>Emergency Nurse Practitioner Core</b>			<b>12</b>
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	
<b>Total Required Credits</b>			<b>12</b>

### Family Nurse Practitioner Certificate (Post-MSN)

Family Nurse Practitioner Certificate (Post-Master of Science in Nursing) Required Courses		Course Credits	Total Required Credits
<b>Family Nurse Practitioner Core</b>			<b>30</b>
NURG 533	Advanced Physiology & 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 Advanced Nursing Practice	3	
<b>Total Required Credits</b>			<b>30</b>

\*NOTE: Plan of study based on gap analysis.

## Graduate Courses

### NURSE ANESTHESIA

#### NUNA 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. Cross-listed with NURG 514. Prereq: Admission to graduate program. Offered: Summer.

#### NUNA 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. Cross-listed with NURG 515. Prereq: Admission to the M.S.N. Program. Offered: Summer.

#### NUNA 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. Cross-listed with NURG 516. Prereq: NUNA 515 and admission to graduate program. Offered: Spring.

#### NUNA 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. Cross-listed with NURG 517. Prereq: None. Offered: Spring.

#### NUNA 550 Human Anatomy for Nurse Anesthesia (3)

Survey of gross human anatomy with special emphasis for the nurse anesthetist. 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. Method of instruction is an equal mixture of lecture and instructor guided laboratory cadaver dissections. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Spring.

#### NUNA 579 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, and adverse effects, monitoring parameters, dosing principles, and common drug interactions. Offered: Summer.

**NUNA 580 Nurse Anesthesia Pharmacology I (3)**

Addresses clinical application of neuromuscular blockers, opioids, intravenous anesthetic agents, monitoring of neuromuscular blocking agents, and drugs such as analgesics, and anesthetic adjuncts. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Spring.

**NUNA 581 Nurse Anesthesia Pharmacology II (3)**

Addresses pharmacokinetics, pharmacodynamics, clinical application, and drugs such as inhalation anesthetic agents, analgesics, anesthesia adjuncts, and injectable drugs used to control cardiovascular function. Prereq: NUNA 580. Offered: Fall.

**NUNA 582 Nurse Anesthesia Physiology I (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. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Spring.

**NUNA 584 Pathophysiology for Nurse Anesthetists (3)**

Exploration of the etiology, processes, and clinical manifestations of disease and the associated anesthesia management of patients with specific disorders. Prereq: NUNA 582. Offered: Fall.

**NUNA 590 Nurse Anesthesia Principles I (3)**

Explores the principles of physics including gas laws, fluid dynamics, thermal principles, and mechanisms of vaporization; principles of monitoring including monitoring modalities used in practice of anesthesia, with emphasis on application involved with specialty procedures and pathological states. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Spring.

**NUNA 591 Nurse Anesthesia Principles II (3)**

Focus on airway management, anesthesia management plans, premedication, anesthesia techniques and procedures, equipment use and requirements, fluid management, positioning, infection control, monitoring, and record keeping. Prereq: NUNA 590. Offered: Summer.

**NUNA 592 Nurse Anesthesia Principles III (3)**

Focus on major surgical specialties with emphasis on laparoscopic, trauma, outpatient, orthopedic, neurosurgical, ENT, head and neck, gynecologic, thoracic, cardiovascular, urologic, transplant, and plastic procedures. Also included are principles of anesthetic management in the pediatric patient population. Prereq: NUNA 591. Offered: Fall.

**NUNA 601 Advanced Physical Assessment (2)**

Application of advanced physical assessment and health history knowledge. Emphasis is placed on learning how to perform and document comprehensive health histories and physical exams. Prereq: NUNA 550. Offered: Summer.

**NUNA 640 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 topics encompass the principles and techniques involved in anesthesia and analgesia. Offered: Fall.

**NUNA 650 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, and post-anesthetic evaluation of care, and evidence-based practice. Provides an opportunity to discuss issues surrounding the graduate student's clinical experiences, inconsistencies in evidence and clinical practice, and adjustment to the clinical anesthesia environment. Prereqs: Completion of all year one didactic coursework of the program. Offered: Spring.

**NUNA 651 Nurse Anesthesia Seminar II (2)**

Focuses on evidenced-based practice and clinical problem solving. The problems explored may be the genesis to capstone project ideas. Explores issues such as quality assurance, contract negotiation, informed consent, and legal/ethical issues related to anesthesia practice. Prereq: NUNA 650. Offered: Summer.

**NUNA 652 Nurse Anesthesia Seminar III (3)**

Focus on personal and professional aspects of anesthesia conduct. Discussions include wellness, chemical dependency, practice development, professional association membership, leadership legal and malpractice issues, quality improvement processes and activities and anesthesia reimbursement. Testing for certification examination competency. Prereq: NUNA 651. Offered: Fall.

**NUNA 653 Nurse Anesthesia Seminar IV (3)**

Refining care/case evaluation skills, utilizing evidence-based practice information and journal club presentations. Transition to the professional role. Testing for certification examination competency. Prereq: NUNA 652. Offered: Spring.

**NUNA 654 Nurse Anesthesia Capstone Project (2)**

Focuses on identification of a clinical topic, development and completion of the nurse anesthesia capstone project. Under the direction of a faculty member, students prepare and present a current topic on anesthesia practice. Prereq: Year one nurse anesthesia coursework. Offered: Fall

**NUNA 660 Nurse Anesthesia Clinical Practicum I (4)**

Emphasizes clinical anesthesia management, including pre-anesthetic assessment, equipment utilization, use of anesthetic drugs, and airway management. Prereq: Successful completion of year one didactic coursework in the nurse anesthesia curriculum. Offered: Spring.

**NUNA 661 Nurse Anesthesia Clinical Practicum II (7)**

Emphasizes advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills across specialized patient populations. Prereq: NUNA 660. Offered: Summer.

**NUNA 662 Nurse Anesthesia Clinical Practicum III (7)**

Emphasizes management of patients and procedures with increased complexity and high acuity, demonstrating substantial progress toward self-direction and independence in clinical practice. Prereq: NUNA 661. Offered: Fall.

**NUNA 663 Nurse Anesthesia Clinical Practicum IV (7)**

Emphasizes completion of all clinical requirements of the Department of Nurse Anesthesia, IMSON, and the Council on Accreditation of Nurse Anesthesia Educational Programs, which would qualify the graduate for certification by the Council on Certification and the Board of Nursing in Alabama, or the graduate's chosen state of practice. Prereq: NUNA 662. Offered: Spring.

**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.

## NURSING

**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. Prereq/Co-req: NURG 500. 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, 501, and 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, 501, and 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. Cross-listed with NUNA 514. Prereq: Admission to graduate program. Offered: Spring and 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. Cross-listed with NUNA 515. 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. Cross-listed with NUNA 516. Prereq: NURG 515 and admission to graduate program. Offered: Spring and Summer.

**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. Cross-listed with NUNA 517. 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, 601, and 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, 601, and 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, 603, and 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. Prereqs/Co-reqs: NURG 533 and permission of the instructor. Offered: Fall and Summer.

### **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. 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, 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, 663, 665, and 667. Offered: Spring.

### **NURG 699 Independent Study in Nursing (1-3)**

Credits determined by student and faculty. Offered: TBA.

## **Doctoral Programs and Requirements**

### **Degree/Programs**

Doctor of Nursing Practice (D.N.P.) - Post Master's  
Advanced Practice  
Advanced Practice Emergency Nurse Practitioner  
Nursing Administration

B.S.N. to D.N.P. Option (Doctor of Nursing Practice)

Family Nurse Practitioner  
Family Nurse Practitioner Concentration  
FNP-Emergency Nurse Practitioner Dual Concentration  
Nurse Anesthesia  
Nursing Administration  
Nursing Informatics and Analytics

R.N. to D.N.P. Option (Doctor of Nursing Practice)

Family Nurse Practitioner  
Family Nurse Practitioner Concentration  
FNP-Emergency Nurse Practitioner Dual Concentration  
Nursing Administration  
Nursing Informatics and Analytics

## **Doctor of Nursing Practice (D.N.P.)**

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.

### **D.N.P. Outcomes**

Graduates with a doctor of nursing practice from the Ida Moffett 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.

## Post-Master's Doctor of Nursing Practice (D.N.P.)

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, and advanced practice-emergency nurse practitioner.

### Admission Criteria

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](http://www.samford.edu/nursing).
2. Current unencumbered license as a registered nurse.
3. Master's degree from a regionally 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.

### Academic Policy and Progression

#### Transfer Credit

Graduate students are permitted to transfer a maximum of twelve hours of graduate credit from a regionally 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 IMSON 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 IMSON 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.
  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.

Students who need more than five years to complete the program may petition the IMSON 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 Ida Moffett 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.

### Nursing Administration (D.N.P.) (Post-Master's)

<b>Doctor of Nursing Practice: Nursing Administration (Post-Master's) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>D.N.P. Core Course Requirements</b>			<b>22</b>
NURG 700	Theory & Philosophy of Nursing Practice	3	
NURG 701	Methods for Evidence-Based Practice	3	
NURG 702	Biostatistics	3	
NURG 703	Information Systems & Technology	3	
NURG 704	Population Health	3	
NURG 705	Advanced Practice Leadership	3	
NURG 760	DNP Project I	2	
NURG 761	DNP Project II	2	
<b>Nursing Administration</b>			<b>15-17</b>
NURG 720	Administrative & Organizational Theory	3	
NURG 721	Strategic Management of Organizations	3	
NURG 722	Administrative & Organizational Controls	3	
NURG 725	Nurse Administrator Practicum	6-8	
<b>Additional Education Courses - Optional</b>			<b>12</b>
NURG 710	Teaching/Learning Principles	3	
NURG 711	Nurse Faculty Role in Curriculum Dev	3	
NURG 712	Nurse Faculty Role in Program Evaluation	3	
NURG 715	Nurse Faculty Role Transition	3	
<b>Total Required Credits</b>			<b>37-39</b>

NOTE: Individuals who desire a role as an educator may choose to take additional education courses.

**Advanced Practice (D.N.P.)**

<b>Doctor of Nursing Practice: Advanced Practice Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>D.N.P. Core Course Requirements</b>			<b>22</b>
NURG 700	Theory & Philosophy of Nursing Practice	3	
NURG 701	Methods for Evidence-Based Practice	3	
NURG 702	Biostatistics	3	
NURG 703	Information Systems & Technology	3	
NURG 704	Population Health	3	
NURG 705	Advanced Practice Leadership	3	
NURG 760	DNP Project I	2	
NURG 761	DNP Project II	2	
<b>Advanced Practice</b>			<b>15-17</b>
NURG 740	Resource Planning-Adv Practice Nurse	3	
NURG 741	Contemp Issues-Vulnerable Populations	3	
NURG 742	Emerging Diseases/Genetics/Health Trends	3	
NURG 745	Advanced Practice Practicum	6-8	
<b>Additional Education Courses - Optional</b>			<b>12</b>
NURG 710	Teaching/Learning Principles	3	
NURG 711	Nurse Faculty Role in Curriculum Dev	3	
NURG 712	Nurse Faculty Role in Program Evaluation	3	
NURG 715	Nurse Faculty Role Transition	3	
<b>Total Required Credits</b>			<b>37-39</b>

**Advanced Practice Emergency Nurse Practitioner (D.N.P.)**

<b>Doctor of Nursing Practice: Advanced Practice Emergency Nurse Practitioner Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>D.N.P. Core Course Requirements</b>			<b>22</b>
NURG 700	Theory & Philosophy of Nursing Practice	3	
NURG 701	Methods for Evidence-Based Practice	3	
NURG 702	Biostatistics	3	
NURG 703	Information Systems & Technology	3	
NURG 704	Population Health	3	
NURG 705	Advanced Practice Leadership	3	
NURG 760	DNP Project I	2	
NURG 761	DNP Project II	2	
<b>Advanced Practice Emergency Nurse Practitioner</b>			<b>15</b>
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	Adv Pract Practicum:Emergency Nurse Pract	3	
<b>Additional Education Courses - Optional</b>			<b>12</b>
NURG 710	Teaching/Learning Principles	3	
NURG 711	Nurse Faculty Role in Curriculum Dev	3	
NURG 712	Nurse Faculty Role in Program Evaluation	3	
NURG 715	Nurse Faculty Role Transition	3	
<b>Total Required Credits</b>			<b>37</b>

**B.S.N. to D.N.P. (Doctor of Nursing Practice)**

The BSN to D.N.P can be completed in three years of full-time study. Concentrations include family nurse practitioner, dual family nurse practitioner family/emergency nurse practitioner, nursing administration, and nursing informatics and analytics.

**Admission Criteria**

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. For complete admission instructions, visit [www.samford.edu/nursing](http://www.samford.edu/nursing).
2. Current unencumbered license as a registered nurse.
3. Bachelor of science in nursing degree from a regionally accredited and CCNE, CNEA, or an ACEN (formerly NLNAC) accredited program.
4. Cumulative GPA of at least 3.00 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.
8. For students pursuing the BSN to DNP in family nurse practitioner, dual nurse practitioner family/emergency, nursing administration, and nursing informatics and analytics, the following additional requirements apply: one undergraduate nursing research course with a grade of C (2.0) or better, and one undergraduate health assessment course with a grade of B (3.0) or better.

**Family Nurse Practitioner (B.S.N. to D.N.P.)**

<b>Doctor of Nursing Practice: Family Nurse Practitioner (B.S.N. to D.N.P.) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>D.N.P. Core Course Requirements</b>			<b>22</b>
NURG 700	Theory & Philosophy of Nursing Practice	3	
NURG 701	Methods for Evidence-Based Practice	3	
NURG 702	Biostatistics	3	
NURG 703	Information Systems & Technology	3	
NURG 704	Population Health	3	
NURG 705	Advanced Practice Leadership	3	
NURG 760	DNP Project I	2	
NURG 761	DNP Project II	2	
<b>Family Nurse Practitioner (B.S.N. to D.N.P.)</b>			<b>47</b>
<b>Family Nurse Practitioner Core</b>			<b>47</b>
NURG 533	Advanced Physiology & Pathophysiology	3	
NURG 601	Advanced Physical Assessment	3	
NURG 633	Pharmacotherapeutics-Adv Nurs Pract	3	
NURG 750	Clinical Decision Making-Adv Nurs Pract	2	
NURG 751	Primary Care of Adults	6	
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 Practice Clinical: Across the Lifespan	4	
NURG 758	Emergency/Urgent Care	2	
NURG 759	Adv Pract Clinical: Emergency/Urgent Care	2	
NURG 770	Service Learning/Interprofessional Practice	2	
NURG 777	Family Nurse Pract Synthesis Practicum	7	
<b>Total Required Credits</b>			<b>69</b>

NOTE: Individuals who desire a role as an educator may choose to take additional education courses.

### Family Nurse Practitioner – Emergency Nurse Practitioner Dual Concentration (B.S.N. to D.N.P.)

The family nurse practitioner (FNP)-emergency nurse practitioner (ENP) dual concentration 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.

<b>Doctor of Nursing Practice: FNP-ENP Dual Concentration (B.S.N. to D.N.P.) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>D.N.P. Core Course Requirements</b>			<b>22</b>
NURG 700	Theory & Philosophy of Nursing Practice	3	
NURG 701	Methods for Evidence-Based Practice	3	
NURG 702	Biostatistics	3	
NURG 703	Information Systems & Technology	3	
NURG 704	Population Health	3	
NURG 705	Advanced Practice Leadership	3	
NURG 760	DNP Project I	2	
NURG 761	DNP Project II	2	
<b>FNP-ENP Dual Concentration (B.S.N. to D.N.P.)</b>			<b>55</b>
<b>Family Nurse Practitioner Core</b>			<b>43</b>
NURG 533	Advanced Physiology & Pathophysiology	3	
NURG 601	Advanced Physical Assessment	3	
NURG 633	Pharmacotherapeutics-Adv Nurs Pract	3	
NURG 750	Clinical Decision Making-Adv Nurs Pract	2	
NURG 751	Primary Care of Adults	6	
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 Practice Clinical: Across the Lifespan	4	
NURG 770	Service Learning/Interprofessional Practice	2	
NURG 777	Family Nurse Pract Synthesis Practicum	7	
<b>Emergency Nurse Practitioner Core</b>			<b>12</b>
NURG 791	Emergency Care I	3	
NURG 792	Emergency Care Clinical I	3	
NURG 793	Emergency Care Clinical II	3	
NURG 794	Emergency Care Clinical II	3	
<b>Total Required Credits</b>			<b>77</b>

### Nursing Administration (B.S.N. to D.N.P.)

<b>Doctor of Nursing Practice: Nursing Administration (B.S.N. to D.N.P.) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>D.N.P. Core Course Requirements</b>			<b>22</b>
NURG 700	Theory & Philosophy of Nursing Practice	3	
NURG 701	Methods for Evidence-Based Practice	3	
NURG 702	Biostatistics	3	
NURG 703	Information Systems & Technology	3	
NURG 704	Population Health	3	
NURG 705	Advanced Practice Leadership	3	
NURG 760	DNP Project I	2	
NURG 761	DNP Project II	2	
<b>Nursing Administration (B.S.N. to D.N.P.)</b>			<b>49</b>
<b>Nursing Administration Core</b>			<b>49</b>
PHLT 500	Public Health Overview	3	
MHCA 503	Healthcare Management	3	
MHCA 510	Healthcare Financial Management	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	
NURG 720	Administrative & Organizational Theory	3	
NURG 721	Strategic Management 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	
<b>Total Required Credits</b>			<b>71</b>

### Nursing Informatics and Analytics (B.S.N. to D.N.P.)

<b>Doctor of Nursing Practice: Nursing Informatics &amp; Analytics (B.S.N. to D.N.P.) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>D.N.P. Core Course Requirements</b>			<b>22</b>
NURG 700	Theory & Philosophy of Nursing Practice	3	
NURG 701	Methods for Evidence-Based Practice	3	
NURG 702	Biostatistics	3	
NURG 703	Information Systems & Technology	3	
NURG 704	Population Health	3	
NURG 705	Advanced Practice Leadership	3	
NURG 760	DNP Project I	2	
NURG 761	DNP Project II	2	
<b>Nursing Informatics &amp; Analytics (B.S.N. to D.N.P.)</b>			<b>51</b>
<b>Nursing Informatics &amp; Analytics Core</b>			<b>51</b>
PHLT 500	Public Health Overview	3	
HIIM 502	Elect Health Records-Diverse Pract Settings	4	
HIIM 503	Structured/Unstruct Data Des & Analysis	4	
HIIM 505	Healthcare Info Tech Project Management	3	
HIIM 600	Managing Health Informatics/Analytics Sys	3	
MHCA 503	Healthcare Management	3	
MHCA 510	Healthcare Financial Management	3	
MHCA 521	Healthcare Human Resource Management	3	
MHCA 601	Healthcare Ethics	3	
NURG 720	Administrative & Organizational Theory	3	
NURG 721	Strategic Management 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	
<b>Total Required Credits</b>			<b>73</b>

## Nurse Anesthesia

### B.S.N. to D.N.P. (Doctor of Nursing Practice)

#### Admission Criteria

Applications for the BSN to DNP in Nurse Anesthesia 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](http://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](http://www.samford.edu/nursing/supplemental-application-forms.aspx).
3. Current unencumbered license as a registered nurse.
4. Bachelor of science in nursing degree from a regionally 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 IMSON 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. Document and keep current professional liability insurance for clinicals.
4. BLS, ACLS, PALS certification prior to clinical rotations and through graduation.
5. Adhere to the Code of Ethical/Professional Conduct, School of Nursing section.
6. Possess a current unencumbered Alabama registered nursing license and in the states of all clinical rotations.
7. Submit to random drug testing and a criminal background check.
8. Obtain a grade of "B" or better in each didactic course and a "Pass" grade in each clinical course.

#### 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.)

<b>Doctor of Nursing Practice: Nurse Anesthesia (B.S.N. to D.N.P.) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>D.N.P. Core Courses</b>			<b>22</b>
NUNA 700	Theory & Philosophy of Nursing Practice	3	
NUNA 701	Methods for Evidence-Based Practice	3	
NUNA 702	Biostatistics	3	
NUNA 703	Information Systems & 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	
<b>Nurse Anesthesia (B.S.N. to D.N.P.)</b>			<b>72</b>
<b>Nurse Anesthesia Core</b>			<b>34</b>
NUNA 602	Advanced Physical Assessment	3	
NUNA 678	Human Anatomy for Nurse Anesthesia	3	
NUNA 679	Pharmacology for Adv 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	Adv 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	
<b>Anesthesia Seminars</b>			<b>10</b>
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	
<b>Clinical Practicum</b>			<b>28</b>
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	
<b>Total Required Credits</b>			<b>94</b>

## R.N. to D.N.P. (Doctor of Nursing Practice)

The R.N. to DNP can be completed in three and one-half years of full-time study. The R.N. to DNP is offered for family nurse practitioner, dual family nurse practitioner family/emergency, nursing administration, and nursing informatics and analytics.

### Admission Criteria

Applications for the R.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. For complete admission instructions, visit [www.samford.edu/nursing](http://www.samford.edu/nursing).
2. Current unencumbered license as a registered nurse.
5. Associate degree from a regionally accredited and CNEA or an ACEN (formerly NLNAC) accredited program, or hospital diploma.
6. Cumulative GPA of at least 3.00 on a 4.00 scale.
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. Video interview.

## R.N. to Doctor of Nursing Practice

<b>R.N. to Doctor of Nursing Practice: Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education - Distribution Areas:</b>		<b>40</b>
<b>Natural Sciences/Applied Sciences</b>		<b>19</b>
College Algebra or higher-level math	3	
Anatomy	4	
Physiology	4	
Microbiology	4	
Intro to Chemistry or higher-level Chemistry	4	
<b>Social Sciences</b>		<b>9</b>
Intro to Psychology	3	
Developmental Psychology	3	
Speech	3	
<b>Humanities: English Composition I and II</b>		<b>6</b>
<b>Other Liberal Arts courses*</b>		<b>6</b>
<b>R.N. to D.N.P. Bridge Courses</b>		<b>15</b>
NURG 500 Transition-Professional Nursing Practice	3	
NURG 501 Health Assessment	3	
NURG 502 Healthcare Research & Intro to Statistics	3	
NURG 503 Clinical Prevention & Population Health	3	
NURG 504 Leadership and Management	3	
<b>D.N.P. Core Course Requirements</b>		<b>22</b>
NURG 700 Theory & Philosophy of Nursing Practice	3	
NURG 701 Methods for Evidence-Based Practice	3	
NURG 702 Biostatistics	3	
NURG 703 Information Systems & Technology	3	
NURG 704 Population Health	3	
NURG 705 Advanced Practice Leadership	3	
NURG 760 DNP Project I	2	
NURG 761 DNP Project II	2	
<b>Selected Option: Advanced Practice Courses</b>		<b>47-55</b>
Family Nurse Practitioner (FNP):		
Family Nurse Practitioner	47	
FNP-Emergency Nurse Practitioner Dual Conc	55	
Nursing Administration	49	
Nursing Informatics & Analytics	51	
<b>Total Required Credits (excluding General Ed)</b>		<b>84-92</b>

\* 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).

## Doctoral Courses

### 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 advance 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 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. Cross-listed with NURG 701. Prereqs: Admission to the D.N.P. Program; NUNA 700. 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: Summer.

### **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: Fall.

### **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, 701, 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. Co-req: NUNA 791. Prereq: NUNA 750. 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. Co-req: NUNA 792. Prereq: NUNA 751. 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. Co-req: NUNA 793. Prereq: NUNA 752. 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. 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. Co-req: NUNA 751. Prereq: NUNA 790. 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. Co-req: NUNA 752. Prereq: NUNA 791. 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, IMSON, 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. Co-req: NUNA 753. Prereq: NUNA 792. Offered: Spring.

**NURSING****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 metaphors and theories from scientific disciplines are analyzed and applied to advanced nursing practice. Cross-listed with NUNA 700. 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. Cross-listed with NUNA 701. Prereqs: Admission to the D.N.P. Program; 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. Cross-listed with NUNA 702. 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. Cross-listed with NUNA 703. 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. Cross-listed with NUNA 704. Prereqs: Admission to the D.N.P. Program; NURG 700, 701, 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. Cross-listed with NUNA 705. 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. 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 Program Evaluation (3)**

Introduction to the 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. 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 and NURG 712. Co-req: NURG 711. 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. 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. Prereqs: NURG 720 and NURG 726. Offered: Fall and Spring.

### **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. Prereqs: NURG 720, 721, 726, and 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 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 multifaceted 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. Prereq: NURG 533, 601, 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. Prereq: 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. Prereq: 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. Cross-listed with NUNA 760. 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. Cross-listed with NUNA 761. 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 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. Offered: Spring.

**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 Adv 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.

# McWhorter School of Pharmacy

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## Administration

Michael A. Crouch, Fred E. McWhorter Dean and Professor  
Michael G. Kendrach, 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  
Howard P. Hendrickson, Chair, Pharmaceutical, Social, & Administrative Sciences;  
Professor  
Greg S. Gorman, Vice Chair, Pharmaceutical Sciences; Professor

## Faculty

Jennifer W. Beall, Professor  
Kimberley W. Benner, Professor  
Amy E. Broeseker, Professor  
Marshall E. Cates, Professor  
B. DeeAnn Dugan, Professor  
Maisha Kelly Freeman, Professor  
Michael D. Hogue, Professor  
Jeffrey A. Kyle, Professor  
Roger D. Lander, Professor  
David R. Luthin, Professor  
Valerie T. Prince, Professor  
Robert M. Riggs, Professor  
Michael Chad Thomas, Professor  
Angela R. Thomason, Professor  
Robert Wang, Professor  
Terri M. Wensel, Professor  
Mary A. Worthington, Professor  
John J. Arnold, Associate Professor  
Erika Cretton-Scott, Associate Professor  
Cheryl D. Cropp, Associate Professor  
Danielle L. Cruthirds, Associate Professor  
Bernadette D'Souza, Associate Professor  
Peter J. Hughes, Associate Professor  
Maryam Iranikhah, Associate Professor  
Katrina Hunter Mintz, Associate Professor  
Pilar Murphy, Associate Professor  
Patricia B. Naro, Associate Professor  
Jessica Whalen Skelley, Associate Professor  
Rachel Morgan Slaton, Associate Professor  
Paula A. Thompson, Associate Professor  
Bruce A. Waldrop, Associate Professor  
Georges B. Adunlin, Assistant Professor  
Jennie K. Boyd, Assistant Professor  
Lan N. Bui, Assistant Professor  
Elizabeth Covington, Assistant Professor  
Crystal M. Deas, Assistant Professor  
Katie Boyd Lomax, Assistant Professor  
Patricia Jumbo Lucioni, Assistant Professor  
Melanie M. Manis, Assistant Professor  
Megan Z. Roberts, Assistant Professor  
Cheryl M. Miller, Instructor

## 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

A doctor of pharmacy graduate from the McWhorter School of Pharmacy is one who is prepared to:

- Render exemplary pharmaceutical care
- Succeed in a postgraduate training or degree program
- Pursue life-long learning
- Advance the practice and profession of pharmacy

## 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](http://www.acpe-accredit.org).

## McWhorter School of Pharmacy Organizations

Academy of Managed Care Pharmacy  
 American Pharmacists Association Academy of Student Pharmacists  
 Christian Pharmacy Fellowship  
 Kappa Psi Pharmaceutical Fraternity  
 National Community Pharmacists Association  
 The Pediatric Pharmacy Advocacy Group  
 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

## Graduate Program and Requirements

### Degree

Doctor of Pharmacy (Pharm.D.)  
 Pharmacy

### Coordinated Degrees/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 (Pharm.D./M.S.H.I.)  
 Doctor of Pharmacy/Master of Studies in Law  
 with a Concentration in Health Law and Policy (Pharm.D./M.S.L.)  
 Doctor of Pharmacy with Graduate Business Minor (Pharm.D.)

### 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. 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](http://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](http://www.PharmCAS.org). References are processed through PharmCAS. Official transcripts, essay, and PCAT scores 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](http://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 or who has English as his/her second language, and if the applicant did not attend high school in the U.S. An interview on campus at the applicant's expense is required for applicants invited for admission consideration.

Criteria for being eligible to interview are published on pharmacy website: [www.samford.edu/pharmacy](http://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 GPA, (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.

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\*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 MSOP 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 McWhorter School of Pharmacy 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 conducted within four months of the first day of classes in the P1 year, 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 three months prior to enrollment and also submitted on the Immunization Record Form. Immunization history should be comprehensive and follow the requirements for students enrolled in the College of Health Sciences (CHS). 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 and tuberculin screening 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)** – 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 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)** – 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** – All students must provide proof of immunity by quantitative blood titer or documentation of completed series of vaccinations. 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)** – All students must provide documentation of two doses of vaccine at least 4 weeks (28 days) apart. The first dose must be administered prior to the second week of class attendance. Documentation of immunity by blood test (titer) or documentation of disease (month/year) by physician is acceptable in lieu of vaccine administration dates.
- **Flu Vaccinations** – These are required on an annual basis. Students receive an e-mail in late summer with details about when new vaccines will be available. Documentation is due by October 1.
- **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 PHRX 401 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 P2 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. At the end of this time the student is responsible for recertification. Each student is responsible for providing the active certification to the experiential program office prior to the P4 year.

### 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

**CHIPOR** – The Center for Healthcare Innovation and Patient Outcomes and Research (CHIPOR) serves as a resource center, an advisory source for practitioners, and an information retrieval center for students, faculty, and practitioners. In addition to a variety of journals, books, and other printed materials, major pharmaceutical and medical databases and many electronic reference materials are available. The University's Davis Library also provides online reference services.

**Student Computer Facilities** – The McWhorter School of Pharmacy is equipped with computers that contain various drug information databases for coursework and research. Wireless computer access is available in the pharmacy school and across the University. The University also has several computer labs on campus.

**Coordinated Degree Programs** – McWhorter School of Pharmacy students may be eligible to also be enrolled in the following programs, which are offered by schools within Samford University: master of business administration (M.B.A.), master of public health (M.P.H.), master of health informatics (M.S.H.I.), master of studies in law with a concentration in health law and policy (M.S.L.) and/or the graduate business minor. Pharmacy students must apply and meet the admission criteria of the coordinated program. In addition, students must adhere to the academic policies and standards of the coordinated program. Selected coordinated program courses can count towards the McWhorter School of Pharmacy didactic elective course requirement. Students enrolled in a coordinated program are still allowed to enroll in pharmacy didactic elective courses. Only PHRX courses count towards the student cumulative GPA. Full-time students are not eligible to be enrolled in courses for a coordinated program during the first-year fall and spring semesters. For more information regarding either of these coordinated programs, please contact the associate dean for academic affairs.

## Professional Pharmacy Curriculum

The professional pharmacy curriculum is designed to provide practical and innovative educational experiences for students. The curriculum name describes this endeavor: **“Coordinated Topics with Integrated Applications: A Patient-Centered Approach Focusing on Drug-Related Problems and Pharmacy Applications.”** One of the pharmacy school’s goals is to coordinate and integrate material for students to apply their knowledge.

As an overview, there are 145 total credit hours in this professional program. The first three years combine classroom instruction with direct patient interaction. The Introductory Pharmacy Practice Experiences (IPPE) occur each year during the first three years 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 to help patients. The fourth year includes Advanced Pharmacy Practice Experiences (APPE), in addition to the Capstone project, which provides students with a variety of environments in which to synthesize and apply their educational preparation.

As a means to coordinate and integrate content, the Integrated Pharmacy Applications (IPA) 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 in 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.

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). Students will be notified of IPE activities/events, and an unexcused absence may result in a student values violation being filed against him/her.

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. Also, the portfolio is read by designated faculty, and feedback and advice are provided to the students.

### Delivery of Curriculum

The Department of Pharmacy Practice is comprised of approximately 28 full-time faculty, three adjunct faculty, four post-graduate residents, seven and a half staff support personnel, and nearly 770 external affiliate faculty preceptors. The department is responsible for executing the practice-oriented components of the curriculum, including courses in drug information, pharmacotherapy, self-care, preparation for patient care, integrated pharmacy applications, population health, disease prevention and health promotion, numerous specialty elective courses, as well as IPPE and APPE coursework. The department is home to the Center for Healthcare Innovation and Patient Outcomes and Research (CHIPOR), the school’s Experiential Program, Post-Graduate Programs in Pharmacy Practice (e.g., residencies and fellowships), the school’s International/Global Engagement Initiatives, and the school’s Continuing Education and Technician Training

Programs. Furthermore, the department, in cooperation with numerous practice partners, carries out a rigorous program of clinical outcomes research, comparative effectiveness research, 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 15 faculty, four adjunct faculty, and three staff. Faculty in the PSAS department deliver a wide variety of classroom-based and lab-based courses within the pharmacy curriculum. The biomedical sciences courses such as Cellular and Molecular Biochemistry, Pathophysiology, Pharmacetics, Pharmacokinetics, and the integrated Pharmaceutical Sciences (Pharmacology and Medicinal Chemistry) lay 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 patient care system, population health, financial management, ethics in Christianity and health care, human resources management, and pharmacy law. There is one social or administrative sciences course in 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 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 basic educational preparation essential to provide patient-centered care and perform managerial functions. Furthermore, the curriculum allows students to personalize their education via elective courses, dual degree options, co-curricular activities, and other unique features (e.g., innovation, leadership opportunities).

The McWhorter School of Pharmacy uses active learning (AL) concepts in its courses, with the percentage of time devoted to AL dependent upon the adaptability of the course material to these learning methods. Students in each professional year are divided into groups of four to nine students, and group work is periodically assigned. The percentage of the final grade for the course from group work is clearly stated in the syllabus for each course.

The professional curriculum includes 96 semester credits of didactic and laboratory instruction and approximately 49 semester credits (1900 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-May or immediately following the successful completion of all required coursework prior to the fourth professional year in the pharmacy curriculum. Eight (8) APPEs must be completed by all students, including PHRX 601 (Primary/Ambulatory Care I), PHRX 620 (General Medicine I), PHRX 650 (Community Pharmacy I), PHRX 660 (Institutional Health Systems I), and four additional PHRX 600-level APPE courses. Students will be allowed to provide input on their preferences for non-specified PHRX 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 school incorporates January in its spring semester. Therefore, students enrolled in the professional pharmacy curriculum cannot take courses offered in the University's Jan Term. Furthermore, the first semester of the fourth professional year begins mid-May. Consequently, students enrolled in the last year of the professional curriculum cannot take courses offered during the summer terms at Samford (unless enrolled in one of the dual-track 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). Mobile phones do not meet the electronic device requirement.

### Academic Policies

The following policies apply to all students within the pharmacy program. 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 associate dean of academic affairs and the Academic Standards and Progression Committee. The associate dean advises any student who experiences academic difficulty. However, it is the responsibility of the individual student to ensure that all requirements have been met.
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 failed courses. Students must pass all prerequisite and co-requisite courses to proceed in the curriculum. The prerequisite of all courses in the upcoming term is the successful completion of all required courses in the current term. Therefore, if a student fails a required course, the student will not take any required pharmacy courses until the failed pharmacy course is offered again. Students must complete all courses in the PHRX 300-500 level and achieve at least a cumulative 2.00 GPA in the professional curriculum before entering the APPE courses in the fourth professional year. 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:

92-100 = A	88-89 = B+	78-79 = C+	67-69 = D
90-91 = A-	82-87 = B	70-77 = C	< 67 = F
	80-81 = B		

Only grades earned in PHRX courses are used to calculate the professional GPA. The University does not "round" the GPA. Other letter grades that may be assigned and the quality point system utilized by the University are described in the current University Catalog.

4. A student may not repeat a pharmacy course unless there is a failure in the course. Both the failing course grade(s) and repeat course grade(s) are used to calculate the professional GPA. The minimum passing grade of "C" is required in IPPE and APPE courses, and the minimum passing grade in all other pharmacy coursework is a "D," unless otherwise stated in the specific course syllabus. 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.

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. 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 expulsion, 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 the remaining academic terms will result in academic suspension.
6. A student will be suspended any time his/her cumulative professional GPA is less than 2.00 after two semesters as a full-time student or after failing two pharmacy courses. 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, 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 at least 2.00 at the end of all remaining academic terms or be subject to permanent dismissal from the pharmacy school.
7. A student who fails three or more courses or who fails the same course twice or whose cumulative GPA falls below 2.00 for any three full-time academic terms, either sequential or non-sequential, will be dismissed, which results in permanent dismissal from the pharmacy school. Dismissal from the pharmacy school 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 and/or year.
10. Students are held accountable to the Academic Eligibility for Participation in Activities Policy. Refer to the *McWhorter School of Pharmacy Student Handbook* for the details of this policy.
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 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 can not audit courses in the pharmacy curriculum.

**Pharmacy (Pharm.D.)**

<b>Doctor of Pharmacy Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Year I, Fall</b>			<b>16</b>
PHRX 306	Cellular and Molecular Biochemistry	4	
PHRX 307	Foundations of Drug Information	1	
PHRX 308	Physiologic Basis of Disease I	4	
PHRX 313	Pharmaceutics I	4	
PHRX 315	Introduction to Patient Care Systems	2	
PHRX 320	Integrated Pharmacy Applications (IPA) I	1	
<b>Year I, Spring</b>			<b>17</b>
PHRX 305	Introduction to Pharmaceutical Sciences	4	
PHRX 309	Physiologic Basis of Disease II	4	
PHRX 312	Institutional Practice/Sterile Products	2	
PHRX 314	Pharmaceutics II	3	
PHRX 316	Population Health	3	
PHRX 321	IPA II	1	
<b>Year I, Summer</b>			<b>3</b>
PHRX 301	Intro Pharm Practice Experience (IPPE) I*	3	
<b>Year I, Total Required Credits</b>			<b>36</b>
<b>Year II, Fall</b>			<b>16</b>
PHRX 403	Pharmacotherapy I	4	
PHRX 405	Pharmaceutical Sciences I	4	
PHRX 407	Biopharmaceutics/Pharmacokinetics	4	
PHRX 415	Financial Management	3	
PHRX 420	IPA III	1	
<b>Year II, Spring</b>			<b>14-16</b>
PHRX 404	Pharmacotherapy II	4	
PHRX 406	Pharmaceutical Sciences II	4	
PHRX 410	Patient Self-Care and Monitoring I	3	
PHRX 416	Ethics in Christianity and Health Care	2	
PHRX 421	IPA IV	1	
PHRX 450-499	Didactic Elective***	2	
<b>Year II, Summer</b>			<b>3</b>
PHRX 401	IPPE IV**	3	
<b>Year II, Total Required Credits</b>			<b>33-35</b>
<b>Year III, Fall</b>			<b>16-18</b>
PHRX 500	Introduction to Capstone Project	1	
PHRX 501	IPPE V	2	
PHRX 503	Pharmacotherapy III	4	
PHRX 505	Pharmaceutical Sciences III	4	
PHRX 510	Patient Self-Care and Monitoring II	2	
PHRX 515	Human Resource Management	3	
PHRX 450-499	Didactic Elective***	2	
<b>Year III, Spring</b>			<b>16-18</b>
PHRX 502	IPPE VI	2	
PHRX 504	Pharmacotherapy IV	4	
PHRX 513	Preparation for Patient Care	4	
PHRX 516	Pharmacy Law	3	
PHRX 527	Drug Literature Evaluation	2	
PHRX 550	Capstone Project I	1	
PHRX 450-499	Didactic Elective***	2	
<b>Year III, Total Required Credits</b>			<b>34-36</b>
<b>Year IV, May-April****</b>			<b>20</b>
<b>Required Adv Pharm Practice Experiences (APPE)</b>			<b>20</b>
PHRX 601	Primary/Ambulatory Care I	5	
PHRX 620	General Medicine I	5	
PHRX 650	Community Pharmacy I	5	
PHRX 660	Institutional Health Systems I	5	
<b>Selective (1)/Elective (3) APPE</b>			<b>20</b>
One 600-level Selective APPE		5	
Three 600-level Elective APPEs		15	
<b>Professional Seminar</b>			<b>1</b>
PHRX 600	Capstone Project II	1	
<b>Year IV, Total Required Credits</b>			<b>41</b>
<b>Total Required Credits</b>			<b>145</b>

\* Students will complete a three-week, 40-hour rotation beginning mid-May.

\*\* Students are required to complete a three-week, 80-hour rotation that begins during one of four rotation blocks during the summer semester.

\*\*\* Students must complete a total of 4 credits of electives (two, 2-cred electives) during two of the following semester options: Year II Spring, Year III Fall, Year III Spring.

\*\*\*\* Students are required to take eight (8) APPEs in nine possible time periods during the fourth year.

NOTE: Professional Seminar is completed from mid-May through December. The course grade will be assigned at the end of the fall semester.

<b>Doctor of Pharmacy Required Courses - Summary-All Years</b>		<b>Total Required Credits</b>
<b>Year I, Total Required Credits</b>		<b>36</b>
<b>Year II, Total Required Credits</b>		<b>33-35</b>
<b>Year III, Total Required Credits</b>		<b>34-36</b>
<b>Year IV, Total Required Credits</b>		<b>41</b>
<b>Total Required Credits for All Years</b>		<b>145</b>

Note: See table at right for a detailed curriculum.

<b>Advanced Pharmacy Practice Experiences (APPE)</b>		
Enrollment in 600-level APPE courses is based on availability of training sites and preceptors for each course. Successful completion of all coursework prior to the fourth professional year in the pharmacy curriculum is a prerequisite for all 600-level courses. Refer to the Experiential Manual for additional information.		
<b>Course Number/Name</b>	<b>Credit Hrs</b>	
PHRX 601	Primary/Ambulatory Care I	5
PHRX 602	Primary/Ambulatory Care II	5
PHRX 610	Drug Information I	5
PHRX 611	Drug Information II	5
PHRX 612	Poison Information/Toxicology	5
PHRX 620	General Medicine I	5
PHRX 621	General Medicine II	5
PHRX 622	General Medicine III	5
PHRX 623	Geriatric Pharmacy I	5
PHRX 624	Geriatric Pharmacy II	5
PHRX 625	Pediatric Pharmacy I	5
PHRX 626	Pediatric Pharmacy II	5
PHRX 627	Neonatology	5
PHRX 628	Psychiatric Pharmacy	5
PHRX 629	Cardiology	5
PHRX 630	Hematology and Oncology	5
PHRX 631	Neurology	5
PHRX 632	Nephrology	5
PHRX 633	Metabolic Support	5
PHRX 634	Infectious Disease	5
PHRX 635	Cardiac Critical Care	5
PHRX 636	Surgical Critical Care	5
PHRX 637	Medical Critical Care	5
PHRX 650	Community Pharmacy I	5
PHRX 651	Community Pharmacy II	5
PHRX 652	Community Pharmacy III	5
PHRX 660	Institutional Health Systems I	5
PHRX 661	Institutional Health Systems II	5
PHRX 670	Home Infusion Therapy	5
PHRX 671	Nuclear Pharmacy	5
PHRX 672	Managed Care Pharmacy	5
PHRX 673	Pharmacy Management	5
PHRX 674	Association Management	5
PHRX 676	Specialty Pharmacy	5
PHRX 677	Pharmacy Research	5
PHRX 678	International Pharmacy I	5
PHRX 679	International Pharmacy II	5
PHRX 680	Academic Pharmacy I	5
PHRX 681	Academic Pharmacy II	5

## Professional Electives

The doctor of pharmacy curriculum requires two, 2-credit electives (for a total of 4 credits) to be completed during two of the following semester options: Year II Spring, Year III Fall, Year III Spring. Didactic electives may be selected from the courses listed below, provided prerequisites are fulfilled. Courses taken prior to enrollment in the McWhorter School of Pharmacy cannot be counted toward elective requirements in the professional curriculum. Completion of the spring semester in the first professional year is a prerequisite for electives.

Course Number/Name	Credit Hrs
PHRX 450 Contemporary Topics in Pharmacy	2-3
PHRX 451 Geriatric Pharmacy	2
PHRX 452 Independent Pharmacy Ownership	2
PHRX 453 Radiopharmaceuticals	2
PHRX 454 Journal Club	2
PHRX 455 Therapeutic Immunology	2
PHRX 456 Managed Care Pharmacy	2
PHRX 458 Current Topics in Pediatric Pharmacotherapy	2
PHRX 459 Chemical Dependency in Health Care Professionals	2
PHRX 460 Research	2
PHRX 461 Latin American Culture for Pharmacy Practice	2
PHRX 462 Current Topics in Toxicology	2
PHRX 463 Complementary and Alternative Medicine	2
PHRX 465 Drug Discovery and Development	2
PHRX 466 Mental Illness and Treatment in the Movies	2
PHRX 467 Exploring Medical Missions	2
PHRX 468 Applied Medical Missions	2
PHRX 470 Pharmacy and Healthcare in Great Britain*	2
PHRX 472 Medication Use in the 15th and 16th Century	2
PHRX 473 Advanced Topics in Extemporaneous Compounding	2
PHRX 475 Bioanalytical Techniques in Pharmaceutical Analysis	2
PHRX 478 Women's Health: A Focus on Select Gynecologic & Obstetric Disorders	2

\* This elective is offered in summer to second-year students only.

## Courses

### PHARMACY

#### PHRX 301 Introductory Pharmacy Practice Experience I (3)

This course is designed to complement, within a pharmacy practice setting, the academic content in the didactic courses. Information to be covered includes pharmacy calculations, drug information, physiology, biochemistry, drug delivery systems, administration and communications. Introductory Pharmacy Practice Experience I will serve as an introduction to the practice of pharmacy and as preparation for the Advanced Pharmacy Practice Experiences in the fourth professional year. Offered: Summer.

#### PHRX 305 Introduction to Pharmaceutical Sciences (4)

Introduction to the core concepts underlying pharmacology, pharmacokinetics, pharmacogenomics, and medicinal chemistry. Includes the basic pharmaceutical properties of various classes of antibiotics and their use in the treatment of infectious diseases. Topics covered serve as foundation for the Pharmaceutical Sciences course sequence in subsequent years of the curriculum. Offered: Spring.

#### PHRX 306 Cellular and Molecular Biochemistry (4)

Topics addressed include DNA/RNA/protein structure and synthesis, signal transduction pathways, gene regulation, organelle function and regulation, enzyme kinetics, energy catalysis, and bacterial/viral biology. Foundation for understanding the cellular and biochemical actions of drugs. Offered: Fall.

#### PHRX 307 Foundations of Drug Information (1)

Introduction to various drug information resources commonly used in the practice of pharmacy. The different types of research and database searching skills also are included. Afternoon lab sessions are mandatory to learn these resources and practice these skills. Concepts applied will be reinforced throughout the curriculum. Offered: Fall.

#### PHRX 308 and 309 Physiologic Basis of Disease I-II (4 each course)

Two-course sequence addresses the basics of physiologic processes in the body as they relate to various diseases. Provides basis for the Pharmaceutical Sciences and Pharmacotherapy courses in subsequent years of the program. Offered: Fall (308); Spring (309).

#### PHRX 312 Institutional Practice and Sterile Products (2)

Introduction to institutional/hospital pharmacy practice that specifically addresses the compounding of sterile products. Includes medication ordering and dispensing systems, patient medical charts, interprofessional interactions, and pharmacy-specific patient care activities. Students also learn the theory of sterile compounding and aseptic technique, and discuss USP 797 regulations for a sterile compounding environment, special procedures, and quality control as well as a review of state pharmacy regulations. In addition, this course addresses sterile compounding of hazardous drugs, USP 800 use of relevant references, applicable calculations, and production of total parenteral nutrition mixtures in addition to parenteral administration and equipment. Offered: Spring.

#### PHRX 313 Pharmaceutics I (4)

Integration of pharmaceutical calculations with biopharmaceutics and technologies related to drug delivery systems and pharmaceutical dosage forms. Topics include weights and measures, proper prescription interpretation, concentrations, conversions, dosing, and mathematics of various dosage forms integrated with drug stability, solubility, dissolution, storage, delivery systems, and extemporaneous compounding. Offered: Fall.

#### PHRX 314 Pharmaceutics II (3)

Continuation of Pharmaceutics I addressing biopharmaceutics and technologies related to drug delivery systems and pharmaceutical dosage forms. Specific topics include drug delivery systems, administration techniques, routes of administration, and extemporaneous compounding. Offered: Spring.

#### PHRX 315 Introduction to Patient Care Systems (2)

Introduction to the "big picture" of health care in this country. Aspects of patient care addressed include societal, financial, legal, and governmental influences. The pharmacist's role emphasized as students begin to understand the opportunities and responsibilities of taking care of patients. Assessment of current level of professionalism in pharmacy education. Offered: Fall.

#### PHRX 316 Population Health (3)

Encompasses communication with patients, health care professionals, and insurers including Medicare, Medicaid, and managed care. Introduction of broad concepts related to Medication Therapy Management, pharmacoepidemiology, pharmacoconomics, public health, health care outcomes, health literacy and education, and cultural competence as they relate to the pharmacist as a change agent. Offered: Spring.

#### PHRX 320 and 321 Integrated Pharmacy Applications (IPA) I-II (1 each course)

Designed to integrate content within the first professional year as well as between years in the curriculum. Involves a combination of learning strategies such as labs and case discussions to augment student learning. Foundational content integrating students' knowledge of pharmacy courses completed in the first academic year. Offered: Fall (320); Spring (321).

#### PHRX 401 Introductory Pharmacy Practice Experiences (IPPE) IV (3)

Designed to complement, within a pharmacy setting, the academic content in the second professional year didactic courses. Information to be covered includes pharmacy calculations, drug information, pharmaceutical sciences, pharmacotherapy, ethics, and communication. Introductory Pharmacy Practice Experience will provide deeper insights into patient care and serves as preparation for Advance Pharmacy Practice Experiences in the fourth professional year. Offered: Summer.

#### PHRX 403, 404, 503 and 504 Pharmacotherapy I-II-III-IV (4 each course)

Four-course sequence designed to examine the clinical use of medications in the management of acute and chronic disease. These courses explore approaches to pharmacotherapy that are evidence-based, patient-centered, and outcomes-oriented. Offered: Fall (403 and 503); Spring (404 and 504).

**PHRX 405, 406, and 505 Pharmaceutical Sciences I-II-III (4 each course)**

Three-course sequence developed to provide an understanding of the pharmacological and chemical properties of individual agents and various drug classes. These properties include mechanism of action, pharmacokinetics, indications, adverse effects, drug interactions, dosage forms, and contraindications. Designed to apply understanding of pharmaceutical sciences to make rational decisions in the management of medication therapy. Topics covered in Pharmaceutical Sciences will serve as the foundation for the treatment of disease states outlined in the Pharmacotherapy course sequence. Offered: Fall (405 and 505); Spring (406).

**PHRX 407 Biopharmaceutics/Pharmacokinetics (4)**

Encompasses foundational aspects of biopharmaceutics and pharmacokinetics. Designed to gain an understanding of the mathematical modeling of drug absorption, distribution, metabolism, and excretion. Addresses the impact of the dosage regimen and drug formulation on the ensuing therapeutic drug plasma concentrations. Offered: Fall.

**PHRX 410 and 510 Patient Self-Care and Monitoring I-II (3 and 2 respectively)**

Two-course sequence designed to prepare the pharmacist to effectively assist patients in making self-care decisions. Particular emphasis given to the therapeutic use and monitoring of non-prescription medications and dietary supplements. Offered: Spring (410); Fall (510).

**PHRX 415 Financial Management (3)**

Addresses concepts related to the fiscal management of pharmacy services at the systems, pharmacy, and patient level in various practice settings. Emphasizes decision-making related to the evaluation, procurement, and utilization of financial resources in order to maximize the value of the organization and to optimize patient care. Offered: Fall.

**PHRX 416 Ethics in Christianity and Health Care (2)**

Based around six character traits of ethical persons. Provides various biblical and health care perspectives on each of these traits by both faculty and students. Lectures are supplemented by small-group discussions during which current ethical issues and viable options are addressed. Reflects on the individual's moral character. Facilitated by faculty trained in pharmacy, nursing, and religion. Offered: Spring.

**PHRX 420 and 421 Integrated Pharmacy Applications (IPA) III-IV (1 each course)**

Designed to integrate content within the second professional year as well as between years in the curriculum. Built on the previous Integrated Pharmacy Applications courses (PHRX 320 and 321) and involves a combination of learning strategies such as labs and case discussions to augment student learning. More in-depth progression of content to integrate students' knowledge of all pharmacy courses in the second professional year. Offered: Fall (420); Spring (421).

**PHRX 500 Introduction to Capstone Project (1)**

Designed to provide the student with the opportunity to demonstrate a general knowledge of (1) the fundamentals of research, (2) how to develop a capstone project, (3) ways to collect appropriate data based on the project, (4) how to write and prepare a manuscript, possibly for publication, (5) ways to present project results in an appropriate and professional manner, (6) how to communicate effectively with various audiences, and (7) the appropriate forms for the IRB approval process. Offered: Fall.

**PHRX 501 Introductory Pharmacy Practice Experiences (IPPE) V (2)**

First in a two-course sequence designed to complement the academic content in the third professional year didactic courses. Involves more complex patient care situations and serves as preparation for the Advanced Pharmacy Practice Experiences in the fourth professional year. Prereq: Completion of second professional year or permission of course coordinator. Offered: Fall.

**PHRX 502 Introductory Pharmacy Practice Experiences (IPPE) VI (2)**

Active learning course designed to complement the academic content in the third professional year didactic courses. Involves more complex patient care situations and serves as preparation for the Advanced Pharmacy Practice Experiences in the fourth professional year. Offered: Spring.

**PHRX 513 Preparation for Patient Care (4)**

Designed to provide students with skills and information necessary to fulfill roles as patient care providers and self-directed learners during the Advanced Pharmacy Practice Experiences. Students will learn to assess a patient, present assessments to other health care professionals, and refine other clinical skills to optimize patient care. Offered: Spring.

**PHRX 515 Human Resource Management (3)**

Designed to equip students with essential personnel management and leadership skills necessary for practice in various pharmacy settings. Offered: Fall.

**PHRX 516 Pharmacy Law (3)**

Presents legal basis of pharmacy practice through examination of federal and state laws, administrative laws, and regulations. Other topics will include court decisions dealing with drug manufacturing and distribution, professional liability, and handling of medicinals, poisons, and controlled substances. Offered: Spring.

**PHRX 527 Drug Literature Evaluation (2)**

Provides students with the tools and skills for appropriately evaluating literature concerning drug therapy. The basics of this evaluation will be delivered in the Pharmacotherapy I course so that students have some background regarding this discipline at the beginning of that course sequence. Offered: Spring.

**PHRX 550 Capstone Project I (1)**

Building on knowledge and skills learned in Introduction to Capstone Project, this independent study course will enable a student to work with a faculty facilitator to design a capstone project. The student will be expected to demonstrate acceptable professional written communication skills. The capstone project will involve the basic, clinical, educational, social, or administrative sciences in an area related to the field of pharmacy. Topics may include original research or a different project related to: 1) education, 2) clinical specialty practice, 3) program or tool evaluation, 4) health care finance, 5) evidence-based practice, or 6) another area, with faculty approval. Grading is pass/fail. Offered: Spring.

**PHRX 600 Capstone Project II (1)**

Building on progress made in Capstone Project I, this independent study course will promote critical thinking as the student will be expected to demonstrate acceptable professional written and verbal communication skills. These skills will be assessed through completion and presentation of a capstone project in the basic, clinical, educational, social, or administrative sciences in an area related to the field of pharmacy. Topics may include original research or a different project related to: 1) education, 2) clinical specialty practice, 3) program or tool evaluation, 4) health care finance, 5) evidence-based practice, or 6) another area, with faculty approval. Offered: Fall.

**PHRX 601 Primary/Ambulatory Care I (5)**

Required APPE designed to grant experience in providing clinical pharmacy services to ambulatory patients in a community pharmacy setting and/or selected outpatients of a general medicine/family practice ambulatory care service. Offered: Fall and Spring.

**PHRX 602 Primary/Ambulatory Care II (5)**

APPE designed to provide in-depth experiences in the provision of clinical pharmacy services to ambulatory patients in a community pharmacy setting and/or selected in-patients of a general medicine/family practice ambulatory care service. Prereq: PHRX 601. Offered: Fall and Spring.

**PHRX 610 Drug Information I (5)**

Selective APPE designed to enhance knowledge and skills in preparing for the pharmacist's role as a pharmacotherapy advisor and consultant. Offered: Fall and Spring.

**PHRX 611 Drug Information II (5)**

Elective APPE providing the student with an opportunity to develop knowledge and skills in the operation of a Drug Information Center, formulary programs, DUE/DUR, managed care, continuous quality improvement, and antibiotic management programs. Prereq: PHRX 610. Offered: Fall and Spring.

**PHRX 612 Poison Information/Toxicology (5)**

Elective APPE providing the student with an opportunity to enhance knowledge and skills in assessing and managing drug-induced toxicity and poisoning. Offered: Fall and Spring.

**PHRX 620 General Medicine I (5)**

First in a three-course sequence designed to enhance knowledge and skills used when providing clinical pharmacy services to adult populations. Offered: Fall and Spring.

**PHRX 621 General Medicine II (5)**

Selective course, second in a three-course sequence designed to enhance knowledge and skills used when providing clinical pharmacy services to adult populations. Prereq: PHRX 620. Offered: Fall and Spring.

**PHRX 622 General Medicine III (5)**

Elective course, third in a three-course sequence designed to enhance knowledge and skills used when providing clinical pharmacy services to adult populations. Prereq: PHRX 621. Offered: Fall and Spring.

**PHRX 623 Geriatric Pharmacy I (5)**

Selective APPE providing the student with an opportunity to develop knowledge and skills in serving the unique drug therapy needs of a geriatric population. Offered: Fall and Spring.

**PHRX 624 Geriatric Pharmacy II (5)**

Elective APPE providing the student with an opportunity to enhance skills in the application of pharmaceutical knowledge to geriatric patients. Prereq: PHRX 623. Offered: Fall and Spring.

**PHRX 625 Pediatric Pharmacy I (5)**

Selective APPE providing the student with an opportunity to develop knowledge and skills in serving the unique drug therapy needs of a pediatric population. Offered: Fall and Spring.

**PHRX 626 Pediatric Pharmacy II (5)**

Elective APPE providing the student with an opportunity to enhance skills in the application of pharmaceutical knowledge to pediatric patients. Prereq: PHRX 625. Offered: Fall and Spring.

**PHRX 627 Neonatology (5)**

Selective APPE designed to provide the student with basic skills and the knowledge base needed to provide pharmaceutical care to the neonate. Offered: Fall and Spring.

**PHRX 628 Psychiatric Pharmacy (5)**

Selective APPE that provides the opportunity to enhance knowledge and skills in the delivery of pharmaceutical care in the psychiatric setting. Offered: Fall and Spring.

**PHRX 629 Cardiology (5)**

Selective APPE designed to enhance knowledge and skills in caring for patients with cardiovascular disease. Offered: Fall and Spring.

**PHRX 630 Hematology and Oncology (5)**

Selective APPE that will expose students to the care of patients with hematologic and oncologic diseases. Offered: Fall and Spring.

**PHRX 631 Neurology (5)**

Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to patients with neurologic diseases. Offered: Fall and Spring.

**PHRX 632 Nephrology (5)**

Selective APPE designed to provide the student an opportunity to gain experience and skills in the provision of pharmaceutical care to adult patients with renal disease. Offered: Fall and Spring.

**PHRX 633 Metabolic Support (5)**

Selective APPE providing the student an opportunity to enhance fundamental knowledge in the provision of metabolic (nutritional) support through parenteral and enteral routes. Offered: Fall and Spring.

**PHRX 634 Infectious Disease (5)**

Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to patients with infectious diseases. Offered: Fall and Spring.

**PHRX 635 Cardiac Critical Care (5)**

Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to critically ill adult populations with cardiac diseases. Offered: Fall and Spring.

**PHRX 636 Surgical Critical Care (5)**

Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to critically ill adult populations in a surgical unit. Offered: Fall and Spring.

**PHRX 637 Medical Critical Care (5)**

Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to critically ill adult populations. Offered: Fall and Spring.

**PHRX 650 Community Pharmacy I (5)**

Required APPE focusing on development of clinical and managerial skills in a community pharmacy/ambulatory care setting. Offered: Fall and Spring.

**PHRX 651 Community Pharmacy II (5)**

Elective APPE designed to enhance knowledge and managerial skills in providing clinical pharmacy services to patients in a community pharmacy. Offered: Fall and Spring.

**PHRX 652 Community Pharmacy III (5)**

Elective APPE designed to further enhance knowledge and managerial skills in providing clinical pharmacy services to patients in a community pharmacy. Prereq: PHRX 651. Offered: Fall and Spring.

**PHRX 660 Institutional Health Systems I (5)**

Required APPE focusing on development of knowledge and skills in institutional pharmacy management and application of such systems in various practice environments. Offered: Fall and Spring.

**PHRX 661 Institutional Health Systems II (5)**

Elective APPE designed to enhance knowledge and skills in institutional pharmacy management and application of such systems in various practice environments. Prereq: PHRX 660. Offered: Fall and Spring.

**PHRX 670 Home Infusion Therapy (5)**

Elective APPE designed to provide experience in preparing intravenous preparations including chemotherapy, antimicrobials, and total parenteral nutrition. Students will also provide drug information, patient counseling, and in some cases, visit patients in the home. Offered: Fall and Spring.

**PHRX 671 Nuclear Pharmacy (5)**

Elective APPE providing the student with the opportunity to expand knowledge and skills in the area of radiopharmaceuticals. Offered: Fall and Spring.

**PHRX 672 Managed Care Pharmacy (5)**

Elective APPE designed to provide the opportunity to enhance knowledge and skills in managed care pharmacy. Offered: Fall and Spring.

**PHRX 673 Pharmacy Management (5)**

Elective APPE designed to enhance knowledge and skills in pharmacy management including such topics as financial planning and analysis, budgeting, pricing, capital investment, inventory control, organizational design, personnel development and administration, and legal aspects of pharmacy management. Offered: Fall and Spring.

#### **PHRX 674 Association Management (5)**

Elective APPE focusing on development of knowledge, skills, and attitudes necessary for professional association management. Experiences provided include budgeting, publication coordination, membership activities, legislative activities, and meeting planning. Offered: Fall and Spring.

#### **PHRX 676 Specialty Pharmacy (5)**

Elective APPE designed to provide the student with the opportunity to develop knowledge of the management of specialty pharmaceuticals and their use in a variety of patient care environments. Offered: Fall and Spring.

#### **PHRX 677 Pharmacy Research (5)**

Elective APPE that provides the opportunity to enhance knowledge and skills in planning and conducting research. Students will be introduced to research design, protocol development, regulatory requirements, data collection, and data analysis. Offered: Fall and Spring.

#### **PHRX 678 International Pharmacy I (5)**

Elective APPE designed to provide the student with an opportunity to develop knowledge and patient care skills in an international setting. Prereqs: Minimum pharmacy GPA of 3.00; no grades of D or F in required pharmacy coursework; good academic standing. Offered: Fall and Spring.

#### **PHRX 679 International Pharmacy II (5)**

Elective APPE designed to provide the student with an opportunity to develop advanced knowledge and patient care skills in an international setting. Prereqs: Minimum pharmacy GPA of 3.00; no grades of D or F in required pharmacy coursework; good academic standing. Offered: Fall or Spring.

#### **PHRX 680 Academic Pharmacy I (5)**

Elective APPE designed to develop knowledge and skills in various aspects of academic pharmacy. Students will have the opportunity to be exposed to and participate in faculty teaching, service, and scholarship. Prereqs: Minimum pharmacy GPA of 3.00; no grades of D or F in required pharmacy coursework; good academic standing. Offered: Fall and Spring.

#### **PHRX 681 Academic Pharmacy II (5)**

Elective APPE designed to develop knowledge and skills in the various aspects of academic pharmacy. Students will have the opportunity to be exposed to and participate in faculty teaching, service, and scholarship, with a more-in-depth exploration of the subject matter. Prereqs: PHRX 680. Minimum pharmacy GPA of 3.00; no grades of D or F in pharmacy coursework; good academic standing. Offered: Fall and Spring.

### **PHARMACY ELECTIVES**

#### **PHRX 450 Contemporary Topics in Pharmacy (2-3)**

Encompasses contemporary topics of interest in the pharmacy profession. Multiple or single topics may be considered. May be repeated for a maximum of 6 credits. Offered: Fall or Spring.

#### **PHRX 451 Geriatric Pharmacy (2)**

This elective prepares pharmacy students to practice in a pharmaceutical care setting which includes the elderly population. Emphasis on geriatric pharmacotherapy and the special needs of the older patient/resident. Prereq: Completion of P2 Spring curriculum. Offered: Spring.

#### **PHRX 452 Independent Pharmacy Ownership (2)**

Project-oriented elective that focuses on the fundamentals of entrepreneurial opportunities in pharmacy. Participants will work in groups with existing independent pharmacy owners to write business plans and explore ownership concepts in a real world environment. Business ownership concepts are explored in a seminar format. Consideration is given to the pros and cons of choosing an existing practice versus establishing a new practice. Prereq: PHRX 415. Offered: Fall.

#### **PHRX 453 Radiopharmaceuticals (2)**

Introduces radiopharmaceuticals and the practice of nuclear pharmacy. Consideration is given to the properties, methods of measurement and detection, preparation, storage, administration, and diagnostic and therapeutic applications of radioactive pharmaceuticals. Offered: Fall or Spring.

#### **PHRX 454 Journal Club (2)**

This elective is designed for students to further enhance their skill at evaluating and critiquing randomized, controlled clinical trials. Selected trials will be thoroughly assessed to identify strengths and limitations plus determine appropriate application into practice. Prereq: PHRX 403. Offered: Spring.

#### **PHRX 455 Therapeutic Immunology (2)**

This elective provides an overview of new and emerging therapies derived from the study of immunology as a basic science. Emphasis is placed on immunotherapy of cancer. Evaluation of the ever-increasing immunotherapies available to the pharmacist. Prereqs: Completion of P2 Fall curriculum. Offered: Spring.

#### **PHRX 456 Managed Care Pharmacy (2)**

This elective explores the fundamental knowledge and skills needed in the delivery of pharmaceutical care in a managed health care environment, primarily serving ambulatory patients. Emphasis on drug benefit management from a fiscal and clinical perspective. Offered: Spring.

#### **PHRX 458 Current Topics in Pediatric Pharmacotherapy (2)**

This elective provides an overview of pediatric pharmacotherapy with a focus on treatment and therapeutic monitoring of common pediatric diseases. A course fee (\$30) will be charged to students enrolled in this elective. Prereq: Completion of second professional year or permission of course coordinator. Offered: Fall.

#### **PHRX 459 Chemical Dependency in Health Care Professionals (2)**

Through participation in class-directed activities, students will study the field of addiction and examine multiple aspects of the disease of chemical dependency. Emphasis will be directed at the impact of addiction on health care professionals. Offered: Fall.

#### **PHRX 460 Research (2)**

Applies literature and laboratory techniques, or other methods of scientific investigation, to pharmaceutical problems. Students choose to study and investigate a suitable problem with faculty in either department in the McWhorter School of Pharmacy. Prereqs: Completion of P2 Fall curriculum and a professional GPA of at least 2.50. Offered: Fall or Spring.

#### **PHRX 461 Latin American Culture for Pharmacy Practice (2)**

Introduction to Latin American culture in relation to the health care profession and a review of Spanish phrases, as well as understanding the social, emotional, and cultural needs of the Latin American patient population. Prereq: Completion of P2 Spring curriculum. Offered: Spring.

#### **PHRX 462 Current Topics in Toxicology (2)**

Covers common biologic, chemical, and drug poisonings. Learn signs and symptoms, mechanisms of action, and toxicokinetics of various toxicants. Highlights "state of the science" treatment modalities. Includes site visit to local poison control center. Prereqs: Completion of the P2 Spring curriculum or consent of course coordinator. Offered: Spring.

#### **PHRX 463 Complementary and Alternative Medicine (2)**

This elective provides pharmacy students with more specific education regarding herbal/natural products and other practices of complementary and alternative medicine. Prereq: Successful completion of all P1 courses. Offered: Spring.

#### **PHRX 465 Drug Discovery and Development (2)**

This elective is designed to provide pharmacy students with more in-depth training and understanding of the process of drug discovery and development and about related careers in the pharmaceutical industry. Prereq: Successful completion of all P1 courses. Offered: Spring.

**PHRX 466 Mental Illness and Treatment in the Movies (2)**

This elective is designed to evaluate the description and treatment of mental illness as portrayed in the movies. The class will be divided into groups and each group will present one movie. The groups will focus on specific movie scenes that address the disease in terms of symptomatology, effects on the characters' lives, attitudes of friends/family, portrayal of health care workers, treatment, etc. Prereq: Successful completion of all P1 courses. Offered: Spring.

**PHRX 467 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. This 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 degree program in the College of Health Sciences may enroll in this interprofessional course (in cross-listed courses under other prefixes). Prereq for Pharmacy students: Successful completion of all P1 courses. Offered: Spring.

**PHRX 468 Applied Medical Missions (2)**

This elective allows students who desire to serve on an international healthcare mission team to explore more deeply their service on a team and their future in short-term medical missions. Students must be pre-approved for enrollment in the course by the instructor-of-record (IOR) and must participate in an international healthcare mission trip; as well as complete assigned reflective writings, readings, and post-trip discussion sessions. Students enrolled in the course are permitted to drop the course until the first day of the scheduled mission trip; thereafter, the student is not permitted to drop the course. Prereq: Successful completion of all P1 courses. Offered: Fall and Spring.

**PHRX 470 Pharmacy and Healthcare in Great Britain (2)**

Provides students with the opportunity to learn about the role of the pharmacist in the health care system of Great Britain. In addition to preparatory meetings at the McWhorter School of Pharmacy prior to the trip, the course requires international travel to the Samford University Study Centre in London, England (or other housing in London) and travel within Great Britain. It also involves local travel within London to multiple health care, cultural, and historical sites. Limited to a minimum of eighteen (18) and maximum of twenty-four (24) enrolled students and additional course fees apply. Prereqs: Completion of P1 curriculum; professional GPA above 2.00; no active university values violations. Offered: Summer.

**PHRX 472 Medication Use in the 15th and 16th Century (2)**

This elective is designed to provide the student with an overview of common disease states and treatments during the 15th and 16th centuries. The course will compare and contrast prevalence and treatment of common disease states of that period with modern day prevalence and treatment. Considerations will be given to social/cultural aspects of the period which may have influenced the use of medications in Western civilizations. Prereq: Successful completion of all P1 courses. Offered: Spring.

**PHRX 473 Advanced Topics in Extemporaneous Compounding (2)**

This elective explores advanced topics related to non-sterile and sterile extemporaneous compounding through a case-based approach. Topics include compounding techniques, regulations, and requirements; as well as pharmacy business models. Compounding laboratory sessions will simulate real-world scenarios in preparing and dispensing compounded products. A course fee (up to \$50) will be charged to students enrolled in this elective. Prereq: Successful completion of all P1 courses. Offered: Spring.

**PHRX 475 Bioanalytical Techniques in Pharmaceutical Analysis (2)**

This elective consists of a lecture and laboratory portion that applies analytical and bioanalytical methodologies to the qualitative and quantitative analysis of pharmaceutical compounds, their biological effects, and their metabolic stability in formulations and biological tissues and fluids. Theory and application of advanced techniques used in pharmaceutical analysis, including mass spectrometry, spectrophotometry, liquid chromatography, electrophoresis and immunochemistry are covered. Students will gain hands-on experience with these techniques as well as develop critical thinking skills in the ordering, processing and analyzing of data necessary for pharmaceutical analysis. Prereq: Successful completion of all P1 courses. Offered: Spring.

**PHRX 478 Women's Health: A Focus on Select Gynecologic and Obstetric Disorders (2)**

This elective is designed to provide an overview of gynecologic and obstetric disorders. Emphasis will be placed on medication therapy used for these disorders (e.g., PCOS, infertility, fibroids, uterine and ovarian cancer, disorders during pregnancy [hypertension, diabetes, thromboembolism], labor and delivery/post-partum care and issues, lactation and breastfeeding). Prereq: Successful completion of all P1 courses. Offered: Fall.

# School of Public Health

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## Administration

Keith T. Elder, 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 Health Informatics and Information Management, the Department of Healthcare Administration, 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 information management, 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, and a master of social work. Fast track versions of the master of healthcare administration, the master of public health, and the master of social work are also available. Additional master's and doctoral degree programs are coming soon.

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.

# Health Informatics and Information Management

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## Faculty

Hal F. Neumeier, Chair, Associate Professor  
Lakesha Kinnerson, Assistant Professor  
David Robins, Assistant Professor

## Graduate Programs and Requirements

### Degree

Master of Science in Health Informatics and Analytics (M.S.H.I.)

The Department of Health Informatics and Information Management offers a master of science in health informatics and analytics degree.

### Admission Requirements

Applicants must:

1. Possess a baccalaureate degree in any field from a regionally accredited college or university.
2. Have a minimum cumulative GPA of 3.00 on a 4.00 scale.
3. GRE minimum scores: Verbal, 153; Quantitative, 144; Analytical, 4.0. MAT minimum score: 402.
4. Five years of work experience in a relevant field can substitute for GRE/MAT with department chair approval.
5. Achieve a B or higher in all major courses.
6. Have completed undergraduate level statistics from a regionally accredited college or university with grade of B or higher.
7. Submit three letters of reference through the application system. References should be from 1) a current or previous professor, 2) a work supervisor (paid or unpaid) and 3) another professional who can 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. 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). **We cannot issue an I-20 for this program at this time.**
  - a. International applicants must also obtain a score of 27 or better on the iBT speaking subtest of the TOEFL or a 50 or better on the TEST of Spoken English. For more information, go to [toefl.org](http://toefl.org).
9. Submit an online video interview. A link will be provided upon submission of the application.

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.

For more on the admission/application process, see the following Web site: <https://www.samford.edu/publichealth/Master-of-Health-Informatics-and-Analytics>.

### 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.

### Master of Science in 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.

Master of Science in Health Informatics & Analytics Required Courses		Course Credits	Total Required Credits
<b>Health Informatics Core</b>			<b>31</b>
PHLT 500	Health Systems, Organizations, and Policy	3	
HIIM 500	Intro to Biomedical Informatics & Analytics	3	
HIIM 501	Survey-Health Informatics/Analytics Infrastr	3	
HIIM 502	Electronic Health Records-Diverse Settings	4	
HIIM 503	Struct/Unstructured Data Design/Analysis	4	
HIIM 504	Current Topics-Health/Biomed Informatics	2	
HIIM 505	Healthcare Information Tech Project Mgt	3	
HIIM 506	Quantitative Methods for Healthcare	3	
HIIM 600	Managing Health Informatics/Analytics Syst	3	
HIIM 601	Ethical, Legal, & Social Issues-Health Inform	3	
MHCA 601	Healthcare Ethics	3	
<b>Health Informatics Electives</b>			<b>6</b>
Choose 6 credits of graduate-level courses on approved list or as approved by advisor		6	
<b>Health Informatics Capstone</b>			<b>3</b>
HIIM 699	Health Informatics & Analytics Capstone	3	
<b>Total Required Credits</b>			<b>40</b>

NOTE: It is recommended that students take the core courses in the sequence listed, but after completing PHLT 500 and HIIM 500.

## Courses

### 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 & 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. 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: PHLT 500 and HIIM 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: PHLT 500 and HIIM 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: PHLT 500 and HIIM 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. 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 and HIIM 503. Offered: Fall.

#### 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, 501, 502, 503, 504, 505, 506, 600, and 601. Offered: Spring.

# Healthcare Administration

## Faculty

Carol J. Ratcliffe, Chair, Professor  
Tommy Ray McDougal, Jr., Assistant Professor  
Ashley Robertson, Assistant Professor

## Mission

The mission of the bachelor of science in healthcare administration program is to create servant leaders using a high caliber and innovative curriculum to prepare students to pursue positions in the field of healthcare administration or admission into a graduate program.

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.

## Vision

The Department of Healthcare Administration's vision is to prepare practice-ready graduates through innovation and quality teaching and learning with a commitment to servant leadership in local and international underserved populations.

## Values

Samford's Department of Healthcare Administration 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 education.
- **Servant Leadership:** We are committed to leading through our service. The faculty and students strive to model dynamic leadership that puts others first. We strive to contribute to the benefit of the local and global community as both faculty and students.
- **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 undergraduate healthcare administration program seeks certification through a process comparable to other specialty program accreditations. Once it has satisfied the eligibility criteria, the bachelor of science in healthcare administration will seek certification as an Associate Member of the Association of University Programs in Health Administration (AUPHA).

## Accreditation

The master of healthcare administration will apply for candidacy with the Commission on Accreditation of Healthcare Management Education (CAHME) once the second cohort is admitted. After meeting candidacy requirements, the program will apply for an initial accreditation.

## Graduate Programs and Requirements

### Degree

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

### Minors

Graduate Healthcare Administration  
Graduate Healthcare Administration Quality

The Department of Healthcare Administration offers the master of healthcare administration degree. The department also offers two graduate minors, one in healthcare administration and one in healthcare administration quality.

## Admission Requirements

Applicants must:

1. Possess a baccalaureate degree from an accredited college or university (degree in any field) or be in the senior year of undergraduate study (if pursuing the Fast Track Master of Healthcare Administration program).
2. Currently working in healthcare or have at least three years of experience in healthcare.
3. If the work experience has not been met, possess a baccalaureate degree in healthcare or business management; other majors must have a B or better in an accounting and statistics courses.
4. Have a minimum overall 3.00 GPA on a 4.00 scale or a minimum 3.20 GPA in their last 60 hours of undergraduate coursework.
5. The GRE is not required; however, an applicant who does not meet the GPA requirement may submit a GRE score, taken within the last five years, demonstrating a minimum earned score of: Verbal 153; Quantitative 144; Analytical 4.0.
6. 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.
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) or 6.5 International English Language Testing System (IELTS) Score.
8. Submit a video interview. A link will be provided upon submission of the application.

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.

For more on the admission/application process, see the following website: <https://www.samford.edu/publichealth/master-of-healthcare-administration>.

## Progression Policies

In order to progress in the graduate program in health administration, the student must:

1. Test negative on drug screens and pass background checks.
2. Maintain a cumulative GPA of 3.00 or above on all course work.
3. Make no more than two C's in a required course. Students may only retake a course once to earn a B or better grade. Note: Retaking a course may cause an interruption in the student's matriculation in terms of scheduling courses.
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 who remain on academic probation for two semesters will be terminated from the M.H.C.A. program.
5. Students must be aware that any violation of the Healthcare Administration Student Handbook may result in immediate dismissal from the M.H.C.A. program.
6. Students retain the right to appeal dismissal/termination decision via the grievance procedure outlined in the Healthcare Administration Student Handbook.

## Transfer Credit

Students may petition to transfer up to six (6) 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. 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.

## 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.

### 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 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. Students must also complete a minimum of 40 hours of verified community service in order to graduate.

Master of Healthcare Administration Required Courses	Course Credits	Total Required Credits
<b>Healthcare Administration Core</b>		<b>45</b>
MHCA 500 Healthcare Systems	3	
MHCA 501 Healthcare Statistics & Research Methods	3	
MHCA 502 Healthcare Information/Informatics Mgmt	3	
MHCA 503 Healthcare Management	3	
MHCA 510 Healthcare Financial Mgmt & 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 & Professionalism	3	
MHCA 600 Healthcare Patient Safety and Quality	3	
MHCA 601 Healthcare Ethics	3	
MHCA 602 Healthcare Org Dynamics & Governance	3	
MHCA 610 Healthcare Strategic Mgt & Marketing	3	
MHCA 611 Healthcare Admin Graduate Capstone	3	
<b>Healthcare Admin Internship/Practice (choose one)</b>		<b>3</b>
MHCA 612 Healthcare Admin Graduate Internship	3	
MHCA 613 Healthcare Admin Adv Leadership Practice	3	
<b>Total Required Credits</b>		<b>48</b>

### Graduate Healthcare Administration Minor

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 Required Courses	Course Credits	Total Required Credits
<b>Graduate Healthcare Administration Core</b>		<b>15</b>
MHCA 500 Healthcare Systems	3	
MHCA 503 Healthcare Management	3	
MHCA 510 Healthcare Financial Mgmt & Budgeting	3	
MHCA 522 Healthcare Leadership & Professionalism	3	
MHCA 601 Healthcare Ethics	3	
<b>Graduate Healthcare Administration Elective</b> (choose one course from the following)		<b>3</b>
MHCA 501 Healthcare Statistics & Research Methods	3	
MHCA 502 Healthcare Information/Informatics Mgmt	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 602 Healthcare Org Dynamics & Governance	3	
MHCA 610 Healthcare Strategic Mgt & Marketing	3	
<b>Total Required Credits</b>		<b>18</b>

### Graduate Healthcare Administration Quality Minor

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 Required Courses	Course Credits	Total Required Credits
<b>Graduate Healthcare Administration Quality Core</b>		<b>15</b>
MHCA 500 Healthcare Systems	3	
MHCA 501 Healthcare Statistics & Research Methods	3	
MHCA 511 Healthcare Policy and Law	3	
MHCA 520 Healthcare Project Management	3	
MHCA 600 Healthcare Patient Safety and Quality	3	
<b>Graduate Healthcare Administration Quality Elective</b> (choose one course from the following)		<b>3</b>
MHCA 502 Healthcare Information/Informatics Mgmt	3	
MHCA 503 Healthcare Management	3	
MHCA 510 Healthcare Financial Mgmt & Budgeting	3	
MHCA 512 Healthcare Economics	3	
MHCA 521 Healthcare Human Resource Management	3	
MHCA 522 Healthcare Leadership & Professionalism	3	
MHCA 601 Healthcare Ethics	3	
MHCA 602 Healthcare Org Dynamics & Governance	3	
MHCA 610 Healthcare Strategic Mgt & Marketing	3	
<b>Total Required Credits</b>		<b>18</b>

## Courses

### 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, 503, and 510. 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 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, 503, and 510. 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. Prereq: MHCA 600 and MHCA 601, and/or permission of the program director. Offered: Spring and Summer.

#### **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.

# Nutrition and Dietetics

## Faculty

Suresh T. Mathews, Chair; Professor  
 Patricia Hart Terry, Professor; Director, Food Labs  
 Katie C. Coate, Assistant Professor; Director, Master of Science, Nutrition  
 Keith E. Pearson, Assistant Professor  
 Donna Seibels, Assistant Professor; Director, Didactic Program  
 Miriam J. Gaines, Assistant Professor; Director, Dietetic Internship Program

## 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

Master of Science (M.S.)  
 Nutrition with a Concentration in  
 Clinical Nutrition  
 General Nutrition  
 Dietetic Internship

### Certificate

Dietetic Internship

The Department of Nutrition and Dietetics offers an online master of science degree 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.

Students applying to the master of science degree in nutrition have the choice of a concentration in clinical nutrition or a concentration in general nutrition. Additionally, students applying through the Dietetic Internship Centralized Application System (DICAS) have the opportunity to complete coursework towards the master of science in nutrition degree and practice experiences necessary to become a registered dietitian. 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 full-time 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.

### Admissions Requirements for the Master of Science in Nutrition

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.

### Admissions Requirements for the Dietetic Internship Certificate

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>.

## Courses

### NUTRITION AND DIETETICS

#### 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; community needs assessment. Fundamentals of applying community engagement, organization, and development principles to community public health campaigns; development, implementation, and evaluation of health promotion interventions and programs. Prereq: Admission into the dietetic internship program. Offered: Spring.

#### NUTR 502 Cultivating Nutrition Health: Strategies for Reducing Chronic Disease (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.

### Master of Science: Nutrition (M.S.)

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/a Concentration in Clinical Nutrition (M.S.)

<b>Nutrition with Clinical Nutrition Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Nutrition Core</b>			<b>10</b>
NUTR 510	Research Methods/Applications in Dietetics	3	
NUTR 600	Advanced Nutrition and Metabolism	6	
NUTR 602	Nutrition Seminar	1	
<b>Nutrition Capstone</b>			<b>3</b>
NUTR 610	Capstone Project in Nutrition	3	
<b>Biostatistics (choose one course)</b>			<b>3</b>
PHLT 504	Biostatistics for Public Health Professionals	3	
NURG 702	Biostatistics	3	
<b>Clinical Nutrition Concentration</b>			<b>18</b>
NUTR 501	Nutrition Counseling & 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	
<b>Total Required Credits</b>			<b>34</b>

### Nutrition w/a Concentration in General Nutrition (M.S.)

<b>Nutrition with General Nutrition Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Nutrition Core</b>			<b>10</b>
NUTR 510	Research Methods/Applications in Dietetics	3	
NUTR 600	Advanced Nutrition and Metabolism	6	
NUTR 602	Nutrition Seminar	1	
<b>Nutrition Capstone</b>			<b>3</b>
NUTR 610	Capstone Project in Nutrition	3	
<b>Biostatistics (choose one course)</b>			<b>3</b>
PHLT 504	Biostatistics for Public Health Professionals	3	
NURG 702	Biostatistics	3	
<b>General Nutrition Concentration</b>			<b>18</b>
NUTR 502	Cultivating Nutrition Health: Strategies for Reducing Chronic Disease	3	
NUTR 503	Management Leadership-Nutrition/Dietetics	3	
NUTR 605	Nutrigenomics	3	
NUTR 606	Dietary Supplements and Functional Foods	3	
NUTR 607	Lifecycle Nutrition	3	
NUTR 608	Global Issues in Nutrition	3	
<b>Total Required Credits</b>			<b>34</b>

### Nutrition w/a Concentration in Dietetic Internship (M.S.)

<b>Nutrition with Dietetic Internship Certificate Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Nutrition Core</b>			<b>10</b>
NUTR 600	Advanced Nutrition and Metabolism	6	
NUTR 601	Advanced Clinical Nutrition	3	
NUTR 602	Nutrition Seminar	1	
<b>Biostatistics (choose one course)</b>			<b>3</b>
PHLT 504	Biostatistics for Public Health Professionals	3	
NURG 702	Biostatistics	3	
<b>Dietetic Internship Didactic Courses</b>			<b>12</b>
NUTR 501	Nutrition Counseling/Wellness Promotion	3	
NUTR 502	Cultivating Nutrition Health: Strategies for Reducing Chronic Disease	3	
NUTR 503	Mgt Leadership in Nutrition & Dietetics	3	
NUTR 510	Research Methods/Applications in Dietetics	3	
<b>Dietetic Internship Supervised Practice Courses</b>			<b>10</b>
NUTR 504	Supervised Prac-Foodservice Systems Mgt	2	
NUTR 505	Supervised Prac-Community Nutrition	2	
NUTR 506	Supervised Prac-Medical Nutrition Therapy	4	
NUTR 507	Supervised Prac-Child Nutrition	1	
NUTR 508	Supervised Prac-Lifestyle MNT	1	
<b>Dietetics Capstone</b>			<b>3</b>
NUTR 509	Culminating Dietetic Internship Practicum: Community Nutrition/PH Concentration	3	
<b>Nutrition Elective (choose one course)</b>			<b>2-3</b>
NUTR 606	Dietary Supplements and Functional Foods	3	
NUTR 609	Current Topics in Nutrition (take for 2 crds)	2	
NUTR 699	Ind Study in Nutrition (take for 2 crds)	2	
<b>Total Required Credits</b>			<b>40-41</b>

### Dietetic Internship Certificate

The dietetic internship program has been granted Candidate for Accreditation status 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 1,272 supervised practice internship hours completed in healthcare organizations and other community-based settings. Interns complete the program with 21 graduate credits which may be applied toward the master's degree (M.P.H. or M.S.). The university awards a certificate to the program's graduates.

<b>Dietetic Internship Certificate Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Didactic Courses</b>			<b>12</b>
NUTR 501	Nutrition Counseling/Wellness Promotion	3	
NUTR 502	Cultivating Nutrition Health: Strategies for Reducing Chronic Disease	3	
NUTR 503	Mgt Leadership in Nutrition & Dietetics	3	
NUTR 510	Research Methods/Applications in Dietetics	3	
<b>Supervised Practice Courses</b>			<b>13</b>
NUTR 504	Supervised Prac-Foodservice Systems Mgt	2	
NUTR 505	Supervised Prac-Community Nutrition	2	
NUTR 506	Supervised Prac-Medical Nutrition Therapy	4	
NUTR 507	Supervised Prac-Child Nutrition	1	
NUTR 508	Supervised Prac-Lifestyle MNT	1	
NUTR 509	Culminating Dietetic Internship Practicum: Community Nutrition/PH Concentration	3	
<b>Total Required Credits</b>			<b>25</b>

**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 504 Supervised Practice in Foodservice Systems Management (2)**

Management systems and their application to foodservice in a clinical rotation. Prereq: Admission into the dietetic internship program. Offered: Fall, Spring, and Summer.

**NUTR 505 Supervised Practice in Community Nutrition (2)**

Experience in traditional public health settings providing nutrition counseling and education to persons of diverse ages and socioeconomic and cultural backgrounds. Prereq: Admission into the dietetic internship program. Offered: Fall, Spring, and Summer.

**NUTR 506 Supervised Practice in Medical Nutrition Therapy (4)**

Clinical experience in health care facilities applying the principles of advanced clinical nutrition in the care of patients and communication of care in the medical record. Prereq: Admission into the dietetic internship program. Offered: Spring and Summer.

**NUTR 507 Supervised Practice in Child Nutrition (1)**

Management systems and their application to food service in a child nutrition setting. Prereq: Admission into the dietetic internship program. Offered: Spring.

**NUTR 508 Supervised Practice in Lifestyle MNT (1)**

Unique and creative supervised practicum integrating evidence-based MNT with comprehensive lifestyle interventions (within the dietetics scope of practice) in primary care and community healthcare settings. Prereq: Admission into the dietetic internship program. Offered: Fall and Summer.

**NUTR 509 Culminating Dietetic Internship Practicum: Community Nutrition/PH Concentration (3)**

Culminating practicum, in a setting of the intern's choosing in the broad realm of public health/community nutrition. 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 501, 504, 505, 506, 507, 508, and 510; 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 600 Advanced Nutrition and Metabolism (6)**

Exploration of complex relationships between the biochemistry of nutrients and their metabolism in specific physiological and disease states. Metabolic and physiological functions of nutrients at the molecular, cellular, organ, organ systems, and whole-body, and current research as it pertains to nutrition-related chronic diseases will be evaluated. Offered: Fall.

**NUTR 601 Advanced Clinical Nutrition (3)**

Expand knowledge on 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 in a variety of clinical settings including pediatric nutrition; enteral and parenteral nutrition; cardiovascular, pulmonary, gastrointestinal, and liver disease; critical care; HIV/AIDS; and oncology. 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)**

Understand complexity of factors that underlie energy balance and weight; overweight/obesity in different socio-economic and population groups; global perspectives, etiology, assessment, health consequence, prevention and approaches in weight management. Offered: Fall.

**NUTR 604 Diabetes Care (3)**

In-depth study of human diabetes; its prevalence, classification, risk factors, pathophysiology, therapy, management, and prevention. Offered: Spring.

**NUTR 605 Nutrigenomics (3)**

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. Complex interactions between diet, genotype and phenotype as they pertain to fuel metabolism, health status, and chronic disease risk will be evaluated. 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 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.

# Public Health

## Faculty

Melissa Galvin Lumpkin, Chair, Professor  
Keith T. Elder, Professor  
Monique Ahinee Amamoo, Associate Professor  
Rachel Casiday, Associate Professor  
Kimberly Davey, Assistant Professor

## Graduate Programs and Requirements

### Degree

Master of Public Health (M.P.H.)  
Master of Public Health (M.P.H.) with a Concentration in  
Community Public Health  
Nutrition

### Joint Degree (Undergraduate+Graduate)

Fast Track Master of Public Health (B.S./M.P.H.)

### Joint Degree (Graduate)

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

### Coordinated Degrees

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

The Department of Public Health offers a master of public health degree with two optional concentrations in community public health and nutrition.

The department also offers a fast-track joint-degree program that allows students to graduate with a bachelor's degree in their selected major and a master of public health. See the Samford University Undergraduate Catalog for more information.

At the graduate level, the department offers a joint degree in cooperation with the Department of Social Work, leading to both a master of public health and a master of social work degree. Additionally, the department offers two coordinated degrees in cooperation with the McWhorter School of Pharmacy and the Department of Nutrition and Dietetics.

### 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. Submit a Likelive Interview Video: A link will be provided upon submission of the application.
7. 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.

### 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.

### Time Limit

All students must complete the M.P.H. within a period of five years from the academic session of first admission.

### 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.

## Joint Degree 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.

### 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.

Master of Public Health Required Courses		Course Credits	Total Required Credits
<b>Public Health Core</b>			<b>21</b>
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/Mgmt of Public Health Programs	3	
PHLT 608	Leadership for Health Professionals	3	
PHLT 699	Public Health Capstone	3	
<b>Public Health Electives</b> (choose 21 credits)			<b>21</b>
Graduate-level public health electives from programs across the University, approved by advisor			
<b>Total Required Credits</b>			<b>42</b>

### Master of Public Health w/a Concentration in Community Public Health

The master of public health (M.P.H.) degree program prepares students to become leading public health professionals capable of addressing current 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.

The community public health concentration is designed for students who desire to pursue careers in local or global public health. The program emphasizes a social justice approach to health with a focus on the social, economic, and political determinants of health. The curriculum is highly interdisciplinary.

<b>Master of Public Health with Community Public Health Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Public Health Core</b>			<b>21</b>
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/Mgmt of Public Health Programs	3	
PHLT 608	Leadership for Health Professionals	3	
PHLT 699	Public Health Capstone	3	
<b>Community Public Health Concentration</b>			<b>21</b>
PHLT 503	Environmental Health	3	
PHLT 509	Cultural Dimensions of Health	3	
PHLT 533	Communication Skills for the Health Profess	3	
PHLT 601	Global Health Systems	3	
PHLT 610	Strategic Management of Healthcare	3	
Two approved electives		6	
<b>Total Required Credits</b>			<b>42</b>

### Master of Public Health w/a Concentration in Nutrition

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.

The nutrition concentration is for students who are enrolled in the Samford Dietetic Internship to apply didactic and practice credit towards the M.P.H.

<b>Master of Public Health with Nutrition Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Public Health Core</b>			<b>21</b>
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/Mgmt of Public Health Programs	3	
PHLT 608	Leadership for Health Professionals	3	
PHLT 699	Public Health Capstone	3	
<b>Nutrition Concentration</b>			<b>21</b>
NUTR 501	Nutrition Counseling/Wellness Promotion	3	
NUTR 502	Cultivating Nutrition Health: Strategies for Reducing Chronic Disease	3	
NUTR 504	Supervised Practice-Foodservice Sys Mgt	2	
NUTR 505	Supervised Practice-Community Nutrition	2	
NUTR 507	Supervised Practice-Child Nutrition	1	
NUTR 508	Supervised Practice-Lifestyle MNT	1	
NUTR 509	Culminating Dietetic Internship Practicum: Community Nutrition/PH Concentration	3	
NUTR 510	Research Methods/Applications in Dietetics	3	
PHLT elective		3	
<b>Total Required Credits</b>			<b>42</b>

## Courses

### 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.

#### 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: Fall.

#### 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: 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. No prerequisites. Offered Spring.

#### 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 chi-square test, the analysis of variance, correlation analysis, and linear regression. Offered: Summer.

**PHLT 506 Planning and 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 MHLP 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. There are no prerequisites. 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 MHLP 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. Offered: Summer.

**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 MHLP 610. Offered: Summer.

**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 have completed the core classes before registering for an internship. Grading is pass/fail. Prereqs: PHLT 500, 501, 502, 503, and 504. 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, 501, 502, 503, and 504. Offered: Fall, Spring, and Summer.

# Social Work

## Faculty

Lisa R. Baker, Chair; Professor  
 Christson Adedoyin, Associate Professor  
 David Cecil, Associate Professor  
 Rachel Copeland, Assistant Professor  
 Rachel Hagues, Assistant Professor  
 Jean Roberson, Instructor; Director of Field Education

## Accreditation

The master of social work program (M.S.W.) was admitted to accreditation candidacy by the Council on Social Work Education (CSWE) in June 2015 and is currently pursuing full accreditation. Students who graduate from an M.S.W. program in candidacy with CSWE are license eligible in Alabama. Licensing laws vary by state, so it is important to be informed about the licensure requirements of the state in which you plan to practice.

## Graduate Programs and Requirements

### Degree

Master of Social Work (M.S.W.)  
 Fast Track Master of Social Work (M.S.W.)

### Joint Degrees

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.), as well as a fast track version for students pursuing one of six selected undergraduate majors. The program prepares graduates for advanced social work practice and includes concentrations in clinical social work and global community development. The program 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.

### Master of Social Work (M.S.W.) Program Admission Criteria

#### 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. Complete a LikeLive Video Submission. LikeLive is an online video interview platform that enables applicants to record a video of their responses to standardized interview questions. Applicant videos are reviewed by the admission committee and used to make final decisions regarding admission to the M.S.W. Program. A link to the LikeLive site will be provided upon receipt of the application.
3. 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 Policy

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.

#### 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.

**Time Limit**

All students must complete the M.S.W. Program within a period of six years from the academic session of first admission.

**Progression Policy**

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.

**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.

**Joint Degree 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 School of Divinity, 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 School of Divinity, 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.

**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.

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\*Substitution of M.S.W. courses for required undergraduate courses must be pre-approved 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.

## Master of Social Work (M.S.W.)

The master of social work program (M.S.W.) prepares graduates for advanced social work practice. The program offers concentrations in clinical social work and global community development. The clinical social work concentration prepares graduates to serve as counselors, psychotherapists, or case managers, or in similar positions that provide social services to individuals, families, and/or small groups. The global community development concentration prepares graduates to address large-scale systemic challenges, such as homelessness, hunger, poverty, human trafficking, and access to healthcare.

Master of Social Work Required Courses		Course Credits	Total Required Credits
<b>Social Work: Foundation Sequence</b>			<b>33</b>
<b>Year I, Fall</b>			<b>15</b>
SOWK 501	Foundations of Social Work	3	
SOWK 502	Social Work Practice I: Individuals	3	
SOWK 503	Human Rights/Social Justice/SW Ethics	3	
SOWK 504	Social Welfare Policy	3	
SOWK 505	Field Placement I*	3	
<b>Year I, Spring</b>			<b>15</b>
SOWK 506	Social Work Research	3	
SOWK 507	Social Work Practice II: Families & Groups	3	
SOWK 508	Social Work Practice III: Comm & Orgs	3	
SOWK 509	Diversity & Multicultural SW Practice	3	
SOWK 510	Field Placement II*	3	
OR			
SOWK 600	Advanced Standing Seminar** (Advanced Standing students only)	3	
<b>Year I, Summer</b>			<b>3</b>
SOWK 615	Faith Perspectives on Social Work Practice	3	
<b>Social Work Electives (choose one)</b>			<b>3</b>
<b>Year I, Summer</b>			
SOWK 550	Substance Abuse Assess/Treatment	3	
SOWK 551	Congregational Social Work	3	
SOWK 552	Global Poverty: Responses-Cultures	3	
<b>Social Work: Concentration Sequence</b>			<b>21</b>
<b>Year II, Fall</b>			<b>12</b>
SOWK 601	Advanced Research Seminar	3	
<b>Clinical Social Work Concentration (9 Credits):</b>			
SOWK 602	Models/Theories of Clinical SW Practice	3	
SOWK 604	Psychopathology	3	
SOWK 608	Field Placement III (Clinical Social Work)*	3	
<b>Global Community Development Conc (9 Crds):</b>			
SOWK 603	Models/Theories of Global Comm Devl	3	
SOWK 605	Current Issues in Global Community Devl	3	
SOWK 609	Field Placement III (Global Comm Devl)*	3	
<b>Year II, Spring</b>			<b>9</b>
SOWK 610	Applied Research Project	3	
<b>Clinical Social Work Concentration (6 Credits):</b>			
SOWK 611	Clinical Specialization Seminar	3	
SOWK 613	Field Placement IV (Clinical Social Work)*	3	
<b>Global Community Development Conc (6 Crds):</b>			
SOWK 612	Global Community Devl Spec Seminar	3	
SOWK 614	Field Placement IV (Global Comm Devl)*	3	
<b>Social Work Electives (choose one)</b>			<b>3</b>
<b>Year II, Summer</b>			
SOWK 550	Substance Abuse Assess/Treatment	3	
SOWK 551	Congregational Social Work	3	
SOWK 552	Global Poverty: Responses-Cultures	3	
<b>Total Required Credits</b>			<b>60</b>

\* 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.

## Courses

### SOCIAL WORK

#### SOWK 501 Foundations of Social Work (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 (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. 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. Prereqs/Co-reqs: SOWK 501 and SOWK 502. 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. Prereq/Co-req: SOWK 503. 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. Prereqs/Co-reqs: SOWK 501 and SOWK 502. 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.

**Fast Track Master of Social Work (M.S.W.)**

<b>Fast Track Master of Social Work Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Undergraduate Program</b>		<b>128 min</b>
<b>Years 1-3</b>		
Required undergrad work (Gen Ed Core & Distrib Reqs, Major Crses, Req'd Minor/Cognate [if appl], Conc [if appl], & Gen Electives**) for one of the following majors: Foods and Nutrition, Global & Cultural Studies, Health Sciences, Human Development and Family Science, Psychology, Religion, or Sociology		
<b>Year 3, Spring</b>		
Request approval from chair/director of undergraduate major program and from M.S.W. director to participate in Fast Track program during Year 4.		
<b>Social Work: Foundation Sequence</b>		<b>33</b>
<b>Year 4, Fall</b>		<b>15</b>
SOWK 501 Foundations of Social Work	3	
SOWK 502 Social Work Practice I: Individuals	3	
SOWK 503 Human Rights/Social Justice/SW Ethics	3	
SOWK 504 Social Welfare Policy	3	
SOWK 505 Field Placement I*	3	
<b>Year 4, Spring</b>		<b>15</b>
SOWK 506 Social Work Research	3	
SOWK 507 Social Work Practice II: Families & Groups	3	
SOWK 508 Social Work Practice III: Comm & Orgs	3	
SOWK 509 Diversity & Multicultural SW Practice	3	
SOWK 510 Field Placement II*	3	
<b>Year 4, Spring</b>		
Apply for admission to M.S.W. Program. Graduate with undergraduate degree.		
<b>Year 4, Summer</b>		<b>3</b>
SOWK 615 Faith Perspectives-Social Work Practice	3	
<b>Social Work Electives (choose one)</b>		<b>3</b>
<b>Year 4, Summer</b>		
SOWK 550 Substance Abuse Assess/Treatment	3	
SOWK 551 Congregational Social Work	3	
SOWK 552 Global Poverty: Responses-Cultures	3	
<b>Social Work: Concentration Sequence</b>		<b>21</b>
<b>Year 5, Fall</b>		<b>12</b>
SOWK 601 Advanced Research Seminar	3	
<b>Clinical Social Work Concentration (9 Credits):</b>		
SOWK 602 Models/Theories of Clinical SW Practice	3	
SOWK 604 Psychopathology	3	
SOWK 608 Field Placement III (Clinical Social Work)*	3	
<b>Global Community Development Conc (9 Crds):</b>		
SOWK 603 Models/Theories of Global Comm Devl	3	
SOWK 605 Current Issues in Global Community Devl	3	
SOWK 609 Field Placement III (Global Comm Devl)*	3	
<b>Year 5, Spring</b>		<b>9</b>
SOWK 610 Applied Research Project	3	
<b>Clinical Social Work Concentration (6 Credits):</b>		
SOWK 611 Clinical Specialization Seminar	3	
SOWK 613 Field Placement IV (Clinical Social Work)*	3	
<b>Global Community Development Conc (6 Crds):</b>		
SOWK 612 Global Community Devl Spec Seminar	3	
SOWK 614 Field Placement IV (Global Comm Devl)*	3	
<b>Social Work Electives (choose one)</b>		<b>3</b>
<b>Year 5, Summer</b>		
SOWK 550 Substance Abuse Assess/Treatment	3	
SOWK 551 Congregational Social Work	3	
SOWK 552 Global Poverty: Responses-Cultures	3	
<b>Total Required Credits</b>		<b>60</b>

\* 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.

**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 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. Prereq/Co-req: SOWK 602. Offered: Fall.

**SOWK 605 Current Issues in Global Community Development (3)**

This course examines specific issues and problems related to community development in the US and throughout the world. These issues and needs are analyzed via the social work knowledge base. Prereq/Co-req: SOWK 603. 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 and SOWK 605. 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.

# Cumberland School of Law

## Administration

Henry C. Strickland, Dean, Ethel P. Malugen Professor  
Brannon P. Denning, Associate Dean for Academic Affairs, Professor  
Cassandra W. Adams, Assistant Dean, Public Interest Program;  
Director of Community Mediation Center, Adjunct Professor  
Laura H. Tomlin, Director of Graduate and Professional 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, Professor  
Michael E. DeBow, Professor; Stephen Everett Wells Chair in Municipal Law  
Alyssa A. DiRusso, Whelan W. and Rosalie T. Palmer Professor of Law  
Jill E. Evans, Professor  
Doris E. "Wendy" Greene, Professor  
Paul Kuruk, Professor  
Edward C. Martin, Professor  
William G. Ross, Professor; Albert P. Brewer Chair of Ethics and Professionalism  
David M. Smolin, Harwell G. Davis Professor of Constitutional Law  
R. Thomas Stone, Jr., Professor  
Howard P. Walthall, Leslie S. Wright Professor of Law  
Deborah Young, Professor; Judge J. Russell McElroy Professorship  
Ramona C. Albin, Assistant Professor  
Kandice L. Horsey, Assistant Professor  
Tracey M. Roberts, Assistant Professor  
David J. Langum, Research Professor  
Edward L. Craig, Jr., Reference Librarian  
Della Holland Darby, Metadata Librarian  
Quykerita "Keta" Harmon, Acquisitions Librarian  
Rebecca M. Hutto, Cataloging Librarian  
Leigh A. Jones, Reference Librarian  
Grace L. Simms, Information Technology Librarian  
Lynn H. Hogewood, Administrative Faculty

## 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 laws with a concentration in health law and policy and the master of studies in law with a concentration in health law and policy are accredited by the Compliance Certification Board (CCB)<sup>®</sup>. Since the American Bar Association does not accredit master's degrees, these programs are not accredited by the ABA, 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 options:

**Master of Laws (LL.M.):** A fully online, 30-hour master's degree program designed for attorneys interested in the areas of financial services, health care, higher education, or legal project management.

**Master of Studies in Law (M.S.L.):** A fully online, 36-hour master's degree program designed primarily for non-lawyers interested in the areas of financial services, health care, higher education, or legal project management.

**Juris Doctor (J.D.):** A 90-credit doctoral degree program, the classic degree for a practicing lawyer.

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

Office of Law Admission  
Cumberland School of Law  
Samford University  
Birmingham, Alabama 35229  
Phone: (205) 726-2702 or (800) 888-7213  
E-mail: lawadm@samford.edu  
Website: <http://samford.edu/cumberlandlaw>

## Graduate Programs and Requirements

### Degrees

Master of Laws (LL.M.) with concentrations in  
Financial Services Regulatory Compliance  
Health Law and Policy  
Higher Education Law and Compliance  
Legal Project Management

Master of Studies in Law (M.S.L.) with concentrations in  
Master of Studies in Law, General Option  
Financial Services Regulatory Compliance  
Health Law and Policy  
Higher Education Law and Compliance  
Legal Project Management

### Joint Degree

Juris Doctor/Master of Laws (J.D./LL.M.) with concentrations in  
Financial Services Regulatory Compliance  
Health Law and Policy  
Higher Education Law and Compliance  
Legal Project Management

Cumberland School of Law offers two graduate law programs: the master of laws (LL.M.), which has four concentrations, and the master of studies in law (M.S.L.), which has five concentrations. Additionally, the master of laws program can be combined with the juris doctor (J.D.) for a joint degree, incorporating the same four concentrations. The Law School also sponsors eight additional joint-degree 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 policy and the master of laws with a concentration in health law and policy are accredited by the Compliance Certification Board (CCB)<sup>®</sup>. 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)<sup>™</sup>, Healthcare Research Compliance (CHRC)<sup>®</sup>, Healthcare Privacy Compliance (CHPC)<sup>®</sup>, and Compliance and Ethics Professional (CCEP)<sup>®</sup>. 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, 30-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 project management.

### Admission Criteria

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. Two letters of recommendation from a faculty member or supervisor.
4. Personal statement indicating career plans and likelihood of success in graduate study.
5. Professional résumé.
6. Applicant video or video interview.

### Transfer Credit

No transfer credit will be applied to the 30 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.

## Finance Services Regulatory Compliance (LL.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.

<b>Master of Laws: Financial Services Regulatory Compliance Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>LL.M. Core for Financial Services Reg Compliance</b>			<b>6</b>
MSLW 525	Principles of Business Law	3	
MSLW 545	Intro to Public Policy: Legislation/Regulation	3	
<b>Financial Services Regulatory Compliance Core</b>			<b>24</b>
MFRC 510	Banking Law & Regulation in the U.S.	3	
MFRC 520	Consumer Protection Laws & Regulations	3	
MFRC 530	Mortgage/Securities Regulation/Compliance	3	
MFRC 540	Crime and Compliance: BSA/AML	3	
MFRC 550	E-Commerce & Payment Systems	3	
MFRC 560	Compliance Prog Mgt for Banks/Fin Services	3	
MFRC 570	Regulatory Enforcement & Risk Management	3	
MFRC 600	Financial Services Reg Compliance Capstone	3	
<b>Total Required Credits</b>			<b>30</b>

## Health Law and Policy (LL.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.

<b>Master of Laws: Health Law and Policy Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>LL.M. Core for Health Law and Policy</b>			<b>6</b>
MSLW 525	Principles of Business Law	3	
MSLW 545	Intro to Public Policy: Legislation/Regulation	3	
<b>Health Law and Policy Core</b>			<b>24</b>
MHLP 520	Intro to the Health Care Delivery System	3	
MHLP 530	Healthcare Compliance: Laws & Regulations	3	
MHLP 541	Healthcare Insurance & Finance	3	
MHLP 550	Healthcare Compliance: Programs & Policies	3	
MHLP 560	Corporate Ethics in Healthcare	3	
MHLP 570	Healthcare Privacy and Security	3	
MHLP 580	Healthcare Compliance: Investigating, Auditing, Monitoring	3	
MHLP 601	Health Law and Policy Capstone	3	
<b>Total Required Credits</b>			<b>30</b>

## Higher Education Law and Compliance (LL.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.

<b>Master of Laws: Higher Education Law and Compliance Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>LL.M. Core for Higher Education Law &amp; Compliance</b>			<b>6</b>
MHLC 510	Higher Education Law & Governance	3	
MSLW 545	Intro to Public Policy: Legislation/Regulation	3	
<b>Higher Education Law and Compliance Core</b>			<b>24</b>
MHLC 520	Data & Privacy in Education Compliance	3	
MHLC 530	Student Disability Law	3	
MHLC 540	Student Rights & Campus Safety	3	
MHLC 550	Creating & Enforcing Policies & Procedures	3	
MHLC 560	Financial Compliance in Higher Education	3	
MHLC 570	Compliance Program Management	3	
MHLC 580	Compliance & Accreditation	3	
MHLC 600	Higher Education Law/Compliance Capstone	3	
<b>Total Required Credits</b>			<b>30</b>

### Legal Project Management (LL.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 project management. 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 project management.

<b>Master of Laws: Legal Project Management Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>LL.M. Core for Legal Project Management</b>			<b>6</b>
MSLW 525	Principles of Business Law	3	
MSLW 545	Intro to Public Policy: Legislation/Regulation	3	
<b>Legal Project Management Core</b>			<b>24</b>
MLPM 510	Electronically Stored Info I: Introduction	3	
MLPM 520	Law Firm Accounting & Finance	3	
MLPM 530	Legal Project Management Principles	3	
MLPM 540	Legal Project Management Application	3	
MLPM 550	Legal Technology & Innovation	3	
MLPM 560	Electronically Stored Info II: Discovery	3	
MLPM 570	Law Firm Management	3	
MLPM 600	Legal Project Management Capstone	3	
<b>Total Required Credits</b>			<b>30</b>

### Master of Studies in Law (M.S.L.)

The master of studies in law (M.S.L) degree is a fully online, 36-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 12-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 Criteria

Applicants will be considered for admission to this graduate program based on the following criteria:

1. Minimum undergraduate GPA of 3.00 from a regionally 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.
5. Applicant video or video interview.
6. Students with a J.D. degree may apply for advanced standing in order to enter the program in spring of year one, skipping fall of year one completely.

#### Time-to-Degree Completion Plan

The M.S.L. program can be completed in two academic years, including summers.

### Finance 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.

<b>Master of Studies in Law: Financial Services Regulatory Compliance Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>M.S.L. Core for Financial Services Reg Compliance</b>			<b>12</b>
MSLW 515	Introduction to Law & Legal Procedure	3	
MSLW 525	Principles of Business Law	3	
MSLW 535	Legal Writing & Communication Skills	3	
MSLW 545	Intro to Public Policy: Legislation/Regulation	3	
<b>Financial Services Regulatory Compliance Core</b>			<b>24</b>
MFRC 510	Banking Law & Regulation in the U.S.	3	
MFRC 520	Consumer Protection Laws & Regulations	3	
MFRC 530	Mortgage/Securities Regulation/Compliance	3	
MFRC 540	Crime and Compliance: BSA/AML	3	
MFRC 550	E-Commerce & Payment Systems	3	
MFRC 560	Compliance Prog Mgt for Banks/Fin Services	3	
MFRC 570	Regulatory Enforcement & Risk Management	3	
MFRC 600	Financial Services Reg Compliance Capstone	3	
<b>Total Required Credits</b>			<b>36</b>

### Health Law and Policy (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.

<b>Master of Studies in Law: Health Law and Policy Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>M.S.L. Core for Health Law and Policy</b>			<b>12</b>
MSLW 515	Introduction to Law & Legal Procedure	3	
MSLW 525	Principles of Business Law	3	
MSLW 535	Legal Writing & Communication Skills	3	
MSLW 545	Intro to Public Policy: Legislation/Regulation	3	
<b>Health Law and Policy Core</b>			<b>24</b>
MHLP 520	Intro to the Health Care Delivery System	3	
MHLP 530	Healthcare Compliance: Laws & Regulations	3	
MHLP 541	Healthcare Insurance & Finance	3	
MHLP 550	Healthcare Compliance: Programs & Policies	3	
MHLP 560	Corporate Ethics in Healthcare	3	
MHLP 570	Healthcare Privacy and Security	3	
MHLP 580	Healthcare Compliance: Investigating, Auditing, Monitoring	3	
MHLP 601	Health Law and Policy Capstone	3	
<b>Total Required Credits</b>			<b>36</b>

### 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.

<b>Master of Studies in Law: Higher Education Law and Compliance Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>M.S.L. Core for Higher Education Law &amp; Compliance</b>			<b>12</b>
MHLC 510	Higher Education Law & Governance	3	
MSLW 515	Introduction to Law & Legal Procedure	3	
MSLW 535	Legal Writing & Communication Skills	3	
MSLW 545	Intro to Public Policy: Legislation/Regulation	3	
<b>Higher Education Law and Compliance Core</b>			<b>24</b>
MHLC 520	Data & Privacy in Education Compliance	3	
MHLC 530	Student Disability Law	3	
MHLC 540	Student Rights & Campus Safety	3	
MHLC 550	Creating & Enforcing Policies & Procedures	3	
MHLC 560	Financial Compliance in Higher Education	3	
MHLC 570	Compliance Program Management	3	
MHLC 580	Compliance & Accreditation	3	
MHLC 600	Higher Education Law/Compliance Capstone	3	
<b>Total Required Credits</b>			<b>36</b>

### Legal Project Management (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 project management. 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 project management.

<b>Master of Studies in Law: Legal Project Management Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>M.S.L. Core for Legal Project Management</b>			<b>9</b>
MSLW 515	Introduction to Law & Legal Procedure	3	
MSLW 525	Principles of Business Law	3	
MSLW 535	Legal Writing & Communication Skills	3	
<b>Legal Project Management Core</b>			<b>27</b>
MLPM 510	Electronically Stored Info I: Introduction	3	
MLPM 520	Law Firm Accounting & Finance	3	
MLPM 530	Legal Project Management Principles	3	
MLPM 540	Legal Project Management Application	3	
MLPM 550	Legal Technology & Innovation	3	
MLPM 560	Electronically Stored Info II: Discovery	3	
MLPM 570	Law Firm Management	3	
MLPM 580	Complex Litigation Management	3	
MLPM 600	Legal Project Management Capstone	3	
<b>Total Required Credits</b>			<b>36</b>

### 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 12-hour core, students may design a personalized course of study by choosing from a variety of electives.

<b>Master of Studies in Law: General Option Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>M.S.L. Core for General Option</b>			<b>15</b>
MSLW 515	Introduction to Law & Legal Procedure	3	
MSLW 525	Principles of Business Law	3	
MSLW 535	Legal Writing & Communication Skills	3	
MSLW 545	Intro to Public Policy: Legislation/Regulation	3	
MSLW 600	Master of Studies in Law Capstone	3	
<b>M.S.L. Electives</b>			<b>21</b>
Choose 21 hours from courses with the following prefixes:			
MFRC, MHLC, MHLP, MLPM		21	
<b>Total Required Credits</b>			<b>36</b>

## Graduate Courses

### 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.

**HEALTH LAW AND POLICY****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.

**HIGHER EDUCATION LAW & 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.

**LEGAL PROJECT MANAGEMENT****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 Application (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 Electronically Stored Information II: 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.

**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 600 Master of Studies in Law 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: Summer.

## Doctoral Programs and Requirements

### Degree

Juris Doctor (J.D.)  
Law

### Joint-Degrees

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 Policy, Higher Education Law and Compliance, or Legal Project Management.

Cumberland School of Law offers the juris doctor (J.D.) degree. The Law School also sponsors nine joint-degree programs in connection with the J.D. degree, including one with Samford's master of laws (LL.M.) degree. Other joint degrees are offered in cooperation with Samford's College of Arts and Sciences, Brock School of Business, and Beeson School of Divinity, or with the University of Alabama at Birmingham and Albany Medical College. For more information on the J.D./LL.M. joint degree, see the Graduate Law section. For more information on the other 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 Criteria

Applicants for the juris doctor degree must meet the following qualifications:

1. Possess a bachelor's degree from a regionally 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](http://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.

### Hyderabad, India

Under a cooperative arrangement between Samford and NALSAR University of Law in Hyderabad, India, Indian students selected by NALSAR and approved by Samford have the opportunity to study in the U.S., and Samford students selected by Samford and approved by NALSAR have the opportunity to spend a semester of study in India.

## Joint Degrees

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. 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 with Albany Medical College. The newest joint-degree is offered in combination with the Cumberland School of Law's master of laws (LL.M.) degree.

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 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 Policy, Higher Education Law and Compliance, or Legal Project Management.

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.)

<b>Juris Doctor: Law Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Law Core: Year I, Fall</b>		<b>15</b>
LAW 502 Torts	4	
LAW 506 Contracts I	3	
LAW 508 Civil Procedure I	2	
LAW 510 Criminal Law	3	
LAW 512 Lawyering & Legal Reasoning I	3	
<b>Law Core: Year I, Spring</b>		<b>15</b>
LAW 505 Real Property	4	
LAW 507 Contracts II	2	
LAW 509 Civil Procedure II	3	
LAW 513 Lawyering & Legal Reasoning II	3	
LAW 524 Evidence	3	
<b>Law Core: Year II, Fall</b>		<b>2</b>
LAW 522 Constitutional Law I	2	
<b>Law Core: Year II, Spring</b>		<b>3</b>
LAW 523 Constitutional Law II	3	
<b>Additional Law Core (take in 2nd or 3rd year)</b>		<b>13-15</b>
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**	1-3	
<b>Law Electives</b>		<b>40-42</b>
LAW - Writing Requirement (Law courses w/LR attribute)	1-4	
<b>LAW - Experiential Learning - Exp/Skills Reqs:</b>		
LAW - Experiential Lrng &/or Law-Exp Skills Reqs (L1, L2) (6 credits in Law courses w/LE or LES attribute)	6	
LAW - Experiential/Skills Requirement (L3) (One Law course w/LES attribute)	1-4	
Other Upper-Level Law Courses (Choose from LAW 532, LAW 600:999)	35-43	
<b>Total Required Credits</b>		<b>90</b>

\* Beginning with the Class of 2018, students must take LAW 526 (Business Organizations) no later than the fourth semester and LAW 540 (Wills, Trusts, & 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.

## Doctoral Courses

### LAW

#### 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 begins with an overview of the legal system and how law is made. In the initial phase of the course, the topics include: briefing cases, legal logic, legal analysis, and research strategy. Students will be required to apply legal reasoning, research, and writing skills in the context of the preparation of objective legal documents, including a client letter and a memorandum of law. Students will then participate in live simulations including a client interview and follow up consultation as well as a negotiation with opposing counsel. The course concludes with the drafting of a proposed settlement agreement.

### **LAW 513 Lawyering and Legal Reasoning II (3)**

This course helps students refine and further develop their analytical, writing, and research skills in the advocacy context. In the first phase of the course, the focus will be on pre-trial litigation. Students draft either a complaint or an answer, prepare a discovery plan, and draft interrogatories. They will also prepare a motion for summary judgment with accompanying brief and present oral argument on the motion to a judge. The final phase of the course will cover appellate litigation. Students will be required to prepare an appellate brief and present oral argument before an appellate panel.

### **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/Co-req: Secured Transactions (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 (668); Co-req: Federal Income Taxation II (669); 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 (526) and Federal Income Tax I (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 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 (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)**

A study of the legislation enactment process, and the products of the legislature, their component parts, and judicial interpretation of them. Includes practical exercises in drafting legislation.

**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/Co-req: Federal Income Tax I.

**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 (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 (526) and Federal Income Tax I (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 - Civil (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 (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 (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 695 Jurisprudence and the Foundation of Law (3)**

This course gives students a working knowledge of those theories of law that support various understandings of our institutions and legal system. Students will acquire a basic understanding of natural law, historicism and positivism. They will study the subsidiary theories that fall under these three main schools of thought: formalism, law as process, law and economics, legal realism, critical legal studies, and communitarianism. Students will also explore how these schools of thought offer different answers to fundamental questions about the principles underlying our institutions and legal system: (1) the nature of obligation; (2) the relationship or lack of relationship between law and morality; (3) the purpose of adjudication; (4) the role of the judge; (5) the purpose of civil and criminal sanctions; (6) theories of legal interpretation and sanctions; (6) theories of legal interpretation and discourse; and (7) competing theories of the nation-state insofar as it impacts our understanding of adjudication.

**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 (668).

**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 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 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 prerequisites, 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 (5) (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 instruction.

**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 (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.

# Boards, Administration, and Faculty

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B.S., Auburn University

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M.A., Ph.D., The University of Alabama

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M.A., Ph.D., Ed. S., University of Alabama at Birmingham

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Ph.D., The University of Alabama

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