

Samford University

Graduate Catalog

2025-2026 Academic Year



Birmingham, Alabama U.S.A. 35229
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Samford University complies with applicable laws prohibiting discrimination, including applicable provisions of and amendments to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services.

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

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

For more on Title IX and Samford University's Sexual Misconduct Policy, see the Addendum.

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

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

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Academic Calendar and Critical Deadlines

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

Most Graduate Students

Semester System

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

Fall and Spring Semesters and A/B Terms

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

Summer Terms

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

May Term

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

Inclement Weather Statement

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

Calendar for Academic Year 2025-2026 for Most Graduate Programs (excluding Divinity and Law*)

Calendar dates/deadlines are subject to change.

Fall Semester 2025

August 25	Classes Begin for ALL Graduate programs* (Monday)
August 26	University Convocation (Tuesday)
August 29	Last day to add or drop a Fall course(s) (Friday)
September 1	Labor Day Holiday (University Closed)
October 13-14	Fall Break (Monday-Tuesday) (Graduate and professional programs may elect not to observe this)
October 17	Deadline for Graduate Graduation Application for Spring or Summer 2026
Mid-October	Registration begins for Spring semester and Summer terms (Note: Registration continues until the last day to add/drop for each term)
November 13	Last day to withdraw from a Fall course OR to completely withdraw from all Fall courses <i>without academic penalty</i>
November 13	Deadline to submit Pass/Fail form for a course being taken in the current semester
November 27-28	Thanksgiving Holidays (University Closed Nov 27-28; no classes meet Nov 26)
December 4	Last Day of Classes (Thursday)
December 5	Study Day (Friday)
December 8-11	Final Exams (Monday-Thursday)
December 13	Fall Commencement (Saturday)
December 16	Final Grades Due (Tuesday)

Spring Semester 2026

January 5	Classes Begin for Pharmacy APPEs (Monday)
January 12	Classes Begin for ALL Other Graduate programs* (Monday)
January 13	University Convocation (Tuesday)
January 16	Last day to add or drop a Spring course(s) for ALL programs (Friday)
January 19	Martin Luther King, Jr. Holiday (University Closed)
March 9-13	Spring Break (Monday-Friday) (Some academic programs may choose not to take this break)
Mid-March	Registration begins for Fall term (<i>exact dates TBA</i>) (Note: Registration continues until the last day to add/drop for each term)
March 20	Deadline for Graduate Graduation Application for Fall 2026
April 2	Last day to withdraw from a Spring course OR to completely withdraw from ALL Spring courses <i>without academic penalty</i>
April 2	Deadline to submit Pass/Fail form for a course taken in the current semester
April 6	Easter Monday (University Closed)
April 23	Last Day of Classes (Thursday)
April 24	Study Day (Friday)
April 27-30	Final Exams (Monday-Thursday)
May 1-2	Commencement Ceremonies (Friday-Saturday)
May 5	Final Grades Due (Tuesday)

May Term 2026 (3 Weeks)

May 4	Classes Begin (Monday)
May 6	Last day to add or drop a May Term course(s) (Wednesday)
May 11	Last day to withdraw from a May Term course OR to withdraw completely from ALL May Term courses <i>without academic penalty</i>
May 11	Deadline to submit Pass/Fail form for a course being taken in the current term
May 25	Memorial Day Holiday (University Closed)
May 27	Last Day of Classes (Wednesday)
May 28	Final Exams (Thursday)
June 1	Final Grades Due (Monday)

14-Week Summer Term 2026 (for Pharmacy & Physician Assistant Studies)

May 4	Classes Begin (Monday)
May 6	Last day to add or drop a 14-wk Summer Term course(s) (Wednesday)
May 25	Memorial Day Holiday (University Closed)
June 19	Juneteenth Holiday (University Closed)
July 3	Independence Day Holiday (University Closed)
July 8	Last day to withdraw from a 14-wk Summer Term course OR to withdraw completely from ALL 14-wk Summer Term courses <i>without academic penalty</i>
July 8	Deadline to submit Pass/Fail form for a course taken in the current semester
August 6	Last Day of Classes (Thursday)
August 7	Final Exams (Friday)
August 11	Final Grades Due (Tuesday)

12-Week Summer Term 2026 (excluding Pharmacy & Physician Assistant Studies)

May 18	Classes Begin (Monday)
May 20	Last day to add or drop a 12-wk Summer Term course(s) (Wednesday)
May 25	Memorial Day Holiday (University Closed)
June 19	Juneteenth Holiday (University Closed)
July 3	Independence Day Holiday (University Closed)
July 8	Last day to withdraw from a 12-wk Summer Term course OR to withdraw completely from ALL 12-wk Summer Term courses <i>without academic penalty</i>
July 8	Deadline to submit Pass/Fail form for a course taken in the current semester
August 6	Last Day of Classes (Thursday)
August 7	Final Exams (Friday)
August 11	Final Grades Due (Tuesday)

Summer III Term 2026 (10-Weeks)

June 1	Classes Begin (Monday)
June 3	Last day to add or drop a Summer III (10-wk) course(s) (Wednesday)
June 19	Juneteenth Holiday (University Closed)
July 3	Independence Day Holiday (University Closed)
July 22	Last day to withdraw from a Summer III (10-wk) course OR to withdraw completely from ALL Summer III (10-wk) courses <i>without academic penalty</i>
July 22	Deadline to submit Pass/Fail form for a course being taken in the current term
August 6	Last Day of Classes (Thursday)
August 7	Final Exams (Friday)
August 11	Final Grades Due (Tuesday)

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

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

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

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

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

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

<http://www.samford.edu/beeson-divinity/academic-calendar>

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

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

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

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

Calendar for Academic Year 2025-2026 for Selected Graduate Programs: Environmental Management, Graduate Law, and Organizational Leadership (MSOL) (Online Only)

Calendar dates/deadlines are subject to change.

Fall Term A 2025

August 25	Classes Begin for Fall Term A (Monday)
August 29	Last day to add or drop a Fall Term A course(s) (Friday)
September 1	Labor Day Holiday (University Closed)
September 22 (est)	Registration re-opens for Fall Term B (Monday)
September 15	Last day to withdraw from a Fall Term A course OR to completely withdraw from all Fall Term A courses <i>without academic penalty</i>
September 15	Deadline to submit Pass/Fail form for a course being taken in Fall Term A
October 10	Last Day of Classes for Fall Term A (Friday)
October 13-15	Final Exams for Fall Term A (Monday-Wednesday)
October 17	Final Grades Due (Friday)
October 17	Deadline for Undergraduate Graduation Application for Spring or Summer 2026

Fall Term B 2025

Mid-October	Registration begins for Spring Terms A & B and Summer Terms (<i>Note: Registration continues until the last day to add/drop for each term</i>)
October 20	Classes Begin for Fall Term B (Monday)
October 24	Last day to add or drop a Fall Term B course(s) (Friday)
November 13	Last day to withdraw from a Fall Term B course or to completely withdraw from all Fall Term B courses <i>without academic penalty</i>
November 13	Deadline to submit Pass/Fail form for a course being taken in Fall Term B
November 27-28	Thanksgiving Holidays (University Closed Nov 27-28; no classes meet Nov 26)
December 5	Last Day of Classes for Fall Term B (Friday)
December 8-11	Final Exams for Fall Term B (Monday-Thursday)
December 13	Fall Commencement (Saturday)
December 16	Final Grades Due (Tuesday)

Spring Term A 2026

January 12	Classes Begin for Spring Term A (Monday)
January 16	Last day to add or drop a Spring Term A course(s) (Friday)
January 19	Martin Luther King, Jr. Holiday (University Closed)
January 26 (est)	Registration re-opens for Spring Term B (Wednesday)
February 4	Last day to withdraw from a Spring Term A course OR to completely withdraw from all Spring Term A courses <i>without academic penalty</i>
February 4	Deadline to submit Pass/Fail form for a course being taken in Spring Term A
February 27	Last Day of Classes for Spring Term A (Friday)
March 2-4	Final Exams for Spring Term A (Monday-Wednesday)
March 6	Final Grades Due (Friday)

Spring Term B 2026

March 9-13	Spring Break (<i>Some academic programs may choose not to take this break</i>)
March 9	Classes Begin for Spring Term B (Monday)
March 13	Last day to add or drop a Spring Term B course(s) (Friday)
March 20	Deadline for Graduate Graduation Application for Fall 2026
Mid-March	Registration begins for Fall Terms A & B (<i>exact dates TBA</i>) (<i>Note: Registration continues until the last day to add/drop for each term</i>)
April 2	Last day to withdraw from a Spring Term B course OR to completely withdraw from ALL Spring Term B courses <i>without academic penalty</i>
April 2	Deadline to submit Pass/Fail form for a course taken in Spring Term B
April 6	Easter Monday (University Closed)
April 24	Last Day of Classes for Spring Term B (Friday)
April 27-29	Final Exams for Spring Term B (Monday-Thursday)
May 1-2	Commencement Ceremonies (Friday-Saturday)
May 5	Final Grades Due (Tuesday)

May Term 2026 (3 Weeks)

May 4	Classes Begin (Monday)
May 6	Last day to add or drop a May Term course(s) (Wednesday)
May 11	Last day to withdraw from a May Term course OR to withdraw completely from ALL May Term courses <i>without academic penalty</i>
May 11	Deadline to submit Pass/Fail form for a course being taken in the current term
May 25	Memorial Day Holiday (University Closed)
May 27	Last Day of Classes (Wednesday)
May 28	Final Exams (Thursday)
June 1	Final Grades Due (Monday)

Summer I Term 2026 (5 Weeks)

June 1	Classes Begin (Monday)
June 3	Last day to add or drop a Summer I course(s) (Wednesday)
June 17	Last day to withdraw from a Summer I course OR to completely withdraw from ALL Summer I courses <i>without academic penalty</i>
June 17	Deadline to submit Pass/Fail form for a course being taken in the current term
June 19	Juneteenth Holiday (University Closed)
June 30	Last Day of Classes (Tuesday)
July 1	Final Exams (Wednesday)
July 3	Independence Day Holiday (University Closed)
July 6	Final Grades Due (Monday)

Summer II Term 2026 (5 Weeks)

July 8	Classes Begin (Wednesday)
July 10	Last day to add or drop a Summer II course(s) (Friday)
July 22	Last day to withdraw from a Summer II course OR to withdraw completely from ALL Summer II courses <i>without academic penalty</i>
July 22	Deadline to submit Pass/Fail form for a course being taken in the current term
August 6	Last Day of Classes (Thursday)
August 7	Final Exams (Friday)
August 11	Final Grades Due (Tuesday)

Summer III Term 2026 (10-Weeks)

June 1	Classes Begin (Monday)
June 3	Last day to add or drop a Summer III (10-wk) course(s) (Wednesday)
June 19	Juneteenth Holiday (University Closed)
July 3	Independence Day Holiday (University Closed)
July 22	Last day to withdraw from a Summer III (10-wk) course OR to withdraw completely from ALL Summer III (10-wk) courses <i>without academic penalty</i>
July 22	Deadline to submit Pass/Fail form for a course being taken in the current term
August 6	Last Day of Classes (Thursday)
August 7	Final Exams (Friday)
August 11	Final Grades Due (Tuesday)

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

About Samford University

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

Identity

Samford University is a Christian community focused on student learning.

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

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

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

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

Mission

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

Core Values

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

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

Vision

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

University Membership in Educational Organizations

The university holds membership in the following educational organizations:

Academy of Economics and Finance	Commission on Accreditation of Healthcare Management Education (CAHME)
Academy of Management	Commission on Collegiate Nursing Education (CCNE)
Academy of Nutrition and Dietetics	Consortium for Global Education
Accounting Information Systems (AIS) Educator Association	Council for Christian Colleges and Universities
Alabama Association for Financial Professionals (AFP)	Council for Interior Design Accreditation
Alabama Association of Colleges for Teacher Education	Council of Academic Programs in Communication Sciences and Disorders
Alabama Association of Independent Colleges/Universities	Council of Colleges of Arts and Sciences
Alabama Commission on Higher Education	Council of Independent Colleges
Alabama Council for International Programs	Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
Alabama Council of Graduate Deans	Council on Social Work Education
Alabama Dietetic Association	EDUCAUSE
Alabama Risk and Insurance Management Society (RIMS)	Evangelical Dean's Council
Alabama Society of Certified Public Accountants	Financial Management Association International
American Academy of Emergency Nurse Practitioners (AAENP)	Financial Planning Association of North Central Alabama
American Academy of Nurse Practitioners	Institute of Management Accountants (IMA)
American Accounting Association	International Association of Baptist Colleges/Universities
American Association of Colleges for Teacher Education	International Council of Fine Arts Deans
American Association of Colleges of Nursing (AACN)	Marketing Educators' Association
American Association of Colleges of Pharmacy	Music Teachers National Association (MTNA)
American Association of Collegiate Registrars and Admission Officers	National Association for Music Education
American Association of Law Libraries	National Association of Christians in Social Work
American Association of Nurse Practitioners (AANP)	National Association of Deans and Directors
American Association of Presidents of Independent Colleges and Universities	National Association of Schools of Music
American Association of University Women	National Association of Schools of Theatre
American College Health Association	National League for Nursing (NLN)
American Council on Education	National Network of Church-Related Colleges/Universities
American Economic Association	National Organization of Nurse Practitioner Faculty (NONPF)
American Institute of Certified Public Accountants	Network of Alabama Academic Libraries
American Library Association	North American Case Research Association
American Marketing Association	Online Computer Library Center (OCLC)
American Society of Nutrition	Physician Assistant Education Association
Association for Research on Nonprofit Organizations and Voluntary Activity	Society of Professors in Christian Education
Association for the Study of Religion, Economics, and Culture	Southern Association of Collegiate Registrars and Admission Officers
Association of American Law Schools	Southern Business Administration Association
Association of Christian Economists	Southern Economic Association
Association of College and Research Libraries	Southern Management Association
Association of Nutrition Departments	Southern Regional Education Board
Association of Schools and Programs of Public Health	Southwest Case Research Association
Association of University Programs in Health Administration (AUPHA)	State of Alabama Association of Colleges of Nursing (SAACN)
Birmingham Area Consortium for Higher Education (BACHE)	United States Association for Small Business and Entrepreneurship
Christians in the Visual Arts	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.

Academic Program Accreditation, Recognition, and Approval

Samford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Samford University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Samford University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA, 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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

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

- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Accreditation Council for Pharmacy Education (ACPE)
- Alabama State Department of Education (ALSDE)
- American Bar Association (ABA)
- Association of Theological Schools (ATS)
- Association of University Programs in Health Administration (AUPHA)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission of Accreditation of Healthcare Management Education (CAHME)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Collegiate Nursing Education (CCNE)
- Council for Interior Design Accreditation (CIDA)
- Council for the Accreditation of Educator Preparation (CAEP)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- Council on Accreditation of Nurse Anesthesia Educational Programs (COA)
- Council on Social Work Education (CSWE)
- National Architectural Accrediting Board (NAAB)
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)
- Public Relations Society of America (PRSA Certification)

The Human Development and Family Science undergraduate program at Samford University has been reviewed by the National Council on Family Relations. It has been recognized as an NCFR CFLE-approved program offering coursework covering the content required for the Certified Family Life Educator (CFLE) designation. Graduates of NCFR CFLE-approved programs qualify to apply for the CFLE designation via the CFLE-approved program process.

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

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

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

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

Admission Procedures and Policies

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

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

Student Classifications

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

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

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

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

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

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

International Student Applicant

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

International Student Applicant Procedures

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

1. Graduate applications differ by program and can be found at www.samford.edu/admission/graduate/next-steps. Application fees are nonrefundable and vary by program.
2. Have an official transcript of 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 your graduate program admission office.
3. If students are not native English speakers, have official scores on the ACT or the SAT sent to your graduate program admission office 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 your graduate program admission office. A competitive score of 575 (paper) or 90 (internet) is expected for TOEFL and 6.5 for IELTS.

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

Graduate Transfer Student Applicant

Academic Record

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

Transfer Credits

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

Special Category Applicants

Audit Student Applicant

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

Guidelines

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

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

Readmission Student Applicant

Former Samford Students in Good Standing

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

Readmit application requirements are listed below:

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

Special Status Student Applicant

Special status is a classification for students who are non-degree seeking, although credit is given for completed courses. Special status applications are available from your graduate program admission office. No transcripts or recommendations are required.

Restrictions of the Special Status Classification:

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

To apply, contact your graduate program admission office. Contact information can be found at www.samford.edu/admission/graduate/next-steps.

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 your graduate program admission office.

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

Programs of Study

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

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

Graduate/Professional/Doctoral Degrees

Master of Accountancy (MAcc)

- Accountancy w/an optional concentration in Data Analytics

Master of Architecture (MArch)

Master of Arts (MA)

- Worship Leadership

Master of Arts in Christian Counseling (MACC)

Master of Arts in Theological Studies (MATS)

- Theological Studies w/optional concentration in Apologetics

Master of Business Administration (MBA)

- Business w/optional concentrations in Data Analytics, Finance, or Sports Business

Master of Divinity (MDiv)

- Divinity w/optional concentration in Apologetics

Master of Healthcare Administration (MHCA)

Master of Laws (LLM)

- Financial Services Regulatory Compliance
- Health Law and Compliance
- Higher Education Law and Compliance
- Legal Operations

Master of Music (MM)

- Church Music w/a required concentration in Conducting, Performance, or Thesis
- Instrumental Performance
- Piano Performance and Pedagogy
- Vocal Performance

Master of Music Education (MME)

- Music: Pattern 1: Traditional Program
- Music: Pattern 2: Alternative Master's Program

Master of Public Health (MPH)

Master of Science (MS)

- Nutrition w/an optional concentration in Dietetics

Master of Science in Education (MSE)

- Elementary Education Alternative Master's (Alt A, Class A Certification)
- Instructional Leadership
- K-12 Collaborative Special Education Alternative Master's (Alt A, Class A Certification)
- Secondary Education Alternative Master's (Alt A, Class A Certification)

Master of Science in Environmental Management (MSEM)

- Environmental Health, Policy, and Management

Master of Science in Health Informatics and Analytics (MSHIA)

Master of Science in Nursing (MSN)

- ADN/ASN to Master of Science in Nursing
- Family Nurse Practitioner (ADN/ASN to MSN Option)
- Family Nurse Practitioner (BSN to MSN Option)
- Family Nurse Practitioner w/ENP Specialty
- Psychiatric Mental Health Nurse Practitioner (ADN/ASN to MSN Option)
- Psychiatric Mental Health Nurse Practitioner (BSN to MSN Option)

Master of Science in Organizational Leadership (MSOL)

Master of Science in Physician Assistant Studies (MSPAS)

Master of Science in Speech-Language Pathology (MSSLP)

- Speech-Language Pathology
- Non-Background Master of Science in Speech-Language Pathology (Bridge Program)

Master of Social Work (MSW)

- Social Work w/a required concentration in Clinical Social Work

Master of Studies in Law (MSL)

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

Master of Theology (ThM)**Educational Specialist (EdS)**

- Instructional Leadership

Doctor of Education (EdD)

- Educational and Organizational Leadership

Doctor of Nursing Practice (DNP)

- Advanced Practice*
- Emergency Nurse Practitioner (Post-Master's)
- Family Nurse Practitioner (BSN to DNP)
- Family Nurse Practitioner (Post-Master's)
- Family Nurse Practitioner w/ENP Specialty (BSN to DNP)
- Nurse Anesthesia (BSN to DNP)
- Nurse Leader (Post-Master's)
- Psychiatric Mental Health Nurse Practitioner (Post-Master's)

Doctor of Pharmacy (PharmD)

- Pharmacy w/optional concentrations in International Pharmacy or Research

Doctor of Philosophy (PhD)

- Theology for the Church

Doctor of Physical Therapy (DPT)**Doctor of Public Health (DrPH)**

- Public Health w/optional concentrations in Health Management and Policy or Population Health Analytics and Decision-Making

Juris Doctor (JD)

- Law

Certificates

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

Minors

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

*NOTE: Program is under review and currently closed to new admits.

Academic Policies and Regulations

Areas of Study - Brief Definitions

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

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

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

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

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

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

Graduate Degree Requirements

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

Multi-Program Definitions - Graduate Level

Accelerated Bachelor-to-Graduate Pathway Program

Application requirements for accelerated bachelor-to-graduate pathway programs vary depending on the program. Unless otherwise noted in the department section, students who have completed three-fourths of a bachelor's degree may apply to select graduate programs. After acceptance into an accelerated program, students can begin taking graduate coursework that is applicable to their undergraduate degree. The student must complete all undergraduate degree requirements with a minimum of 128 credit hours, all graduate degree requirements with a minimum of 30 graduate credit hours*, and a minimum of 150 credit hours total to award both degrees. Accelerated Bachelor-to-Graduate Pathway Programs (aka Fast-Track or 3+3 programs) are listed below and in department sections.

*Total hours for doctoral programs are higher.

Joint Degree Pathway Program

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

Double Major

Students and advisors should consult the Programs of Study list in the current catalog to determine the degree associated with the major. Students should contact their current advisor, as well as their prospective second major advisor, for guidance and information.

Dual Degree

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

Accelerated Bachelor-to-Graduate Pathway Programs

Business

Fast-Track Master of Accountancy (MAcc) with a BSBA in Accounting (aka Professional Accountancy)

Fast-Track Master of Business Administration (BA/MBA) with a BA in Human Development and Family Science (aka Fifth-Year MBA)

Fast-Track Master of Business Administration (MBA) with a BSBA in Management (aka Fast-Track in Sports Business)

Divinity

Fast-Track Master of Divinity (MDiv) with a BA in selected majors*

Health Professions, Pharmacy, Public Health

Fast-Track Master of Healthcare Administration (MHCA) with a BS in Healthcare Administration

Fast-Track Master of Public Health (MPH) with a BA or BS in selected majors*

Fast-Track Master of Science in Nutrition with a Dietetics concentration with a BS in Nutrition and Dietetics

Fast-Track Master of Science in Speech-Language Pathology (MSSLP) with a BS in Communication Sciences and Disorders

Fast-Track Master of Social Work (MSW) with a BA or BS in selected majors*

Fast-Track Doctor of Pharmacy (PharmD) with a BS in Pharmacy Studies (aka 2+4 Pharmacy Program)
Fast-Track Doctor of Physical Therapy (DPT) with a BS in Exercise Science

Law

Fast-Track Juris Doctor (JD) with a BA or BS in selected majors (aka 3+3 Law Program) *

*Selected undergraduate majors available for the following graduate programs:

Fast-Track Master of Divinity: Biblical Studies, Christian and Religious Studies, Christian Ministry, Human Development and Family Science.

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

Fast-Track Master of Social Work: Biblical Studies, Christian and Religious Studies, Culinary and Wellness Nutrition Management, Global Studies, Health Sciences, Human Development and Family Science, Psychology, Public Health, Sociology.

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

Graduate Joint Degree Pathway Programs (in catalog section order, then alphabetical)

Arts and Sciences

Master of Science in Environmental Management/Juris Doctor (MSEM/JD)

Master of Science in Environmental Management/Master of Business Administration (MSEM/MBA)

Business

Master of Accountancy/Juris Doctor (MAcc/JD)

Master of Business Administration/Doctor of Pharmacy (MBA/PharmD)

Master of Business Administration/Juris Doctor (MBA/JD)

Master of Business Administration/Master of Accountancy (MBA/MAcc)

Master of Business Administration/Master of Divinity (MBA/MDiv)

Master of Business Administration/Master of Healthcare Administration (MBA/MHCA)

Master of Business Administration/Master of Science in Environmental Management (MBA/MSEM)

Divinity

Master of Arts in Theological Studies/Juris Doctor (MATS/JD)

Master of Arts in Theological Studies/Master of Social Work (MATS/MSW)

Master of Divinity/Juris Doctor (MDiv/JD)

Master of Divinity/Master of Business Administration (MDiv/MBA)

Master of Divinity/Master of Social Work (MDiv/MSW)

Pharmacy

Doctor of Pharmacy/Master of Business Administration (PharmD/MBA)

Doctor of Pharmacy/Master of Healthcare Administration (PharmD/MHCA)

Doctor of Pharmacy/Master of Public Health (PharmD/MPH)

Doctor of Pharmacy/Master of Science in Health Informatics and Analytics (PharmD/MSHIA)

Doctor of Pharmacy/Master of Science in Nutrition (PharmD/MS)

Doctor of Pharmacy/Master of Studies in Law with a Concentration in Health Law and Compliance (PharmD/MSL)

Public Health

Master of Healthcare Administration/Master of Business Administration (MHCA/MBA)

Master of Public Health/Juris Doctor (MPH/JD)

Master of Public Health/Doctor of Pharmacy (MPH/PharmD)

Master of Public Health/Master of Social Work (MPH/MSW)

Master of Science in Health Informatics and Analytics/Doctor of Pharmacy (MSHIA/PharmD)

Master of Science in Nutrition/Doctor of Pharmacy (MS/PharmD)

Master of Social Work/Master of Arts in Theological Studies (MSW/MATS)

Master of Social Work/Master of Divinity (MSW/MDiv)

Master of Social Work/Master of Public Health (MSW/MPH)

Law

Juris Doctor/Master of Accountancy (JD/MAcc)

Juris Doctor/Master of Arts in Theological Studies (JD/MATS)

Juris Doctor/Master of Business Administration (JD/MBA)

Juris Doctor/Master of Divinity (JD/MDiv)

Juris Doctor/Master of Laws (JD/LLM) ***

Juris Doctor/Master of Public Administration (JD/MPA) *

Juris Doctor/Master of Public Health (Samford) (JD/MPH)

Juris Doctor/Master of Public Health (JD/MPH) *

Juris Doctor/Master of Science (Bioethics) (JD/MS) **

Juris Doctor/Master of Science in Environmental Management (JD/MSEM)

Master of Studies in Law with a Concentration in Health Law and Compliance/Doctor of Pharmacy (MSL/PharmD)

* In cooperation with the University of Alabama at Birmingham.

** In cooperation with Albany Medical College, New York. (NOTE: This program is under review and subject to change/closure/replacement. It is currently closed to new admits.)

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

Academic Regulations

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

Academic Integrity

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

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

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

Audit Student Guidelines

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

1. **From a Grading/Credit Basis to an Audit Basis** - A student can change from a grading basis to an audit basis any time prior to the deadline for withdrawing from a class without academic penalty. There will be no financial refunds made as a result of a 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's 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.

Graduate Student Status by Credit Hours

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

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

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

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

Commencement

Graduation Requirements

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

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

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

Graduation Attendance

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

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

Credit Hour Policy

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

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks or one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, clinicals, practica, studio work, and other academic work leading to the award of credit hours.

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

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

Elective Withdrawal

Course Withdrawal and Dropping a Course

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

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

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

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

School Withdrawal

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

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

Semester Withdrawal

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

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

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

Academic Warning and Required Withdrawal

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

Grading System Guidelines and Policies

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

Grade Changes

An initial grade may be changed by an instructor with the approval of the instructor’s department chair and dean. This change reflects administrative error in the calculation of a grade, the accidental misposting of an incorrect grade, or some other administrative factor resulting in the posting of an incorrect grade. It can also be the result of the completion of course requirements by a student where an INC grade is replaced by a letter grade. An E or an INC which is not changed by grade change automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given. This grade of F may not be challenged.

Incomplete Grade

An Incomplete (INC) may be awarded when a student has attended and is passing a course but, because of extenuating circumstances, is unable to complete the requirements prior to the end of the semester. To be eligible for an incomplete, the student must have completed the majority of the coursework (e.g., 50% or more) with a passing grade. The student must request an Incomplete from the instructor prior to the final exam and provide a reason for the need.

The student is responsible for arranging with the instructor the necessary assignments to complete the course requirements without further class attendance.

Students must complete the outstanding coursework within the following term. Failure to do so will result in an automatic F.

Letter Grading System

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

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

Duplicate Credit

Samford University handles duplicate credit in one of two ways, depending on the circumstance.

1. Duplicate credit will be deleted if any instance of the credit was awarded by an external institution or entity. This type of external credit would include transfer, transient, study away, or placement courses/exams.
2. Duplicate credit will be adjusted so that it does not contribute to the GPA or to the total number of credits and will remain visible on the transcript. This would apply to courses that have already applied for credit.

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 evidence 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 Office of Accessibility and Accommodations. Until a decision is rendered from the appropriate office regarding the complaint, the assigned grade will be changed to an INC, 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 INC 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 INC, 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 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, email address, date and place of birth, enrollment status, major field of study, participation in officially recognized activities and sports, height and weight of members of athletic teams, dates of attendance, honors, degrees and awards received, most recent previous school attended, and photograph. *An eligible student who does not wish for this information to be released without prior written consent must notify in writing the Office of the Registrar by the last day to drop/add without financial penalty in a semester or term.*

Distance Learning

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

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

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

Financial Information

This policy provides the rates for tuition, fees, room, board and deposits, effective with the beginning of the fall semester 2025 through summer 2026.

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

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

Tuition and fees for the 2025-2026 academic year will be posted in July 2025. Tuition and mandatory fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely for any part of the academic year. Samford reserves the right to change tuition rates, other charges, refund procedures, and other policies. Updated information is always available online.

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

Tuition and Fees Payment Policy-All Students

Tuition and Fees Payment Guidelines

Account Statements

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

Students registering during the early registration period will receive a statement approximately 15 days prior to the payment due date. The statement reflects activity up to the date the statement was generated. Any activity transpiring after the statement generation date can be viewed on the Current Activity section of the financial portal. The Current Activity page provides the current account balance that is due, including any unbilled charges and payments. Payment will be due in accordance with the schedule as seen below. Students who register, make schedule changes, add room and board, etc., **after** the statement generation date, **must** consult the financial portal to view their account summary and arrange payment for all charges by the due date for the term, regardless of whether the charge(s) have been billed.

Registration Cancellation

Students with unpaid balances 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.

Statement generation, payment, and registration cancellation dates are noted on the Billing and Refund Schedule tables at:

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

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

Financial Portal link: www.samford.edu/go/financialportal

International students wire payment option: Access TransferMate using the Financial Portal link above or access www.flywire.com.

Holds

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

Collections

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

Payment Method Options for Students and Parents

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

Authorized users will receive an email notification when a new statement is issued. Authorized users should click on the link in the email or enter the link in their browser to access the financial portal and make a payment.

Financial Portal Link: www.samford.edu/go/financialportal

Online Payments with Check

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

Online Payments with Credit Card

MasterCard, Visa, Discover, and American Express may be used to make online payments by using the financial portal link above. A convenience fee of up to 3.00% (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 financial portal link above.

Other Payment Options

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

International Wire Payments

International Students may make wire payments via TransferMate using the Financial Portal link above or by accessing www.flywire.com.

Payment Plans

In an attempt to offer an alternative to additional borrowing, Samford University provides interest-free payment plan options (plan enrollment fee may be charged) for all students enrolled in fall, spring, or summer terms. Below is a brief description of the options available for the 2025-2026 academic year. Please take time to explore the information below concerning the plans available for the 2025-2026 academic year.

A five-payment option and a four-payment option are available for Fall 2025. For Spring 2026, only the four-payment option is available. A three-payment option is available for summer. These plans allow a student to make a specified down payment of 20% for the five-payment option, 25% for the four-payment option, and 30% for the three-payment option. Students will then complete the remainder of the plan by making equal payments throughout the term on a prescribed schedule. Installment and payment amounts may vary if additional charges or payments are posted throughout the semester. Please visit the Samford One Stop website referenced below for up-to-date information.

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

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

The Samford University Portal and associated online student services are available 24 hours a day, seven days a week, except for scheduled maintenance and unforeseen circumstances. Maintenance is scheduled in advance with notice to all students.

Should you encounter login problems, please contact the Help Desk at (205) 726-2662.

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

Payment/Refund Schedules for All Students

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

Refunds

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

Other Requirements and Costs

Student Health Insurance

Samford University strongly encourages all students to have health insurance to help minimize the costs associated with their healthcare. Samford offers a Student Health Insurance Plan (SHIP) with BlueCross BlueShield of Alabama, which is administered by our vendor, Academic Health Plans (AHP). Eligible Samford students can explore the plan and enroll by visiting <https://samford.myahpcare.com>.

All students in the College of Health Sciences and all international students are required to have health insurance and must provide proof of existing coverage on an annual basis. Failure to provide evidence of insurance may result in the student being automatically enrolled in the SHIP and their student account charged for the coverage. In the future, other programs (especially those that include experiential learning opportunities off-campus) may require proof of insurance. If you have questions, contact your program coordinator.

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 SamfordGlobal at (205) 726-2741.

Miscellaneous Fees

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

Financial Aid Information

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

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

Drop and Add Policy for All Students

Class Drops and Adds

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

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

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

Withdrawal Refund Policy for All Students

Student Withdrawal

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

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

Withdrawal Refund Policy for Fall Semester

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

Refund Schedule for Fall 2025			
Description	Start Date	End Date	Refund %
Fall Full Term (POT 1, G1, G2)	8/25/25	8/31/25	100%
POT 1 starts - 8/25/25	9/1/25	9/7/25	90%
POT G1 starts - 8/25/25	9/8/25	9/14/25	75%
POT G2 starts - 8/18/25	9/15/25	9/28/25	50%
	9/29/25	10/22/25	25%
	10/23/25		0%
Fall A Term (POT A)	8/25/25	8/31/25	100%
POT A starts - 8/25/25	9/1/25	9/7/25	90%
	9/8/25	9/14/25	75%
	9/15/25	9/21/25	50%
	9/22/25	10/1/25	25%
	10/2/25		0%
Fall B Term (POT B)	10/20/25	10/26/25	100%
POT B starts - 10/20/25	10/27/25	11/2/25	90%
	11/3/25	11/9/25	75%
	11/10/25	11/16/25	50%
	11/17/25	11/26/25	25%
	11/27/25		0%

Withdrawal Refund Policy for Spring Semester

In case of a complete withdrawal or suspension from Samford, the following will dictate refunds (*Dates for Spring 2026 are under review and subject to change.*)

Refund Schedule for Spring 2026			
Description	Start Date	End Date	Refund %
Spring Full Term (POT 1, G1, G2)	1/12/26	1/18/26	100%
POT 1 starts - 1/12/26	1/19/26	1/25/26	90%
POT G1 starts - 1/12/26	1/26/26	2/1/26	75%
POT G2 starts - 1/5/26	2/2/26	2/16/26	50%
	2/17/26	3/12/26	25%
	3/13/26		0%
Spring A Term (POT A)	1/12/26	1/18/26	100%
POT A starts - 1/12/26	1/19/26	1/25/26	90%
	1/26/26	2/1/26	75%
	2/2/26	2/8/26	50%
	2/9/26	2/19/26	25%
	2/20/26		0%
Spring B Term (POT B)	3/9/26	3/15/26	100%
POT B starts - 3/9/26	3/16/26	3/22/26	90%
	3/23/26	3/29/26	75%
	3/30/26	4/5/26	50%
	4/6/26	4/15/26	25%
	4/16/26		0%
Divinity Interterm (POT D1)	1/5/26	1/6/26	100%
POT D1 starts - 1/5/26	1/7/26	1/9/26	90%
	1/10/26	1/10/26	75%
	1/11/26	1/11/26	50%
	1/12/26	1/12/26	25%
	1/13/26		0%

Refund Schedule for Spring 2026 (cont'd)

Description	Start Date	End Date	Refund %
Divinity Spring Term (POT D2)	1/22/26	1/28/26	100%
POT D2 starts - 1/22/26	1/29/26	2/4/26	90%
	2/5/26	2/11/26	75%
	2/12/26	2/25/26	50%
	2/26/26	3/21/26	25%
	3/22/26		0%

Withdrawal Refund Policy for Summer Terms

In case of a complete withdrawal or suspension from Samford, the following will dictate refunds (*Dates for Summer 2026 are under review and subject to change.*)

Refund Schedule for Summer 2026

Description	Start Date	End Date	Refund %
May Term (POT MAY)	5/4/26	5/5/26	100%
POT MAY starts - 5/4/26	5/6/26	5/8/26	90%
	5/9/26	5/9/26	75%
	5/10/26	5/10/26	50%
	5/11/26	5/11/26	25%
	5/12/26		0%
Summer CHS 14-Wk Term (POT 1)	5/4/26	5/10/26	100%
POT 1 starts - 5/4/26	5/11/26	5/17/26	90%
	5/18/26	5/24/26	75%
	5/25/26	5/31/26	50%
	6/1/26	6/12/26	25%
	6/13/26		0%
Summer CHS 12-Wk Term (POT S12)	5/18/26	5/24/26	100%
POT S12 starts - 5/18/26	5/25/26	5/31/26	90%
	6/1/26	6/7/26	75%
	6/8/26	6/14/26	50%
	6/15/26	6/26/26	25%
	6/27/26		0%
Law Summer Term (POT LS)	6/1/26	6/7/26	100%
POT LS starts - 6/1/26	6/8/26	6/14/26	90%
	6/15/26	6/21/26	75%
	6/22/26	6/28/26	50%
	6/29/26	7/10/26	25%
	7/11/26		0%
Summer 10-Wk Term (POT 4)	6/1/26	6/7/26	100%
POT 4 starts - 6/1/26	6/8/26	6/14/26	90%
	6/15/26	6/21/26	75%
	6/22/26	6/28/26	50%
	6/29/26	7/10/26	25%
	7/11/26		0%
Summer I Term (POT 2)	6/1/26	6/6/26	100%
POT 2 starts - 6/1/26	6/7/26	6/8/26	90%
	6/9/26	6/10/26	75%
	6/11/26	6/14/26	50%
	6/15/26	6/16/26	25%
	6/17/26		0%
Summer II Term (POT 3)	7/8/26	7/13/26	100%
POT 3 starts - 7/8/26	7/14/26	7/15/26	90%
	7/16/26	7/17/26	75%
	7/18/26	7/21/26	50%
	7/22/26	7/23/26	25%
	7/24/26		0%

NOTE: Additional small summer terms are typically available (Law Cambridge, Law Iceland, Law Scotland, Law Mini-Term, Pharmacy APPEs). Because their start/stop dates are not always known in advance, they are not listed here. Please contact Student Financial Services for more information on withdrawal dates and estimated refunds for those smaller terms.

Military Call to Active Duty

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

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

Return of Title IV Funds

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

Once a student has completed more than 60% 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% of the semester may result in the student repaying portions of financial aid returned to original sources, in addition to any institutional costs owed to the university. Students are urged to consider these financial implications prior to making the decision to withdraw from school.

Refund Appeal

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

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

Brief Definition of Terms Used in Financial Policies

In all of the following situations, students must complete the proper forms in the Office of the Registrar. Arbitrarily discontinuing class attendance does not substitute for official notification of course dropping or withdrawal.

Drops and Adds

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

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

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

Withdrawals

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

There is no financial reimbursement for a course withdrawal.

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

Tuition and Fees - Graduate

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

University Fees - All Graduate Students for Academic Year 2025-2026

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

Description	Student Classification	Expense/Notes
Application Fee (except Divinity)	All Graduate Students (except Divinity)	\$50/occurrence
Application Fee Divinity	All Divinity Students	\$35/occurrence
University Fee (Fall & Spring)	All Graduate Students	\$500/semester (Fall & Spring)
University Fee (Summer)	All Graduate Students	\$300/term (May & Summer)
Study Abroad Trip Fee	All Study Abroad Students	varies by trip
International Student Fee (Fall & Spring)	All International Students	\$125/semester (Fall & Spring)
International Student Fee (Summer)	All International Students	\$65/term (Summer)
Parking Fee	All Students	\$250/semester (Fall & Spring)
Replacement Vehicle Decal	All Students	\$25/occurrence
ID Replacement	All Students	\$50/occurrence
Continuation Fee (Divinity)	All PhD Divinity Students	\$1,000/PhD Divinity
Continuation Fee (Nurse Anesthesia)	All Nurse Anesthesia Students	\$1,500/Nurse Anesthesia
Bank Return and Correction Fee	All Students	\$30/occurrence
Wellness & Counseling-Missed Appointment	All Students	\$30/occurrence
Reinstatement Fee	All Students	\$100/term, as applicable

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

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the statement 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 below for applicable dates.

Billing Schedule for Academic Year 2025-2026

Student Classification	Year/Term	Statement Generation	Payment Due Date	Registration Cancellation
All students	2025 Fall	8/11/25	9/2/25	9/4/25
All students	2025 Fall	9/10/25	10/5/25	n/a
All students	2025 Fall	10/10/25	11/5/25	n/a
All students	2025 Fall	11/10/25	12/5/25	n/a
All students	2025 Fall	12/10/25	12/31/25	n/a
All students	2026 Spring	1/5/26	1/20/26	1/22/26
All students	2026 Spring	2/10/26	3/5/26	n/a
All students	2026 Spring	3/10/26	4/5/26	n/a
All students	2026 Spring	4/10/26	5/5/26	n/a
All students	2026 Spring	4/17/26	6/5/26	6/8/26
All students	2026 Summer	5/10/26	6/5/26	n/a
All students	2026 Summer	6/10/26	7/10/26	n/a

COMMENCEMENT NOTE: Students participating in Fall 2025 or Spring 2026 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 2025-2026

Student Classification	Year/Term	Direct Deposit Refund Availability
Any student with fall start date of 8/18/25	2025 Fall	8/13/25
Any student with fall start date of 8/25/25	2025 Fall	8/20/25
Any student with a start date of 10/20/25 (Fall B Term)	2025 Fall	10/15/25
Any student with spring start date of 1/5/26	2026 Spring	1/8/26
Any student with spring start date of 1/12/26	2026 Spring	1/8/26
Any student with a start date of 3/9/26 (Spring B Term)	2026 Spring	3/4/26
Any student with summer start date of 5/4/26	2026 Summer	4/29/26
Any student with summer start date of 5/18/26	2026 Summer	5/13/26
Any student with summer start date of 5/27/26	2026 Summer	5/21/26
Any student with summer start date of 6/1/26	2026 Summer	5/27/26
Any student with summer start date of 6/20/26	2026 Summer	6/15/26
Any student with summer start date of 7/8/26	2026 Summer	7/6/26

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

Graduate Tuition and Fees Tables

Graduate Tuition Deposits for Academic Year 2025-2026

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

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

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

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the statement 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 applicable dates.

Graduate Tuition for Academic Year 2025-2026

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

Description	Student Classification	Expense/Notes
College of Arts and Sciences (ENVM)	All Graduate Students in the Department of Biological and Environmental Sciences (MSEM Program)	\$976/credit
School of the Arts	All Graduate Students in the Department of Architecture and Interior Design	\$976/credit
School of Business	All Graduate Students in the School of Business	\$985/credit
School of Education	All Graduate Students in the School of Education	\$976/credit
School of Nursing (except Nurse Anesthesia)	All Graduate Students in the School of Nursing (except Nurse Anesthesia)	\$1,000/credit
School of Nursing (DNP-Anesthesia)	All Students in the DNP Nurse Anesthesia Program	\$11,635/term (3 terms/year)
School of Public Health	All Graduate Students in the School of Public Health	\$976/credit
Master of Divinity or Master of Arts in Theological Studies (9-12 credits MDV; 13 for MATS)	All Students in the Master of Divinity or Master of Arts in Theological Studies Program	\$8,918/semester (Fall & Spring)
Master of Divinity or Master of Arts in Theological Studies (less than 9 or more than 12 credits MDV; 13 for MATS)	All Students in the Master of Divinity or Master of Arts in Theological Studies Program	\$849/credit (Fall, Spring, & Summer transient students)
Master of Divinity (Summer)	All Students in the Master of Divinity Summer Program	\$420/credit (Summer degree-seeking students)
Master of Laws (LLM)	All Students in the Master of Laws Program	\$976/credit
Master of Organizational Leadership	All Students in the Master of Organizational Leadership	\$700/credit
Master of Science in Physician Assistant Studies	All Students in the Master of Science Physician Assistant Studies Program	\$13,803/term (3 terms/year)
Master of Science in Speech-Language Pathology (1 st Yr Students, beg Fall 2025)	All Students in the Master of Science in Speech-Language Pathology Program (1 st Year, Beg Fall 2025)	\$10,960/term
Master of Science in Speech-Language Pathology (2 nd Yr Students)	All Students in the Master of Science in Speech-Language Pathology Program (2 nd Year Students)	\$980/credit
Master of Studies in Law (MSL)	All Students in the Master of Studies in Law Program	\$976/credit
Doctor of Pharmacy (Full-Time)	All Students in the Doctor of Pharmacy Program	\$43,571/year
Doctor of Pharmacy (less than 10 or more than 21 credits)	All Students in the Doctor of Pharmacy Program	\$1,770/credit
Doctor of Pharmacy Sum Study Abroad	All Students in the Doctor of Pharmacy Program	\$500/credit
Doctor of Philosophy	All Students in the PhD in Theology for the Church Prog	\$936/credit
Doctor of Physical Therapy (8-semester cohort, entering August 2025)	All Students in the Doctor of Physical Therapy Program (8-semester cohort, entering August 2025)	\$13,694/term
Doctor of Physical Therapy (9-semester cohort, May 2024 or earlier)	All Students in the Doctor of Physical Therapy Program (9-semester cohort, May 2024 or earlier)	\$12,871/term
Juris Doctor (Full-Time)	All Students in the Juris Doctor Program	\$23,167/sem (Fall & Spring)
Juris Doctor (less than 10 or more than 16 credits)	All Students in the Juris Doctor Program	\$1,537/credit
Law Cambridge Summer Study Abroad	All Students in the Law Cambridge Summer Program	\$4,526/term
Law Iceland Summer Study Abroad	All Students in the Law Iceland Summer Program	\$2,662/term
Law Scotland Summer Study Abroad	All Students in the Law Scotland Summer Program	\$4,437/term

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

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the statement 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 applicable dates.

Graduate Supplemental School/Program Fees for Academic Year 2025-2026

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

Description	Student Classification	Expense/Notes
School of Business	All Graduate Students in the School of Business	\$150/semester (Fall & Spring)
School of Education	All Graduate Students in the School of Education	\$100/semester (Fall & Spring)
Architecture (MARCH)	All Students in the Master of Architecture Program	\$1,500/semester
Healthcare Administration	All Students in the Healthcare Administration Program	\$340 upon entry into program
Health Informatics and Analytics	All Students in the Health Informatics and Analytics Program	\$150 upon entry into program
Nurse Anesthesia	All Students in the Nurse Anesthesia Program	\$110/term (3 terms/year)
Nurse Practitioner	All Students in the Nurse Practitioner Program	\$250/term (3 terms/year)
Pharmacy	All Students in the Doctor of Pharmacy Program	\$550/semester (Fall/Spring)
Physical Therapy	All Students in the Physical Therapy Program	\$270/term (3 terms/year)
Physician Assistant Studies	All Students in the Physician Assistant Studies Program	\$370/term (3 terms/year)
Physician Assistant Clinical Fee	All Physician Assistant Preceptor Students	\$860/term
Public Health Professional Development	All Students in the Public Health Professional Devl Program	\$60 upon entry into program
Social Work	All Students in the Social Work Program	\$250 upon entry into program
Speech-Language Pathology	All Students in the Speech-Language Pathology Program	\$252/term (3 terms/year)
Sports Business/Industry Program	All Students in the Sports Business/Sports Industry Program	\$250/semester (Fall & Spring)
Law Cambridge/Iceland/Scotland Abroad Application Fee	All Students participating in a Law Cambridge, Iceland, or Scotland Summer Program	\$200/occurrence

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

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the statement 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 applicable dates.

Graduate Course Fees for Academic Year 2025-2026

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

Description	Student Classification	Expense/Notes
Digital Learning Fee	All Students enrolled in an online/hybrid course	\$120/online/hybrid course
Music - Applied Instruction	All Students enrolled in a MUSA course; Up to 3 credits per student, per semester	\$265/credit
Nursing ENP Certificate Program Fee	All Students enrolled in NURG 791	\$300/course
Nursing PMHNP Certificate Program Fee	All Students enrolled in NURG 790	\$300/course
DNP Nursing	All Students enrolled in NURG 782	\$130/course
Nutrigenomics	All Students enrolled in NUTR 605	\$135/course

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

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the statement 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 applicable dates.

Meal Plans for Academic Year 2025-2026

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

Description	Student Classification	Expense	Notes
Meal Plans			
19 Meals/week + \$200 Dining Dollars	All Graduate Students who choose this plan	\$3,330/semester	Fall & Spring
12 Meals/week + \$250 Dining Dollars	All Graduate Students who choose this plan	\$2,550/semester	Fall & Spring
7 Meals/week + \$300 Dining Dollars	All Graduate Students who choose this plan	\$1,730/semester	Fall & Spring
80 Meal Block + \$400 Dining Dollars	All Graduate Students who choose this plan	\$1,730/semester	Fall & Spring
19 Meals/week – May Term	All Graduate Students who choose this plan	\$620/term	May Term
12 Meals/week – May Term	All Graduate Students who choose this plan	\$495/term	May Term
19 Meals/week - Summer	All Graduate Students who choose this plan	\$815/term	Summer
12 Meals/week - Summer	All Graduate Students who choose this plan	\$655/term	Summer

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

Financial Assistance

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

Financial Assistance Guidelines, Programs, and Scholarships

Application Guidelines

Application for financial assistance begins when the student applies for admission to Samford University. All students are urged to file the Free Application for Federal Student Aid (FAFSA) in order to be considered for all types of assistance. The FAFSA may be filed at www.studentaid.gov. An application priority date of February 15 has been established for 2025-2026, 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, 2025.

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

Federal Assistance Programs

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

Stafford Loans

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

Federal PLUS Loans for Graduate Students

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

Health Professions Student Loan Program

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

Work-Study

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

Satisfactory Academic Progress Standards for Federal Assistance Programs

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

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

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

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

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

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

SAP Measurements/SAP Standards for Other Graduate Programs

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

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

Appeals

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

Scholarships

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

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

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

Veterans Affairs Educational Benefits

There are numerous benefits designed to help veterans and/or their dependents pursue educational goals. Samford University is approved by the Alabama State Approving Agency (SAA) to offer educational benefits (GI Bill®) to eligible individuals enrolled in approved programs. The VA requires that each time a student attempts a course, the grade 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.

No matter which type of VA benefit you plan to use, you will need to first apply for VA Benefits at www.va.gov/education/how-to-apply/. Four to six weeks are required by the VA for processing. After confirming benefit eligibility with the VA, contact the School Certifying Official or a VA Point of Contact in the Samford One Stop Office.

VA Benefits

Post 9/11 GI Bill (Chapter 33)

For service members with honorable services on or after 9/10/2001, this chapter provides up to 36 months of educational benefits. This benefit is typically available for up to 15 years following release from active duty. Payment rates are based on the amount of service completed after 9/10/2001 and range from 50% to 100% of tuition and eligible fees up to an annual cap. Learn more at www.va.gov/education/about-gi-bill-benefits/post-9-11/.

Transfer of Post 9/11 GI Bill Benefits to Dependents (Chapter 33 TOE)

For dependents of Chapter 33 eligible service members, an eligible service member may transfer his or her unused Post 9/11 GI Bill Benefits to a spouse or dependent. Learn more about transferring benefits at www.va.gov/education/transfer-post-9-11-gi-bill-benefits/.

Fry Scholarship

The Fry Scholarship expands the availability of Post 9/11 GI Bill benefits to the children and surviving spouses of service members who die in the line of duty after September 10, 2001. Learn more at www.va.gov/education/survivor-dependent-benefits/fry-scholarship/.

Monthly Housing Allowance and Book Stipend

A monthly housing allowance (MHA) is generally the same as the military Basic Allowance for Housing (BAH) for an E-5 with dependents and is based on the zip code of the campus or training location where students physically attend most of their courses. Additionally, an annual book stipend of \$1,000 is paid proportionately based on enrollment. These funds are sent directly to the student. View the current rates here: <https://www.va.gov/education/benefit-rates/>

Yellow Ribbon Program

Samford University is a proud participant in the Yellow Ribbon Program. You must qualify for the maximum benefit rate under the Post 9/11 GI bill in order to receive Yellow Ribbon. Yellow Ribbon funds can help pay eligible tuition and fees once a student has reached the annual maximum dollar limit set by the VA. Learn more here: www.va.gov/education/about-gi-bill-benefits/post-9-11/yellow-ribbon-program/.

Dependents' Educational Assistance Program (Chapter 35-DEA)

The program offers up to 45 months of education benefits to the dependents or spouse of a veteran or service member who has died, been captured, is missing, or is permanently and totally disabled. If you are a child, you generally must use your benefits between the ages of 18

and 26. If you are the spouse, your benefits end 10 years from the date the VA finds you eligible or from the date of the death of your spouse. Learn more at www.va.gov/education/survivor-dependent-benefits/dependents-education-assistance/.

Montgomery GI Bill Selected Reserve (Chapter 1606)

Basic eligibility requires a 6-year obligation to serve in the Selected Reserve and satisfactory participation in required Selected Reserve training. Chapter 1606 benefits are paid monthly directly to the reservist. Recipients must verify school attendance with VA the last day of every month at www.gibill.va.gov/wave/index.do or by calling 877-823-2378.

Veteran Readiness and Employment (Chapter 31-VR&E)

Veterans and service members may be eligible for opportunities and services offered through Veteran Readiness and Employment (VR&E), formerly called Vocational Rehabilitation and Employment. A VR Counselor must first determine if a veteran has an employment handicap based upon the results of the comprehensive evaluation. Entitlement to services is established if a veteran has a 20% service-connected disability and an employment handicap. If the disability is 10% service-connected, then a serious employment handicap must be found to establish entitlement to vocational rehabilitation services. Learn more at www.benefits.va.gov/vocrehab/index.asp.

Using VA Benefits

If using Chapter 33, VA will only pay Samford for tuition and required fees (such as University Fee and required program or course fees). Nonmandatory fees such as housing, meal plans, or parking decals may not be included for VA payment. However, the VA will pay a housing stipend directly to the student which can be used to defray the Samford bill for housing and meals. If a student is receiving any outside scholarship, for example, from a foundation or company's scholarship program, Samford will deduct the scholarship amount from the tuition and fees reported to the VA, unless the scholarship donor has stated the funds can be used for educational expenses other than tuition and fees. Samford scholarships are not tuition restricted. However, students receiving the Samford EBT or tuition exchange, which are tuition restricted funds, may have their VA benefits calculated on net tuition. Students must be registered for classes and have a bill generated for CH33 benefits to be certified.

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.

Chapters 35 and 1606 will pay a monthly stipend to the student, not to the university. This stipend is intended to help defray educational costs and can be used by the student toward Samford charges or other educational costs incurred by the student, such as housing, books, or travel.

For all benefits, any changes to a student's enrollment, such as dropping or adding a course, or withdrawing from the university must be reported to the VA. Contact the Samford VA office by emailing veterans@samford.edu to advise of any potential enrollment changes.

What We'll Need from You:

Certificate of Eligibility (COE)

Letter from the VA that shows what benefit you're eligible to use and the number of months and days of eligibility you have remaining. For Post 9/11 GI Bill recipients, this letter will show the percentage of tuition and fees the VA will pay and if the student is eligible for Yellow Ribbon Program.

Request for VA Certification Form

This form must be completed for a student to be certified by Samford's certifying official. The form may be completed online and accessed through the Veterans' Benefits page: www.samford.edu/departments/financial-services/veterans.

Military Transcripts

Any service member or veteran utilizing benefits for him/herself must send military transcripts to Samford in order to use VA benefits. Transcripts should be sent as part of the admission process to be reviewed for credits. These can be requested at <https://afvec.us.af.mil/afvec/public/welcome> for Air Force or <https://jst.doded.mil/jst/> for all other branches.

State Benefits

Alabama GI Dependent Scholarship Program (ALGIDSP)

Dependents of disabled veterans who are Alabama residents may qualify for this program administered by the Alabama Department of Veterans Affairs. Basic information is provided below, but additional information regarding veteran status and military service, disability rating, residency, age deadline, and entitlement can be found at <https://va.alabama.gov/dependents-scholarship/>.

Interested students can apply through the ALGIDSP Portal: <https://adva.caseapp.tylerfedapp.com/>. After applying, if the veteran and dependent meet the requirements to qualify, then a Certificate of Entitlement will be sent to the school and student.

Student Requirements: The student must also meet all the following requirements to receive the scholarship:

- Must be a current resident of the state of Alabama at the time of application; and
- Must complete a Free Application for Federal Student Aid (FAFSA) for each year that they are utilizing the ALGIDSP; and
- Must comply with Standards of Satisfactory Academic Progress (SAP) as defined by their education institution; and
- Must complete a Family Educational Rights and Privacy Act (FERPA) release form for each educational institution that they attend to authorize the release of personally identifiable information required to determine continued eligibility and as required for necessary reporting.

Student Entitlement: After all other scholarships and grants are applied to required education expenses, tuition will be billed to the program up to the Department of Defense Tuition Assistance Cap (currently \$250 per semester hour). Required textbooks and instructional fees will be billed to the program up to \$1000 per student.

Alabama National Guard Educational Assistance Program (ANGEAP)

Members of Army Guard or Air Guard units in Alabama may apply for this program who are enrolled in a degree program at an accredited postsecondary institution of higher learning located within the State of Alabama. The State disburses ANGEAP funds at the end of each semester or term. To be eligible for ANGEAP the student must:

1. Be 17 years of age or over.
2. Be an active member in good standing with the Alabama National Guard.
3. Be an active member of a federally recognized unit of the Alabama National Guard.
4. Have completed basic training.
5. Be in pursuit of first undergraduate degree (students pursuing a first graduate degree may also apply, but only 10% of the grant funds appropriated each year is available at the graduate level).
6. Be enrolled in a degree program at an accredited college or university in Alabama.
7. Keep a cumulative 2.00 GPA (Undergrad); 3.00 GPA (Grad) at the end of each semester.
8. Have the Free Application for Federal Student Aid (FAFSA) on file.
9. Demonstrate financial need of at least \$100.

What we'll need from you:

ANGEAP Application Form

This form is available <https://www.ache.edu/>. Please fill out the student section of the form, sign, and return to Samford One Stop. You may also email the completed form to veterans@samford.edu. Applications are due by October 1st for Fall, February 21st for Spring, and June 1st for Summer.

Complaint Policy

For VA education beneficiaries, any complaint against the school should be routed through the VA GI Bill Feedback System: <https://www.benefits.va.gov/GIBILL/>. VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

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

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

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

Billing Compliance

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

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

For more information on Veterans Affairs Education Benefits, see the following URL: www.samford.edu/departments/financial-services/veterans.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government web site at <https://www.benefits.va.gov/gibill>.

Academic Resources

Accessibility and Accommodations Office

Administration

Bridget C. Rose, Director

Alyssa Snyder, Associate Director of Academic Success and Accessibility and Accommodations

In compliance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, the Office of Accessibility and Accommodations (OAA) works to ensure that all aspects of a Samford education and campus life are accessible for students with disabilities or chronic health conditions. Applicants and students with disabilities or chronic health conditions that impact their access to programs, activities, or services are encouraged to learn more about accommodations and the process for registering with the OAA by visiting their website: www.samford.edu/dr.

Students who wish to request accommodations may submit an accommodation request form online or contact OAA for assistance. Email is the preferred method of communication for general inquiries, but phone calls or virtual/in-person appointments may be scheduled. OAA also hosts drop-in hours for students weekly. That schedule is posted each semester.

Contact Info: Office of Accessibility and Accommodations

203 Dwight Beeson Hall

(205) 726-4078

access@samford.edu

www.samford.edu/dr

Libraries

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

Samford University Library

Administration

Kimmetha D. Herndon, Dean, University Library

Lori A. Northrup, Associate Dean, University Library

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

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

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

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

Contact Info: Samford University Library

(205) 726-2748

library@samford.edu

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

Lucille Stewart Beeson Law Library

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

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

Education Learning Commons

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

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

Global Center

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

Website: www.samford.edu/beeson-divinity/global-center/

SamfordGlobal

Administration

Lauren E. Doss, Executive Director, SamfordGlobal
Jennifer H. Lackey, Director, Samford Abroad and International Travel
Jordan Cummings, Assistant Director, SamfordGlobal
Lauren Molander, Samford Abroad Advisor
Thomas I. J. Crosby, Director, U.K. Programmes and Operations
Joanna Burkhart, Associate Director, U.K. Programmes and Operations
Jill P. Fisse, Part-time Logistics Coordinator

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

Samford Abroad

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

International Students and Scholars Services

SamfordGlobal provides immigration advisory services and assistance for the community of non-immigrant students, scholars, and employees that the university sponsors. SamfordGlobal is the primary office responsible for the university's compliance with the U.S. federal immigration regulations.

Contact Info: SamfordGlobal
Brooks Hall 221
(205) 726-2741
geo@samford.edu
<http://www.samford.edu/global-engagement>

Writing Center

Administration

Timothy J. Sutton, Director; Associate Professor, English

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

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

Contact info: Writing Center
Brooks Hall 222
crc@samford.edu
www.samford.edu/departments/communication-resource-center/

Howard College of Arts and Sciences

Academic Administration

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

History

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

Mission

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

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

Degrees Offered

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

Accreditation

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

Biological and Environmental Sciences

Faculty

Anthony S. Overton, Chair, Professor
Kristin A. Bakkegard, Paul Propst Professor of Natural Sciences
Elizabeth G. Dobbins, Professor
Brad C. Bennett, Associate Professor
Rita Malia Fincher, Associate Professor
Grant L. Gentry, Associate Professor

Andrew (Drew) Hataway, Associate Professor
Andrew T. Coleman, Assistant Professor
Katelynn Corder, Assistant Professor
Kevin M. Drace, Assistant Professor
Riley T. Lovejoy, Assistant Professor
Jade E. Stanley, Assistant Professor

Graduate Programs and Requirements

Degree

Master of Science in Environmental Management (MSEM)
Environmental Health, Policy, and Management

Certificates

Environmental Management
Geographic Information Systems

Joint Degree Pathway Programs

Master of Science in Environmental Management/Juris Doctor (MSEM/JD)
Master of Science in Environmental Management/Master of Business Administration (MSEM/MBA)

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

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

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

Master of Science in Environmental Management (MSEM)

The master of science in environmental management (MSEM) 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. Once in the program, students must maintain a 3.00 GPA.

Admission Requirements

Three levels of admission status are designated:

1. Regular admission after three years of relevant work experience:
 - a. Graduation from an accredited college or university with an overall GPA of at least 2.50.
 - b. 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. 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.

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 may 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 90 will be required.

Acceptable Academic Progress (Minimum GPA and Course Grades)

Students in the MSEM 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 MSEM 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 (MSEM)

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

Environmental Health, Policy, & Management: 36 Credits

MSEM Core: 15 Credits

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

MSEM Capstone: 3 Credits

- ENVM 540 - Environmental Master's Report Capstone (3)

MSEM Electives: 18 Credits (*choose six courses*)

- ENVM 509 - Geographic Information Systems (GIS) and Environmental Management Issues (3)
- ENVM 511 - Advanced GIS for Environmental Applications (3)
- ENVM 513 - Spatial Analysis and Environmental Modeling (3)
- ENVM 515 - Conservation and Policy of Endangered Species (3)
- ENVM 516 - Research (3)
- ENVM 519 - Natural Resource Management and Policy (3)
- ENVM 524 - Environmental Geology (3)
- ENVM 529 - Energy and the Environment (3)
- ENVM 530 - Environmental Management Internship (3)
- ENVM 537 - Water and the Environment (3)
- ENVM 538 - Current Topics in Environmental Issues (3)
- ENVM 539 - You are What You Eat: Agricultural and Environmental Approaches to Sustainable Food and Health (3)
- PHLT 503 - Environmental Health (3) *or*
 - Any 500-level Graduate Elective (3)

Total Required Credits: 36

Environmental Management Certificate (CRA)

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

Environmental Management Certificate: 12 Credits

Environmental Management Core: 9 Credits

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

Environmental Management Elective: 3 Credits (*choose one course*)

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

Total Required Credits: 12

Geographic Information Systems (GIS) Certificate (CRA)

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

Geographic Information Systems Certificate: 12 Credits

Geographic Information Systems Core: 9 Credits

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

Geographic Information Systems Elective: 3 Credits (*choose one course*)

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

Total Required Credits: 12

School of the Arts

Academic Administration

Lance Beaumont, Dean; Professor, Music

History

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

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

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

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

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

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

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

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

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

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

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

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

Architecture and Interior Design

Faculty

Ryan L. Misner, Chair, Associate Professor
Charles L. Ford, Professor
Tonya Miller, Associate Professor
Aaron P. Brakke, Assistant Professor
Callan Y. Childs, Assistant Professor
Joel W. Kerner, Assistant Professor

Accreditation

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

Graduate Programs and Requirements

Degree

Master of Architecture (MArch)

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Architecture (BSA/MArch) with a BSA in Architecture

The Department of Architecture and Interior Design offers a master of architecture degree (MArch) beginning Summer 2025.

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

Master of Architecture (MArch)

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

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

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

In order to meet the education requirement, set forth by the National Council of Architectural Registration Boards (NCARB), an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB and the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

Samford University, Department of Architecture and Interior Design, was granted candidacy status for the following professional degree program(s) in architecture: Master of Architecture (130 undergraduate credit hours + 38 graduate credit hours). Year candidacy awarded: February 2022. Next visit: Initial Candidacy Fall 2022. Projected year to achieve initial accreditation: Spring 2027. Earliest graduation date projected to meet NCARB education requirement: Fall 2026.

Admission Requirements

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

Program-Specific Admission Requirements

Transcript and portfolio review

Time-to-Degree Completion Plan

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

Architecture (MArch)

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

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

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

In order to meet the education requirement, set forth by the National Council of Architectural Registration Boards (NCARB), an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB and the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

Samford University, Department of Architecture and Interior Design, was granted candidacy status for the following professional degree program(s) in architecture: Master of Architecture (130 undergraduate credit hours + 38 graduate credit hours). Year candidacy awarded: February 2022. Next visit: Initial Candidacy Fall 2022. Projected year to achieve initial accreditation: Spring 2027. Earliest graduation date projected to meet NCARB education requirement: Fall 2026.

Architecture: 38 Credits

Architecture Core: 32 Credits

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

Architecture Electives: 6 Credits

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

Total Required Credits: 38

Music Division

Faculty

Joel S. Davis, Chair, Professor
Lance Beaumont, Professor
Philip L. Copeland, Professor
Grant B. Dalton, Professor
Brad M. Diamond, Professor
Kristin Kenning, Professor; Director, Samford Opera
Mark Lackey, Professor
Sharon L. Lawhon, Professor
Brian B. Viliunas, Professor
Michael W. Averett, Associate Professor;
Coordinator, Graduate Studies

Beth McGinnis, Associate Professor
Morgan C. Soja, Associate Professor
Cindy B. St. Clair, Associate Professor
Emily Snider Andrews, Assistant Professor
Ronald Rodriguez Herrera, Assistant Professor
Letitia Jap, Assistant Professor
Theodore L. Metz, Assistant Professor
Steven A. Potaczek, Assistant Professor
Jonathan P. Rodgers, Assistant Professor
Christopher J. Withrow, Assistant Professor
Patrick E. Young, Assistant Professor

Mission

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

General Information

The School of the Arts, through its Division of Music, provides graduate studies in church music, music education, piano performance and pedagogy, and instrumental and vocal performance. Each of these programs has a strong vocational focus, equipping students to serve in music ministries, teach music in classroom settings, and perform and/or teach music in the private studio. Beyond the areas of specialization, the music division, through its graduate programs, aims to prepare well-rounded professionals who demonstrate a high level of musicianship, competence in solo performance and conducting, a secure knowledge of historical and analytical approaches to music literature, and the ability to do research and writing appropriate to the vocational areas.

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, Commercial Music Ensemble, Samford Worship Collective, and numerous chamber ensembles.

Accreditation

Samford University is an accredited institutional member of the National Association of Schools of Music (NASM), and the teacher education program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Graduate Programs and Requirements

Degrees/Majors

Master of Arts (MA) *

Worship Leadership

Master of Music (MM)

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

Instrumental Performance (MM)

Piano Performance and Pedagogy (MM)

Vocal Performance (MM)

Master of Music Education (MME)

Music: Pattern 1: Traditional Program (MME)

Music: Pattern 2: Alternative Master's Program (MME)

The Division of Music offers graduate programs leading to the master of arts degree (MA) with a major in worship leadership*; master of music degree (MM), with majors in church music, instrumental performance, piano performance/pedagogy, and vocal performance; and the master of music education degree (MME), with two variations on the music major (traditional and alternative master's).

*Pending accreditation approval by the National Association of Schools of Music (NASM) (starting Fall 2026)

Graduate Music Programs

The following basic policies and procedures apply to *all* graduate programs offered by the Division of Music. Program-specific policies are detailed in the program subsections below.

Admission Procedures

The application for admission to the graduate music program is located online.

Unconditional admission to any graduate music program requires a GPA of 3.00 or above, while conditional admission requires a minimum GPA of 2.50 on a 4-point scale. International applicants must contact the coordinator of graduate studies in music for additional procedures.

Audition/Interview

In addition to application materials, each applicant must audition for, and interview with, the appropriate music faculty. Graduate audition dates are listed in the online application. Recorded auditions are acceptable in extenuating circumstances contingent upon prior approval. Prospective students should submit applications at least two weeks prior to a particular audition weekend to better ensure audition availability.

Area Audition Requirements

Audition requirements vary by degree. Please consult the website to locate your degree-specific page which will contain detailed information about audition requirements.

Transfer Credit

If approved by the coordinator of graduate studies in music upon consultation with the faculty and the music chair, as many as 12 of the credits required for a master's degree in the music division may be transferred from other institutions (some programs allow fewer than 12 transfer credits). Transfer courses must have been completed within the six-year period prior to receipt of the degree.

Time Limit

Candidates have six calendar years from the time of initial enrollment in the graduate program to complete the degree. Under extenuating circumstances, candidates may apply for a one-year extension.

Master of Arts (MA) in Worship Leadership

Admission Requirements

1. The application form and fee (\$25).
2. An official transcript showing completion of a bachelor's degree from an accredited institution.
3. Typed statement, "My call to worship ministry."
4. Video link of student leading worship.
5. Interview with music and worship area faculty.
6. Two letters of support from an adult mentor and a church leader.

Transfer Credit

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

Progression Policies

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

Time Limit

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

Time-to-Degree Completion Plan

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

Master of Music Education (MME)

Admission Requirements

A bachelor of music (BM) degree, or an equivalent degree, from an institution accredited by the National Association of Schools of Music is required for admission to all MME programs. Applicants 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 Samford's Music Division. Courses completed in satisfying this requirement must earn a grade of at least B and do not count toward the master's degree.

Traditional Masters Requirements

- A completed Application for Graduate Studies in Music
- Copy of valid teaching certificate (Initial Licensure)
- Official transcripts from institutions attended since high school
 - A bachelor of music education (BME) or equivalent degree from an institution accredited by the National Association of Schools of Music (NASM) is required.

- Unconditional Admission: Undergraduate GPA must be at least 3.00
- For Conditional Admission: Undergraduate GPA must be at least 2.75, with a cohort average of 3.00
 - If the undergraduate GPA is 3.0 or higher, no testing is required
 - If the undergraduate GPA is lower than 3.0 the applicant must submit:
 - Praxis Core Reading score of at least 156
 - Praxis Core Writing score of at least 162
 - Praxis Core Math score of at least 150
- Three (3) letters of recommendation
- Satisfactory Dispositions Assessment
- Background/Fingerprint Clearance

Alternative Masters Requirements

- A completed Application for Graduate Studies in Music
- Official transcripts from institutions attended since high school
 - A bachelor of music (BM) or equivalent degree from an institution accredited by the National Association of Schools of Music (NASM) is required.
- For Unconditional Admission: Undergraduate GPA must be at least 3.00
- For Conditional Admission: Undergraduate GPA must be at least 2.75, with a cohort average of 3.00
 - If the undergraduate GPA is 3.0 or higher, no testing is required
 - If the undergraduate GPA is lower than 3.0 the applicant must submit:
 - Praxis Core Reading score of at least 156
 - Praxis Core Writing score of at least 162
 - Praxis Core Math score of at least 150
- Three (3) letters of recommendation
- Satisfactory Dispositions Assessment
- Background/Fingerprint Clearance

A complete application includes:

- The application form and fee (\$25).
- An official transcript from each institution attended since high school. Applicants for the master of music education degree must provide two official transcripts.
- 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.
- Three (3) recommendations from teachers or supervisors who can assess the student's competence to undertake graduate study.
- In addition to application materials, each applicant must audition for, and interview with, the appropriate music faculty.
- Consult the *Division of Music Graduate Program Manual* for additional requirements specific to each degree.

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

Retention and Progression

Students must maintain a GPA of 3.25. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. Graduate students receiving initial certification must also pass the Alabama Educator Certification Assessment Program (AECAP), which includes the appropriate PRAXIS examinations. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.25) may not continue in the program. Any grade below a C- shall not be counted for credit and the course must be retaken. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months (five years) of the program completion date.

Teacher Certification

To be recommended for licensure, candidates must pass all exit exams and licensure requirements as mandated by the Alabama State Department of Education (ALSDE). If a student successfully completes all program requirements, they may graduate but cannot be recommended for certification until all exams are passed and all requirements are met. Graduation from Samford University does not guarantee certification by the ALSDE or any other state certification agency. Program graduates who delay applying for Alabama certification are subject to changes made in the state certification requirements between the time of degree completion and the time of application. If an individual is not recommended for Alabama certification within five years (60 calendar months) of program completion, the individual will be required to reapply and complete current approved program requirements. In addition, candidates completing all required coursework in any teacher preparation program but who delay clinical internship (All But Internship or, "ABI") for more than one year and who intend to apply for teacher certification must comply with current ALSDE certification requirements.

Advising

Frequent meetings with the director of music education and certification officer are required throughout the graduate program. Samford University complies with the requirements of the Alabama State Department of Education concerning the admission, retention, and completion of all requirements for students seeking Class A certification.

Worship Leadership (MA)

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

Worship Leadership: 31 Credits

Biblical and Theological Foundations: 5 Credits

- WRLD 5000 - Introduction to Worship Studies (2)
- WRLD 5350 - Theological Foundations for Christian Worship (3)

Studies in Worship: 17 Credits

- WRLD 5100 - The Church at Worship (3)
- WRLD 5200 - Principles and Practices of Worship Design (3)
- WRLD 5450 - Contemporary Issues in Christian Worship (3)
- WRLD 5500 - Music as Theological Expression (3)
- WRLD 5600 - Worship Arts in the Church (3)
- WRLD 5800 - Worship Leadership Thesis Project (2)

Studies in Pastoral Leadership: 9 Credits

- WRLD 5050 - The Worship Leader as Pastor (3)
- WRLD 5300 - Principles of Administration for the Worship Leader (2)
- WRLD 5400 - The Musical Practices of Worship (2)
- WRLD 5700 - Leading from the Platform (2)

Total Required Credits: 31

Church Music (MM)

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

Church Music: 31 Credits

Church Music Core: 21 Credits

Studies in Music: 9 Credits

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

Studies in Church Music: 12 Credits

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

Concentration: 10 Credits

(choose one concentration below and complete all requirements)

Conducting Concentration: 10 Credits

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

Performance Concentration: 10 Credits

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

Thesis Project Concentration: 10 Credits

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

Total Required Credits: 31

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

Instrumental Performance (MM)

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

Instrumental Performance: 32 Credits

Music Core: 10 Credits

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

Solo Performance: 12 Credits

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

Instrumental Ensembles: 6 Credits

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

Supporting Music Studies: 4 Credits

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

Total Required Credits: 32

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

Piano Performance and Pedagogy (MM)

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

Piano Performance & Pedagogy: 31 Credits

Music Core: 8 Credits

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

Solo and Ensemble Performance: 13 Credits

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

Supporting Piano Studies: 10 Credits

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

Total Required Credits: 31

Vocal Performance (MM)

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

Vocal Performance: 30 Credits

Music Core: 8 Credits

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

Solo Performance: 12 Credits

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

Ensemble Performance: 4 Credits

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

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

Supporting Vocal Studies: 6 Credits

- MUSC 5421 - Seminar in Vocal Literature (2)
- MUSC 5462 - Topics in Music History (2)
- MUSC 5620 - Seminar in Vocal Pedagogy (2)
- MUSC 5725 - Opera Birmingham Internship (0)

Total Required Credits: 30

Music: Pattern 1: Traditional Program (MME)

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

Music, Pattern 1: Traditional Program: 30 Credits

Music Education Core: 14 Credits

- MUSC 5340 - Diversity and Learner Development in Music (3)
- MUSC 5341 - Advanced Music Teaching and Technology (3)
- MUSC 5342 - Music for Exceptional Learners (3)
- MUSC 5343 - Music Reading Instruction: Methods and Materials (3)
- MUSC 5380 - Assessment in Music (2)

Teaching Field: Music (Required): 7 Credits

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

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

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

Total Required Credits: 30

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

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

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

† Only one special studies course can count 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: Alternative Master's Program (MME)

The master of music education in music (MME) is designed to prepare students for music teaching. The alternative master's program (Pattern 2) is for persons whose previous education does not make them eligible for an Alabama Class B teaching certificate. Completion of this degree qualifies the individual for an Alabama Class A teaching certificate.

Music, Pattern 2: Alternative Master's Program: 41 Credits

Music Education Core: 26 Credits

- MUSC 5310 - Curriculum and Teaching in the Elementary School (3)
- MUSC 5320 - Curriculum and Teaching in the Secondary School: Choral (3) *or*
 - MUSC 5330 - Curriculum and Teaching in the Secondary School: Instrumental (3)
- MUSC 5340 - Diversity and Learner Development in Music (3)
- MUSC 5341 - Advanced Music Teaching and Technology (3)
- MUSC 5342 - Music for Exceptional Learners (3)
- MUSC 5343 - Music Reading Instruction: Methods and Materials (3)
- MUSC 5380 - Assessment in Music (2)
- MUSC 5399 - Student Teaching Grades P-12 (6)

Teaching Field: Music (Required): 5 Credits

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

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

Vocal/Choral Emphasis (*choose 10 credits*)

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

Instrumental Emphasis (*choose 10 credits*)

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

Total Required Credits: 41

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

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

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

† Only one special studies course can count 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.

Brock School of Business

Academic Administration

Marci S. Johns, Interim Dean; Administrative Faculty

Sara E. Helms McCarty, Associate Dean; Margaret Gage Bush Distinguished Professor of Economics

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 (BSBA) with majors in accounting, economics, entrepreneurship, finance, management, and marketing. Concentrations in data analytics, entrepreneurship and corporate innovation, professional sales, real estate, risk management and insurance, social entrepreneurship, and sports marketing are also available. Students in the University Fellows program can pursue the Brock Scholars major while students whose primary focus is not business can pursue a bachelor of arts (BA) in economics. Non-business students may pursue minors in accounting, data analytics, economics, entrepreneurship, general business, marketing, and social entrepreneurship and non-profit management.

The business school also offers two special joint degrees: the Professional Accountancy program, leading to a BSBA in accounting initially, but ultimately to a master of accountancy (MAcc), with an optional concentration in data analytics; and the Fast-Track in Sports Business program, leading to a BSBA in management initially, but ultimately to a master of business (MBA), each with an emphasis in sports business.

In addition, at the graduate level, students may earn the master of accountancy (MAcc), with an optional concentration in data analytics, or the master of business administration (MBA), with optional concentrations in data analytics, finance, and sports business.

Mission

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

Vision

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

Core Values

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

Accreditation

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

Accounting

Faculty

Cynthia F. Lohrke, Interim Chair, Professor
William H. Belski, Associate Professor
Brandi L. Holley, Assistant Professor
Garrison LaDuca, Assistant Professor

Michelle R. Newberry, Assistant Professor
Kyle W. Outlaw, Assistant Professor
Cameron C. Pearce, Instructor

Graduate Programs and Requirements

Degree

Master of Accountancy (MAcc) with an optional concentration in data analytics

Accelerated Bachelor-to-Graduate Pathway Programs

Professional Accountancy Program (BSBA/MAcc) with an optional concentration in data analytics
(aka Fast-Track Master of Accountancy with a BSBA in Accounting)

Joint Degree Pathway Program

Master of Accountancy/Juris Doctor (MAcc/JD)
Master of Accountancy/Master of Business Administration (MAcc/MBA)

The Department of Accounting offers the master of accountancy (MAcc) degree with an optional concentration in data analytics.

The department also offers a special accelerated bachelor-to-graduate pathway program, leading to a BSBA in accounting initially, but ultimately to a master of accountancy (MAcc), also with an optional concentration in data analytics. This program is only available to students enrolled as undergraduates pursuing a BSBA in accounting and is designed to allow students to earn both degrees upon completion of 152-153 credits.

At the graduate level, the department offers several joint degree pathway programs in cooperation with other Samford schools/departments: a MAcc combined with a juris doctor (JD) and a MAcc combined with the master of business management (MBA). Some credit sharing is allowed, and overall credits of the combined programs are reduced.

Master of Accountancy (MAcc)

Admission Requirements

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

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

1. Completion of online application. Personal email addresses should be used in the application.
2. \$35 application fee. This non-refundable fee is payable by credit card and is waived for Samford alumni and for current Samford students, faculty, or staff.
3. Receipt of official transcript(s) showing a completed undergraduate degree.
4. Receipt of official GMAT or GRE score from testing agency, if the GPA is below 3.00.
5. Professional résumé.

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.

International Applicants

An international 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. Personal email addresses should be used in the application. If working with a recruiter, applicants should list the recruiter's email address on the application. By listing an international recruiter's email address on the application, the student authorizes Samford to release information related to admission and the visa application process to that agency.
2. \$35 application fee. This non-refundable fee is payable by credit card and is waived for Samford alumni and for current Samford students, faculty, or staff.
3. Official transcript(s) from all accredited higher education institutions attended. Transcripts are considered official only when they bear the issuing institution's seal and arrive with the seal intact. Transcripts can be sent electronically to gradbusi@samford.edu or by mail. A transcript evaluation from a NACES approved evaluation agency is required for applicants with a degree from a non-U.S. institution. WES is the recommended evaluation agency.

4. Professional résumé.
5. Personal statement. The essay should describe the three experiences that have been most significant in shaping the applicants' future personal and career goals and explain how obtaining a business degree at the Brock School of Business will assist in reaching their goals.
6. Official TOEFL or IELTS scores. International applicants must score at least a 90 on the TOEFL or 6.5 on the IELTS to be eligible for admission. Official scores should be sent directly to Brock School of Business from the testing agency.
7. Financial affidavit: After admission, students will receive an email from the SamfordGlobal office, with detailed information regarding how to complete the financial affidavit. Financial documents verifying sufficient financial support in U.S. dollars must accompany the completed financial affidavit. The completed affidavit and financial support documents will be uploaded to the application status page.
8. International student identification. A copy of the applicant's passport (and visa if applicable) must be uploaded to the application status page.

Additional information can be found at the following link: <https://www.samford.edu/business/international-applicants>

Transfer Credit

Graduate students are permitted to transfer up to 6 credits for the MAcc 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

MAcc 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. Exempted courses do not count towards the 30 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 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. Students will be terminated from the program if they have two consecutive semesters where their cumulative GPA is lower than 3.00. The minimum grade in a graduate class is a C-. If any grade earned is lower than a C- the student is terminated. Only two Cs (C+, C, C-) are allowed and if more than two grades are lower than a C, the student will be terminated.

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

If a student earns an F in any MBA or MAcc course (except ACCT 511, ECON 512, and FINC 514), then the student may be terminated from the program.

Time-to-Degree Completion Plan

The MAcc is typically completed in one year, but students are allowed seven years to complete the program.

Accountancy (MAcc)

The MAcc 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, ACCT 212, ACCT 310, ACCT 311, ACCT 312, ACCT 313, ACCT 420, ACCT 470; and BUSA 252 and BUSA 454. Additionally, students may be required to take up to 19 credits of non-accounting business courses before beginning the MAcc Program. See the Pre-MAcc portion of our website and the undergraduate business course listings for more information.

Accounting: 30 Credits

Accounting Core: 15 Credits

- ACCT 510 - Income Tax II (3) *
- ACCT 515 - Governmental and Not-for-Profit Accounting (3) *
- ACCT 520 - Auditing II (3)
- ACCT 540 - Advanced Accounting (3) *
- ACCT 580 - Corporate Reporting and Analysis (3)

Accounting Electives: 15 Credits *(choose five or more courses)*

- ACCT 513 - Advanced Managerial Accounting (3)
- ACCT 514 - Tax Research (3)
- ACCT 521 - Fraud Examination (3)
- ACCT 531 - Data Analytics in Accounting and Finance (3)
- ACCT 555 - Accounting Internship (3)

- ACCT 570 - Financial Statement Analysis (3)
- ACCT 575 - Digital Accounting (3)
- ACCT 590 - Accounting Measurement and Disclosure (3)
- ACCT 594 - Topics in Accounting (3)

Total Required Credits: 30

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

Accountancy w/a Concentration in Data Analytics (MAcc)

The MAcc 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, ACCT 212, ACCT 310, ACCT 311, ACCT 312, ACCT 313, ACCT 420, ACCT 470; and BUSA 252 and BUSA 454. Additionally, students may be required to take up to 19 credits of non-accounting business courses before beginning the MAcc Program. See the Pre-MAcc portion of our website and the undergraduate business course listings for more information.

Accounting w/Data Analytics Concentration: 30 Credits

Accounting Core: 15 Credits

- ACCT 510 - Income Tax II (3) *
- ACCT 515 - Governmental and Not-for-Profit Accounting (3) *
- ACCT 520 - Auditing II (3)
- ACCT 540 - Advanced Accounting (3) *
- ACCT 580 - Corporate Reporting and Analysis (3)

Accounting Electives: 6-12 Credits *(choose at least two courses)*

- ACCT 513 - Advanced Managerial Accounting (3)
- ACCT 514 - Tax Research (3)
- ACCT 521 - Fraud Examination (3)
- ACCT 555 - Accounting Internship (3)
- ACCT 570 - Financial Statement Analysis (3)
- ACCT 575 - Digital Accounting (3)
- ACCT 590 - Accounting Measurement and Disclosure (3)
- ACCT 594 - Topics in Accounting (3)

Data Analytics Concentration Core: 3 Credits *(choose one)*

- ACCT 531/DATA 531 - Data Analytics in Accounting and Finance (3)

Data Analytics Electives: 6 Credits *(choose two courses)*

- DATA 511 - Big Data Strategy (3)
- DATA 521 - Data Visualization for Business Analytics (3)
- DATA 551 - Business Analytics (3)
- DATA 599 - Topics in Data Analytics (3)

Total Required Credits: 30

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

Professional Accountancy Program (BSBA/MAcc)

The Professional Accountancy Program offers seamless integration of coursework within our BSBA and MAcc 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 BSBA in accounting and the master of accountancy degree assuming continued successful enrollment.

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

General Education - University Core Curriculum: 22 Credits

General Education - Distribution Areas: 26-27 Credits

- Natural and Computational Sciences: COSC 107 - Introduction to Computer Science (4)
- Social Science: ECON 201 - Principles of Macroeconomics (3)
- Mathematics: MATH 130 - Introduction to Applied Mathematics (4) (or higher)
- Languages (0-8) (proficiency through 102 or higher)
- Fine Arts: SOA 200 (3) or SOA 210 (3)
- Humanities (4)
- General Electives (0-12)

Professional Accountancy Major: 104 Credits

Pre-Business Curriculum: 16 Credits*

- ACCT 211 - Accounting Concepts I (3)
- ACCT 212 - Accounting Concepts II (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)

Business Core: 28 Credits

- BUSA 222 - Personal Finance (3)
- 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 400 - Managerial Values (3)
- MNGT 481 - Business Strategy (3)
- MARK 311 - Principles of Marketing (3)

Business Elective-Accounting Majors: 6 Credits

(choose two 300/400-level business courses not previously taken to meet a stated requirement of this major)

- Business Electives

Professional Accountancy Track - Undergraduate: 24 Credits

- ACCT 310 - Income Tax I (3)
- ACCT 311 - Intermediate Accounting I (3)
- ACCT 312 - Intermediate Accounting II (3)
- ACCT 410 - Income Tax II (3) ***
- ACCT 413 - Advanced Managerial Accounting (3) ***
- ACCT 420 - Auditing I (3)
- ACCT 470 - Accounting Information Systems (3)
- BUSA 454 - Business Law (3)

Professional Accountancy Track - Graduate: 15 Credits

- ACCT 515 - Governmental and Not-for-Profit Accounting (3)
- ACCT 520 - Auditing II (3)
- ACCT 531 - Data Analytics in Accounting and Finance (3)
- ACCT 540 - Advanced Accounting (3)
- ACCT 580 - Corporate Reporting and Analysis (3)

Graduate Accounting Electives: 15 Credits

(choose at least five courses)

- ACCT 510 - Income Taxation II (3)
- ACCT 513 - Advanced Managerial Accounting (3)
- ACCT 514 - Tax Research (3)
- ACCT 521 - Fraud Examination (3)
- ACCT 555 - Accounting Internship (3)
- ACCT 570 - Financial Statement Analysis (3)
- ACCT 575 - Digital Accounting (3)
- ACCT 590 - Accounting Measurement and Disclosure (3)
- ACCT 594 - Topics in Accounting (3)
- ACCT 599 - Contemporary Issues in Accounting (1)

Total Required Credits: 152-153

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

**Must meet prerequisite of course selected.

***Other undergraduate ACCT courses may be applicable as substitutions for these requirements. See your advisor.

NOTE: See the **2025-2026 Samford University Undergraduate Catalog** for course descriptions of undergraduate business courses.

NOTE: This program is under review and subject to change.

Professional Accountancy Program w/a Conc in Data Analytics (BSBA/MAcc)

General Education - Univ Core Curriculum: 22 Credits

General Education - Distribution Areas: 26-27 Credits

- Natural and Computational Sciences: COSC 107 - Introduction to Computer Science (4)
- Social Science: ECON 201 - Principles of Macroeconomics (3)
- Mathematics: MATH 130 - Introduction to Applied Mathematics (4) (or higher)
- Languages (0-8) (proficiency through 102 or higher)
- Fine Arts: SOA 200 (3) or SOA 210 (3)
- Humanities (4)
- General Electives (0-12)

Professional Accountancy Program: 104 Credits

Pre-Business Curriculum: 16 Credits*

- ACCT 211 - Accounting Concepts I (3)
- ACCT 212 - Accounting Concepts II (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)

Business Core: 28 Credits

- BUSA 222 - Personal Finance (3)
- 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 400 - Managerial Values (3)
- MNGT 481 - Business Strategy (3)
- MARK 311 - Principles of Marketing (3)

Business Elective-Accounting Majors: 6 Credits

(choose two 300/400-level business courses not previously taken to meet a stated requirement of this major)

- Business Electives

Professional Accountancy Track - Undergraduate: 24 Credits

- ACCT 310 - Income Tax I (3)
- ACCT 311 - Intermediate Accounting I (3)
- ACCT 312 - Intermediate Accounting II (3)
- ACCT 410 - Income Tax II (3) ***
- ACCT 413 - Advanced Managerial Accounting (3) ***
- ACCT 420 - Auditing I (3)
- ACCT 470 - Accounting Information Systems (3)
- BUSA 454 - Business Law (3)

Professional Accountancy Track - Graduate: 15 Credits

- ACCT 515 - Governmental and Not-for-Profit Accounting (3)
- ACCT 520 - Auditing II (3)
- ACCT 531 - Data Analytics in Accounting and Finance (3)
- ACCT 540 - Advanced Accounting (3)
- ACCT 580 - Corporate Reporting and Analysis (3)

Graduate Accounting Electives: 9 Credits *(choose three courses)*

- ACCT 510 - Income Taxation II (3)
- ACCT 513 - Advanced Managerial Accounting (3)
- ACCT 514 - Tax Research (3)
- ACCT 521 - Fraud Examination (3)
- ACCT 555 - Accounting Internship (3)
- ACCT 570 - Financial Statement Analysis (3)
- ACCT 575 - Digital Accounting (3)
- ACCT 590 - Accounting Measurement and Disclosure (3)
- ACCT 594 - Topics in Accounting (3)
- ACCT 599 - Contemporary Issues in Accounting (1)

Data Analytics Concentration: 6 Credits *(choose two courses)*

- DATA 511 - Big Data Strategy (3)
- DATA 521 - Data Visualization for Business Analytics (3)
- DATA 551 - Business Analytics (3)
- DATA 599 - Topics in Data Analytics (3)

Total Required Credits: 152-153

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

**Must meet prerequisite of course selected.

***Other undergraduate ACCT courses may be applicable as substitutions for these requirements. See your advisor.

NOTE: See the **2025-2026 Samford University Undergraduate Catalog** for course descriptions of undergraduate business courses.

NOTE: This program is under review and subject to change.

Economics, Finance, and Quantitative Analysis

Faculty

Rustin (Rusty) Yerkes, Chair, Professor
William (Art) Carden, Professor
J. Howard Finch, Professor
J. Michael Hardin, Professor
Steven T. Jones, Professor
Sara E. Helms McCarty, Professor
Beck A. Taylor, Professor

Jeremy P. Thornton, Professor
Joy A. Buchanan, Associate Professor
Anna-Leigh Stone Hankins, Associate Professor
Stephen E. Hill, Associate Professor
Jaejoo (Jay) Lim, Associate Professor
Kevin K. Pan, Associate Professor
Olga Shapoval, Instructor

Graduate Programs and Requirements

Concentrations

Concentrations in Data Analytics, Finance, or Sports Business that can be added to the Master of Business Administration (MBA)

The Department of Economics, Finance, and Quantitative Analysis offers concentrations in data analytics, finance, and sports business, optional add-ons for the master of business administration (MBA) degree. See the Department of Entrepreneurship, Management, and Marketing for more information.

Entrepreneurship, Management, and Marketing

Faculty

Matthew J. Mazzei, Chair, Professor
Charles M. Carson IV, Professor
Betsy B. Holloway, Professor
Darin W. White, Professor
C. Clifton Eason, Associate Professor
Reginald J. Harris, Assistant Professor

Nathan Kirkpatrick, Assistant Professor
Kate McCombs, Assistant Professor
Courtney Peters, Assistant Professor
Joshua V. White, Assistant Professor
Kathryn M. Boyd, Instructor
Mary P. Harrison, Visiting Associate Professor

Graduate Programs and Requirements

Degree

Master of Business Administration (MBA)

Master of Business Administration (MBA) with a Concentration in Data Analytics, Finance, or Sports Business

Minor

Graduate Business Minor

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track in Sports Business (aka Fast-Track Master of Business Administration (MBA) with a BSBA in Management)

Joint Degree Pathway Programs

Master of Business Administration/Doctor of Pharmacy (MBA/PharmD)

Master of Business Administration/Juris Doctor (MBA/JD)

Master of Business Administration/Master of Accountancy (MBA/MAcc)

Master of Business Administration/Master of Divinity (MBA/MDiv)

Master of Business Administration/Master of Healthcare Administration (MBA/MHCA)

Master of Business Administration/Master of Science in Environmental Management (MBA/MSEM)

The Department of Entrepreneurship, Management, and Marketing offers the master of business administration (MBA) degree, with optional concentrations in data analytics, finance, and sports business. A graduate business minor is also available.

The department also offers a special accelerated bachelor-to-graduate pathway program, the Fast-Track in Sports Business program, which allows a student to earn a BSBA in management initially, but ultimately a master of business (MBA), each with an emphasis in sports business. This program is only available to students enrolled as undergraduates pursuing a BSBA in management and is designed to allow students to earn both degrees upon completion of 159 credits. See the undergraduate catalog for that program table.

At the graduate level, the business school offers several joint degree pathway programs in cooperation with other Samford schools/departments: an MBA combined with a master of accountancy (MAcc), master of divinity (MDiv), master of healthcare administration (MHCA), master of science in environmental management (MSEM), a juris doctor (JD), or a doctor of pharmacy (PharmD). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Master of Business Administration (MBA)

Admission Requirements

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

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

1. Completion of online application. Personal email addresses should be used in the application.
2. \$35 application fee. This non-refundable fee is payable by credit card and is waived for Samford alumni and for current Samford students, faculty, or staff.
3. Receipt of official transcript(s) showing a completed undergraduate degree.
4. Receipt of official GMAT or GRE score from testing agency, if the GPA is below 3.00.
5. Professional résumé.

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.

International Applicants

An international 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. Personal email addresses should be used in the application. If working with a recruiter, applicants should list the recruiter's email address on the application. By listing an international recruiter's email address on the application, the student authorizes Samford to release information related to admission and the visa application process to that agency.
2. \$35 application fee. This non-refundable fee is payable by credit card and is waived for Samford alumni and for current Samford students, faculty, or staff.
3. Official transcript(s) from all accredited higher education institutions attended. Transcripts are considered official only when they bear the issuing institution's seal and arrive with the seal intact. Transcripts can be sent electronically to gradbusi@samford.edu or by mail. A transcript evaluation from a NACES approved evaluation agency is required for applicants with a degree from a non-U.S. institution. WES is the recommended evaluation agency.
4. Professional résumé.
5. Personal statement. The essay should describe the three experiences that have been most significant in shaping the applicants future personal and career goals and explain how obtaining a business degree at the Brock School of Business will assist in reaching their goals.
6. Official TOEFL or IELTS scores. International applicants must score at least a 90 on the TOEFL or 6.5 on the IELTS to be eligible for admission. Official scores should be sent directly to Brock School of Business from the testing agency.
7. Financial affidavit: After admission, students will receive an email from the SamfordGlobal office, with detailed information regarding how to complete the financial affidavit. Financial documents verifying sufficient financial support in U.S. dollars must accompany the completed financial affidavit. The completed affidavit and financial support documents will be uploaded to the application status page.
8. International student identification. A copy of the applicant's passport (and visa if applicable) must be uploaded to the application status page.

Additional information can be found at the following link: <https://www.samford.edu/business/international-applicants>

Transfer Credit

Graduate students are permitted to transfer a maximum of 9 graduate credits for the MBA 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

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

Transient Credit

A graduate student may take up to 6 graduate credits at another AACSB accredited institution as a transient student. 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 MBA course (except ACCT 511, ECON 512, and FINC 514), the student may be terminated from the program.

Time-to-Degree Completion Plan

The MBA is typically completed in one to two years, but students are allowed seven years to complete either program.

Business (MBA)

The curriculum requirement for the MBA ranges from 36-45 credits, depending on previous academic experiences. Students who have a 3.00 or better GPA in the MBA program may add an optional concentration in data analytics, finance, or sports business by taking one additional course beyond the two required for an MBA. 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.

Business: 36-45 Credits

MBA Prerequisite Courses: 0-9 Credits*

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

MBA Program Core: 30 Credits

- ACCT 519 - Accounting for Decision-Making (3)
- BUSA 505 - Managerial Communications and Analysis (3) **
- BUSA 533 - Management Information Systems (MIS) and Communications Technology (3)
- DATA 551 - Business Analytics (3)
- BUSA 552 - Managing Corporate Integrity (3)
- ECON 520 - The Economics of Competitive Strategy (3)
- FINC 521 - Managerial Finance (3)
- MNGT 535 - Human Resources and Organization Management (3)
- MNGT 561 - Strategic Management (3) ***
- MARK 541 - Marketing Strategy (3)

MBA Electives: 6 Credits

(choose two courses from the list of MBA Electives)

- MBA Electives

Total Required Credits: 36-45

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

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

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

Business w/a Concentration in Data Analytics (MBA)

Business w/Data Analytics Concentration: 39-48 Credits

MBA Program Core: 30-39 Credits

- Business (MBA)

Data Analytics Concentration: 9 Credits

Data Analytics Electives: 9 Credits *(choose three courses)*

- DATA 511 - Big Data Strategy (3)
- DATA 521 - Data Visualization for Business Analytics (3)
- DATA 531 - Data Analytics in Accounting and Finance (3) †
- DATA 599 - Topics in Data Analytics (3)

Total Required Credits: 39-48

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

Business w/a Concentration in Finance (MBA)

Business w/Finance Concentration: 39-48 Credits

MBA Program Core: 30-39 Credits

- Business (MBA)

Finance Electives: (9 Credits) *(choose three courses)*

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

Total Required Credits: 39-48

† FINC 521 is a prerequisite for this course.

Business w/a Concentration in Sports Business (MBA)

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

Business w/Sports Business Concentration: 39-49 Credits

MBA Program Core: 30-39 Credits

- Business (MBA)

Sports Business Concentration: 10 Credits

Sports Business Core: (1 Credit)

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

Sports Business Electives: (9 Credits) *(choose three courses)*

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

Total Required Credits: 39-49

MBA Electives

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

- ACCT 531 - Data Analytics in Accounting & Finance (3)
 - ACCT 594 - Topics in Accounting (3)
 - BUSA 534 - Planning & Design for Web-Based Bus (3)
 - BUSA 590 - Topics in International Bus/Field Study (3)
 - BUSA 595 - Topics in Information Systems (3)
 - BUSA 599 - Topics in Business Law Regulation (3)
 - DATA 511 - Big Data Strategy (3)
 - DATA 521 - Data Visualization-Business Analytics (3)
 - DATA 531 - Data Analytics in Accounting & Finance (3)
 - DATA 599 - Topics in Data Analytics (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 & 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)
 - SPRT 565 - Strategic Revenue Gen in Sports Bus (3)
 - SPRT 575 - Fan Exp & Analytic-Based Engagement (3)
 - SPRT 580 - The Business of College Sports (3)
 - SPRT 586 - Sports Business Thesis (3)
 - SPRT 589 - Topics in Sports Business (3)
-

Graduate Business Minor

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

Graduate Business Minor: 18 Credits

Business Core: 12 Credits

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

Business Electives: 6 Credits

(choose 6 credits of MBA Core or MBA Electives)

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

Total Required Credits: 18

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

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

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

Beeson School of Divinity

Academic Administration

Douglas A. Sweeney, Dean, Professor

Thomas L. Fuller, Associate Dean

Faculty

Mark S. Gignilliat, Professor; Director, PhD Studies

Osvaldo Padilla, Professor

Timothy C. Tennent, Professor; Methodist Chair of Divinity

Frank S. Thielman, Professor; Presbyterian Chair of Divinity

Douglas D. Webster, Professor

Gordon C. Bals, Associate Professor

D. Mark DeVine, Associate Professor

H.H. Hardy II, Associate Professor

Stefana Dan Laing, Associate Professor; Theological Librarian

Jonathan A. Linebaugh, Associate Professor; Anglican Chair of Divinity

Piotr Jozef Malysz, Associate Professor

M. Sydney Park, Associate Professor

Joshua D. Chatraw, Assistant Professor; Billy Graham Chair of Evangelism and Cultural Engagement

Alexander T. Kirk, Assistant Professor

Gerald L. Bray, Research Professor

Timothy F. George, Research Professor

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

Ronald D. Sterling, Instructor; Director, Student Services and Placement

History

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

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

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

Mission

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

Accreditation

Beeson Divinity School is accredited by The Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) and by The Commission on Accrediting of the Association of Theological Schools (ATSCOA) to award the following degrees: master of arts in Christian counseling (MACC), master of arts in theological studies (MATS), master of divinity (MDiv), master of theology (ThM), doctor of ministry (DMin), and doctor of philosophy in theology of the church (PhD).

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

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

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

Centers and Institutes

Center for Women in Ministry

The Center for Women in Ministry at Samford University's Beeson Divinity School exists to encourage and equip women called to Christian ministry and to serve as a resource for the Church of Jesus Christ for the edification of the Church and for the thriving of women in ministry.

The Center for Women in Ministry partners with programs and colleagues across the Samford campus, including: Beeson's Women's Theological Colloquium, Beeson Alumni Association, Beeson's Thriving Pastors Initiative, Beeson's Robert Smith Jr. Preaching Institute, Beeson's Student Government Association and Minority Student Fellowship, Samford's Biblical and Religious Studies department, Samford's Christian Ministry program, Samford's Center for Worship and the Arts, and many others.

The Center for Women in Ministry at Beeson holds to the commitments of Beeson Divinity School and to the two beliefs that God calls women to Christian ministry and the Church needs God-called, theologically trained women in ministry. This Center does not advocate for a complementarian or egalitarian theological position as such, but rather assists all women in evangelical, Protestant churches (whether complementarian or egalitarian) for the sake of the flourishing of women in ministry.

For additional information, please visit <https://www.samford.edu/beeson-divinity/women-in-ministry/> or contact the director of the Center.

The Global Center

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

The Global Center's exhibition area guides visitors through a history of salvation for all tongues, tribes, and nations. This includes a biblical narrative in the hallway and a missions history timeline in the downstairs area in the Global Center. There are also exhibits detailing what both Beeson Divinity School and Samford at large are doing in the realm of global missions. The resource room hosts a small library of books and periodicals on global missions and more that is available for student use. Additionally, the space includes a hospitality station with coffee and tea to welcome students and visitors, and features multiple seating areas for study, fellowship, or events.

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

For additional information please contact:

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

Phone: (205) 726-2170
Fax: (205) 726-2271
Website:
www.samford.edu/beeson-divinity/global-center/

Institute of Anglican Studies

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

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

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

Robert Smith Jr. Preaching Institute

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

The Robert Smith Jr. Preaching Institute began in Fall 2018 and is named in honor of longtime Beeson faculty member and renowned preacher, Dr. Robert Smith Jr. The Robert Smith Jr. Preaching Institute is funded by a generous grant from the Lilly Endowment Inc.

For more information, please visit <https://www.samford.edu/beeson-divinity/preaching-institute/>.

Divinity - Graduate

Graduate Programs and Requirements

Degrees

Master of Arts in Christian Counseling (MACC)
Master of Arts in Theological Studies (MATS)
Master of Divinity (MDiv)
 with an optional concentration in apologetics
Master of Theology (ThM)
 with an optional concentration in apologetics

Certificates (optional within the MDiv program)

Anglican Studies
Missions
Wesleyan Studies

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Divinity (BA/MDiv) with a BA in selected majors (see below)

Joint Degree Pathway Programs

Master of Arts in Theological Studies/Juris Doctor (MATS/JD)
Master of Arts in Theological Studies/Master of Social Work (MATS/MSW)
Master of Divinity/Juris Doctor (MDiv/JD)
Master of Divinity/Master of Business Administration (MDiv/MBA)
Master of Divinity/Master of Social Work (MDiv/MSW)

Beeson Divinity School offers the master of arts in Christian counseling (MACC), the master of arts in theological studies (MATS), the master of divinity (MDiv), and the master of theology (ThM). Students in the MDiv or MATS program can add a concentration in apologetics. Students in the MDiv program may also opt to complete requirements for a certificate of Anglican studies, a certificate in missions, and a certificate in Wesleyan studies.

The divinity school also offers a special bachelor-to-graduate pathway program (aka Fast-Track) for highly qualified students in select majors at Samford University: biblical studies, Christian and religious studies, Christian ministry, and human development and family science.

Additionally, the school offers several joint degree programs in cooperation with other Samford schools/departments: an MATS or MDiv combined with the juris doctor (JD) or master of social work (MSW); and an MDiv combined with the master of business administration (MBA). Some credit sharing is allowed, and overall credits of the combined programs are reduced.

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

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

Director of Admission
Beeson School of Divinity
Samford University

Birmingham, Alabama 35229
Phone: (205) 726-4606 or 1-800-888-8266
Website: <https://www.samford.edu/beeson-divinity/>

Master of Arts in Christian Counseling (MACC)

The Master of Arts in Christian Counseling (MACC) is a theologically grounded program that equips students to counsel in a variety of environments. Graduates complete courses in biblical and theological studies and in counseling theory and practice, helping them integrate truths of the Christian faith with the best of counseling theory and practice. In addition to church and parachurch settings, graduates are prepared to work in international ministries, non-profits, and social service organizations.

Graduates of the MACC program will:

- Think theologically about people and their struggles
- Understand counseling theory and practice
- Demonstrate counseling skills developed through feedback and supervision
- Recognize the importance of vibrant faith in the counseling encounter
- Grasp the extent to which human embodiment is shaped by suffering and must be integrated into gospel
- Be equipped for vocational success and redemptive involvement within the Christian community and thoughtful engagement with the wider culture

Note: This program does not prepare students for counseling licensure in the State of Alabama.

Admission Requirements

Applicants for admission must demonstrate solid commitment to the lordship of Jesus Christ, to growth in Christian character and maturity, and to embodying grace and truth in the service of others for Jesus' sake. Applicants must affirm biblically-grounded, Trinitarian faith.

Consideration for admission will be given to applicants who hold a bachelor's degree from a regionally accredited school.

Application Deadline

- Fall Admission - Applications received before June 1
 - Priority Deadline: February 1

Applications received by the priority deadline will be given first consideration for admission and scholarships.

Application Requirements

- Completed online application form
- Personal faith and vocation essay
- Two letters of recommendation: one academic recommendation (to be completed by a college- or graduate-level instructor) and one personal/character recommendation (to be completed by a pastor/minister, fellow church members, mentor, or employer who can speak to your Christian character; cannot be a family member)
- Church endorsement (to be completed by a member of your church's ministerial staff, a church elder, or a church clerk to verify that you are a member in good standing and regular in attendance and involvement; cannot be a family member)
- Personal interview: Final candidates will be invited to an interview with faculty and admission staff
- Official transcript(s) from all schools attended since high school

Transfer Credit

Students may petition to transfer up to 27 graduate credits for the MACC, which is 50% of the 54 credits required for the program.

Progression Policies

Students must maintain a cumulative grade point average of 2.00 to remain enrolled in the program.

Time-to-Degree Completion Plan

The program is designed to be completed in two years.

Master of Arts in Theological Studies (MATS); Master of Divinity (MDiv); Master of Theology (ThM)

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

Admission Requirements

Applicants for the master of arts in theological studies (MATS), the master of divinity (MDiv), or and the master of theology (ThM) degree must complete the following checklist items by the application deadlines.

Application Deadlines

- Fall Admission - Applications received until June 1
 - Priority Deadline: February 1
- Spring Admission - Applications received until December 1
 - Priority Deadline: September 1

Applications received by the priority deadline will be given first consideration for admission and scholarships.

Application Requirements

1. Completed online application form
2. Personal Faith and Vocation Essay*
3. Academic Writing Sample (ThM only)
4. Academic Recommendation: To be completed by a college or graduate-level instructor.
5. Character Recommendation: To be completed by the applicant's pastor, other member of the pastoral staff in a leadership capacity, campus minister, mentor or employer who can speak to the applicant's Christian character and calling to ministry (cannot be a family member).
6. Church Endorsement: To be completed by the applicant's senior pastor or church elder (cannot be a family member).
7. Admission Interview: MDiv and MATS applicants are responsible for scheduling an interview prior to the application deadline. It is recommended that the interview be completed on campus, but if this is not possible, interviews conducted remotely are acceptable. Interviews should be scheduled through the application portal. Final ThM candidates will be invited to interview.
8. Official Transcript(s) from all undergraduate and graduate (if applicable) institutions previously attended. Please see the application portal for instructions on how to send/submit transcripts.
9. \$35 non-refundable fee may be paid by credit card when submitting an online application. The fee is waived for graduates of Samford University and students who come to Preview Day or on an official campus visit.

*Students applying for a Tier 1 Scholarship (M. Div. only) must also write an essay on the Apostles' Creed.

International Students

For international application requirements, please visit <https://www.samford.edu/beeson-divinity/application-process>. Visit <https://www.samford.edu/beeson-divinity/admission> and click on “Apply Now” to access the online application.

Transfer Credit

Beeson Divinity School accepts transfer credits earned at accredited graduate institutions prior to admission. Once accepted, students who desire a transfer credit evaluation should submit a letter requesting evaluation to the associate dean, along with official copies of transcripts to be evaluated and a syllabus for each course to be evaluated. Limited online or correspondence credit may be accepted, and students with such credits may be considered for advanced standing.

For the master of arts in theological studies (MATS) and the master of divinity (MDiv), Beeson Divinity School will accept for transfer from another accredited theological school no more than one-third of the credits required for the degree. All transfer credits must be applied before beginning work at Beeson Divinity School. The exact allowance of transfer credit is determined on an individual basis. Up to nine (9) hours of course work may be completed at another institution after the student has begun work at Beeson Divinity School. Non-seminary graduate courses taken before enrollment in Beeson Divinity School may be considered for possible transfer credit provided the courses were taken within three years and can be viewed reasonably as contributing to the development of an MDiv or MATS degree program. Such transfer credit will be reviewed on a case-by-case basis. Normally, no more than 12 semester credits for non-seminary graduate courses will be granted toward an MDiv degree or six (6) credits toward a MATS degree.

For the master of theology (ThM), Beeson Divinity School will accept for transfer from another accredited theological school no more than six (6) credits required for the degree. All transfer credits must be applied before beginning work at Beeson Divinity School. The exact allowance of transfer credit is determined on an individual basis. No course work may be completed at another institution after the student has begun work at Beeson Divinity School.

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

Progression Policies

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

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

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Divinity

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

Beeson Divinity School, in cooperation with Samford's Orlean Beeson School of Education, offers exceptional students the opportunity to complete their bachelor of arts (BA) degree and the master of divinity (MDiv) degree in a minimum of six years of full-time study rather than the typical minimum of seven years. The program of study is available only to students majoring in human development and family science.

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

Graduate Divinity Certificates

Certificate of Anglican Studies

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

Certificate in Missions

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

Certificate of Wesleyan Studies

Students in the master of divinity (MDiv) program preparing for service in the Wesleyan community may choose to pursue a certificate of Wesleyan studies. The required MDiv course DVET 701 may be replaced with Wesleyan History and Doctrine (3) and the required MDiv course DVHD 606 may be replaced with Wesleyan Polity, Ministry, and Mission (3). Students must also complete the 6-hour supervised ministry practicum in a Wesleyan community context. For more information, please contact the Methodist Chair of Divinity.

Joint Degree Pathway Programs

Master of Arts in Theological Studies/Juris Doctor (MATS/JD)

The MATS/JD joint-degree program, offered in collaboration between the Beeson Divinity School and the Cumberland School of Law, allows students to use credits from each school as part of the other school's degree, thereby reducing the total number of hours for the two degrees combined. This 120-hour program takes approximately five years to complete. Students must complete their first year of law school before beginning work in the divinity school.

Master of Arts in Theological Studies/Master of Social Work (MATS/MSW)

The MATS/MSW joint-degree program, offered in collaboration between the Beeson Divinity School and the School of Public Health, allows students to use credits from each school as part of the other school's degree, thereby reducing by 15 the total number of hours for the two degrees combined. This 93-hour program takes approximately three years to complete. 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 (MDiv/JD)

The MDiv/JD joint-degree program, offered in collaboration between the Beeson Divinity School and the Cumberland School of Law, allows students to use credits from each school as part of the other school's degree, thereby reducing by 27 the total number of hours for the two degrees combined. This 150-hour program takes approximately six years to complete. Students must complete their first year of law school before beginning work in the divinity school.

Master of Divinity/Master of Business Administration (MDiv/MBA)

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

Master of Divinity/Master of Social Work (MDiv/MSW)

The MDiv/MSW joint-degree program, offered in collaboration between the Beeson Divinity School and the School of Public Health, allows students to use credits from each school as part of the other school's degree, thereby reducing by 21 the total number of hours for the two degrees combined. In addition, students in the MDiv/MSW 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 126-hour program takes four to five years to complete. 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.

Christian Counseling (MACC)

The master of arts in Christian counseling (MACC) is a theologically grounded program that equips students to counsel in a variety of environments. Graduates complete courses in biblical and theological studies and in counseling theory and practice, helping them integrate truths of the Christian faith with the best of counseling theory and practice. In addition to church and parachurch settings, graduates are prepared to work in international ministries, non-profits, and social service organizations.

Christian Counseling: 54 Credits

Bible and Theology: 21 Credits

- DVBF 502 - Old Testament Theology (3)
- DVBF 503 - New Testament Theology (3)
- DVHD 501 - Patristic History and Doctrine (3)
- DVHD 502 - Medieval and Reformation History and Doctrine (3)
- DVHD 601 - Reformation and Early Modern History and Doctrine (3)
- DVET 701 - Doctrine and Ethics (3)
- DVSF 501 - Spiritual Formation (3)

Counseling Theory and Practice: 33 Credits

- DVCO 510 - The Counseling Relationship: Process and Techniques (3)
- DVCO 520 - Counseling Theory (3)
- DVCO 550 - Human Development (3)
- DVCO 575 - Mental Health and the Church (3)
- DVCO 625 - Theological Foundations for Counseling (3)
- DVCO 680 - Ethical and Legal Issues in Counseling (3)
- DVCO 702 - Marriage and Family Counseling (3)
- DVCO 703 - Crisis, Trauma, and Grief Counseling (3)
- DVCO 704 - Sexuality and Pastoral Care (3)
- DVCO 749 - Community-Based Ministry Internship (3)
- DVCO 750 - Counseling Practicum (3)

Total Required Credits: 54

Theological Studies (MATS)

The master of arts in theological studies (MATS) is an academic master of arts degree designed to provide students with a greater understanding of the Bible and of Christian history and doctrine, and to ground them more firmly in their devotion and service to Jesus Christ and His church. The MATS program is intended for Christian laypersons wishing to grow in their understanding of the faith, as well as for persons serving in vocational ministry roles that do not involve much preaching and teaching. This degree is also offered in tandem with several other graduate degrees in other schools of the university.

The requirements for the MATS degree can be completed in two years of full-time study. The program requires at least 48 credit hours, with a minimum of 32 credit hours being completed at Beeson Divinity School. The degree must be completed within four years. In extenuating circumstances, a student may request an extension. A letter justifying such a request must be addressed to the associate dean.

Theological Studies: 48 Credits

Biblical Studies: 12 Credits

- DVBF 502 - Old Testament Theology (3)
- DVBF 503 - New Testament Theology (3)
- DVOT 721 - Old Testament Exposition *or*
 - DVOT 731 or DVOT 732 - Special Topics in Old Testament Exegesis (3)
- DVNT 721 - New Testament Exposition *or*
 - DVNT 731 or DVNT 732 - Special Topics in New Testament Exegesis (3)

Historical and Doctrinal Studies: 12 Credits

- DVHD 501 - Patristic History and Doctrine (3)
- DVHD 502 - Medieval and Reformation History and Doctrine (3)
- DVHD 601 - Reformation and Early Modern History and Doctrine (3)
- DVET 701 - Doctrine and Ethics (3)

Ministry and Formation Studies: 9 Credits

- DVEV 500 - Theology and Practice of Evangelism (3) *or*
 - Any other Divinity-Evangelism (DVEV) course (3)
- DVSF 501 - Spiritual Formation (3)
- DVTH 702 - Teaching the Scriptures (3)

Electives: 15 Credits

Students must choose 15 hours of free electives.

Total Required Credits: 48

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

Students must also complete a capstone requirement for the degree in one of two ways:

- Option A: In the Doctrine and Ethics course (DVET 701), MATS students will write a major paper demonstrating their ability to use biblical-theological data and methodology to address a current issue of ethical, vocational, and/or ministry-related significance.
 - Option B: Students write a thesis under the supervision of a faculty member. In choosing this option, a student would use 6 of their 15 elective credit hours.
-

Theological Studies w/a Concentration in Apologetics (MATS)

The master of arts in theological studies (MATS) is an academic master of arts degree designed to provide students with a greater understanding of the Bible and of Christian history and doctrine, and to ground them more firmly in their devotion and service to Jesus Christ and His church. The MATS program is intended for Christian laypersons wishing to grow in their understanding of the faith, as well as for persons serving in vocational ministry roles that do not involve much preaching and teaching. This degree is also offered in tandem with several other graduate degrees in other schools of the university.

In addition to the objectives adopted for the MATS program, the concentration in apologetics aims to equip students to defend and commend the Christian faith more effectively in late modernity.

The requirements for the MATS degree with an apologetics concentration can be completed in two years of full-time study. The program requires at least 48 credit hours, with a minimum of 32 credit hours being completed at Beeson Divinity School. The degree must be completed within four years. In extenuating circumstances, a student may request an extension. A letter justifying such a request must be addressed to the associate dean.

Theological Studies: 48 Credits

Biblical Studies: 12 Credits

- DVBF 502 - Old Testament Theology (3) *
- DVBF 503 - New Testament Theology (3)
- DVOT 721 - Old Testament Exposition (3) *or*
 - DVOT 731 or DVOT 732 - Special Topics in Old Testament Exegesis (3)
- DVNT 721 - New Testament Exposition (3) *or*
 - DVNT 731 or DVNT 732 - Special Topics in New Testament Exegesis (3)

Historical and Doctrinal Studies: 12 Credits

- DVHD 501 - Patristic History and Doctrine (3)
- DVHD 502 - Medieval and Reformation History and Doctrine (3)
- DVHD 601 - Reformation and Early Modern History and Doctrine (3)
- DVET 701 - Doctrine and Ethics (3)

Ministry and Formation Studies: 9 Credits

- DVEV 500 - Theology and Practice of Evangelism (3) *or*
 - Any other Divinity-Evangelism (DVEV) course
- DVSF 501 - Spiritual Formation (3)
- DVBF 601 - Teaching the Scriptures (3)

Additional Apologetics Courses: 9 Credits

- DVEV 550 - Introduction to Christian Apologetics (3)
- DVEV 650 - Philosophy and the Christian Life (3)
- DVEV 701 - Cultural Apologetics (3)

Electives: 6 Credits

Students must choose 6 hours of free electives.

Total Required Credits: 48

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

Students must also complete a capstone requirement for the degree in one of two ways:

- Option A: In the Doctrine and Ethics course (DVET 701), MATS students will write a major paper demonstrating their ability to use biblical-theological data and methodology to address a current issue of ethical, vocational, and/or ministry-related significance.
 - Option B: Students write a thesis under the supervision of a faculty member. In choosing this option, a student would use 6 of their 15 elective credit hours.
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Divinity (MDiv)

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

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

Divinity: 87 Credits

Biblical Studies: 30 Credits

- DVBF 502 - Old Testament Theology (3) *
- DVBF 503 - New Testament Theology (3) *
- DVNT 511 - Intro to New Testament Greek (3) *
- DVNT 512 - Greek Syntax and Translation (3) *
- DVNT 616 - Greek Exegesis Practicum (3)
- DVNT 731 or DVNT 732 or DVNT 733 - Special Topics in New Testament Exegesis (3)
- DVOT 511 - Introduction to Biblical Hebrew (3)
- DVOT 512 - Hebrew Syntax and Translation (3)
- DVOT 616 - Hebrew Exegesis Practicum (3)
- DVOT 731 or DVOT 732 or DVOT 733 - Special Topics in Old Testament Exegesis (3)

Historical and Doctrinal Studies: 21 Credits

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

Spiritual and Pastoral Formation Studies: 24 Credits

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

Electives: 12 Credits

Total Required Credits: 87

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

Divinity w/a Concentration in Apologetics (MDiv)

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

In addition to the objectives adopted for the MDiv program, the concentration in apologetics aims to equip students to defend and commend the Christian faith more effectively in late modernity.

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

Divinity: 87 Credits

Biblical Studies: 30 Credits

- DVBF 502 - Old Testament Theology (3) *
- DVBF 503 - New Testament Theology (3) *
- DVNT 511 - Introduction to New Testament Greek (3) *
- DVNT 512 - Greek Syntax and Translation (3) *
- DVNT 616 - Greek Exegesis Practicum (3)
- DVNT 731 or DVNT 732 or DVNT 733 - Special Topics in New Testament Exegesis (3)
- DVOT 511 - Introduction to Biblical Hebrew (3)
- DVOT 512 - Hebrew Syntax and Translation (3)
- DVOT 616 - Hebrew Exegesis Practicum (3)
- DVOT 731 or DVOT 732 or DVOT 733 - Special Topics in Old Testament Exegesis (3)

Historical and Doctrinal Studies: 21 Credits

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

Spiritual and Pastoral Formation Studies: 24 Credits

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

Apologetics Electives: 9 Credits

- DVEV 650 - Philosophy and the Christian Life (3)
- DVEV 701 - Cultural Apologetics (3)

Choose one from:

- DVEV 702 - Augustinian Apologetics (3)
- Any other DVEV course not already taken (3)

Elective: 3 Credits

Total Required Credits: 87

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

Theology (ThM)

The master of theology (ThM) is an advanced academic program that provides students with additional opportunity for theological study beyond the master of divinity (MDiv) degree. Students are not required to specialize in one field of study. The program is flexible, allowing some students to use it to prepare for doctoral research and allowing others to enhance their learning and skills in a variety of subjects related to the service of the Lord and His church. Each student is assisted in developing their program of study by a member of the Beeson faculty. The goals of the program are as follows: to sharpen students' skills in biblical exegesis, historical theology, and/or preaching and pastoral care; to form students further in spiritual maturity; and to help students develop competence in research and writing, preparing some for doctoral work.

The requirements for the ThM degree can be completed in one year of full-time study. The program requires at least 30 credit hours, with a minimum of 24 credit hours completed at Beeson Divinity School. Students may be given transfer credit for up to six (6) credit hours of advanced master's level coursework completed in previous graduate theological studies. The degree must be completed within two years. In extenuating circumstances, a student may request an extension. A letter justifying such a request must be addressed to the associate dean.

Theology: 30 Credits

Theology Core: Advanced Master's Courses/PhD Seminars: 24 Credits

Students must complete 24 credit hours, choosing from the following:

- DVAN 606 - Anglican Worship and Sacraments (3)
- DVAN 701 - Anglican History and Doctrine (3)
- DVBF 504 - Biblical Theology (3)
- DVBF 521 - Special Topics in Biblical Foundations (3)
- DVET 701 - Doctrine and Ethics (3)
- DVET 711 - Racial Reconciliation (3)
- DVET 721 - Special Topics in Ethics (3)
- DVEV 521 - Special Topics in Evangelism (3)
- DVHD 605 - Pastoral Theology (3)
- DVHD 606 - Ecclesiology and Worship (3)
- DVHD 651 - Introduction to Latin (3)
- DVHD 652 - Latin Syntax and Translation (3)
- DVHD 702 - Readings in Augustine (3)
- DVHD 703 - Calvin and the Reformed Tradition (3)
- DVHD 705 - History of Biblical Interpretation (3)
- DVHD 708 - Doctrine of the Trinity (3)
- DVHD 713 - Doctrine of God (3)
- DVHD 715 - Christology (3)
- DVHD 721-722 - Special Topics in History and Doctrine (3)
- DVHD 825 - Seminar in Pre-Reformation Historical Theology (3) **
- DVHD 835 - Seminar in Reformation and Modern Historical Theology (3) **
- DVML 751 - Clinical Pastoral Education (3)
- DVMS 506 - Contemporary Missions: Issues and Strategies (3)
- DVMS 507 - World Religions (3)
- DVMS 721 - Special Topics in Missions (3)
- DVNT 616 - Greek Exegesis Practicum (3)
- DVNT 721-722 - New Testament Exposition/Special Topics in New Testament (3)
- DVNT 731-732 - Special Topics in New Testament Exegesis (3)
- DVNT 810 - Seminar in New Testament Studies (3) **
- DVOT 616 - Hebrew Exegesis Practicum (3)
- DVOT 721-722 - Old Testament Exposition/Special Topics in Old Testament (3)
- DVOT 731-733 - Special Topics in Old Testament Exegesis (3)
- DVOT 808 - Seminar in Old Testament Studies (3) **
- DVPM 701 - Pastoral Care and Counseling (3)
- DVPM 705 - Introduction to Chaplaincy (3)
- DVPM 721 - Special Topics in Pastoral Ministry (3)
- DVPR 601 - Christian Preaching (3)
- DVPR 602 - Preaching Practicum (3)
- DVPR 607 - Expository Preaching (3)
- DVPR 609 - Doctrinal Preaching (3)
- DVPR 721 - Special Topics in Preaching (3)
- DVSF 601 - Early Christian Spirituality (3)
- DVSF 621-622 - Special Topics in Spiritual Formation (3)
- DVTH 741 - Directed Study (3)
- DVTH 857 - Seminar in Ecclesial Life and Mission (3) **
- DVTH 864 - Special Studies in Ecclesial Theology (3)
- DVWS 606 - Wesleyan Ecclesiology, Polity, Ministry, and Mission (3)
- DVWS 701 - Wesleyan History and Doctrine (3)

Theology Research: 6 Credits

Students must satisfy the writing requirements for the degree, either by writing two major research papers or by writing a single thesis under the supervision of a regular member of the Beeson faculty. In either case, students will complete 6 credit hours in:

- DVTH 798 - Master's Thesis (3)
- DVTH 799 - Master's Thesis (3)

Total Required Credits: 30

*At least two courses must be "writing courses" in which students write major research papers under the guidance of their instructors.

**Denotes PhD seminars.

Anglican Studies Certificate

Students in the master of divinity (MDiv) program preparing for service in the Anglican communion may choose to pursue a certificate of Anglican studies. The required MDiv course DVET 701 may be replaced with DVAN 701 - Anglican History and Doctrine (3) and the required MDiv course DVHD 606 may be replaced with DVAN 606 - Anglican Worship and Sacraments (3). Students must also complete the 6-hour supervised ministry practicum (DVML 701 and DVML 702) in an Anglican parish. For more information, please contact the director of the Institute of Anglican Studies.

Anglican Studies Certificate: 12 Credits

Anglican Courses: 6 Credits

Embedded within the MDiv Degree, these courses focus on the history, doctrine, and worship of the Anglican tradition.

- DVAN 606 - Anglican Worship and Sacraments (3)
- DVAN 701 - Anglican History and Doctrine (3)

Supervised Ministry Practicum: 6 Credits

Anglican Certificate students complete their Supervised Ministry Practicum in an Anglican context.

- DVML 701 - Supervised Ministry Practicum I (3)
- DVML 702 - Supervised Ministry Practicum II (3)

Total Required Credits: 12

Missions Certificate

Students in the master of divinity (MDiv) may choose to pursue a certificate in missions. All MDiv students take DVMS 500 - Introduction to Christian Missions (3). Additionally, six (6) of the 12 elective credits required for the MDiv degree must include: DVMS 506 - Contemporary Missions: Issues and Strategies (3) and DVMS 507 - World Religions (3). Students must also complete the 6-hour supervised ministry practicum (DVML 701 and DVML 702), engaged in cross-cultural ministry in the Birmingham area, and a cross-cultural ministry practicum (DVCC 655) of no less than six weeks outside the Birmingham area. For more information contact the Global Center at Beeson Divinity School.

Missions Certificate: 15 Credits

Missions Courses: 9 Credits

These courses provide a biblical, cultural, and strategic analysis of God's global mission to all tongues, tribes, and nations.

- DVMS 500 - Introduction to Christian Missions (3)
- DVMS 506 - Contemporary Missions: Issues and Strategies (3)
- DVMS 507 - World Religions (3)

Practicum Requirements: 6 Credits

Missions Certificate students must also complete the 6-hour supervised ministry practicum (DVML 701 and DVML 702) engaged in cross-cultural ministry in the Birmingham area, and a cross-cultural ministry practicum (DVCC 655) of no less than six weeks outside the Birmingham area.

- DVML 701 - Supervised Ministry Practicum I (3)
- DVML 702 - Supervised Ministry Practicum II (3)
- DVCC 655 - Cross-Cultural Ministry Practicum (0)

Total Required Credits: 15

Wesleyan Studies Certificate

Students in the master of divinity (MDiv) program preparing for service in the Wesleyan community may choose to pursue a certificate of Wesleyan studies. The required MDiv course DVET 701 may be replaced with DVWS 701 - Wesleyan History and Doctrine (3) and the required MDiv course DVHD 606 may be replaced with DVWS 606 - Wesleyan Ecclesiology, Polity, Ministry, and Mission (3). Students must also complete the 6-hour supervised ministry practicum (DVML 701 and DVML 702) in a Wesleyan community context. For more information, please contact the Methodist Chair of Divinity.

Wesleyan Studies Certificate: 12 Credits

Wesleyan Courses: 6 Credits

Embedded within the MDiv degree, these courses focus on the history, doctrine, and worship of the Wesleyan tradition.

- DVWS 606 - Wesleyan Ecclesiology, Polity, Ministry, and Mission (3)
- DVWS 701 - Wesleyan History and Doctrine (3)

Practicum Requirements: 6 Credits

Wesleyan Certificate students complete their Supervised Ministry Practicum in a Wesleyan context.

- DVML 701 - Supervised Ministry Practicum I (3)
- DVML 702 - Supervised Ministry Practicum II (3)

Total Required Credits: 12

Divinity - Doctoral

Doctoral Programs and Requirements

Degree

Doctor of Philosophy (PhD)
Theology for the Church

Beeson Divinity School offers the doctor of philosophy (PhD) in theology for the church.

PhD in Theology for the Church

Program Description

The doctor of philosophy (PhD) in theology for the church is a research doctoral program that equips its graduates for theologically robust ministry in and for the church of Jesus Christ. The program's focus is not restricted to ecclesiology, rather it attends to theology broadly understood as rigorous scholarship in service to the church. The program requires completion of a common set of courses in Biblical Theology, Historical Theology, and Practical Theology, successful passage of comprehensive exams, and dissertation research and writing. Students will work closely with a faculty member, who will act as a resource and guide for students' research and supervise them in their dissertation work.

Admission Requirements

Admission to the program is competitive. Applicants for admission must possess a strong record of achievement in previous graduate theological studies and evidence capacity for success in doctoral-level studies. They must demonstrate solid commitment to the Christian faith, Christian character and maturity, orthodox and confessional doctrinal convictions, and a desire to serve the church of Jesus Christ. To this end, they must be able to articulate coherently their research interests and vocational objectives.

Consideration for admission will be given to applicants who hold a graduate theological degree from an accredited school, with a GPA of 3.50 or above.

Application Deadlines

- Applications for the PhD program are received between October 1 and April 1

Application Requirements

- Official transcripts from all schools attended since high school
- Ministry résumé or curriculum vitae
- Three (3) letters of recommendation: two (2) from academic references, and one (1) pastoral/church reference
- An academic writing sample (3,000-5,000 words)
- Personal interview
- Two essays
 - Statement of research interest (1,000-1,500 words)—Identify the area of your research and give a brief account of your specific focus; situate it against the current questions surrounding it and identify your primary research interlocutors. Explain why this line of inquiry is important for the life and mission of the church. The admissions committee recognizes students will circle around various dissertation ideas when discerning their research topic. This statement seeks an understanding of the student's general field of interest (e.g., Patristics or Pauline Epistles), aiding the committee in its assignment of faculty supervisors. Also, this statement should demonstrate the applicant's awareness of the field they wish to engage in at the dissertation level.
 - Statement of motivation and purpose for the degree (1,000-1,500 words)—This essay provides the admissions committee with an understanding of the student's motivation for postgraduate study: "why" and "for what purpose." It is important for the student to craft this essay in conversation with the program overview.
- Reading competency in Greek or Hebrew is required for matriculation. Depending on the area of determined research, competency in Latin, French, and/or German may be required. For example, if studying Augustine, Latin would be requisite, along with French as a modern research language. For those in biblical studies/theology, competency in German will be necessary. These decisions will be made in consultation with the supervisor and director. Any such competency must be demonstrated before sitting for comprehensive exams.

Transfer Credit

Students may petition to transfer up to six (6) graduate credits for the PhD program.

Progression Policies

Students in the PhD program must maintain a GPA of 3.00 or higher to remain in the program.

Time-to-Degree Completion Plan

The program is estimated to be completed in four years and must be completed within six years.

Theology for the Church (PhD)

The doctor of philosophy (PhD) in theology for the church can be completed in four years of uninterrupted study. The degree must be completed within six years. In extenuating circumstances, a student may request an extension. A letter justifying such a request must be addressed to the associate dean. The degree requires at least 42 semester credits with a minimum of 36 credits completed at Beeson Divinity School.

Theology for the Church: 42 Credits

Discipline Seminars: 15 Credits

Students will complete five seminars in the theological disciplines - biblical studies, Christian history and doctrine, and ecclesial life and mission (3 credit hours each). Students read and prepare reviews of their reading in preparation for attending a seminar on-campus for one week. Following each seminar, students write a paper relating the seminar topic to their area of research interest. Seminars will be conducted on the Samford campus for one week each term - one week in March (spring), one week in July (summer), and one week in October (fall).

- DVHD 825 - Seminar in Pre-Reformation Historical Theology (3)
- DVHD 835 - Seminar in Reformation and Modern Historical Theology (3)
- DVNT 810 - Seminar in New Testament Studies (3)
- DVOT 808 - Seminar in Old Testament Studies (3)
- DVTH 857 - Seminar in Ecclesial Life and Mission (3)

Research Seminars: 4 Credits

Alongside the discipline seminars, in fall and spring semesters, students meet virtually for a common research seminar. The seminar will convene online every other week (six times each spring and fall semester). The seminars serve several purposes: presentation of faculty/student research; shared reading; guest presentations; culture/relational building of the academic community; and development of the research prospectus. Students must complete four semesters of Theological Research Seminar before submitting the research prospectus.

- DVTH 815 - Theories and Methods of Theological Scholarship (1) (take 4 semesters)

Directed Readings: 3 Credits

Under the supervision of their dissertation chair, students complete a semester of directed readings in the area of their research focus.

- DVTH 864 - Special Studies in Ecclesial Theology (3)

Comprehensive Examinations: 4 Credits

- DVTH 871 - Comprehensive Examinations (4)

Theological Research Prospectus: 4 Credits

- DVTH 880 - Theological Research Prospectus (4)

Theological Research Dissertation: 12 Credits

- DVTH 890 - Theological Research Dissertation (3) (take 4 semesters)

Total Required Credits: 42

Orlean Beeson School of Education

Academic Administration

Anna E. McEwan, Dean, Professor

Monique Gardner Witherspoon, Associate Dean; Professor, Educational Leadership

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

Kristie B. Chandler, Assistant Dean; Office of eLearning and Online Programs; Professor, Human Development and Family Science

Mission

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

Core Values

The faculty, staff, and students of Orlean Beeson School of Education commit ourselves to four core values (Integrity, Respect, Responsibility, and Humility) as we pursue our purpose and calling.

Accreditation

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

Educational Leadership - Graduate

Faculty

Kara M. Chism, Chair, Associate Professor

Amy L. Benton, Professor

F. Jane Cobia, Professor

Leslie S. Ennis, Professor

Monique Gardner Witherspoon, Professor

Lisa L. Beckham, Assistant Professor

William T. Cleveland, Assistant Professor

Graduate Programs and Requirements

Degrees

Master of Science in Education (MSE) - Class A Certification

Instructional Leadership

Master of Science in Organizational Leadership (MSOL)

Organizational Leadership

Educational Specialist (EdS) - Class AA Certification

Instructional Leadership

Doctor of Education in Educational and Organizational Leadership (EdD)

Certificate

Instructional Leadership

The Department of Educational Leadership offers graduate education programs at two levels of certification (provided current certification requirements of the Alabama State Department of Education have been met): a master of science in education (MSE) degree with Class A certification in instructional leadership and an educational specialist (EdS) degree with Class AA certification in educational leadership. The department also offers a master of science in organizational leadership (MSOL) degree. At the doctoral level, the department offers a doctor of education (EdD) in educational and organizational leadership (see the Educational Leadership-Doctoral section for more information).

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

Master of Science in Education (MSE); Educational Specialist (EdS); Certificate in Instructional Leadership (CRE-INLD)

Unconditional Admission

1. Minimum cumulative GPA of 2.75 in an undergraduate degree, if applying to a master's program. Minimum cumulative GPA of 3.00 in a master's degree, if applying to the educational specialist program. Coursework completed for non-degree purposes will not be considered in admission decisions.
2. Satisfactory completion of other admission criteria, listed below by program.

NOTE: There is no option for conditional admission to the MSE, certification-only, or EdS programs in instructional leadership.

Admission Criteria by Program

Master of Science in Education (MSE) in Instructional Leadership (eligible for State certification)

1. Completion of application and submission of application fee
2. Undergraduate cumulative GPA of 2.75 or higher
3. One official copy of all transcripts from all institutions attended
4. Interview
5. Portfolio
6. Three letters of recommendation. One must be from your current supervisor.
7. Writing sample
8. Statement of purpose
9. Experience Verification Form documenting three or more years of experience in which one or more of those years was spent as a classroom teacher
10. Current and valid Class B teaching certificate

Educational Specialist (EdS) in Instructional Leadership (eligible for State certification)

1. Completion of application and submission of application fee
2. Graduate cumulative GPA of 3.00 or higher
3. One official copy of all transcripts from all institutions attended
4. Two letters of recommendation. One must be from your immediate supervisor.*
5. Writing sample*
6. Statement of purpose*
7. Current and valid Class A in Instructional Leadership, if necessary**
8. 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.

Certificate in Instructional Leadership (certificate-only program; eligible for State certification)

1. Completion of application and submission of application fee
2. Graduate cumulative GPA of 2.75 or higher
3. One official copy of all transcripts from all institutions attended
4. Interview
5. Portfolio
6. Two letters of recommendation. One must be from your immediate supervisor.
7. Experience Verification Form documenting three or more years of experience in which one or more of those years was spent as a classroom teacher
8. 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 or in teacher education. Exceptions may be granted by the dean of the School of Education. After an application is received, transfer credits will be evaluated by the department chair and certification officer for applicability to the Samford program. Transfer credits more than six years old will not be accepted.

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. See Advisement subsection for contact information.

Retention and Completion

Students on the MSE level must maintain a GPA of 3.00; students on the EdS level must maintain a GPA of 3.25. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. 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 appropriate PRAXIS examination. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.00 for MSE and 3.25 for EdS) may not continue in the program. Any grade below a C- shall not be counted for credit and the course must be retaken. While final course grades may be appealed through formal institutional processes, dismissal for GPA reasons is final and cannot be appealed. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months (five years) of the program completion date.

Readmission

Students who discontinue or leave the MSE, certification only, or Ed.S program with a 3.00 GPA (MSE) or a 3.25 GPA (EdS) may petition for readmission within three years of the last full semester of attendance. Readmitted students must meet current curricular expectations and program policies and procedures. Exceptions are granted only by the dean of the School of Education. Students who are dismissed for GPA reasons are not eligible for future graduate studies in Orlean Beeson School of Education.

Advisement

Frequent meetings with the director of graduate student services and program director are required throughout the program, as these individuals will determine a student's registration and program of study. 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 programs should be addressed to the Graduate Admissions Office, (205) 726-4337, Orlean Beeson School of Education, Room 210.

Master of Science in Organizational Leadership (MSOL)

This program aims to prepare individuals to be moral and ethical leaders who reflect deeply on the people and organizations they lead. Building upon adult learning principles, culturally responsive leadership, purpose-oriented project management, organizational communication, and values-based performance appraisal, graduates will acquire the knowledge, skills, and dispositions that characterize faith-informed leadership. This program is not associated with state certification or licensure.

Admission Requirements

Applicants must have earned a bachelor's degree from a regionally accredited institution from USDOE with a minimum grade point average (GPA) of 2.75. Admission decisions are based on academic ability and the availability of a cohort each term. Academic ability is evaluated on prior degrees, GPA, letters of recommendation, test scores, and other admission documents and credentials. Completed applications are reviewed at least one week after the posted admission deadlines. Applicants may move their applications to the next available term if a cohort is unavailable. Admission materials may be held on file for up to two years.

Applicants must:

- Complete the application for admission.
- Pay a non-refundable \$35 application fee. The fee is payable by credit card and is waived for Samford alums, students, and employees.
- Provide official transcripts from all institutions attended. Transcripts are only considered official when they bear the issuing institution's seal and arrive with the seal intact.
- Upload two letters of recommendation to the online application.
- Obtain a current supervisor's disposition form. This may not be the same person as the person who wrote the letter of recommendation.

Transfer Credit

Three hours of transfer equivalent credits may be accepted from another institution. By petitioning the Dean of the School of Education, three additional transfer hours may be considered.

Progression Policies

Students must earn a "C-" or better in all coursework and maintain a 3.00 GPA. Students whose cumulative GPA falls below the required minimum 3.00 may not continue in the program and will be apprised of dismissal at the end of the semester. For more information, see the *OBB Graduate Student Handbook*.

Time Limit

All courses required for this program must be completed within a period of six years from the academic session of first admission.

Time-to-Degree Completion Plan

The program is designed to be completed in five semesters.

Readmission

Students who discontinue or leave the master's degree in organizational leadership program with a 3.00 GPA may petition for readmission within three years of the last full semester of attendance. Readmitted students must meet current curricular expectations and program policies and procedures. Exceptions are granted only by the dean of the school of education. Students who are dismissed for GPA reasons are not eligible for future graduate studies in Orlean Beeson School of Education.

Master of Science in Education (MSE)

The master of science in education (MSE) degree is open to candidates who hold a bachelor's degree from an accredited institution. Completion of the degree requires 30 credits beyond a bachelor's degree. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification, provided current certification requirements of the Alabama State Department of Education have been met.

Instructional Leadership (MSE)

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

Instructional Leadership: 30 Credits

Instructional Leadership Core: 15 Credits

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

Internship: 6 Credits

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

Survey of Special Education Coursework: 3 Credits**

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

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

- EDLD 505 - Independent Study (1-3)
- EDLD 506 - Foundations of Character Development (3)
- EDLD 507 - Building a Culture of Character (3)
- EDLD 508 - Assessment of Character, Ethics, and Virtues (3)
- EDLD 518 - Research Theory and Techniques (3)
- EDLD 519 - Research Implementation (3)
- EDLD 539 - Innovative Concepts in Education (3)
- EDUC 514 - Social Dynamics and Student Learning (3)
- EDUC 515 - Standards-Driven Teacher Leadership (3) or National Board Certification (ACE official transcript)
- EDUC 524 - Curriculum Design for P-12 Instructional Leaders (3)
- IDTE 518 - Research Design and 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 - Design Multimedia for Instruction (3)
- IDTE 563 - Organizational Leadership in Instructional Design and Technology (3)
- IDTE 566 - Assessment and Evaluation in Instructional Design and Technology (3)
- IDTE 570 - E-Learning (3)
- IDTE 575 - Issues and Trends in Instructional Design and Technology (3)
- IDTE 599 - Advanced Practices in Instructional Design and Technology (3)

Total Required Credits: 30

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

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

ACE=American Council on Education

Master of Science in Organizational Leadership

Organizational Leadership (MSOL)

This program aims to prepare individuals to be moral and ethical leaders who reflect deeply on the people and organizations they lead. Building upon adult learning principles, culturally responsive leadership, purpose-oriented project management, organizational communication, and values-based performance appraisal, graduates will acquire the knowledge, skills, and dispositions that characterize faith-informed leadership.

Organizational Leadership: 30 Credits

Organizational Leadership Core: 15 Credits

- ORLD 500 - Theories and Models of Organizational Leadership (3)
- ORLD 501 - Purpose-Oriented Project Management (3)
- ORLD 502 - Organizational Communication (3)
- ORLD 503 - Culturally Responsive Organizational Leadership (3)
- ORLD 504 - Values-Based Performance Appraisal (3)

Trends and Challenges Courses: 9 Credits

- ORLD 505 - Trends and Challenges in Organizational Leadership I: Technological Advances (3)
- ORLD 506 - Trends and Challenges in Organizational Leadership II: Planning for the Unexpected (3)
- ORLD 507 - Trends and Challenges in Organizational Leadership III: Striving for Excellence (3)

Advanced Courses: 6 Credits

- ORLD 508 - Practicum in Organizational Leadership (3)
- ORLD 509 - Capstone in Organizational Leadership (3)

Total Required Credits: 30

Educational Specialist (EdS)

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

Instructional Leadership (EdS)

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

Instructional Leadership: 30 Credits

Instructional Leadership Core: 30 Credits

- EDLD 621 - Educational Management and Strategic Thinking (3)
- EDLD 622 - Seminar in Academic Leadership (3)
- EDLD 623 - Organizational Innovation (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 and Ethics in Education (3)
- EDLD 681 - Research for School Improvement (3)

Total Required Credits: 30

Educational Leadership - Doctoral

Doctoral Programs and Requirements

Degree

Doctor of Education (EdD)

Educational and Organizational Leadership (EdD)

The Department of Educational Leadership offers a doctorate in education (EdD), a program designed for students interested in leadership from a faith-based perspective, as applied to educational institutions and other organizations.

See the Advisement subsection for contact information.

Doctor of Education in Educational and Organizational Leadership (EdD)

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

Doctoral Admission Standards for Educational and Organizational Leadership

Admission Requirements

1. Completion of application and payment of application fee.
2. Receipt of one official transcript from all institutions attended.
3. Satisfactory performance on scholarly writing sample.
4. Two letters of reference. One must be from an individual who has knowledge of the applicant's potential as a researcher/scholar.
5. Satisfactory interview with the admissions committee.

The admissions committee will evaluate each candidate on a case-by-case basis and render a decision. Applicants who are not initially admitted may reapply for admission one time.

Unconditional Admission

1. Minimum cumulative GPA of 3.50 in prior graduate degree(s). Coursework completed for non-degree purposes will not be considered in admission decisions.
2. Satisfactory completion of other admission criteria as stated above.

NOTE: There is no option for conditional admission to the doctoral program in educational and organizational leadership.

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 or in teacher education. Exceptions may be granted by the dean of the School of Education. After application to the program is received, transfer credits will be evaluated by the department chair for applicability to the Samford program. Transfer credits more than six years old may not be accepted.

Tuition Scholarships

Tuition scholarships are not available for doctoral students. A limited number of merit-based scholarships are available as students matriculate through the program. See the Advisement section for contact information.

Retention and Completion

Students on the EdD level must maintain a GPA of 3.25. All students must follow a prescribed course of study and must complete the degree within six years. Following completion of the core courses, doctoral students must take and pass a comprehensive examination. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.25) may not continue in the program. Any grade below a C- shall not be counted for credit and the course must be retaken. While final course grades may be appealed through a formal institutional process, dismissal for GPA is final and cannot be appealed.

Readmission

Students who discontinue or leave the program with a 3.25 GPA or higher, may petition for readmission within three years of the last full semester of attendance. Readmitted students must meet current curricular expectations and program policies and procedures. Exceptions are granted only by the dean of the School of Education. Students who are dismissed for GPA reasons are not eligible for future graduate studies in Orlean Beeson School of Education.

Advisement

Frequent meetings with the director of graduate student services, who serves as academic advisor, are required throughout the doctoral program as the advisor will determine a student's registration and program of study.

Requests for information about or applications to the doctoral program should be addressed to the Graduate Admissions Office, (205) 726-4337, Orlean Beeson School of Education, Room 210.

Educational and Organizational Leadership (EdD)

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

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

Educational and Organizational Leadership: 36 Credits

Leadership Core: 18 Credits

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

Research Courses: 9 Credits

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

Dissertation Sequence: 9 Credits

- EDLD 794 - Dissertation Seminar I (3)
- EDLD 796 - Dissertation Seminar II (3)
- EDLD 798 - Dissertation Seminar III (3)

Elective: 0 Credits

- EDLD 799 - Directed Doctoral Study (0) *(only if needed)*

Total Required Credits: 36

Teacher Education

Faculty

Karen J. Birkenfeld, Chair, Professor
Jeanelle B. Day, Professor
Amanda S. Hilsmier, Professor
Amy E. Hoaglund, Professor
Tarsha B. Shepard, Professor

Erin N. Gilchrist, Associate Professor
Hannah S. Kennedy, Assistant Professor
Kathryn M. Scarborough, Assistant Professor
Jane-Marie Marlin, Instructor
Melissa L. Wallis, Instructor

Graduate Programs and Requirements

Degrees

Master of Science in Education (MSE) - Class A Certification

Elementary Education (Alternative Master's) (Alt A, Class A Cert) (MSE)

K-12 Collaborative Special Education (Alternative Master's) (Alt A, Class A Cert) (MSE)

Secondary Education (Alternative Master's) (Alt A, Class A Cert) (MSE)

Music Education*

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

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

Master of Science in Education (MSE)

The master of science in education (MSE) degree is designed for the working professional in a field other than education. Completion of the degree requires 36 credits beyond a bachelor's degree. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification, provided current certification requirements of the Alabama State Department of Education have been met.

Annual Admission Deadline: May 1

Admission Requirements

1. Applicant must possess a bachelor's degree from an accredited institution and have graduated with a minimum GPA of 2.50.
2. Completion of application and payment of application fee.
3. Receipt of one official transcript from all institutions attended.
4. Passing scores on required Praxis tests. See admissions coordinator for required tests.
5. Background clearance letter.
6. Disposition recommendation from supervisor if employed, if not a college professor.
7. Satisfactory performance on admissions interview.

The admissions committee will evaluate each candidate on a case-by-case basis. 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 2.50 for all college work attempted.
2. Completion of undergraduate prerequisites and passing scores on the appropriate content area Praxis II test.

Transfer Credit

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

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

Tuition Scholarships

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

Retention and Completion

Students on the MSE level must maintain a GPA of 3.25. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. Graduate students receiving initial certification must also pass the Alabama Educator Certification Assessment Program (AECAP), which includes the appropriate PRAXIS examinations. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.25) may not continue in the program. Any grade below a C- shall not be counted for credit and the course must be retaken. An individual who completes an Alabama State-approved program must submit an application for Alabama certification within 60 calendar months (five years) of the program completion date.

Teacher Certification

In order to be recommended for licensure, candidates must pass all exit exams and licensure requirements as mandated by the Alabama State Department of Education (ALSDE). If a student successfully completes all program requirements, he/she may graduate, but cannot be recommended for certification until all exams are passed and all requirements are met.

Graduation from Samford University does not guarantee certification by the ALSDE or any other state certification agency. Program graduates who delay applying for Alabama certification are subject to changes made in the state certification requirements between the time of degree completion and the time of application. If an individual is not recommended for Alabama certification within five years (60 calendar months) of program completion, the individual will be required to reapply and complete current approved program requirements.

In addition, candidates completing all required coursework in any teacher preparation program but who delay clinical internship (All But Internship or, "ABI") for more than one year and who intend to apply for teacher certification must comply with current ALSDE certification requirements.

Advisement

Frequent meetings with an advisor from the certification office are required throughout the graduate program. Samford University complies with the requirements of the Alabama State Department of Education concerning the admission, retention, and completion of all requirements for students seeking Class A certification.

Requests for information about or applications to the alternative master's degree programs should be addressed to the director of graduate student services, (205) 726-4337, Orlean Beeson School of Education, Room 210.

Master of Science in Education (MSE) in Secondary Education

The master of science in education (MSE) in secondary education, alternative master's degree program (Alt A, Class A Certification) is designed for candidates who have earned a bachelor's degree in a field other than education and who now seek to earn an MSE with Class A teacher certification, for grades 6-12, in biology, English/language arts, general science, general social science (social studies), mathematics, physical education (P-12), and Spanish.

Upon successful completion of this program and having met current certification requirements of the Alabama State Department of Education, the candidate is eligible for the MSE degree in 6-12 secondary education and Class A teacher certification.

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

Elementary Education, Alternative Master's (Alt A, Class A Cert) (MSE)

The master of science in education (MSE) in elementary education, alternative master's program (Alt A, Class A Certification) is designed for candidates who have earned a bachelor's degree in a field other than education and who now seek to earn an MSE with Class A certification.

Upon successful completion of this program and having met current certification requirements of the Alabama State Department of Education (ALSDE), the candidate is eligible for the MSE degree in elementary education (K-6) and Class A teacher certification.

Elementary Education, Alternative Master's (Alt A, Class A Cert): 36-38 Credits

Professional Core: 12-14 Credits

- EDUC 520 - Foundations, Trends, and Issues in Education (3)
- EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)
- EDUC 522 - Designing Instruction for Exceptional Learners: A Survey of Special Education (1) *
- EDUC 523 - Diversity and Learner Development (1) **
- EDUC 530 - Theories of Learning (3)
- EDUC 560 - Principles of Effective Planning and Instruction (3)

Literacy Courses: 9 Credits

- EDUC 540 - Foundations of Literacy (3)
- EDUC 541 - Reading Disabilities: Assessment and Intervention (3)
- EDUC 542 - Materials and Methods of Teaching Language Arts (3)

Teaching Field: 9 Credits

- EDUC 525 - Integrating the Arts and Literature in the Elementary School Classroom (3)
- EDUC 543 - Literacy, Materials, and Methods of Mathematics (3)
- EDUC 544 - Materials and Methods of Teaching Science, Social Studies, Health, and Physical Education (3)

Internship: 6 Credits

- EDUC 592 - K-6 Internship (6)

Total Required Credits: 36-38

*EDUC 522 is required unless an ALSDE-approved Survey of Special Education course has been taken previously.

**EDUC 523 is required unless an ALSDE-approved Diversity course has been taken previously.

K-12 Collaborative Special Education, Alternative Master's (Alt A, Class A Certification) (MSE)

The master of science in education (MSE) in K-12 collaborative special education, alternative master's program (Alt A, Class A Certification) is designed for candidates who have earned a bachelor's degree in a field other than education and who now seek to earn an MSE with Class A teacher certification for grades K-12, in special education.

Upon successful completion of this program and having met current certification requirements of the Alabama State Department of Education (ALSDE), the candidate is eligible for the MSE degree in collaborative special education (K-12) and Class A teacher certification.

K-12 Collaborative Special Ed, Alternative Master's (Alt A, Class A Cert): 36-38 Credits

Professional Core: 12-14 Credits

- EDUC 520 - Foundations, Trends, and Issues in Education (3)
- EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)
- EDUC 522 - Designing Instruction for Exceptional Learners: A Survey of Special Education (1) *
- EDUC 523 - Diversity and Learner Development (1) **
- EDUC 530 - Theories of Learning (3)
- EDUC 560 - Principles of Effective Planning and Instruction (3)

Literacy Courses: 9 Credits

- EDUC 540 - Foundations of Literacy (3)
- EDUC 541 - Reading Disabilities: Assessment and Intervention (3)
- EDUC 542 - Materials and Methods of Teaching Language Arts (3)

Teaching Field: 9 Credits

- EDUC 585 - Assessment Procedures and Processes in Special Education (3)
- EDUC 586 - Managing Challenging Behavior in the Classroom: A Functional Behavioral Approach (3)
- EDUC 593 - Research-Based Methods of Instruction for High and Low Incidence Disabilities (3)

Internship: 6 Credits

- EDUC 594 - Clinical Internship in K-12 Collaborative Special Education (6)

Total Required Credits: 36-38

*EDUC 522 is required unless an ALSDE-approved Survey of Special Education course has been taken previously.

**EDUC 523 is required unless an ALSDE-approved Diversity course has been taken previously.

Secondary Education, Alternative Master's (Alt A, Class A Cert) (MSE)

The master of science in education (MSE) in secondary education, alternative master's program (Alt A, Class A Certification) is designed for candidates who have earned a bachelor's degree in a field other than education and who now seek to earn an MSE with Class A teacher certification, for grades 6-12, in biology, English/language arts, general science, general social science (social studies), mathematics, physical education (P-12), and Spanish.

Upon successful completion of this program and having met current certification requirements of the Alabama State Department of Education (ALSDE), the candidate is eligible for the MSE degree in 6-12 secondary education and Class A teacher certification.

Secondary Education, Alternative Master's (Alt A, Class A Cert): 36-38 Credits

Professional Core: 12 Credits

- EDUC 520 - Foundations, Trends, and Issues in Education (3)
- EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)
- EDUC 522 - Designing Instruction for Exceptional Learners: A Survey of Special Education (1) *
- EDUC 523 - Diversity and Learner Development (1) **
- EDUC 530 - Theories of Learning (3)
- EDUC 560 - Principles of Effective Planning and Instruction (3)

Literacy Course: 3 Credits

- EDUC 563 - Content Area Literacy (3)

Teaching Field Methods Course: 3 Credits

*(complete one course in the chosen teaching field) ****

- EDUC 568 - Teaching Physical Education (3)
- EDUC 569 - Teaching Secondary Spanish (2-3)
- EDUC 570 - Teaching Secondary English (2-3)
- EDUC 571 - Teaching Secondary Mathematics (2-3)
- EDUC 572 - Teaching Secondary Science (2-3) ****
- EDUC 573 - Teaching Secondary Social Studies (2-3)

Internship: 6 Credits

- EDUC 591 - Internship for Secondary Education (6)

Teaching Field: 12 Credits

Choose a teaching field below and complete all required courses/electives, for a total of 12 credits.

- **Biology:** BIOE 510, ENVM 515, ENVM 519, ENVM 537, and PHLT 503
- **English/Language Arts:** COME 519, PLUS Two from ENGE 500, ENGE 510, ENGE 520, ENGE 530
- **General Science:** PHYE 510, BIOE 510, and CHME 510
- **History:** HISE 521, HISE 531, and HISE 541
- **Mathematics:** MATE 530, MATE 540, and MATE 560
- **Physical Education:** KINE 522, KINE 560, and KINE 565
- **Social Studies:** One from GEOE 510, POLE 500, PLUS HISE 521 and HISE 541
- **Spanish:** SPAE 501, SPAE 502, and SPAE 503

Total Required Credits: 36-38

*EDUC 522 is required unless an ALSDE-approved Survey of Special Education course has been taken previously.

**EDUC 523 is required unless an ALSDE-approved Diversity course has been taken previously.

***Students complete the selected secondary education teaching methods course above and then all requirements (12 crds) in the corresponding teaching field block for a total of 36 credits.

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

College of Health Sciences

Academic Administration

C. Scott Bickel, Associate Dean; Director, Office for Faith and Health; Professor, Physical Therapy
Jillyn N. Pence, Executive Director, Experiential Learning and Simulation Center; Associate Professor, Nursing
Robert W. Hensarling, Jr., Director, Office of Interprofessional Education; Professor, Kinesiology

Healthcare is one of the most dynamic career paths in the world today. It is reinventing itself in the face of constant change. Opportunities exist that no one imagined 10 years ago. Although many things are changing, the one thing in healthcare that will never change is the need for knowledgeable, compassionate, skilled, and motivated people who are answering their call to care for others. Individuals fortunate enough to have such a calling go on to more than just a career; they create a life rich in opportunity and fulfillment. The College of Health Sciences was created to extend the reach of Samford's mission and to provide students the opportunity to answer the call of caring for others.

Four schools make up the College of Health Sciences: School of Health Professions, Moffett & Sanders School of Nursing, McWhorter School of Pharmacy, and School of Public Health. At the intersection of these schools is the Center for Faith and Health. The Center is where our academic programs and Christian faith intersect to care for people at home, in the community and around the globe. This purposeful interaction with the world around us is the practical application of all that we know, believe, and continue to learn.

Students who begin their careers at Samford are uniquely positioned to combine their faith, skills, and knowledge to positively impact the lives of patients and families. We believe in caring for the whole person and our graduates are exceptionally prepared and committed to caring for others physically, spiritually, and emotionally.

For those called to the healthcare profession, the opportunities you will find within the College are unprecedented in our history. This year, we have more than 30 health-related majors divided between undergraduate and graduate programs. The College prepares students for some of the fastest-growing, in-demand, and fulfilling careers in the world. To learn more about the College of Health Sciences, please visit www.samford.edu/healthsciences.

School of Health Professions

Academic Administration

Alan P. Jung, Dean; Professor, Kinesiology

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

Within the School of Health Professions, the opportunities for interprofessional education are rich for our students, and the impact that these graduates will have on the health of our community and around the world is immense.

The School of Health Professions includes the Department of Communication Sciences and Disorders, the Department of Kinesiology, the Department of Physical Therapy, and the Department of Physician Assistant Studies. The school currently offers a variety of baccalaureate degrees, a master of science in physician assistant studies, a master of science in speech language pathology, and a doctor of physical therapy.

To stay up to date with the latest news within the School of Health Professions, visit us online at <https://www.samford.edu/healthprofessions/>.

Communication Sciences and Disorders

Faculty

Angela B. Barber, Chair, Professor
Karen L. Flynn, Professor
Sarah H. Szynekiewicz, Associate Professor
Kelly F. Jackson, Assistant Professor

Laura S. Promer, Assistant Professor;
Director, Undergraduate Studies
Kameron Carden, Assistant Professor;
Director, Clinical Education
Elizabeth Aho, Instructor; Clinical Supervisor

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

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

Accreditation

The master of science in speech-language pathology MSSLP at Samford University is accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850; (800) 498-2071 or (301) 296-5700.

Graduate Programs and Requirements

Degree

Master of Science in Speech-Language Pathology (MSSLP)
Non-Background Master of Science in Speech-Language Pathology (Bridge Program) (MSSLP)

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Science in Speech Language Pathology (MSSLP) with a BS in Communication Sciences and Disorders

The Department of Communication Sciences and Disorders (CSDS) offers the master of science in speech-language pathology degree (MSSLP) and a non-background bridge program in speech-language pathology. The MSSLP degree is designed to help students become highly qualified speech-language pathologists with the skills, compassion, and motivation to make a difference in their community. Faith-based academic coursework and clinical placements are designed to help students reach their career goals, while emphasizing life-long learning, high moral, and ethical competencies. As students graduate, they will be prepared to impact people's lives in truly meaningful ways.

The department also offers a fast-track program for students pursuing a BS in communication sciences and disorders and a master of science in speech-language pathology (MSSLP). See below as well as the 2025-2026 Undergraduate Catalog and/or the department chair for more information.

Master of Science in Speech-Language Pathology (MSSLP)

The master of science in speech-language pathology (MSSLP) has both an on-campus traditional didactic component and a distance education component in the last two semesters. Candidates who complete this program will be eligible for both state licensure and national certification by the American Speech-Language-Hearing Association. Students are required to complete clinical rotations in each semester of their program.

Admission Requirements

Two options of admission status are designated:

1. Possess a CSD/SLP baccalaureate degree.
Prerequisite courses:
Biological science (must be human)
Physical science (must be chemistry or physics)
Statistics (math, psychology, health sciences accepted)
Social/Behavioral Science (i.e., sociology, psychology, anthropology)
2. Possess a baccalaureate degree or higher in a related field such as education, health sciences, psychology, or family sciences.
Prerequisite courses for Non-Background Bridge Program:
Biological science (must be human)
Physical science (must be chemistry or physics)
Statistics (math, psychology, health sciences accepted)
Social/Behavioral Science (other courses considered: sociology, psychology, anthropology)
CSDS 211 Clinical Phonetics
CSDS 212 Anatomy and Physiology of the Speech and Hearing Mechanism
CSDS 213 Development of Language in Children
CSDS 312 Principles of Audiology
CSDS 314 Rehabilitation Audiology
CSDS 414 Clinical Methods in Communication Sciences and Disorders
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. Obtain three letters of recommendation from 1) two current or previous professors; 2) clinical supervisor or another faculty member. References from family friends and shadow experiences do not meet the criteria. These letters of recommendation must be submitted through CSDCAS. The references should attest to the applicant's academic ability and potential.
3. 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).
4. Attend an on-campus interview.
5. Exceptions to any admission requirements will be handled on an individual basis.
6. 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.
7. The application may be found at <https://www.csdcas.org/>.

Transfer Credit

At this time, students may not transfer in any credit to count towards the speech-language pathology program.

Time Limit

Students must complete all requirements for this master's degree within six years of taking the first MSSLP graduate course at Samford University. The time limit excludes a leave of absence granted by the program/university for just cause. Additionally, should there be a Council of Academic Accreditation (CAA) change that affects the number of courses or credit hours required, the student must fall within those guidelines.

Academic Progression Monitoring

Overview

Academic progression monitoring involves several components of the graduate program: pre-enrollment, clinical education, and academic coursework. All incoming MSSLP students must submit an official transcript showing completion of all prerequisite and baccalaureate coursework to the director of graduate admissions and student services. Throughout the program, academic advising will be conducted by the director of graduate admissions and student services as needed. Departmental academic and clinical monitoring will take place every semester with the student, program director, and/or director of clinical education to ensure that students are on track toward degree completion and are meeting all clinical and course knowledge and skill competencies.

Graduate students are responsible for monitoring their own course and clinical outcomes and should speak with the academic instructor and/or the clinical instructor/preceptor should a problem become evident.

Students who do not meet knowledge and/or skill competencies will have a formal or informal intervention plan in place so that they have an opportunity to improve in the deficient area. After an intervention plan has been established, the student will remain responsible for meeting all criteria stated in the plan and updating the instructor on progress made.

In order to be a student in good standing and progress in the MSSLP program, the student must complete the following for:

Enrollment Management and Student Services:

- Have completed health and immunization forms and on file in the CSDS department's compliance management system.
- Submit proof of health insurance while enrolled at Samford.
- Submit to a background check and drug testing.
- Obtain an acceptable drug screen result prior to matriculation, as required by a facility placement, at random, or for cause. (See substance abuse policy.)

Academic Coursework:

- Carry a cumulative GPA of a 3.00 or higher.
- Earn no less than a B in each course in the curriculum; if a student should make a grade of C+ or lower, it is the expectation that the student will meet with both the academic course instructor and their faculty mentor to discuss a remediation plan.
- All knowledge and skill-based competencies must be met by the date that final grades are due each semester in order to participate in clinical practicum assignments in the following semester.
- Successfully complete all semester coursework before progressing to the next semester. Individual exceptions may be made for extenuating circumstances. These requests must be submitted first to the course faculty and then to the department chair for final approval.

Clinical Education:

- Submit to a background check and drug testing.
- Obtain an acceptable drug screen result prior to matriculation, as required by a facility placement, at random, or for cause. (See substance abuse policy)
- Complete a physical examination and immunization form prior to beginning clinical rotations.
- Achieve a passing grade of 100% on HIPAA, OSHA, and Bloodborne Pathogens Quizzes located on Canvas annually.
- Provide current documentation of Basic Life Support Cardiopulmonary Resuscitation (BLS-CPR) Certification prior to clinical placements.
- Provide a valid copy of professional liability insurance coverage annually.
- Submit proof of health insurance annually.
- Adhere to the Code of Ethical/Professional Conduct as specified in the *Samford University Student Handbook*.
- Successfully complete all semester coursework (including knowledge and skill competencies) before progressing to the next semester. Individual exceptions may be made for extenuating circumstances. These requests must be submitted to the chair of the CSDS department.
- Provide documentation of certain vaccinations and documented proof of such vaccinations before being enrolled at the university, to participate in certain academic majors, disciplines, or programs, and/or allowed to routinely appear on campus.
- Obtain tuberculosis testing annually.
- Obtain a flu shot annually.
- Some clinical placement sites may require CHS students to have certain immunizations or tests that are not compulsory pursuant to the Immunization Policy and irrespective of any medical or religious exemption that may be granted by the university. Most clinical sites will require immunization irrespective of any exemption provided by the university. Therefore, the university cannot make any representations or offers assurances that any alternative clinical placements can or will be available and this may affect academic status (e.g., full time versus part time), eligibility for financial aid, academic schedule, graduation date, licensure eligibility, and employment prospects. Samford University has no control over the vaccination or test requirements of clinical partners; therefore, clinical opportunities may be restricted by the clinical sites and may delay degree progress and graduation date.

Academic and Clinical Progression/Intervention/Dismissal

- A student who receives two grades below a B will meet with their faculty mentor, the program director, and/or the chair of the CSDS department to discuss academic performance and may be subject to dismissal.
- A student who receives a third C will be dismissed from the program.
- A student who has a GPA below 3.00 for any two consecutive academic terms is subject to dismissal.
- A grade of F in an academic course is grounds for dismissal from the program. If the student remains in the program, the course must be retaken where an F was earned.
- Students who receive a grade of F in a clinical course may be dismissed from the program.
- Students have up to three opportunities to demonstrate knowledge and/or skill competency. Failure to demonstrate either knowledge or skill competencies prior to the due date of final grades may result in delaying clinical practicum assignments.
- The intervention plan must be signed and agreed upon by the student, course instructor, program director, DCE, and chair. If the student does not follow the agreed upon plan, the student is at risk of not being placed for the upcoming clinical course and/or at risk of dismissal from the program.

Additional Circumstances That Could Lead to Dismissal

- Failure to comply with academic expectations.
- Failure to comply with clinical expectations.
- Failure to comply with professionalism expectations.

Speech-Language Pathology (MSSLP)

The master of science in speech-language pathology (MSSLP) is a hybrid program that has both an on-campus traditional didactic component and an online/distance education component. Candidates who complete this program will be eligible for both state licensure and national certification by the American Speech-Language-Hearing Association. Students are required to complete clinical rotations in each semester of their program.

Speech-Language Pathology: 58 Credits

Fall, Year 1: 16 Credits

- SLPA 501 - Intro to Clinical Practicum (1)
- SLPA 503 - Neuroscience for Speech Language Pathologists (3)
- SLPA 504 - Research Methods in Speech Language Pathology (3)
- SLPA 506 - Language Disorders: Birth through Age 5 (3)
- SLPA 509 - Articulation and Phonological Disorders (3)
- SLPA 511 - Advanced Diagnostics: Clinical Writing, Critical Thinking, and Assessment Decisions (3)

Spring, Year 1: 14 Credits

- SLPA 502 - Clinical Practicum I (1)
- SLPA 507 - Autism Spectrum Disorders (3)
- SLPA 508 - School Age Language and Literacy Disorders (3)
- SLPA 512 - Counseling Strategies in Fluency and Communication Disorders (3)
- SLPA 608 - Dysphagia in Adults (3)

Summer, Year 1: 10 Credits

- SLPA 601 - Clinical Practicum II (1)
- SLPA 604 - Evaluation and Treatment of Aphasia in Adults (3)
- SLPA 609 - Cognitive-Communicative Disorders in Adults (3)
- **PLUS Elective Course A** (choose one from the following)
- SLPA 614 - Augmentative and Alternative Communication (3) *or*
- SLPA 619 - Instrumentation in Speech-Language Pathology (3) *or*
- SLPA 699 - Mentored Research (1-4) (*take for 3 credits*)

Fall, Year 2: 9 Credits

- SLPA 602 - Clinical Practicum III (3)
- SLPA 606 - Motor Speech Disorders (3)
- SLPA 616 - Voice Disorders across the Lifespan (3)

Spring, Year 2: 9 Credits

- SLPA 603 - Clinical Practicum IV (3)
- SLPA 624 - Diagnostics II: Advanced Diagnostic Skills (3)
- **PLUS Elective Course B** (choose one from the following)
- SLPA 618 - Pediatric Dysphagia (3) *or*
- SLPA 620 - Faith and Ethics in the Practice of SLP (3) *or*
- SLPA 622 - Seminar in Multicultural Perspectives in Speech-Language Pathology (3)

Total Required Credits: 58

Non-Background Master of Science in Speech-Language Pathology (Bridge Program) (MSSLP)

The non-background master of science in speech-language pathology bridge program is designed for students with a bachelor's degree in areas outside of speech-language pathology or audiology. The CSDS department has determined that eight speech-language pathology bridge courses are required. The non-background program prepares the student for entry into graduate degree program. This curriculum in the CSDS department is built on a foundation of rigorous academics and code of values. Our faith-based academic coursework focuses on service, leadership, and critical-thinking skills. Interprofessional education experiences with students and faculty from other healthcare disciplines are a key component of the program. Transcripts will be reviewed for prerequisite courses and an individualized plan of study will be created for each student.

Non-Background Master of Science in Speech-Language Pathology (Bridge Program): 85 Credits

Speech-Language Pathology Bridge Courses: 27 Credits

- SLPA 505 - Practical Application of Speech Science (2)
- SLPA 515 - Communication Disorders in the Medical Setting (4)
- SLPA 521 - Clinical Phonetics (4)
- SLPA 522 - Anatomy and Physiology of the Speech and Hearing Mechanism (4)
- SLPA 523 - Development of Language in Children (4)
- SLPA 524 - Principles of Audiology (3)
- SLPA 525 - Rehabilitation Audiology (3)
- SLPA 532 - Critical Thinking in Guided Observation (3)

Fall, Year 1: 16 Credits

- SLPA 501 - Intro to Clinical Practicum (1)
- SLPA 503 - Neuroscience for Speech Language Pathologists (3)
- SLPA 504 - Research Methods in Speech Language Pathology (3)
- SLPA 506 - Language Disorders: Birth through Age 5 (3)
- SLPA 509 - Articulation and Phonological Disorders (3)
- SLPA 511 - Advanced Diagnostics: Clinical Writing, Critical Thinking, and Assessment Decisions (3)

Spring, Year 1: 14 Credits

- SLPA 502 - Clinical Practicum I (1)
- SLPA 507 - Autism Spectrum Disorders (3)
- SLPA 508 - School Age Language and Literacy Disorders (3)
- SLPA 512 - Counseling Strategies in Fluency and Communication Disorders (3)
- SLPA 608 - Dysphagia in Adults (3)

Summer, Year 1: 10 Credits

- SLPA 601 - Clinical Practicum II (1)
- SLPA 604 - Evaluation and Treatment of Aphasia in Adults (3)
- SLPA 609 - Cognitive-Communicative Disorders in Adults (3)
- **PLUS Elective Course A** (choose one from the following)
- SLPA 614 - Augmentative and Alternative Communication (3) *or*
- SLPA 619 - Instrumentation in Speech-Language Pathology (3) *or*
- SLPA 699 - Mentored Research (1-4) (*take for 3 credits*)

Fall, Year 2: 9 Credits

- SLPA 602 - Clinical Practicum III (3)
- SLPA 606 - Motor Speech Disorders (3)
- SLPA 616 - Voice Disorders across the Lifespan (3)

Spring, Year 2: 9 Credits

- SLPA 603 - Clinical Practicum IV (3)
- SLPA 624 - Diagnostics II: Advanced Diagnostic Skills (3)
- **PLUS Elective Course B** (choose one from the following)
- SLPA 618 - Pediatric Dysphagia (3) *or*
- SLPA 620 - Faith and Ethics in the Practice of SLP (3) *or*
- SLPA 622 - Seminar in Multicultural Perspectives in Speech-Language Pathology (3)

Total Required Credits: 85

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Science in Speech-Language Pathology (MSSLP)

The fast-track master of science in speech-language pathology (BS/MSSLP) provides an opportunity for qualified students to complete a BS and the MSSLP in five years instead of the six-year traditional path. Students who are accepted into the fast-track program complete undergraduate courses their first three years and begin graduate coursework in the summer following their junior year.

Admission Requirements

Students currently pursuing Samford's bachelor of science in communication sciences and disorders (BS-CSDS) are invited to apply for the fast-track master of science in speech-language pathology (MSSLP) program if they meet the following admission requirements:

Specific Admission Requirements:

- High school GPA of 3.80 or higher.
- ACT score of 29 or higher.

Application Process:

- Submit an application.
- Department interview.

Progression Policy

To remain in the fast-track master of science in speech-language pathology (MSSLP) program, students must:

1. Achieve a cumulative GPA of 3.50 or above on all coursework by the end of the spring semester of the third year.
2. Earn a B or higher in all courses with a CSDS prefix.
3. Earn a C or higher in prerequisite courses: biological sciences, physics, and/or chemistry, statistics, and social sciences.
4. Complete all required convocation hours by the end of the spring semester of the third year.
5. Meet with an academic advisor once a semester.
6. Complete all CSDS major requirements on time in the first three years at Samford University.
7. Candidates must pay a nonrefundable fee of \$500 to secure admission into the MSSLP program by January of the junior year.

Students who do not meet these thresholds will be dismissed from the fast-track program.

Benefits of Completing the Fast-Track Program

- Students receive mentorship from peers and faculty throughout the program.
- Participation in faculty-led service and research is encouraged.
- Allows students to complete the fast-track program one year sooner than the traditional path of bachelor's plus master's degrees. However, students will still be allowed to participate in graduation ceremonies for each degree upon completion of the respective requirements.

Fast-Track Master of Science in Speech-Language Pathology (MSSLP)

The fast-track master of science in speech-language pathology (BS/MSSLP) provides an opportunity for qualified students to complete a BS and the MSSLP in five years instead of the six-year traditional path. Students who are accepted into the fast-track program complete undergraduate courses their first three years and begin graduate coursework in the summer following their junior year.

Admission Requirements

Students currently pursuing Samford's bachelor of science in communication sciences and disorders (BS-CSDS) are invited to apply for the fast-track master of science in speech-language pathology (MSSLP) program if they meet the following admission requirements:

Specific Admission Requirements:

- High school GPA of 3.80 or higher.
- ACT score of 29 or higher.

Application Process:

- Submit an application.
- Department interview.

Progression Policy

To remain in the fast-track master of science in speech-language pathology (MSSLP) program, students must:

1. Achieve a cumulative GPA of 3.50 or above on all coursework by the end of the spring semester of the third year.
2. Earn a B or higher in all courses with a CSDS prefix.
3. Earn a C or higher in prerequisite courses: biological sciences, physics, and/or chemistry, statistics, and social sciences.
4. Complete all required convocation hours by the end of the spring semester of the third year.
5. Meet with an academic advisor once a semester.
6. Complete all CSDS major requirements on time in the first three years at Samford University.
7. Candidates must pay a nonrefundable fee of \$500 to secure admission into the MSSLP program by January of the junior year.

Students who do not meet these thresholds will be dismissed from the fast-track program.

Benefits of Completing the Fast-Track Program

- Students receive mentorship from peers and faculty throughout the program.
- Participation in faculty-led service and research is encouraged.
- Allows students to complete the fast-track program one year sooner than the traditional path of bachelor's plus master's degrees. However, students will still be allowed to participate in graduation ceremonies for each degree upon completion of the respective requirements.

NOTE: See the **2025-2026 Samford University Undergraduate Catalog** for the Fast-Track program table.

Physical Therapy

Faculty

Prisca Collins, Chair, Professor
C. Scott Bickel, Professor
Kelly D. Atkins, Associate Professor
Dana D. Blake, Associate Professor;
Director, Clinical Education

Sarah Ross, Associate Professor
Maegan L. Powell, Assistant Professor
William M. Scogin, Assistant Professor

Accreditation

The doctor of physical therapy program at Samford University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org. In November 2024, the program was re-accredited for 10 years.

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 (DPT)

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Doctor of Physical Therapy (DPT) with a BS in Exercise Science

The Department of Physical Therapy offers a clinical doctorate in physical therapy degree (DPT). 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 Department of Kinesiology, the department also offers a six-year fast-track doctor of physical therapy—a combination of their bachelor of science (BS) in exercise science with the DPT degree.

Doctor of Physical Therapy (DPT)

This is a three-year, full-time graduate study program in physical therapy, culminating in a doctor of physical therapy (DPT). The program admits one class of students per year, in May. 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.

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. Cumulative prerequisite GPA of at least 3.00 on a 4.00 scale.
Required pre-requisite courses include:
Biology I & II with labs
Chemistry I & II with labs
Physics I & II with labs
Human Anatomy and Physiology I & II with labs
Pre-calculus; Statistics; Psychology
4. GRE within the past five years. (Minimal combined score in Verbal and Quantitative: 297; 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) a licensed physical therapist.
7. 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) or a score of 6.5 on IELTS.
8. Exceptions to any admission requirements will be handled on an individual basis.
9. 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.

Transfer Credit

At this time, students may not transfer in any credit to count towards the physical therapy program.

Physical Therapy (DPT)

This is a two-year and eight-month, full time graduate study program in physical therapy, culminating in a doctor of physical therapy (DPT). The program admits one class of students per year, in the fall term. They are on campus for five and a half semesters of didactic course work, then off campus to complete their degree program with 30 weeks of full-time clinical experiences.

Physical Therapy: 122 Credits

Year I, Fall: 18 Credits

Module A:

- PHTH 610 - Human Anatomy (5)
- PHTH 731 - Examination and Evaluation 1 (3)

Module B:

- PHTH 620 - Physiology (3)
- PHTH 732 - Examination and Evaluation 2 (4)

Semester:

- PHTH 671 - GOSPEL 1 - GO: Service, Practice, & Experiential Learning 1 (3)

Year I, Spring: 17 Credits

Module A:

- PHTH 611 - Neuroscience (4)
- PHTH 632 - Biomechanics (3)

Module B:

- PHTH 631 - Exercise Physiology (3)
- PHTH 733 - PT Interventions (4)

Semester:

- PHTH 672 - GOSPEL 2 - GO: Service, Practice, & Experiential Learning 2 (3)

Year II, Summer: 15 Credits

Module A:

- PHTH 621 - Pathophysiology and Pharmacology (4)
- PHTH 760 - Lifespan (3)

Module B:

- PHTH 710 - Clinical Decision-Making (1)

Semester:

- PHTH 673 - GOSPEL 3 - GO: Service, Practice, & Experiential Learning 3 (4)
- PHTH 691 - Scholarly Inquiry 1 (3)

Year I, Total Required Credits: 50

Year II, Fall: 16 Credits

Module A:

- PHTH 741 - Acute Care (2)
- PHTH 771 - Spine (5)

Module B:

- PHTH 761 - Pediatrics (2)
- PHTH 764 - Neurorehabilitation 1 (4)

Semester:

- PHTH 674 - GOSPEL 4 - GO: Service, Practice, and Experiential Learning 4 (2)
- PHTH 692 - Scholarly Inquiry 2 (1)

Year II, Spring: 17 Credits

Module A:

- PHTH 742 - Cardiovascular and Pulmonary (3)
- PHTH 772 - Lower Extremity (4)

Module B:

- PHTH 703 - PT Practice: Leadership, Administration, and Finance (3)
- PHTH 765 - Neurorehabilitation 2 (4)

Semester:

- PHTH 675 - GOSPEL 5 - GO: Service, Practice, and Experiential Learning 5 (2)
- PHTH 693 - Scholarly Inquiry 3 (1)

Year III, Summer: 12 Credits

Module A:

- PHTH 773 - Upper Extremity (4)
- PHTH 711 - Differential Diagnosis and Clinical Reasoning (2)

Module B:

- PHTH 785 - Professional Internship 1A (3)
- PHTH 800-level - Special Topic (1)

Semester:

- PHTH 676 - GOSPEL 6 - GO: Service, Practice, and Experiential Learning 6 (1)
- PHTH 694 - Scholarly Inquiry 4 (1)

Year II, Total Required Credits: 45

Year III, Fall: 17 Credits

- PHTH 786 - Professional Internship 1B (7)
- PHTH 787 - Professional Internship 2 (10)

Year III, Spring: 10 Credits

- PHTH 788 - Professional Internship 3 (10)

Year III, Total Required Credits: 27

Total Required Credits: 122

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Doctor of Physical Therapy (DPT)

For those called to a career in physical therapy, Samford University offers a fast-track doctor of physical therapy program that provides eligible students the opportunity to earn both a bachelor of science (BS) in exercise science and a doctor of physical therapy (DPT) 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 DPT program as long as progression standards are met. The first three years of the program are dedicated to completion of all required undergraduate courses. In the fall of the fourth year, students begin the DPT program. A bachelor's in exercise science is awarded at the end of spring in 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 28 or SAT score of 1300.
4. Completion of the Fast-Track DPT Application. (Application will be sent from the Office of Admissions)
5. On-campus interview.

Progression Policies

During the undergraduate program, bachelor of science in exercise science (BS-EXER), students must meet the following progression standards to remain in the program.

1. Must be a declared exercise science major and follow the precise plan of study.
2. Complete all exercise science requirements on time in the first three years at Samford University.
3. Achieve a B or higher in all courses with a KINE prefix.
4. Achieve a C or higher AND maintain a 3.00 average GPA on all prerequisite courses.
5. Achieve a cumulative 3.50 GPA, or higher, and complete all required convocation hours by the end of the spring semester in the third year.
6. Participate in Samford approved service or mission work by the spring semester of the third year.
7. Complete 10 hours of documented volunteer experience in each of three different physical therapy practice settings (30 hours total).
8. Meet with an academic advisor once a semester.
9. Candidates must pay a nonrefundable fee of \$1,000 to secure admission into the DPT program by January of the junior year.
10. Once students have begun the doctoral program, DPT progression standards apply.

Fast-Track Doctor of Physical Therapy (BS/DPT)

For those called to a career in physical therapy, the fast-track doctor of physical therapy program (BS/DPT) provides eligible students the opportunity to earn both a bachelor of science (BS) in exercise science and a doctor of physical therapy (DPT) in just six years.

Incoming freshmen may apply for the fast-track program and must meet specific progression standards in order to remain in it. Acceptance to the fast-track as a freshman guarantees admission into Samford's DPT program as long as progression standards are met. The first three years of the program are dedicated to completion of all required undergraduate courses. In the fall of the fourth year, students begin the DPT program. A bachelor's in exercise science is awarded at the end of spring in 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. 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.

Undergraduate Courses (BS in Exercise Science): 96 Credits

Year 1, Fall: 16 Credits

- UCR 101 - University Core: Rhetoric (4)
- UCT 101 - University Core Texts I (4)
- MATH 150 - Precalculus (4)
- KINE 141 - Introduction to Health Sciences (2)
- KINE 250 - Medical Terminology (2)

Year 1, Spring: 18 Credits

- UCS 102 - University Core: Seminar (4)
- UCT 102 - University Core Texts II (4)
- PSYC 101 - General Psychology (4)
- UCHW 120 - Concepts of Health and Wellness (2)
- Any Gen Ed Humanities Course (4)

Year 2, Fall: 16 Credits

- BIOL 101 & BIOL 102 - Principles of Biology I & Lab (3,1)
- CHEM 205 & CHEM 206 - Foundations of Chemistry I & Lab (4,1)
- UCBF 101 - Biblical Foundations (4)
- SOA 200 - Arts in Society (3) *or* SOA 210 - Voices of Freedom (3)

Year 2, Spring: 14 Credits

- BIOL 103 & BIOL 104 - Principles of Biology II & Lab (3,1)
- CHEM 207 & CHEM 208 - Foundations of Chemistry II & Lab (3,1)
- MATH 210 - Elementary Statistics (4)
- KINE 398 - Foundations of Scientific Inquiry (2)

Year 3, Fall: 18 Credits

- BIOL 221 & BIOL 222 - Human Anatomy and Physiology for Health Sciences I & Lab (3,1)
- PHYS 101 - General Physics I (4)
- KINE 473 - Exercise Physiology (4)
- KINE 476 - Anatomy and Kinesiology (4)
- KINE 498 - Research in Kinesiology I (2)

Year 3, Spring: 14 Credits

- BIOL 223 & BIOL 224 - Human Anatomy and Physiology for Health Sciences II & Lab (3,1)
- PHYS 102 - General Physics II (4)
- KINE 487 - Recognition and Evaluation of Athletic Injuries (4)
- KINE 499 - Research in Kinesiology II (2)

See the **2025-2026 Samford University Undergraduate Catalog** for descriptions of required courses at the 100-400 level.

Graduate Courses (Doctor of Physical Therapy): 122 Credits

Year 4, Fall: 18 Credits

- PHTH 610 - Human Anatomy (5)
- PHTH 620 - Physiology (3)
- PHTH 671 - GOSPEL 1 - GO: Service, Practice, & Experiential Learning 1 (3)
- PHTH 731 - Examination and Evaluation 1 (3)
- PHTH 732 - Examination and Evaluation 2 (4)

Year 4, Spring: 17 Credits

- PHTH 611 - Neuroscience (4)
- PHTH 631 - Exercise Physiology (3)
- PHTH 632 - Biomechanics (3)
- PHTH 672 - GOSPEL 2 - GO: Service, Practice, & Experiential Learning 2 (3)
- PHTH 733 - PT Interventions (4)

NOTE: After completion of Year 4, Spring, the BS in Exercise Science can be awarded.

Year 4, Summer: 15 Credits

- PHTH 621 - Pathophysiology and Pharmacology (4)
- PHTH 673 - GOSPEL 3 - GO: Service, Practice, & Experiential Learning 3 (4)
- PHTH 691 - Scholarly Inquiry 1 (3)
- PHTH 710 - Clinical Decision-Making (1)
- PHTH 760 - Lifespan (3)

Year 5, Fall: 16 Credits

- PHTH 674 - GOSPEL 4 - GO: Service, Practice, and Experiential Learning 4 (2)
- PHTH 692 - Scholarly Inquiry 2 (1)
- PHTH 741 - Acute Care (2)
- PHTH 761 - Pediatrics (2)
- PHTH 764 - Neurorehabilitation 1 (4)
- PHTH 771 - Spine (5)

Year 5, Spring: 17 Credits

- PHTH 675 - GOSPEL 5 - GO: Service, Practice, and Experiential Learning 5 (2)
- PHTH 693 - Scholarly Inquiry 3 (1)
- PHTH 703 - PT Practice: Leadership, Administration, and Finance (3)
- PHTH 742 - Cardiovascular and Pulmonary (3)
- PHTH 765 - Neurorehabilitation 2 (4)
- PHTH 772 - Lower Extremity (4)

Year 5, Summer: 12 Credits

- PHTH 676 - GOSPEL 6 - GO: Service, Practice, and Experiential Learning 6 (1)
- PHTH 694 - Scholarly Inquiry 4 (1)
- PHTH 711 - Differential Diagnosis and Clinical Reasoning (2)
- PHTH 773 - Upper Extremity (4)
- PHTH 785 - Professional Internship 1A (3)
- PHTH 800-level - Special Topic (1)

Year 6, Fall: 17 Credits

- PHTH 786 - Professional Internship 1B (7)
- PHTH 787 - Professional Internship 2 (10)

Year 6, Spring: 10 Credits

- PHTH 788 - Professional Internship 3 (10)

Total Required Credits: 218

Physician Assistant Studies

Faculty

S. Wesley Johnson, Interim Chair, Assistant Professor
Bradley W. Cantley, Assistant Professor; Director, Clinical Education
R. Mark Caulkins, Assistant Professor
Heather G. Hallman, Assistant Professor
John B. Hurt, Assistant Professor; Director, Academics and Curriculum

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA, 3325 Paddocks Parkway, Suite 345, Suwanee, GA 30024) has granted accreditation-provisional status to the physician assistant studies program (MSPAS) sponsored by Samford University. Accreditation-provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Other Accreditation: National Commission on Certification for Physician Assistants.

Graduate Programs and Requirements

Degree

Master of Science in Physician Assistant Studies (MSPAS)

The Department of Physician Assistant Studies offers the master of science in physician assistant studies degree (MSPAS), a full-time, 27-month curriculum, totaling 117 credit hours.

Master of Science in Physician Assistant Studies (MSPAS)

The master of science in physician assistant studies degree (MSPAS) is a full-time, 27-month curriculum, matriculating each fall semester. Students will undergo an intense curriculum focusing on clinical medicine, evidence-based practice, anatomy, pharmacology, and physiology preparing them to work within diverse medical practices. The program will prepare students to work in both medical and surgical sub-specialties. This includes family practice, surgery, internal medicine, emergency medicine, obstetrics and gynecology, and a variety of other medical specialties.

Admission Requirements

Minimum requirements for admission to the Samford physician assistant studies program include:

1. A bachelor's degree from an accredited university or college.
2. Completion of all prerequisite courses with a grade of C or better from an accredited university or college within the United States.
3. If coursework is completed in an institution outside of the United States, an international credential evaluation is required reporting prior university credits. Samford accepts evaluations from World Education Services (WES), found at www.wes.org or AACRAO International Education Services (IES), found at <https://www.aacrao.org/resources/AACRAO-International/international-education-services>.
4. Completion of 24 semester credits as a full-time student in a U.S. regionally-accredited institution is required.
5. The program is a lock-step program and no advanced placement is allowed.
6. The following are the minimum required prerequisite courses:
 - a. Human anatomy and human physiology with labs, or anatomy and physiology I and II with labs, or comparative anatomy and mammalian physiology with labs. (Must complete a full sequence. Substitutions for a separate course sequence will not be accepted.) (6-8 hours)
 - b. Microbiology with lab. (3-4 hours)
 - c. General chemistry I and II with labs or higher chemistry (organic I or organic II). (8-9 hours)
 - d. Statistics, including statistical tests and analysis. (3 hours)
 - e. Medical terminology. (1 hour)
 - f. General psychology or abnormal psychology or developmental psychology (two of the three required). (6 hours)
7. A cumulative overall grade point average (GPA) of 3.00 of a possible 4.00 on all undergraduate and graduate work completed at an accredited university or college.
8. A natural science grade point average (GPA) of 3.00 of a possible 4.00 on all undergraduate and graduate work completed at an accredited university or college within the United States.
9. A cumulative non-science grade point average (GPA) of 3.00 of a possible 4.00 on all undergraduate and graduate work completed at an accredited university or college within the United States.

10. Direct patient care experience is strongly encouraged but not required.
11. GRE or MCAT is required. There is no minimum score and students will be evaluated on a competitive basis.

Progression Policies

Must earn a “C” or better in all coursework. Must have a 3.00 overall GPA in program coursework to progress to the clinical year. Student will be placed on probation if program cumulative GPA falls below the minimum of 3.00.

Transfer Credit

At this time, students may not transfer in any credit to count towards the physician assistant studies program.

Physician Assistant Studies (MSPAS)

The master of science in physician assistant studies degree (MSPAS) is a full-time, 27-month curriculum, matriculating each fall semester. Students will undergo an intense curriculum focusing on clinical medicine, evidence-based practice, anatomy, pharmacology, and physiology preparing them to work within diverse medical practices. The program will prepare students to work in both medical and surgical sub-specialties. This includes family practice, surgery, internal medicine, emergency medicine, obstetrics and gynecology, and a variety of other medical specialties.

Physician Assistant Studies: 117 Credits

- PAST 501 - Gross Anatomy (4)
- PAST 502 - Fundamentals of Physiology (4)
- PAST 503 - Clinical Laboratory Diagnostic (2)
- PAST 504 - Foundations of Professional Practice (3)
- PAST 506 - Healthcare Policy, Care Management, and Risk Management (2)
- PAST 507 - Patient Assessment I (3)
- PAST 508 - Fundamentals of Clinical Medicine I (4)
- PAST 509 - Clinical Therapeutics I (3)
- PAST 510 - Evaluating Electrocardiography/Diagnostic Imaging (2)
- PAST 511 - Fundamentals of Surgery I (3)
- PAST 512 - Pathophysiology (3)
- PAST 513 - Patient Assessment II (3)
- PAST 514 - Fundamentals of Clinical Medicine II (4)
- PAST 515 - Clinical Therapeutics II (3)
- PAST 516 - Fundamentals of Clinical Research/Literature Evaluation (3)
- PAST 517 - Fundamentals of Surgery II (3)
- PAST 518 - Advanced Practice Procedures I (2)
- PAST 519 - Patient Assessment III: Clinical Decision Making (2)
- PAST 520 - Fundamentals of Clinical Medicine III (4)
- PAST 521 - Clinical Therapeutics III: Practical Application (2)
- PAST 522 - Advanced Practice Procedures II (2)
- PAST 523 - Behavioral Science (3)
- PAST 524 - Pre-Clinical Seminar (1)
- PAST 525 - Advanced Medical Simulation (2)
- PAST 601 - Clinical Service I (4)
- PAST 602 - Clinical Service II (4)
- PAST 603 - Clinical Service III (4)
- PAST 604 - Clinical Service IV (4)
- PAST 605 - Clinical Service V (4)
- PAST 606 - Clinical Service VI (4)
- PAST 607 - Clinical Service VII (4)
- PAST 608 - Clinical Service VIII (4)
- PAST 609 - Clinical Service IX (4)
- PAST 610 - Clinical Service X (4)
- PAST 611 - Clinical Service XI (4)
- PAST 612 - Clinical Service XII
- PAST 613 - Summative Review (2)

Total Required Credits: 117

Moffett & Sanders School of Nursing

Academic Administration

Melondie R. Carter, Dean; Professor and Distinguished Chair, Nursing
Lora R. Shelton, Senior Associate Dean; Professor; Interim Chair, Department of Nurse Practitioner
Cynthia G. Berry, Undergraduate Associate Dean; Professor
Lisa E. Gurley, Graduate Associate Dean; Professor
Stephanie D. Wynn, Associate Dean for Scholarly Activity; Professor
Amanda L. Barron, Undergraduate Department Chair; Associate Professor
Terri M. Cahoon, Chair, Department of Nurse Anesthesia; Professor

Faculty

Ellen Banks Buckner, Professor
Jennifer J. Coleman, Professor
Andrea W. Collins, Professor
Sherri H. Chatman, Associate Professor
Lee M. Hardin, Associate Professor
Lisa E. Herbing, Associate Professor
Mary Annette Hess, Associate Professor
Kristen C. Johnston, Associate Professor
Megan R. Mileski, Associate Professor
Jillyn N. Pence, Associate Professor
David B. Sanford, Associate Professor
Ashley B. York, Associate Professor
Shannon M. Ashe, Assistant Professor
Kelli R. Burdette, Assistant Professor
Kimberly French, Assistant Professor
Christy Greenhalgh, Assistant Professor
Lori H. Harrison, Assistant Professor
Lauren H. Jones, Assistant Professor
Konda Keebler, Assistant Professor
Mary Talbot Kendrick, Assistant Professor

Hannah E. Landgrave, Assistant Professor
Maria D. Ledbetter, Assistant Professor
Christa Moore, Assistant Professor
Lenzie M. New, Assistant Professor
Hannah S. Pope, Assistant Professor
Amy C. Snow, Assistant Professor
Rhonda Snow-Davis, Assistant Professor
Courtney E. Spells, Assistant Professor
Ashley McLeod Turner, Assistant Professor
Laura E. Wynn, Assistant Professor
Chloe' E. Chapman, Instructor
Rachel Cheek, Instructor
Havilah S. Couvillion, Instructor
Rebekah Duvall, Instructor
Melinda Grayson, Instructor
Kyteria E. Holmes, Instructor
Sandra L. McMichael, Instructor
Lindsay R. Pitts, Instructor
Sarah D. Stone, Instructor
Amanda K. Wheeler, Instructor

History

Rich in tradition, Moffett & Sanders School of Nursing was founded in 1922 by the Birmingham Baptist Association as a hospital-based diploma program. In 1955, the school became the first program in Alabama to achieve national accreditation, and it has remained fully accredited throughout its existence. The nursing program transferred to Samford University in 1973 following a merger agreement with the Baptist Health System to offer associate and baccalaureate degrees in nursing. The school currently resides within the College of Health Sciences facilities on the east side of Samford's campus. Extraordinary growth and transformation have occurred since the school's inception, but the school's objective remains unchanged – prepare students to provide exceptional, compassionate, patient-centered care. Pass rates for graduates taking national licensure and certification examinations exceed national averages. Moffett & Sanders School of Nursing offers a variety of pathways and concentrations for obtaining a bachelor of science in nursing, a master of science in nursing, or a doctor of nursing practice degree. Advanced practice registered nurse certificates are also available.

Accreditation and Approval

The baccalaureate degree program in nursing, master's degree program in nursing, doctor of nursing practice program, and post-graduate APRN certificate programs at Samford University, Moffett & Sanders School of Nursing, are accredited by The Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, D.C., 20001; (202) 887-6791.

Curricular Options

The Moffett & Sanders School of Nursing offers a unique curricular approach that allows students several choices in pursuing their graduate education. These options are:

- **ADN/ASN to MSN** - Associate degree to master's degree.
 - **BSN to MSN** - Bachelor's degree to master's degree.
 - **BSN to DNP** - Bachelor's degree to doctoral degree.
 - **MSN to DNP** - Master's degree to doctoral degree.
 - **Post-Graduate APRN Certificate** (APRN=Advanced Practice Registered Nurse)
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Program Goals

The goals of the Moffett & Sanders School of Nursing (MSSON) are as follows:

1. **Academic Distinction:** Promote academic excellence in undergraduate and graduate programs.
2. **Student Engagement:** Engage students in co-curricular activities that build community and encourage learning.
3. **Employee Elevation:** Provide opportunities for faculty and staff to achieve their personal, professional, and spiritual growth.
4. **Faith Formation:** Provide faith-based learning opportunities where students and employees are encouraged to grow in their Christian faith.
5. **Community Celebration/Global Influence:** Engage students in community and global opportunities with exposure to individuals with diverse life experiences, perspectives, and backgrounds.
6. **Financial Stewardship and Strength:** Ensure responsible financial management to enable the MSSON to fulfill its mission and program outcomes.

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 *Moffett & Sanders School of Nursing Graduate Student Handbook*, 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.

Students documented to have demonstrated unethical, unprofessional, or unsafe conduct merit immediate probation or dismissal from the nursing school.

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.

Student Health Insurance

Students in the School of Nursing are required to provide proof of existing health insurance coverage on an annual basis. Failure to provide evidence of insurance may result in the student being automatically enrolled in the Student Health Insurance Plan (SHIP) and their student account charged for coverage. Eligible Samford students can explore the plan and enroll by visiting <https://samford.myahpcare.com>.

Liability Insurance

Professional liability insurance is provided by Samford University. Personal professional liability insurance for clinical practice, while not required, is highly recommended for all nursing students.

Clinical Resources

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 following health data must be current:

1. **Health Form:** Prior to starting a clinical course, or registering for graduate courses, students must have a completed College of Health Sciences health form 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. Students in the Emergency Nurse Practitioner Specialty must have completed ACLS and PALS prior to beginning any clinical experience.
 3. **Measles, Mumps, and Rubella:** Each student must submit proof of immunity or documentation of the vaccination.
 4. **Varicella (Chicken Pox):** Each student must submit proof of immunity or documentation of the vaccination.
 5. **Influenza Immunization:** Each student must submit an influenza immunization, annually, in the fall semester.
 6. **Hepatitis B:** Each student must submit proof of immunity or documentation of the vaccination.
 7. **Mantoux Tuberculin Test:** The School of Nursing requires each student to have a tuberculin test upon admission. Students who test positive must meet current CDC guidelines.
 8. **Tdap:** Each student must submit documentation of the vaccination or booster within the last 10 years.
 9. **Drug Testing and Background Checks:** All graduate nursing students are drug-tested and background-checked. Nurse anesthesia students are required to submit to a background check prior to admission. Additionally, all students may be tested “for cause” or to fulfill 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*.)
 10. **Additional Requirements:** Clinical agencies may place additional health requirements on students affiliating with that agency. Clinical agencies and/or faculty will notify students when applicable. If a student refuses vaccination, a waiver form must be completed, signed, submitted, and approved by Samford Legal Counsel.
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Nurse Anesthesia

Graduate Programs and Requirements

Degrees

BSN to DNP Option (Doctor of Nursing Practice)
Nurse Anesthesia (BSN to DNP)

Accreditation

The Moffett & Sanders School of Nursing's nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 10275 W. Higgins Rd., Suite 906, Rosemont, IL, 60018-5603 phone: (224) 275-9130; <http://coacrna.org>.

Nurse Anesthesia

BSN to DNP (Doctor of Nursing Practice)

The doctor of nursing practice (DNP) is a terminal degree in nursing. The nurse anesthesia option can be completed in thirty-six months of full-time study. The program will prepare graduates with competencies and skills to provide safe, evidence-based anesthesia care. The program emphasizes excellent clinical skills, sensitivity to cultural and spiritual matters, and a focus on care needs of rural and medically underserved populations. Entry-into-practice competencies related to clinical anesthesia care, leadership, collaboration, complex problem-solving, and advocacy will serve as the foundation upon which the graduates will further develop knowledge, skills, and abilities to function and thrive in the complex health care environment.

Admission Requirements

Applications for the BSN to DNP program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Completion of application directly through Slate. For complete admission instructions, visit www.samford.edu/nursing.
2. Complete the Supplemental Application Form for the nurse anesthesia program.
3. Current unencumbered license as a registered nurse.
4. Baccalaureate or graduate degree in nursing from an ACEN or CCNE accredited program and institutionally accredited college or university.
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 five 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 and updated Health Data Record (with all required immunizations) on file.
2. Carry health insurance while enrolled at Samford. Students in the School of Nursing are required to provide proof of current personal health insurance coverage. Each semester, students in the Moffett & Sanders School of Nursing are automatically enrolled in the university-sponsored student health insurance plan. There is a charge for this coverage.
3. BLS, ACLS, PALS certification prior to clinical rotations and through graduation.
4. Adhere to the Code of Ethical/Professional Conduct as specified earlier in this catalog.
5. Possess a current unencumbered multi-state registered nursing license (by January 31).
6. Submit to background check prior to enrollment and random drug testing.
7. Obtain a grade of B or better in each didactic course and a "Pass" grade in each clinical course.

Transfer Credit

Graduate students are permitted to transfer a maximum of 12 graduate credits from an accredited and a CCNE, CNEA, or an ACEN (formerly NLNAC) accredited college or university. To do so, students should complete a course substitution form and attach a copy of the syllabus. Transfer credits will be evaluated by the appropriate course coordinator for applicability to the graduate program.

Program Interruptions and Readmissions

1. Students must complete all semester coursework before progressing to the next semester. Individual exceptions may be made by the department chair. An incomplete grade (INC) may be awarded if the student has done work that would earn a passing grade in the course but has failed to complete some portion of the required work because of an emergency, and the work can be completed without further class attendance. An INC grade automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given.

2. Students who receive a non-progressing grade may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the nurse anesthesia program faculty with approval of the dean of the School of Nursing.
3. Students who take a leave of absence or withdraw from the program may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the nurse anesthesia program faculty with approval of the dean of the School of Nursing.
4. Students will be obligated for complete tuition payments for any enrolled semester. For students readmitted to the program, tuition costs will be at the tuition rate in place at the time of readmission.

Nurse Anesthesia (BSN to DNP)

The doctor of nursing practice (DNP) is a terminal degree in nursing. The nurse anesthesia option can be completed in thirty-six months of full-time study. The program will prepare graduates with competencies and skills to provide safe, evidence-based anesthesia care. The program emphasizes excellent clinical skills, sensitivity to cultural and spiritual matters, and a focus on care needs of rural and medically underserved populations. Entry-into-practice competencies related to clinical anesthesia care, leadership, collaboration, complex problem-solving, and advocacy will serve as the foundation upon which the graduates will further develop knowledge, skills, and abilities to function and thrive in the complex health care environment.

Nurse Anesthesia (BSN to DNP): 92 Credits

DNP Core: 20 Credits

- NUNA 731 - Concepts of Advanced Nursing Practice (4)
- NUNA 732 - Theoretical Principles of Evidence-Based Practice (4)
- NUNA 733 - Systems-Based Practice (4)
- NUNA 734 - Essentials of Population Health (4)
- NUNA 760 - DNP Project I (2)
- NUNA 761 - DNP Project II (2)

Nurse Anesthesia Core: 34 Credits

- NUNA 602 - Advanced Physical Assessment (3)
- NUNA 678 - Human Anatomy for Nurse Anesthesia (3)
- NUNA 679 - Pharmacology for Advanced Nursing Practice (3)
- NUNA 680 - Nurse Anesthesia Pharmacology I (3)
- NUNA 681 - Nurse Anesthesia Pharmacology II (3)
- NUNA 682 - Nurse Anesthesia Physiology (3)
- NUNA 684 - Advanced Pathophysiology for Nurse Anesthetists (3)
- NUNA 690 - Nurse Anesthesia Principles I (3)
- NUNA 691 - Nurse Anesthesia Principles II (3)
- NUNA 692 - Nurse Anesthesia Principles III (3)
- NUNA 693 - Obstetric and Regional Anesthesia (4)

Anesthesia Seminars: 10 Credits

- NUNA 750 - Nurse Anesthesia Seminar I (2)
- NUNA 751 - Nurse Anesthesia Seminar II (2)
- NUNA 752 - Nurse Anesthesia Seminar III (3)
- NUNA 753 - Nurse Anesthesia Seminar IV (3)

Clinical Practicums: 28 Credits

- NUNA 790 - Nurse Anesthesia Clinical Practicum I (7)
- NUNA 791 - Nurse Anesthesia Clinical Practicum II (7)
- NUNA 792 - Nurse Anesthesia Clinical Practicum III (7)
- NUNA 793 - Nurse Anesthesia Clinical Practicum IV (7)

Advanced Education Courses - Optional: 9 Credits (*choose three courses*)

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

- NURG 710 - Teaching-Learning Principles (3)
- NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3)
- NURG 713 - Nurse Faculty Role in Clinical Education (3)
- NURG 715 - Nurse Faculty Role Transition (3)
- NURG 719 - Role of Academic and Clinical Nurse Educator (3)

Total Required Credits: 92

Nursing - Graduate

Graduate Programs and Requirements

Degrees

Master of Science in Nursing (MSN)

Nursing

- Family Nurse Practitioner (BSN to MSN Option)
- Family Nurse Practitioner w/ENP Specialty (MSN) *
- Family Nurse Practitioner/Psychiatric Mental Health NP-Lifespan-Dual Focus (MSN) *
- Psychiatric Mental Health Nurse Practitioner (BSN to MSN Option)

ADN/ASN to Master of Science in Nursing (MSN)

Nursing

- Family Nurse Practitioner (ADN/ASN to MSN Option)
- Family Nurse Practitioner w/ENP Specialty (ADN/ASN to MSN Option) *
- Family Nurse Practitioner/PMH NP-Dual Focus (ADN/ASN to MSN Option) *
- Psychiatric Mental Health Nurse Practitioner (ADN/ASN to MSN Option)

Certificates/Post-Master of Science in Nursing

Emergency Nurse Practitioner Post-Graduate Certificate (ENP)

Family Nurse Practitioner Post-Graduate Certificate (FNP)

Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate (PMHNP)

**These programs are closed to new admits.*

NOTE: Students enrolled prior to Summer 2025 should refer to the catalog of their year of enrollment for program information.

The Moffett & Sanders School of Nursing offers comprehensive, innovative options in a program leading to a master of science in nursing degree (MSN). 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: family nurse practitioner and psychiatric mental health nurse practitioner.

Through the ADN/ASN to MSN 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 MSN through a nontraditional path. As in the main MSN program, the same nurse practitioner options are available.

The School of Nursing offers post-graduate certificates in emergency nurse practitioner (ENP), family nurse practitioner (FNP), and psychiatric mental health nurse practitioner (PMHNP). Students completing the post-graduate options will have fulfilled the educational requirements to be eligible to sit for the corresponding certification examinations.

**The ADN/ASN and MSN Family Nurse Practitioner w/ENP Specialty and Family Nurse Practitioner/Psychiatric Mental Health NP-Lifespan-Dual Focus programs are closed to new admits.*

Master of Science in Nursing (MSN)

MSN Outcomes

All students enrolled in a Post-Graduate Certificate (FNP or PMHNP track) beginning Summer 2025 or after will meet the MSN program outcomes.

Graduates with a master of science in nursing from the Moffett & Sanders School of Nursing will be prepared to:

1. Synthesize knowledge and evidence from nursing and other sciences for use in advanced specialty nursing practice.
2. Plan evidence-based person-centered care within multiple contexts across the health continuum.
3. Develop strategies to improve equitable population health outcomes among diverse populations.
4. Apply scholarship and analytical methods for evidence-based practice to affect optimal health outcomes.
5. Promote quality of care and culture of safety at individual and system levels.
6. Collaborate in team-based care, building on core nursing and interprofessional values.
7. Design innovative system-based solutions to address complex health problems for diverse individuals and populations across settings.
8. Utilize information systems and technologies for the provision and/or transformation of healthcare delivery and nursing practice.
9. Model professional nursing values and identity across roles, relationships, and settings.
10. Participate in activities and self-reflection that promote well-being, resilience and leadership development.

Graduate Program Policies

The following policies apply to students who are enrolled in the nurse practitioner, advanced practice, or nursing administration options.

Admission Requirements

For complete admission requirements and instructions, visit www.samford.edu/nursing.

Academic Policy and Progression

Transfer Credit

Graduate students are permitted to transfer a maximum of 12 graduate credits from 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

For complete progression policy information, please refer to the *Graduate Nursing Student Handbook*.

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.

An incomplete grade in one or more courses may result in a plan of study change.

Program Interruptions

Students who need more than four years to complete the program may petition the School of Nursing graduate program to request an additional year for completion (a total of five years for completion).

Readmissions

A student who has been dismissed from the Moffett & Sanders School of Nursing graduate program may apply through the Office of Graduate Student Services for readmission after an intervening period of not less than one semester. The appropriate graduate admission committee will consider such requests for readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. There is no guarantee, however, that a student will be readmitted. The decision regarding readmission rests with the dean and is based upon the faculty's evaluation of the likelihood of the applicant's ability to perform successfully in graduate coursework.

Optional Advanced Education Courses

The following optional courses can be added to **any** graduate program offered by the School of Nursing: master of science in nursing, doctor of nursing practice, post-graduate certificate.

Advanced Education Courses - Optional: 9 Credits (*choose three courses*)

- NURG 710 - Teaching-Learning Principles (3)
- NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3)
- NURG 713 - Nurse Faculty Role in Clinical Education (3)
- NURG 715 - Nurse Faculty Role Transition (3)
- NURG 719 - Role of Academic and Clinical Nurse Educator (3)

ADN/ASN to MSN Option

NOTE: Students enrolled prior to Summer 2025 should refer to the catalog of their year of enrollment for program information.

The School of Nursing offers the master of science in nursing (MSN) degree through a nontraditional pathway. The program provides the experienced registered nurse who holds an associate of science in nursing degree or hospital diploma an opportunity to earn a master's degree within one program of study.

In the ADN/ASN to MSN option, the graduate does not earn a bachelor's degree. Should an individual not complete the requirements for the MSN, whether for personal or academic reasons, no BSN is awarded nor is academic credit transferred to the BSN program.

The ADN/ASN to MSN option consists of two bridge courses and the MSN curriculum. The bridge courses (NURG 505 and NURG 506) must be completed prior to progressing to the MSN core courses. When taken full time and in sequence, the length of the ADN/ASN to MSN option is approximately eight semesters. MSN prerequisite courses may be completed at another college or university and then transferred to Samford University prior to enrolling in the ADN/ASN to MSN option.

Admission Requirements

For complete admission requirements and instructions, visit www.samford.edu/nursing.

ADN/ASN to MSN Progression Policies

For complete progression policy information, please refer to the *Graduate Nursing Student Handbook*.

ADN/ASN to Master of Science in Nursing (MSN)

Associate Degree in Nursing/Associate of Science in Nursing to MSN: 60-72 Credits

ADN/ASN to MSN Prerequisite Courses: 21 Credits

- English Composition I (3)
- College Algebra or higher-level math (3)
- Anatomy (4)
- Physiology (4)
- Microbiology (4)
- Developmental Psychology (3)

ADN/ASN to MSN Bridge Courses: 6 Credits

- NURG 505 - Professional Role Development Foundational to Advanced Nursing Practice (3)
- NURG 506 - Principles of Systems-Based Practice Foundational to Advanced Nursing Practice (3)

MSN Core: 12 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 606 - Systems Leadership for Advanced Nursing Practice (3)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)

Selected Option: Advanced Practice Courses: 42-54 Credits

- Family Nurse Practitioner (ADN/ASN to MSN Option) (53)
- Family Nurse Practitioner w/ENP Specialty (ADN/ASN to MSN Option) (42) *
- Family Nurse Practitioner/PMH NP-Dual Focus (ADN/ASN to MSN Option) (49) *
- Psychiatric Mental Health Nurse Practitioner (ADN/ASN to MSN) (54)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits (excl ADN/ASN to MSN Prereq Courses): 60-72

*These programs are closed to new admits.

Family Nurse Practitioner (ADN/ASN to MSN Option)

Family Nurse Practitioner (ADN/ASN to MSN): 53 Credits

ADN/ASN to MSN Bridge Courses: 6 Credits

- NURG 505 - Professional Role Development Foundational to Advanced Nursing Practice (3)
- NURG 506 - Principles of Systems-Based Practice Foundational to Advanced Nursing Practice (3)

MSN Core: 12 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 606 - Systems Leadership for Advanced Nursing Practice (3)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)

Family Nurse Practitioner Advanced Practice Courses: 35 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 610 - Advanced Health Assessment (4)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 706 - Family Primary Care I (4)
- NURG 707 - Family Primary Care II (4)
- NURG 708 - Family Primary Care III (4)
- NURG 723 - Advanced Practice Clinical I FNP (3)
- NURG 724 - Advanced Practice Clinical II FNP (4)
- NURG 730 - NP Practicum (6)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 53

Psychiatric Mental Health Nurse Practitioner (ADN/ASN to MSN Option)

Psychiatric Mental Health Nurse Practitioner (ADN/ASN to MSN): 54 Credits

ADN/ASN to MSN Bridge Courses: 6 Credits

- NURG 505 - Professional Role Development Foundational to Advanced Nursing Practice (3)
- NURG 506 - Principles of Systems-Based Practice Foundational to Advanced Nursing Practice (3)

MSN Core: 12 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 606 - Systems Leadership for Advanced Nursing Practice (3)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)

Psychiatric Mental Health Advanced Practice Courses: 36 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 610 - Advanced Health Assessment (4)

- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 766 - Advanced Psychiatric Mental Health Assessment and Diagnostics (2)
- NURG 767 - Psychotherapeutics Frameworks and Modalities (2)
- NURG 769 - Psychopharmacology for Advanced Practice Registered Nurses (APRN) (2)
- NURG 771 - Psychiatric Mental Health I (3)
- NURG 772 - Psychiatric Mental Health II (3)
- NURG 774 - Psychiatric Mental Health III (3)
- NURG 788 - Advanced Practice Clinical I - PMHNP (2)
- NURG 789 - Advanced Practice Clinical II - PMHNP (3)
- NURG 790 - PMHNP Practicum (6)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 54

Family Nurse Practitioner w/ENP Specialty (ADN/ASN to MSN Option)

IMPORTANT NOTE: Program is closed to new admits.

Family Nurse Practitioner with ENP Specialty (ADN/ASN to MSN): 42 Credits

Family Nurse Practitioner Advanced Practice Courses: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Emergency Nurse Practitioner Advanced Practice Courses: 12 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Family Nurse Practitioner/PMH NP-Dual Focus (ADN/ASN to M.S.N. Option)

IMPORTANT NOTE: Program is closed to new admits.

Family Nurse Practitioner/PMH NP-Dual Focus (ADN/ASN to MSN): 49 Credits

Family Nurse Practitioner Advanced Practice Courses: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Psychiatric Mental Health Advanced Practice Courses: 19 Credits

- NURG 769 - Psychopharmacology for Advanced Practice Registered Nurses (2)
- NURG 771 - Psychiatric Mental Health I (3)
- NURG 772 - Psychiatric Mental Health II (3)
- NURG 773 - Psychiatric Mental Health II Clinical (4)
- NURG 774 - Psychiatric Mental Health III (3)
- NURG 775 - Psychiatric Mental Health III Clinical (4)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

BSN to MSN Option

Family Nurse Practitioner (BSN to MSN Option)

Family Nurse Practitioner: 47 Credits

MSN Core: 12 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 606 - Systems Leadership for Advanced Nursing Practice (3)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)

Family Nurse Practitioner Advanced Practice Courses: 35 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 610 - Advanced Health Assessment (4)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 706 - Family Primary Care I (4)

- NURG 707 - Family Primary Care II (4)
- NURG 708 - Family Primary Care III (4)
- NURG 723 - Advanced Practice Clinical I FNP (3)
- NURG 724 - Advanced Practice Clinical II FNP (4)
- NURG 730 - NP Practicum (6)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 47

Psychiatric Mental Health Nurse Practitioner (BSN to MSN Option)

Psychiatric Mental Health Nurse Practitioner: 48 Credits

MSN Core: 12 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 606 - Systems Leadership for Advanced Nursing Practice (3)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)

Psychiatric Mental Health Advanced Practice Courses: 36 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 610 - Advanced Health Assessment (4)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 766 - Advanced Psychiatric Mental Health Assessment and Diagnostics (2)
- NURG 767 - Psychotherapeutics Frameworks and Modalities (2)
- NURG 769 - Psychopharmacology for Advanced Practice Registered Nurses (APRN) (2)
- NURG 771 - Psychiatric Mental Health I (3)
- NURG 772 - Psychiatric Mental Health II (3)
- NURG 774 - Psychiatric Mental Health III (3)
- NURG 788 - Advanced Practice Clinical I - PMHNP (2)
- NURG 789 - Advanced Practice Clinical II - PMHNP (3)
- NURG 790 - PMHNP Practicum (6)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 48

Family Nurse Practitioner w/ENP Specialty (MSN)

IMPORTANT NOTE: Program is closed to new admits.

Family Nurse Practitioner with ENP Specialty: 42 Credits

MSN Core: 12 Credits

- NURG 514 - Population Health and Policy (3)
- NURG 515 - Statistics for Advanced Practice Nursing (3)
- NURG 516 - Research, Theory, and Quality Improvement (3)
- NURG 517 - Ethical Leadership and Collaboration (3)

Family Nurse Practitioner Advanced Practice Courses: 30 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 601 - Advanced Physical Assessment (3)
- NURG 602 - Family Practice I: Care of Adults (6)
- NURG 603 - Family Practice II: Care of Women (3)
- NURG 604 - Family Practice III: Care of Children (3)
- NURG 605 - Family Practice IV: Practicum (6)
- NURG 633 - Pharmacotherapeutics for APRN (3)

Emergency Nurse Practitioner Advanced Practice Courses: 12 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 54

Certificates/Post-Graduate

The School of Nursing offers post-graduate certificates in emergency nurse practitioner (ENP), family nurse practitioner (FNP), and psychiatric mental health nurse practitioner (PMHNP). Students completing the post-graduate options will have fulfilled the educational requirements to be eligible to sit for the corresponding certification examinations.

Admission Requirements

For complete admission requirements and instructions, visit www.samford.edu/nursing.

Progression Policies

For complete progression policy information, please refer to the *Graduate Nursing Student Handbook*.

Emergency Nurse Practitioner Post-Graduate Certificate

Emergency Nurse Practitioner Certificate: 12 Credits

Emergency Nurse Practitioner Core: 12 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)

Advanced Education Courses - Optional: 9 Credits (*see table at the beginning of this section*)

Total Required Credits: 12

*NOTE: Plan of study based on gap analysis.

Family Nurse Practitioner Post-Graduate Certificate

Family Nurse Practitioner Certificate: 36 Credits

Post-Graduate Certificate Core: 1 Credit

- COHS 500 - Introduction to Interprofessional Practice (1)

Family Nurse Practitioner Core: 35 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 610 - Advanced Health Assessment (4)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 706 - Family Primary Care I (4)
- NURG 707 - Family Primary Care II (4)
- NURG 708 - Family Primary Care III (4)
- NURG 723 - Advanced Practice Clinical I FNP (3)
- NURG 724 - Advanced Practice Clinical II FNP (4)
- NURG 730 - NP Practicum (6)

Advanced Education Courses - Optional: 9 Credits (*see table at the beginning of this section*)

Total Required Credits: 36

Psychiatric Mental Health Nurse Practitioner Post-Graduate Certificate

Psychiatric Mental Health Nurse Practitioner Certificate: 37 Credits

Post-Graduate Certificate Core: 1 Credit

- COHS 500 - Introduction to Interprofessional Practice (1)

Psychiatric Mental Health Nurse Practitioner Core: 36 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 610 - Advanced Health Assessment (4)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 766 - Advanced Psychiatric Mental Health Assessment and Diagnostics (2)
- NURG 767 - Psychotherapeutics Frameworks and Modalities (2)
- NURG 769 - Psychopharmacology for Advanced Practice Registered Nurses (2)
- NURG 771 - Psychiatric Mental Health I (3)
- NURG 772 - Psychiatric Mental Health II (3)
- NURG 774 - Psychiatric Mental Health III (3)
- NURG 788 - Advanced Practice Clinical I - PMHNP (2)
- NURG 789 - Advanced Practice Clinical II - PMHNP (3)
- NURG 790 - PMHNP Practicum (6)

Advanced Education Courses - Optional: 9 Credits (*see table at the beginning of this section*)

Total Credits Required: 37

Nursing - Doctoral

Doctoral Programs and Requirements

Degrees/Programs

Doctor of Nursing Practice (DNP)

- Emergency Nurse Practitioner (DNP) (Post-Master's)
- Family Nurse Practitioner (BSN to DNP)
- Family Nurse Practitioner w/Emergency Nurse Practitioner Specialty (BSN to DNP)
- Family Nurse Practitioner (DNP) (Post-Master's)
- Nurse Leader (DNP) (Post-Master's)
- Nurse Anesthesia (BSN to DNP) (see the Nurse Anesthesia section for details)
- Psychiatric Mental Health Nurse Practitioner (DNP) (Post-Master's)

Older Programs

Advanced Practice (DNP) *

*The Advanced Practice DNP is closed to new admits. Students enrolled in this program should refer to the catalog edition (2023-2024 or earlier) for their year of admission.

The Moffett & Sanders School of Nursing offers innovative options in programs leading to a doctor of nursing practice degree (DNP). Graduates are prepared to practice in an advanced role to meet and/or manage health care needs of families across the life span.

Through the BSN to DNP, the School of Nursing provides students who currently hold a bachelor's degree in nursing the opportunity to earn a DNP in nurse anesthesia or nurse practitioner.

Doctor of Nursing Practice (DNP) (Post-Master's)

The doctor of nursing practice (DNP) program will fulfill a need within the profession for advanced nursing practice who can provide leadership in the healthcare system of the 21st century. The DNP 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 DNP program will prepare clinicians (nurse practitioners, nurse anesthetists, and clinical nurse specialists) and nurse administrators for leadership roles, evidence-based practice, and to fully implement the emerging science and practice innovations in health care.

The post-master's doctor of nursing practice (DNP) offers concentrations including leadership, emergency nurse practitioner, family nurse practitioner, and psychiatric mental health nurse practitioner.

DNP Outcomes*

**Students enrolled prior to summer 2025 will refer to the catalog of the year of enrollment for program information.*

Graduates with a doctor of nursing practice from the Moffett & Sanders School of Nursing will be prepared to:

1. Integrate knowledge and evidence from nursing and other sciences into advanced specialty nursing practice.
2. Design evidence-based person-centered care within multiple contexts across the health continuum.
3. Formulate strategies to improve equitable population health outcomes among diverse populations.
4. Engage through scholarship and analytical methods for evidence-based practice to affect optimal health outcomes.
5. Facilitate quality of care and culture of safety at individual and system levels.
6. Collaborate, building on core nursing and interprofessional values, to optimize integrated team-based care.
7. Coordinate innovative system-based solutions to address complex health problems for diverse individuals and populations across settings.
8. Incorporate information systems and technologies for the provision and/or transformation of healthcare delivery and nursing practice.
9. Model nursing's unique professional identity and ethical behaviors across roles, relationships, and settings.
10. Participate in activities and self-reflection that promote well-being, resilience and leadership in self and others

Admission Requirements

For complete admission requirements and instructions, visit www.samford.edu/nursing.

Transfer Credit

Graduate students are permitted to transfer a maximum of 12 graduate credits from 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

For complete progression policy information, please refer to the *Graduate Nursing Student Handbook*.

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.

An incomplete grade in one or more courses may result in a plan of study change.

Program Interruptions

Students who need more than four years to complete the program may petition the School of Nursing graduate program to request an additional year for completion (a total of five years for completion).

Readmissions Policy

A student who has been dismissed from the Moffett & Sanders School of Nursing graduate program may apply through the Office of Graduate Student Services for readmission after an intervening period of not less than one semester. The appropriate graduate admission committee will consider such requests for readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. There is no guarantee, however, that a student will be readmitted. The decision regarding readmission rests with the dean and is based upon the faculty's evaluation of the likelihood of the applicant's ability to perform successfully in graduate coursework.

Optional Advanced Education Courses

The following optional courses can be added to **any** graduate program offered by the School of Nursing: master of science in nursing, doctor of nursing practice, post-graduate certificate.

Advanced Education Courses - Optional: 9 Credits (*choose three courses*)

- NURG 710 - Teaching-Learning Principles (3)
- NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3)
- NURG 713 - Nurse Faculty Role in Clinical Education (3)
- NURG 715 - Nurse Faculty Role Transition (3)
- NURG 719 - Role of Academic and Clinical Nurse Educator (3)

Doctor of Nursing Practice (DNP)

Emergency Nurse Practitioner (DNP) (Post-Master's)

Emergency Nurse Practitioner (DNP) (Post-Master's): 42 Credits

DNP Core: 21 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)
- NURG 733 - Systems-Based Practice (4)
- NURG 734 - Essentials of Population Health (4)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Emergency Nurse Practitioner Courses: 21 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)
- NURG 795 - Advanced Practice Practicum: Emergency Nurse Practitioner (3)
- NURG 781 - Leadership, Organizational, and Strategic Management Theory (3)
- NURG 783 - Business Skills and Principles for Advanced Nursing Practice (3)

Advanced Education Courses - Optional: 9 Credits (*see table at the beginning of this section*)

Total Required Credits: 42

Family Nurse Practitioner (DNP) (Post-Master's)

Family Nurse Practitioner (DNP) (Post-Master's): 56 Credits

DNP Core: 21 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)
- NURG 733 - Systems-Based Practice (4)
- NURG 734 - Essentials of Population Health (4)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Family Nurse Practitioner Advanced Practice Courses: 35 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 610 - Advanced Health Assessment (4)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 706 - Family Primary Care I (4)
- NURG 707 - Family Primary Care II (4)
- NURG 708 - Family Primary Care III (4)
- NURG 723 - Advanced Practice Clinical I FNP (3)
- NURG 724 - Advanced Practice Clinical II FNP (4)
- NURG 730 - NP Practicum (6)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 56

Nurse Leader (DNP) (Post-Master's)

Nurse Leader (DNP) (Post-Master's): 38 Credits

DNP Core: 21 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)
- NURG 733 - Systems-Based Practice (4)
- NURG 734 - Essentials of Population Health (4)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Nurse Leader: 17 Credits

- NURG 781 - Leadership, Organizational, and Strategic Management Theory (3)
- NURG 782 - Leadership in Health Trends and Diverse Population Groups (3)
- NURG 783 - Business Skills and Principles for Advanced Nursing Practice (3)
- NURG 784 - Nurse Leader Practicum I (2)
- NURG 785 - Nurse Leader Practicum II (2)
- NURG 786 - Nurse Leader Practicum III (2)
- NURG 787 - Nurse Leader Practicum IV (2)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 38

Psychiatric Mental Health Nurse Practitioner (DNP) (Post-Master's)

Psychiatric Mental Health Nurse Practitioner: 47 Credits

DNP Core: 21 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)
- NURG 733 - Systems-Based Practice (4)
- NURG 734 - Essentials of Population Health (4)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Psychiatric Mental Health Nurse Practitioner Advanced Practice Courses: 26 Credits

- NURG 766 - Advanced Psychiatric Mental Health Assessment and Diagnostics (2)
- NURG 767 - Psychotherapeutics Frameworks and Modalities (2)
- NURG 769 - Psychopharmacology for Advanced Practice Registered Nurses (2)
- NURG 771 - Psychiatric Mental Health I (3)
- NURG 772 - Psychiatric Mental Health II (3)
- NURG 774 - Psychiatric Mental Health III (3)
- NURG 788 - Advanced Practice Clinical I - PMHNP (2)
- NURG 789 - Advanced Practice Clinical II - PMHNP (3)
- NURG 790 - PMHNP Practicum (6)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 47

Advanced Practice (DNP)

IMPORTANT NOTE: Program is closed to new admits.

Advanced Practice: 37 Credits

DNP Core: 22 Credits

- NURG 700 - Theory and Philosophy of Nursing Practice (3)
- NURG 701 - Methods for Evidence-Based Practice (3)
- NURG 702 - Biostatistics (3)
- NURG 703 - Information Systems and Technology (3)
- NURG 704 - Policy for Population Health (3)
- NURG 705 - Leadership, Economics, and Quality (3)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Advanced Practice Courses: 15 Credits

- NURG 740 - Resource Planning for the Advanced Practice Nurse (3)
- NURG 741 - Contemporary Issues within Vulnerable Populations (3)
- NURG 742 - Emerging Diseases, Genetics, and Health Trends (3)
- NURG 746 - Advanced Practice Practicum I (2)
- NURG 747 - Advanced Practice Practicum II (4)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 37

Bachelor of Science in Nursing to Doctor of Nursing Practice (BSN to DNP)

Family Nurse Practitioner (BSN to DNP)

DNP Core: 21 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)
- NURG 733 - Systems-Based Practice (4)
- NURG 734 - Essentials of Population Health (4)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Family Nurse Practitioner (BSN to DNP): 55 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 610 - Advanced Health Assessment (4)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 706 - Family Primary Care I (4)
- NURG 707 - Family Primary Care II (4)
- NURG 708 - Family Primary Care III (4)
- NURG 709 - Advanced Clinical Reasoning (3)
- NURG 714 - Care in the Community (3)
- NURG 716 - FNP Clinical I (4)
- NURG 717 - FNP Clinical II (4)
- NURG 718 - FNP Clinical III (4)
- NURG 730 - NP Practicum (6)
- NURG 781 - Leadership, Organizational, and Strategic Management Theory (3)
- NURG 783 - Business Skills and Principles for Advanced Nursing Practice (3)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 76

Family Nurse Practitioner w/Emergency Nurse Practitioner Specialty (BSN to DNP)

IMPORTANT NOTE: Program is closed to new admits.

DNP Core: 21 Credits

- COHS 500 - Introduction to Interprofessional Practice (1)
- NURG 731 - Concepts of Advanced Nursing Practice (4)
- NURG 732 - Theoretical Principles of Evidence-Based Practice (4)
- NURG 733 - Systems-Based Practice (4)
- NURG 734 - Essentials of Population Health (4)
- NURG 760 - DNP Project I (2)
- NURG 761 - DNP Project II (2)

Family Nurse Practitioner w/ENP Specialty (BSN to DNP): 63 Credits

Family Nurse Practitioner Core: 51 Credits

- NURG 533 - Advanced Physiology and Pathophysiology (3)
- NURG 600 - Common Diagnostics/Procedures (3)
- NURG 610 - Advanced Health Assessment (4)
- NURG 633 - Pharmacotherapeutics for APRN (3)
- NURG 706 - Family Primary Care I (4)
- NURG 707 - Family Primary Care II (4)
- NURG 708 - Family Primary Care III (4)
- NURG 709 - Advanced Clinical Reasoning (3)
- NURG 714 - Care in the Community (3)
- NURG 716 - FNP Clinical I (4)
- NURG 717 - FNP Clinical II (4)
- NURG 730 - NP Practicum (6)
- NURG 781 - Leadership, Organizational, and Strategic Management Theory (3)
- NURG 783 - Business Skills and Principles for Advanced Nursing Practice (3)

Emergency Nurse Practitioner Specialty: 12 Credits

- NURG 791 - Emergency Care I (3)
- NURG 792 - Emergency Care Clinical I (3)
- NURG 793 - Emergency Care II (3)
- NURG 794 - Emergency Care Clinical II (3)

Advanced Education Courses - Optional: 9 Credits *(see table at the beginning of this section)*

Total Required Credits: 84

McWhorter School of Pharmacy

Academic Administration

Michael A. Crouch, Fred E. McWhorter Dean and Professor

Michael G. Kendrach, Executive Associate Dean; Associate Dean for Academic Affairs; Professor

Elizabeth Ann Sheaffer, Associate Dean for Assessment and Accreditation; Professor

Renee M. DeHart, Associate Dean for Student Affairs; Professor

Jonathan L. Thigpen, Assistant Dean for Curricular Innovation and Professional Development; Associate Professor

B. DeeAnn Dugan, Chair, Department of Pharmacy Practice; Professor

Howard P. Hendrickson, Chair, Pharmaceutical, Social and Administrative Sciences; Professor

Greg S. Gorman, Vice Chair, Pharmaceutical Sciences; Professor

Jeffrey A. Kyle, Vice Chair, Pharmacy Practice, Professor

Faculty

John J. Arnold, Professor

Jennifer W. Beall, Professor

Kimberley W. Benner, Professor

Amy E. Broeseker, Professor

Terri M. Brown, Professor

Erika Cretton-Scott, Professor

Danielle L. Cruthirds, Professor

Bernadette D'Souza, Professor

Peter J. Hughes, Professor

Maryam Iranikhah, Professor

David R. Luthin, Professor

Valerie T. Prince, Professor

Jessica Whalen Skelley, Professor

Rachel Morgan Slaton, Professor

Michael Chad Thomas, Professor

Angela R. Thomason, Professor

Bruce A. Waldrop, Professor

X. Robert Wang, Professor

Mary A. Worthington, Professor

Georges B. Adunlin, Associate Professor

Stephen A. Brown, Associate Professor

Crystal M. Deas, Associate Professor

Patricia Jumbo Lucioni, Associate Professor

C. Whitney White, Associate Professor

Caitlin G. Brown, Assistant Professor

Kathryn F. Collins, Assistant Professor

Gregory K. Taylor, Assistant Professor

History

The McWhorter School of Pharmacy of Samford University was established January 31, 1927, in Birmingham, Alabama as the Howard College Department of Pharmacy. The Department grew steadily and became the Division of Pharmacy in 1938. Designation as the Samford University School of Pharmacy occurred in 1965 when Howard College reorganized to become Samford University. In 1995, Samford University Trustees authorized naming the school the McWhorter School of Pharmacy in recognition of the generous support of alumnus R. Clayton McWhorter ('55) and his family. In 2027, the school will celebrate its 100th year of operation.

Vision and Mission

The vision of the pharmacy school is to prepare pharmacists who transform lives.

The pharmacy school supports the Joint Commission of Pharmacy Practitioners (JCPP) statement of a unified vision for the future of pharmacy practice that states that "Pharmacists will be the health care professionals responsible for providing patient care that ensures optimal medication therapy outcomes."

The mission of the Samford University McWhorter School of Pharmacy is to nurture and prepare persons within a Christian environment to be exemplary pharmacists and to improve health worldwide through innovative pharmacy practice, scholarship, and service.

Curriculum Outcome

The Samford University doctor of pharmacy program is design to create graduates that are "Practice and Team Ready."

McWhorter School of Pharmacy Competencies and 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

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

The school has a competency-based curriculum consisting of domains, outcomes, competencies, and learning objectives that are customized for the Samford-McWhorter School of Pharmacy. The framework is based on Center for Advancement in Pharmacy Education (CAPE) Outcomes, blended with pharmacy Entrustable Professional Activities (EPAs), and the Samford University College of Health Sciences Interprofessional Education framework. Please refer to this website for specifics and detailed information: <http://www.samford.edu/pharmacy/files/PHAR-Curriculum-Competencies.pdf>.

Accreditation

The McWhorter School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL, 60602; Phone (312) 664-3575; Website: www.acpe-accredit.org.

McWhorter School of Pharmacy Organizations

American Association of Psychiatric Pharmacists
American Pharmacists Association Academy of
Student Pharmacists
Christian Pharmacy Fellowship
Industry Pharmacists Organization
International Society for Pharmacoeconomics and
Outcomes Research
Kappa Psi Pharmaceutical Fraternity
National Community Pharmacists Association
Pediatric Pharmacy Association
Phi Lambda Sigma (Leadership Society)
Rho Chi Society (Academic Honor Society)
Student College of Clinical Pharmacy
Student National Pharmaceutical Association
Student Society of Health-System Pharmacy

Pharmacy

Doctoral Programs and Requirements

Degree

Doctor of Pharmacy (PharmD)

Concentrations

International Pharmacy Concentration

Research Concentration

Joint Degree Pathway Programs*

Doctor of Pharmacy/Master of Business Administration (PharmD/MBA)

Doctor of Pharmacy/Master of Healthcare Administration (PharmD/MHCA)

Doctor of Pharmacy/Master of Public Health (PharmD/MPH)

Doctor of Pharmacy/Master of Science in Health Informatics and Analytics (PharmD/MSHIA)

Doctor of Pharmacy/Master of Science in Nutrition (PharmD/MS)

Doctor of Pharmacy/Master of Studies in Law (PharmD/MSL)

The McWhorter School of Pharmacy offers the doctor of pharmacy degree (PharmD).

The department offers several joint degree programs in cooperation with other Samford University schools:

- Master of Business Administration (MBA) with the Brock School of Business
- Master of Healthcare Administration (MHCA) with the School of Public Health
- Master of Public Health (MPH) with the School of Public Health
- Master of Science in Health Informatics and Analytics (MSHIA) with the School of Public Health
- Master of Science in Nutrition (MS) with the School of Public Health
- Master of Studies in Law with a Concentration in Health Law and Compliance (MSL) with Cumberland School of Law

Some credit sharing is allowed and overall credits of the combined programs is reduced.

*Pharmacy students must apply and meet the admission criteria, as well as adhere to the academic policies and standards, of the joint degree program. Students enrolled in these programs are still allowed to enroll in pharmacy didactic elective courses and Capstone Selectives, but only PHAR courses count towards the pharmacy cumulative GPA. Full-time, first-year pharmacy students are not eligible to be enrolled in courses that fall under a joint degree program. For more information, contact the associate dean for academic affairs.

Admission Policies

All communications regarding admission should be directed to the director of pharmacy admissions in the McWhorter School of Pharmacy. Applications are considered on a competitive basis by the Admissions Committee. The committee meets regularly beginning in August and notifies applicants as decisions are made.

No student can be considered for admission to the program until 16 semester credits or four courses of prerequisite math and science coursework and 32 credits of total coursework have been completed. Math and science courses must be completed with a grade of C or higher. All other prerequisite courses must be completed with a grade of C- or higher. At a minimum, applicants must be enrolled in the first course in organic chemistry by the spring semester of the current application cycle to be considered for standard admission.

For the most up-to-date information on admissions policies, please visit the website at www.samford.edu/pharmacy.

Time limit on science prerequisite coursework

Applicants who have earned a bachelor's degree or higher may use a math and/or science prerequisite if the date of the pharmacy application is submitted within five years from the posting of the latest degree. Applicants who have not earned a bachelor's degree may use a math and/or science prerequisite if that coursework was completed within five years of the submission of the pharmacy application. For all applicants, there is no time limit on any non-math or non-science prerequisite coursework. An appeal process is available for math and science prerequisites that fall outside the five-year window of completion.

For an applicant to be considered for admission, a PharmCAS application must be submitted **by the date published by the school in PharmCAS**. This deadline may be extended if the entering class is not filled. To make application to the McWhorter School of Pharmacy, the applicant must complete the national online application at www.PharmCAS.org. Official transcripts, essays, and letters of recommendations are sent to PharmCAS and then forwarded to every pharmacy school the applicant designates. Other requirements are listed on the pharmacy school's website at www.samford.edu/pharmacy.

Applicants who are international students, or American citizens who learned English as a second language, must demonstrate satisfactory written and verbal communication skills in English as a part of the admissions process.

An interview at the applicant's expense is required for applicants invited for admission consideration.

Criteria for being eligible to interview are published on the pharmacy website: www.samford.edu/pharmacy.

Decisions regarding admission are made on a rolling basis. Students may be accepted from a rank-ordered alternate list approved for admission if previously accepted students decline the opportunity to enter the program. Students who are notified of acceptance to the

pharmacy school must return a deposit within a specified period of time to reserve a place in the class. The deposit is not refundable but will apply toward tuition for the first semester in residence.

Students who have been accepted by the pharmacy school may be denied admission just prior to or at the time of matriculation for: (1) failure to submit final transcripts of all college work completed at another institution, (2) a significant drop in grade point average, (3) failure to meet any academic stipulations set forth in the letter of acceptance, and/or (4) proven behavior that is not well-suited for the responsibilities and privileges embodied in the practice of pharmacy.

After notification of admission to the pharmacy school, students are expected to learn medical terminology on a self-study basis and be prepared for a proficiency examination at the start of the fall semester.

Transfer

A student enrolled in another ACPE-accredited* college/school of pharmacy may request a transfer into the McWhorter School of Pharmacy. Because of the highly integrated nature of the curriculum, it may not be possible to grant credit for prior coursework completed in another ACPE-accredited professional program. The decision will be determined on a case-by-case basis. Per Samford University policy, at least 50% of the pharmacy program's credit hours must be obtained through Samford in order to be awarded a Samford degree.

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 stating that the student is in good standing and professional conduct standing.
- Any other materials requested by the school.

The associate dean for academic affairs, along with the assistant dean for curricular innovation and professional development, will make a decision about whether to accept the student and, if so, where the student would enter our curriculum. Input from other areas (e.g., student affairs, admissions, or any other relevant entity) can be requested at their discretion.

*ACPE=Accreditation Council for Pharmacy Education

Americans with Disabilities Act (ADA)

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 the university's Office of Accessibility and Accommodations (OAA) located in Room 203 of Dwight Beeson Hall, or call (205) 726-4078 or email access@samford.edu. A faculty member will grant reasonable accommodations only upon official notification from the university's OAA. Students have a responsibility to follow the process defined by the university OAA and course syllabi.

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 (PharmD) 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 PharmD 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.

- 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.
- Physical Abilities:** Candidates must possess sufficient visual, auditory, tactile and motor abilities to allow them to gather data from written and electronic reference material, from oral presentations, by observing demonstrations and experiments, by studying various types of medical illustrations, by observing a patient and his/her environment, by observing clinical procedures performed by others, by reading digital or analog representations of physiologic phenomena, and by performing basic physical examination techniques on a patient. Candidates must have sufficient physical function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers necessary to assess a patient. Candidates must have the physical ability and manual dexterity to compound sterile and non-sterile products in an environment and manner compliant with existing regulations.

- III. **Interpretative, Conceptual, and Quantitative:** Candidates must have effective and efficient learning techniques and habits that allow mastery of the complex curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology. They must be able to measure, calculate, reason, analyze, synthesize, transcribe verbal messages accurately, and interpret written prescriptions accurately. Candidates must possess physical, emotional, and interpretative skills to complete examination and assessment requirements of the program in compliance with the curricular schedule. Candidates must possess like skills to be able to fully assess a patient with regard to physical status, patient communication, and behavior plus patient outward presentation which might be indicative of the patient's status. Candidates must be able to read, comprehend, and respond to serial information related to a medical situation or patient.
- IV. **Behavioral, Social and Emotional Attributes:** Candidates must understand the legal and ethical aspects of the practice of pharmacy, and function within the guidelines established by the law and by the ethical standards of the pharmacy profession. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals. This requires that they place the welfare of their patients foremost, and demonstrate honesty, integrity, dedication, compassion, and nondiscrimination in the care of their patients. Candidates must, at all times, demonstrate the emotional stability to be able to exercise good judgment, and carry out prompt completion of all responsibilities attendant to the care of their patients in a sensitive and effective manner. This sensitivity includes self-examination of personal attitudes, perceptions, and stereotypes in order to avoid potential negative impact on relationships and patient care. Applicants must be of sufficient emotional health to adapt to changing environments, display flexibility and professional responsibility to their patients, and learn to function in an environment of uncertainty, in which changes may occur rapidly and without warning. Candidates must have sufficient emotional health to perform to standard in all experiential settings and in all acceptable teaching practices. An individual with a diagnosed disability may function as a pharmacy student as long as the above technical standards are fulfilled.
- V. **Stamina:** The study and ongoing practice of pharmacy may involve taxing workloads and stressful situations. A pharmacy student must have the physical and emotional stamina to maintain a high level of function in the face of such working conditions. In the event of a deteriorating behavioral, social, or emotional function, it is essential that a pharmacy student be willing to engage in dialogue with school officials as soon as there is evidence that the student is not meeting the technical standards.
- A pharmacy student whose actions or decisions pose a danger to self, patients, and/or colleagues will not be allowed to continue in the program unless the student agrees to accept professional help under conditions acceptable to the university and the pharmacy school.

Applicants are advised to contact the board of pharmacy of the states in which they intend to practice to be aware of any technical standards of those states which might restrict options to practice pharmacy.

Required Health Data

Students in the College of Health Sciences are required to provide proof of current personal health insurance coverage by the deadline provided. Students must also be able to provide proof of insurance on demand during any experiential course if requested by the experiential education site. Likewise, international students with F or J visas are required to provide proof of health insurance. Each year, students are automatically enrolled in the university-sponsored student health insurance plan and charged 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 SAMFORD | Opt-Out/Waiver (<https://samford.myahpcare.com>). Deadlines for enrollment or registration of current insurance coverage (referred to as an "Opt-Out/Waiver") are set by Samford University. Without the waiver, the charge will remain on the student account and the student will be covered with health insurance from August 2025 to August 2026.

All pharmacy students accepted into the program will receive an email notifying them of how to download a College of Health Sciences (CHS) Physical Examination Form, Tuberculosis Testing Form, and Immunization Record/Titer History Form. All three forms must be completed and a copy of each uploaded to the credentialing website maintained by E*Value by the deadline provided. The Office of Experiential Education will communicate with all incoming first-year students via email upon enrollment prior to the upcoming fall semester. Physical exams for newly admitted students must be performed by a physician or mid-level provider (nurse practitioner or physician's assistant) and can only be submitted on the official CHS Physical Examination Form provided. Tuberculin testing must be performed within the 12 months prior to enrollment and submitted only on the official Tuberculosis Testing Form, which must be completed by a physician, mid-level provider (nurse practitioner or physician's assistant), registered nurse, or licensed practical nurse. Immunization history should be comprehensive and follow the requirements for students enrolled in the College of Health Sciences. The Immunization Record/Titer History Form must be completed by a physician, mid-level provider (nurse practitioner or physician's assistant), registered nurse, licensed practical nurse, or pharmacist. Failure to upload all three documents to E*Value by the deadline provided will result in a \$150 fine and a registration hold on the student's record. Additionally, students who fail to upload the required documentation on the E*Value website by the deadline will be unable to begin the required experiential course and will jeopardize their enrollment in the McWhorter School of Pharmacy.

On an annual basis, documentation of a current physical exam, tuberculin testing, and seasonal flu vaccination must be provided throughout enrollment in pharmacy school. Documentation of the physical exam and tuberculin testing must be submitted on the official College of Health Sciences form, available through the Samford website.

The McWhorter School of Pharmacy has the following additional specific requirements related to immunizations and health screenings:

- **Tetanus Diphtheria Pertussis (Tdap) Vaccination** - All students are required to be immunized with adult Tdap vaccine due to the risk of transmitting pertussis. Only one dose of Tdap is required as an adult to provide protection from pertussis. Based upon guidelines from the Centers for Disease Control and Prevention for receipt of adult Tdap vaccine, even if you have received a tetanus antigen-containing vaccine (e.g., Td) within the past 10 years, you are required to receive the Tdap vaccine at this time.

However, if the Tdap vaccination is over 10 years ago, a repeat vaccination with Tdap must be performed. However, if it has been greater than 10 years since you received the Tdap vaccine you are required to provide documentation that you have received a tetanus booster (Td). Students who provide medical documentation from a physician of current uncontrolled seizure disorders are exempt from this requirement.

- **Measles, Mumps, Rubella (MMR) Vaccination** - All students born on or after January 1, 1957, must provide documentation of either (a) written documentation of two (2) live measles-antigen containing vaccines given no less than one month apart, and on or after the first birthday, or (b) written documentation of immunity by blood test (titer) demonstrating protective antibody levels to measles, mumps, and rubella.
- **Tuberculosis (TB) Testing** - 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 PharmD program. International students with documentation of receipt of tuberculosis vaccine (Bacillus Calmette-Guérin, or BCG Vaccine) must provide a letter from a physician documenting that a chest x-ray and appropriate follow-up has been completed.
- **Hepatitis B Vaccination** - All students must provide written documentation of having completed the series of three (3) injections or documentation of immunity by blood test (titer) is acceptable in lieu of vaccine administration dates. For those students who must begin the series, the first dose must be administered prior to the first week of class attendance. Completion of the full series is required by April 1 of the spring semester of the first year (P1).
- **Varicella (Chickenpox) Vaccination** - All students must provide (a) documentation of two doses of vaccine at least 4 weeks (28 days) apart, (b) documentation of immunity by blood test (titer), or (c) written date of disease (month/year) by physician. If vaccination is required, the first dose must be administered prior to the second week of class attendance.
- **Influenza (flu) Vaccination** - All students are required to provide documentation of immunization of a yearly flu vaccination. Students will be provided information via email when current seasonal flu vaccinations are available. Documentation must be provided by October 1 of each year while enrolled in pharmacy school.
- **COVID-19 Vaccination** - Strongly recommended. Although not required by the university, clinical sites may require this vaccination, and lack of vaccination may delay or prevent clinical placements.
- **Random Urine Drug Screening** - All students enrolled in the McWhorter School of Pharmacy will be subject to random drug urine screening until graduation from the program. The current policies and procedures for random urine drug screening are available in the *Pharmacy Student Handbook*. Fees associated with “for-cause” 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. Fees associated with “for-cause” criminal background checks are the sole responsibility of the student. Criminal background check “rechecks” will be conducted prior to enrollment in PHAR 430 and prior to the P4 year.
- **Health Insurance Portability and 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.
- **Blood Borne Pathogen 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.
- **Cardiopulmonary Resuscitation (CPR) Training** - All students must keep CPR certification current the entire time while enrolled in pharmacy school beginning in the P1 year. CPR training is received at the McWhorter School of Pharmacy during the spring of the P1 and P3 years and is valid for two (2) years. The student is responsible for providing documentation to the Office of Experiential Education via their account within E*Value and/or site upon request.

Tuition and Financial Aid

Students may apply for federal and private financial aid through the university’s financial aid office. The pharmacy school has additional but limited funds available for loans and scholarships. A number of pharmacy scholarships are available and awarded on the basis of both merit and need.

Students who wish to take non-pharmacy 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 scheduling (e.g., labs, makeup exams) 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

RxBenefits Suite - The RxBenefits Suite is a dedicated workspace in the CHS for students to fulfill the required PHAR 640 Population Health Outcomes APPE. Due to confidential and proprietary information used by the APPE students and preceptors, the suite is not generally open to faculty and student use. The suite may be used by faculty and students at designated time periods during the year. The suite can also be reserved upon request when not in use by the PHAR 640 APPE students and preceptors.

Student Electronic Resources - Wireless computer access is available in the pharmacy school and across the university. The university also has several computer labs on campus. In addition, pharmacy students have access to various online major pharmaceutical and medical databases and many electronic reference materials.

Professional Pharmacy Curriculum

The professional pharmacy curriculum is designed to provide practical and innovative educational experiences for students, so that Samford pharmacy students are truly “Practice and Team Ready.” One of the pharmacy school’s goals is to coordinate and integrate material for students to apply and practice plus readily recall their knowledge. The school of pharmacy curriculum competencies are based primarily upon the Center for Advancement in Pharmacy Education (CAPE) 2013 outcomes, Entrustable Professional Activities (EPAs), and the College of Health Sciences Interprofessional Education framework. Pharmacy didactic courses, programmatic assessments, and the Capstone module are delivered in-person and on campus (unless otherwise specified).

As an overview, the professional program consists of 144 total credit hours. The first two and a half years combine classroom instruction with direct patient interaction. The Introductory Pharmacy Practice Experiences (IPPE) occur each didactic year and are planned to augment learning that takes place through coursework, as well as offer opportunities for students to put their knowledge to practical use in caring for patients. Advanced Pharmacy Practice Experiences (APPE) start in the spring of the third year and continue throughout the fourth year of the pharmacy program. In the summer of their fourth year, students will complete the comprehensive Professional Activities and Competencies Evaluation (PACE) course to ensure they can demonstrate skills and apply other learning acquired during APPEs. During their fourth year, students will also complete a research project through their Applied Pharmacy Research and Service course. After APPEs have concluded, students will complete the five-week Capstone module, which consists of coursework specifically designed to prepare and transition students to the profession.

As a means to coordinate and integrate content, the Integrated Pharmacy Lab (IPL) course each semester of the didactic curriculum will link information both across courses in a given semester as well as between years in the curriculum. Students enrolled in the same courses will have opportunities to see how content from these various classes can benefit patients. Additionally, students will participate in layered learning in which students from multiple years will meet together periodically to discuss aspects of patient care that reflect their particular knowledge levels. This horizontally and vertically integrated approach is intended to make learning interesting and relevant for students. A unique feature of the lab sequence is scheduled DASH (Developing Academic Success and Health) and SPRINT (Simulating Practice Readiness and Teamwork) weeks. DASH weeks focus on preparing first- and second-year students and orienting them to the rigors of the PharmD program and feature a wide variety of content ranging from professional development to academic content. In SPRINT weeks, students will perform by applying and integrating course content, practicing skills, and recalling prior learning via lab assessments, simulations, and interprofessional education (IPE). Other activities include OSCE (Objective Structured Clinical Examination), standardized patients, critical thinking/problem solving, and reflections/student self-awareness. DASH and SPRINT weeks are required attendance for students; an unexcused absence may result in student values violations filed against the student and/or lab course failure.

Pharmacy students will also participate each year in interprofessional education (IPE) collaborations. IPE occurs not only with Samford CHS students, but with students and healthcare providers from other institutions. The school’s IPE program conforms to the Interprofessional Education Collaborative (IPEC) standards and outcomes (communications, teamwork, roles and responsibilities, ethics) as well as additional CHS outcomes (faith and healing, safety). Students will be notified of IPE collaborations in advance. An unexcused absence may result in a student values violation being filed against the student and/or course failure. Progression to the next academic year or graduation may be delayed if the student does not fulfill the IPE requirements of that academic year.

Another method of integrating course content and documenting accomplishments and outcomes is the compilation of the student portfolio. All students are required to complete their own portfolio according to the instructions and information provided to them by the school of pharmacy. Students are required to add various course items into their portfolio (e.g., course items mentioned in syllabi, reflections, artifacts, co-curricular activities). Also, the portfolio is read by faculty, preceptors, and/or alumni. Feedback and advice are provided to the students. The pharmacy program is also participating in the CHS Passport. Students will receive instructions from the CHS and are required to complete these requirements. Students who do not complete their portfolio and/or the CHS Passport are subject to sanctions, which includes not progressing in the curriculum or not meeting the program requirements for graduation.

Delivery of Curriculum

The Department of Pharmacy Practice is comprised of approximately 21 full-time faculty, 3 post-graduate residents, 4 staff support personnel, and 1,200 affiliate clinical instructors. The department is responsible for executing the practice-oriented components of the curriculum, including courses in Applied Biostatistics and Drug Literature Evaluation, Applied Science and Pharmacotherapy, Nonprescription Medicines, Pharmacist Patient Assessment, Integrated Pharmacy Labs, numerous specialty elective courses plus Capstone Selectives, as well as IPPE and APPE coursework. The department is home to the school’s Office of Experiential Education and three residency programs. Furthermore, the department, in cooperation with numerous practice partners, carries out a rigorous program of clinical and educational research designed to improve medication use and enhance student learning.

The Department of Pharmaceutical, Social and Administrative Sciences (PSAS) is comprised of approximately 15 faculty and two staff. Faculty in the PSAS department deliver a wide variety of classroom-based and lab-based courses within the pharmacy curriculum. The biomedical science courses such as Drug Delivery Systems, Pharmaceutical Calculations, Pharmacokinetics and Pharmacogenomics, and

the Integrated Biomedical Sciences establish the foundation for making rational decisions in the provision of medication therapy management. PSAS faculty provide foundational pharmacology and pharmaceutical science content that is integrated with medication therapy from clinical faculty through the Applied Science and Pharmacotherapy course sequence. The social and administrative sciences content areas are addressed in courses that include Pharmacy Informatics, Pharmacy Financial Management and Pharmacoeconomics, Foundations of Health and Pharmacy, Ethics in Health Care and Christianity, Human Resource Management for Pharmacy, plus Professional Development and Wellness. Laboratory instruction, such as sterile and non-sterile pharmaceutical compounding, is also delivered by faculty within the PSAS department. One social or administrative sciences course is within each of the six didactic semesters to promote the building of knowledge in this area as students move through the curriculum. Laboratory instruction, such as sterile and non-sterile pharmaceutical compounding, is also delivered by faculty within the PSAS department. A broad range of research areas within the department exist, including cystic fibrosis, topical and ophthalmic drug delivery, antitumor immunotherapy, pharmaceutical analysis, drug metabolism, diabetes, pharmaceutical and patient care outcomes, ethical and moral reasoning, and pedagogical research. Many opportunities exist throughout the four-year PharmD program for students to work closely with a PSAS faculty member on a research project. Additionally, many PSAS faculty provide experiential education opportunities, specialty didactic electives, and Capstone Selectives, for pharmacy students.

In addition to teaching, the McWhorter School of Pharmacy faculty serves the school and university as advisors to professional, social, and honorary organizations, encouraging student involvement in those organizations and developing professionalism and leadership among the students. The faculty exemplify leadership and professionalism through service in leadership roles in professional and scientific organizations. Furthermore, the faculty are engaged in a number of scholarly activities including research, writing, presentations, and publications.

The professional pharmacy curriculum is designed to impart in students the knowledge, skills, and attitudes essential for the practice of pharmacy today, as well as in the future. The doctor of pharmacy degree is a professional degree that requires foundational plus advanced education to prepare Practice and Team Ready pharmacists. Furthermore, the curriculum allows students to personalize their education via elective courses, Capstone Selectives, joint degree options, concentrations, co-curricular activities, and other unique features (e.g., international education opportunities, focused continuous professional development).

The pharmacy curriculum has various pedagogic approaches and learning activities. The classroom is a place for meaningful engagement (e.g., blended learning, coaching, examples, case studies, collaborative learning), not just for content delivery. Instructional methods in the curriculum include more than lectures; students will be engaged so they are cognitively challenged and intrinsically interested in the course content (i.e., stimulate interest and curiosity, which enhances memory). Assessments are wide ranging and may consist of more than just multiple choice questions and traditional exams.

The professional curriculum includes 97 semester credits of didactic and laboratory instruction and 47 semester credits (over 1,740 contact hours) of experiential training in various practice settings. All required courses in the professional curriculum are to be completed at Samford University. Students may not receive an exemption waiver for a McWhorter School of Pharmacy course based upon coursework completed at a non ACPE-accredited program.

The professional curriculum requires 40 credits of Advanced Pharmacy Practice Experiences (APPE), beginning in mid-spring of the P3 year or immediately following the successful completion of all required coursework prior to beginning APPEs. Eight (8) APPEs must be completed by all students. All students are required to be enrolled into an APPE for block #9 (January start date). The five required APPEs are PHAR 601 (Primary/Ambulatory Care I), PHAR 620 (General Medicine I), PHAR 640 (Population Health Outcomes), PHAR 650 (Community Pharmacy I), and PHAR 660 (Institutional Health Systems I). Students will be allowed to provide input on their preferences for the elective PHAR 600-level APPE courses. Students also can complete a ninth APPE course at no extra cost. 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, unless approved by the pharmacy school office of academic affairs. Full-time status is granted for students taking 10 semester credit hours. If, for compelling reasons, a student is enrolled in less than 10 semester credit hours, the university will classify the student as part-time. A student taking less than 10 credit hours during the fall or spring semester will pay tuition at the hourly rate specified in the Financial Information section of this catalog.

The professional pharmacy curriculum of the McWhorter School of Pharmacy follows the College of Health Sciences (CHS) calendar. The spring semester may begin sooner than the CHS for APPEs, selected class courses, and special pharmacy learning activities or programming. The pharmacy school summer semester begins in May for courses that include IPPEs and APPEs. Also, the three-week IPPE course in the summer at the end of the first- and second-years has various start dates. Students enrolled in the last year of the professional curriculum cannot take non-pharmacy courses offered at Samford (unless enrolled in one of the joint degree Pharm. D. programs), or another university, unless approved by the pharmacy school office of academic affairs.

All students are required to have their own personal electronic device (either laptop or tablet) to use for various learning and teaching activities throughout the curriculum. The school administers electronic exams in all required didactic courses. The electronic device will be used for all the exams and other assessments/activities (e.g., course and faculty evaluations, lab). The electronic device must meet the minimum specifications, which will be provided to the students by the pharmacy school's Admissions Department in advance of the beginning of the first semester of the first year (i.e., with the acceptance notification). The student is required to ensure the electronic device enables the student to complete all program requirements. A screen privacy filter that meets the school specifications also is required for the electronic device during all examinations/quizzes. Mobile phones do not meet the electronic device requirement. In addition to the personal electronic device, students are required to use only one specific external calculator for exams/quizzes. The school will provide instructions regarding the specific color and type of calculator that the students are required to purchase.

Academic Policies

The following policies apply to students who matriculated in the pharmacy program and enrolled in the Practice and Team Ready curriculum. 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 must contact the Office of Academic Affairs to request a leave of absence (e.g., illness, personal reasons). Under special circumstances, a student may be allowed more than six years to complete the program; this is determined on a case-by-case basis by the office of academic affairs in consultation with the dean and the university. A student's academic standing is monitored by the Office of Academic Affairs and the Academic Standards and Progression Committee. The Office of Academic Affairs advises any student who experiences academic difficulty. However, the individual student is responsible for ensuring that all requirements have been met. The school also has an academic advising program consisting of selected faculty who monitor the academic performance of first-year students and provide assistance to these students.
2. Satisfactory academic progress is required of all students to remain in the pharmacy school. Academic standing is determined by the cumulative GPA, the number of courses failed, the number of final grades of D in an academic year, and/or the number of unsuccessful remediations. Students must pass all prerequisite and co-requisite courses to proceed to the next professional year in the curriculum. The prerequisite of all courses in the upcoming semester is the successful completion of all required courses in the prior semester. Co-requisite courses means students must be enrolled in all required courses of a semester. Students must complete all courses in the PHAR 300-500 level and achieve at least a cumulative 2.00 GPA in the professional curriculum before entering the APPE courses. If the student does not achieve the minimum GPA, the student will be withdrawn from the program and is not eligible for re-admission.
3. Grades are assigned by instructors in the school according to the scale below:

90 to 100 = A 80 to <90 = B 70 to <80 = C 65 to <70 = D <65 = F

Select courses are graded as pass/fail; some courses do not have a "D" grade (e.g., experiential courses, P4 Capstone module). See syllabi for specifics.

The minimum passing grade of C is required in all PHAR courses, including IPPEs and APPEs. The grading scale does not include a D grade for IPPE courses, APPE courses, and the P4 non-APPE courses (PHAR 614, 615, 690, 695, and Capstone Selectives); no remediation is available for these courses. The PHAR didactic laboratory courses are assigned either a pass (at least 70%) or fail grade and no remediation option is available for lab courses. A course grade of D shall require formal remediation and successful assessment(s); the student must earn a C or better on the final remediation grade.

The student is responsible for utilizing the resources (e.g., faculty office hours, tutoring, electronic library resources, course active learning sessions) offered by the school and university to reduce the risk of not achieving at least a C final course grade. Please refer to the school's student handbook for specific resources and details.

A student may not repeat a pharmacy course unless there is a failure in the course or unsuccessful remediation. Both the failing course grade(s) and repeat course grade(s) are used to calculate the professional GPA; both grades will remain on the student's academic record. All required coursework must be completed at the McWhorter School of Pharmacy. Availability of courses is limited to what is published in the *Samford University Catalog* and offered during the specified semesters.

Only grades earned in PHAR courses are used to calculate the professional GPA. Thus, grades from non-PHAR courses (e.g., joint degree courses, pre-pharmacy courses) are not used to calculate the professional GPA or determine academic standing within the pharmacy program. The minimum cumulative GPA during the program is 2.00; all cumulative GPAs will be reviewed each semester by the Office of Academic Affairs. The university does not "round" the GPA. The quality point system utilized by the university is described in the current *Samford University Catalog*.

4. Students who achieve a PHAR course grade of D are required to remediate the course. The original D grade of the remediated course(s) remains on the student's academic record, regardless of successful or unsuccessful remediation. No new course grade will be added to the student's academic record after successful course(s) remediation.

Unsuccessful remediation (< 70% final remediation grade) shall require repeat of the course; the original D course grade remains on the student's academic record along with the repeat course grade. If a student repeats a course due to unsuccessful D remediation and does not achieve at least a C grade, the student will be placed on academic probation. The repeat course grade will be failing on the academic record. The course must be repeated again. If students do not achieve a final course grade of at least 70% on this second repeat course, they are dismissed from the school.

The remediation plan is individualized for each student, depending upon the student's areas of academic deficiencies. The course coordinator will be the primary person collaborating with the student in developing their individualized plan, which may include consultation with the Office of Academic Affairs and/or the academic advisor. Remediation will consist of more than just retesting course content. The student may need to use university break time to work on his/her remediation plan. Student tutors can be available to assist during the remediation process. Remediation for all courses of the academic year should be completed no later than June 1.

5. A student will be placed on academic probation when any of the following four criteria are met: cumulative professional GPA is less than 2.00 as a full-time student; failing a single course; three course grades of D in one academic year; or unsuccessful remediation of a course. Students remain on academic probation until resolving the reason for probation (e.g., repeat and pass failed course, successful remediation). Student sanctions are outlined in the school's student handbook. If academic probation is the result of failed coursework, then the student is cautioned that additional failed coursework can result in dismissal from the pharmacy school, as delineated below. Additional course grades of D and/or unsuccessful remediations can result in further academic penalties as described below.
6. A student who meets the minimum criteria for academic probation (as outlined above) but does not yet meet the criteria for academic dismissal (see below) will enter the Academic Intervention Plan (AIP) process. The Academic Standards and Progressions (ASP) Committee will develop the Academic Improvement Plan and then discuss with the student on academic probation. The AIP will include specific grade and GPA goals along with class session attendance monitoring, proof of tutoring, meeting with instructors, and other actions deemed necessary by the ASP Committee. The student is monitored for a specific time period (e.g., remainder of current semester, through the following semester); monitoring is conducted by the Office of Academic Affairs and/or Academic Success Coordinator. Successful implementation of the AIP should result in academic probation being resolved. However, a student may be placed on academic probation due to future academic issues and another AIP will be implemented. A student who fails to meet the AIP requirements will result in re-evaluation by the ASP Committee, which may result in recommendation to the Office of Academic Affairs for academic dismissal.
7. A student will be dismissed when any of the following four criteria are met: fails three or more courses; does not earn at least a C course grade in repeated failed course(s); has a cumulative GPA below 2.00 for any three full-time academic terms, either sequential or non-sequential; or does not achieve a C on a second course repeat after not achieving a C on first course repeat due to unsuccessful D remediation. In addition, the school's Academic Standards and Progressions Committee may recommend a student to be dismissed due to failure to meet the Academic Improvement Plan requirements. Dismissal results in permanent dismissal from the pharmacy school and is without recourse. Dismissed pharmacy students desiring to remain at Samford University will become subject to university policies on academic progression and retention.
8. Since the level of a student's academic difficulty (e.g., academic probation, dismissal) may be determined by the quantity of failed coursework, multiple failed courses in a given academic term may lead to dismissal and preclude the need for academic probation. In any regard, Samford University rules on continued enrollment at the university prevail.
9. The school has the right to implement assessments that evaluate student learning and curricular effectiveness. This may be in the form of formative and/or summative evaluations. Students may be required to complete assessments (each semester and/or yearly) that gauge student knowledge and/or skills. Successful completion of the assessments may be required to proceed into the next academic semester/year or to graduate.
10. Students are required to complete certifications/training in order to accomplish various learning objectives needed for didactic and/or experiential courses. These certifications/training may not be included in a course but are classified as a programmatic requirement. These certifications/trainings include, but are not limited to, Immunization, Basic Life Support (BLS, CPR) plus First Aid, and Substance Use Disorder. The school has the right to add additional required certifications/training outside of a course that prepares the student for pharmacist licensure and practice. Failure to complete the certifications/training may lead to inability to enroll into experiential courses, progress in the curriculum, and/or meet graduation requirements. In addition, the student also may receive a student values violation.
11. Students are held accountable to the University Academic Integrity Policy and Academic Eligibility for Participation in Activities Policy. Refer to the *Samford University Catalog* and *McWhorter School of Pharmacy Student Handbook*, respectively, for the details of these policies.
12. 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 *Samford University Student Handbook*. Failure to do so can result in consequences that range from a verbal reprimand to dismissal from the academic program and the university. This decision is made by the pharmacy school's Student Affairs Committee and/or the University Values Council.
13. Students enrolled at Samford University or other accredited institutions cannot audit courses in the pharmacy curriculum.

Doctor of Pharmacy - Required Courses Summary - All Years	Total Required Credits
Year I, Total Required Credits	37
Year II, Total Required Credits	35-37
Year III, Total Required Credits	28-35
Year IV, Total Required Credits	37-42
Total Required Credits for All Years	144

Pharmacy (PharmD)

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.

The Samford University doctor of pharmacy program (PharmD) is designed to create graduates that are "Team and Practice Ready."

Year I, Fall: 16 Credits

Module A:

- PHAR 306 - Integrated Biomedical Sciences I (3)

Module B:

- PHAR 307 - Integrated Biomedical Sciences II (3)

Semester:

- PHAR 303 - Drug Delivery Systems I (2)
- PHAR 304 - Foundations of Health and Pharmacy I (3)
- PHAR 308 - Pharmacist Patient Assessment (1)
- PHAR 309 - Pharmaceutical Calculations (2)
- PHAR 320 - Integrated Pharmacy Lab 1 (2) (*DASH and SPRINT Week*)

Year I, Spring: 18 Credits

Module A:

- PHAR 316 - Integrated Biomedical Sciences III (3)

Module B:

- PHAR 317 - Integrated Biomedical Sciences IV (3)

Semester:

- PHAR 313 - Drug Delivery Systems II (3)
- PHAR 314 - Introduction to Applied Science and Pharmacotherapy (3)
- PHAR 315 - Introduction to Applied Pharmacy Research and Service (1)
- PHAR 319 - Foundations of Health and Pharmacy II (3)
- PHAR 321 - Integrated Pharmacy Lab II (2) (*incl SPRINT Week*)

Year I, Summer: 3 Credits

- PHAR 330 - Community Introductory Pharmacy Practice Experience (IPPE) (3) (3 weeks)

Year I, Total Required Credits: 37

Year II, Fall: 15-17 Credits

Module A:

- PHAR 402 - Applied Biostats and Drug Literature Evaluation (1)

- PHAR 404 - Applied Science and Pharmacotherapy I (4)

Module B:

- PHAR 403 - Pharmacy Informatics (1)

- PHAR 405 - Applied Science and Pharmacotherapy II (4)

Semester:

- PHAR 406 - Pharmacokinetics and Pharmacogenomics (3)
- PHAR 420 - Integrated Pharmacy Lab III (2) (*DASH and SPRINT Week*)
- PHAR 45x, 46x - Elective (0-2) *

Year II, Spring: 17-19 Credits

Module A:

- PHAR 414 - Applied Science and Pharmacotherapy III (4)

- PHAR 419 - Sterile Products (1)

Module B:

- PHAR 415 - Applied Science and Pharmacotherapy IV (4)

- PHAR 417 - Pharmacy Financial Management and Pharmacoeconomics (2)

Semester:

- PHAR 416 - Professional Development and Wellness (2)
- PHAR 418 - Ethics in Healthcare and Christianity (2)
- PHAR 421 - Integrated Pharmacy Lab IV (2) (*incl SPRINT Week*)
- PHAR 47x - Elective (0-2) *

Year II, Summer: 3 Credits

IPPE:

- PHAR 430 - Health System IPPE (3 weeks) (3) (3 weeks)

Year II, Total Required Credits: 35-37

Year III, Fall: 17-19 Credits

Module A:

- PHAR 504 - Applied Science and Pharmacotherapy V (4)

Module B:

- PHAR 505 - Applied Science and Pharmacotherapy VI (4)

IPPE:

- PHAR 530 - Focused Patient Care IPPE (1) (1 week)

Semester:

- PHAR 507 - Nonprescription Medicines (4)
- PHAR 516 - Pharmacy Law (2)
- PHAR 520 - Integrated Pharmacy Lab V (2) (incl SPRINT Week)
- PHAR 48x - Elective (0-2) *

Year III, Spring: 11-16 Credits

Module A:

- PHAR 512 - Human Resource Management for Pharmacy (1)
- PHAR 514 - Applied Science and Pharmacotherapy VII (4)
- PHAR 521 - Integrated Pharmacy Lab VI (1) (incl SPRINT Week)

APPEs (5 weeks each):**

- PHAR 600-Level APPE (Required or Elective) (5)
- PHAR 600-Level APPE (Required or Elective) (5)

Year III, Total Required Credits: 28-35

Year IV, Summer: 11-16 Credits**

APPEs (5 weeks each):**

- PHAR 614 - Professional Activities and Competencies Evaluation (PACE) (1)
- PHAR 600-Level APPE (Required or Elective) (5)
- PHAR 600-Level APPE (Required or Elective) (5)
- PHAR 600-Level APPE (Required or Elective) (5)

Year IV, Fall: 10-15 Credits**

APPEs (5 weeks each):**

- PHAR 600-Level APPE (Required or Elective) (5)
- PHAR 600-Level APPE (Required or Elective) (5)
- PHAR 600-Level APPE (Required or Elective) (5)

Year IV, Spring: 11 Credits**

APPEs (5 weeks each):**

- PHAR 615 - Applied Pharmacy Research and Service (1)
 - PHAR 600-Level APPE (Required or Elective) (5) ***
- #### Capstone (Final) Module:
- PHAR 64x - Capstone Selective (1) *
 - PHAR 690 - Capstone: Management, Innovation, Leadership, and Entrepreneurship (MILE) (1)
 - PHAR 695 - Capstone: Transition to Professional Practice (3)

Year IV, Total Required Credits: 37-42

Total Required Credits: 144

*Must complete 1 didactic elective prior to beginning APPEs plus a Capstone selective during the P4 spring semester.

**Must complete 8 APPEs (5 required and 3 elective) within the 9 rotation blocks.

***All students must complete an APPE in P4 spring semester.

APPE=Adv Pharm Practice Experiences | DASH=Developing Acad Success & Health | SPRINT=Simulating Practice Readiness & Teamwork

International Pharmacy Concentration

International Pharmacy Concentration: 5-14 Credits

Pre-APPE Didactic Electives: 2-6 Credits (1-3 required)

(additional elective options may be added as they become available)

- PHAR 453 - Pharmacy and Healthcare in Great Britain (2)
- PHAR 454 - Pharmacy and Healthcare in Spain (2)
- PHAR 463 - Complementary and Alternative Medicine (2)
- PHAR 479 - Spanish for Pharmacy Communications (2)
- PHAR 486 - Advanced Pharmacoeconomics (2)

Capstone Selective: 1 Credit (1 required)

- Choose from the available Capstone Selectives offered)

APPE Electives: 0-5 Credits (0-1 required)

(additional elective options may be added as they become available)

- PHAR 678 - International Pharmacy Advanced Pharmacy Practice Experience (5)

Research Project: 1 Credit

- PHAR 615 - Applied Pharmacy Research and Service (1)

Additional Requirements

- International course (Spain, London, or APPEs PHAR 678, PHAR 679)

Total Required Credits: 5-14

Research Concentration

Research Concentration: 11-16 Credits

Pre-APPE Didactic Electives: 4 Credits *(2 electives; 4 credits required)*

(additional elective options may be added as they become available)

- PHAR 455 - Drug Discovery and Development (2)
- PHAR 458 - Topics in Pharmaceutical Sciences Research (2)
- PHAR 475 - Research Elective I (2)
- PHAR 476 - Research Elective II (2)
- PHAR 477 - Research Elective III (2)
- PHAR 486 - Advanced Pharmacoeconomics (2)
- PHAR 487 - Journal Club (2)

APPE Electives: 5-10 Credits *(1-2 APPE electives; 5-10 credits required)*

- PHAR 677 - Pharmacy Research Advanced Pharmacy Practice Experience (5)

Research Project: 1 Credit

- PHAR 615 - Applied Pharmacy Research and Service (1)

Capstone Selective: 1 Credit *(1 credit required)*

- PHAR 644 - Capstone Selective: Scientific Writing and Publishing in Pharmacy (1)

Additional Requirements

- Research Seminar attendance

Total Required Credits: 11-16

School of Public Health

Academic Administration

Suresh T. Mathews, Interim Dean; Professor, Nutrition and Dietetics

Students within the School of Public Health pursue a variety of disciplines focused on the prevention of disease and the promotion of improved health among entire communities and populations. Majors within the School of Public Health are inherently interdisciplinary, with teams of professionals working together to solve some of society's most complex challenges. The school includes the Department of Healthcare Administration and Informatics, the Department of Nutrition and Dietetics, the Department of Public Health, and the Department of Social Work.

The school currently offers baccalaureate degrees in culinary and wellness nutrition management, healthcare administration, nutrition and dietetics, and public health. At the graduate-level, the school offers a master of healthcare administration, a master of public health, a master of science degree in nutrition, a master of science in health informatics and analytics, a master of social work, and a doctor of public health. Fast-track versions of the master of healthcare administration, the master of public health, and the master of social work are also available.

Faith, health and service are at the core of the School of Public Health, making graduates uniquely prepared to pursue a variety of careers. Regardless of major, students will graduate prepared to pursue their calling as a health care advocate or researcher in the private or public sector, armed with the expertise and practical knowledge required to significantly impact our world.

Healthcare Administration and Informatics

Faculty

Carol J. Ratcliffe, Chair, Professor; Interim Director, Healthcare Administration Undergraduate Program;

Interim Director, Health Informatics and Analytics Graduate Program

Lakesha Kinnerson, Assistant Professor

Dennis O. McCay, Assistant Professor

Mission

The mission of the Department of Healthcare Administration and Informatics is to prepare service-minded leaders and health professionals in a Christ-centered environment through competency-based, interprofessional education that is committed to excellence.

The mission of the **Master of Healthcare Administration (MHCA)** program, as part of a Christian university, is to nurture and prepare early career healthcare management professionals to serve across diverse healthcare settings. An interprofessional experience is a hallmark of our program. This experience is grounded in our interprofessional curriculum and interdisciplinary faculty. Practical experiences alongside healthcare leaders and executives are tailored to a student's interests and professional goals. Educational experiences inside and outside the classroom provide the knowledge and skills students need to be successful healthcare managers, administrators, and leaders. We strive to prepare professionals that are committed to promoting health and well-being for those they serve as part of an interprofessional and collaborative healthcare team. Program experiences focus on core competencies and lifelong learning so that graduates are positioned to advance their career and answer their calling. Our program is provided by highly qualified faculty engaged in scholarship, practice, and service to the healthcare management profession and community.

The mission of the **Master of Science in Health Informatics and Analytics (MSHIA)** program is to prepare health informatics and analytics professionals in a Christ-centered environment through an innovative, interprofessional curriculum focused on critical thinking and data-driven decision making to improve outcomes and promote health equity.

Vision

We aspire to prepare influential and visionary healthcare professionals who make a positive impact on their communities.

Values

Samford's Department of Healthcare Administration and Informatics considers the following values central to its success:

- **Christian-Based Education:** We are committed to integrating our Christian faith and beliefs in our delivery of healthcare administration and health informatics education.
- **Excellence:** We pursue excellence within the department through opportunities for achievement in scholarship, service and research.
- **Practice-Readiness:** We are committed to preparing students who are ready to practice upon graduation.
- **Respect for Diversity:** We are committed to respecting the differences in others by learning to appreciate the different cultures of the populations that we serve.
- **Integrity:** We are committed to operating in an environment that values honesty, fairness and the highest ethical standards to sustain a community of trust.
- **Empowerment:** We encourage personal accountability for success through shared governance in academic pursuits.

Accreditation

The Commission on Accreditation of Healthcare Management Education (CAHME) has reviewed and approved the master of healthcare administration program's eligibility for CAHME candidacy.

Graduate Programs and Requirements

Degrees

Master of Healthcare Administration (MHCA)

Master of Science in Health Informatics and Analytics (MSHIA)

Minors

Graduate Healthcare Administration Minor

Graduate Healthcare Administration Quality Minor*

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Healthcare Administration (BS/MHCA) with a BS in Healthcare Administration

Joint Degree Pathway Programs

Master of Healthcare Administration/Master of Business Administration (MHCA/MBA)

Master of Healthcare Administration/Doctor of Pharmacy (MHCA/PharmD)

Master of Science in Health Informatics and Analytics/Doctor of Pharmacy (MSHIA/PharmD)

The Department of Healthcare Administration and Informatics offers the master of healthcare administration degree (MHCA) and the master of science in health informatics and analytics degree (MSHIA).

The department also offers a fast-track version for students pursuing the bachelor's degree and the master of healthcare administration (MHCA). With the fast-track option, undergraduate students have the opportunity to earn their BS and master's degrees in just five years of study.

Additionally, the department offers a joint degree pathway program in cooperation with the McWhorter School of Pharmacy—an MSHIA combined with a doctor of pharmacy (PharmD) and an MHCA combined with a doctor of pharmacy (PharmD)—and, in cooperation with the Brock School of Business—an MHCA combined with a master of business administration (MBA). Some credit sharing is allowed, and overall credits of the combined programs are reduced.

*Important Note: This program is under review and subject to change/closure/replacement. It is currently closed to new admits.

Policies Applicable to Both Programs (MHCA and MSHIA)

Transfer Credit

Students may petition to transfer up to 12 graduate credits for their enrolled program (MHCA or MSHIA). The course must be equivalent to a similar course in the curriculum and the student must have earned a B (3.0 on a 4.0 scale) or better in the course in order for credits to be eligible for transfer. Credits earned more than 10 years from the date of application to the graduate program are ineligible for transfer consideration. Such coursework must be equivalent for a full semester's work and be supported by official transcripts. Acceptance of such credit is solely the authority of the program director.

Progression Policies

To progress in the graduate program in healthcare administration or health informatics and analytics, the student must:

1. Have a completed Health Data Record (with all required immunizations) according to university policy and prior to beginning the Internship course.
2. Test negative on drug screens and pass background checks prior to beginning the Internship course.
3. Maintain a cumulative GPA of 3.00 or above on all coursework.
4. Make no more than two C's in a required course. These courses must be retaken. Students may retake a course only once to earn a B or better grade. A grade of B- or less constitutes a failure in a graduate course. Note: Retaking a course may cause an interruption in the student's matriculation in terms of scheduling courses.
5. 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 graduate program.
6. Students in a joint degree offering will have two separate grade point averages, one for each program. Students follow the progression policies outlined for each degree offering and must meet the individual program requirements to remain in good standing. A student may choose to drop the joint degree after consultation with the director of student services for the specific program.
7. There are four MBA courses that have been accepted as substitutes for three MHCA courses. These substitute courses require a "B" or better as a passing score for the purposes of the MHCA degree. These courses include:
 - BUSA 552 - Managing Corporate Integrity (3)
 - MARK 541 - Marketing Strategy (3)
 - MNGT 535 - Human Resources and Organization Management (3)
 - MNGT 561 - Strategic Management (3)

8. Students must be aware that any violation of the *Healthcare Administration and Informatics Student Handbook* may result in immediate dismissal from the graduate program.
9. Students retain the right to appeal dismissal/termination decision via the grievance procedure outlined in the *Healthcare Administration and Informatics Student Handbook*.

Time-to-Degree Completion Plan

The program is designed to be completed in five semesters of full-time study or seven semesters of part-time study. Students must complete the program within five years of enrollment.

Master of Healthcare Administration (MHCA)

The master of healthcare administration (MHCA) is the terminal degree required for executive management positions in healthcare. The Samford University MHCA program provides a competency-based curriculum that prepares students for leadership roles within a variety of different healthcare settings. The MHCA is an online, five-semester synchronous program. The curriculum is designed to provide competency in communication, leadership, professionalism, business knowledge, and healthcare systems as well as a competitive edge in project management and quality improvement. A minimum 120-hour internship is required for students with less than five years clinical or healthcare management experience. Students who have five years of leadership experience may elect to complete an Advanced Leadership Project with a senior healthcare executive mentor.

Admission Requirements

Applicants must:

1. Possess a baccalaureate degree in a health or business-related field from an accredited college or university **or** possess any baccalaureate degree and currently work in healthcare or have three years prior healthcare experience.
2. Submit official transcripts.
3. Have a C or better in an accounting course from an accredited college or university.
4. Have an overall minimum 3.00 GPA on a 4.00 scale or in the last 60 hours of coursework.
5. The GRE is **only** required for an applicant who does not meet the minimum GPA requirement. The GRE must be within the last five years, with a combined Verbal and Quantitative score of 300 and Analytical, 4.0.
6. Submit three letters of reference through the application system. At least one must be from a work supervisor or manager and one from a current or previous professor. The references should provide a knowledgeable testament regarding character, ethics, responsibility, potential for success, and other attributes that predict an applicant's favorable performance in the program.
7. Submit a resumé highlighting work experience, strengths, and other accomplishments.
8. Submit an essay on reason for seeking the MHCA degree and a career goal statement.
9. Submit a video interview.
10. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL) or 6.5 International English Language Testing System (IELST) Score.

Students who do not meet one or more admission requirement(s) may be admitted on a conditional status, based upon evaluation by the program faculty. To be considered for a joint degree, students must apply and be accepted to both programs based on their admission criteria. Students admitted conditionally must address the unmet admission requirements according to the table below to progress in the program. All conditions are clearly spelled out in the admission letter.

Unmet Admission Requirement	Resolution
No undergraduate accounting course	Students must take an accounting course from an accredited college or university and pass with a C or better before taking MHCA 614 (Healthcare Finance and Budgeting). Students applying for the MHCA/MBA joint degree must successfully complete the graduate accounting requirements from the Brock School of Business prior to taking MHCA 614. Students applying for the MHCA/PharmD joint degree must make at least a C in PHAR 417 prior to taking MHCA 614.
Overall GPA <3.00 on a 4.00 scale or in the last 60 hours of coursework	Students must earn an overall GPA of 3.00 or better on a 4.00 scale during the first 12 hours of graduate courses in the MHCA program as stated in the handbook.

We use a portfolio approach to evaluate applicants and the portfolio consists of reference letters, previous professional experience, essay, interview, grade point average and academic performance in undergraduate and previous graduate work (if applicable), and standardized test scores (if applicable). The portfolio approach allows us to take a holistic view when there is a lower GPA and evidence of experience in or motivation for a healthcare career, and strong letters of recommendation.

Exceptions to any admission requirements will be handled on an individual basis.

If accepted, a non-refundable fee of \$500 is required to secure admission into the program. The fee is applied to the first semester's tuition.

Master of Science in Health Informatics and Analytics (MSHIA)

The master of science in health informatics and analytics (MSHIA) prepares graduates with the knowledge and skills necessary to be leaders in the field of health informatics and analytics. Students will learn how to plan, budget, implement, manage, and analyze the informatics systems and data vital to the functioning of all departments in hospitals, medical and dental practices, skilled nursing facilities, home health, community and public health settings, and all other facets of the healthcare delivery infrastructure. Through didactic and experiential learning, graduates will know how to use the potential of health informatics and analysis for improving patient safety, decreasing medical errors, cutting costs, increasing access, and facilitating interprofessional teams.

Admission Requirements

Applicants must:

1. Possess a baccalaureate degree in any field from an accredited college or university.
2. Submit official transcripts.
3. Have an overall minimum 3.00 GPA on a 4.00 scale or in the last 60 hours of coursework.
4. The GRE is **only** required for an applicant who does not meet the minimum GPA requirement. The GRE must be within the last five years, with a combined Verbal and Quantitative score of 300 and Analytical, 4.0.
5. Three years of work experience in a relevant field can substitute for the GRE with department chair approval.
6. Have completed undergraduate level statistics from an accredited college or university with grade of B or higher.
7. Submit three letters of reference through the application system. At least one must be from a work supervisor or manager and one from a current or previous professor. The references should provide a knowledgeable testament regarding character, ethics, responsibility, potential for success, and other attributes that predict an applicant's favorable performance in the program.
8. Submit a resumé highlighting work experience, strengths, and other accomplishments.
9. Submit an essay on reason for seeking the MSHIA degree and a career goal statement.
10. Submit a video interview.
11. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL) or 6.5 International English Language Testing System (IELST) Score.

Students who do not meet one or more admission requirement(s) may be admitted on a conditional status, based upon evaluation by the program faculty. To be considered for a joint degree, students must apply and be accepted to both programs based on their admission criteria. Students admitted conditionally must address the unmet admission requirements to progress in the program. All conditions are clearly spelled out in the admission letter.

We use a portfolio approach to evaluate applicants and the portfolio consists of reference letters, previous professional experience, essay, interview, grade point average and academic performance in undergraduate and previous graduate work (if applicable), and standardized test scores (if applicable). The portfolio approach allows us to take a holistic review when there is a lower GPA and evidence of experience in or motivation for a healthcare career, and strong letters of recommendation.

Exceptions to any admission requirements will be handled on an individual basis.

If accepted, a non-refundable fee of \$500 is required to secure admission into the program. The fee is applied to the first semester's tuition.

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Healthcare Administration (BS/MHCA)

Admission Requirements

Students must apply for the fast-track program in the spring of their freshman year. Applications are accepted from students who have an exceptionally high school GPA, ACT score, and freshman-year GPA. Accepted students will be required to maintain a certain GPA to remain in the program. Students who are accepted into the program begin graduate coursework in the fourth year of study and complete both degrees in five (5) years. Students may earn up to 18 graduate hours that will count toward completing the baccalaureate degree.

Specific Admission Requirements:

- High school GPA of 3.50 or higher.
- Earned a minimum of 3.50 cumulative GPA on all work done at Samford University.
- ACT score of 26 or higher.
- Three letters of reference (at least two from faculty members at Samford University).

Application Process:

- Submit an application in the spring of the freshman year.
- Faculty interview.

Progression Policies

1. Students granted admission into the Fast-Track Master of Healthcare Administration program must maintain a minimum GPA to remain in the program and enroll in graduate courses in the fourth year.
 - a. GPA of 3.40 after 65 semester hours (end of sophomore year)
 - b. GPA of 3.30 after 101 semester hours (end of junior year)
2. Students must make at least a B or better in the first semester of all graduate course work.

3. Make a grade of C or better in each required HCAD course. Note: A grade of C- or lower constitutes a failure in all required HCAD courses. The curriculum is an interprofessional model and required program courses begin with the prefix HCAD, HIIM, PHLT, ACCT, and ECON for the program majors and minors.
 4. A student will be allowed to take a failed HCAD course only one additional time.
 5. Students who fail to meet the progression requirements for either fast-track program will be converted to the bachelor's program only, if the student chooses to remain in the program and has not been otherwise terminated from it.
-

Joint Degree Pathway Programs

Master of Health Informatics and Analytics/Doctor of Pharmacy (MSHIA/PharmD)

Students pursuing a Doctor of Pharmacy (PharmD) degree in McWhorter School of Pharmacy may also apply for a master of health informatics and analytics degree (MSHIA). Students must apply and meet the admission criteria, as well as adhere to the academic policies and standards, of the joint program. The 30-hours of MSHIA coursework in the joint program are offered fully online.

Admission Requirements for the Joint MSHIA/PharmD

For the master of health informatics and analytics program, MSHIA/PharmD joint degree applicants must:

1. Be enrolled and in good standing in the PharmD program.
2. Students are not required to have a baccalaureate degree to be enrolled in this program. However, no more than 12 credits can be completed in this master's program prior to receiving a baccalaureate degree.
3. Have a minimum cumulative GPA of 3.00 on a 4.00 scale.
4. Submit a professional statement describing their interest in informatics and analytics.
5. Submit a resumé highlighting work experience, strengths, and other accomplishments.

Transfer Credit

Students may petition to transfer up to 12 graduate credits for the MSHIA. The course must be equivalent to a similar course in the curriculum and the student must have earned a B (3.0 on a 4.0 scale) or better in the course in order for credits to be eligible for transfer. Credits earned more than 10 years from the date of application to the graduate program are ineligible for transfer consideration. Such coursework must be equivalent for a full semester's work and be supported by official transcripts. Acceptance of such credit is solely the authority of the program director.

Progression Policies for the Joint MSHIA/PharmD

In order to progress in the MSHIA portion of the joint program, students must adhere to the MSHIA progression policy. All MSHIA progression policies apply to both MSHIA courses and PharmD courses for which credit is granted towards the MSHIA degree. For the purpose of MSHIA GPA calculation, only courses for which credit is granted towards the MSHIA degree are counted.

Time-to-Degree Completion Plan

The joint degree program is designed to be completed in seven semesters, aligned with completion of the PharmD degree. Students must complete the MSHIA program within five years of enrollment in the joint degree program.

Master of Healthcare Administration/Doctor of Pharmacy (MHCA/PharmD)

Students pursuing a doctor of pharmacy (PharmD) degree in McWhorter School of Pharmacy may also apply for a master of healthcare administration degree (MHCA). Students must apply and meet the admission criteria, as well as adhere to the academic policies and standards, of the joint program. The 48-hours of MHCA coursework in the joint program are offered fully online.

Admission Requirements for the Joint MHCA/PharmD

For the master of healthcare administration program joint degree (MHCA/PharmD) applicants must:

1. Be enrolled and in good standing in the PharmD program.
2. Have a minimum cumulative GPA of 3.00 on a 4.00 scale.
3. Students are not required to have a baccalaureate degree to be enrolled in this program. However, no more than 12 credits can be completed in this master's program prior to receiving a baccalaureate degree.
4. Have a C or better in an accounting course from an accredited college or university. The PHAR 417 course will serve in place of the accounting prerequisite. Students need to achieve a final course grade in PHAR 417 of at least C.
5. Submit a professional statement describing their interest in healthcare administration.
6. Submit a resumé highlighting work experience, strengths, and other accomplishments.

Transfer Credit

Students may petition to transfer up to 12 graduate credits for the MHCA. 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 to a full semester's work and be supported by official transcripts. Acceptance of such credit is solely the authority of the program director.

Progression Policies for the Joint MHCA/PharmD

In order to progress in the MHCA portion of the joint program, students must adhere to the MHCA progression policy. For the purpose of MHCA GPA calculation, only courses for which credit is granted towards the MHCA degree are counted.

Time-to-Degree Completion Plan

The joint degree program is designed to be completed in seven semesters, aligned with completion of the PharmD degree. Students must complete the MHCA program within five years of enrollment in the joint degree program.

Master of Healthcare Administration/Master of Business Administration (MHCA/MBA)

Students pursuing the master of healthcare administration (MHCA) may also apply for the master of business administration degree (MBA), offered through the Brock School of Business. Students must apply and meet the admission criteria, as well as adhere to the academic policies and standards, of the joint program. The 69-hour joint program is offered fully online.

Admission Requirements for the Joint MHCA/MBA

For the master of healthcare administration program, applicants must:

1. Possess a baccalaureate degree in a health or business-related field from an accredited college or university **or** possess any baccalaureate degree and currently work in healthcare or have three years prior healthcare experience.
2. Submit official transcripts.
3. Have a C or better in an accounting course from an accredited college or university.
4. Have an overall minimum 3.00 GPA on a 4.00 scale or in the last 60 hours of coursework.
5. The GRE is **only** required for an applicant who does not meet the minimum GPA requirement. The GRE must be within the last five years, with a combined Verbal and Quantitative score of 300 and Analytical, 4.0.
6. Submit three letters of reference through the application system. At least one must be from a work supervisor or manager and one from a current or previous professor. The references should provide a knowledgeable testament regarding character, ethics, responsibility, potential for success, and other attributes that predict an applicant's favorable performance in the program.
7. Submit a resumé highlighting work experience, strengths, and other accomplishments.
8. Submit an essay on reason for seeking the MHCA degree and a career goal statement.
9. Submit a video interview.
10. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL) or 6.5 International English Language Testing System (IELST) Score.

Program-Specific Admission Requirements for the Joint MHCA/MBA

1. Students will apply and be admitted to both the MHCA and the MBA programs. The MBA program requires the GRE for entrance while the MHCA does not, unless the minimum GPA requirement is not met. The plan of study is designed to begin with MHCA courses so that the GRE will be waived by the School of Business for the MBA.
2. Exemption from ACCT 511, ECON 512, and FINC 514 may be awarded with an earned C- or better in an approved undergraduate accounting, economics, statistics, or finance course at an accredited institution. ACCT 511, ECON 512, and FINC 514 must be completed within the student's first three terms. If not completed within the first three terms, the student cannot take any additional courses until prerequisites are completed.

Transfer Credit

Students may petition to transfer up to 12 graduate credits for the MHCA. The course must be equivalent to a similar course in the curriculum and the student must have earned a B (3.0 on a 4.0 scale) or better in the course in order for credits to be eligible for transfer.

Students are permitted to transfer a maximum of nine graduate credits for the MBA from an accredited college or university. The student must have earned a B (3.0) or better in the course in order for credits to be eligible.

Credits earned more than 10 years from the date of application to the graduate program are ineligible for transfer consideration.

Progression Policies for the Joint MHCA/MBA

In order to progress in the master of healthcare administration program:

1. Students must adhere to the MHCA progression policy.
2. There are four MBA courses that have been accepted as substitutes for three MHCA courses. These substitute courses require a B or better as a passing score for the purposes of the MHCA degree. These courses include:
 - BUSA 552 - Managing Corporate Integrity (3)
 - MARK 541 - Marketing Strategy (3)
 - MNGT 535 - Human Resources and Organization Management (3)
 - MNGT 561 - Strategic Management (3)

In order to progress in the MBA portion of the joint program:

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

2. The status of good standing is required for transient work, adding a concentration, and graduation. The minimum grade in a graduate class is a C-. If a student earns a D, he/she must repeat the course in the next term offering. If a student earns an F in any MBA course (except ACCT 511, ECON 512, and FINC 514), then the student will be terminated from the program.

Time-to-Degree Completion Plan

The joint program is estimated to be completed in eight semesters. Students must complete the MHCA program within five years of enrollment in the joint degree program.

Health Informatics and Analytics (MSHIA)

The master of science in health informatics and analytics (MSHIA) prepares graduates with the knowledge and skills necessary to lead the planning, implementation, management, and analysis of informatics systems and data across the full range of healthcare delivery. Graduates will know how to harness the potential of digital health to improve patient safety, decrease medical errors, reduce costs, increase access to healthcare, and facilitate interprofessional healthcare teams.

Health Informatics & Analytics: 39 Credits

Health Informatics Core: 30 Credits

- HIIM 501 - Survey of Health Informatics and Analytics Infrastructure (3)
- HIIM 502 - Electronic Health Records in Diverse Practice Settings (3)
- HIIM 600 - Managing the Health Informatics and Analytics System (3)
- HIIM 650 - Introduction to Biomedical Informatics and Analytics (3)
- HIIM 661 - Visual Analytics and Predictive Modeling (3)
- HIIM 653 - Structured/Unstructured Data Design and Analysis (3)
- MHCA 520 - Healthcare Project Management (3)
- MHCA 601 - Healthcare Ethics (3)
- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)

Health Informatics Electives: 6 Credits

Choose 6 credits of graduate-level courses on approved list or as approved by advisor.

Health Informatics Capstone: 3 Credits

- HIIM 699 - Health Informatics and Analytics Capstone (3)

Total Required Credits: 39

NOTE: It is recommended that students take the core courses in the sequence listed, but **after** completing PHLT 500 and HIIM 650.

Healthcare Administration (MHCA)

The master of healthcare administration (MHCA) is the terminal degree required for executive management positions in healthcare. The Samford University MHCA program provides a competency-based curriculum that prepares students for leadership roles within a variety of different healthcare settings. The MHCA is an online, five-semester synchronous program. The curriculum is designed to provide mastery in communication, leadership, professionalism, business knowledge, and healthcare systems competencies as well as a competitive edge in project management and quality improvement. A minimum 120-hour internship is required for students with less than five years clinical or healthcare management experience. Students who have the minimal five years of experience may elect to complete an Advanced Leadership Project with a senior healthcare executive mentor.

Healthcare Administration: 48 Credits

Healthcare Administration Core: 45 Credits

- MHCA 500 - Healthcare Systems (3) *
- MHCA 501 - Healthcare Statistics and Research Methods (3) *
- MHCA 502 - Healthcare Information and Informatics Management (3) *
- MHCA 503 - Healthcare Management (3) *
- MHCA 510 - Healthcare Financial Management and Budgeting (3) *
- MHCA 511 - Healthcare Policy and Law (3) *
- MHCA 512 - Healthcare Economics (3) *
- MHCA 520 - Healthcare Project Management (3)
- MHCA 522 - Healthcare Leadership and Professionalism (3)
- MHCA 600 - Healthcare Patient Safety and Quality (3)
- MHCA 601 - Healthcare Ethics (3)
- MHCA 602 - Healthcare Organizational Dynamics and Governance (3)
- MHCA 610 - Healthcare Strategic Management and Marketing (3)
- MHCA 611 - Healthcare Administration Graduate Capstone (3)
- MHCA 621 - Healthcare Human Resource Management (3)

Healthcare Administration Internship/Practice: 3 Credits *(choose one course)*

- MHCA 612 - Healthcare Administration Graduate Internship (3)
- MHCA 613 - Healthcare Administration Advanced Leadership Practice (3)

Total Required Credits: 48

*The following are acceptable course substitutions:

- | | |
|---------------------------------|---------------------------------|
| • PHLT 500 can sub for MHCA 500 | • MHCA 619 can sub for MHCA 511 |
| • PHLT 504 can sub for MHCA 501 | • MHCA 622 can sub for MHCA 512 |
| • HIIM 650 can sub for MHCA 502 | • PHLT 608 can sub for MHCA 522 |
| • MHCA 603 can sub for MHCA 503 | • PHLT 610 can sub for MHCA 610 |
| • MHCA 614 can sub for MHCA 510 | |

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: 18 Credits

Healthcare Administration Core: 15 Credits

- MHCA 500 - Healthcare Systems (3) *
- MHCA 503 - Healthcare Management (3) *
- MHCA 510 - Healthcare Financial Management and Budgeting (3) *
- MHCA 522 - Healthcare Leadership and Professionalism (3)
- MHCA 601 - Healthcare Ethics (3)

Healthcare Administration Elective: 3 Credits (choose one course from the following)

- MHCA 501 - Healthcare Statistics and Research Methods (3) *
- MHCA 502 - Healthcare Information and Informatics Management (3) *
- MHCA 511 - Healthcare Policy and Law (3) *
- MHCA 512 - Healthcare Economics (3) *
- MHCA 520 - Healthcare Project Management (3)
- MHCA 621 - Healthcare Human Resource Management (3)
- MHCA 600 - Healthcare Patient Safety and Quality (3)
- MHCA 602 - Healthcare Organizational Dynamics and Governance (3)
- MHCA 610 - Healthcare Strategic Management and Marketing (3)

Total Required Credits: 18

*The following are acceptable course substitutions:

- PHLT 500 can sub for MHCA 500
- PHLT 504 can sub for MHCA 501
- HIIM 650 can sub for MHCA 502
- MHCA 603 can sub for MHCA 503
- MHCA 614 can sub for MHCA 510
- MHCA 619 can sub for MHCA 511
- MHCA 622 can sub for MHCA 512
- PHLT 608 can sub for MHCA 522
- PHLT 610 can sub for MHCA 610

Graduate Healthcare Administration Quality Minor

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

Graduate Healthcare Administration Quality Minor: 18 Credits

Healthcare Administration Quality Core: 15 Credits

- MHCA 500 - Healthcare Systems (3) *
- MHCA 501 - Healthcare Stats/Research Methods (3) *
- MHCA 511 - Healthcare Policy and Law (3) *
- MHCA 520 - Healthcare Project Management (3)
- MHCA 600 - Healthcare Patient Safety and Quality (3)

Healthcare Administration Quality Elective: 3 Credits (choose one from the following)

- MHCA 502 - Healthcare Info/Informatics Mgt (3) *
- MHCA 503 - Healthcare Management (3) *
- MHCA 510 - Healthcare Fin Mgt/Budgeting (3) *
- MHCA 512 - Healthcare Economics (3) *
- MHCA 621 - Healthcare Hum Resource Mgt (3)
- MHCA 522 - Healthcare Leadership/Profess (3)
- MHCA 601 - Healthcare Ethics (3)
- MHCA 602 - Healthcare Org Dynamics/Gov (3)
- MHCA 610 - Healthcare Strat Mgt/Marketing (3)

Total Required Credits: 18

*The following are acceptable course substitutions:

- PHLT 500 can sub for MHCA 500
- PHLT 504 can sub for MHCA 501
- HIIM 650 can sub for MHCA 502
- MHCA 603 can sub for MHCA 503
- MHCA 614 can sub for MHCA 510
- MHCA 619 can sub for MHCA 511
- MHCA 622 can sub for MHCA 512
- PHLT 608 can sub for MHCA 522
- PHLT 610 can sub for MHCA 610

Fast-Track Master of Healthcare Administration (BS/MHCA)

The fast-track master of healthcare administration program (BS/MHCA) is ideal for students who know early on in their academic career that they have a calling to be the next generation of leaders of healthcare systems and organizations. Students apply for the program at the end of their freshman year. The first three years of the fast-track program are dedicated to completing all required undergraduate healthcare administration courses. In addition to both undergraduate internship courses, students begin the regular plan of study for the MHCA during the fall of their senior year of undergraduate studies.

Upon completion of degree requirements, they will be awarded both the BS in healthcare administration and master of healthcare administration degrees. Students in the accelerated program will be required to complete three internship placements, totaling at least 360 hours of field experience to complete both degree requirements. Admission to this program is competitive and requires application in the spring semester of the student's freshman year. Participation in this program requires careful advisement and scheduling.

Undergraduate Courses (BS in Healthcare Admin): 110 Credits

Year 1, Fall: 18 Credits

- UCR 101 - University Core: Rhetoric (4)
- UCT 101 - University Core Texts I (4)
- UCHW 120 - Concepts of Health and Wellness (2)

- FOUN 101 - Foundations (1) *
 - Any Gen Ed Math Course (4)
 - HIIM 201 - Pharmacology, Diseases, & Conditions for Healthcare Professionals (3)
- Year 1, Spring: 17 Credits**

- UCS 102 - University Core: Seminar (4)
- UCT 102 - University Core Texts II (4)
- Any Gen Ed Biology with lab (4)
- Any Gen Ed Humanities Course (4)
- HCAD 101 - Contemporary Issues in Healthcare Administration (1)

Year 2, Fall: 17 Credits

- UCBF 101 - Biblical Foundations (4)
- ACCT 211 - Accounting Concepts I (3)
- HCAD 201 - Disease Detectives: Introduction to Epidemiology (3)
- HCAD 301 - Healthcare Systems, Organization, and Policy (3)

Year 2, Spring: 16 Credits

- ACCT 212 - Accounting Concepts II (3)
- ECON 201 - Principles of Macroeconomics (3)
- HCAD 321 - Healthcare Economics (3)
- PHLT 232 - Biostatistics: Numbers that Matter (3)
- PHLT 302 - Health Communications for Health Professionals (3)

Year 3, Fall: 18 Credits

- HCAD 302 - Managing Healthcare Organizations: Principles (3)
- HCAD 401 - Healthcare Financial Management and Budgeting (3)
- HCAD 402 - Healthcare Law and Ethics (3)
- HIIM 304 - Digital Health (3)
- HIIM 407 - Healthcare Patient Safety and Quality (3)
- PHLT 309 - Cultural Competence and Spirituality in Public Health (3)

Year 3, Spring: 18 Credits

- HCAD 303 - Healthcare Marketing and Strategy (3)
- HCAD 325 - Managing Healthcare Organizations: Applications (3)
- HCAD 420 - Insurance and Reimbursement for Healthcare Professionals (3)
- HCAD 422 - Healthcare Administration Capstone (3) **
- HCAD 424 - Health Policy and Politics (3)
- General Elective (3)

See the **2025-2026 Samford University Undergraduate Catalog** for descriptions of required courses at the 100-400 level.

Graduate Courses (Master of Healthcare Admin): 48 Credits

Year 4, Fall: 12 Credits

- HCAD 421 - Healthcare Administration Internship (3) ***
- MHCA 500 - Healthcare Systems (3)
- MHCA 522 - Healthcare Leadership and Professionalism (3)
- MHCA 603 - Healthcare Management (3)

Year 4, Spring: 12 Credits

- HCAD 421 - Healthcare Administration Internship (3) ***
- MHCA 510 - Healthcare Financial Management and Budgeting (3)
- MHCA 511 - Healthcare Policy and Law (3)
- MHCA 512 - Healthcare Economics (3)

Year 4, Summer: 12 Credits

- MHCA 501 - Healthcare Statistics and Research Methods (3)
- MHCA 502 - Healthcare Information and Informatics Management (3)
- MHCA 520 - Healthcare Project Management (3)
- MHCA 621 - Healthcare Human Resource Management (3)

Year 5, Fall: 9 Credits

- MHCA 600 - Healthcare Patient Safety and Quality (3)
- MHCA 601 - Healthcare Ethics (3)
- MHCA 602 - Healthcare Org Dynamics and Governance (3)

Year 5, Spring: 9 Credits

- MHCA 610 - Healthcare Strategic Management and Marketing (3)
- MHCA 611 - Healthcare Admin Graduate Capstone (3)
- MHCA 612 - Healthcare Admin Graduate Internship (3)

Total Required Credits: 158

*FOUN 101 is required for incoming freshmen who have declared HCAD as their major. Students transferring to HCAD after the fall of their freshman year should work with their advisor to make up the one credit.

**Capstone must be taken in the spring of junior year.

***Course requires coordination with the program director. Six credit hours of HCAD 421 are required to graduate.

Nutrition and Dietetics

Faculty

Suresh T. Mathews, Chair; Professor
Emily Bourne, Assistant Professor
Megan H. Kaal, Assistant Professor;
DPD Director and Clinical Coordinator

Ashley Licata, Assistant Professor
Amy C. Cameron, Instructor; Director, Dietetic Internship
Katie C. Coate, Instructor
Clara Darling, Instructor

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 culinary and wellness nutrition management major, nutrition and dietetics major, and master of science in nutrition programs all offer students the opportunity to pursue knowledge and competency in a distinctive Christian environment. Faculty are committed to preparing graduates who are well-informed, scientifically and empirically competent, and ethically responsible. Graduates are capable of entering successful careers in foods, nutrition, dietetics, and healthcare, while contributing to the needs of their community and society at large.

Graduate Programs and Requirements

Degree/Major

Master of Science (MS)
Nutrition
Nutrition with a Concentration in Dietetics

Older Certificate*

Dietetic Internship*

Accelerated Bachelor-to-Graduate Pathway Programs

Fast-Track Master of Science in Nutrition w/a concentration in Dietetics (BS/MS) with a BS in Nutrition and Dietetics

Joint Degree Pathway Program

Master of Science in Nutrition/Doctor of Pharmacy (MS/PharmD)

The Department of Nutrition and Dietetics offers an online master of science degree (MS) in nutrition with an optional concentration in dietetics. The goal of the program is to prepare students and dietitians for positions in healthcare, research, academia, community settings, or the private sector.

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 fast-track version for students pursuing both the bachelor's degree in nutrition and dietetics and the master of science in nutrition with a concentration in dietetics (MS). With the fast-track option, undergraduate students have the opportunity to earn their BS and master's degrees in just five years of study. See the 2025-2026 Undergraduate Catalog and/or the department chair for more information.

In cooperation with the McWhorter School of Pharmacy, the department offers a joint degree leading to both a master of science (MS) in nutrition and a doctor of pharmacy (PharmD). Some credit sharing is allowed, and overall credits of the combined programs are reduced.

*This program is under review and subject to change/closure/replacement. It is currently closed to new admits.

Master of Science: Nutrition (MS)

The master of science degree (MS) in nutrition provides advanced training in human nutrition science. The program's dietetics concentration provides students with the didactic learning and supervised experiential learning needed to fulfill the competencies for registered dietitian nutritionist (RDN) eligibility established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Admission Requirements

Applicants must:

1. Possess a baccalaureate degree in any field from an accredited college or university or be in the senior year of undergraduate study.
2. Have a minimum cumulative GPA of 3.00 on a 4.00 scale.
3. Achieve a C or better in all prerequisite courses. All prerequisite courses must have been completed within 10 years prior to application. Required prerequisite courses include mathematics, general chemistry, organic chemistry, biochemistry, anatomy and physiology I and II, and introductory nutrition.

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

4. 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.
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. 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.
7. Exceptions to any admission requirements may be considered on an individual basis.

Transfer Credit

Students may transfer up to 9 hours of graduate credit from another regionally accredited college or university. Transfer credit is eligible for courses with an earned grade of B or better completed within the last ten years. Students must complete the Credit Transfer Request Form and send it to the MS in nutrition program director along with a copy of the syllabus from the course in which the student desires to transfer graduate credit. Requests for institutional graduate credit transfer must be approved by the Samford instructor who teaches the analogous course, the program director, and the chair of the department. Students are not able to use credit from other institutions in place of taking NUTR 610 (Capstone Project in Nutrition), which must be completed at Samford University. Requests for graduate credit transfer are typically made during the application process or immediately after admission to the program. Requests at all other times will be considered on a case-by-case basis at the discretion of the program director.

Progression Policies

In order to progress in the Master of Science (MS) in nutrition program, the student must:

1. Maintain a cumulative GPA of 3.00 or above on all coursework.
2. Make a grade of B or better in each required or prescribed course in the MS in nutrition curriculum. Note: A grade of C or lower constitutes failure in any required or prescribed course in the MS in nutrition curriculum.
3. A student will be allowed to take a failed MS in nutrition course one additional time but must make a B or above for a passing grade.
4. Failure in a course may cause an interruption in the student's matriculation in terms of scheduling courses.
5. A student who fails (C or lower) two MS in nutrition courses will be terminated from the program.
6. A student may not enroll in any MS in nutrition course more than twice.
7. A student who fails to successfully complete a required MS in nutrition course within one calendar year of academic probation notification will be dismissed from the program.
8. Students must be aware that matters of plagiarism, unethical, unprofessional, or unsafe conduct may result in immediate dismissal from the MS in nutrition program.

Students may not receive any grades lower than B for MS in nutrition courses. Courses with grades lower than B may be retaken one time. When a course is retaken, both grades remain on the transcript, and both are used in calculating the student's grade point average (GPA). Students must maintain a GPA of 3.00 or higher and may not retake more than two courses during their MS in nutrition program. Students whose GPA falls below 3.00 will be placed on academic probation and will not be permitted to take more than nine credit hours during any semester they retake courses. Students who remain on academic probation for more than two semesters or students who receive a grade lower than B in two or more courses will be terminated from the MS in nutrition program. Students retain the right to appeal termination decisions via the grievance procedure outlined in the *MS in Nutrition Student Handbook*.

Master of Science: Nutrition with a Concentration in Dietetics (MS)

The master of science degree (MS) in nutrition with a concentration in dietetics provides students with the didactic learning and supervised experiential learning needed to fulfill the competencies for registered dietitian nutritionist (RDN) eligibility established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students who complete this concentration will be able to sit for the credentialing examination administered by the Commission on Dietetic Registration to become an RDN.

Admission Requirements

Applicants must:

1. Have a minimum cumulative GPA of 3.00 on a 4.00 scale.
2. Achieve a C or better in all prerequisite courses from a college or university that holds institutional accreditation. All prerequisite courses must be completed within 10 years prior to application. Required prerequisite courses include statistics or business math, psychology or sociology, general chemistry, organic chemistry, biochemistry, microbiology, anatomy, physiology, and introductory nutrition.
3. No GRE scores are required.
4. Exceptions to any admission requirements will be handled on an individual basis.

International Student Applicants must:

1. Review the ACEND guidance for International Students.
2. 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.
3. American citizens or permanent residents who learned English as a second language must score at least 575 (paper) or 90 (internet) on the Test of English as a Foreign Language (TOEFL) or a 6.5 on IELTS.
4. Communicate any questions with the program director and admissions office.

Progression Policies

Successful completion of the program requires the achievement of the required education and Future Education Model Accreditation Standards for Graduate Degree Programs (GP) as demonstrated by:

1. Successful completion of graduate degree requirements by achieving a grade of B (80%) or higher in all didactic courses and on specific didactic assignments for each course (as indicated on course syllabi).
2. Achieving a minimum rating of “average” (3 on a 5-point scale, 80%) in all planned supervised experiential learning experiences and associated assignments.
3. Completing all didactic coursework and mandated 1,000 hours of supervised experiential learning hours within 150% of the program length (3 years).
4. Minimum of satisfactory (“average” 3 on a 5-point scale, 80%) evaluations from rotations.
5. Adherence to all behavioral and academic integrity standards as outlined in the Academy’s Code of Ethics and Standards of Professional Performance and the Samford University policy on academic integrity as outlined in the student handbook.

Verification of successful completion of the GP will be given to all students who are awarded the MS degree and have met all didactic and supervised experiential learning requirements according to the established performance requirements of the MS dietetics concentration. Verification statements and other required information will be submitted to the Commission on Dietetic Registration (CDR) to establish eligibility to sit for the Registered Examination for Dietitians. Copies of the Verification Statement will be provided to students to use for state licensure applications and proof of registration eligibility for potential employers. After completing the MS dietetics concentration, graduates will be competent to function as entry-level registered dietitian nutritionists, pass the national registration examination for registered dietitian nutritionists, and obtain state licensure (if applicable) within a certain period as specified by a new employer.

Dietetic Internship Certificate*

The dietetic internship program has been accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). It qualifies graduates to take the exam for professional credentialing as a Registered Dietitian (RD). The program of study consists of four graduate courses and 1,000+ supervised practice internship hours completed in healthcare organizations and other community-based settings. Interns complete the program with 25 graduate credits which may be applied toward the master’s degree (MPH or MS). The university awards a certificate to the program’s graduates.

Progression Policies

In order to progress in the post-baccalaureate certificate program in Dietetic Internship (DI), the intern must:

1. Maintain a cumulative GPA of 3.00 or above on all coursework.
2. Make a grade of B or better in each required or prescribed course in the Dietetic Internship curriculum. Note: A grade of C or lower constitutes failure in any required or prescribed course in the Dietetic Internship curriculum.
3. An intern will be allowed to take a failed Dietetic Internship course one additional time but must make a B or above for a passing grade.
4. Failure in a course may cause an interruption in the intern’s matriculation in terms of scheduling courses.
5. An intern who fails (C or lower) two Dietetic Internship courses will be terminated from the department.
6. An intern may not enroll in any Dietetic Internship course more than twice.
7. An intern who fails to successfully complete a required Dietetic Internship course within one calendar year of academic probation notification will be dismissed from the program.
8. Interns must be aware that matters of plagiarism, unethical, unprofessional, or unsafe conduct may result in immediate dismissal from the Dietetic Internship program.

A minimum GPA of 3.00 is required to be awarded the Dietetic Internship Certificate. An intern must earn a B or higher in a Supervised Practice course (rotation) before moving onto the next course or rotation. Courses with grades lower than B may be retaken one time. When a course is retaken, both grades remain on the transcript, and both are used in calculating the intern’s grade point average (GPA). Interns may not retake more than two courses during their DI program. Interns whose GPA falls below 3.00 will be placed on academic probation and will not be permitted to take more than nine credit hours during any semester they retake courses. Interns who remain on academic probation for more than two semesters and interns who receive a grade lower than B in two or more courses will be terminated from the DI program. Interns retain the right to appeal termination decisions via the grievance procedure outlined in the DI intern handbook.

*This program is under review and subject to change/closure/replacement. It is currently closed to new admits.

Nutrition (MS)

The master of science degree (MS) in nutrition provides advanced training in human nutrition science. The program’s dietetics concentration provides students with the didactic learning experience and supervised experiential learning needed to fulfill the competencies for registered dietitian nutritionist (RDN) eligibility established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Nutrition: 33-34 Credits

Nutrition Core: 14 Credits

- NUTR 502 - Public Health Nutrition (3)
- NUTR 600 - Advanced Nutrition and Metabolism (4)
- NUTR 601 - Clinical Nutrition 1 (3)
- NUTR 602 - Nutrition Seminar (1)
- NUTR 611 - Research Methods and Applications (3)

Directed Electives: 16-17 Credits *(choose 16-17 credits)*

- PHLT 608 - Leadership for Health Professionals (3) or
 - MHCA 603 - Healthcare Management (3)
- NUTR 514 - Culinary Science (2)
- NUTR 604 - Diabetes Care (3)
- NUTR 605 - Nutrigenomics (3)
- NUTR 606 - Dietary Supplements and Functional Foods (2)
- NUTR 609 - Current Topics in Nutrition (1-3)
- NUTR 612 - Pediatric Nutrition (3)
- NUTR 613 - Nutrition in the Older Adult (2)
- NUTR 699 - Independent Study in Nutrition (1-3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 533 - Communication Skills for the Health Professional (3)

Nutrition Capstone: 3 Credits

- NUTR 610 - Capstone Project in Nutrition (3)

Total Required Credits: 33-34

Nutrition w/a Concentration in Dietetics (MS)

The master of science degree (MS) in nutrition with a concentration in dietetics provides students with the didactic learning and supervised experiential learning needed to fulfill the competencies for registered dietitian nutritionist (RDN) eligibility established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students who complete this concentration will be able to sit for the credentialing examination administered by the Commission on Dietetic Registration to become an RDN.

Nutrition w/Dietetics Concentration: 48 Credits

Nutrition Core: 14 Credits

- NUTR 502 - Public Health Nutrition (3)
- NUTR 600 - Advanced Nutrition and Metabolism (4)
- NUTR 601 - Clinical Nutrition 1 (3)
- NUTR 602 - Nutrition Seminar (1)
- NUTR 611 - Research Methods and Applications (3)

Directed Electives: 13 Credits *(choose 13 credits)*

- MHCA 603 - Healthcare Management (3)
- NUTR 514 - Culinary Science (2)
- NUTR 604 - Diabetes Care (3)
- NUTR 605 - Nutrigenomics (3)
- NUTR 606 - Dietary Supplements and Functional Foods (2)
- NUTR 609 - Current Topics in Nutrition (1-3)
- NUTR 612 - Pediatric Nutrition (3)
- NUTR 613 - Nutrition in the Older Adult (2)
- NUTR 699 - Independent Study in Nutrition (1-3)
- Or another elective approved by the graduate director

Nutrition Capstone: 3 Credits

- NUTR 610 - Capstone Project in Nutrition (3)

Dietetics Concentration: 18 Credits

- NUTR 501 - Nutrition Care Process (3)
- NUTR 509 - Professional Development in Dietetics (1)
- NUTR 511 - Supervised Experiential Learning in Nutrition Practice (2-4) *(repeat for a total of 8 credits)*
- NUTR 513 - Food Service Organization and Management (3)
- NUTR 614 - Clinical Nutrition 2 (3)

Total Required Credits: 48

Dietetic Internship Certificate

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

(NOTE: Program requirements seen below are based on the 2024-2025 catalog.)

Dietetic Internship: 25 Credits

Didactic Courses: 12 Credits

- NUTR 501 - Nutrition Counseling and Wellness Promotion (3)
- NUTR 503 - Management Leadership in Nutrition and Dietetics (3)
- NUTR 601 - Advanced Clinical Nutrition (3)
- NUTR 611 - Research Methods and Applications (3)

Nutrition Capstone: 3 Credits

- NUTR 509 - Culminating Dietetic Internship Practicum (3)

Dietetic Internship Supervised Practice: 10 Credits

- NUTR 511 - Supervised Practice (2-4) *(repeat for a total of 10 credits)*

Total Required Credits: 25

Public Health - Graduate

Faculty

Monique Ahinee Amamoo, Interim Chair, Professor; Director, Graduate Program
Rachel E. Bailey, Associate Professor; Director, Experiential Learning
Kimberly Davey, Associate Professor; Director, Undergraduate Program

Graduate Programs and Requirements

Degree/Major

Master of Public Health (MPH)

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Public Health (BS/MPH)

Joint Degree Pathway Programs

Master of Public Health/Master of Social Work (MPH/MSW)

Master of Public Health/Doctor of Pharmacy (MPH/PharmD)

Master of Public Health/Juris Doctor (MPH/JD)

Older Programs*

Master of Public Health (MPH) with an optional Concentration in Community Public Health, Nutrition, or Public Health Management

*These concentrations are being phased out and are closed to new admits.

The Department of Public Health offers an online master of public health degree (MPH). The department also offers a fast-track version that allows students to graduate with a bachelor's degree in their selected major and an MPH. See the *Samford University Undergraduate Catalog* for more information.

The department also offers three joint degree pathway programs: one in cooperation with the Department of Social Work, leading to both a master of public health (MPH) and a master of social work (MSW); one in cooperation with the McWhorter School of Pharmacy, leading to both an MPH and a doctor of pharmacy (PharmD); and one in cooperation with Cumberland School of Law, leading to both an MPH and juris doctor (JD). Some credit sharing is allowed, and overall credits of the combined programs are reduced.

The department also offers a doctor of public health degree (DrPH). This 45-credit online degree is an interdisciplinary program drawing from all departments within the School of Public Health. Students will choose one of two concentrations: health management and policy or population health analytics and decision-making. For more information, see the Public Health Doctoral Programs and Requirements section.

Master of Public Health (MPH)

The Samford University master of public health (MPH) program is committed to developing highly skilled public health professionals. Through faith-infused academic rigor and extensive community engagement, the program provides a solid foundation in evidence-based approaches to public health, leadership and management skills for public health practitioners, healthcare systems and policy, and cross-cultural communication skills to promote health in local and global communities. Graduates are equipped to serve their communities and make significant contributions globally. The online MPH program at Samford University embraces a comprehensive, interdisciplinary approach that integrates cutting-edge scientific research, diverse cultural and faith perspectives, and an understanding of global and local health systems to address critical public health challenges.

Admission Requirements

1. Possess a baccalaureate degree or higher from an accredited college or university (degree in any field).
2. Obtain a cumulative GPA of at least 3.00 on a 4.00 scale. If the applicant's GPA is below a 3.00, a GRE or MAT score may be submitted for possible conditional admission (Minimum scores: Verbal: 153; Quantitative: 14; Analytical: 4.0).
3. Achieve a B or better in all "major" courses.
4. Submit three letters of reference through the application system. The three required references should be from a) current or previous professor, b) work supervisor, and c) professional colleague.
5. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer) or 80 (internet) on the Test of English as a Foreign Language (TOEFL).
6. Upon acceptance, a non-refundable fee of \$500 is required to secure admission into the program. This fee is applied to the first semester's tuition.
7. Exceptions to any of the admission requirements may be considered on an individual basis.

Academic Policies

Students in the MPH 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 whose cumulative GPA falls below a 3.00 will be placed on academic probation.

Transfer Credit

Up to 12 semester credit hours of appropriate and approved graduate coursework completed at another accredited university may be substituted for program course requirements. Coursework requested to be transferred must have been completed with a grade of at least a B in each course.

MPH Program Outcomes

Students who complete the MPH program at Samford University will achieve the following competencies, in addition to the Council on Education for Public Health (CEPH) Foundational Competencies:

- Plan and conduct systematic community health needs assessment, integrating multiple sources of data and community and stakeholder input.
- Examine global patterns of disease (chronic and infectious) using the Global Burden of Disease framework, and the evidence-based interventions used to address them.
- Compare and contrast health care delivery systems, including their history, financing, and delivery infrastructures, in a global context.
- Demonstrate basic verbal and nonverbal communication skills and professional behavior important in the health care setting.
- Recognize and articulate the key elements of diverse faith and cultural traditions, including beliefs and practices and their impact on the health of populations.

Time Limit

All students must complete the MPH within a period of five years from the academic session of first admission.

Joint Degree Pathway Programs

The Department of Public Health offers three graduate level joint degrees. These innovative programs allow for some credit sharing, reducing overall credits and streamlining the educational journey. Graduates emerge from these programs ready to serve and significantly contribute to their communities, both locally and globally. They are equipped with a comprehensive education that blends academic excellence with real-world application, poised to promote and protect the health of populations through innovative solutions and leadership in public health.

Master of Public Health/Master of Social Work (MPH/MSW)

The MPH/MSW joint degree program is offered in collaboration between the Department of Public Health and the Department of Social Work, both within the School of Public Health. Once completed, the student earns both a master of public health (MPH) and a master of social work (MSW).

Master of Public Health/Doctor of Pharmacy (MPH/PharmD)

The MPH/PharmD joint degree program is offered in collaboration between the Department of Public Health and the McWhorter School of Pharmacy. Once completed, the student earns both a master of public health (MPH) and doctor of pharmacy (PharmD).

Master of Public Health/Juris Doctor (MPH/JD)

The MPH/JD joint degree program is offered in collaboration between the Department of Public Health and the Cumberland School of Law. Once completed, the student earns both a master of public health (MPH) and a juris doctor (JD).

Public Health (MPH)

The Samford University master of public health (MPH) program is committed to developing highly skilled public health professionals. Through faith-infused academic rigor and extensive community engagement, the program provides a solid foundation in evidence-based approaches to public health, leadership and management skills for public health practitioners, healthcare systems and policy, and cross-cultural communication skills to promote health in local and global communities. Graduates are equipped to serve their communities and make significant contributions globally. The online MPH program at Samford University embraces a comprehensive, interdisciplinary approach that integrates cutting-edge scientific research, diverse cultural and faith perspectives, and an understanding of global and local health systems to address critical public health challenges.

Public Health: 42 Credits

Public Health Core: 30 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning and Management of Public Health Programs (3)
- PHLT 509 - Cultural Dimensions of Health (3)
- PHLT 533 - Communication Skills for the Health Professional (3)
- PHLT 603 - The Burden of Disease in Developing Countries (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)

Designated Electives: 12 Credits

Choose 12 credits from the following

- COHS 500 - Introduction to Interprofessional Practice (1)
- HIIM 502 - Electronic Health Records in Diverse Practice Settings (3)
- HIIM 650 - Introduction to Biomedical Informatics and Analytics (3)
- MHCA 520 - Healthcare Project Management (3)
- MHCA 600 - Healthcare Patient Safety and Quality (3)
- MHCA 603 - Healthcare Management (3)
- MHCA 619 - Health Policy and Law (3)
- MHCA 621 - Healthcare Human Resource Management (3)
- NUTR 502 - Public Health Nutrition (3)
- NUTR 604 - Diabetes Care (3)
- PHLT 503 - Environmental Health (3)
- PHLT 601 - Global Health Systems (3)
- PHLT 605 - International Health Field Study (3)
- PHLT 610 - Strategic Management of Healthcare (3)
- PHLT 675 - Health Equity and Inclusion: Strategies for Community-Centered Public Health (3)
- PHLT 695 - Public Health Internship (3)
- SOWK 501 - Human Behavior in the Social Environment (3)
- SOWK 503 - Human Rights, Social Justice, and Social Work Ethics (3)
- SOWK 504 - Social Welfare Policy (3)
- SOWK 550 - Interdisciplinary Perspectives on Substance Abuse and Addictions (3)
- SOWK 554 - Disaster Preparedness and Response (3)
- SOWK 557 - Social Work with Refugee and Migrant Populations (3)
- SOWK 612 - Developing and Leading a Nonprofit (3)
- SOWK 615 - Faith Perspectives on Social Work Practice (3)
- Or a public health elective approved by the graduate director (3)

Total Required Credits: 42

Public Health w/a Conc in Community Public Health (MPH)

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

Public Health w/Community Public Health Concentration: 42 Credits

Public Health Core: 21 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning and Management of Public Health Programs (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)

Community Public Health Concentration: 21 Credits

- PHLT 509 - Cultural Dimensions of Health (3)
- PHLT 533 - Communication Skills for the Health Professional (3)
- SOWK 554 - Disaster Preparedness and Response (3) AND
- **Public Health Approved Electives:** (choose 12 credits)
- PHLT 503 - Environmental Health (3)
- PHLT 610 - Strategic Management of Healthcare (3)
- SOWK 550 - Interdisciplinary Perspectives on Substance Abuse and Addictions (3)
- SOWK 557 - Social Work with Refugee and Migrant Populations (3)
- Or a public health elective approved by graduate director (3)

Total Required Credits: 42

Public Health w/a Conc in Nutrition (MPH)

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

Public Health w/Nutrition Concentration: 42 Credits

Public Health Core: 21 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning and Management of Public Health Programs (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)

Nutrition Concentration: 21 Credits

- NUTR 500 - Principles of Human Nutrition (3) or NUTR 501 - Nutrition Care Process (3) *
- NUTR 502 - Public Health Nutrition (3) or NUTR 601 - Clinical Nutrition 1 (3) *
- NUTR 611 - Research Methods and Applications (3) AND

Public Health Approved Electives: (choose 12 credits)

- PHLT 503 - Environmental Health (3)
- PHLT 509 - Cultural Dimensions of Health (3)
- PHLT 533 - Communication Skills for the Health Professional (3)
- PHLT 601 - Global Health Systems (3)
- PHLT 610 - Strategic Management of Healthcare (3)
- NUTR 509 - Professional Development in Dietetics (1) *
- NUTR 511 - Supervised Experiential Learning in Nutrition Practice (2-4) *
- Or a public health elective approved by graduate director (3) *

Total Required Credits: 42

*These courses available to Dietetic Internship students only.

Public Health w/a Conc in Public Health Management (MPH)

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

Public Health w/Public Health Management Concentration: 42 Credits

Public Health Core: 21 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning and Management of Public Health Programs (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)

Public Health Management Concentration: 21 Credits

- HIM 650 - Introduction to Biomedical Informatics and Analytics (3)
- MHCA 621 - Healthcare Human Resource Management (3)
- PHLT 610 - Strategic Management of Healthcare (3) AND
- **Public Health Approved Electives: (choose 12 credits)**
- MHCA 602 - Healthcare Organizational Dynamics and Governance (3)
- MHCA 614 - Healthcare Financial Management and Budgeting (3)
- MHCA 619 - Health Policy and Law (3)
- MHCA 622 - Healthcare Economics (3)
- PHLT 533 - Communication Skills for the Health Professional (3)
- Or a public health elective approved by graduate director (3)

Total Required Credits: 42

Master of Public Health (MPH)/Master of Social Work (MSW)

The MPH/MSW joint degree program is offered in collaboration between the Department of Public Health and the Department of Social Work, both within the School of Public Health. Once completed, the student earns both a master of public health (MPH) and a master of social work (MSW).

The Samford University master of public health (MPH) program is committed to developing highly skilled public health professionals. Through faith-infused academic rigor and extensive community engagement, the program provides a solid foundation in evidence-based approaches to public health, leadership and management skills for public health practitioners, healthcare systems and policy, and cross-cultural communication skills to promote health in local and global communities. Graduates are equipped to serve their communities and make significant contributions globally. The online MPH program at Samford University embraces a comprehensive, interdisciplinary approach that integrates cutting-edge scientific research, diverse cultural and faith perspectives, and an understanding of global and local health systems to address critical public health challenges.

Master of Public Health : 42 Credits

Public Health Core: 30 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning and Management of Public Health Programs (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)
- PHLT 533 - Communication Skills for the Health Professional (3)
- PHLT 509 - Cultural Dimensions of Health (3)
- PHLT 603 - The Burden of Disease in Developing Countries (3)

MPH and MSW Shared Courses: 12 Credits

- 12 Credits taken in SOWK courses will be shared between the MPH and MSW programs

Master of Social Work (MSW) Program: 51 Credits

Click below to review the full master of social work (MSW) program. While it requires 60 credits, as stated above, 12 of those credits can be applied towards the MPH degree.

- Social Work (MSW)

Total Required Credits: 42

Master of Public Health (MPH)/Doctor of Pharmacy (PharmD)

The MPH/PharmD joint degree program is offered in collaboration between the Department of Public Health and the McWhorter School of Pharmacy. Once completed, the student earns both a master of public health (MPH) and doctor of pharmacy (PharmD).

The Samford University master of public health (MPH) program is committed to developing highly skilled public health professionals. Through faith-infused academic rigor and extensive community engagement, the program provides a solid foundation in evidence-based approaches to public health, leadership and management skills for public health practitioners, healthcare systems and policy, and cross-cultural communication skills to promote health in local and global communities. Graduates are equipped to serve their communities and make significant contributions globally. The online MPH program at Samford University embraces a comprehensive, interdisciplinary approach that integrates cutting-edge scientific research, diverse cultural and faith perspectives, and an understanding of global and local health systems to address critical public health challenges.

Master of Public Health 42 Credits

Public Health Core: 30 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning and Management of Public Health Programs (3)
- PHLT 509 - Cultural Dimensions of Health (3)
- PHLT 533 - Communication Skills for the Health Professional (3)
- PHLT 603 - The Burden of Disease in Developing Countries (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)

MPH and PharmD Shared Courses: 12 Credits

- 12 Credits taken in the Pharmacy School (PHAR courses) will be shared between the MPH and PharmD programs

Doctor of Pharmacy (PharmD) Program: 133 Credits

Click below to review the full doctor of pharmacy (PharmD) program. While it requires 145 credits, as stated above, 12 of those credits can be applied towards the MPH degree.

- Pharmacy (PharmD)

Total Required Credits: 42

Master of Public Health (MPH)/Juris Doctor (JD)

The MPH/JD joint degree program is offered in collaboration between the Department of Public Health and the Cumberland School of Law. Once completed, the student earns both a master of public health (MPH) and a juris doctor (JD).

The Samford University master of public health (MPH) program is committed to developing highly skilled public health professionals. Through faith-infused academic rigor and extensive community engagement, the program provides a solid foundation in evidence-based approaches to public health, leadership and management skills for public health practitioners, healthcare systems and policy, and cross-cultural communication skills to promote health in local and global communities. Graduates are equipped to serve their communities and make significant contributions globally. The online MPH program at Samford University embraces a comprehensive, interdisciplinary approach that integrates cutting-edge scientific research, diverse cultural and faith perspectives, and an understanding of global and local health systems to address critical public health challenges.

Master of Public Health 42 Credits

Public Health Core: 30 Credits

- PHLT 500 - Health Systems, Organizations, and Policy (3)
- PHLT 501 - Introduction to Epidemiology (3)
- PHLT 502 - Public Health Foundations (3)
- PHLT 504 - Biostatistics for Public Health Professionals (3)
- PHLT 506 - Planning and Management of Public Health Programs (3)
- PHLT 509 - Cultural Dimensions of Health (3)
- PHLT 533 - Communication Skills for the Health Professional (3)
- PHLT 603 - The Burden of Disease in Developing Countries (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 699 - Public Health Capstone (3)

MPH and JD Shared Courses: 12 Credits

- 12 Credits taken in the Law School (LAW prefix) will be shared between the MPH and JD programs
- 12 Credits taken in MPH courses will be shared between the MPH and JD programs

Juris Doctor (JD) Program: 90 Credits

Click below to review the full juris doctor (JD) program. While the JD program requires 90 credits, as stated above, 12 credits can be applied towards the MPH degree and 12 of the MPH credits will be applied to the JD degree.

- Law (JD)

Total Required Credits: 42

Public Health - Doctoral

Doctoral Programs and Requirements

Degree/Major

Doctor of Public Health (DrPH) with a Concentration in
Health Management and Policy or Population Health Analytics and Decision-Making

The Department of Public Health offers a doctor of public health degree (DrPH). This 45-46 credit online degree is an interdisciplinary program drawing from all departments within the School of Public Health. Students will also choose one of two concentrations: health management and policy or population health analytics and decision-making.

Doctor of Public Health (DrPH)

The doctor of public health (DrPH) is a practice degree. The primary career orientation of graduates is to provide leaders for the public health sector. While some graduates at some point in their career may enter academia, this is not the central goal of the program. The Samford DrPH degree is an interdisciplinary program drawing from strengths within each department in the School of Public Health. Students in the program receive an advanced education in the scholarship of knowledge translation, the development of a broad understanding of all aspects of public health, through integration of multiple disciplines, and the ability to rigorously apply scientific findings to address complex problems of public health policy and practice. The curriculum is designed to provide mastery of high-level competencies in management, innovation, and analytics. Students will complete a core as well as coursework in one of the concentrations (health management and policy or population health analytics and decision making). All coursework is offered online.

Admission Requirements

1. Possess a master of public health (MPH), master of healthcare administration (MHA or MHCA), master of science in public health (MSPH), master of social work (MSW), master of science in nursing (MSN), master of science in nutrition (MS) or other relevant master's degree from a college or university that holds institutional accreditation.
2. Obtain a cumulative GPA of at least 3.00 on a 4.00 scale.
3. Submit a GRE score taken within five years preceding the application. Results from the GMAT, MCAT, DAT, or PCAT are also accepted. This requirement can be waived if the student has a minimum of five years of public health experience. GRE waivers are considered on a case-by-case basis.
4. Complete all sections of the application.
5. 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.
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). Must complete 24 credit hours as a full-time student in a U.S. college or university that holds institutional accreditation.
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.
8. Exceptions to any of the admission requirements may be considered on an individual basis.

Transfer Credit

A maximum of 12 hours may apply towards this program, pending approval of the program director.

Progression Policies

1. Upon the recommendation of the faculty, students in good standing with the university, who have completed all requirements of the curriculum, are granted the DrPH degree.
2. Students may not receive any grades lower than B for the DrPH courses and must maintain a 3.00 GPA at all times. Courses with grades lower than B may be re-taken one time. When a course is re-taken, both grades remain on the transcript and both are used in calculating the student's GPA.
3. Students must maintain a GPA of 3.00 or higher and may not re-take more than two courses during their doctor of public health studies. Students whose GPA falls below 3.00 will be placed on academic probation and will not be able to take more than three courses. Students who remain on academic probation for more than two semesters and students who receive a grade lower than B in more than two courses will be terminated from the doctor of public health program.

Time Limit

All courses required for the doctor of public health must be completed within a period of five years from the academic session of first admission.

Time-to-Degree Completion Plan

The program is designed to be completed in five terms, or approximately one-and-a-half to two years, if full-time.

Public Health (DrPH) w/a Conc in Health Management and Policy

The health management and policy concentration empowers graduates with the knowledge and confidence to:

- Analyze data to evaluate or inform health policies or decisions.
- Apply workforce and talent management principles and strategies to optimize human capital within an organization.
- Evaluate ethics in healthcare governance.
- Evaluate emerging trends impacting organizational dynamics and governance.
- Develop advocacy strategies to promote policy change.

Public Health w/Health Management & Policy Concentration: 45 Credits

Fundamentals of Public Health: 0 Credits

This course will equip students to demonstrate a foundational knowledge of public health as required by the Council on Education for Public Health (CEPH). This course must be passed by the first year of the program in order to advance to year two.

- PHLT 607 - Fundamentals of Public Health (0)

Public Health Core: 27 Credits

- MHCA 614 - Healthcare Financial Management and Budgeting (3)
- NURG 710 - Teaching-Learning Principles (3)
- NUTR 611 - Research Methods and Applications (3)
- PHLT 606 - Public Health Planning and Evaluation (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 610 - Strategic Management of Healthcare (3)
- PHLT 630 - Evidence-Based Decision-Making in Public Health (3)
- PHLT 675 - Health Equity and Inclusion: Strategies for Community-Centered Public Health (3)
- PHLT 720 - Biostatistical Methods for Public Health Outcomes (3)

Health Management & Policy Concentration: 9 Credits

- MHCA 602 - Healthcare Organizational Dynamics and Governance (3)
- PHLT 621 - Talent Management & Strategic Workforce Planning for Public Health (*coming soon*)
- SOWK 665 - Policy Analysis and Advocacy (3)

Applied Practice/Integrative Experiences: 9 Credits

- PHLT 795 - DrPH Applied Practice Experience (3)
- PHLT 799 - Integrative Experience (3-6) (*complete 6 credits*)

Total Required Credits: 45

Public Health (DrPH) w/a Concentration in Population Health Analytics and Decision-Making

By completing the population health analytics and decision-making concentration, graduates will be equipped with the knowledge and skills to:

- Employ techniques for data quality assurance and improvement.
- Select and utilize appropriate data analytics tools and statistical packages in support of public health decision making.
- Manage and analyze data to address important questions in public health or biomedical sciences.
- Apply best practices of evidence-based decision making to public health programs or policies.
- Create effective data visualizations to communicate findings to diverse audiences.

Public Health w/Population Health Analytics & Decision-Making Concentration: 45 Credits

Fundamentals of Public Health: 0 Credits

This course will equip students to demonstrate a foundational knowledge of public health as required by the Council on Education for Public Health (CEPH). This course must be passed by the first year of the program in order to advance to year two.

- PHLT 607 - Fundamentals of Public Health (0)

Public Health Core: 27 Credits

- MHCA 614 - Healthcare Financial Management and Budgeting (3)
- NURG 710 - Teaching-Learning Principles (3)
- NUTR 611 - Research Methods and Applications (3)
- PHLT 606 - Public Health Planning and Evaluation (3)
- PHLT 608 - Leadership for Health Professionals (3)
- PHLT 610 - Strategic Management of Healthcare (3)
- PHLT 630 - Evidence-Based Decision-Making in Public Health (3)
- PHLT 675 - Health Equity and Inclusion: Strategies for Community-Centered Public Health (3)
- PHLT 720 - Biostatistical Methods for Public Health Outcomes (3)

Population Health Analytics & Decision-Making Concentration: 9 Credits

- HIIM 650 - Introduction to Biomedical Informatics and Analytics (3)
- HIIM 653 - Structured/Unstructured Data Design and Analysis (3)
- HIIM 661 - Visual Analytics and Predictive Modeling (3)

Applied Practice/Integrative Experiences: 9 Credits

- PHLT 795 - DrPH Applied Practice Experience (3)
- PHLT 799 - Integrative Experience (3-6) (*complete 6 credits*)

Total Required Credits: 45

Social Work

Faculty

Lisa R. Baker, Chair, Professor
A. Christson Adedoyin, Professor
David Cecil, Professor

Rachel Hagues, Associate Professor
C. Jean Roberson, Assistant Professor
Lyndsay Clark, Instructor, Field Director

Accreditation

The master of social work (MSW) program is fully accredited by the Council on Social Work Education (CSWE).

Graduate Programs and Requirements

Degree

Master of Social Work (MSW) with a Concentration in Clinical Social Work

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Social Work (BA or BS/MSW) (for selected undergraduate majors; see below for more information)

Fast-Track Master of Social Work w/BS in Public Health (BS/MSW) (see *Samford Undergraduate Catalog* for program table)

Joint Degree Pathway Programs

Master of Social Work/Master of Arts in Theological Studies (MSW/MATS)

Master of Social Work/Master of Divinity (MSW/MDiv)

Master of Social Work/Master of Public Health (MSW/MPH)

The Department of Social Work offers a master of social work (MSW) with a concentration in clinical social work. The program prepares graduates for advanced social work practice and may be completed in two years of full-time study or three years of part-time study. An advanced standing option will allow individuals who hold a baccalaureate degree in social work from a program accredited by the Council on Social Work Education to complete the MSW program in one year of full-time study or two years of part-time study.

The department also offers a fast-track version for students pursuing one of seven selected undergraduate majors, plus a separate fast-track version specifically for students pursuing the bachelor of science in public health. See below for more information.

Additionally, the department offers two joint degree pathway programs in cooperation with other Samford schools/departments: an MSW combined with a master of divinity (MDiv) or an MSW combined with a master of public health (MPH). Some credit sharing is allowed, and overall credits of the combined programs are reduced.

Master of Social Work (MSW)

The master of social work (MSW) program prepares graduates for advanced social work practice. The program requires a concentration in clinical social work, which 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.

Admission Requirements

Individuals who do not possess a bachelor's degree in social work must meet the following criteria:

1. Applicants must hold an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association. Please note: A completed bachelor's degree, as evidenced by an official college/university transcript, is required prior to enrollment in the MSW program. Applicants may receive conditional acceptance into the MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW 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 MSW courses or for required MSW 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 MSW program if they meet the admission criteria.

All applicants must:

1. Submit three letters of reference through the online application system. The three required reference letters should be from a current or previous professor, a work supervisor, and a professional colleague.
2. Have completed an undergraduate level statistics class with a grade of C or higher. Applicants who have not completed a statistics course may receive conditional acceptance. Such applicants will be required to submit evidence of completion of a statistics course prior to enrollment in the program.

English Proficiency Requirement

International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (internet) on the Test of English as a Foreign Language (TOEFL).

Transfer Credit

Students may transfer up to 12 credits of Foundation Sequence coursework from a CSWE-accredited MSW 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 MSW program course and by the MSW program director, who will make the final decision regarding awarding transfer credit. Students who are requesting transfer credit may make this request during the application process or immediately after they are admitted to the program. Transfer credit may be requested for any course in the Foundation Sequence.

International Students

Based upon federal regulations and university policy, all F and J visa holders are required to carry insurance that meets certain coverage requirements. Information about specific policy carriers' minimum coverage, and premium costs is available from SamfordGlobal at (205) 726-4334.

No Credit for Life Experience or Work Experience

The Samford University MSW program does not award academic credit for life experience or previous work experience.

Progression Policies

In order to progress in the MSW 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. MSW students are required to provide proof of current personal health insurance coverage. Each semester, MSW 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 as specified earlier in this 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 MSW 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 MSW 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 MSW program. Students retain the right to appeal termination decisions via the grievance procedure outlined in the *MSW Program Student Handbook*.

Time Limit

All students must complete the MSW program within a period of six years from the academic session of first admission.

Joint Degree Pathway Programs

Master of Social Work/Master of Arts in Theological Studies (MSW/MATS)

The MSW/MATS joint degree program, offered in collaboration between the School of Public Health and the Beeson Divinity School, allows students to use credits from each school as part of the other school's degree, thereby reducing the total number of hours for the two degrees combined by 12. This 88-hour program takes approximately three years to complete. Students must complete at least 24 hours in the MATS program before beginning work in the MSW 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 (MSW/MDiv)

The MSW/MDiv joint degree program, offered in collaboration between the School of Public Health and the Beeson Divinity School, allows students to use credits from each school as part of the other school's degree, thereby reducing the total number of hours for the two degrees combined by 18. In addition, students in the MDiv/MSW 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 MDiv program before beginning work in the MSW 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 (MSW/MPH)

The MSW/MPH joint degree program, offered in collaboration between the Department of Social Work and the Department of Public Health, both within the School of Public Health, allows students to use credits from each department as part of the other department's degree, thereby reducing the total number of hours for the two degrees combined. Because each program is able to accept courses from the other program to satisfy elective requirements, and because research and internship experiences are shared, time to degree completion is also shortened significantly.

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Master of Social Work

The department also offers a fast-track master of social work program that allows students who are enrolled in the final year of an undergraduate program of study at Samford to complete courses from the Foundation Sequence of the MSW 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 MSW program, nor are they guaranteed admission to the MSW program in the future. These students may apply for entry into the Samford University MSW 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 MSW program. These students may be permitted to transfer up to 30 Foundation Sequence MSW course credits completed during the final year of undergraduate studies into the MSW 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 MSW program prior to enrolling in graduate-level courses. The pre-approval of both directors is necessary in order to ensure that students who participate in this program have the academic ability and background necessary to succeed in the courses.

*Substitution of MSW courses for required undergraduate courses must be preapproved by the undergraduate program in which a student is enrolled.

** Students may apply for entry into the MSW 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 MSW 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 MSW program.

Undergraduate Majors Eligible for the Fast-Track MSW

- Christian and Religious Studies
- Culinary and Wellness Nutrition Management
- Global Studies
- Health Sciences
- Human Development and Family Science
- Psychology
- 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://samford.qualtrics.com/jfe/form/SV_cVeCFc8M4xO4bH0), so that department advisors can help students get on/stay on track. During the junior year, students should complete the program Application Form (available at <https://graduateadmission.samford.edu/register/msw-fast-track>) in order to request permission to enroll in MSW courses during their senior year.

Fast-Track Master of Social Work with a BS in Public Health (BS/MSW)

This joint degree program will allow students to simultaneously enroll in both the bachelor of science in public health (in their final year) and the master of social work. The joint degree program will prepare students for service in professional positions that require training in both public health and social work skills. For example, positions that emphasize prevention of health-related problems or access to healthcare may require education in both the public health and social work fields.

Social Work (MSW)

The master of social work program (MSW) prepares graduates for advanced social work practice. The program requires a concentration in clinical social work, which prepares graduates to serve as counselors, psychotherapists, or in similar positions that provide social services to individuals, families, and/or small groups.

Social Work: Foundation Sequence: 30 Credits

Year I, Fall: 15 Credits

- SOWK 501 - Human Behavior in the Social Environment (3)
- SOWK 502 - Social Work Practice I: Individuals and Families (3)
- SOWK 503 - Human Rights, Social Justice, and Social Work Ethics (3)
- SOWK 504 - Social Welfare Policy (3)
- SOWK 505 - Field Placement I (3) *

Year I, Spring: 15 Credits

- SOWK 506 - Social Work Research (3)
- SOWK 507 - Social Work Practice II: Groups, Communities, and Organizations (3)
- SOWK 509 - Diversity and Multicultural Social Work Practice (3)
- SOWK 510 - Field Placement II (3) *
- SOWK Elective I (3) (*topics vary by term; see end of table for course options*)

OR Advanced Standing Seminar** (Advanced Standing students only)

- SOWK 600 - Advanced Standing Seminar (3) **

Year I, Summer: 6 Credits

- SOWK 615 - Faith Perspectives on Social Work Practice (3)
- SOWK Elective II (3) (*topics vary by term; see end of table for course options*)

Year II, Fall: 12 Credits

- SOWK 601 - Advanced Research Seminar (3)
- SOWK 602 - Models and Theories of Clinical Social Work Practice (3) or
 - SOWK 603 - Models and Theories of Community Practice (3)
- SOWK 604 - Psychopathology (3)
- SOWK 608 - Field Placement III (3) *

Year II, Spring: 12 Credits

- SOWK 611 - Clinical Specialization Seminar (3)
- SOWK 613 - Field Placement IV (3) *
- SOWK 665 - Policy Analysis and Advocacy (3)
- SOWK Elective III (3) (*topics vary by term; see end of table for course options*)

SOWK Elective Options (*topics vary by term; consult with advisor for additional options*)

- SOWK 550 - Interdisciplinary Perspectives on Substance Abuse and Addictions (3)
- SOWK 551 - Congregational Social Work (3)
- SOWK 552 - Global Poverty: Responses across Cultures (3)
- SOWK 553 - Family Policy (3)
- SOWK 554 - Disaster Preparedness and Response (3)
- SOWK 555 - Service Learning in Tanzania (3)
- SOWK 556 - Camp of Champions: Counseling Foster Youth (3)
- SOWK 557 - Social Work with Refugee and Migrant Populations (3)
- SOWK 558 - Clinical Practice with Children and Families (3)
- SOWK 559 - Social Work in Health Care Settings (3)
- SOWK 590 - Special Topics in Social Work (3)
- SOWK 612 - Developing and Leading a Nonprofit (3)

Total Required Credits: 60

*All Field Placement courses include a Field Seminar, which meets 1 hour/week.

**Please note: The program allows flexibility in time to completion. Advanced Standing students (i.e., students who hold a baccalaureate degree in social work from a program that is accredited by the Council on Social Work Education) may waive the first year of the program, complete the Advanced Standing Seminar bridge course, and complete the program in one year of full-time study or two years of part-time study. Non-Advanced Standing students may complete the program in two years of full-time study or three years of part-time study. The Advanced Standing Seminar is available in the summer.

Fast-Track Master of Social Work (BA or BS/MSW)

Undergraduate Program: 128 min credits

Years 1-3

Complete the required undergraduate courses:

- General Education: University Core Curriculum & Distribution Requirements, Major Courses, Required Minor or Cognate (if applicable), Concentration (if applicable), General Electives**

For one of the following majors:

- Christian and Religious Studies, Culinary and Wellness Nutrition Management, Global Studies, Health Sciences, Human Development and Family Science, Psychology, Sociology

Year 3, Spring

- Request approval from chair/director of undergraduate major program and from MSW director to participate in Fast-Track program during Year 4.

Social Work: Foundation Sequence: 30 Credits

Year 4, Fall: 15 Credits

- SOWK 501 - Human Behavior in the Social Environment (3)
- SOWK 502 - Social Work Practicum I: Individuals and Families (3)
- SOWK 503 - Human Rights, Social Justice, and Social Work Ethics (3)
- SOWK 504 - Social Welfare Policy (3)
- SOWK 505 - Field Placement I (3) *

Year 4, Spring: 15 Credits

- SOWK 506 - Social Work Research (3)
- SOWK 507 - Social Work Practice II: Groups, Communities, and Organizations (3)
- SOWK 509 - Diversity and Multicultural Social Work Practice (3)
- SOWK 510 - Field Placement II (3) *
- SOWK Elective I (3) (*topics vary by term; see end of table for course options*)

Year 4, Spring (Additional)

- Apply for admission to the MSW program; Graduate with undergraduate degree.

Year 4, Summer: 6 Credits

- SOWK 615 - Faith Perspectives on Social Work Practice (3)
- SOWK Elective II (3) (*topics vary by term; see end of table for course options*)

Year 5, Fall: 12 Credits

- SOWK 601 - Advanced Research Seminar (3)
- SOWK 602 - Models and Theories of Clinical Social Work Practice (3) or
 - SOWK 603 - Models and Theories of Community Practice (3)
- SOWK 604 - Psychopathology (3)
- SOWK 608 - Field Placement III (3) *

Year 5, Spring: 12 Credits

- SOWK 611 - Clinical Specialization Seminar (3)
- SOWK 613 - Field Placement IV (3) *
- SOWK 665 - Policy Analysis and Advocacy (3)
- SOWK Elective III (3) (*topics vary by term; see end of table for course options*)

SOWK Elective Options (*topics vary by term; consult with advisor for additional options*)

- SOWK 550 - Interdisciplinary Perspectives on Substance Abuse and Addictions (3)
- SOWK 551 - Congregational Social Work (3)
- SOWK 552 - Global Poverty: Responses across Cultures (3)
- SOWK 553 - Family Policy (3)
- SOWK 554 - Disaster Preparedness and Response (3)
- SOWK 555 - Service Learning in Tanzania (3)
- SOWK 556 - Camp of Champions: Counseling Foster Youth (3)
- SOWK 557 - Social Work with Refugee and Migrant Populations (3)
- SOWK 558 - Clinical Practice with Children and Families (3)
- SOWK 590 - Social Work in Health Care Settings (3)
- SOWK 590 - Special Topics in Social Work (3)
- SOWK 612 - Developing and Leading a Nonprofit (3)

Total Required Credits: 60

*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 MSW courses for required undergraduate courses must be pre-approved by the student's advisor/department.

Cumberland School of Law

Academic Administration

Blake Hudson, Dean; Professor, and Ethel P. Malugen Chair in Law
Jill E. Evans, Associate Dean for Academic Affairs; Professor of Law
Lynn D. Hogewood, Assistant Dean for Academic Success and Bar Success; Administrative Faculty
Paige P. Yarbrough, Director, Career & Professional Development; Administrative Faculty
Rachel S. Martin, Director of Clinics, Externships, and Public Interest; Administrative Faculty
Bianca D. Evans, Director of Community Outreach; Administrative Faculty
Kerry P. McInerney, Director, Graduate and International Law Programs; Administrative Faculty
Gregory K. Laughlin, Director, Lucille Beeson Law Library; Associate Professor
William G. Holt, Associate Director of Land Use and Natural Resources; Administrative Faculty
Kevin W. Patton, Assistant Professor; Clinical Faculty

Faculty

Jeffrey M. Anderson, Professor of Law
LaJuana S. Davis, Professor of Law
Brannon P. Denning, Starnes Professor of Law
Alyssa A. DiRusso, Whelan W. and Rosalie T. Palmer Professor of Law
Paul Kuruk, Professor; Lucille Stewart Beeson Chair in Law
Edward C. Martin, Professor of Law; Director, Law School Technology
Timothy J. McFarlin, Professor of Law
Tracey M. Roberts, Professor of Law; Director, Assessment
William G. Ross, Professor of Law; Albert P. Brewer Chair of Ethics and Professionalism
David M. Smolin, Harwell G. Davis Professor of Constitutional Law; Director, Center for Children, Law, and Ethics
Ramona C. Albin, Associate Professor
Carlissa Carson, Assistant Professor
Chinelo E. Dike-Minor, Associate Professor
Alicia T. Gilbert, Assistant Professor
Layne Keele, Associate Professor
Matthew Woodham, Associate Professor; Assistant Director, Trial Advocacy
Robin W. Andrews, Assistant Professor of Legal Research and Writing
William Dorton, Assistant Professor
Brooke M. Nixon, Assistant Professor of Legal Research and Writing
Emily K. Price, Assistant Professor of Legal Research and Writing
Maryam Stevenson, Assistant Professor
Laura D. Taaffe, Assistant Professor, Director, Legal Research and Writing Program
Lane H. Woodke, Assistant Professor
Quykerita “Keta” Harmon, Acquisitions Librarian
Leigh A. Jones, Reference Librarian
Grace L. Simms, Information Technology Librarian

History

Cumberland School of Law, founded in 1847 as part of Cumberland University in Lebanon, Tennessee, is one of the oldest law schools in the country. The law school was acquired by Howard College, now Samford University, in 1961.

Accreditation

Cumberland School of Law has been accredited by the American Bar Association (ABA) since 1949 and has been a member of the Association of American Law Schools (AALS) since 1952.

The master of studies in law with a concentration in health law and compliance and the master of laws with a concentration in health law and compliance are accredited by the Compliance Certification Board (CCB)®. Since the American Bar Association does not accredit master’s degrees, these programs are not accredited by the 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/certificate options:

Master of Laws (LLM): A fully online, 31-hour master’s degree program designed for attorneys interested in the areas of financial services regulatory compliance, health law and compliance, higher education law and compliance, or legal operations.

Master of Studies in Law (MSL): A fully online, 34-hour master's degree program designed primarily for non-lawyers interested in the areas of financial services regulatory compliance, health law and compliance, higher education law and compliance, or legal operations.

Juris Doctor (JD): A 90-credit doctoral degree program, the classic degree for a practicing lawyer.

Certificates: Four online, 15-hour certificates in the areas of financial services regulatory compliance, health law and compliance, higher education law and compliance, or legal operations. Students who later choose to pursue the MSL or LLM degree may be able to apply courses completed as a part of the certificate to their degree program.

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
Email: lawadm@samford.edu
Website: <http://samford.edu/cumberlandlaw>

Law - Graduate

Graduate Programs and Requirements

Degrees

Master of Laws (LLM) with concentrations in
Financial Services Regulatory Compliance (LLM)
Health Law and Compliance (LLM)
Higher Education Law and Compliance (LLM)
Legal Operations (LLM)

Master of Studies in Law (MSL) with concentrations in
Master of Studies in Law, General Option (MSL)
Financial Services Regulatory Compliance (MSL)
Health Law and Compliance (MSL)
Higher Education Law and Compliance (MSL)
Legal Operations (MSL)

Certificates

Financial Services Regulatory Compliance
Health Law and Compliance
Higher Education Law and Compliance
Legal Operations

Joint Degree Pathway Programs

Master of Studies in Law with a Concentration in Health Law and Compliance/Doctor of Pharmacy (MSL/PharmD)

Juris Doctor/Master of Laws (JD/LLM) w/concentrations in
Financial Services Regulatory Compliance
Health Law and Compliance
Higher Education Law and Compliance
Legal Operations

Cumberland School of Law offers two graduate law programs: the master of laws (LLM) for JD students or graduates, which has four concentrations (financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations), and the master of studies in law (MSL) for non-lawyers, which has five concentrations (master of studies in law general option, financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations).

The law school also offers four online certificates in the following areas: financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations. The graduate law certificates are available to both attorneys and non-lawyers and can be converted to either an LLM or MSL.

Additionally, the law school offers two joint degree pathway programs: one combining the master of laws (LLM) with the juris doctor (JD), incorporating the same four concentrations as noted above; one in cooperation with the McWhorter School of Pharmacy, leading to both a master of studies in law (MSL), with a concentration in health law and compliance, and a doctor of pharmacy (PharmD). Some credit sharing is allowed and overall credits of the combined programs are reduced.

The law school also sponsors eight additional joint degree pathway programs in connection with the JD degree. For more information on the JD and the other joint degrees, see the Doctoral Law section, as well as the law school website, <http://samford.edu/cumberlandlaw>.

Accreditation

The master of studies in law with a concentration in health law and compliance and the master of laws with a concentration in health law and compliance are accredited by the Compliance Certification Board (CCB)®. Graduates of these programs will be eligible to sit for any of the following credentialing exams offered by the Compliance Certification Board: Healthcare Compliance (CHC)™, Healthcare Research Compliance (CHRC)®, Healthcare Privacy Compliance (CHPC)®, and Compliance and Ethics Professional (CEP)®. Since the American Bar Association does not accredit master's degrees, these programs are not accredited by the ABA, nor are graduates of these programs eligible to sit for the bar examination.

Master of Laws (LLM)

The master of laws (LLM) degree is a fully online, 31-hour master's degree program designed for attorneys interested in the laws, regulations, and compliance considerations that impact financial services, health care, or higher education, as well as for those who wish to develop their expertise in the growing field of legal operations.

Admission Requirements

Applicants will be considered for admission to this graduate program based on the following criteria:

1. Minimum GPA of 3.00.
2. For students in the stand-alone LLM program, completion of a JD degree or current enrollment in the JD program at Samford is required. For students pursuing the joint-degree program, completion of the first year of the JD curriculum, with a 3.00 minimum GPA, is required.
3. One letter of recommendation from a faculty member or supervisor.
4. Personal statement indicating career plans and likelihood of success in graduate study.
5. Professional résumé.

Transfer Credit

No transfer credit will be applied to the 31 credits of required coursework.

Time-to-Degree Completion Plan

The LLM program can be completed in two academic years, including summers, but must be completed in seven years. Students in the joint-degree program must complete all requirements for both degrees concurrently.

Financial Services Regulatory Compliance (LLM)

This fully online master of laws (LLM) degree is designed for attorneys interested in the laws, regulations, and compliance considerations that impact financial services. Program curriculum focuses on understanding and applying the complex laws and regulations governing the post-2008 American financial services industry including the Bank Secrecy Act, Dodd-Frank Act, UDAAP laws, and the CFPB. Compliance program development and enforcement within the broader risk-management framework is an integral component of the curriculum. The future of the regulatory environment, international implications, and advances in payment systems and technologies are also addressed.

LLM Core for Financial Services Regulatory Compliance: 13 Credits

- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Financial Services Regulatory Compliance Core: 18 Credits

- MFRC 510 - Banking Law and Regulation in the U.S. (3)
- MFRC 520 - Consumer Protection Laws and Regulations (3)
- MFRC 530 - Mortgage and Securities Regulation and Compliance (3)
- MFRC 540 - Crime and Compliance: BSA/AML (3)
- MSLW 555 - Compliance Program Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)

Total Required Credits: 31

Health Law and Compliance (LLM)

This fully online master of laws (LLM) degree is designed for attorneys interested in the laws, regulations, and compliance considerations that impact health care in the United States. Program curriculum will address the legal and policy issues facing health care practitioners and organizations, as well as the practical compliance skills necessary for advancement in a variety of roles in healthcare organizations.

LLM Core for Health Law and Compliance: 13 Credits

- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Health Law and Compliance Core: 18 Credits

- MHLP 520 - Introduction to the Health Care Delivery System (3)
- MHLP 530 - Healthcare Compliance: Laws and Regulations (3)
- MHLP 541 - Healthcare Insurance and Finance (3)
- MHLP 550 - Healthcare Compliance: Programs and Policies (3)
- MHLP 560 - Corporate Ethics in Healthcare (3)
- MHLP 570 - Healthcare Privacy and Security (3)

Total Required Credits: 31

Higher Education Law and Compliance (LLM)

This fully online master of laws (LLM) degree is designed for attorneys interested in the laws, regulations, and compliance considerations that impact higher education. Students will learn the practical compliance skills necessary for advancement in a variety of higher education-related careers. The curriculum is designed for compliance officers, university counsel, Title IX officers, ADA support and financial aid personnel, accreditation managers, higher education administrators, and others interested in developing their expertise in the field of education law and compliance.

LLM Core for Higher Education Law and Compliance: 13 Credits

- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Higher Education Law and Compliance Core: 18 Credits

- MHLC 510 - Higher Education Law and Governance (3)
- MHLC 520 - Data and Privacy in Education Compliance (3)
- MHLC 540 - Student Rights and Campus Safety (3)
- MHLC 560 - Financial Compliance in Higher Education (3)
- MHLC 580 - Compliance and Accreditation (3)
- MSLW 555 - Compliance Program Management (3)

Total Required Credits: 31

Legal Operations (LLM)

This fully online master of laws (LLM) degree is designed for attorneys who wish to develop their expertise in the growing field of legal operations. Course work and readings will address specialized ethical considerations inherent in the management of litigation and electronically stored information (ESI). Students will develop the skills and knowledge necessary for effective decision-making and project management in the law firm context, including techniques for evaluating firm profitability, outsourcing opportunities, alternative fee arrangements, and the role of technology and innovation in legal operations.

LLM Core for Legal Operations: 10 Credits

- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Legal Operations Core: 21 Credits

- MLPM 520 - Law Firm Accounting and Finance (3)
- MLPM 540 - Legal Project Management (3)
- MLPM 550 - Legal Technology and Innovation (3)
- MLPM 560 - E-Discovery (3)
- MLPM 570 - Law Firm Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)
- MSLW 575 - Business of Law (3)

Total Required Credits: 31

Master of Studies in Law (MSL)

The master of studies in law (MSL) degree is a fully online, 34-hour master's degree program designed primarily for non-lawyers interested in pursuing a specialized, career-enhancing graduate degree. Students will complete two, 3-credit classes per term for six consecutive terms, earning the degree in 24 months. Following the 13-16-hour core, students may choose from one of four concentrations, or design a personalized course of study.

Admission Requirements

Applicants will be considered for admission to this graduate program based on the following criteria:

1. Minimum undergraduate GPA of 3.00 from an accredited institution.
2. Two letters of recommendation from a faculty member or supervisor.
3. Personal statement indicating career plans and likelihood of success in graduate study.
4. Professional résumé.

Transfer Credit

No transfer credit will be applied to the 34 credits of required coursework.

Time-to-Degree Completion Plan

The MSL program can be completed in two academic years, including summers, but must be completed in seven years.

Master of Studies in Law, General Option (MSL)

This fully online master's degree is designed primarily for non-lawyers interested in pursuing a specialized, career-enhancing graduate degree. Following the 16-hour core, students may design a personalized course of study.

MSL Core for General Option: 16 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

MSL Electives: 18 Credits

- Choose 18 credits from courses with the following prefixes:
MFRC, MHLC, MHLP, MLPM, MSLW

Total Required Credits: 34

Financial Services Regulatory Compliance (MSL)

This fully online master's degree is designed for non-lawyers seeking a career in regulatory compliance. Program curriculum focuses on understanding and applying the complex laws and regulations governing the post-2008 American financial services industry including the Bank Secrecy Act, Dodd-Frank Act, UDAAP laws, and the CFPB. Compliance program development and enforcement within the broader risk-management framework is an integral component of the curriculum. The future of the regulatory environment, international implications, and advances in payment systems and technologies are also addressed. The capstone course allows students to work directly with a mentor on a personalized research project.

MSL Core for Financial Services Regulatory Compliance: 16 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Financial Services Regulatory Compliance Core: 18 Credits

- MFRC 510 - Banking Law and Regulation in the U.S. (3)
- MFRC 520 - Consumer Protection Laws and Regulations (3)
- MFRC 530 - Mortgage and Securities Regulation and Compliance (3)
- MFRC 540 - Crime and Compliance: BSA/AML (3)
- MSLW 555 - Compliance Program Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)

Total Required Credits: 34

Health Law and Compliance (MSL)

This fully online master's degree program is designed for non-lawyers interested in the laws, regulations, and compliance considerations that impact health care in the United States. Program curriculum will address the legal and policy issues facing health care practitioners and organizations, as well as the practical compliance skills necessary for advancement in a variety of roles in healthcare organizations.

MSL Core for Health Law and Compliance: 16 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Health Law and Compliance Core: 18 Credits

- MHLP 520 - Introduction to the Health Care Delivery System (3)
- MHLP 530 - Healthcare Compliance: Laws and Regulations (3)
- MHLP 541 - Healthcare Insurance and Finance (3)
- MHLP 550 - Healthcare Compliance: Programs and Policies (3)
- MHLP 560 - Corporate Ethics in Healthcare (3)
- MHLP 570 - Healthcare Privacy and Security (3)

Total Required Credits: 34

Higher Education Law and Compliance (MSL)

This fully online master's degree program is designed for 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, and others interested in developing their expertise in the field of education law and compliance. Students will learn how to research, apply, and communicate effectively about the laws, regulations, and compliance issues facing today's higher education leaders.

MSL Core for Higher Education Law and Compliance: 16 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Higher Education Law and Compliance Core: 18 Credits

- MHLC 510 - Higher Education Law and Governance (3)
- MHLC 520 - Data and Privacy in Education Compliance (3)
- MHLC 540 - Student Rights and Campus Safety (3)
- MHLC 560 - Financial Compliance in Higher Education (3)
- MHLC 580 - Compliance and Accreditation (3)
- MSLW 555 - Compliance Program Management (3)

Total Required Credits: 34

Legal Operations (MSL)

This fully online master's degree is designed for law firm professionals who seek career advancement by developing expertise in the growing field of legal operations. Course work and readings will address specialized ethical considerations inherent in the management of litigation and electronically stored information (ESI). Students will develop the skills and knowledge necessary for effective decision-making and project management in the law firm context, including techniques for evaluating firm profitability, outsourcing opportunities, alternative fee arrangements, and the role of technology and innovation in legal operations.

MSL Core for Legal Operations: 13 Credits

- MSLW 515 - Introduction to Law and Legal Procedure (3)
- MSLW 525 - Principles of Business Law (3)
- MSLW 535 - Legal Writing and Communication Skills (3)
- MSLW 600 - Master of Studies in Law Capstone (3 or 4)

Legal Operations Core: 21 Credits

- MLPM 520 - Law Firm Accounting and Finance (3)
- MLPM 540 - Legal Project Management (3)
- MLPM 550 - Legal Technology and Innovation (3)
- MLPM 560 - E-Discovery (3)
- MLPM 570 - Law Firm Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)
- MSLW 575 - Business of Law (3)

Total Required Credits: 34

Graduate Law Certificate

The graduate law certificate is a fully online certificate program designed for both attorneys and non-lawyers interested in specialized knowledge and training, but who do not seek a full master's degree. Cumberland offers four 15-hour certificates in the areas of financial services regulatory compliance, health law and compliance, higher education law and compliance, and legal operations. Students can convert their graduate law certificate to either the Master of Laws (LLM) or Master of Studies in Law (MSL) and thereby earn this master's degree by completing the additional coursework and requirements for the LLM or MSL degree.

Admission Requirements

Applicants will be considered for admission to this graduate program based on the following criteria:

1. Minimum GPA of 3.00 from an accredited institution.
2. Two letters of recommendation from a faculty member or supervisor.
3. Personal statement indicating career plans and likelihood of success in graduate study.
4. Professional résumé.

Transfer Credit

No transfer credit will be applied to the 15 credits of required coursework.

Time-to-Degree Completion Plan

The graduate law certificate program can be completed in one academic year but must be completed in seven years. Students wishing to convert their graduate law certificate to either an LLM or MSL must make that election within five years or within seven years of initial enrollment and complete the additional coursework.

Financial Services Regulatory Compliance Certificate

Students in the online graduate certificate program in financial services regulatory compliance from Samford University's Cumberland School of Law will learn key issues in financial services policy and compliance from ethical, legal, and economic perspectives. The five-course curriculum focuses on understanding and applying the complex laws and regulations governing the American financial services industry, with a particular emphasis on regulatory compliance. Students who later choose to pursue the MSL or LLM degree may be able to apply courses completed as part of the certificate to their degree program.

Financial Services Regulatory Compliance: 15 Credits (*choose five courses*)

- MFRC 510 - Banking Law and Regulation in the U.S. (3)
- MFRC 520 - Consumer Protection Laws and Regulations (3)
- MFRC 530 - Mortgage and Securities Regulation and Compliance (3)
- MFRC 540 - Crime and Compliance: BSA/AML (3)
- MSLW 555 - Compliance Program Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)

Total Required Credits: 15

Health Law and Compliance Certificate

Students in the online graduate certificate program in health law and compliance from Samford University's Cumberland School of Law will learn the practical compliance skills necessary for advancement in a variety of healthcare-related careers. The five-course curriculum provides students with an overview of health law, regulatory affairs, insurance, and healthcare administration, with an emphasis on healthcare compliance. Students who later choose to pursue the MSL or LLM degree may be able to apply courses completed as part of the certificate to their degree program.

Health Law and Compliance: 15 credits

- MHLP 530 - Healthcare Compliance: Laws and Regulations (3)
- MHLP 541 - Healthcare Insurance and Finance (3)
- MHLP 550 - Healthcare Compliance: Programs and Policies (3)
- MHLP 560 - Corporate Ethics in Healthcare (3)
- MHLP 570 - Healthcare Privacy and Security (3)

Total Required Credits: 15

Higher Education Law and Compliance Certificate

Students in the online graduate certificate program in higher education law and compliance from Samford University's Cumberland School of Law will learn the practical compliance skills necessary for advancement in a variety of higher education-related careers. The five-course curriculum provides students with both an overview of higher education law and a deep dive into higher education compliance. Students who later choose to pursue the MSL or LLM degree may be able to apply courses completed as part of the certificate to their degree program.

Higher Education Law and Compliance: 15 Credits (*choose five courses*)

- MHLC 510 - Higher Education Law and Governance (3)
- MHLC 520 - Data and Privacy in Education Compliance (3)
- MHLC 540 - Student Rights and Campus Safety (3)
- MHLC 560 - Financial Compliance in Higher Education (3)
- MHLC 580 - Compliance and Accreditation (3)
- MSLW 555 - Compliance Program Management (3)

Total Required Credits: 15

Legal Operations Certificate

Students in the online graduate certificate program in legal operations from Samford University's Cumberland School of Law will develop the skills and knowledge necessary for effective decision-making and project management in the law firm context. The five-course curriculum addresses topics such as legal project management, law firm accounting, and e-discovery, giving students a well-rounded view of law firm administration. Students who later choose to pursue the MSL or LLM degree may be able to apply courses completed as part of the certificate to their degree program.

Legal Operations: 15 credits (*choose five courses*)

- MLPM 520 - Law Firm Accounting and Finance (3)
- MLPM 540 - Legal Project Management (3)
- MLPM 550 - Legal Technology and Innovation (3)
- MLPM 560 - E-Discovery (3)
- MLPM 570 - Law Firm Management (3)
- MSLW 565 - Information Privacy and Cybersecurity (3)
- MSLW 575 - Business of Law (3)

Total Required Credits: 15

Law - Doctoral

Doctoral Programs and Requirements

Degree/Major

Juris Doctor (JD)
Law

Accelerated Bachelor-to-Graduate Pathway Program

Fast-Track Juris Doctor (JD) with a BA or BS in selected majors (aka 3+3 Law Program) *

(Popular majors include English, History, Human Development and Family Science, and Journalism and Mass Communication)

Joint Degree Pathway Programs

Juris Doctor/Master of Accountancy (JD/MAcc)

Juris Doctor/Master of Arts in Theological Studies (JD/MATS)

Juris Doctor/Master of Business Administration (JD/MBA)

Juris Doctor/Master of Divinity (JD/MDiv)

Juris Doctor/Master of Laws (JD/LLM) ***

Juris Doctor/Master of Public Administration (JD/MPA) *

Juris Doctor/Master of Public Health (Samford) (JD/MPH)

Juris Doctor/Master of Public Health (JD/MPH) *

Juris Doctor/Master of Science (Bioethics) (JD/MS) **

Juris Doctor/Master of Science in Environmental Management (JD/MSEM)

* In cooperation with the University of Alabama at Birmingham.

** In cooperation with Albany Medical College, New York. (NOTE: This program is under review and subject to change/closure/replacement. It is currently closed to new admits.)

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

Cumberland School of Law offers the juris doctor (JD) degree.

At the undergraduate level, the law school offers an accelerated bachelor-to-graduate pathway program (aka 3+3 program) leading to a bachelor's and a JD degree. This program is only available to students enrolled as undergraduates pursuing a bachelor's degree at Samford (popular majors include English, history, human development and family science, and journalism and mass communication) and is designed to allow students to earn both degrees in approximately six years. Some credit sharing is allowed and overall credits of the combined programs are reduced.

At the graduate level, the law school offers several joint degree pathway programs in cooperation with other Samford schools/departments: a JD combined with a master of accountancy (MAcc), a master of arts in theological studies (MATS), a master of business administration (MBA), a master of divinity (MDiv), a master of laws (LLM), a master of public health (Samford's MPH), and a master of environmental management (MSEM). Some credit sharing is allowed and overall credits of the combined programs are reduced.

Additionally, the law school offers joint programs with institutions outside of Samford: a JD combined with a master of public administration (MPA) or master of public health (MPH) offered through the University of Alabama at Birmingham, as well as a JD combined with an MS in bioethics offered through Albany Medical College. Some credit sharing is allowed, and overall credits of the combined programs are reduced.

For more information on the JD/LLM joint degree, see the Graduate Law section. For more information on law joint degrees, see the following link: <https://www.samford.edu/law/joint-degrees>.

Juris Doctor (JD)

Cumberland School of Law offers a 90-credit juris doctor (JD) program, the classic degree for a practicing lawyer. Most Cumberland graduates become practicing attorneys, but many choose public service, business, or other careers for which the study of law provides a good foundation.

Admission Requirements

Applicants for the juris doctor degree must meet the following qualifications:

1. Possess a bachelor's degree from an accredited college or university prior to entering law school.
2. Take the Law School Admission Test (LSAT) within the last five years.
3. Register with the Law School Admission Council (LSAC) and register for the Credential Assembly Service (CAS) at www.lsac.org. Make arrangements for LSAC to receive and compile letters of recommendation, transcripts from all the colleges and universities attended, and LSAT score in a CAS report.
4. Complete Cumberland School of Law's official application and all that is entailed in the application instructions by the required deadlines. A completed application includes a personal statement, a résumé and any required addendum(s), and a CAS report.

International Students

Samford University's Cumberland School of Law welcomes applications from international students if the degree conferred is equivalent to a U.S. bachelor's degree.

Please make note of the following if you are applying from outside the United States:

1. All transcripts from institutions outside the United States must be submitted through LSAC's Credential Assembly Service and evaluated by World Educational Services (WES) or AACRAO. Those evaluations must then be sent to our office (Samford University, Cumberland School of Law, 800 Lakeshore Drive, Birmingham, Alabama, 35229, Attention: Office of Admission) by the evaluating agency. Transcripts must indicate the successful completion of a bachelor's degree-equivalent program.
2. Students from countries in which English is not the primary language and who have not earned a bachelor's degree-equivalent from an English-language institution must satisfy one of the following requirements for English language proficiency:
 - a. iBT TOEFL: Total score of 90, minimum 20 on each sub-sector
 - b. IELTS: 7.0, minimum 6.0 on each sub-score

Transfer Students

Any student currently enrolled in an ABA-accredited law school may be eligible to apply for transfer to Cumberland School of Law. Applicants must be in good standing at their current law school, rank in the top 50% of their current law school class and have a current law school GPA of at least 2.70.

If a transfer student is admitted, the associate dean for academic affairs will determine the number of law school credit hours that will transfer. A maximum of 40 hours of previous coursework may transfer. In most instances all credit hours earned in regular first-year law courses at an ABA-approved law school with a grade of C or better will transfer. Transfer credit will not be awarded for coursework graded on a pass/fail or similar basis, or in which a student received a grade lower than a C or its equivalent. Transfer students are not assigned a class ranking until two semesters of study at Cumberland School of Law have been completed.

A complete transfer application that is ready for review includes the following:

1. Application
2. Résumé
3. Personal statement
4. Explanations and additional documentation (as needed)
5. LSAC law school report, including:
 - a. LSAT score(s)
 - b. Two letters of recommendation
 - c. College and law school official transcripts (law school transcript may be mailed directly to Cumberland School of Law Office of Admission.)
6. Letter of Good Standing from current law school, mailed directly to the Cumberland School of Law Office of Admission. This letter must include your current law school class rank.

Study Abroad

Cumberland School of Law offers opportunities for U.S. law students to study abroad. Participating U.S. students gain international perspective by studying and living in a legal system and culture different than their own. In addition, there are other international degree opportunities.

Cambridge, England

A five-week summer study abroad program in Cambridge, England, gives JD students the opportunity for a variety of course offerings, including the 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 JD graduates each year are awarded full-tuition scholarships for studies toward an LLM degree at Norwich.

Accelerated Bachelor-to-Graduate Pathway Program

3+3 Law Programs

Samford University and the Cumberland School of Law have created an accelerated bachelor's to JD pathway program (aka 3+3 program) which permits a Samford student who has completed three-fourths of the work acceptable for a bachelor's degree to be admitted to the law school. After successful completion of the first year of classes at Cumberland, the student will be awarded a bachelor's degree in his/her undergraduate major. The program is available to Samford students from several undergraduate majors (popular ones include English, history, human development and family science, and journalism and mass communication). This program requires acceptance into Cumberland Law School following the normal application process, and careful advisement and documentation in order to ensure the completion of the bachelor's degree. Some credit sharing is allowed, and overall credits of the combined programs are reduced. Students should consult their academic advisor for additional details regarding this program.

Joint Degree Pathway Programs

Keeping legal education relevant requires offering more than one traditional law degree. To broaden perspectives or to help prepare for careers in special fields, Cumberland School of Law students have the option to pursue nine different joint degrees. Five programs are offered in conjunction with other schools at Samford University. One is offered in combination with the Cumberland School of Law's master of laws (LLM) degree. Two programs are offered in association with the University of Alabama at Birmingham, an internationally recognized academic and research medical center, and one program is offered in association with Albany Medical College.

Applications must be made during the spring semester of the first year of law school. To be admitted to joint-degree programs, students must have completed their first year of law school, earned a cumulative GPA of at least 2.50, and satisfied the particular joint-degree program's admission requirements. In addition, students must first complete the law school's Joint-Degree form and meet with the director of law student records.

Juris Doctor/Master of Accountancy (JD/MACc)
Juris Doctor/Master of Arts in Theological Studies (JD/MATS)
Juris Doctor/Master of Business Administration (JD/MBA)
Juris Doctor/Master of Divinity (JD/MDiv)
Juris Doctor/Master of Laws (JD/LLM) ***
Juris Doctor/Master of Public Administration (JD/MPA) *
Juris Doctor/Master of Public Health (Samford) (JD/MPH)
Juris Doctor/Master of Public Health (JD/MPH) *
Juris Doctor/Master of Science (Bioethics) (JD/MS) **
Juris Doctor/Master of Science in Environmental Management (JD/MSEM)

* In cooperation with the University of Alabama at Birmingham.

** In cooperation with Albany Medical College, New York. (NOTE: Program under review and subject to change/closure/replacement. It is currently closed to new admits.)

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

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

Office of Law Admission
Cumberland School of Law
Samford University
Birmingham, Alabama 35229

Tel: (205) 726-2702 or (800) 888-7213
Email: lawadm@samford.edu
Website: <http://samford.edu/cumberlandlaw>

Law (JD)

Law Core: Year I, Fall: 15 Credits

- LAW 502 - Torts (4)
- LAW 506 - Contracts I (3)
- LAW 508 - Civil Procedure I (2)
- LAW 510 - Criminal Law (3)
- LAW 512 - Legal Research and Writing I (3)

Law Core: Year I, Spring: 15 Credits

- LAW 505 - Real Property (4)
- LAW 507 - Contracts II (2)
- LAW 509 - Civil Procedure II (3)
- LAW 513 - Legal Research and Writing II (3)
- LAW 524 - Evidence (3)

Law Core: Year II, Fall: 2 Credits

- LAW 522 - Constitutional Law I (2)

Law Core: Year II, Spring: 3 Credits

- LAW 523 - Constitutional Law II (3)

Additional Law Core: 15 Credits (take in 2nd or 3rd year)

- LAW 526 - Business Organizations (4)
- LAW 533 - Secured Transactions (3)
- LAW 540 - Wills, Trusts, and Estates (3)
- LAW 546 - Professional Responsibilities (2)
- LAW 665 - Criminal Procedure I (3)

Experiential Learning Requirement: 6 Credits

- Complete 6 hours of experiential learning courses. Courses that satisfy this requirement will have an E in the section of the class schedule.

Graduation Writing Requirement: 1-4 Credits

- Complete a supervised rigorous writing experience (course or seminar). These courses will vary by semester and will be designated with an R in the section of the class schedule. Designations are determined by the associate dean. Students are encouraged to complete this requirement before the end of their fifth regular semester.

Law Electives: 30-33 Credits

- Other Upper-Level Law Courses; choose from LAW 532; LAW 600:999

Total Required Credits: 90

Course Descriptions

Accounting

ACCT 510 - Income Tax II (3)

Study of tax aspects of operating a corporation, partnership, estate, trust, or limited-liability entity. Includes review of exempt organizations, international and multi-state tax topics, client service-oriented settings, and development of tax planning and communication skills. Prereq: Admission to the MAcc 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 513 - Advanced Managerial Accounting (3)

The Advanced Managerial Accounting course will focus on problem-solving for managerial accounting issues. Students will prepare for the role accountants have in planning and control of the organization. Students will also develop knowledge about and develop proficiencies in efficient techniques in analysis for decision making using cost information and economic insight. Students will also develop effective ways to communicate results and uphold ethical principles. Students who register for this course as ACCT 513 will be required to complete an independent project as part of the course for credit. Offered: As needed.

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, and developing and communicating recommendations in spoken and written form. Students use traditional and electronic materials. Approach is case-oriented. Prereq: Admission to the MAcc 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 MAcc 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 MAcc Program.

ACCT 521 - Fraud Examination (3)

Introduction to fraud examination. The 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 MAcc Program.

ACCT 531 - Data Analytics in Accounting and Finance (3)

This course employs a project-based pedagogy in the study of data analytics within accounting and finance. Students will become proficient in the practice of analytics using the IMPACT cycle process. This course will have an emphasis on using various contemporary tools, software, and technologies to (1) prepare data for analysis; (2) analyze data; (3) communicate insights from analysis; and (4) track outcomes from the analysis. Cross-listed with DATA 531. Prereqs: ACCT 511 and FINC 514. Offered: Spring.

ACCT 540 - Advanced Accounting (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 MAcc 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 MBA and MAcc students. Prereq: ACCT 519 or admission to the MAcc Program.

ACCT 555 - Accounting Internship (3)

Academic credit may be awarded for students who complete accounting internships with local firms or businesses. Students should see the chair of accounting for eligibility parameters. Grading is pass/fail. Prereq: Permission from the accounting department chair and admission to the MAcc or Professional Accountancy program. Offered: Fall, Spring, and Summer.

ACCT 560 - Accounting Theory (3)

Study of advanced accounting theory in seminar format. Includes development of financial accounting principles and standards and extensive use of research and discussion. Prereq: Admission to the MAcc 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 MAcc Program.

ACCT 575 - Digital Accounting (3)

This course covers the knowledge and skills that accountants must demonstrate with respect to information systems, including processing integrity, availability, security, confidentiality and privacy. It includes topical coverage of SOC engagements. In addition, new and emerging technologies that are relevant to accounting are included in the course.

ACCT 580 - Corporate Reporting and Analysis (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 and Analysis.

ACCT 590 - Accounting Measurement and Disclosure (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 and Analysis. About two-thirds of the course will be devoted to working through material in the traditional way, and about one-third will be devoted to an in-depth study of footnote disclosures.

ACCT 594 - Topics in Accounting (3)

Advanced study in accounting. Prereqs: Admission to the MAcc 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 MAcc Program.

Architecture

ARCH 505 Internship (3)

This course is an elective independent study in which the student gains practical experience while working in an architecture firm or business involved in the lawful practice of architecture, and under the supervision of a registered architect. This experience requires a minimum of 320 contact hours. Grading is pass/fail. Undergraduate Prereq: ARCH 422. Co-req: ARCH 507. Offered: Summer.

ARCH 507 Faith and Worldview of Architecture (3)

In this online course, students will research and consider the relationship between Christian faith traditions, architecture and design, and their own expressions of faith in the workplace. This course is taken in conjunction with the ARCH 505 Internship and students will complete the online coursework at their own pace. Co-req: ARCH 505. Offered: Summer.

ARCH 510 Thesis Research and Prep (4)

This course is a prerequisite to the master of architecture graduate thesis studio, ARCH 610. Students select a relevant topic to the field of architecture and design, and through research and analysis develop a project scenario about which this topic can be further studied and explored. Students will establish their thesis advisor(s) and committee and create a comprehensive design program. Undergraduate Prereqs: ARCH 310, ARCH 414, and ARCH 422. Offered: Fall.

ARCH 512 Architecture Design Studio VII: Urban Design (6)

This graduate-level studio course focuses on the impact of design at the urban scale. Using emerging urban design theories on mixed-use development, walkability, sustainability, and resiliency, students will explore various ways to shape the built environment and impact existing urban fabrics and infrastructures. Design solutions will not only consider spatial and architectural impacts, but also cultural, socio-economic, and ecological influences. For majors in architecture. Technical/studio format. Undergraduate Prereqs: ARCH 414 and ARCH 422. Offered: Fall.

ARCH 515 Professional Practice I (3)

Following a student's internship experience in ARCH 505, this course further explores the business practices of the profession of architecture and design. Topics include professional requirements and licensure, marketing, compensation, business structures, responsible control, and ethics. Undergraduate Prereq: ARCH 101; Graduate Prereq: ARCH 505. Offered: Fall.

ARCH 518 Advanced Architecture Elective I (3)

This course will cover a particular topic in architecture or design that is not normally examined in depth in the regular course offerings. This course is designed to teach students about a special design interest of a faculty member, a newly emerging area in design, or allow for a visiting professor. The exact topic will vary according to the instructor. Offered: Fall.

ARCH 610 Architecture Design Studio VIII: Thesis Studio (6)

In this final design studio, students will use the research and design parameters they established in ARCH 510 to create a terminal design project. Based on the criteria identified in their thesis proposal, students will incorporate components from all previously studied design courses, including design iterations, structural design, materials, and building envelope strategies. For majors in architecture. Technical/studio format. Prereqs: ARCH 510 and ARCH 512. Offered: Spring.

ARCH 615 Professional Practice II (3)

Paired with the practical experience of the ARCH 505 internship, this course moves students from understanding firm management in ARCH 515, to understanding the delivery of design services and project management. Students will learn about the different project delivery methods, contractual requirements and agreements, project phases, the development and management of project schedules, and additional design services. Students will also be introduced to the primary AIA Contract Documents and their content. Prereqs: ARCH 505 and ARCH 515. Offered: Spring.

ARCH 618 Advanced Architecture Elective II (3)

This course will cover a particular topic in architecture or design that is not normally examined in depth in the regular course offerings. This course is designed to teach students about a special design interest of a faculty member, a newly emerging area in design, or allow for a visiting professor. The exact topic will vary according to the instructor. Offered: Spring.

ARCH 620 Advanced Architecture History/Theory Independent Study (4)

This course will allow students to conduct an independent study on a specific topic of architectural history and/or theory of their interest. Student topics must be approved and exploration into the topic will be guided by the instructor. Students will learn the value of independent investigation and establishing personal theoretical constructs on architecture and design. Undergraduate Prereq: ARCH 220; Graduate Prereq: ARCH 507. Offered: Spring.

Business Administration

BUSA 505 - Managerial Communications and Analysis (3)

Provides first semester MBA students with foundational skills in the areas of communication, case analysis, management, marketing, and data analysis necessary for student success in the Brock School of Business MBA program.

BUSA 533 - Management Information Systems (MIS) and Communications Technology (3)

Study of the design, development, and implementation of management information systems (IS). Includes issues related to managing the IS function and current developments in information technology that are impacting managerial decisions. Prereq: BUSA 505.

BUSA 534 - Planning and Design for Web-Based Business (3)

Includes steps for planning and implementing an e-commerce site. Students will learn how to create a custom business model; select hardware, software, and a hosting service to meet business needs; choose appropriate type of site by researching alternatives; choose correct vendors to match needs; and build an impressive website.

BUSA 552 - Managing Corporate Integrity (3)

Explores fundamental principles and best practices for managing corporate ethics, compliance, and social responsibility in today's business environment. Topics and assignments cover both domestic and international business issues, emphasizing the challenges of making decisions in a climate of increasing demands for transparency and accountability. Through focused readings, simulated corporate scenarios, meetings with corporate executives, and class discussions, students will develop competencies in managing employee and corporate conduct.

BUSA 555 - MBA Internship (1)

Academic credit may be awarded for students who complete business internships. Students should see the director of academic programs for eligibility parameters. Grading is pass/fail. May be repeated for a maximum of 2 credits.

BUSA 590 - Topics in International Business/Field Study (3)

Advanced study in international business.

BUSA 595 - Topics in Information Systems (3)

Advanced study in information systems.

BUSA 599 - Topics in Business Law Regulation (3)

Advanced study in business law regulation.

College of Health Sciences

COHS 500 - Introduction to Interprofessional Practice (1)

This course is designed to introduce students in professional health care programs to interprofessional practice and teamwork. The role of interprofessional education in the development of health care professionals will be investigated. Additionally, health care topics will be discussed in an interprofessional setting, each professions' contribution explored, allowing for knowledge and understanding of their and other professional contributions.

Data Analytics

DATA 511 - Big Data Strategy (3)

Offers an overview of concepts related to the strategic use of 'big data' and analytics in corporate settings. Course topics will include discussion on how organizations are leveraging data to solve traditional problems, identify new opportunities, and create value through other unique means. This is not a programming or technical course, but rather a look at big data from a 30,000-foot view of strategic decision making. Offered: Summer.

DATA 521 - Data Visualization for Business Analytics (3)

This course introduces students to the field of business analytics. Students learn fundamental concepts and skills of data analytics. This practical course aims to help students advance in their career field of interest. Offered: Summer.

DATA 531 - Data Analytics in Accounting and Finance (3)

This course employs a project-based pedagogy in the study of data analytics within accounting and finance. Students will become proficient in the practice of analytics using the IMPACT cycle process. This course will have an emphasis on using various contemporary tools, software, and technologies to (1) prepare data for analysis; (2) analyze data; (3) communicate insights from analysis; and (4) track outcomes from the analysis. Cross-listed with ACCT 531. Prereqs: ACCT 511 and FINC 514. Offered: Spring.

DATA 551 - Business Analytics (3)

The course prepares students to apply analytical skills through various technological tools to business decision making. Students will develop critical thinking and quantitative reasoning skills throughout the course by learning prescriptive, predictive, and descriptive techniques and tools. Offered: Every year.

DATA 599 - Topics in Data Analytics (3)

Advanced study in data analytics. Offered: On rotation.

Divinity - Anglican Studies

DVAN 606 - Anglican Worship and Sacraments (3)

The course is a requirement for the Certificate of Anglican Studies. It will look at Anglican sacraments and sacramentals and demonstrate the extent to which Anglicanism resembles other Christian traditions and where, how, and why it differs from them. It will devote roughly equal amounts of time to the pre-Reformation heritage, the Reformation, and the rites recognized as sacraments in some churches but as sacramentals among Anglicans. The course is aimed specifically at Anglican ordinands and emphasizes what they need to know in order to understand the basic principles of sacramental ministry, as well as the apparent peculiarities of the Anglican tradition. Prereq: DVHD 502. Offered: Spring, on rotation.

DVAN 701 - Anglican History and Doctrine (3)

The course is a requirement for the Certificate of Anglican Studies. It will look at Anglican history and doctrine and demonstrate the extent to which Anglicanism resembles other Christian traditions and where, how, and why it differs from them. It will devote roughly equal amounts of time to the pre-Reformation heritage, the Elizabethan Settlement, and the modern period. The course is aimed specifically at Anglican ordinands and emphasizes what they need to know in order to understand the basic principles, as well as the apparent peculiarities, of the Anglican tradition. Prereq: DVHD 501. Offered: Fall, on rotation.

Divinity - Biblical Foundation

DVBF 502 - Old Testament Theology (3)

This course is required of all students in the first semester. This course studies the historical, literary, and canonical contexts of the Old Testament and its individual books. Special attention is given to the Old Testament's theological unity, role in biblical theology, and significance for Christian thought and practice.

DVBF 503 - New Testament Theology (3)

This course studies the historical, literary, and canonical contexts of the New Testament and its individual books. Special attention is given to the New Testament's theological unity, role in biblical theology, and significance for Christian thought and practice. Prereq/Co-req for MATS and MDiv Students: DVBF 502.

DVBF 504 - Biblical Theology (3)

This course studies theological interpretation of the Old and New Testaments. Attention is given to major theological themes, issues of unity and diversity, and specific theological problems raised by the inclusion of both Testaments in a single Christian Bible. Prereqs: DVBF 502 and DVBF 503.

DVBF 521 - Special Topics in Biblical Foundations (3)

This course is a special study in a selected aspect of biblical foundations not otherwise covered in the Biblical Foundations curriculum. May be repeated for a maximum of 9 credits, if topics are different.

DVBF 601 - Teaching the Scriptures (3)

This course investigates exegetical and hermeneutical issues related to reading, teaching, and applying the Scriptures in contemporary contexts in keeping with historic Christian orthodoxy. Attention is given to the spiritual disciplines of teaching and learning as well as developing effective skills to prepare and communicate God's word in diverse settings. Prereqs: DVBF 502 and DVBF 503.

Divinity - Counseling

DVCO 510 - The Counseling Relationship: Process and Techniques (3)

The relationship the counselor develops with the counselee is central to the counseling process. Effective counseling grows out of a strong therapeutic alliance. Thus, the counselor must know herself, how to relate in the counseling setting, and the various skills and techniques that support effective counseling. The character of the counselor will be considered and how this supports various skills and techniques will be examined. The course will examine the principles of care and counseling with an emphasis on basic counseling skills and the ability to relate to others.

DVCO 520 - Counseling Theory (3)

The course will help the student develop foundational theoretical concepts, skills, and techniques needed to understand and practice effective counseling. The course reviews prominent counseling theoretical orientations from a biblical/theological orientation. Students will be exposed to current research in the counseling field plus evidence-based treatment theories and will incorporate those with traditional counseling modalities and theological reflection to begin building their own personal model of counseling. Prereq: DVCO 510.

DVCO 550 - Human Development (3)

This course helps students develop a theologically grounded understanding of the nature of persons and the self. Development will be looked at through the lens of biblical anthropology across all of life's stages. Major transitions and crises of the life cycle, in the context of the family and culture, will be reviewed especially in light of how they impact personal formation and love of God and neighbor. The tension between individual responsibility and reaction within the system of the family, and how this forms us as relational beings, will be a recurrent theme in addition to the implications of this for moral and faith development nurtured in the context of the life of the church. The course will provide an understanding of human development, the process of change, the impact of trauma and developmental crises, attachment issues, resilience, and the process of meaning-making, thus equipping the Christian counselor with a nuanced and sensitive understanding of the context in which we and our clients live and grow. It will provide the faith-informed counseling student an opportunity for self-reflection, self-evaluation, and self-understanding to facilitate the process of becoming a thoughtful provider of counseling resources.

DVCO 575 - Mental Health and the Church (3)

The course is designed to help the student become grounded in both a theological/physiological and practical understanding of mental health and mental health issues. Given the use of both the Diagnostic and Statistical Manual (DSM) and psychotropic medication in the wider behavioral health world this course is designed to help the student gain a working knowledge of the diagnosis of psychopathology, the DSM, and psychotropic medication. The student will gain an understanding and knowledge of clinical mental health issues, and how they are addressed both inside and outside the church. Particular attention will be paid to the assessment, referral and shepherding of congregants with mental health issues and the means and methods to care for and shepherd families of those struggling with mental health issues.

DVCO 625 - Theological Foundations for Counseling (3)

This course considers the relationship between doctrine and daily life-from baptisms to funerals and the often-painful experience that is lived between-with reference to the source and summaries of Reformation theology: the scriptural canon (source) as well as the ancient creeds and Reformation confessions (summaries). Moving from scriptural texts and dogmatic themes to homiletical and pastoral case-studies, we will explore the connection between biblical and theological "truth" and ministering what Thomas Cranmer called "the comfortable words." These words are embodied in the process of counseling. Prereq: DVHD 502.

DVCO 680 - Ethical and Legal Issues in Counseling (3)

Recognizing the role of a Christian counselor as someone who provides soul care, this course examines the theology and practice of ministry of the Word, shepherding, personal holiness, the priesthood of all believers, and the counselor's self-understanding along with the identity, roles, and functions of the counselor in relation to the standards of conduct required in the counseling field and the goals and objectives of professional organizations, codes of ethics, legal considerations, and standards of preparation of counselors and other people helping specialists to ensure client equity, access, and success. Prereq: DVCO 510.

DVCO 702 - Marriage and Family Counseling (3)

This course introduces the student to marriage and family development and counseling and intervention for everyday marriages and/or families or ones in distress. The student will gain a biblical/theological understanding concerning marital and family development while also learning how to practically address marital and family problems. Particular attention will be given to the process of shepherding, nurturing, or enhancing marital and family growth from a pastoral/congregational perspective/counseling perspective. Prereq: DVCO 550 or DVPM 701.

DVCO 703 - Crisis, Trauma, and Grief Counseling (3)

This course provides an understanding of complex and shock trauma while also paying particular attention to issues of crisis and grief. The student will be introduced to the nature of complex trauma development, including the neuroscience behind it. This will put shock trauma, crisis, and grief in context illuminating how the body stores trauma and why somatic counseling interventions and trauma sensitive counseling is important and efficacious. The course will explore the counseling implications for trauma, crisis, and grief through the lifespan. Attention will be given to therapeutic strategies that are effective for people who struggle with trauma, crisis, and grief and as well as understanding a theological perspective of trauma, grief, and loss. Prereq: DVCO 550 or DVPM 701.

DVCO 704 - Sexuality and Pastoral Care (3)

This course will investigate the theological, physiological, psychological, spiritual, and social-cultural variables associated with life-giving sexuality, sexual identity, and sexual disorders. Attention is given to a theology of sexuality as it relates to living Christian values regarding sexuality in contemporary society. Consideration is given to common sexual issues and their treatment from a pastoral perspective. The Bible presents a wonderfully high view of sexuality, that when understood and lived out well empowers the pastor/counselor and congregation to incarnate the Gospel with more fullness as each member moves toward redeemed sexuality. Prereq: DVCO 550 or DVPM 701.

DVCO 749 - Community-Based Ministry Internship (3)

The Community-Based Ministry Internship (CBMI) is designed to enhance the personal and counselor formation of students preparing for counseling ministry leadership, through ministry reflection groups, hands-on counseling engagement, the counsel and guidance of counseling mentors, and theological reflection on counseling/ministry experiences. It requires a completion of 300 clock hours in an approved site under appropriate supervision. A minimum of 240 hours of direct client contact with individuals, groups, or families are required. Additional requirements include at least one hour of individual supervision and two hours of group supervision per week with qualified supervisors. Given the use of the Diagnostic and Statistical Manual (DSM) in the wider behavioral health world this course is designed to help the student gain a working knowledge of the diagnosis of psychopathology, the DSM, and the assessment of psychological and spiritual functioning. In addition, the student will gain an understanding and knowledge of clinical mental health issues and how they can be addressed in community settings both inside and outside the church. The student will understand mental health issues against the backdrop of scripture. Offered: As needed.

DVCO 750 - Counseling Practicum (3)

The Counseling Practicum is a supervised field experience for students pursuing a counseling career. It will provide them with an initial experience of providing counseling services and introduce them to the profession of counseling. The students will participate in forty (40) clock hours of direct service to clients in individual, family, and group formats. They will also participate in triad and group supervision in which they review video/audio recordings of the counseling sessions for discussion and evaluation. In this course, we will explore foundational concepts of counseling. A central goal in this course is to develop essential

interviewing and counseling skills. Students will be encouraged to think about their own story considering the work of a therapist and how countertransference plays out during the counseling encounter. We will examine biblical foundations, cultural perspectives, the dynamics of relationships, and elements of basic counseling skills. Grading is pass/fail. Prereq: DVCO 749. Offered: As needed.

Divinity - Cross-Cultural Ministry Practicum

DVCC 655 - Cross-Cultural Ministry Practicum (0)

This practicum introduces students to issues related to cross-cultural ministry through firsthand experience in a cross-cultural ministry setting. May be repeated three times. Prereq: DVMS 500.

Divinity - Ethics

DVET 701 - Doctrine and Ethics (3)

This course examines major elements of theology and ethics with special attention given to the doctrines of Revelation, Trinity, Creation, Anthropology, Hamartiology, Christology, Pneumatology, Soteriology, Ecclesiology and Eschatology. Special attention also is given to the application of a model of Christian ethics to specific ethical problems. Prereq: DVHD 602.

DVET 711 - Racial Reconciliation (3)

This course is designed to develop a moral sensitivity to the history of race relations in the South, while causing students to think about racism not only as sociological and historical, but as a distorted theology that was/is translated into action. Students develop a biblical theology of racial reconciliation and consider ways the church can work to promote racial reconciliation today.

DVET 721 - Special Topics in Ethics (3)

This course is a special study in a selected aspect of ethics not otherwise covered in the ethics curriculum. May be repeated for a maximum of 9 credits, if topics are different.

Divinity - Evangelism

DVEV 500 - Theology and Practice of Evangelism (3)

This course is an introduction to the history and practice of evangelism. Attention is given to the biblical and theological basis for evangelism. Students will also be exposed to missiological principles and evangelism methodologies.

DVEV 521 - Special Topics in Evangelism (3)

This course is a special study in a selected aspect of evangelism not otherwise covered in evangelism curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereqs: DVEV 500.

DVEV 550 - Introduction to Christian Apologetics (3)

An introduction to the history, theology, philosophy, and practice of Christian apologetics. Attention is given to how persuasion has been practiced at different times and places to aid in the church's mission.

DVEV 650 - Philosophy and the Christian Life (3)

This course explores the relationship between the Christian life and the discipline of philosophy within Western culture. Attention is given not only to how philosophical ideas have been incorporated within the church's teachings and practices but also how Christians have critically interacted with different philosophical movements. Prereq for MDiv Students: DVEV 500.

DVEV 701 - Cultural Apologetics (3)

This course explores the emerging practice of cultural apologetics within the broader trends of public theology for the local church. Students will learn to connect doctrinal confession to contemporary ministry through the process of developing theological vision to become more effective evangelists and teachers of the gospel no matter the culture. Reading assignments, lectures, and group projects will give students the tools for introspection, contextualization, evangelism, and cultural analysis that will transform their leadership for spiritual formation across diverse congregations. Prereq for MDiv Students: DVEV 500.

DVEV 702 - Augustinian Apologetics (3)

The course will study the rhetorical and apologetic strategies of Augustine of Hippo and how they can apply to the task of persuasion in the late-modern West. Prereq for MDiv Students: DVEV 500.

Divinity - History and Doctrine

DVHD 501 - Patristic History and Doctrine (3)

This course examines the major elements of the history and doctrine of the church from the end of the first century to the eighth century. Special attention is given to the doctrine of Scripture and its interpretation, the Trinity, and Christology.

DVHD 502 - Medieval and Reformation History and Doctrine (3)

This course examines the major elements of the history and doctrine of the church from the eighth century to the sixteenth century. Special attention is given to the doctrine of the Church and the Sacraments. Prereq: C- or above in DVHD 501.

DVHD 601 - Reformation and Early Modern History and Doctrine (3)

This course examines the major elements of the history and doctrine of the church from the sixteenth century to the nineteenth century. Special attention is given to the doctrine of Justification and the Work of the Holy Spirit. Prereq: C- or above in DVHD 502.

DVHD 602 - Later Modern History and Doctrine (3)

This course examines the major elements of the history and doctrine of the church from the nineteenth century to the present. Special attention is given to theological method and the doctrines of Atonement, Scripture, and Anthropology. Prereq: C- or above in DVHD 601.

DVHD 605 - Pastoral Theology (3)

This course examines the theology and practice of significant pastoral issues such as the call of God, the mission of the church, the priesthood of all believers, the pastor's self-understanding, the ministry of the Word, worship, sacraments, preaching, music, church growth, leadership, and the formation and growth of the congregation. Prereqs: DVHD 502 and DVSF 501.

DVHD 606 - Ecclesiology and Worship (3)

This course is a practical study of Christian worship based on the doctrine of the church. It traces the biblical and historical patterns and principles of significant aspects of worship as they fit within the theology and polity of the church in general, and in the various traditions within the church specifically, to promote more effective worship practices in the church. Prereqs: DVHD 502.

DVHD 651 - Introduction to Latin (3)

This course covers basic elements of Latin grammar and gives students a reading knowledge of simple religious texts by the end of the semester.

DVHD 652 - Latin Syntax and Translation (3)

This course continues study from DVHD 651 - Introduction to Latin (3) including reading original theological texts and other texts. Prereq: DVHD 651.

DVHD 702 - Readings in Augustine (3)

This course covers some of the major works of the greatest father of the Western church. Students read Augustine's Confessions, The City of God, and The Trinity, and look closely at Augustine's life, theology, and spirituality. Students prepare one term paper on some aspect of Augustine's thought. Prereq: DVHD 501.

DVHD 703 - Calvin and the Reformed Tradition (3)

This course studies the life and theology of John Calvin. Attention focuses on Calvin's role in the development of Reformed Protestantism as well as his distinctive contribution to Reformation theology. Readings include selections from Calvin's commentaries, letters, polemical and theological treatises, and institutes. Prereq: DVHD 502.

DVHD 705 - History of Biblical Interpretation (3)

This course covers the history of interpretation of Scripture from New Testament times to the present. Special attention is given to doctrinal issues, and cases are illustrated from specific biblical texts. Prereqs: DVBF 503 and DVHD 502.

DVHD 708 - Doctrine of the Trinity (3)

The course looks at the way the understanding of the Trinity has evolved during the history of the church and considers different approaches that can be, have been, and currently are taken toward the permanent issues that surface in Trinitarian interpretation. Prereq: DVHD 601.

DVHD 713 - Doctrine of God (3)

This course is an intensive investigation of biblical teachings and philosophical arguments concerning God. Special attention is given to the Trinitarian understanding of God. Prereq: DVHD 601.

DVHD 715 - Christology (3)

This course is a biblical and historical study of the person of Christ with special emphasis on patristic and contemporary understandings of Christ. Prereq: DVHD 601.

DVHD 721 - Special Topics in History and Doctrine (3)

This course covers special studies in a selected aspect of history and doctrine. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVHD 502.

DVHD 722 - Special Topics in History and Doctrine (3)

This course covers special studies in a selected aspect of history and doctrine. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVHD 502.

DVHD 723 - Special Topics in History and Doctrine (3)

This course covers special studies in a selected aspect of history and doctrine. May be repeated for a maximum of 9 credits, if topics are different.

DVHD 825 - Seminar in Pre-Reformation Historical Theology (3)

This seminar introduces students to the leading theologians and theological movements in the patristic and medieval periods, offering an opportunity for intensive reading in, reflection upon, and discussion of some of the periods' most important theological works. Offered: Fall.

DVHD 835 - Seminar in Reformation and Modern Historical Theology (3)

This seminar introduces students to the leading theologians and theological movements in the period of the Protestant Reformation and later, offering an opportunity for intensive reading in, reflection upon, and discussion of some of the period's most important theological works. Offered: Spring.

Divinity - Ministry Leadership**DVML 551 - Clinical Pastoral Education I (1)**

This course is a basic half-unit (200 hours) of Clinical Pastoral Education [CPE] at an ACPE-accredited institution. Students work as chaplains/ministers to patients, families and/or hospital staff (when conducted in a medical-care setting). Emphasis is on clinical work, personal and theological reflection, peer and supervisor feedback, and application of experience to ministry. Students must apply for admission to an accredited CPE program and gain acceptance into said program before registering for this course.

DVML 651 - Clinical Pastoral Education II (2)

This course is a basic half-unit (200 hours) of Clinical Pastoral Education [CPE] at an ACPE-accredited institution. Students work as chaplains/ministers to patients, families and/or hospital staff (when conducted in a medical-care setting). Emphasis is on clinical work, personal and theological reflection, peer and supervisor feedback, and application of experience to ministry. Students must apply for admission to an accredited CPE program and gain acceptance into said program before registering for this course. Prereq: DVML 551.

DVML 701 - Supervised Ministry Practicum I (3)

This course is designed to enhance the personal and pastoral formation of students preparing for Christian ministry leadership via field-based learning. Students engage in the practice of ministry under the counsel and guidance of a ministry mentor, learning and growing from their experiences through the discipline of theological reflection. Students in this course must engage in supervised ministry for no fewer than 12 hours per week, September 1 through December 31. Placements and supervisors must be approved in advance by the director of field education. This course satisfies one-half of the supervised ministry requirement for the master of divinity degree. Prereq: DVHD 605.

DVML 702 - Supervised Ministry Practicum II (3)

This course is designed to enhance the personal and pastoral formation of students preparing for Christian ministry leadership via field-based learning. Students engage in the practice of ministry under the counsel and guidance of a ministry mentor, learning and growing from their experiences through the discipline of theological reflection. Students in this course must engage in supervised ministry for no fewer than 12 hours per week, January 1 through April 30. Placements and supervisors must be approved in advance by the director of field education. This course satisfies one-half of the supervised ministry requirement for the master of divinity degree. Prereq: DVML 701.

DVML 751 - Clinical Pastoral Education (3)

This course is one unit (400 hours) of Clinical Pastoral Education [CPE] at an ACPE-accredited institution. Students work as chaplains/ministers to patients, families, and/or hospital staff (when conducted in a medical-care setting). Emphasis is on clinical work, personal and theological reflection, peer and supervisor feedback, and application of experience to ministry. Students must apply for admission to an accredited CPE program and gain acceptance into said program before registering for this course.

Divinity - Missions

DVMS 500 - Introduction to Christian Missions (3)

This course serves as a general introduction to Christian missions. It seeks to integrate biblical theology, missions history, current global issues, cross-cultural competency, and missions strategy. It is designed to equip current and future local pastors with the tools for leading churches on mission locally, regionally, nationally, and internationally. It will also acquaint students with various strategies for missions and church planting as well as challenge students with God's call to missions.

DVMS 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 507 - World Religions (3)

This course serves as an introduction to the study of both major worldviews and world religions. It seeks to provide the student with an anthropological perspective on the worldviews which provide the foundation for, and often clash with, the explicit beliefs of both religious adherents and the non-religious alike. The course will examine the major world religions from a biblical perspective and help students to understand a person's worldview and religious affiliation in a way that helps them to better contextualize the gospel. Prereq/Co-req: DVMS 500. Offered: Fall, on rotation.

DVMS 721 - Special Topics in Missions (3)

This course is a special study in a selected aspect of missions not otherwise covered in the missions curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq/Co-req: DVMS 500.

Divinity - New Testament

DVNT 511 - Introduction to New Testament Greek (3)

This course studies the language in which the New Testament was written with special attention to the basic forms of nouns and adjectives, the inflection of simple indicative verbs, and the rudiments of Greek syntax.

DVNT 512 - Greek Syntax and Translation (3)

This course continues the study of Greek grammar and syntax, translation of selected passages from the Greek New Testament, and an introduction to exegetical method. Prereq: DVNT 511.

DVNT 616 - Greek Exegesis Practicum (3)

This course is a comprehensive study of intermediate Greek grammar and exegetical method based on the Greek text of Ephesians or Colossians. Prereq: DVNT 512.

DVNT 621 - Special Topics in New Testament (3)

This is a shell course for New Testament electives which are offered infrequently and do not warrant a unique course name and number. Description will vary based on course, but all will fall within the scope of New Testament studies. May be repeated for a maximum of 9 credits.

DVNT 721 - New Testament Exposition (3)

An expositional study of a selected book within the New Testament (English translation). Students in the course will apply basic principles of New Testament theology and exposition to the study of a particular book within the New Testament canon. May be repeated for a maximum of 9 credits, if the New Testament books are different for each course. Prereq: DVBF 503.

DVNT 722 - Special Topics in New Testament (3)

This course is a special study in a selected aspect of New Testament studies not otherwise covered in New Testament curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVBF 503.

DVNT 731 - Special Topics in New Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Greek text. May be repeated for a maximum of 12 credits, if topics are different. Prereq: DVNT 616.

DVNT 732 - Special Topics in New Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Greek text. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVNT 616.

DVNT 733 - Special Topics in New Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Greek text. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVNT 616.

DVNT 810 - Seminar in New Testament Studies (3)

This seminar explores the history, nature, and tasks of New Testament theology, attending to major issues that have dominated the development of New Testament theology. Offered: Summer.

Divinity - Old Testament

DVOT 511 - Introduction to Biblical Hebrew (3)

This course studies the essentials of biblical Hebrew grammar, including phonology, morphology, and vocabulary. Prereq: DVNT 512.

DVOT 512 - Hebrew Syntax and Translation (3)

This course continues study of biblical Hebrew grammar and syntax and translation of selected passages from the Hebrew Bible. Prereq: C- or above in DVOT 511.

DVOT 616 - Hebrew Exegesis Practicum (3)

This course studies the method and research tools of Hebrew exegesis with application to a selected book or books in the Old Testament. Prereq: C- or above in DVOT 512.

DVOT 621 - Special Topics in Old Testament (3)

This is a shell course for Old Testament electives which are offered infrequently and do not warrant a unique course name and number. Description will vary based on course, but all will fall within the scope of New Testament studies. May be repeated for a maximum of 9 credits.

DVOT 721 - Old Testament Exposition (3)

An expositional study of a selected book within the Old Testament (English translation). Students in the course will apply basic principles of Old Testament theology and exposition to the study of a particular book within the Old Testament canon. May be repeated for a maximum of 9 credits, if the Old Testament books are different for each course. Prereq: DVBF 502.

DVOT 722 - Special Topics in Old Testament (3)

This course is a special study in a selected aspect of Old Testament studies not otherwise covered in Old Testament curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVBF 502.

DVOT 731 - Special Topics in Old Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Hebrew text. May be repeated for a maximum of 12 credits, if topics are different. Prereq: DVOT 616.

DVOT 732 - Special Topics in Old Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Hebrew text. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVOT 616.

DVOT 733 - Special Topics in Old Testament Exegesis (3)

This course consists of exegetical study of a selected book or books based on the Hebrew text. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVOT 616.

DVOT 808 - Seminar in Old Testament Studies (3)

This seminar explores the history, nature, and task of Old Testament theology. Beginning with a doctrine of Scripture, the course addresses the history of the discipline, key figures in and approaches to Old Testament theology, and the discipline's relation to biblical theology and Christian dogmatics. Offered: Spring.

Divinity - Pastoral Ministry

DVPM 601 - Life and Work of the Pastor (3)

This course consists of selected studies of problems and opportunities related to the personal life and professional ministry of the Christian pastor.

DVPM 701 - Pastoral Care and Counseling (3)

This course is a detailed study of the history, theology, and skills of pastoral counseling. A major emphasis of the course is the development of a biblical counseling model. Skill development focuses on listening, diagnosis, development of strategies, application of biblical principles, and referral. Special topics include premarital, family, career, crisis, grief, and substance-use counseling. Prereq: DVSF 501. Offered: Fall and Spring.

DVPM 705 - Introduction to Chaplaincy Ministry (3)

This course provides a survey of various forms of chaplaincy ministry: military, healthcare, public service, campus, industrial, and institutional. Students will examine qualifications, responsibilities, and certifications pertinent to chaplaincy ministry. Theological challenges for ministry in secular and pluralistic settings will receive particular emphasis. Some attention will be devoted to denominational requirements and expectations of chaplains. Offered: Spring, on rotation.

DVPM 721 - Special Topics in Pastoral Ministry (3)

This course is a detailed study of one aspect of the practice of pastoral ministry in the context of the local church. Special features include field investigation, lectures and seminars by experienced practitioners in the area of ministry, and hands-on instruction where possible. May be repeated for a maximum of 9 credits, if topics are different.

Divinity - Philosophy of Religion

DVPH 705 - Introduction to Apologetics (3)

This course examines the most frequently raised objections to and questions about Christian faith. Consideration is given to effective responses to objections, including hostile objections. Some consideration is given to what apologetics is and the use of logical arguments in apologetics.

Divinity - Preaching

DVPR 601 - Christian Preaching (3)

This course is a detailed study of the principles of sermon preparation and delivery. Topics include types of sermons and the relationship of exegesis, hermeneutics, and theology to the task of preaching. Special attention is given to the development of skill in preparation of expository sermons from the biblical text. The course also introduces principles of sermon delivery. Prereq/Co-req: DVNT 731, DVNT 732, or DVNT 733.

DVPR 602 - Preaching Practicum (3)

This course studies sermon delivery by means of experience in a laboratory setting. The course includes study of the principles of speech communication as well as the delivery of sermons for self-study and evaluation. Audio and video recordings of sermons are utilized. Prereqs: DVHD 601 and DVPR 601.

DVPR 607 - Expository Preaching (3)

This course gives students experience in applying exegetical and homiletic principles to the preparation of expository sermons. Sermons by recognized expository preachers as well as sermons by members of the class are evaluated. The aim is to make biblical exposition relevant to contemporary needs with specific attention given to preaching through individual books of the Bible. Prereq: DVPR 602.

DVPR 609 - Doctrinal Preaching (3)

This course examines the theology, history, and practice of doctrinal preaching. Attention is given to the biblical/theological basis for doctrinal preaching, the historical development of doctrinal preaching and hermeneutical issues related to the art of doctrinal preaching. The essential and relevant nature of doctrinal preaching for the contemporary church is emphasized. Prereq: DVPR 601.

DVPR 721 - Special Topics in Preaching (3)

This course is a special study in a selected aspect of preaching not otherwise covered in preaching curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVPR 601.

Divinity - Spiritual Formation

DVSF 501 - Spiritual Formation (3)

This course is designed to help students reflect on the practice and experience of biblical spirituality. Students will engage with multiple traditions from an evangelical perspective to learn more about their own tradition and glean from others.

DVSF 601 - Early Christian Spirituality (3)

This course focuses on key writers, such as Irenaeus, Athanasius, Gregory of Nyssa, and Evagrius of Pontus, to illuminate key themes from the Patristic period, such as the nature of sin and the passions, the image of God in human salvation, and the personal nature of theology grounded in prayer. The intent is to examine differences and similarities between this period and now, and to make judgments concerning the usefulness of early Christian spirituality today. Prereq: DVSF 501.

DVSF 603 - African American Spirituality (3)

This course examines African American spirituality in the Christian tradition. It explores the African cosmology or worldview as a prelude to African American spirituality in human liberation. Students are encouraged to reflect theologically and to seek common ground between their religious orientation and the African American tradition. Prereq: DVSF 501.

DVSF 621 - Special Topics in Spiritual Formation (3)

This course is a special study in a selected aspect of spiritual formation not otherwise covered in the Spiritual Formation curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVSF 501.

DVSF 622 - Special Topics in Spiritual Formation (3)

This course is a special study in a selected aspect of spiritual formation not otherwise covered in the Spiritual Formation curriculum. May be repeated for a maximum of 9 credits, if topics are different. Prereq: DVSF 501.

Divinity - Theology

DVTH 701 - Faith and Vocation (1)

This course introduces students not pursuing careers in full-time paid ministry to the process of integrating theological studies and vocational objectives. This course must be taken in the semester in which the student expects to graduate. MATS students only. Prereqs: DVBF 503 and DVHD 601.

DVTH 721 - Special Topics in Theology (3)

This course is a special study in a selected aspect of theology not otherwise covered in the preaching curriculum. May be repeated for a maximum of 9 credits, if topics are different. Offered: As needed.

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.

DVTH 815 - Theories and Methods of Theological Scholarship (1)

This common doctoral seminar acculturates students to the practices of theological scholarship. Students are introduced to select important new contributions in the fields of biblical, historical, and systematic theology. The seminar also provides a platform for students to discuss and receive feedback on their own research projects. May be repeated six times. Grading is pass/fail. Offered: Fall and Spring.

DVTH 857 - Seminar in Ecclesial Life and Mission (3)

This seminar introduces students to the theological nature and purpose of the church in the world. Through intensive reading, reflection, and discussion, students will discover how theology for the church forms the basis of a theology of the church. Emphasis is given to interpreting both church and world in the light of God's creating and redeeming work in the whole narrative of Scripture. Students explore a variety of topics related to the being and life of the church as particular expressions of God's Word. Offered: Summer.

DVTH 864 - Special Studies in Ecclesial Theology (3)

This course is a directed readings course in a selected area of research focus. Under the supervision of a student's dissertation chair, the course is intended to provide the student with intensive preparation for writing the research prospectus and beginning dissertation research proper. Offered: Fall.

DVTH 871 - Comprehensive Examinations (4)

Upon completion of the coursework required for the PhD in Theology for the Church, students will prepare for and take comprehensive examinations. Students must pass one standard exam and one exam particular to the chosen area of dissertation research. Students will also submit a portfolio of their research-typically in the form of papers—from their two years of coursework. Prereqs: DVTH 815 and DVTH 864. Offered: As needed.

DVTH 880 - Theological Research Prospectus (4)

Upon completion of the required seminars and satisfactory achievement in the comprehensive examinations, students, in consultation with their supervisor, will identify a research topic for the dissertation. Students will then write and submit a prospectus outlining the proposed research. The theological research prospectus will be reviewed and considered for approval by the student's dissertation chair, an internal reader, and the director of the PhD program. Grading is pass/fail. Prereq: DVTH 871. Offered: Summer.

DVTH 890 - Theological Research Dissertation (3)

Students who have passed their comprehensive examinations and gained approval of their theological research prospectus will conduct the proposed research and write a dissertation of 60,000-80,000 words. Students are allowed four semesters to complete, submit, and defend the dissertation. Prereq: DVTH 880. Offered: Every term.

Divinity - Wesleyan Studies

DVWS 606 - Wesleyan Ecclesiology, Polity, Ministry, and Mission (3)

The purpose of the course is to introduce students to Wesleyan ecclesiology, polity, ministry (lay and ordained), and mission with attention given to the *Transitional Book of Doctrine and Discipline of the Global Methodist Church*. Students from other Wesleyan churches will be directed in their study by utilizing the appropriate disciplinary and denominational materials necessary for fulfilling ordination requirements. The course incorporates instruction, discussions of required readings, written summaries and reflections, case studies, and student presentations. Prereq: DVHD 502.

DVWS 701 - Wesleyan History and Doctrine (3)

The purpose of this class is to introduce students to Wesleyan history and doctrine with an emphasis on the continuing reception of John and Charles Wesley. Attention will be given to the origins and spread of the Wesleyan tradition and the emerging ecclesial families that now comprise a global movement. Defining doctrines will be studied to understand their binding significance for Wesleyans within the Triune faith of the Church catholic. Emphasis will be placed on the Trinity, the Scripture way of salvation, sanctification, holiness—both personal and social, and Christian perfection. John Wesley's sermons and Charles Wesley's hymns will be primary sources for this work that will highlight the content and form of "practical divinity." Prereq: DVHD 501.

Economics

ECON 512 - Foundations of Economics and Statistics (3)

Survey of the theorems, tools, and techniques of basic economic analysis. Provides an integrated framework of micro and macroeconomics, preparing the student for more advanced study in ECON 520. Prereq: None.

ECON 520 - The Economics of Competitive Strategy (3)

Study of the methods used in making economic decisions in an uncertain world. Topics such as forecasting economic activity and decision-making using game theory are discussed. In addition, the course examines the effects of the global economic environment on business decisions. Prereq: ECON 512.

ECON 522 - International Economics (3)

Graduate-level analysis of the theoretical principles underlying international trade, investment, and the international monetary system. Includes effects on domestic and foreign economics of commercial, monetary, and fiscal policies. Prereq: ECON 512.

ECON 593 - Topics in Economics (3)

Advanced study in economics. May be repeated for a maximum of 9 credits, if topics vary.

Education (Teacher Education Dept)

EDUC 500 - Teaching Math in Today's Elementary Classroom (3)

This course is designed to provide the elementary teacher opportunities to deepen math knowledge, examine effective instructional strategies, conduct action research to inform instructional decisions, and demonstrate school leadership in the area of mathematics. Candidates will gain insight into relevant mathematical concepts and principles, the impact of real-life mathematical contexts and accompanying models, and the role of choosing and developing rich mathematical tasks to develop the necessary habits of mind for mathematical success (de Lange, 2003). Offered: Spring.

EDUC 501 - Assessment and Instruction for Elementary Reading/Literacy (3)

This graduate course provides an in-depth study of assessment strategies for elementary readers at various reading levels. Effective reading assessments for groups and individual learners, data-driven decision-making, and assessment of curriculum will be emphasized. This course will expand graduate student's knowledge of on-going diagnostic instruction through the practice of reading assessment tools. Data analysis and patterns of performance at the individual, class and whole school level will be discussed. Students will design reading evaluation reports and collaborate with colleagues. Offered: Fall.

EDUC 502 - Assessment Strategies to Impact Student Achievement (3)

This course is designed to develop knowledge, skills, and essential professional dispositions necessary for teachers to understand the nature and application of assessment strategies, to create and employ valid and reliable classroom-based assessments of student learning, and to enable teachers to be effective consumers of standardized and commercially-produced assessments and assessment results. The course emphasizes the integration of assessment into the core professional responsibilities of teaching. Emphasis is placed upon accurate, systematic collection, organization, and reporting of student assessment data so that all students are given supportive feedback for academic growth. Offered: Summer.

EDUC 503 - Principles and Application of Curriculum and Instruction (3)

This course presents a comprehensive overview of curricular design-principles, foundations, issues, and procedures for developing, implementing, and evaluating curriculum. Graduate candidates will determine effective strategies to plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and standards. This course will provide practical knowledge for blending content areas to maximize student learning and prepare teachers to meet the needs of all students across the curriculum. Candidates will demonstrate the ability to integrate and apply knowledge for instruction, adapt to diverse students, promote critical thinking and problem solving, and active engagement in learning.

EDUC 504 - Teaching in the Diverse Classroom (3)

This class prepares candidates to look at the factors that make students diverse and the instructional implications for teaching them. Teachers will gain formidable skills in building their students' resiliency, teaching to students' learning styles, and minimizing the effects of poverty on student achievement. This course will provide candidates with realistic approaches, strategies, and practices for improving their students' academic performance in the classroom. Teachers will come away with the ability to identify biases that affect student learning and modify their instructional practices for working with students at risk of failure including English language learners and students from poverty. Offered: Spring.

EDUC 505 - Independent Study (1-3)

Individual research project carried out under the supervision of a faculty advisor. May be taken for 1, 2, or 3 credit hours and repeated for a maximum of 6 credit hours total. See faculty advisor for course requirements. Offered: Every semester.

EDUC 506 - Teaching Thinking Skills in the Elementary Classroom (3)

This course explores the concepts, theories, and research regarding creative and critical thinking. Candidates participate in activities/experiences designed to foster understanding of creative and critical thinking skills, and methods/techniques/strategies appropriate for the development and nurturing of these skills in elementary students. "Thinking Skills" is a general term that includes a variety of cognitive thinking processes, including critical thinking and creative thinking. Critical thinking involves distinguishing valid from invalid reasoning primarily by identifying assumptions, determining their validity, seeing them from varying perspectives, and taking action based on valid reasoning. Creative thinking allows for going beyond our normal modes of thinking to generate new approaches to problem solving, to see the world from varying perspectives, and to create new/novel solutions. Offered: Summer.

EDUC 507 - Inquiry-Based Instruction in the Elementary Classroom (3)

R.L. Moore's (1996) assumption that "students learn the most when they are told the least" is the foundation for the design of this course. Candidates will be provided opportunities to deepen understanding regarding the practice of inquiry and its classroom implications and explore the meaning and importance of inquiry as it pertains to not only science and math but to all elementary content. Inquiry will be investigated as a way of "seeking truth" rather than a methodology. Offered: Summer.

EDUC 508 - Concepts of Christian Education and Missions (3)

This course is designed to introduce graduate candidates to the aims, methods, and principles of Christian education, with regard to teaching in the mission field: locally, nationally, and internationally. This course is designed to support the practicing teacher who desires to participate in short term missions. Offered: Summer.

EDUC 509 - Advanced Techniques for the Diagnosis and Remediation of Reading Problems (3)

Designed for teachers and/or administrators seeking the master of science in education degree in elementary/early childhood education. Focus on critical training in diagnosing and correcting a wide range of specific and general reading disabilities.

EDUC 510 - Instructional Adaptation for Student Diversity (3)

Exploration of current legal requirements, best practice in program delivery, and services for students with special needs. Special emphasis on attitudes, knowledge, and skills needed by regular education teachers for working effectively with special needs populations in the regular classroom.

EDUC 511 - Mathematics for Elementary Teachers (3)

This course is designed to enhance content knowledge in elementary teachers. Concepts taught in this course include properties of rational and irrational number systems, geometry, algebra, probability and statistics, and number theory, with an emphasis on problem solving and critical thinking. This course focuses on the knowledge, skills, and dispositions necessary for effective teaching and learning in elementary mathematics classrooms. Offered: Every semester.

EDUC 512 - Contemporary Legal Issues for the Classroom Teacher (2-3)

Special emphasis on current legal issues that affect a variety of phases of public and private schools.

EDUC 513 - Instructional Design for Optimal Student Learning (3)

Investigation of instructional planning as related to student achievement in a seminar setting.

EDUC 514 - Social Dynamics and Student Learning (3)

Discussion of social issues as related to their impact on the child and the learning process.

EDUC 515 - Standards-Driven Teacher Leadership (3)

Design and implementation of classroom and school improvement plans with emphasis on “best practices” for increasing student achievement in the elementary school.

EDUC 516 - Instructional Design for Active Learning (3)

Discussion of current research linking active learning strategies to authentic learning and retention of knowledge. Focus on implementing active learning strategies in the classroom.

EDUC 517 - Effective Curriculum Design (3)

Development of teachers who are able to make reflective decisions about the design, development, and implementation of curricula, including creation of learning environments that support learning for all students to a high degree of proficiency.

EDUC 518 - Action Research: Theory and Techniques (3)

Designed to provide graduate students an opportunity to formulate a research proposal and implement and evaluate a special research project which focuses upon improving teaching and learning in diverse early childhood and elementary classrooms.

EDUC 519 - Field-Based Action Research (3)

Implementation of action research and evaluation of a special research project--based on data collected for the research proposal developed in EDUC 518 - which focuses upon improving teaching and learning in diverse early childhood and elementary classrooms. Prereq: EDUC 518.

EDUC 520 - Foundations, Trends, and Issues in Education (3)

This required course is designed to guide prospective teacher education candidates in developing insight into current educational issues in diverse schools. Students will examine philosophical and historical trends in education. This course is designed to develop a deep level of reflectiveness about the central issues it examines: the teacher as a moral role model who may experience the moral tension between caring and fairness in teaching; teaching as a profession including professional ethics, school reform, equality of opportunity, social justice and student diversity, especially cultural diversity; and how out of school experiences including language and family/community values and conditions impact learning.

EDUC 521 - Using Assessment and Technology to Impact Student Learning (3)

This course is designed to introduce prospective teachers to the importance of utilizing a variety of formal and informal assessment strategies to inform instruction. This course develops prospective teachers’ understanding of assessment strategies, uses and planning as well as knowledge of state-wide assessment systems. Candidates will also develop a wide range of evidence-based instructional strategies and technological tools to plan instruction that meets diverse learning goals.

EDUC 522 - Designing Instruction for Exceptional Learners: A Survey of Special Education (1)

This course is designed to introduce pre-service teachers to the foundations of special education. Includes an overview of individuals with exceptionalities across the lifespan by examining the definitions, etiology, eligibility criteria, distinguishing characteristics, assessment, instructional strategies, materials/resources, technology tools, and more (as detailed in the course syllabus). The course will also cover the importance of compliance with local, state, and federal laws and processes that govern special education, including laws that relate to educating gifted students. Furthermore, the course will reinforce the roles and responsibilities of collaborative teams in meeting the needs of individuals with exceptionalities, including giftedness. Candidates will be supported in making informed instructional design decisions and implementation of lessons within a P-12 classroom specifically created for exceptional learners. A field experience is embedded in the course. Offered: May Term, as needed.

EDUC 523 - Diversity and Learner Development (1)

This course is designed to prepare graduate students with the knowledge and practical skills necessary to create content curriculum and implement pedagogical strategies that address gender, linguistic, socio-economic, social-emotional, and multicultural differences among students they teach. The course will cover topics such as, but not limited to, multicultural education; cultural awareness and appreciation; social-emotional learning; culturally responsive teaching and assessment; implicit bias; and diversity, equity, and inclusion as they relate to the field of education and today’s classrooms. Candidates will complete a field experience with the course. Offered: May Term.

EDUC 524 - Curriculum Design for P-12 Instructional Leaders (3)

Provides a forum where students will reflect upon the context, student, and content factors that influence curriculum design. Cross-listed with EDLD 524. Offered: Fall, Spring, and Summer.

EDUC 525 - Integrating the Arts and Literature in the Elementary School Classroom (3)

This course seeks to prepare teacher education candidates to utilize the four arts disciplines and children’s literature in preparation of lesson and unit design across the curriculum to engage and support students’ development of critical thinking. According to the National Visual Arts Standards “forging these kinds of connections (integration) is one of the things the arts do(es) best, they can and should be taught in ways that connect them both to each other and to other subjects.” Candidates will acquire a wide range of arts integration strategies to support students’ understanding of critical content.

EDUC 529 - Program Design for School Improvement (3)

Identification of strategies that successfully address barriers to learning, and implementation of these strategies in diverse K-12 classrooms.

EDUC 531 - Child Growth and Learning within the Educational Culture (6)

Integrated course of study within historical educational periods regarding interrelationships among educational systems, developmental concerns, and the learning domain culminating in the use of a case study to help train teachers to be better problem-solvers.

EDUC 532 - Early Childhood and Elementary Education Programs (6)

Emphasis on the study of exemplary early childhood and elementary programs. Examination of developmentally appropriate curricula design, implementation, and assessment for infant, 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 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)

This course covers the development of the child from birth to grade 6, bridges the gap between theory and practice, and is designed to show alternative master's 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 alternative master's degree program who seek K-6 certification at the Class A level. This is an introductory-level course that covers the history and foundations of education with a focus on K-6 elementary programs. Offered: Summer.

EDUC 540 - Foundations of Literacy (3)

Candidates enrolled in this course will exhibit a high level of competence in the use of English language arts to ensure student learning and achievement using explicit instruction, facilitating active inquiry, providing opportunities for collaboration, and promoting positive interactions. Candidates will know, understand, and use theories from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills. Candidates will help students successfully apply their developing skills to many different situations, materials, and ideas within and across all content areas in order to provide relevant learning experiences for all students. Course emphasis will be placed on the five highly effective foundations of elementary reading instruction: phonemic awareness, phonics, vocabulary/word recognition, fluency, and comprehension.

EDUC 541 - Reading Disabilities: Assessment and Intervention (3)

This course is designed for alternative-route graduate students to focus on the identification, assessment, and remediation of students with and at-risk for reading disabilities. Emphasis is placed on the Response to Intervention process of identification, individualized reading assessments (e.g., CTOPP, GORT, TOWRE, CBM), and evidence-based reading interventions (e.g., Orton-Gillingham, Lindamood-Bell, Scottish Rite, Multisensory, Strategic Instruction Model) with specific research results on students with reading disabilities. In addition, this course will review the specific skills deficits associated with readers with reading disabilities like phonemic awareness, decoding, word recognition, vocabulary, fluency, and comprehension skills, and the most effective methods for intervening with those deficits.

EDUC 542 - Materials and Methods of Teaching Language Arts (3)

This course is intended for graduate candidates to obtain expertise in elementary language arts materials and methods. The content of this course will prepare K-6 pre-service teachers specifically how to teach their students the basics of the six language arts-reading, writing, listening, speaking, viewing, and visual representations.

EDUC 543 - Literacy, Materials, and Methods of Mathematics (3)

This course is designed for candidates enrolled in the alternative master's elementary education program who seek certification at the Class A level. Course content will provide elementary teacher candidates opportunities to deepen math literacy knowledge, examine effective instructional strategies, and analyze data to inform instructional decisions in the area of mathematics.

EDUC 544 - Materials and Methods of Teaching Science, Social Studies, Health, & Physical Education (3)

This course is designed for alternative master's 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.

EDUC 545 - Clinical Field Applications and Technology (3)

This course is designed to prepare alternative master's elementary education 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.

EDUC 546 - Planning, Assessment, and Professional Dispositions (3)

This course investigates the 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 alternative master's elementary education 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 alternative master's elementary education 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 the candidate's internship semester. The seminar is a weekly format in which interns are both participants and presenters. Interns are expected to share their own experiences in their classrooms and learning communities. A major emphasis of this course will be candidates' knowledge and implementation of roles and opportunities related to effective teachers and their involvement in leadership and collaboration. Co-req: EDUC 592. Offered: Spring.

EDUC 574 - Differentiating Instruction and Teaching the Gifted in the Regular Classroom (3)

Emphasis on developing differentiated curriculum and instructional strategies for meeting the needs of gifted learners in general education classrooms.

EDUC 575 - Nature and Needs of the Gifted Learner (3)

Survey course examining the characteristics and identification of gifted and talented learners, developing gifted education programs, and special issues regarding gifted learners.

EDUC 577 - Current Issues in Gifted Education Seminar (3)

Discussion of current issues in gifted education, such as academic and social-emotional needs of special populations of gifted learners.

EDUC 578 - Curriculum Materials and Methods for the Gifted (3)

Development of curriculum materials and instructional strategies appropriate for gifted and talented learners.

EDUC 579 - Practicum in Gifted Education (3)

Field experience in developing and delivering appropriate gifted education services in schools. Includes reflective seminars for reviewing and evaluating internship experiences. Practicum experiences are conducted in student's school/district. Prereqs: EDUC 574, EDUC 575, EDUC 577, EDUC 578, and EDUC 580.

EDUC 580 - Developing Creative and Critical Thinking Skills (3)

Exploration of personal creative and critical thinking processes, with focus on integrating creative and critical thinking in the classroom.

EDUC 582 - Low Incidence Disabilities (K-12) (3)

This course provides in-depth instruction on the unique needs of students with low incidence disabilities and effective instructional strategies for working with students with low incidence disabilities in the K-12 classroom. Specific instructional requirements will be outlined including the Alabama Alternative Assessment (AAA), teaching to extended standards, planning for medications and medical needs, mobility issues, communication and language skills, and assistive technology. Offered: Spring.

EDUC 585 - Assessment Procedures and 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)

Supervised clinical internship for prospective teachers in elementary education, grades K-6.

EDUC 593 - Research-Based Methods of Instruction for High and Low Incidence Disabilities (3)

This course provides research-based methods of instruction for prospective collaborative special education (K-12) level teachers who hold Class B certification. Prospective collaborative special education (K-12) teachers will acquire knowledge of current best classroom practices and the ability to apply them in collaborative K-12 special education settings.

EDUC 594 - Clinical Internship in K-12 Collaborative Special Education (6)

Supervised clinical internship for prospective teachers in the K-12 collaborative special education (Alternative A) program.

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 prior courses, 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 (Alternative Master's Degree Program)

EDUC 530 - Theories of Learning (3)

This course seeks to establish a comprehensive knowledge base of developmental characteristics of learners. Specifically, candidates will be introduced to principles of learning acknowledging physical, cognitive, cultural, and social-emotional differences among learners. Educational implications of learning theory will be analyzed. The course includes an emphasis on how learning theories of development informs collaboration with families and colleagues to affect student learning. Each topic will be explored with the learner and strategies to maximize learning at multiple stages of development in mind. Prereq: EDUC 520. Offered: Summer.

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 alternative master's degree 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 alternative master's degree program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Summer.

EDUC 556 - Methods, Management and Technology (3)

Introduction to classroom management approaches, instructional strategies, and educational technologies that facilitate learning in diverse P-12 classrooms and enable teachers of P-12 students to establish effective learning environments. Emphasis is upon developing reflective teachers who address holistic student needs and concerns. Prereq: Admission into the alternative master's degree 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 alternative master's degree program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Summer.

EDUC 560 - Principles of Effective Planning and Instruction (3)

This course is designed to introduce pre-service teachers to instructional design and implementation. Using a blend of on-campus instruction with clinical experiences in the field, within a partnership setting, this course develops prospective teachers' understanding of individual learners and how to select and design appropriate strategies as well as resources to enhance understanding. Candidates will engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues through designing instruction that supports every student in meeting rigorous standards-based learning goals. K-12 onsite coursework will support theory and practice. Prereqs: EDUC 520 and EDUC 530. Offered: Fall.

EDUC 563 - Content Area Literacy (3)

This course provides opportunities for prospective secondary and special education teachers to use their knowledge of their content field(s), their understanding of the diverse nature of the students they teach, and a broad array of research-based instructional strategies and strategies for increasing reading comprehension to create effective lessons and unit plans that enable students to master state and national curriculum standards. Offered: Fall, Spring, and Summer.

EDUC 568 - Teaching Physical Education (3)

Focuses on the development of curricula in physical education grades P-12. Principles of curriculum development, existing curriculum models and current trends and contemporary issues related to curriculum development are discussed. This course will focus on information to help potential physical educators attain teaching skills and knowledge (including critical thinking and reflective decision making) necessary to design, implement and evaluate appropriate

physical education programs P-12. Prereq: Admission into the alternative master's degree program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 569 - Teaching Secondary Spanish (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 Spanish classes. Prospective teachers of secondary level language students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Spanish. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Prereq: Admission into the alternative master's degree program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 570 - Teaching Secondary English (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 English/language arts classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for English/Language Arts. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Prereq: Admission into the alternative master's degree program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 571 - Teaching Secondary Mathematics (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 mathematics classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Mathematics. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Prereq: Admission into the alternative master's degree program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 572 - Teaching Secondary Science (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 science classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Science. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Prereq: Admission into the alternative master's degree program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 573 - Teaching Secondary Social Studies (2-3)

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 social studies classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Social Studies. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Prereq: Admission into the alternative master's degree 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 clinical internship for prospective teachers in the secondary education (Alternative A) program, grades 6-12, in a specialty area classroom.

Education (Alternative Master's Degree Program, Content-Specific)

NOTE: The following content-specific courses are offered through the Howard College of Arts and the School of Health Professions for students in the alternative master's degree program in secondary education (MSE-FYNT). These courses cannot be applied towards a different graduate education program.

BIOE 504 - Basic Toxicology (3)

Examination of the basics of applied toxicology for the non-technician. Course covers experimental toxicology definitions, biochemical mechanisms, and signs of exposure and insult. Includes an overview of how toxic materials enter the body, how they interact with the body, and how they are eliminated. Students learn specific toxic effects of metals, pesticides, and solvents. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereq: ENVM 501 or permission of the department. Offered: Fall.

BIOE 510 - General Biology for the Secondary Educator (4)

Instructional emphasis on pedagogical techniques for teaching basic biological principles, such as biological chemistry, cellular biology, inheritance, and survey of animals and plants, and ecology. Instruction includes problem-solving and laboratory techniques appropriate for the secondary education classroom. This course is designed to be a part of the alternative master's degree program in secondary education (MSE-FYNT) and satisfies the biology requirement toward Class A certification in general science. Offered: Summer.

BIOE 514 - Wetlands (3)

Introduction to the development, structure, and importance of wetlands, including the background necessary to understand the current controversies concerning wetland protection. Instructional methods include lecture, problem sheets, and field exercises. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 501, ENVM 502, ENVM 504, and ENVM 505, or permission of the department.

BIOE 517 - Environmental Biomonitoring (3)

Review of the basics of modern environmental analysis. Topics include proper field sampling and preservation, legal aspects, traceability, and chain of custody records. Aspects of a quality assurance and quality control program are addressed, as well as fundamentals of laboratory instrumentation and air quality monitoring. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 501 and ENVM 505, or permission of the department.

BIOE 519 - Conservation Biology and Natural Resource Management (3)

Study of the basic theories, models, and techniques of the science of conservation biology and their utilization in the conservation and management of natural resources. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 502 and ENVM 505, or permission of the department.

CHME 510 - General Chemistry for the Secondary Educator (4)

Introduction to problem-solving and laboratory measurement techniques appropriate to the secondary classroom. Instructional emphasis on chemical principles, such as: atomic structure, periodic properties, molecular structure, chemical reactions, stoichiometry, gas laws, thermodynamics, kinetics, equilibrium, and electrochemistry. Course concentrates on developing advanced understanding on both the theoretical and practical levels. Meets a requirement in the general science concentration for Alternative Class A Certification in secondary education (MSE-FYNT). Offered: Spring.

COME 519 - Argumentation and Debate (4)

Teaches students to analyze, understand, and present public arguments as practiced in law, politics, science, and other public arenas. As a result, it will give roughly equal attention to argument theory and practice. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Summer.

ENGE 500 - African American Literature (4)

Focuses on representative poetry, fiction, essays, film, and music that reflect important movements in African American literary history. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

ENGE 510 - Southern Literature (4)

Examines texts which address dominant themes in the Southern tradition and investigates the current movement of New Southern Studies. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

ENGE 520 - Early British Literature Survey (4)

Survey of British literature from the Anglo-Saxon through the medieval period and the Renaissance to the 18th century, with emphasis on preparation for secondary school English/language arts teachers. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Prereq: Admission to the MSE-FYNT program. Offered: Fall.

ENGE 530 - Graduate Survey of American Literature (4)

Chronological survey of American literature from its beginnings to contemporary times, using the principles and practices of literary interpretation and other skills essential to the discipline and appropriate to the secondary classroom. Meets a requirement in English Language Arts concentration for Alternative Class A Certification in Secondary Education. Offered: Fall.

ENVM 515 - Conservation and Policy of Endangered Species (3)

A management overview of the study of the evolutionary mechanisms, species concepts, and taxonomic and systematic principles as applied to species-level taxon. Includes examination of how federal, state, and international laws relating to rare, threatened, and endangered species affect the decision-making of environmental managers. Field projects will build skills to identify methods of species endangerment and the protocol for conducting threatened and endangered species field surveys. Regulations that impact business and development are presented through a series of case studies that provide managers with decision-making tools for compliance. The conservation methods and challenges of managing populations of rare and endangered species are also emphasized. Prereq: None.

ENVM 519 - Natural Resource Management and Policy (3)

The groundwork for the sustainable management of renewable and non-renewable natural resources is outlined in a combination of lecture and field projects. Basic biological methods, models, and techniques that are used to document and manage wildlife populations provide environmental managers with the tools to develop strategic plans in the workplace. The course content provides field opportunities that develop skills in data collection and analysis of wildlife populations. Environmental challenges that occur during the development and extraction of non-renewable mineral and fossil fuel resources are discussed and summarized. Prereq: None.

GEOE 510 - Human Geography (4)

Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Meets a requirement in the social studies teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 521 - Seminar in American History (3)

Focuses on social, intellectual, cultural, and political developments in American history. Meets a requirement in the history or social studies teaching field of the MSE-FYNT program. Offered: Fall, on rotation.

HISE 531 - Seminar in World History (4)

Focuses on historical and cultural developments in one nation or geographic region as a model for understanding world history. Meets a requirement in the history or social studies teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 541 - Seminar in History and Culture (3)

Focuses on historical and cultural developments in American, European, and/or world histories. Meets a requirement in the history or social studies teaching field of the MSE-FYNT program. Offered: Summer, on rotation.

KINE 522 - Advanced Adapted Physical Education (4)

Covers pertinent information concerning legislation, inclusion, the physical education IEP, and movement constraints of individuals with physical, intellectual, and emotional disabilities. The contents of this course are tied to national and state professional standards, including those set forth by the Interstate Teacher New Assessment and Support Consortium (INTASC, 2002), and NASPE/NCATE 2001 Physical Education Standards. Preparation of knowledge, skills, and dispositions will be objectives of the course in order to prepare individuals for teaching physical education and promoting physical activity among individuals in diverse communities. Offered: Summer.

KINE 560 - Curriculum Design and Development in Physical Education (4)

Focuses on the development of curricula in physical education grades P-12. Principles of curriculum development, existing curriculum models and current trends and contemporary issues related to curriculum development are discussed. This course will focus on information to help potential physical educators attain teaching skills and knowledge (including critical thinking and reflective decision making) necessary to design, implement and evaluate appropriate physical education programs P-12. Offered: Summer.

KINE 565 - Strategies and Issues in P-12 Physical Education (4)

The purpose of this course is to update graduate students who are currently teaching physical education or seeking initial certification regarding current state and national issues affecting P-12 physical education programs. Offered: Summer.

MATE 530 - Abstract Algebra for Teachers (4)

Introduces students to topics from abstract algebra, including group theory, ring theory, field theory, and rings of polynomials. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

MATE 540 - Foundations of Analysis for Teachers (4)

Introduction to the essential elements of real analysis, including a thorough discussion of the set of real numbers and the topology of the real line, functional limits and continuity, sequences and series of real numbers, the derivative, sequences and series of functions, the definite integral, Fourier series, Lagrange interpolation, Newton interpolation, and introductory splines. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

MATE 560 - Discrete Mathematics for Teachers (4)

Introduction to a variety of topics in discrete mathematics. Includes study of graph theory and various counting techniques. Other topics may include Latin squares, magic squares, block designs, and codes. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

PHYE 510 - General Physics for the Secondary Educator (4)

Instructional emphasis on basic physical principles, such as Newton's Laws, energy and momentum conservation, and the application of these principles in diverse areas of physics, such as mechanics, thermodynamics, wave motion and electricity and magnetism. Includes problem-solving and laboratory measurement techniques appropriate for the secondary education classroom. Course concentrates on developing advanced understanding of previously learned material at both the theoretical (lecture) and practical (practicum) levels. Meets a requirement in the general science teaching field of the MSE-FYNT program. Prereq: One algebra-based course in general physics. Offered: Fall, Spring, and Summer, on rotation.

POLE 500 - American Politics and Economy (4)

Survey of topics vital for an understanding of American national institutions, politics, and economics. Readings, lectures, and discussions will examine the democratic and economic principles of the national government, the institutions of the United States political system, citizen-government linkages, and public policy. Meets a requirement in the social studies teaching field of the MSE-FYNT program. Prereq: Admission to the MSE-FYNT program. Offered: Fall, on rotation.

SPAE 501 - Advanced Methodology and Applied Linguistics (4)

Addresses two essential areas for teachers of Spanish: advanced foreign language methodology and applied linguistics. Students will examine methods unique to language teaching and language teachers and use technology for language learning. In applied linguistics students will review Spanish phonetics, second language acquisition, and bilingualism. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

SPAE 502 - Hispanic Cultures in the Foreign Language Classroom (4)

Using national standards of the American Council on the Teaching of Foreign Language, the course provides an overview of methodologies and approaches to teaching Latin American and Spanish cultures in the foreign language classroom for secondary education. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

SPAE 503 - Literature and Film of the Spanish-Speaking World (4)

Students will review masterpieces of Hispanic literature and film while developing linguistic proficiency in reading, speaking, writing, and understanding the Spanish language. They will also strengthen their understanding of literary terminology and critical analysis while exploring pedagogical strategies for teaching literature and film in their own classrooms. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

Education (Educational Leadership Dept)

The courses listed below represent only a portion of the graduate-level education courses available. See the Department of Curriculum and Instruction for additional courses that may apply to programs offered through the Department of Educational Leadership. Two such courses are EDUC 518 Action Research: Theory and Techniques and EDUC 519 Field-Based Action Research. NOTE: Courses numbered 600 and above are open to post-master's degree students.

EDLD 504 - Leading Diversity in a School Culture (3)

Examine how to show respect, employ strengths, and appreciate diversity as student assets to embrace equitable access to effective teachers, learning opportunities, academic, and social support, with engagement of families and communities.

EDLD 505 - Independent Study (1-3)

Individual project under the supervision of a faculty advisor. May be taken for 1, 2, or 3 credit hours and repeated for a maximum of 6 credits. See faculty advisor for course requirements.

EDLD 506 - Foundations of Character Development (3)

This course creates a foundational knowledge of the theory of character development for graduate students in the instructional leadership program. It includes an introduction to character development, why character education is important, and how to lead a school to create a culture of character.

EDLD 507 - Building a Culture of Character (3)

This course provides the knowledge base and strategies for building a strong culture of character in schools. It includes developing a healthy adult culture, the infusion of character into academics, intrinsic motivation, and school culture evaluation. Prereq: EDLD 506.

EDLD 508 - Assessment of Character, Ethics, and Virtues (3)

This course engages aspiring instructional and organizational leaders in exploration of theories, approaches, tools, and innovations in assessment of character, ethics, and virtues in educational and other workplace settings. Prereq: EDLD 506.

EDLD 518 - Research Theory and Techniques (3)

Develop a research proposal that focuses on continuing to improve an educational setting, nonprofit organization, business, or industry enterprise.

EDLD 519 - Research Implementation (3)

Implement the research proposal designed in EDLD 518, including gathering, analyzing, and interpreting data focusing on the continuous improvement in educational settings, nonprofit organizations, businesses, or industry enterprises. Prereq: EDLD 518.

EDLD 520 - Foundations of Instructional Leadership (3)

Develop effective instructional leaders who create, advocate for, and enact a shared mission and vision of high-quality education, academic success, and student well-being, while fostering a school community of teachers and other professional staff to promote each student's success.

EDLD 521 - Issues in School Finance (3)

Study of the economic factors relative to the financing of public schools. Involves in-depth study of taxation, state school finance systems, impact of school finance litigation, budgeting processes, and current/emerging issues in school finance policy.

EDLD 522 - Management Design for School Improvement (3)

Probe how continuous improvement conducted through effective, efficient, and equitable use of resources and organizations may promote a learning community conducive to students' academic success and social emotional growth.

EDLD 523 - Leading K-12 Special Population Programs (3)

Explore current legal requirements, state and federal legislation, administrative rulings, recent case law decisions, existing standards, research-based practices, and leadership trends used with exceptional learners including, but not limited to, English language learners, gifted, students with disabilities, and Title I.

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.

EDLD 526 - Legal and Ethical Issues in Education (3)

Overview of how local, state, and federal laws play a role in establishing school policies and practices consistent with current ethical and legal and ethical standards.

EDLD 527 - Internship in Instructional Leadership (3)

Complete an explicit set of school-based experiences where one lead activities fostering intellectually challenging curriculum, professional learning of school personnel, and/or student achievement.

EDLD 536 - Educational Leadership for Learning (3)

Gain knowledge about enhancing climate through effective leadership practices to direct continuous improvement in educational settings, nonprofit organizations, business, and industry. Prereq: EDUC 518.

EDLD 537 - Comparative International Education (3)

Compare international educational systems through historical, cultural, economic, and political realms. Mandatory OR Elective.

EDLD 538 - Governance and Policy in Educational Systems (3)

Acquire knowledge of governance and policy in educational settings, nonprofit organizations, and business and industry through theory, research, policy debates, and/or problem-based learning activities.

EDLD 539 - Innovative Concepts in Education (3)

Explore factors driving change and innovation to acquire strategies for building capacity in educational settings, nonprofit organizations, and business and industry.

EDLD 540 - Design for Educational Improvement (3)

Probe effective, efficient, and equitable use of resources in order to create an environment conducive to the success of the organizational system.

EDLD 541 - Issues in Educational Finance (3)

Examine the economic situation and both short- and long-term fiscal operation of the educational setting, nonprofit organization, business or industry.

EDLD 542 - Comparative Legal Issues in Education (3)

Explore legal, ethical, and human resource frameworks for leading and managing organizational systems.

EDLD 544 - Practicum in Educational Leadership (3)

Engage in leadership approaches by participating and/or leading specific workplace expectations within an educational setting, nonprofit organization, business, or industry professional environment.

EDLD 621 - Educational Management and Strategic Thinking (3)

Provide understanding necessary for successful management of the PreK-12 educational enterprise including fiscal equity and adequacy, staffing, and the use of technology.

EDLD 622 - Seminar in Academic Leadership (3)

Emphasize pertinent theories (such as adult learning and chaos theory), complexity science, learner-centered leadership, systems management, and strategic thinking to cope with the evolving social, political, and economic context of schooling.

EDLD 623 - Organizational Innovation (3)

Explore factors that impact the PreK-12 educational enterprise's ability to implement and sustain change.

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

Provide in-depth study of legal and policy issues inherent in instructional, non-instructional, and administrative positions including human capacity, students with disabilities, social media/technology in the PreK-12 education profession.

EDLD 627 - Professional Strategies for Learning (3)

Examine and implement reflective and effective decision-making models in order to lead professional learning experiences that impact student performance.

EDLD 628 - Assessment of Teaching and Learning (3)

Analyze and interpret a variety of complex student assessment information used for continuous improvement and program evaluation purposes.

EDLD 630 - Leading in a Diverse Society (3)

Equip the educational leader with an awareness of and knowledge for dealing with cultural complexity, challenges, and opportunities that come with diversity.

EDLD 637 - Practicum in School Improvement (3)

Review current frameworks and evaluate school improvement in school settings through site visits, case study analysis, and program evaluations.

EDLD 638 - Professionalism and Ethics in Education (3)

Investigate personal, professional, and school community values that reflect a code of ethics in a PreK-12 educational enterprise.

EDLD 681 - Research for School Improvement (3)

Expansion of research skills already developed in student's certification area(s). Development, implementation, and reporting of original research required.

Education (Instructional Design & Technology)**IDTE 518 - Research Design and Methodology in Instructional Design (3)**

This course introduces candidates for the graduate degree in instructional design and technology to key issues and concepts in quantitative and qualitative research. Candidates develop skills in research design, location and synthesis of research literature to support line of inquiry, basic statistical methodology, quantitative and qualitative data collection and analyses, and how to prepare a scholarly paper. This course is the pre-requisite for the capstone project in instructional design and technology.

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.

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.

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.

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.

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.

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.

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.

IDTE 575 - Issues and Trends in Instructional Design and Technology (3)

This course explores trends and issues of current and historical significance to instructional design. Readings will include contributions of key scholars, past and present, in instructional design and related fields. Includes analysis of trends and issues to track and predict their impact on the future of the field.

IDTE 599 - Advanced Practices in Instructional Design and Technology (3)

In this capstone course, students create, use, evaluate, and manage effective learning environments, and demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. Students also complete a professional portfolio. Prereqs: IDTE 518, IDTE 550, IDTE 551, IDTE 553, IDTE 556, IDTE 563, IDTE 566, IDTE 570, and IDTE 575.

Education (Organizational Leadership Program)

ORLD 500 - Theories and Models of Organizational Leadership (3)

Examines the theories and models of moral and ethical leadership (e.g., trait, skills, behavioral, and situational leadership approaches; path-goal and leader-member exchange theories; transformational, authentic, servant, adaptive, and inclusive leadership models; concepts of followership, gender and leadership, leadership ethics, and team leadership) along with an understanding of contextual factors that impact approaches to management and leadership.

ORLD 501 - Purpose-Oriented Project Management (3)

Explores principles, tools, and methodologies of strategic project management, being attentive to the human dynamics of goal setting, teamwork, and motivation. Includes designing practical action plans for any problem, idea, or opportunity; aligning project objectives with organizational goals, vision, and strategic intent; clearly communicating project strategies among stakeholders; discovering and eliminating potential pitfalls in advance; organizing and motivating teams for efficient planning; improving working relationships and reducing conflict; and delivering on-target projects that increase performance productivity, and profits. Prereq/Co-req: ORLD 500.

ORLD 502 - Organizational Communication (3)

Examines best practices in sharing information internally and externally, ensuring optimal communication flows that facilitate safety, organizational efficiency, and improved workplace relations. Includes a critical reflection on workplace communication from historical, conceptual, and 21st-century practical perspectives. Prereq: ORLD 500.

ORLD 503 - Culturally Responsive Organizational Leadership (3)

Explores the role of country of origin, cultural history, religion, gender, language differences, workplace traditions and norms, individual and group beliefs, prejudices, and values when leading an organization. Includes a practical framework for culturally responsive decision-making. Prereq/Co-req: ORLD 500.

ORLD 504 - Values-Based Performance Appraisal (3)

Explores the realities and complexities of examining human performance relative to an organization's stated values and using adult learning and development principles to boost employee health, productivity, and satisfaction. Includes attention to defining job performance; tools and approaches for measuring performance; providing formative feedback; and facilitating performance improvement. Prereq: ORLD 500.

ORLD 505 - Trends and Challenges in Organizational Leadership I: Technological Advances (3)

Assesses current and emerging technological developments, trends, and potential challenges (e.g., artificial intelligence, cybersecurity, and breaches, etc.) for the organization. Prereq: ORLD 500.

ORLD 506 - Trends and Challenges in Organizational Leadership II: Planning for the Unexpected (3)

Explores areas and techniques to proactively plan for the unexpected within and across the organization's community. Prereq: ORLD 500.

ORLD 507 - Trends and Challenges in Organizational Leadership III: Striving for Excellence (3)

Researches and weighs the advantages and disadvantages of various responses to current workplace trends and challenges. Includes a focus on moral and ethical responses that characterize leaders who strive for organizational excellence. Prereq: ORLD 500.

ORLD 508 - Practicum in Organizational Leadership (3)

An applied learning experience in an organizational leadership setting in which students learn by directly using knowledge and skills gained as part of their academic course of study. Prereqs: Completion of at least four core courses in this master's degree program.

ORLD 509 - Capstone in Organizational Leadership (3)

Showcases learning progression and insights through critical reflection on coursework, readings, and experiences throughout the organizational leadership degree program. The course will cover adult learning principles, culturally responsive leadership, purpose-oriented project management, organizational communication, and values-based performance appraisal. Prereqs: Completion of at least four core courses in this master's degree program.

Education - Doctoral

EDLD 700 - Foundations of Leadership Studies (3)

This course orients graduate students to the doctoral program in educational and organizational leadership and the skills and competencies necessary for success in coursework and the dissertation. Through the course students will be socialized into what it means to be a doctoral candidate and how their learning should inform the way in which they approach coursework, research, scholarship, and post-doctoral opportunities. Furthermore, the course will provide a foundation for doctoral study from a Christian/biblical foundation that focuses on self-knowledge, character, justice, equity, and moral decision-making.

EDLD 731 - Policy Development and Analysis (3)

Conduct in-depth analyses of legal and policy issues inherent in educational and organizational settings with particular emphasis on political processes and advocacy as the major driving force in the policy-making arena.

EDLD 734 - Leadership Planning (3)

Acquire leadership skills for successful planning strategies such as strategic, improvement, scenario, short-term and long-term planning processes.

EDLD 735 - Ethical and Faith-Informed Leadership (3)

Investigate the intersection of ethical, economic, social, and cultural issues in educational and organizational settings with a focus on faith-informed leadership.

EDLD 737 - Organizational Dynamics and Planning (3)

Investigate emerging organizational theories and leadership applications for short- and long-term planning, organizational improvement, and management of human capital.

EDLD 744 - Trends in Executive Leadership (3)

Explore complex issues and challenges that drive the changing role of educational and organizational leaders at the executive level of administration.

EDLD 745 - Negotiation, Conflict, and Crisis Management (3)

Examine strategies of negotiation and conflict resolution, such as managing organizational issues and conflicts, avoiding litigation, mediating differences, defusing relational crises, dealing with difficult individuals, and handling emergency and crisis situations within the organization.

EDLD 780 - Research Design (3)

Explore the purposes, components, and research paradigms, with attention to strategies to analyze scholarly research studies including meta-analyses stylistic requirements, converting ideas into research questions and design, all with an overall focus on mixed methodology.

EDLD 781 - Foundations of Qualitative Inquiry (3)

Gain knowledge of qualitative research methods by designing and collecting, analyzing, and reporting observations, interviews, and archival information.

EDLD 782 - Foundations of Quantitative Statistics (3)

Explore quantitative procedures and analyses, including descriptive and parametric and non-parametric inferential statistics, through one-way analysis of variance and correlation using a computer software package. Prereq: EDLD 780.

EDLD 794 - Dissertation Seminar I (3)

Focus on the design, writing, defense, and completion of the dissertation proposal. Grading is pass/fail.

EDLD 796 - Dissertation Seminar II (3)

Apply advanced research principles and practices for data collection and analysis. Grading is pass/fail.

EDLD 798 - Dissertation Seminar III (3)

Focus on the writing, final defense, and completion of the dissertation. Grading is pass/fail.

EDLD 799 - Directed Doctoral Study (0)

Support and provide direction to doctoral candidates who have completed all required coursework toward the dissertation. May be repeated a maximum of 6 times. Grading is no credit. Prereq: EDLD 798.

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. Prereq: BUSA 505.

ENTR 546 - Family Business (3)

Study of unique advantages and challenges of family business management. Examines critical issues such as corporate governance and management succession faced by managers in the firm. Will engage in advanced studies in entrepreneurship. Offered: Summer.

ENTR 555 - New Venture Business Planning (3)

Examination of entrepreneurs and their activities. Critical course objective is the development of an entrepreneurial perspective, helping students to understand and evaluate diverse entrepreneurial situations while providing practice responding to those situations. Secondary course objective includes preparation of a first-cut business plan for a new business. Prereq: BUSA 505.

ENTR 597 - Topics in Entrepreneurship (3)

Advanced study in entrepreneurship. May be repeated for a maximum of 9 credits, if topics vary.

Environmental Management

NOTE: The environmental management graduate program follows the calendar of one summer term, one fall term, and one spring term. Unless otherwise indicated, all environmental management (ENVM) courses are offered on rotation.

ENVM 501 - Biological and Environmental Chemistry (3)

Application of chemical and biochemical principles to environmental problems and solutions. Course provides the nonscientist with the necessary chemical/biochemical concepts to assimilate the scientific aspects of environmental management. Required. Offered: Fall.

ENVM 502 - Environmental Law and Regulation (3)

Broad overview of how environmental issues are addressed in legal systems. Examines common law legal remedies and federal, state, municipal, and international environmental regulation through statutes, regulations, ordinances, and treaties. Salient topics include environmental justice and rulemaking by government agencies. Required. Offered: Fall.

ENVM 504 - Basic Toxicology (3)

Examination of the basics of applied toxicology for the non-technician. Course covers experimental toxicology, definitions, biochemical mechanisms, and signs of exposure and insult. Includes an overview of how toxic materials enter the body, how they interact with the body, and how they are eliminated. Students learn specific toxic effects of metals, pesticides, and solvents. Required. Prereq: ENVM 501. Offered: Fall and Spring.

ENVM 505 - Sustainability (3)

Examination of the basic principles of sustainability and how to apply those principles in decision making and green imaging. Students will develop these skills through a group project where they will evaluate the sustainability of an assigned entity (e.g., a company, city government, or organization) and identify recommendations for improving that entity's sustainability and green image.

ENVM 507 - Technology and Management of Hazardous Materials (3)

Review of current technology in storage, handling, and transportation of hazardous materials and wastes. Emphasis on safe, efficient, and legally sufficient management techniques. Includes presentation of methods for identification and classification of hazardous and toxic materials, substances, and wastes; review of spills and specific procedures to prevent incidents and to protect human health and the environment; and examination of OSHA training requirements, packaging and labeling procedures, storage compatibility and capacity, transportation requirements, and legal responsibilities. Prereqs: ENVM 501, ENVM 502, and ENVM 504.

ENVM 508 - Ecotoxicology for the Environmental Manager (3)

Students in ecotoxicology will become familiar with the key concepts of ecology at the individual, population, community, and ecosystem scales, and obtain knowledge of best practices and current advances in evaluating and understanding of the effects of toxicants on plants and animal across a range of scales, from cellular and tissue to ecosystem. Prereq: ENVM 504.

ENVM 509 - Geographic Information Systems (GIS) and Environmental Management Issues (3)

Introduction to the basics of Geographic Information Systems (GIS). Overview of relevant theory, software, hardware, databases, and applications. Trends in GIS technology are examined from the managerial perspective. Examples are drawn from current environmental projects.

ENVM 510 - Environmental Ethics and Values (3)

This course exposes students to the main ethical issues involving the environment, such as the value of nature, climate change, sustainability, over-population, effects of industrialization, animal rights, pollution, impact on the poor, and more. Students learn the major ethical theories and principles and how to apply them (e.g., duty-based ethics, utilitarianism, religious-based ethics, virtue ethics, etc.). The goal is for students to be able to recognize an ethical issue and then reason in an informed and intelligent way to an ethical conclusion. To foster application of the class material, each student selects a particular environmental issue (e.g., water runoff on the Samford campus or toxic waste sites in poor Alabama counties), ethically analyzes it, and then presents a solution to the issue.

ENVM 511 - Advanced GIS for Environmental Applications (3)

Building upon the foundational principles of GIS in ENVM 509, this course guides students in applications of advanced GIS techniques and methodologies, and will leverage other geospatial technologies including remote sensing, geovisualization, and image processing. Students will learn through weekly hand-on GIS assignments, online discussions with peers of geospatial applications from published environmental studies, and completion of an independently conducted final project. Students will be required to collect and analyze real-world datasets. Topics may include spatial overlay and map algebra, spatial statistics, interpretation of satellite imagery, and application of other spatial modeling techniques. Prereq: ENVM 509. Offered: Every semester.

ENVM 512 - Project Management (3)

Examination of basic project management concepts in the context of selecting, developing, and implementing projects to achieve organizational objectives in support of an organization's mission or purpose. Concepts of strategic planning, team leadership, risk management, public relations, and controlling projects will be explored to prepare students to effectively manage projects.

ENVM 513 - Spatial Analysis and Environmental Modeling (3)

Building upon foundational principles of GIS and remote sensing learned in ENVM 509 and ENVM 511, this course guides students through more advanced forms of spatial analysis and use of environmental modeling required by managers and other professionals. Students will gain experience calculating measures of dispersion, identification and analysis of spatial patterns, detection of spatial clustering, determination of habitat suitability, and modeling relationships using various forms of spatial regression. Emphasis will be placed on the use of these tools for decision making in real environmental management scenarios. Prereq: ENVM 509. Offered: Every semester.

ENVM 514 - Wetlands (3)

Introduction to the development, structure, and importance of wetlands, including the background necessary to understand the current controversies concerning wetland protection. Instructional methods include lectures, problem sheets, and field exercises.

ENVM 515 - Conservation and Policy of Endangered Species (3)

A management overview of the study of the evolutionary mechanisms, species concepts, and taxonomic and systematic principles as applied to species-level taxon. Includes examination of how federal, state, and international laws relating to rare, threatened, and endangered species affect the decision-making of environmental managers. Field projects will build skills to identify methods of species endangerment and the protocol for conducting threatened and endangered species field surveys. Regulations that impact business and development are presented through a series of case studies that provide managers with decision-making tools for compliance. The conservation methods and challenges of managing populations of rare and endangered species are also emphasized. Prereq: None.

ENVM 516 - Research (3)

Students pursue a research topic of special interest under the direction of an ENVM faculty member or an outside expert jointly agreed upon by course coordinator and student. This research provides an opportunity for senior graduate students to integrate their knowledge in real-world, problem-solving situations. Prereqs: ENVM 501, ENVM 502, ENVM 504, ENVM 505.

ENVM 517 - Environmental Biomonitoring (3)

This course will provide the student with an introduction to environmental sampling and analysis. Topics include proper field sampling and preservation, legal aspects, traceability, and chain of custody records. Aspects of a quality assurance and quality control program will also be addressed, as well as regulatory water quality and biological monitoring. Field activities will include water chemistry analysis of streams and surveys of biological communities such as algae, fish, and benthic macroinvertebrates. All classes will be held at Samford University's Oak Mountain Interpretive Center. Prereqs: ENVM 501, and ENVM 505.

ENVM 518 - Environmental Litigation (3)

Study of the process of environmental litigation, focusing on the role of an environmental manager, commonly litigated issues, and alternatives to litigation. Prereq: ENVM 502.

ENVM 519 - Natural Resource Management and Policy (3)

The groundwork for the sustainable management of renewable and non-renewable natural resources is outlined in a combination of lecture and field projects. Basic biological methods, models, and techniques that are used to document and manage wildlife populations provide environmental managers with the tools to develop strategic plans in the workplace. The course content provides field opportunities that develop skills in data collection and analysis of wildlife populations. Environmental challenges that occur during the development and extraction of non-renewable mineral and fossil fuel resources are discussed and summarized. Prereq: None.

ENVM 520 - Occupational Safety and Health Law and Policy (3)

Examination of the relationship between federal occupational safety and health statutes to the work environment. Introduces concepts and practical approaches to occupational safety and health, including regulatory agencies, financial and human impact of occupational injuries and illnesses, and workers' compensation. Field trip to local industrial facility is optional. Prereqs: ENVM 502 and ENVM 504.

ENVM 521 - Risk Analysis (3)

Exploration of the risk analysis framework, focusing on its interplay between science and politics as an approach to managing health and environmental hazards. "Risk Analysis" is defined broadly to encompass the interrelated tasks of risk assessment, risk evaluation, risk management, and risk communication. Students are exposed to a synoptic perspective on how environmental problems, goals, and policies are actually shaped in the complex world of competing interests, conflicting ideologies, and incomplete understanding. Prereq: Permission of the instructor.

ENVM 522 - Environmental Economics (3)

Policy orientation to environmental issues, focusing on the economic theory which drives the policy. Emphasis on the strong international thrust which integrates economic development with environmental policy. Prereqs: ENVM 502, ENVM 504, ENVM 505, and ENVM 507.

ENVM 524 - Environmental Geology (3)

Application of geological and hydrogeological principles to environmental management issues including geologic hazards, groundwater and soil assessment, site remediation, and risk assessment. Environmental managers are provided a basic introduction to geologic and hydrogeologic terminology and methods necessary to understand environmental geology as related to management, policy, and applicable regulations. Applications of groundwater modeling, aquifer testing techniques, map reading, groundwater regulations, and the application of geology to current soil and groundwater remediation technology, landfill siting, and wellhead protection are introduced. Prereq: None.

ENVM 525 - Environmental Forestry (3)

Review of the principles of forest ecology and management and the subsequent environmental concerns that occur with various practices. Includes: examination of the historical developments of American forests and comparison of past conditions with current health; study of abiotic and biotic components of forest habitats, including forest soils, productivity, climatic factors, and biological diversity; and discussion of principles of silviculture, including forest regeneration, intensive forest management and best management practices for the control of nonpoint pollution. Students gain a basic understanding of management principles enabling them to balance both economic and environmental forest concerns.

ENVM 526 - Environmental Auditing (3)

Study of the fundamentals of environmental auditing. Topics include elements of the audit process, real estate transfer assessments, waste contractor audits, waste minimization audits, air audits, international audits, and managing and critiquing an audit program. Students are required to perform practical classroom and field exercises individually or in small groups.

ENVM 527 - Environmental Justice and Society (3)

At the center of this course of study is the fundamental assumption that "environmental change is as much a social science as a natural science issue." This course focuses on the reflexive relationship between the environment and society from a sociological perspective with associated societal decisions and policy. Features of the environment produce both constraint and opportunity for human order and activity. Humans construct their environment framed by political, economic, technological, moral/ethical, and socio/cultural understanding and interpretation of the environment. Human values, knowledge and organization are considered powerful influences leading to the tension between exploiting and sustaining the environment. All of these considerations and understandings are further impacted by humans living in a global community where isolationism is virtually impossible when considering the fact that land, air, water, and shelter are considered needs as basic to moral and ethical decisions about human rights. In fact, because of the modern globalized world and the integration of bio systems, we live in a global ecosystem. Moral/ethical considerations will frame much of the discussion and lead to implications for environmental justice and sustainable development within a context of governance that is inclusive of multiple voices. Offered: Fall.

ENVM 529 - Energy and the Environment (3)

Study of the fundamentals of the science of energy and its applications to technology, issues of a global energy policy, and associated environmental regulations including climate change. Includes a comprehensive discussion of the different types of commercially produced energy and the advantages and disadvantages of each type. Offered: Summer.

ENVM 530 - Environmental Management Internship (3)

Supervised internship with a private, public, or non-profit organization with exposure to various aspects of environmental management. Prereqs: ENVM 502 and ENVM 505. Offered: As needed.

ENVM 531 - Environmental Management International Studies (3)

An introduction to environmental management, technology, and policy issues within another country or region of the world. Examination of environmental technologies, practices, and policies that might have beneficial application within Alabama, the United States, or other countries and regions. Domestic and/or international travel required. Offered as needed.

ENVM 533 - Communication in Environmental Management-Professional Presentations and Scientific Writing (3)

The role of communication is to provide information that changes knowledge and behavior. This course provides an introduction to and practice of communication approaches, principles, and strategies that are effective in environmental management and protection. Offered: Fall, on rotation.

ENVM 534 - Research Methods and Techniques (3)

The goal of this course is to develop a comprehensive understanding of how research is conducted in environmental sciences. By the end of the course, students' comprehensive understanding of research in environmental health will include all parts of the research process from development of a research question to execution of a research project to dissemination of scientific findings. In addition to creating a comprehensive understanding of the research process, the course will also cover the controversies and debates that are ongoing within the environmental field. Offered: Spring, on rotation.

ENVM 537 - Water and the Environment (3)

This course is designed to give the student a deeper understanding of the interaction between our use of water resources and the environment we live in. The student will be able to conduct general research and computations around water topics and discuss how these issues affect the environment that we inhabit. A foundation of water properties and the hydrologic cycle will be built early in the course before moving into discussions with a finer focus on human interaction with water and the environment. Current topics in water resources will be discussed to expose students to real problems facing us today and in the future. Offered: Spring, on rotation.

ENVM 538 - Current Topics in Environmental Issues (3)

The course will provide exposure to and discussion of current theoretical topics or research in environmental sciences. Students will read a book of their choosing on a current issue or topic which will be a starting point for more in-depth exploration of that topic. Further insights into the topic will come from the book, the student's own knowledge and expertise, readings from primary literature or other valid sources, and from presentations prepared by the students, either individually or in teams. Offered: Spring, on rotation.

ENVM 539 - You are What You Eat: Agricultural and Environmental Approaches to Sustainable Food and Health (3)

This course emphasizes how the food choices we make every day have profound implications for human health and our environment. We live in a world where undernourishment is a severe challenge for over a billion people, and yet more than a billion and a half people are overnourished or obese. We will discuss the interactions among food, human health, and the environment at the individual scale and at the population scale, with focuses on food security, food production and distribution systems, population pressure, and the economic, historical, and political forces that shape food choices. Offered: Spring, on rotation.

ENVM 540 - Environmental Master's Report Capstone (3)

The objective of this course is to synthesize and apply the knowledge, skills, and values acquired in the core curriculum to an environmental health, policy and management problem. The active use and integration of material from core courses in environmental management informs issues faced by policy analysts and managers. The course also prepares students to critically assess policy and management analysis, and prepares students to produce their own analysis that informs a real world policy or management issue. In preparing the paper, students will be expected to produce high-quality policy and/or management analysis while operating under a tight deadline. Grading is pass/fail. Offered: Spring.

Finance

FINC 514 - Corporate Finance (3)

Study of concepts and skills used in financial decision-making and analysis. Includes valuing assets, determining the cost of capital, calculating the most appropriate leverage and capital structure, understanding the dynamics of international finance, analyzing working capital needs, and forecasting funds flow.

FINC 521 - Managerial Finance (3)

Study of the strategies and tactics of acquiring and applying financial assets, measuring results, and matching requirements with funding sources. Includes coverage of international financial issues.

FINC 523 - Behavioral Finance (3)

Study of the various behavioral barriers to appropriate financial decisions and actions, how these behavioral patterns often conflict with the underlying assumptions of classical finance theory, and how these contradictions can be dealt with most appropriately. Prereq: FINC 514 or permission of the instructor.

FINC 524 - Investments (3)

Focus on the great ideas that have helped to shape modern investment thought and practice. Particular emphasis is placed upon an inquiry into a central theorem of investing: is the market efficient? Throughout the course, practical aspects of individual and institutional investing will also be discussed. The course structure will be a seminar format. Contemporary topics and events will be discussed each week. Prereq: FINC 514.

FINC 525 - Bulldog Investment Fund (3)

Students are selected to participate in The Bulldog Fund, a student-managed investment portfolio. They analyze existing positions, research new investment ideas, present their proposals, and report results to Samford's Investment Committee. Prereqs: FINC 521 and permission of the instructor.

FINC 528 - Financial Markets and Institutions (3)

Study of the various types of financial institutions-banks, insurance companies, and mutual funds-and the regulatory and competitive environment in which they exist. Specific areas addressed include the role of government in financial markets, the changing competitive boundaries of financial services firms, the markets for various financial instruments including money markets, bonds, stocks, futures, options, swaps, foreign exchange, and the measurement and management of risk among financial institutions. Prereq: FINC 514.

FINC 530 - Personal Financial Planning (3)

Provides students with a broad-based knowledge of the key elements of financial planning. Key topics include budgeting, credit issues, taxation, investments, insurance, retirement planning, and estate planning. Course goals include both an understanding of current practice and the development of analytical abilities that should prove useful as options change due to new products, new technologies, and changes in the law. Prereq: FINC 514 or permission of the instructor.

FINC 560 - Treasury Management (3)

This course covers the principals and practices used by corporate finance and treasury professionals to optimize cash resources, maintain liquidity, ensure access to short-term and long-term financing, judge capital investment decisions, and control exposure to financial risk. Prereq: FINC 514.

FINC 570 - Financial Statement Analysis (3)

Analysis of corporate financial reports from a decision-maker's perspective. This course is case-and-applications-oriented and will emphasize the fundamental techniques of financial statement analysis. Building upon a review of accounting and investment concepts, we will cover the analysis (including ratio analysis) and interpretation of financial accounting information including the balance sheet, income statement and statement of cash flows. Additionally, we will examine the use of accounting information in investment and credit decisions, including valuation and debt ratings. Cross-listed as ACCT 570. Prereqs: ACCT 519 and FINC 521, or by permission of instructor.

FINC 594 - Topics in Finance (3)

Advanced study in finance. May be repeated for a maximum of 9 credits, if topics vary. Prereq: FINC 514.

Health Informatics and Information Management

HIIM 501 - Survey of Health Informatics and Analytics Infrastructure (3)

This course covers all of the computer hardware and software elements, along with the network infrastructure designs, necessary for running secure and reliable health informatics and analytics systems. Prereq/Co-req: HIIM 650. Offered: Fall.

HIIM 502 - Electronic Health Records in Diverse Practice Settings (3)

Through lecture and hands-on experience with an electronic health record (EHR) system, this course teaches students the design and application of EHR systems, and the differences encountered in various healthcare practice settings. Prereqs: HIIM 650 and PHLT 500. Offered: Spring.

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. Includes review of 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. Prereq: HIIM 502 and HIIM 653. Offered: Fall.

HIIM 650 - Introduction to Biomedical Informatics and Analytics (3)

This course serves as the introduction to the knowledge base of biomedical informatics and analytics. It provides an overview of the five broad areas of biomedical informatics (translational, clinical research, clinical, consumer health, and public health) and introduces students to a range of topics covered in greater detail in subsequent core courses. Offered: Summer, Fall.

HIIM 653 - Structured/Unstructured Data Design and Analysis (3)

This course introduces the student to the design and use of relational databases, data modeling, data warehousing, clinical data repositories, and data analysis tools, such as SQL and NoSQL. In addition, the course provides an overview of semi-structured and unstructured data analysis (e.g., scanned documents, typed procedural notes, etc.) using tools such as natural language processing, data visualization, and other analysis tools for deriving information from unstructured "Big Data." Prereqs: PHLT 500 and HIIM 650. Offered: Spring.

HIIM 661 - Visual Analytics and Predictive Modeling (3)

This course enhances student capabilities to explore, navigate, analyze, and model data sets using interactive visualizations. Students will additionally learn the theory and taxonomy of predictive models, including applications of these models (e.g., outcome forecasting and classification). Offered: Summer.

HIIM 699 - Health Informatics and Analytics Capstone (3)

This capstone course is an opportunity for students to utilize their training and skills in health informatics and analytics to identify, analyze, solve, and present findings related to a health informatics and/or analytics situation at a working healthcare facility chosen by the student and approved by the advisor. Capstone deliverables include a document given to management of the facility outlining the student's findings and recommendations, and a presentation of the same to faculty. Prereq: Permission of the program director. Offered Spring.

Healthcare Administration

MHCA 500 - Healthcare Systems (3)

In-depth analysis of all aspects of the US healthcare delivery system, including the funding system and regulatory structure. In-depth exploration of the history of healthcare delivery in the United States. Distinguishing factors in the US healthcare delivery system and other global healthcare delivery systems are explored. Offered: Fall.

MHCA 501 - Healthcare Statistics and Research Methods (3)

Examination of complex healthcare issues from a management perspective using decision analysis tools. The course emphasizes data collection, analysis, and interpretation based upon appropriate statistical analysis, evidence-based practices, and scientific research methodology. Offered: Fall.

MHCA 502 - Healthcare Information and Informatics Management (3)

Examination of medical records and applied IT management issues and strategies through the study of health information and health informatics theories, concepts, and practices. Offered: Fall.

MHCA 503 - Healthcare Management (3)

Study of general management knowledge and skills for healthcare professionals to address management needs in healthcare and healthcare delivery organizations. In-depth analysis of the appropriate administrative approaches 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 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)

This course trains students in the skills necessary to lead projects (informatics and others) 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. Prereqs: PHLT 500, plus HIIM 502 and HIIM 650 or MHCA 603 and MHCA 614. Offered: Summer.

MHCA 522 - Healthcare Leadership and Professionalism (3)

In-depth exploration of different leadership styles and theories. This course provides opportunities for students to hone personal skills in both leadership and professionalism. Interaction with professionals from the industry through guest lecturers, workshops, conferences, and networking events. Offered: Summer.

MHCA 600 - Healthcare Patient Safety and Quality (3)

Overview of best practices used to manage the quality improvement efforts of an organization in delivering care. This course focuses on the application of continuous process improvement principles and tools within healthcare organizations. This course provides the requisite knowledge for Yellow Belt Certification. Offered: Fall.

MHCA 601 - Healthcare Ethics (3)

Study of principles and theories of ethics. Emphasis placed on ethical decision making in the context of Christian principles and practices. In-depth exploration of unethical incidents in healthcare management, governance, research, and patient care delivery. Offered: Fall.

MHCA 602 - Healthcare Organizational Dynamics and Governance (3)

Study of organization theory, behavior principles, and concepts of an in-depth understanding on healthcare organizational dynamics. The course examines the governance in healthcare organizations including board composition, member roles and responsibility, ethics, and healthcare governance theories. Offered: Fall.

MHCA 603 - Healthcare Management (3)

This course includes a study of general management knowledge and skills for healthcare professionals to address management needs in healthcare and healthcare delivery organizations. Students will engage in an in-depth analysis of administrative approaches appropriate in private and public sector healthcare organizations. It also integrates management theories, principles, and concepts. Offered: Fall.

MHCA 610 - Healthcare Strategic Management and Marketing (3)

Overview of strategic management concepts, tools, and skills to understand all phases of the process. Emphasis placed on understanding the roles marketing plays in the strategic management of healthcare organizations, and how to identify and address marketing opportunities and problems using a variety of tools and strategies. Prereqs: MHCA 500; MHCA 503 or MHCA 603; and MHCA 510 or MHCA 614. Offered: Spring.

MHCA 611 - Healthcare Administration Graduate Capstone (3)

Examination of the role of healthcare administrators in managing and resolving healthcare organizational issues through the completion of a capstone project. Students utilize knowledge, skills, and behaviors acquired throughout the program to demonstrate mastery of program competencies. Prereq: Permission of the program director. Offered: Spring.

MHCA 612 - Healthcare Administration Graduate Internship (3)

Field-based exploration of knowledge, skills, and behaviors needed to master competencies to become a high performing healthcare manager. May be repeated for a maximum of 6 credits. Prereq: Permission of the program director. Offered: Spring.

MHCA 613 - Healthcare Administration Advanced Leadership Practice (3)

Advanced leadership practice is an option for students who have a minimum of five (5) years clinical or management experience in healthcare to complete a student-developed leadership project instead of an internship under the leadership of a senior healthcare executive as a mentor. The project may be coordinated with the student's current employer but must extend beyond the normal scope of his/her current position. The project must identify specific competencies that will be targeted through the development, execution, and evaluation of the leadership project. A project synopsis, including a mentorship agreement, must be approved by the program director prior to enrolling in the course. Students will not be approved to take the course before completing MHCA 600 and MHCA 601. Prereqs: MHCA 600 and MHCA 601, and/or permission of the program director. Offered: Spring.

MHCA 614 - Healthcare Financial Management and Budgeting (3)

Study of the use of accounting and financial planning in healthcare organizations. Emphasis is placed on the application of finance theory in decision making and problem solving. This course provides a conceptual and practical knowledge of healthcare finance. Offered: Spring.

MHCA 619 - Health Policy and Law (3)

This course is a study of the processes used to create internal and external policy, as well as many key policy issues in healthcare administration. An overview of important healthcare laws that impact the management and administration of healthcare organizations will be included. Cases will be used to enrich students' understanding of the laws and concepts. There will be development of skills and strategies utilizing the analysis and synthesis of policy into daily organization operations. Offered: Spring.

MHCA 621 - Healthcare Human Resource Management (3)

Students will engage in an in-depth exploration of strategic workforce planning and talent management, starting from recruitment and selection to training, performance management, and up to the critical phase of termination. This course will address the full spectrum of human resource management activities, with special emphasis on their impact on organizational efficacy. It will also integrate emerging trends in the field of talent management and workforce development. Offered: Summer. (Formerly MHCA 521)

MHCA 622 - Healthcare Economics (3)

Study of the terminology, principles, and concepts of micro and macroeconomics and how they affect the healthcare market in the U.S. An in-depth analysis of resource management and allocation is explored in relation to the delivery of healthcare in the U.S. This course provides an appreciation for the uniqueness of the healthcare market compared to the free market. Offered: Spring.

MHCA 699 - Independent Study (1-3)

Individualized academic work for qualified students under faculty direction. Opportunity to study a specialized topic not covered in regularly scheduled courses. May be repeated for a maximum of 6 credits. Prereq: Permission of the program director. Offered: Fall and Spring.

Kinesiology

NOTE: See the MSE-FYNT program, under the Department of Teacher Education, for graduate-level KINE courses applicable to the physical education teaching field of the Secondary Education, Alternative Master's (Alt A, Class A Cert) (FYNT) (MSE)

Law - Financial Services Regulatory Compliance

MFRC 510 - Banking Law and Regulation in the U.S. (3)

A survey of U.S. banking law and regulation. Provides students with an overview of the regulatory framework in which banks operate and the laws governing all aspects of bank operations. Legal and regulatory changes and challenges faced by banks since 2008 will be discussed. Offered: Summer.

MFRC 520 - Consumer Protection Laws and Regulations (3)

An in-depth look at the laws and regulations created to protect consumers, particularly the Unfair, Deceptive, or Abusive Acts and Practices (UDAAP), and related Consumer Financial Protection Bureau rules. Offered: Summer.

MFRC 530 - Mortgage and Securities Regulation and Compliance (3)

The first half of the course presents an overview of the mortgage lending process, compliance regulations, and mortgage fraud and prevention. Laws and regulations, including CFPB rules, impacting the mortgage lending and servicing industries, will be addressed. The second half of the course explores the regulatory framework surrounding securities trading and investment management. Offered: Fall.

MFRC 540 - Crime and Compliance: BSA/AML (3)

A study of the laws and regulations created to combat money laundering, terrorist financing, and other fraud. Implications for international banking will be explored. Students will develop a compliance program and plan for enforcement. Offered: Fall.

MFRC 550 - E-Commerce and Payment Systems (3)

An in-depth study of the law and operations of payment systems in the U.S. UCC Articles 3 and 4, as well as other laws and regulations governing payments, will be explored. Operational issues, international considerations, and risk management will also be addressed. Offered: Spring.

MFRC 560 - Compliance Program Management for Banks and Financial Services (3)

An exploration of compliance programs in banks and financial services. Case studies will be used extensively. Students will participate in the creation, implementation, and management of a compliance program. Offered: Spring.

MFRC 570 - Regulatory Enforcement and Risk Management (3)

A study of operational risk assessment and management and its relationship to regulation enforcement. Students will examine current and recent operational failures in the banking industry. Specific strategies and techniques to identify and assess risk will be explored. Offered: Summer.

MFRC 600 - Financial Services Regulatory Compliance Capstone (3)

The culminating course of the master of studies in law in financial services regulatory compliance curriculum. Students will sharpen communication skills as they work with a mentor to produce a unique, well-researched project to present to classmates and colleagues, virtually or on campus. May be repeated for a maximum of 6 credits. Offered: Spring and Summer.

Law - Health Law and Compliance

MHLP 510 - Introduction to Law and Public Policy (3)

Introduction to the American legal system, including its constitutional structures (both as originally conceived and as evolving over time), the “common law” of property, contract, and tort/criminal law; and the rise of legislative and regulatory government. Also covered is the nature of the public policy process. Offered: Fall.

MHLP 520 - Introduction to the Health Care Delivery System (3)

This course facilitates the understanding of the complexity of the healthcare delivery system. Before recommendations can be made on health policy, one must understand and be able to answer questions relative to who is impacted, what is needed, and why. This course familiarizes the student with the system components of healthcare delivery to include health policy, population health, medical care delivery, support for medical care delivery, and the future of healthcare delivery. The roles of patients, providers, insurers, and suppliers will be established. Current healthcare policy initiatives will be explored. Cross-listed as PHLT 520. Offered: Spring.

MHLP 530 - Healthcare Compliance: Laws and Regulations (3)

This course provides students with an in-depth understanding of the laws and regulations applicable to healthcare organizations, the agencies and organizations that create policy and enforce compliance, and the penalties for noncompliance. Specifically, the False Claims Act, Stark Law, Anti-Kickback Statute, Affordable Care Act, CMS regulations, federal income tax, and antitrust statutes will be discussed. An overview of the Federal Sentencing Guidelines and the seven elements of compliance programs will serve as a backdrop for this study of the law. Students will apply their knowledge of these laws and regulations to case studies covering a wide variety of healthcare settings. Offered: Spring.

MHLP 540 - Health Insurance (3)

An overview of health insurance, health insurance regulation, state health reform efforts, and recent proposals in Congress to reform the health care system. The history of the development of health insurance and its theoretical basis, moral hazard, and adverse selection will be examined with an emphasis on economics. The role of managed care and employer sponsored health insurance will be discussed. Government regulation of insurance and the Medicare and Medicaid programs will also be reviewed. A significant part of the course will focus on the impact of the Affordable Care Act on private health insurance markets. Offered: Spring.

MHLP 541 - Healthcare Insurance and Finance (3)

An overview of health care insurance and finance. Provides an introduction to basic finance and accounting tools as well as payment systems. Topics covered include methods and processes for reimbursement, compliance, coding and HIPAA considerations, Meaningful Use, and Recovery Audit Contractors. Offered: Fall.

MHLP 550 - Healthcare Compliance: Programs and Policies (3)

This course will allow students to apply the knowledge of compliance laws and regulations gained during MHLP 530 to the process of compliance program development. Using case studies and real word scenarios, students will have the opportunity to analyze and respond to compliance issues faced by a variety of healthcare settings that can then be applied to the student’s own organization. Students will work in groups to create a compliance program for a fictional company. Prereq: MHLP 530. Offered: Summer.

MHLP 560 - Corporate Ethics in Healthcare (3)

This course is divided into two parts: (1) an exploration of justice in healthcare including issues related to access to healthcare and allocation of resources based on economic evaluation or bedside rationing; and (2) a problem-based approach to common legal and ethical issues encountered by the management team of a healthcare corporation. The first part of the course will be covered during a live long weekend session at the beginning of the summer term. The second part will be covered entirely online during a ten-week summer session. Offered: Summer.

MHLP 570 - Healthcare Privacy and Security (3)

An overview of federal and state health privacy and security laws and regulations including HIPAA and HITECH will be provided with special emphasis on regulatory compliance. HIPAA privacy and security risks, standards and risk management will be reviewed. Security incidents and the breach notification rule will be discussed. Audit controls, integrity, and authentication are also reviewed. Tort liability for unauthorized disclosure will be reviewed along with tort liability for the failure to disclose information about a dangerous patient to third parties. A significant part of the course will focus on the impact of the transition to Electronic Health Records. Offered: Fall.

MHLP 580 - Healthcare Compliance: Investigating, Auditing, Monitoring (3)

This course offers a comprehensive guide to investigating, auditing, and monitoring through the lens of the healthcare compliance officer. Students will learn the practical skills necessary to perform internal investigations, develop procedures for responding to external investigations, and learn when to involve legal counsel in the process. Students will also learn strategies and resources for effective audits and monitoring and how those processes and procedures can benefit the organization. Communication of compliance policies to all constituents, from caregivers to executive management, will be explored. Measuring effectiveness and development and implementation of training and education programs will also be addressed. Prereqs: MHLP 530 and MHLP 550. Offered: Fall.

MHLP 590 - Healthcare Finance (3)

This course provides an overview of the fundamentals of healthcare finance and accounting. Financial and accounting data and processes for planning, cost control, and reporting will be discussed. Particular emphasis will be placed on the compliance implications of financial decision-making in a variety of healthcare settings. Offered: Spring.

MHLP 600 - Patient Safety and Quality Improvement (3)

Students will become familiar with the principles of a high reliability organization (HRO), Just Culture, and how implementation can transform organizational culture to improve care. The importance of inter-professional relationships and team building to create change and sustain improvement are embedded throughout the course. Students will learn how to apply methods to assess the quality of health care using outcomes data. The student will understand the use of information technology, evidence-based literature to improve quality, and methods for risk assessment and safe system design. Cross-listed as PHLT 600. Offered: Spring.

MHLP 601 - Health Law and Policy Capstone (3)

The culminating course of the master of studies in law curriculum. Students will sharpen communication skills as they work with a mentor to produce a unique, well-researched project to present to classmates and colleagues, virtually or on campus. Offered: Spring and Summer.

MHLP 610 - Strategic Management of Healthcare (3)

This course focuses on the three major aspects of strategic management—strategy formulation, strategy implementation, and strategy control. Additionally, a comparison of ten schools of strategic management is explored, along with a categorization of the essential characteristics of strategic planning. Cross-listed as PHLT 610. Offered: Summer.

Law - Higher Education Law and Compliance

MHLC 510 - Higher Education Law and Governance (3)

A survey of the legal and compliance issues facing institutions of higher education. Systems of governance in public and private settings will be explored, including issues unique to non-profit institutions. Compliance responsibilities of faculty, administration, and governing boards will be addressed. Offered: Fall.

MHLC 520 - Data and Privacy in Education Compliance (3)

A study of student privacy laws and regulations in the higher education context. Includes an in-depth look at the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), and the compliance issues associated with each. Offered: Summer.

MHLC 530 - Student Disability Law (3)

A study of §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and other laws and court decisions affecting the education of students with disabilities. Includes an examination of the types of disabilities affecting students in higher education. Includes a thorough examination of the best practices in accommodating students with a variety of special needs. Offered: Summer.

MHLC 540 - Student Rights and Campus Safety (3)

Examination of laws and regulations governing student rights and safety. Particular focus will be on Title IX, The Jeanne Clery Act, and campus police and safety departments. Includes regulatory framework for compliance and policy considerations. Offered: Fall.

MHLC 550 - Creating and Enforcing Policies and Procedures (3)

Examination of college and university policy and compliance program development. Students will create a policy document for one or more campus departments with accompanying plans for training and enforcement. Offered: Fall.

MHLC 560 - Financial Compliance in Higher Education (3)

Study of the many and complex financial rules and regulations that impact higher education institutions. Focuses on Title IV of the Higher Education Act, regulations governing student aid and scholarships, institutional and student eligibility requirements, direct lending requirements, compliance violations and consequences, and regulatory updates. Other financial considerations such as treatment of charitable gifts and endowments will be addressed. Offered: Spring.

MHLC 570 - Compliance Program Management (3)

Focuses on management of the compliance program, development of guidelines for self-assessment and internal audit, and exploration of investigations and corrective actions. Also covered managing and mitigating risk. Offered: Spring.

MHLC 580 - Compliance and Accreditation (3)

A study of the accreditation process and its relationship to university and departmental compliance programs and policies. Examines the relationship between regional accreditation and compliance with federal regulations governing institutions authorized under Title IV of the Higher Education Act, as amended, and other federal programs. Includes an examination of the roles, responsibilities, and ethical considerations for faculty, staff, and administration in the accreditation process. Offered: Summer.

MHLC 600 - Higher Education Law and Compliance Capstone (3)

Culminating course for the master of studies in law degree. Students will work with a mentor to develop a project or paper designed to complement their area of professional interest. Offered: Summer.

Law - Legal Operations

MLPM 510 - Electronically Stored Information I: Introduction (3)

An introduction to electronically stored information with a focus on information governance including identification and preservation. Offered: Spring.

MLPM 520 - Law Firm Accounting and Finance (3)

Introduction to basic financial statements including balance sheets, income statements, and statements of cash flows, as well as assets and liabilities. Students will learn how financial statements are developed from the underlying accounting information of a company, and how basic transactions of a business affect each line item shown on the financial statements. Time and billing will also be addressed. Offered: Summer.

MLPM 530 - Legal Project Management Principles (3)

In-depth study of the guiding principles of modern project management. Addresses principal topics of PMI's Project Management Body of Knowledge (PMBOK). Extensive use of case studies allow students to apply theories to real-world examples. Offered: Summer.

MLPM 540 - Legal Project Management (3)

An overview of legal project management (LPM) resources and tools used in law firms, corporate legal departments, government agencies, and legal outsourcing companies. Topics include engaging the client, planning, budgeting, execution, communications, evaluation, closure, and ethical considerations. Offered: Fall.

MLPM 550 - Legal Technology and Innovation (3)

A study of current and emerging technologies used in law firms including client management, case management, time and billing applications, trial presentation software, and the associated ethical considerations. The relationship between innovation, strategy, planning, and profit will be explored. Offered: Fall.

MLPM 560 - E-Discovery (3)

A study of the legal, ethical, financial, logistical, and procedural considerations surrounding the discovery of electronically stored information. Offered: Spring.

MLPM 570 - Law Firm Management (3)

An examination of leadership and management considerations in the modern law firm. Innovative models for law firms, the role of legal process outsourcing firms, and alternative fee arrangements will be addressed. Offered: Spring.

MLPM 580 - Complex Litigation Management (3)

A study of best practices and decision-making strategies for project managers and others involved in complex litigation. Management of information and communications, discovery, trial, settlement, scientific evidence, and multi-jurisdiction issues will be addressed in the context of complex litigation. Offered: Summer.

MLPM 600 - Legal Project Management Capstone (3)

The culminating course of the master of studies in law curriculum. Students will sharpen communication skills as they work with a mentor to produce a unique, well-researched project to present to classmates and colleagues, virtually or on campus. Offered: Spring and Summer.

Law - Master of Studies in Law

MSLW 515 - Introduction to Law and Legal Procedure (3)

The course will focus upon the process of adjudicating a civil action in the U.S. and the related procedural rules and policies including the major conceptions and foundations of civil procedure. Topics covered will include: the jurisdictional and justiciability doctrines; initiation of a civil action; dispositive motions before trial; discovery; alternative dispute resolution; aggregate actions; trial; and appeal and judgment. In addition, the course will address the major procedural issues regarding the investigation and prosecution of crimes including search and seizure, legal doctrines, privileges, pre-trial release, grand juries, rights to counsel, and rights to a jury and a fair trial. Offered: Fall and Summer.

MSLW 525 - Principles of Business Law (3)

Required core course for students pursuing the master of studies in law degree (MSL). 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 (MSL). Introduces the basic legal skills required for non-lawyers to find, analyze, explain, and apply the law. Students will learn the research and writing processes practicing attorneys use and how to apply them to legal and non-legal settings. Students will develop communications skills, both oral and written, that will assist them in communicating with attorneys, clients, and others. The course will emphasize legal research strategies available via the internet rather than through subscription databases. Offered: Fall.

MSLW 545 - Introduction to Public Policy: Legislation and Regulation (3)

This course provides an introduction to the rise of legislative and regulatory government and the nature of the public policy process. Offered: Spring and Summer.

MSLW 555 - Compliance Program Management (3)

This course will explore the essential elements of a compliance program and best practices for managing one. Students will participate in the creation, implementation, and management of a compliance program. Offered: Spring.

MSLW 565 - Information Privacy and Cybersecurity (3)

This course will provide an introduction to the legal, technical, risk-management, and ethical issues related to information privacy and cybersecurity. Offered: Spring.

MSLW 575 - Business of Law (3)

This course will explore the changing nature of the legal industry and how those changes impact legal operations in a variety of settings. Offered: Summer.

MSLW 600 - Master of Studies in Law Capstone (3 or 4)

The culminating course of the master of studies in law curriculum. Students will sharpen communication skills as they work with a mentor to produce a unique, well-researched project to present to classmates and colleagues, virtually or on campus. Offered: Summer.

Law - Doctoral

LAW 500 - Called to the Bar (0)

Called to the Bar is designed to introduce first-year students to the legal job market and aid them in developing the skills necessary for long-term professional growth. Students will create a professional portfolio with a résumé, cover letter, reference page, and writing sample, and have the opportunity to engage with practicing attorneys through a variety of networking events, including mock interviews. The course has several interactive workshops with the goal of helping law students find jobs, seek promotions, and develop the skills to meet their professional goals at Cumberland and beyond. Other specific topics covered include networking, interviewing, professional dress and etiquette, social media and e-communications, and personal narratives. Offered: Fall.

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)

An introduction to 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 - Legal Research and Writing I (3)

This course is the foundational course in legal research, reasoning, and writing skills in the context of objective analysis necessary to give sound advice. Students will learn how to identify specific legal issues for analysis; find the legal authorities relevant to those issues; apply the rules stated in those authorities to specific facts; predict the likely resolution of the issues by a court in a particular jurisdiction; and communicate legal analysis in written memoranda that meet professional standards. Among other exercises, students will draft and revise office memoranda predicting how courts would decide various legal disputes.

LAW 513 - Legal Research and Writing II (3)

This course continues foundational instruction and practice in legal research, reasoning, and writing skills but with a focus on persuasion and advocacy. Students will become familiar with the civil litigation process, from initial pleadings through final judgment and appeal; practice issue spotting, legal research, and application of legal rules to specific facts to develop persuasive arguments to support a client's position; and present persuasive arguments in written motions and briefs. Among other exercises, students will draft and revise a motion to dismiss, a motion for summary judgment, and an appeal brief, and will present an oral argument.

LAW 517 - MCL Legal Research and Writing (2)

Required course for the MCL program. This research and writing course will be limited to Masters of Comparative Law students. The course will offer the fundamental principles of legal analysis and legal style, as well as research methodology in the American legal system. Students will be required to write an objective memorandum and a persuasive document, as well as examine stylistic implication of written opinions and legal documents in the American legal culture.

LAW 522 - Constitutional Law I (2)

A study of the basic principles of constitutional law with primary focus on the U.S. Constitution. Topics include judicial review, the distribution of governmental powers in a federal system with emphasis on federal commerce, taxing, and foreign affairs powers; intergovernmental relations, separation of powers within the federal government; and individual liberties with emphasis on the due process and equal protection clauses.

LAW 523 - Constitutional Law II (3)

A study of the basic principles of constitutional law with primary focus on the U.S. Constitution. Topics include judicial review, the distribution of governmental powers in a federal system with emphasis on federal commerce, taxing, and foreign affairs powers; intergovernmental relations, separation of powers within the federal government; and individual liberties with emphasis on the due process and equal protection clauses.

LAW 524 - Evidence (3)

A study of the rules governing evidentiary admission and exclusion, and the policies underlying the evidentiary system. Topics include sufficiency of evidence and order of proof, relevancy, judicial notice, real and documentary evidence, hearsay, competency, presumptions, privileges, impeachment, and rehabilitation of witnesses.

LAW 526 - Business Organizations (4)

A study of agencies, 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)

An introduction to federal taxation of wealth transfers, including the Federal Gift Tax and the Federal Estate Tax. Students will develop the background necessary to advise clients on sophisticated estate planning techniques in a trusts and estates or tax practice. The course covers topics such as what constitutes a taxable gift, when the gift is complete and taxable, the annual exclusion from gift tax, the gross estate subject to estate tax, the taxability of certain property in the estate (joint interests, retained interests, annuities and death benefits, powers of appointment, and life insurance), and credits and deductions (including marital deduction and charitable deduction planning). In some versions of the course, students may be introduced to the generation-skipping transfer tax, advanced charitable or marital planning issues, and/or income taxation of trusts and estates. Prereqs: None, although Decedents' Estates and Trusts and Federal Income Tax are useful background.

LAW 607 - Corporate Finance (3)

An examination of the legal and financial factors affecting the manner in which business firms obtain needed capital. Topics include valuation, classes of security, capital structure, dividend policy, and mergers and acquisitions.

LAW 608 - Bankruptcy (3)

This introduction to bankruptcy and debtor-creditor law covers topics such as: enforcement of money judgments outside of bankruptcy, commencement of bankruptcy cases, bankruptcy court jurisdiction and procedure, the automatic stay, property of the bankruptcy estate, exemptions, secured and unsecured claims, avoidance of transfers, executory contracts, distribution of property, dismissal and conversion of bankruptcy cases, and discharge of debts in bankruptcy. Prereq: Secured Transactions (LAW 533) or permission of the instructor.

LAW 609 - Partnership Taxation (3)

An in-depth study of the federal taxation of partners and partnerships including formation, operation, and liquidation of partnerships. Prereq: Federal Income Taxation I (LAW 668) or permission of the instructor based on the student's background in tax. Co-req: Federal Income Taxation II (LAW 668) or permission of the instructor based on the student's background in tax.

LAW 610 - Business Planning (3)

A planning and problem course in corporate, partnership and limited liability company law and their taxation, along with accounting and securities law issues. The course may include writing or drafting exercises, at the discretion of the instructor. Co-req: Business Organizations (LAW 526), 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)

This course focuses on the basic elements of residential real estate transactions. Topics include the formation, performance, and closing of the real estate contract; assuring good title; and financing the real estate purchase. Practical exercises are included.

LAW 617 - Advanced Legal Research (2)

Advanced Legal Research seeks to equip students with the skills needed to effectively and efficiently locate legal information. Through lectures, research exercises, and other activities, students will learn how to use various research techniques to identify and navigate a wide range of primary and secondary legal information resources. The class does not emphasize issue analysis or advocacy. Instead, the primary focus of the class is to foster an understanding of which legal research resources to use, how to use those resources, and when to use them. Offered: Fall and Spring, as needed.

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.

LAW 619 - International Business Transactions (2 or 3)

An introductory course focusing on the problems involved in international business transactions. Topics include agreements for the international trading of goods; uses of letters of credit; international dispute resolution; tariffs; non-tariff trade barriers; restrictions on exports; restrictions on technology transfers; foreign direct investments; expropriations; extraterritorial application of antitrust laws; and bribery of foreign officials.

LAW 620 - Securities Regulation (3)

An introductory course focusing on the federal regulation of securities. Coverage includes registration requirements for initial public offerings, exemptions from registration, antifraud liability, including Rule 10b-5, and insider trading. Prereqs: Business Organizations (LAW 526) or permission of the instructor.

LAW 621 - Patent Law (2 or 3)

A comprehensive review of basic patent law. Coverage includes the types and nature of patents, how to read a patent, patentability requirements, the patent protection process, the protection afforded by a patent, and the limits of that protection.

LAW 622 - Equitable Remedies (2 or 3)

A study of the impact of traditional equity jurisdiction upon the United States legal system. The course focuses upon the forms of equitable relief, including the specific equitable remedies of injunctions, specific performance, rescission, reformation, and restitution.

LAW 623 - Scientific Evidence (3)

This course will examine evidentiary problems associated with the admission of scientific and other types of expert opinion testimony. The course will provide an in-depth examination of the Daubert and Frye standards and will cover selected forensic techniques including the chain of custody.

LAW 624 - Public Law Process (2 or 3)

An introduction to statutory and regulatory law. Topics include the process of legislation; current approaches to statutory interpretation, the justifications for, and limitations of, government regulation; the techniques of regulation; and the procedural requirements for regulatory agency action. Offered only in the summer term for entering students.

LAW 625 - Government Regulation of Business (3)

This course will focus on those areas of the economy that are comprehensively regulated by governmental authority. The pertinent economic and legal questions are considered along with the role of the administrative process.

LAW 626 - Municipal Courts (3)

A study of the municipal court system, concentrating on such issues as jurisdiction, administration, personnel, courtroom procedure, judgment and sentencing, driving under the influence cases, criminal misdemeanors, and violations.

LAW 627 - Accounting for Lawyers (2)

A brief introduction to bookkeeping and accounting concepts for non-accountants, followed by a critical analysis of generally accepted accounting principles and auditing standards as applied to problems arising in a legal context.

LAW 629 - Copyright Law (2 or 3)

This course serves as an introduction to copyright law. Topics include: the constitution and copyright; requirements of copyright; copyright formalities; the idea-expression dichotomy; useful article doctrine; rights of copyright ownership; duration and scope of copyright protection; defenses, including fair use and constitutional defenses; remedies; justifications for copyright; and public policy difficulties. The course would provide significant coverage of the Copyright Act.

LAW 630 - Introduction to Business Concepts (3)

A major role of being an attorney is making decisions for yourself, for your firm, and in conjunction with your clients on client matters. Introduction to Business Concepts is a skills-based course to help improve your decision-making and client advising skills, and to understand your and your client's business issues. To make business decisions or advise clients on making business, personal or political decisions, lawyers need a working knowledge of accounting, economics and finance. Introduction to Business Concepts is a problem-based course introducing basic concepts in accounting, finance, economics, and analytical methods. The course is geared toward students who have no significant business background or courses. Students who majored in English, history, or political science, for example, may benefit greatly from the course. Business, accounting, or economics majors, on the other hand, should not enroll. The course may help students appreciate upper division courses better as well as be helpful in legal practice. It is recommended a student take the course in the second year.

LAW 633 - Entertainment Law (2 or 3)

Entertainment Law provides an overview of the body of law associated with the entertainment industries, concentrating on music publishing and commercial recording, literary publishing, motion pictures, television, and emerging media. The course will focus on aspects of copyright law, personal rights, negotiation of entertainment agreements, and entertainment law cases.

LAW 635 - Nonprofit Organizations: Law and Governance (2 or 3)

Nonprofit Organizations: Law and Governance focuses on the regulation of nonprofit organizations and on best practices in governance principles. Topics covered include the commercial versus charitable purposes of the nonprofit organization, ownership and use of assets, the fiduciary obligation of the board of directors or trustees, investment responsibilities, conflicts of interests, ethical considerations, determining organizational mission and vision, strategic planning, fund development, and regulation of charitable solicitations. Recommended preparation: Business Organizations

LAW 636 - American Law Practice and Procedure (ALPP) (2 or 3)

American Law Practice and Procedure (ALPP) focuses on the core legal topics to further develop critical analysis, reasoning, and thinking skills. Topics covered include criminal law and procedure, civil procedure, constitutional law, contracts, evidence, torts, and real property. With an emphasis on practice and procedure in these areas of law, students build skills necessary to understand and advocate in the American legal system. The course increases knowledge of the law and analysis and reasoning skills to advocate with policies and procedures in mind and to advance the legal profession.

LAW 637 - Legislation (2)

This course examines the process whereby legislatures and executives enact statutes; common methods of judicial interpretation of statutes—including plain meaning, canons of construction, and use of legislative history; and issues relating to administrative agencies' interpretations of statutes. Students will practice close reading of statutory provisions and devising arguments based on available methods of interpretation.

LAW 638 - Financing Real Property Transactions (2)

Exploration of the basic elements of construction, development, and permanent financing that is secured by commercial real estate. This course also examines the commercial real estate finance transaction from a practitioner's viewpoint and will cover the laws governing such transactions. It will also cover the normal documentation used in real estate finance transactions, as well as the negotiation skills, title insurance, remedies, and other facets of a loan secured by commercial real estate.

LAW 639 - Taxation of Nonprofits Organizations (2 or 3)

Taxation of Nonprofit Organizations explores the federal income tax consequences of operating as a tax-exempt entity. Topics include organization under state law to qualify for federal tax-exempt status, maintaining tax-exempt status, private inurement issues, private and public benefit mandates, allowed and disallowed commercial activities, excess benefit transactions, lobbying activities, unrelated business income tax, charitable deductions and contributions, and special rules applicable to private foundations. Prereq: Federal Income Tax I (LAW 668). Prereq/Co-req: Federal Income Tax I (LAW 668).

LAW 640 - Public Health Law (2 or 3)

An overview of legal, ethical and policy issues arising from attempts by the government to protect and promote public health. Topics include state action to track and control diseases, privacy and confidentiality of health information, discrimination against persons with disabilities, health system reform proposals, and research on human subjects.

LAW 641 - Estate and Trust Administration (2 or 3)

In Estate and Trust Administration, students focus on what a lawyer does once an estate or trust is in the administration process (after death or after funding of the trust). The course is divided into two units: Estate Administration and Trust Administration. In the unit on Estate Administration, students will learn about the probate process, from filing letters testamentary to probating the will to rendering a final accounting. In the unit on Trust Administration, students will learn the role of a trustee throughout the process of overseeing the trust, from funding and investment to distribution and termination, with an emphasis on fiduciary duties. In some versions of the course, students may receive an introduction to the tax implications and tax filing requirements that arise during the administration of a trust or an estate. Prereq: Wills, Trusts, and Estates (LAW 540).

LAW 642 - Civil Litigation Analysis (2 or 3)

Students in this course will conduct thorough critical studies of actual appellate case files in order to gain practical litigation skills. Students will identify factual and legal issues; apply and evaluate concepts such as jurisdiction, waiver, and timelines; identify and evaluate common mistakes; and critique and edit briefs. Grades will be based on weekly or bi-weekly written assignments and on class participation.

LAW 644 - Damages (3)

A course focusing on the general principles of damages. Topics include nominal, compensatory, and punitive damages; measurement of damages; speculative or remote damages; aggravation or mitigation; and general and special damages.

LAW 645 - Sports Law-Amateur Sports (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)

Topics covered in this course include professional liability, institutional liability, medical product liability, informed consent, and proposals for reforming the tort system.

LAW 653 - Health Law Transactions (2)

This course will introduce students to the key legal and practical concepts that arise in selected health law transactions. While the specific transactions studies may vary as health care evolves, potential topics include healthcare mergers and acquisitions, joint ventures, and other business transactions. By the end of the course, students should have acquired (1) practical skills applicable to organizing, negotiating, and drafting deals and (2) a basic understanding of the state and federal regulatory framework that applies to health law transactions.

LAW 655 - Corporate Taxation (3)

A course focusing on the federal taxation of corporate formations, reorganizations, operations, distributions, and adjustments of capital structure. Co-reqs: Business Organizations (LAW 526) and Federal Income Tax I (LAW 668) or permission of the instructor.

LAW 656 - Information, Technology, and the Law (2 or 3)

Information, Technology, and the Law examines several areas of law that have been impacted by the information revolution, including intellectual property law, unfair competition, unfair business practices, free speech, privacy, the right to accuracy of information, and the right to access to information. The course will specifically focus on how the law has and is continuing to develop in relation to access to and control of digitized information, including computer software, content published on the internet or in other digital media, databases, and entertainment software (e.g., video games). As this course deals with a rapidly developing area of the law, the course will focus heavily on policy considerations.

LAW 657 - Alabama Civil Litigation Practice and Procedures (2)

A study of motion practice, pleading, and trial procedure in civil actions in Alabama.

LAW 658 - Health Care Delivery Systems (3)

The topics covered in this course will include tax exempt status of non-profit health care providers, private health insurance, government health care programs, rationing of health care, competitive and regulatory approaches to cost containment, and antitrust issues.

LAW 659 - Media Law (2 or 3)

Media Law covers First Amendment issues such as the law governing press access to judicial proceedings, government documents and meetings, and tort law, including defamation, invasion of privacy, emotional distress, and trespass. It also encompasses statutory and administrative regulations that affect the mass media. This course is ideal for anyone interested in pursuing a career in media law or working as general counsel for a media client, or for those interested in surveying the various laws relevant to the media and understanding these laws through the lens of a media lawyer.

LAW 660 - Federal Courts (2 or 3)

A study of the role of the federal courts of the United States. The course will focus upon an analysis of the constitutional and legislative foundations of the judicial power, 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 affect 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. Recommended Prereq: LAW 540 (Wills, Trusts, and Estates).

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 or 3)

The determination of guilt or innocence through the process of adjudication, with emphasis on constitutional and statutory limitations that assure fairness in the process. Topics include initiation of formal proceedings, bail, discovery, severance, speedy trial, plea bargaining, jury trial, former jeopardy, and effective assistance of counsel. Prereqs: None, although students may find Criminal Procedure I useful background.

LAW 667 - Labor Law (2)

An overview of labor relations and social problems including a study of the regulation of the employer-employee relationship in the context of various forms of group conflict and organizational activity. Topics include rights and duties of individuals and institutions in labor relations; concerted activity, including strikes, picketing, and boycotting; negotiation and enforcement of collective agreements; and employee-union relations.

LAW 668 - Federal Income Tax I (3)

An introduction to federal income tax principles. Topics include gross income and possible exclusions from gross income, deductible and nondeductible expenses, and capital expenditures.

LAW 669 - Federal Income Tax II (2 or 3)

A continued introduction to federal income tax principles. Topics include special provisions related to property transactions, such as characterizations of transactions, capital gains and losses, non-recognition events, and loss limitations. Prereq: Federal Income Tax I (LAW 668).

LAW 670 - Natural Resources Law (2 or 3)

This course explores the tensions between ecological limitations and economic development; the challenges and different types of resource scarcity; and the search for the proper locus of resource management. The course encourages the student to explore solutions that may be socially painful but are necessary to overcome market incentives and promote environmentally short-sighted management. It also examines the critical role of values in natural resource management choices. The course will emphasize resources particularly important in the southeastern United States which include wildlife and biodiversity; protected natural, historically, and cultural lands, forests, minerals; and the increasingly contentious issue of water use.

LAW 671 - Oil and Gas Law (2)

The study of the nature and protection of various interests in oil and gas mineral estates including the conveyancing of interests. The course will review the laws and regulations relating to the production, processing, and transportation of oil and gas.

LAW 672 - Advanced Evidence: Motions and Objections (2)

This course gives students the opportunity and challenge of applying the rules of evidence in the same fashion as practicing lawyers: via written motions, oral argument, and courtroom objections. This course involves participation in simulations during class sessions and substantial research and writing outside of class sessions. Topics include relevance, character evidence, hearsay, and expert testimony. Prereq: LAW 800 (Basic Skills in Trial Advocacy) is recommended but not required.

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 675 - Sports Law: Professional Sports (2)

The study of sports law is an interdisciplinary exercise. Sports Law: Professional Sports incorporates aspects of contract, antitrust, labor, constitutional, torts, administrative and criminal law. The study of sports law as it relates to amateur, collegiate, and Olympic sports incorporates aspects of each of these unique and diverse practice areas (as well). However, the regulation of professional sports is disproportionately focused upon revenue distribution between labor and management. The legal history of free agency is a vital component of the conflict between labor and management. Furthermore, the historical progression of free agency is directly linked to the increased popularity and financial expansion of professional sports leagues worldwide. Offered: Fall and Spring, as needed.

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 680 - Art of Persuasion (2)

No matter the setting, advocates must persuade. Drawing from theater, journalism, public speaking, and social science, students learn techniques to help turn any presentation into a command performance. Students learn the critical impact of story, body language, body placement, and voice on their intended message. The objective of the course, which does not replace Trial Advocacy courses, is to enhance students' presence through increased awareness and command of their bodies and voices as instruments of advocacy. Although the course focuses on legal advocacy, the skills acquired are transferable to other environments such as new business presentations, client meetings, and negotiations.

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, Harter Act and Carriage of Goods by Sea Act, salvage, general average, collision, charter parties, personal injuries, marine insurance, and limitation of liability.

LAW 686 - Administrative Law (3)

A study of legislative authority and administrative agencies with special emphasis upon the administrative process and judicial review.

LAW 687 - Juvenile Justice (3)

A study of the basic principles of juvenile court procedures from the time of detention to final disposition.

LAW 688 - Sea, Ocean, and Coastal Law (3)

This course examines the legal structures which bind nation states in their international relations concerning maritime matters. The course material augments admiralty and maritime shipping law by its focus on major maritime zones recognized in international law. These zones include the territorial sea, contiguous and exclusive economic zones, the high seas, and the continental shelf. Other areas considered are the rules relating to sea uses, marine pollution, military use, deep seabed mining, and fishing.

LAW 692 - Trademark and Business Torts (3)

A survey of the law of unfair competition and business-related torts, with special emphasis on the law of trademarks. The trademark section covers the basic principles of trademark protection and infringement, registration under the Lanham Act, and practical aspects of trademark practice. Other topics include torts of commercial disparagement and false advertising, Federal Trade Commission regulation of advertising, tortious interference with business relations, and trade secret protection and infringement. The relation between unfair competition law and the federal statutory regimes of intellectual property, patent, and copyright, will be considered.

LAW 693 - Workers' Compensation (2)

A comprehensive study of Workers' Compensation Acts and the court decisions interpreting their provisions.

LAW 696 - Intellectual Property (2 or 3)

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: LAW 668 (Federal Income Tax I).

LAW 701 - Cumberland Parole Project Clinic (3 or 4)

This course is a legal clinic partnering with Redemption Earned. In the clinic, students will represent clients of Redemption Earned who are prisoners seeking parole and/or access to work release. Students will learn the process for parole and will (1) screen clients who seek parole; (2) review records of the Department of Corrections to determine whether a prisoner poses a risk to the public; (3) plan re-entry services for potential parolees; and (4) prepare for and argue parole cases before the Alabama Parole Board. In addition, students will assist Redemption Earned with its WIN Project by removing detainees and holds that are keeping prisoners from entering the work-release program.

LAW 702 - Cumberland Innocence Clinic (2-5)

This course focuses on the law and practice of challenging wrongful convictions in Alabama cases. In the course, students will read post-conviction cases and articles, review substantive legal claims, research procedural avenues of relief, investigate facts and interview witnesses, and file pleadings for prisoners trying to vacate, set aside, or correct non-capital convictions and sentences based on claims of factual innocence. Students will develop advocacy skills, communicate with clients, interview witnesses, spot and evaluate issues, research claims, and write legal memoranda and pleadings. Class meetings will vary between typically instructional formats, case updates, drafting, and group problem-solving. May be repeated for a maximum of 7 credits. Offered: Summer.

LAW 703 - Employment Discrimination (2 or 3)

An in-depth survey of employment discrimination law. Particular emphasis is placed upon the practical aspects of litigating and advising clients regarding federal and state laws and regulations respecting discrimination based upon race, color, sex, religion, and national origin under Title VII of the Civil Rights Act of 1964, as amended; race and alien-based discrimination under 42 U.S.C. § 1981; disability discrimination under the Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973, as amended; and age discrimination under the Age Discrimination in Employment Act of 1967 as amended and the Alabama age discrimination law. Students will also consider affirmative action obligations under the discrimination laws and under executive order 11246, as amended; employee selection and testing issues; and disability management issues. This course is a hands-on experience; we talk about how something will sound in a pleading, how a witness should be prepared to handle certain questions, how a termination decision is made, what goes into accommodating a disability, and similar topics.

LAW 704 - Advanced Writing Skills for Lawyers (2)

The purpose of this course is to improve legal writing and analysis skills. To accomplish that goal, students will draft pleadings, pretrial motions, office memoranda, other documents, and a brief in support of summary judgment. In-class editing exercises reinforce the instruction in effective writing and analysis. The course, in several ways, will mimic the law firm clerking experience. In order to facilitate feedback and personal instruction, the course will be limited to 10 students.

LAW 705 - Jefferson County Public Defender Capital Defense Clinic (2-4)

This clinical course is taught with the Jefferson County Public Defender's Office, a state agency that represents indigent defendants in capital and non-capital cases at trial and on direct appeal. Students will assist public defenders on a variety of legal issues facing persons charged with capital murder or already convicted of capital murder. In the Capital Defense Clinic, students will assist the public defenders in a capital case with tasks including research, case management, client and witness interviewing, investigation, hearings, pleas, jury selection, trial, and sentencing. The course has a classroom component of law and procedure and legal writing and a fieldwork component. Students will be supervised by the professors and attorneys in the office. Students are requested to have no other daytime employment during this clinic. May be repeated for a maximum of 6 credits. Offered: Fall, Spring, and Summer.

LAW 706 - Veterans Legal Assistance Clinic (2-5)

This course will teach students to assist veterans and their families in a variety of civil and administrative, litigation and non-litigation matters, including credit and related financial matters, housing, family law, expunging criminal convictions, and wills. Students will attend class and, under attorney supervision, handle

weekly out-of-class casework including volunteering at the Veterans Help Desk at the VA Hospital in Birmingham, AL, working with reentry programs, and at local Veterans Treatment Courts. Students may also be responsible for legal research for cases before the U.S. Court of Appeals for Veterans Claims as needed. May be repeated for a maximum of 7 credits. Offered: Fall and Spring.

LAW 707 - Jefferson County Public Defender Criminal Appeals Clinic (2-6)

The Criminal Appeals Clinic is taught in partnership with the Jefferson County Public Defender's Office, a state agency that represents indigent defendants in capital and non-capital trials and appeals. The clinic will teach students how to represent a client in a direct appeal of a criminal conviction from beginning to end. The semester will focus on appellate brief-writing and oral argument. Outside of class, students will work in pairs representing criminal defendants in their direct appeals under the Jefferson County Public Defender's Office's supervision. In addition to the seminar on appellate law and persuasive writing, students will have weekly meetings to discuss and work on cases outside of class. May be repeated for a maximum of 6 credits. Offered: Spring and Summer.

LAW 708 - Race and American Law (2)

This course covers basic concepts of the now enormous body of civil rights law that was designed to redress the victims of racial discrimination in America. The course, through discussion and understanding of the role law has played, will explore civil rights statutes and judicial decisions through the use of hypothetical problems. The problems will be contemporary situations that a lawyer would face in his/her practice in such areas as public facilities, fair housing, fair employment, and interracial sex and marriage. Final grade is based on class advocacy and a 10-page final paper.

LAW 709 - Voting Rights (2)

This course will examine the history of the voting rights struggle. Specifically, it will explore the Voting Rights Act of 1965, which some legal scholars have said is one of the most far-reaching pieces of civil rights legislation ever passed by Congress.

LAW 710 - Arbitration (2 or 3)

This course will cover: the Federal Arbitration Act and its preemption of state law, contractual issues, the arbitrability of various claims, procedural issues, judicial review of arbitration awards, and the variety of arbitration contexts.

LAW 711 - State and Local Taxation (2)

Coverage will include the basic categories of state and local taxes, including sales and use taxes, property taxes, franchise taxes, and income taxes. Topics addressed will include recurring issues, such as the impact on entities doing business in more than one jurisdiction and the role of state constitutional law.

LAW 712 - Jury Selection (2)

This course focuses on the substantive law relating to jury selection as well as the art and science of jury selection. Prereq: LAW 800 and instructor permission. Offered: Fall and Spring, on rotation.

LAW 714 - Deposition Skills and Technology (3)

This course focuses on developing the skills required to prepare and conduct depositions. Prereq: LAW 600 and instructor permission. Offered: Fall and Spring, on rotation.

LAW 717 - Alabama Constitutional Law and History (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 JD 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 JD DEGREE.

LAW 722 - Research Writing Seminar (1 or 2)

Members of the Cumberland Law Review may enroll in this course to complete their law review writing requirement under the guidance and supervision of a Cumberland faculty member. The faculty member will provide guidance in selecting a topic and researching and writing the paper, will assure that the project's length and depth is commensurate with the amount of academic credit awarded, and will assign a grade. To enroll, students must make arrangements with a member of the faculty and submit a completed Law Review Writing form to the Office of Law Student Records. May be repeated four times for a maximum of 8 credits.

LAW 724 - Practicing Law In-House (2 or 3)

This course provides an overview of the body of law and practical concerns associated with the in-house counsel. Concentrating on the differences between in-house attorneys and outside attorneys, the course will address topics such as the following: identifying the client for in-house counsel representing different private, public, and governmental entities; evaluating the attorney-client privilege and how it affects daily practice; identifying, assessing, and mitigating risk; managing regulatory compliance; managing litigation from the client's perspective; handling governmental investigations; and protecting yourself from personal civil or criminal liability. The course has no prereqs, but students may find LAW 546 (Professional Responsibilities). The course will briefly touch on employment law, advertising, intellectual property, and corporate law.

LAW 728 - Economic Analysis of Law (3)

An introduction to the economic theories relevant to legal problems. The course examines theories that attempt to explain common law and statutory developments as the application of basic economic rules. A paper is required.

LAW 733 - Trial Journal Writing Seminar (1 or 2)

Members of the American Journal of Trial Advocacy may enroll in this course to complete their journal writing requirement under the guidance and supervision of a Cumberland faculty member. The faculty member will provide guidance in selecting a topic and researching and writing the paper, will assure that the project's length and depth is commensurate with the amount of academic credit awarded, and will assign a grade. To enroll, students must make arrangements with a member of the faculty and submit a completed Trial Journal Writing Seminar form to the Office of Law Student Records. May be repeated four times for a maximum of 8 credits.

LAW 735 - Torts II (3)

This course will address an array of basic torts topics that are not addressed at length in first-year torts. Specifically, it addresses defamation, invasion of privacy, and misrepresentation. At the discretion of the instructor, it may also address premises liability, claims for mental distress, claims for economic loss, liability for the acts of others, claims based on intentional interference with business relations, and nuisance.

LAW 736 - Sales (2 or 3)

This course emphasizes the portions of Uniform Commercial Code Article 2 (sales) not ordinarily covered in the Contracts course. This course may also cover some or all of the following: international sale of goods; leases of goods; licenses of computer information, sales of real estate, and related topics.

LAW 738 - Local Government Law (2 or 3)

This course considers legal issues that arise out of the operation of city and county governments and that affect nearly every lawyer's practice. Topics include state and federal constitutional law, administrative law, land use regulation, civil rights, and tax law. Some attention will be given to the phenomenon of competition between local governments for new investment capital and new residents.

LAW 743 - E-Discovery and Digital Evidence (2)

This course will focus on the application of the discovery portions of the Federal Rules of Civil Procedure and the Federal Rules of Evidence to information that is stored electronically. As we move toward becoming a paperless society, courts are grappling with the application of old rules to the new medium of computers. This course will begin with a basic discussion of computer technology with particular emphasis on data storage. The class will continue with an overview of the discovery sections of the Federal Rules of Civil Procedure and then discuss the application of those rules to electronically stored information. The discussion will include proposals to change the Federal Rules of Civil Procedure to make them more responsive to the paperless world. The course will end with a discussion of issues relating to the admissibility of evidence in electronic form.

LAW 744 - Endangered Species Act Seminar (2)

This course begins with a brief introduction addressing the various scientific, social, and economic arguments relating to why individual species may need special legal protection. After a basic overview of how the Endangered Species Act actually operates to protect endangered and threatened species, the course then examines in detail the history of species protection laws in the U.S., culminating with the enactment in 1973 of the Endangered Species Act, together with its subsequent amendments to the present date. Finally, the course analyzes the function and operation of each of the most significant provisions of the act within the context of existing case law and current legal debates. Students in this course participate by individually completing a series of interactive exercises and learning modules monitored by the professor, and by engaging in a series of mostly asynchronous dialogues with other students in the course and moderated by the professor. Students are graded by their performance on weekly exercises and discussions, together with a written final examination.

LAW 745 - Bioethics and the Law (3)

A survey course covering issues related to the interaction between the emerging field of bioethics and the legal system. These include issues related to human reproduction, death and dying, and utilization of resources in a managed care environment. Specific topics related to human procreation include the legal and medical aspects of medically assisted reproduction, prenatal testing, genetic counseling, childbirth, abortion, and contraception. Specific topics related to death and dying include withdrawing and withholding life-sustaining medical treatment, advance directives, active euthanasia, assisted suicide, and medical decision-making regarding premature and disabled newborns. Specific topics related to utilization of resources in managed care include: the ethical obligations of a health plan physician; futile treatment; and a comparative perspective on health care rationing with a particular focus on the British National Health Service and the Canadian provincial health care plans. The course will include a review of relevant cases and statutes as well as the consideration of clinical case studies.

LAW 746 - Business Drafting (S) (2)

This course is devoted to the drafting of documents. It is taught in five successive and separate components of 5 to 6 hours each, each component dealing with a separate subject. Topics include the drafting of wills and trust agreements; contracts; UCC documents; and deeds, mortgages, and leases. The course also examines the substantive background of the documents. Enrollment is limited.

LAW 750 - The Business of Law (2 or 3)

This course is designed to provide students with information and resources relating to the practical aspects of beginning a law practice. It is targeted towards students who are considering opening their own law practice either as a solo practitioner or with others. It complements, but should not overlap, the offerings in the current Law Office Practice and Management. As contemplated, the course does not include a doctrinal law component, although some aspects of doctrinal law in relevant areas (e.g., information and material on considerations attendant to leasing office space would likely touch on various substantive law aspects of landlord-tenant law and obligations etc.) would be incorporated into the course modules. Grading is pass/fail.

LAW 751 - Legal Research Teaching Assistant I (1 or 2)

A course for students serving as Caruthers Fellows for the Legal Research and Writing Program. Participants are selected by the faculty of the Legal Research and Writing Program.

LAW 752 - Legal Research Teaching Assistant II (1 or 2)

A course for students serving as Caruthers Fellows for the Legal Research and Writing Program. Participants are selected by the faculty of the Legal Research and Writing Program.

LAW 754 - Law of the European Union (2)

An introduction to the law of the European Union, including law-making in the union; dispute resolution of economic issues arising in the union; and sovereignty issues facing the member nations.

LAW 755 - Shakespeare and Trial Advocacy (2 or 3)

This seminar course explores the intersection of three related disciplines—Shakespearean studies, dramatic techniques, and trial advocacy. The premise of the course is that effective trial advocacy draws on and can be enhanced by techniques illustrated in Shakespearean courtroom scenes. The objective of the course is to provide students with a practical sampling of the dramatic and linguistic riches available for use in the courtroom. The course is not contemplated to overlap with Basic or Advanced Trial Advocacy courses. It does not involve the use of case studies, other than selected courtroom scenes from the Shakespearean canon. Previous exposure to Shakespeare is not a prereq, nor are acting skills.

LAW 765 - Selected Topics in Comparative Law (1 or 2)

This course provides a comparative study of two or more nations' approaches to specified legal topics. The topics vary from year to year and will be announced by the instructor in advance. May be repeated for a maximum of 12 credits.

LAW 766 - Select Topics in International Law (2)

This course focuses on selected topics relating to international law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 769 - Selected Topics I (1 or 2)

This course is a seminar used for topics that may vary from year to year. May be repeated four times for a maximum of 8 credits.

LAW 770 - Selected Topics in Civil Procedure (2)

This course focuses on selected topics relating to civil procedure. The topics vary from year to year and will be announced by the instructor in advance.

LAW 771 - Selected Topics in Contract Law (2)

This course focuses on selected topics relating to contract law. The topics vary from year to year and will be announced in advance by the instructor.

LAW 772 - Selected Topics in Criminal Law and Procedure (2)

This course focuses on selected topics relating to criminal law and procedure. The topics vary from year to year and will be announced by the instructor in advance.

LAW 773 - Selected Topics in Evidence Law (2)

This course focuses on selected topics relating to evidence law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 774 - Selected Topics in Property Law (2)

This course focuses on selected topics relating to property law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 775 - Selected Topics in Tort Law (2)

This course is a seminar designed to explore some of the current issues in tort law. The class will address existing case law and principles, but is primarily concerned with whether, or how, those principles can be or are being extended to address changing social norms and advancing technology. Topics may include, but are not limited to, the current state of tort reform, fraud, selected defamation and privacy issues, business torts such as interference with contract, prospective advantage, unfair competition and injurious falsehood, the intersection of contract and tort in life-support and fertility cases, family immunities theories in non-traditional families, tort liability for fraudulent conception, the appropriate role of loss of chance theories in tort law, current issues in drug manufacturer liability, the law of affirmative obligations, social justice and economic theory, and assessing risk in tort law. This is a paper class.

LAW 777 - Selected Topics in Business Organizations (2 or 3)

This course focuses on selected topics relating to business organizations. The topics vary from year to year and will be announced by the instructor in advance. May be repeated for a maximum of 8 credits.

LAW 778 - Thesis (4)

For MCL Students Only. Grading is pass/fail.

LAW 779 - Selected Topics in Commercial Law (2)

This course focuses on selected topics relating to commercial law. The topics vary from year to year and will be announced by the instructor in advance. May be repeated for a maximum of 10 credits.

LAW 780 - Selected Topics in Constitutional Law (2)

This course focuses on selected topics in constitutional law. The topics vary from year to year and will be announced by the instructor in advance.

LAW 781 - Selected Topics in Dispute Resolution (2)

This course focuses on selected topics relating to dispute resolution. The topics vary from year to year and will be announced by the instructor in advance.

LAW 782 - Technology for the Practice of Law (1)

This course is for law students who plan to go solo or practice law within a small firm as well as those who will practice in larger law firms. Students will leave at the end of the semester with a greater knowledge of how to promote themselves, use technology in a variety of ways, and be more prepared for the practice of law. Subjects covered include apps, software/hardware, social media/marketing, security, and the obligation to be competent in technology. Offered: Fall.

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. Prereq: LAW 524.

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 the student's performance on simulated negotiation exercises.

LAW 802 - Christian Conciliation (1)

A study of Christian conciliation, a faith-based approach to resolving disputes through application of biblical conflict resolution principles and processes, including mediation and arbitration. Other faith-based approaches will be discussed for comparative purposes, but the predominant focus will be on Christian conciliation. Students will participate in simulations and be required to prepare a paper. In addition to the scheduled class sessions, simulations may be done on designated evenings in the latter part of the semester. Grading is pass/fail.

LAW 803 - Mediation Advocacy (2)

This course provides an introduction to settlement analysis and the mediation process as well as in-depth instruction and training on how to represent clients effectively in mediation. In addition to assigned reading, lectures, and discussion, the course will include observation of actual mediations, written assignments, participation in mock mediations, and a final examination.

LAW 804 - Advanced Skills in Trial Advocacy (3)

Advanced Skills in Trial Advocacy will be a limited enrollment course for students who are seriously committed to developing sophisticated advocacy skills. The course will emphasize practical advocacy skills in a courtroom setting, as well as the integration of modern technological resources to enhance presentation to a jury. Rather than teaching the mechanics of trial advocacy, this course will focus on more advanced trial techniques involving legal and factual analysis and application of the rules of evidence. Videotaping with review and critique will be used as a primary method of instruction. The key purposes of the course

are to develop the ability to reduce a large number of complex facts into a coherent, comprehensible presentation, and develop mental agility in dealing with issues of law and fact in a real time public setting. Prereq: Basic Skills in Trial Advocacy (LAW 800) and approval of instructor.

LAW 805 - Mediator Practice (2)

Students in this course will receive mediator training and will study mediation theory, mediator strategies and techniques, and mediator ethics. In addition, students will mediate and co-mediate actual disputes under the supervision of a qualified mediator. Grades will be based on students' written assignments, presentations, class participation, and mediation performance.

LAW 820 - Appellate Advocacy I (C) (3)

This course provides in-depth instruction and training in appellate advocacy, emphasizing both written and oral skills. The skills involved include analysis, research, synthesis of legal and scholarly authorities, writing, making strategic decisions, meeting deadlines, and speaking effectively. Grading will be based on written assignments, oral arguments, and participation.

LAW 821 - Advanced Appellate Advocacy (2)

Advanced appellate advocacy is designed to reinforce and improve students' brief writing and oral argument skills. The seminar will focus on assessing realistic outcomes on appeal, issue selection, improving persuasive writing techniques, and analyzing recorded oral arguments. Students will also deconstruct and rewrite two of their own (previously written) persuasive legal arguments. There is no prereq for this course.

LAW 824 - Pre-Trial Practice (3)

A problem-oriented course focusing on the preparation of a civil case for trial. Topics include initial interview, informal discovery, drafting of pleadings, conduct of formal discovery, motion practice, and preparation of a trial book.

LAW 829 - Law Office Practice and Management (2 or 3)

A study of various management and planning techniques applicable to the economic aspects and client relationships of a law practice. Limited to 32 students per section. Students cannot drop the course after validation day.

LAW 840 - Cumberland National Trial Team (2)

The Cumberland National Trial team is Cumberland's nationally ranked competitive mock trial team that participates in a series of regional and national trial advocacy competitions each year. All team members must participate in a summer boot camp that includes training in preparation of opening statements, direct and cross-examination, closing argument, and evidentiary objections. Team members are assigned each semester to a particular tournament involving either civil, criminal case, or professional responsibility cases, where they will work on case analysis and preparation, opening statement and closing argument, drafting of examinations and evidentiary motions, and research of evidentiary and legal issues. May be repeated for a maximum of 8 credits. Grading is pass/fail. Offered: Fall and Spring.

LAW 844 - National Moot Court Team (1)

The Cumberland National Moot Court team is Cumberland's appellate advocacy team that participates in a series of regional and national appellate advocacy competitions each year. Team members are selected at the end of the spring semester for the following year. Team membership is a year-long commitment with team members earning 1 credit each semester (for a total of 2 credits for the year). All team members must participate in a summer boot camp that includes training in aspects of brief writing and oral argument. Team members are assigned each semester to a particular tournament where members will work on case analysis, research of legal and evidentiary issues, brief writing, and oral argument. May be repeated for a maximum of 4 credits. Grading is pass/fail. Offered: Fall and Spring.

LAW 905 - Judicial Observation (1)

Students sign up to work within the office of a state court judge. Students are required to work a minimum of 56 hours and submit the following written work: a statement of goals at the beginning of the semester, a weekly report of hours with narrative description of activities, submission of a research paper, and a reflection essay. Grading is pass/fail.

LAW 906 - Externship I (1)

Students enrolled in any externship must also enroll in this class component. This externship class will meet one hour each week. The class will address some substantive topics; negotiation, trial, and other lawyering skills; professionalism and ethical issues; communication with supervisors, clients and others; workplace problems; and other issues applicable to all externs. Classes may have break-out sessions to address specific topics relevant to particular types of placements. Students enrolled in the externship class will submit written work, including the following: a statement of goals at the beginning of the semester; a weekly report of hours with narrative description of activities; submission of a research paper; a reflection essay; and others assigned by the instructor.

LAW 907 - Externship II (1)

This class component is required should a student choose to enroll in a second externship. The class has the same requirements as Externship I.

LAW 908 - Judicial Externship I (2)

Externship with a federal judge. Membership on American Journal of Trial Advocacy, the Cumberland Law Review or other evidence of superior writing skills is required. Students are required to work a minimum of 120 hours in the placement. Grading is pass/fail.

LAW 909 - Judicial Externship II (2)

Second semester of Judicial Externship. Grading is pass/fail.

LAW 910 - Corporate Externship I (2)

Externship placement with a corporate legal office. Students are required to work a minimum of 120 hours in the placement. Grading is pass/fail.

LAW 911 - Corporate Externship II (2)

Second semester of Corporate Externship. Grading is pass/fail.

LAW 912 - Litigation Externship I (2)

Externship placement in a litigation office such as a district attorney's office, a public defender's office, the Legal Aid Society, and Legal Services of Metro Birmingham. Students are required to work a minimum of 120 hours in the placement. Prereqs: Students must be certified under the Alabama Rule for Legal Internship and have completed Basic Skills in Trial Advocacy. Grading is pass/fail.

LAW 913 - Litigation Externship II (2)

Second semester of Litigation Externship I. Grading is pass/fail.

LAW 914 - Government Agency Externship I (2)

Externship placement in a government agency such as the U.S. Attorney's Office, IRS, National Labor Relations Board or the Equal Employment Opportunity Commission. Students are required to work a minimum of 120 hours in the placement. Students may not drop U.S. Attorney or IRS externships. Grading is pass/fail.

LAW 915 - Government Agency Externship II (2)

Second semester of Government Agency Externship. Grading is pass/fail.

LAW 916 - Public Interest Externship I (2)

Externship placement in an approved public interest organization. Students are required to work a minimum of 120 hours in the placement. Grading is pass/fail.

LAW 917 - Public Interest Externship II (2)

Second semester of Public Interest Externship. Grading is pass/fail.

Management

MNGT 532 - International Management (3)

Graduate-level case-based course highlighting management issues encountered by companies when they conduct business overseas.

MNGT 535 - Human Resources and Organization Management (3)

Examines the strategic, planning, and organizational issues associated with managing people in different and complex organizations. Upon completion, students will be able to understand the challenges of managing the staffing process within businesses.

MNGT 540 - Project Management (3)

Offers an overview of generally accepted project management concepts to provide students with a foundation of project-related terms, processes, dynamics, and outcomes. Course topics will correspond with industry standards and prepare students for the projectized environments prevalent in today's complex, virtual, and global organizations. Offered: Summer.

MNGT 545 - Organizational Change (3)

This is a practical course that addresses the issues, basic theories, and methods associated with proactive organizational change in contemporary organizations. Participants will be exposed to a number of organizational issues including, but not limited to, the need for change, why organizations change or fail to change (e.g., organizational readiness, resistance), and how change helps organizations become more competitive and profitable. Discussions will also explore the role of leadership in change, how leaders effect change, and the critical role of communication in impacting change.

MNGT 561 - Strategic Management (3)

Study of strategic management and policy-making processes that provide direction, unity, and consistency to overall organizational action. Integrates learning experiences from required courses in the curriculum by concentrating on decisions made at the senior management level. To be taken in the final semester prior to graduation. Prereqs/Co-reqs: ACCT 519; BUSA 505, BUSA 533, BUSA 551, BUSA 552; ECON 520; FINC 521; MNGT 535; and MARK 541.

MNGT 591 - Topics in Organizational Behavior (3)

Advanced study in organizational behavior.

MNGT 596 - Topics in Human Resources (3)

Advanced study in human resources.

MNGT 598 - Topics in Organizational Leadership (3)

Advanced study in organizational leadership.

Marketing

MARK 516 - Consumer Behavior (3)

The objective of this course is to examine basic concepts and research evidence useful in the analysis and understanding of consumer behavior. Although valuable for a variety of personal and societal purposes, the main application of the material will be toward marketing management. This knowledge is important because marketing strategy development must incorporate a thorough knowledge of buyers as its cornerstone. Offered: Summer.

MARK 541 - Marketing Strategy (3)

Review of the planning and execution of marketing strategies designed to facilitate the exchange of goods and services in a global environment in seminar format. Through case study, lecture, and team-based projects, students examine marketing management issues that arise due to cultural, economic, political, legal, financial, and technological differences among nations. Prereq: BUSA 505.

MARK 542 - International Marketing (3)

Provides a global approach to the study of current marketing management issues faced by both goods and service-producing industries. The course focuses on understanding myriad economic, social, and cultural differences among countries today. It addresses the economic and political implications of international trade, foreign investment, and ethical issues faced by companies operating globally.

MARK 592 - Topics in Marketing (3)

Advanced study in marketing. Prereq: BUSA 505.

Music - Church Music

MUSC 5115 - The Church at Worship (3)

Explores theological, historical, and practical dimensions of Christian worship, examining issues related to the planning and implementation of worship on the Lord's Day in various Christian traditions. Particular attention devoted to the liturgical functions of music. Cross-listed with WRLD 5100. Offered: Fall, on rotation.

MUSC 5125 - Singing the Faith (3)

Survey of the history and practice of congregational song, with primary focus on texts and secondary attention to functional use of music. Application of this literature in the design and leadership of worship. Offered: Spring, on rotation.

MUSC 5135 - Music as Theological Expression (3)

Explores theological and philosophical assumptions undergirding the practices of music in Christian faith and worship. A variety of models are considered. Cross-listed with WRLD 5500. Offered: Fall, on rotation.

MUSC 5145 - Worship Arts in the Church (3)

Explores theological, pastoral, and artistic frameworks undergirding the practices of arts ministry in Christian faith and worship. Cross-listed with WRLD 5600. Offered: Spring, on rotation.

MUSC 5155 - Performance Document (2)

This discipline-based course explores significant research on topics related to the student's applied area of study, concentration, and coursework. Prereq: MUSC 5300. Offered: Spring.

MUSC 5160 - Congregational Song (4)

Survey of the history and practice of congregational song, with primary focus on texts and secondary attention to functional use of music. Application of this literature in the design and leadership of worship. Offered: Spring, on rotation.

MUSC 5165 - Graduate Thesis in Church Music (2)

The graduate thesis is an integrative and culminating project of the master of music in church music degree. It provides students the opportunity to carefully and reflectively integrate their coursework with their particular musical, theological, and pastoral interest. This course is taken for two semesters and is guided by a church music faculty mentor. May be repeated for a maximum of 4 credits. Offered: Fall and Spring.

Music - Conducting

MUSA 5160 - Composition (1)

Students acquire compositional skills through applied lessons, practice, and performance. May be repeated for a maximum of 4 credits. Offered: Fall and Spring.

MUSC 5221 - Seminar in Choral Conducting (2)

Integrated study of score analysis, choral styles, rehearsal techniques, and conducting gesture. Permission of the instructor is required. Offered: Fall, on rotation.

MUSC 5230 - Seminar in Instrumental Conducting (2)

Advanced studies in instrumental conducting. Offered: Spring, on rotation.

MUSC 5240 - Graduate Conducting (2)

Advanced study of score analysis, rehearsal techniques, and conducting gestures. Special projects assigned according to student's development and interests. May be repeated for a maximum of 4 credits. Offered: Fall and Spring.

Music - Music Education and Pedagogy

MUSC 5000 - Graduate Theory Review (0)

Review of music theory from late Renaissance to the present with focus on chromatic harmony through part-writing and analysis. Offered: Fall.

MUSC 5300 - Research in Music (3)

Study of bibliographical material and research techniques in music. Offered: Spring.

MUSC 5310 - Curriculum and Teaching in the Elementary School (3)

Survey of methodologies and techniques for teaching elementary age children. This course is designed for graduate music education students pursuing the master of music education degree (alternative master's 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 (alternative master's 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 (alternative master's program). Offered: Fall.

MUSC 5340 - Diversity and Learner Development in Music (3)

Teacher candidates will engage with principles of learning including, but not limited to, cognitive, linguistic, social, emotional, physical, cultural, and economic dimensions. Teacher candidates will engage with topics included, but not limited to, social-emotional learning (SEL); culturally relevant/sustaining teaching (CR/ST); and issues of diversity, equity, inclusion, and access (DEIA) as they relate to music teaching and learning. This course includes a field experience component. Offered: Fall, on rotation.

MUSC 5341 - Advanced Music Teaching and Technology (3)

This course will focus on the development of practical strategies for implementation within music classrooms and studios of all types and will cover effective teaching strategies using music technology. Topics include computer-assisted instruction, notation software, internet, and digital media/multimedia use in music teaching and learning. Students in the Alt-A masters' program must complete an internship teaching assignment. Offered: Fall, on rotation.

MUSC 5342 - Music for Exceptional Learners (3)

Provides graduate students in music education with foundational knowledge related to teaching exceptional children including but not limited to IDEA, IEP, and 504 plans. Additionally, graduate students will explore learning styles of exceptional children, and the methods and materials needed to provide these students with musical experiences in the classroom. Emphasis will be placed on developing musical skills with special learners. Students in the Alt-A masters' program must complete an internship teaching assignment. Offered: Fall, on rotation.

MUSC 5343 - Music Reading Instruction: Methods and Materials (3)

Overview of methods and materials for music reading instruction. Emphasis placed on connections between language and music reading. Involves weekly sessions and individual projects. This course is designed to provide graduate students with the tools to provide instruction in both music and English language literacy. Students will familiarize themselves with elementary concepts of literacy, authentic reading integration for the secondary classroom, and strategies for integrating both into music classroom settings. Offered: Fall, on rotation.

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 in Music (2)

This course, designed for graduate students in music, will engage participants in the processes of using assessment to inform instruction. Participants will become familiar with, design, and implement multiple methods of formal and informal assessments. Participants will also become familiar with, and design, differentiated assessment, evidence-based instruction and technology tools, and methods for designing, adapting, and selecting appropriate assessments for a variety of music teaching and learning scenarios. Offered: Fall.

MUSC 5391 - National Board Professional Teaching Standards for Music I (3)

Study of aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, this course addresses the standards for National Board certification while incorporating the essential knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. Offered: Fall.

MUSC 5392 - National Board Professional Teaching Standards for Music II (3)

Continuation of the study of aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, this course addresses the standards for National Board certification while incorporating the essential knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. Prereq: MUSC 5391. Offered: Spring.

MUSC 5399 - Student Teaching Grades P-12 (6)

Supervised teaching experiences. Offered: Fall and Spring.

MUSC 5597 - Curriculum Integration of Music Technology (3)

Introduction to the practice of technology in music. Includes hands-on experience with computer notation, sound sequencing, audio podcasting, and short film editing. Prereq: Permission of the instructor. Offered: Summer, on rotation.

MUSC 5620 - Seminar in Vocal Pedagogy (2)

Development of a sophisticated understanding of vocal function, together with effective patterns of studio teaching and application of research skills to this discipline. Offered: Fall.

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

This course is designed to acquaint graduate music students with current methods and materials in teaching and their practical applications. This course will provide insights on business practices for music teachers and an introduction to the latest pedagogical methods, music teaching technology, and apps that aid in teaching lessons. Offered: On rotation.

MUSC 5640 - Piano Pedagogy Materials and Methods (2)

This course is an examination and evaluation of standard teaching literature for intermediate and early advanced piano students that is available to the piano teacher. Offered: Fall, on rotation.

MUSC 5642 - Contemporary Trends in Piano Pedagogy (2)

Provides fundamental knowledge on advanced and substantive topics needed by 21st-century artist-teachers. Offered: Fall, on rotation.

MUSC 5650 - Organ Pedagogy (2)

Introduction to pedagogical techniques that enable students to teach organ to persons who already have basic keyboard skills. Offered: Fall, on rotation.

MUSC 5660 - Piano Pedagogy Laboratory Program (3)

This course is designed for graduate students to receive practical application of pedagogy skills and to broaden their experience in individual and/or group piano instruction. Prereq: MUSC 5640. Offered: Spring, on rotation.

MUSC 5662 - Special Studies in Music Education (2)

Directed, independent studies in music education.

MUSC 5663 - Special Studies in Music Education (3)

Directed, independent studies in music education.

MUSC 5664 - Special Studies in Music Education (4)

Directed, independent studies in music education.

Music - Music History and Literature**MUSC 5100 - Graduate Musicology Review (0)**

Review of musicology and music history with research focus tailored to students' interests and goals. Offered: Fall.

MUSC 5400 - History and Application of Performance Practices (3)

Study of vocal and instrumental performance practice in historical context. Students explore primary sources, engage in research, apply the principles to problems of musical performance and pedagogy, and present their findings in a public forum. Offered: Fall, on rotation.

MUSC 5421 - Seminar in Vocal Literature (2)

Study of the vocal repertoire of representative composers from Europe, the United States, and South America. Offered: Spring, on rotation.

MUSC 5422 - Survey of Choral Literature (2)

Study of choral forms and literature from c. 1450 to the present. Offered: Spring, on rotation.

MUSC 5430 - Survey of Symphonic Literature (2)

Study of major developments in symphonic literature, with emphasis upon major contributors and their compositions. Offered: Spring, on rotation.

MUSC 5440 - Investigations in Piano Literature (3)

Advanced inquiry and presentation of major and minor contributors to piano literature and their compositions. Although the focus is the Western cultivated tradition, non-Western music is also included. Offered: Spring, on rotation.

MUSC 5450 - Survey of Organ Literature (2)

Study of major contributors to organ literature and their compositions. Offered: Spring, on rotation.

MUSC 5462 - Topics in Music History (2)

Courses offered by music professors based on an in-depth study of a particular topic. Offered: Fall and Spring, on rotation.

Music - Music Theory 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.

MUSC 5725 - Opera Birmingham Internship (0)

This course is an internship with Opera Birmingham. Responsibilities include soloist and ensemble performances, as well as the opportunity to understudy

leading roles with the company. Coaching with guest singers, pianists, conductors, and managers throughout the semester. This course allows students to pursue their career interests in a professional setting and provides an opportunity to build professional networks. May be repeated four times. Grading is pass/fail. For students in the master of music in vocal performance program. Offered: Fall and Spring.

Music - Performance-Related

MUSC 5699 - Graduate Recital (0)

Certification of completion of graduate performance recital. Registration for this requirement should be done the same semester the recital will be given. Grading is pass/fail.

Music - Worship Leadership

WRDL 5000 - Introduction to Worship Studies (2)

Introduction to the academic study of worship and worship leadership. Through an examination of liturgical practices and pastoral philosophies, students are introduced to an academic approach to worship studies, including an introductory consideration of liturgical theology, history, and the pastoral dimension of worship leadership. Offered: Fall.

WRDL 5050 - The Worship Leader as Pastor (3)

A study of the many and varied roles and relationships of the worship leader. Special emphasis is placed on exploring the role of worship leader as a pastoral figure in the local congregation. Considers the capacity for pastoral leadership in the foundational responsibilities and duties of the worship leader, with attention to resources from various disciplines including biblical studies, theology, psychology, and family systems theory. Offered: Fall.

WRDL 5100 - The Church at Worship (3)

Explores theological, historical, and practical dimensions of Christian worship, examining issues related to the planning and implementation of worship on the Lord's Day in various Christian traditions. Particular attention devoted to the liturgical functions of music. Cross-listed with MUSC 5115. Offered: Fall, on rotation.

WRDL 5200 - Principles and Practices of Worship Design (3)

Study of liturgical, theological, pastoral, and musical principles that shape the corporate worship life of congregations. Emphasis on the practice of architecting, leading, and appraising worship services and their design. Offered: Spring.

WRDL 5300 - Principles of Administration for the Worship Leader (2)

Explores the regular work rhythms of the worship leader in administering the needs of a congregational worship ministry. Attention given to various worship ministry models and aims to familiarize students with fundamental principles of worship administration, including goal setting and achieving, organization and scheduling, financial processes, programming, social media usage, delegation, human relations, group dynamics, and personnel supervision. Offered: Spring, on rotation.

WRDL 5350 - Theological Foundations for Christian Worship (3)

Examination of biblical and theological foundations for Christian worship. Cultivation of biblically grounded, theological toolkits to approach various practices, theories, and perspectives on worship and worship leadership. Offered: Spring, on rotation.

WRDL 5400 - The Musical Practices of Worship (2)

Study of the practical leadership of music in worship in various liturgical contexts. Explores the historical origins and present-day practices of the church's song and develops the functional skill set required to design and lead various songs effectively. Offered: Fall.

WRDL 5450 - Contemporary Issues in Christian Worship (3)

Exploration of contemporary issues impacting worship and worship leadership today. Emphasis on theological, philosophical, and cultural issues that shape the corporate worship life of congregations. Offered: Fall.

WRDL 5500 - Music as Theological Expression (3)

Explores theological and philosophical assumptions undergirding the practices of music in Christian faith and worship. A variety of models are considered. Cross-listed with MUSC 5135. Offered: Fall, on rotation.

WRDL 5600 - Worship Arts in the Church (3)

Explores theological, pastoral, and artistic frameworks undergirding the practices of arts ministry in Christian faith and worship. Cross-listed with MUSC 5145. Offered: Spring, on rotation.

WRDL 5700 - Leading from the Platform (2)

A study of the resources, skills, strategies, and techniques used to enable the best practices of worship leadership in a particular congregational context. Particular attention will be given to Scripture presentation, congregational prayer, training lay worship leaders, public speaking, and other context-specific liturgical practices. Offered: Spring, on rotation.

WRDL 5800 - Worship Leadership Thesis Project (2)

The thesis project is an integrative and culminating project of the master of arts in worship leadership degree. It provides students the opportunity to reflectively and creatively integrate their coursework with their particular musical, theological, and pastoral interest. This course is guided by a worship leadership faculty mentor. Offered: Spring.

Music - Ensembles

MUSC 5720 - University Chorale (0-1)

Performs a cross-section of quality literature in major concerts and university events each year. May be repeated for a maximum of 4 credits. No audition is required.

MUSC 5721 - A Cappella Choir (0-1)

Performs both regionally and internationally, as well as for important university functions throughout the year. May be repeated for a maximum of 4 credits. Auditions for membership in the A Cappella Choir are held before July 1.

MUSC 5723 - Samford Opera (0-1)

Performance of operas and operettas. May be repeated for a maximum of 4 credits. Audition only, open to any major. Offered: Fall or Spring.

MUSC 5724 - Opera Workshop (0-1)

Study of stagecraft related to opera and other forms of music theatre, including basic acting and movement. Students will workshop and perform short selections from operas, plays, and musicals. Open to all music majors and musical theatre majors. May be repeated for a maximum of 4 credits. Non-majors need to request an interview with the instructor. Offered: Fall or Spring.

MUSC 5730 - Wind Ensemble (0-1)

Performance of appropriate wind ensemble works from all areas. For advanced students. May be repeated for a maximum of 4 credits. Auditions are held at the beginning of each semester. Offered: Fall and Spring.

MUSC 5731 - Orchestra (0-1)

Performs standard orchestral literature, operas, oratorios, concerti, and musical theatre shows. May be repeated for a maximum of 4 credits. Admission by audition only.

MUSC 5732 - Graduate Chamber Ensemble (0-1)

Chamber ensemble groupings of varying combinations including, but not limited to, Jazz Ensemble, Bells of Buchanan, Percussion Ensemble, etc. May be repeated for a maximum of 4 credits. Grading is pass/fail.

MUSC 5739 - Marching Band (0-1)

Performs at home football games and away games as needed. May be repeated for a maximum of 4 credits. Offered: Fall.

MUSC 5750 - Worship Arts Ensemble (0-1)

A versatile ensemble that collaborates to perform music, dance, drama, and visual art from diverse worshiping traditions in service to the church. May be repeated for a maximum of 4 credits. By audition only, open to any major. Offered: Fall and Spring.

MUSC 5751 - Campus Worship Team (0-1)

A vocal and instrumental ensemble that plans and leads worship for the campus community. May be repeated for a maximum of 4 credits. By audition only, open to any major. Offered: Fall and Spring.

Music - Performance Instruction

Credit for performance study is consistent with the National Association of Schools of Music minimum standard of three hours of practice per week for each credit. For performance study, the first number of the course indicates classification level (1000-Freshman, 2000-Sophomore, 3000-Junior, 4000-Senior, 5000-Graduate) while the second number indicates the amount of course credits: i.e., MUSA 5111 Violin (1); MUSA 5251 Piano (2); MUSA 5357 Voice (3).

MUSA 5111 - Violin (1)

MUSA 5113 - Viola (1)

MUSA 5115 - Cello (1)

MUSA 5117 - String Bass (1)

MUSA 5119 - Harp (1)

MUSA 5120 - Percussion (1)

MUSA 5121 - Trumpet (1)

MUSA 5123 - Trombone (1)

MUSA 5125 - French Horn (1)

MUSA 5127 - Tuba (1)

MUSA 5129 - Euphonium (1)

MUSA 5131 - Saxophone (1)

MUSA 5133 - Flute (1)

MUSA 5135 - Oboe (1)

MUSA 5137 - Bassoon (1)

MUSA 5139 - Clarinet (1)

MUSA 5151 - Piano (1)

MUSA 5153 - Organ (1)

MUSA 5157 - Voice (1)

MUSA 5179 - Classical Guitar

Music - Class Instruction

Students acquire a working knowledge of each family of instruments.

MUSC 5931 - Class Strings (1)

MUSC 5932 - Class Woodwinds (1)

MUSC 5933 - Class Brass (1)

MUSC 5934 - Class Percussion (1)

Nursing - Nurse Anesthesia

NUNA 602 - Advanced Physical Assessment (3)

Application of advanced physical assessment and health history knowledge. Emphasis is placed on learning how to perform and document comprehensive health histories and physical assessments across the lifespan. Offered: Summer.

NUNA 678 - Human Anatomy for Nurse Anesthesia (3)

Survey of gross human anatomy with special emphasis on functional knowledge for 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 698 - Clinical Practicum-Independent Study (1-4)

Guided clinical independent study in nurse anesthesia. Arranged with permission of the director of clinical anesthesia services.

NUNA 699 - Independent Study in Nurse Anesthesia (1-3)

Content varies with the needs and interests of the student. Credits determined by student and faculty. Offered: TBA.

NUNA 700 - Theory and Philosophy of Nursing Practice (3)

Study of philosophy of science and its relationship to the philosophy of nursing as the basis for the highest level of nursing practice. Theory development is explored from the perspective of nursing science, ethics, and the biophysical, psychosocial, analytical, and organizational sciences, and is related to its application in effecting change in health care, administration, and education. Selected metaparadigms and theories from scientific disciplines are analyzed and applied to advanced nursing practice. Cross-listed with NURG 700. Prereq: Admission to the DNP Program. Offered: Fall and Summer.

NUNA 701 - Methods for Evidence-Based Practice (3)

Study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nursing profession, and effect health care policy. Emphasis is on the transformation of research knowledge into nursing practice through planned change processes and includes an in-depth study of the steps involved in implementing evidence-based practice. Activities are designed to facilitate development of the DNP project. Prereqs: Admission to the DNP Program; NUNA 700. Cross-listed with NURG 701. Prereq/Co-Req: NUNA 702. Offered: Summer.

NUNA 702 - Biostatistics (3)

Study of descriptive and inferential biostatistical concepts with an emphasis on univariate, bivariate, and multivariate quantitative statistical methods utilized in the hypothesis testing process as well as statistics relevant to understanding reliability and validity measures, key epidemiological concepts, and meta-analysis reports. These concepts are necessary to appraise nursing research for discovering best evidence for practice. Cross-listed with NURG 702. Prereq: Admission to the DNP Program. Offered: Fall.

NUNA 703 - Information Systems and Technology (3)

Exploration of information systems technology and patient care technology for the provision and/or transformation of health care. Students will evaluate the design and application of selected information systems used to achieve program outcomes and quality improvement initiatives, as well as to support practice, the effectiveness of clinical and administrative decision-making, and the appropriateness of consumer health information. When evaluating information system technology and patient care technology, students will apply knowledge of standards and principles related to ethical, regulatory, and legal issues. Cross-listed with NURG 703. Prereq: Admission to the DNP Program. Offered: Summer.

NUNA 704 - Policy for Population Health (3)

By evaluating health and epidemiological data, policy, systems, and related variables impacting health, students will analyze the interdependence of the significant issues influencing the development of health policy and the delivery of health care. Students will educate and advocate for effective, efficient, and equitable policies within healthcare arenas. Cross-listed with NURG 704. Prereqs: Admission to the DNP Program; NUNA 700, NUNA 701, NUNA 702. Offered: Fall.

NUNA 705 - Leadership, Economics, and Quality (3)

Leadership attributes and responsibilities are explored in relation to health policy, ethical practice, collaboration, economic considerations, and quality in health care organizations. Selected concepts in health care leadership are investigated to prepare advanced practice nurses to improve quality within the health care system. Cross-listed with NURG 705. Prereq: Admission to the DNP Program. Offered: Fall.

NUNA 731 - Concepts of Advanced Nursing Practice (4)

Introduction to concepts of advanced nursing practice to facilitate the formation and cultivation of a sustainable professional nursing identity, incorporating self-care and resilience. Principles of diversity, equity, and inclusion supporting professional partnerships are explored. Professional communication, scholarly writing, statistical foundations for evidence-based practice, and leadership skills are practiced. Cross-listed with NURG 731. Prereq: Admission to the Graduate Nurse Anesthesia program. Offered: Summer.

NUNA 732 - Theoretical Principles of Evidence-Based Practice (4)

Application of theoretical principles of nursing and evidence-based practice including critical appraisal, synthesis, and translation into practice. Demonstration of ethical and responsible conduct in scholarly activities. Examination of opportunities for quality improvement through best practice. Cross-listed with NURG 732. Prereq: Admission to the Graduate Nurse Anesthesia program. Offered: Summer.

NUNA 733 - Systems-Based Practice (4)

Introduction to principles of systems-based practice, quality and safety, and information and healthcare technologies. Exploration of leadership within complex systems of health care, including coordination of resources supporting emergency preparedness and equitable care to diverse populations. Focus is on improving the delivery of safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards. Cross-listed with NURG 733. Prereq: Admission to the Graduate Nurse Anesthesia program. Offered: Fall.

NUNA 734 - Essentials of Population Health (4)

Introduces the essentials of population health including data analysis and factors impacting equitable health outcomes. Addresses advocacy strategies in the development of policies and processes that promote social justice, diversity, equity, inclusion, and cultural sensitivity. Explores resources and collaborative opportunities to improve population health. Cross-listed with NURG 734. Prereq: Admission to the Graduate Nurse Anesthesia 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 student's clinical experiences, inconsistencies in evidence and clinical practice, and adjustment to the clinical anesthesia environment. Development of the DNP project proposal continues. Co-Req: NUNA 790. Offered: Spring.

NUNA 751 - Nurse Anesthesia Seminar II (2)

Focuses on evidenced based practice and clinical problem-solving including simulation. Explores issues such as résumé development, quality assurance, informed consent, wellness, interprofessional collaboration, and legal/ethical issues related to anesthesia practice. Prereq: NUNA 750. Co-Req: NUNA 791. Offered: Summer.

NUNA 752 - Nurse Anesthesia Seminar III (3)

Focuses on personal and professional aspects of anesthesia conduct. Discussions include wellness, chemical dependency, practice development, professional association membership, leadership, legal and malpractice issues, standards of care, quality improvement processes, and activities and reimbursement within anesthesia. Additionally, a series of exams are administered with the goal of assisting in preparation for the National Certification Exam. Prereq: NUNA 751. Co-Req: NUNA 792. Offered: Fall.

NUNA 753 - Nurse Anesthesia Seminar IV (3)

Refining care/case evaluation skills, utilizing evidence-based practice information and journal club presentations. Transition to the professional role with demonstration of competencies met. Testing for certification examination competency. Prereq: NUNA 752. Co-req: NUNA 793. Offered: Spring.

NUNA 760 - DNP Project I (2)

Focuses on completion of the DNP project proposal, which is an evidence-based scholarly work to improve clinical practice in collaboration with practice partners. May be repeated for a maximum of 8 credits. Grading is pass/fail. Cross-listed with NURG 760. Prereqs: NUNA 731, NUNA 732, and NUNA 733. Offered: Summer.

NUNA 761 - DNP Project II (2)

Focuses on implementation, evaluation, and dissemination of the DNP project, a culminating evidence-based scholarly work to improve clinical practice in collaboration with practice partners. May be repeated for a maximum of 8 credits. Grading is pass/fail. Cross-listed with NURG 761. Prereq: NUNA 760. Offered: Fall.

NUNA 790 - Nurse Anesthesia Clinical Practicum I (7)

Represents the first of four clinical courses designed to provide operating room experience for application of theoretical principles of anesthesia management to clinical practice. The emphasis of this course is on pre-anesthetic assessment, equipment utilization, use of anesthetic drugs, and airway management. Grading is pass/fail only. Co-req: NUNA 750. Offered: Spring.

NUNA 791 - Nurse Anesthesia Clinical Practicum II (7)

Represents the second of four clinical courses designed to provide operating room experience for application of theoretical principles of anesthesia management to clinical practice. The emphasis of this course is on advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills across the lifespan. Additional emphasis is on administration of anesthesia in urgent and emergent situations in obstetrics, pediatrics, cardiovascular, and neurosurgical procedures. In addition, it is designed to integrate advanced theoretical knowledge into a broader range of clinical situations with effective speed, accuracy, and consistency. Grading is pass/fail only. Prereq: NUNA 790. Co-req: NUNA 751. Offered: Summer.

NUNA 792 - Nurse Anesthesia Clinical Practicum III (7)

Represents the third of four clinical courses designed to provide operating room experience for application of theoretical principles of anesthesia management to clinical practice. The emphasis is on management of high acuity patients and more complex procedures, while demonstrating substantial progress toward self-direction and independence in clinical practice. Grading is pass/fail only. Prereq: NUNA 791. Co-req: NUNA 752. Offered: Fall.

NUNA 793 - Nurse Anesthesia Clinical Practicum IV (7)

Represents the fourth of four clinical courses designed to provide operating room experience for application of theoretical principles of anesthesia management to clinical practice. Emphasizes completion of all clinical requirements of the Department of Nurse Anesthesia, Moffett & Sanders School of Nursing, and the Council on Accreditation of Nurse Anesthesia Educational Programs, which would qualify the graduate for certification by the NBCRNA and for advanced practice license by the Alabama Board of Nursing, or the graduate's chosen state of practice. Grading is pass/fail only. Prereq: NUNA 792. Co-req: NUNA 753. Offered: Spring.

Nursing - Graduate

NURG 500 - Transition to Professional Nursing Practice (3)

Introduction to theories, concepts, and knowledge necessary for the transition into professional nursing practice. Emphases are on professional role development; the value of life-long learning; and the trends, issues, values, and standards that shape professional nursing practice. Offered: Spring.

NURG 501 - Health Assessment (3)

Promotes the development of safe essential professional registered nursing skills. Expands of knowledge base through the study of physical assessment, health promotion and disease prevention strategies, complimentary alternatives, pathophysiology, and cultural spiritual concepts. Offered: Spring.

NURG 502 - Healthcare Research and Introduction to Statistics (3)

Professional role development through an introduction to the research process and descriptive statistics. Students develop the ability to interpret and use quantitative data necessary to critique and utilize research in order to improve efficacy and effectiveness of nursing interventions. Prereqs: NURG 500 and NURG 501. Offered: Spring.

NURG 503 - Clinical Prevention and Population Health (3)

Focuses on the nursing concepts and theories needed to promote health and prevent disease at the population level with diverse cultures and at-risk populations. Explores the role of the community health nurse in assessing and analyzing trends and issues in national and global health initiatives that impact a community's health. Prereqs: NURG 500, NURG 501, and NURG 502. Offered: Summer.

NURG 504 - Leadership and Management (3)

Study of concepts and principles basic to professional nursing practice as a leader and manager in an entry-level position. Critical thinking skills are utilized to problem solve and effect change in the clinical setting. Prereqs: NURG 500, NURG 501, and NURG 502. Offered: Summer.

NURG 505 - Professional Role Development Foundational to Advanced Nursing Practice (3)

Introduction to professional role development foundational to advanced nursing practice. Topics include professional identity formation, written and verbal scholarly communications, evidence-based practice competencies, and healthcare trends influencing nursing practice.

NURG 506 - Principles of Systems-Based Practice Foundational to Advanced Nursing Practice (3)

Introduction to principles of systems-based practice foundational to advanced nursing practice, including leadership within complex health care systems. Topics include population health management, organizational structure, payment models, system effectiveness, evidence-based quality improvement, and interprofessional collaborative practice. Prereq/Co-req: NURG 505.

NURG 514 - Population Health and Policy (3)

Exploration of epidemiology, policies, theories, concepts, and research as a framework for advanced practice care in promoting health in diverse populations. Health behaviors and health promotion activities as well as ethical principles, administration planning models, and appropriate funding are also explored. Prereq: Admission to graduate program. Offered: Summer.

NURG 515 - Statistics for Advanced Practice Nursing (3)

Study of biostatistical principles with an emphasis on management and analysis of outcome data utilizing descriptive and inferential statistics. These statistical principles are necessary to critically appraise, utilize, and conduct nursing research to provide evidence for practice. Prereq: Admission to the MSN Program. Offered: Fall and Spring.

NURG 516 - Research, Theory, and Quality Improvement (3)

Exploration of the scientific and theoretical foundations of nursing, the evidence-based practice process, research methodologies, and quality improvement process that support advanced nursing practice. Prereq: NURG 515 and admission to graduate program. Offered: Spring.

NURG 517 - Ethical Leadership and Collaboration (3)

Ethical leadership in complex organizations includes knowledge, skills, and attitudes of organizational behavior, communication, collaboration, and change. A review of theories of organizations, systems, economics, change, leadership, and ethics provides the foundation for this course. Emphasis is placed on an understanding that organizational systems leadership is critical to the promotion of high quality and safe patient care. Development of leadership skills that emphasize ethical decision making and effective working relationships from a systems perspective prepares the student for inter-professional teamwork. Prereq: None. Offered: Summer and Fall.

NURG 533 - Advanced Physiology and Pathophysiology (3)

Advanced study of physiologic concepts, adaptations, and alterations that occur in health and disease processes across the lifespan using a systems approach.

NURG 600 - Common Diagnostics/Procedures (3)

Focus is on acquisition of knowledge related to common labs, diagnostic tests, and procedures routinely performed, ordered, and interpreted by advanced practice nurses in primary care. Prereqs: NURG 533 and NURG 610.

NURG 601 - Advanced Physical Assessment (3)

Focus on comprehensive advanced health and physical assessment of individuals. Emphasis is placed on learning how to obtain and interpret comprehensive health histories and perform accurate advanced physical exams across the lifespan. Prereq: NURG 533; admission to DNP program or permission of instructor. Offered: Summer.

NURG 602 - Family Practice I: Care of Adults (6)

First clinical course in the family nurse practitioner track. Focus on identifying and managing common acute and chronic health care problems in the adult client. Health promotion and disease prevention strategies for the adult are emphasized. Prereq: NURG 533, NURG 601, and NURG 633; and admission to graduate nursing program. Offered: Fall and Spring.

NURG 603 - Family Practice II: Care of Women (3)

Second clinical course in the family nurse practitioner track. Focus on identifying and managing common acute and chronic health care problems in the female client. Health promotion and disease prevention strategies for female clients are emphasized. Prereq: NURG 533, NURG 601, and NURG 633; and admission to graduate nursing program. Offered: Spring and Summer.

NURG 604 - Family Practice III: Care of Children (3)

Third clinical course in the family nurse practitioner track. Focus on identifying and managing common acute and chronic health care problems in the pediatric client. Immunizations, developmental assessments, and health promotion and disease prevention education to pediatric clients are emphasized. Prereq: NURG 602 and NURG 603; and admission to graduate nursing program. Offered: Fall and Summer.

NURG 605 - Family Practice IV: Practicum (6)

Fourth and final clinical course in the family nurse practitioner track. Focus on synthesis and application of knowledge and skills gained from previous courses and intensive practice in the role of an advanced family nurse practitioner. Emphasis on the provision of safe, quality, cost-effective, evidence-based health care, with attention to appropriate health promotion and disease prevention education to clients across the lifespan. Prereqs: NURG 602, NURG 603, and NURG 604; and admission to graduate nursing program. Offered: Fall and Spring.

NURG 606 - Systems Leadership for Advanced Nursing Practice (3)

Explores the concepts of systems leadership for advanced nursing practice in population health and in the clinical practice environment. Topics include cost-effectiveness of care, data-driven benchmarks, and information and communication technology tools supporting effective health management of individuals and populations.

NURG 610 - Advanced Health Assessment (4)

Advanced study of health history and physical assessment. Emphasis is on eliciting and interpreting person-centered health histories, performing physical assessments, and documenting findings.

NURG 633 - Pharmacotherapeutics for APRN (3)

Application of advanced pharmacological interventions, emphasizing safe prescribing and management of medication for delivery of person-centered care.

NURG 650 - Interprofessional Practice in Behavioral Health (3)

This course offers an introduction to interprofessional collaborative practice by building on the diverse health professions expected disciplinary competencies. The utilization of the Interprofessional Education Core Competencies (Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, and Teams and Teamwork) guide exploration of roles and relationships between practitioners in various health professions. Emphasis is on appropriately assessing and addressing the healthcare needs of patients with behavioral health conditions. Focus is on bridging theory with practice in preparing students for career acquisition and job placement throughout the community. Available to students in all graduate CHS programs. Offered: Spring.

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

Credits determined by student and faculty. Offered: TBA.

NURG 719 - Role of Academic and Clinical Nurse Educator (3)

Course focuses on the role of the academic and clinical nurse educator. Content includes principles of teaching-learning, planning of evidence-based instruction, communication with learners, and evaluation of learning. The importance of congruence between units of study and program curricula is discussed. Evidence of educator role expertise is examined.

NURG 723 - Advanced Practice Clinical I FNP (3)

This family nurse practitioner clinical course begins the assimilation to the clinician role through experiences emphasizing professional behavior and continued skill development in the management of health conditions in adult patients. Clinical decision making, evidence-based practice, and culturally sensitive care are emphasized. Prereq/Co-req: NURG 706.

NURG 724 - Advanced Practice Clinical II FNP (4)

This family nurse practitioner clinical course provides clinical experiences in a variety of settings for the health promotion and management of health conditions in patients across the lifespan. Clinical-decision making, evidence-based practice, and person-centered care are emphasized. Prereqs: NURG 707 and NURG 723.

NURG 788 - Advanced Practice Clinical I - PMHNP (2)

This course incorporates therapeutic modalities of psychiatric mental health care by the advanced practice nurse in a variety of settings for the health promotion and management of children, adolescents, and/or adults. Clinical-decision making, evidence-based practice, and person-centered care are emphasized. Prereqs: NURG 767, NURG 769, and NURG 771.

NURG 789 - Advanced Practice Clinical II - PMHNP (3)

This course incorporates therapeutic modalities of psychiatric mental health care by the advanced practice nurse in a variety of settings for the health promotion and management of individuals across the lifespan. Clinical-decision making, evidence-based practice, and person-centered care are emphasized. Prereq: NURG 788.

NURG 790 - PMHNP Practicum (6)

This course provides a comprehensive experience that focuses on safe, quality, cost-effective evidence-based psychiatric mental health care approaches in the role of the advanced practice nurse. Emphasis is on the synthesis of advanced knowledge and skills with the evaluation and management of person-centered care across the lifespan. Prereq: NURG 789.

Nursing - Doctoral

NURG 700 - Theory and Philosophy of Nursing Practice (3)

Study of philosophy of science and its relationship to the philosophy of nursing as the basis for the highest level of nursing practice. Theory development is explored from the perspective of nursing science, ethics, and the biophysical, psychosocial, analytical, and organizational sciences, and is related to its application in effecting change in health care, administration, and education. Selected metaparadigms and theories from scientific disciplines are analyzed and applied to advanced nursing practice. Prereq: Admission to the DNP Program. Offered: Fall and Summer.

NURG 701 - Methods for Evidence-Based Practice (3)

Study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nursing profession, and effect health care policy. Emphasis is on the transformation of research knowledge into nursing practice through planned change processes and includes an in-depth study of the steps involved in implementing evidence-based practice. Activities are designed to facilitate development of the DNP project. Prereq: Admission to the DNP Program, and NURG 700. Prereq/Co-req: NURG 702. Offered: Summer.

NURG 702 - Biostatistics (3)

Study of descriptive and inferential biostatistical concepts with an emphasis on univariate, bivariate, and multivariate quantitative statistical methods utilized in the hypothesis testing process as well as statistics relevant to understanding reliability and validity measures, key epidemiological concepts, and meta-analysis reports. These concepts are necessary to appraise nursing research for discovering best evidence for practice. Prereq: Admission to the DNP Program. Offered: Summer.

NURG 703 - Information Systems and Technology (3)

Exploration of information systems technology and patient care technology for the provision and/or transformation of health care. Students will evaluate the design and application of selected information systems used to achieve program outcomes and quality improvement initiatives, as well as to support practice, the effectiveness of clinical and administrative decision-making, and the appropriateness of consumer health information. When evaluating information system technology and patient care technology, students will apply knowledge of standards and principles related to ethical, regulatory, and legal issues. Prereq: Admission to the DNP Program. Offered: Fall.

NURG 704 - Policy for Population Health (3)

By evaluating health and epidemiological data, policy, systems, and related variables impacting health, students will analyze the interdependence of the significant issues influencing the development of health policy and the delivery of health care. Students will educate and advocate for effective, efficient, and equitable policies within healthcare arenas. Prereq: Admission to the DNP program; NURG 700, NURG 701, and NURG 702. Offered: Fall.

NURG 705 - Leadership, Economics, and Quality (3)

Leadership attributes and responsibilities are explored in relation to health policy, ethical practice, collaboration, economic considerations, and quality in health care organizations. Selected concepts in health care leadership are investigated to prepare advanced practice nurses to improve quality within the health care system. Prereq: Admission to the DNP Program. Offered: Fall and Spring.

NURG 706 - Family Primary Care I (4)

First of three courses focusing on the diagnosis and evidence-based management of health conditions encountered in primary care within the scope of family nurse practitioner practice. This course presents foundational primary care knowledge. Prereqs: NURG 533, NURG 610, and NURG 633.

NURG 707 - Family Primary Care II (4)

Second of three courses focusing on the diagnosis and evidence-based management of health conditions encountered in primary care within the scope of family nurse practitioner practice. This course expands foundational primary care knowledge. Prereq: NURG 706.

NURG 708 - Family Primary Care III (4)

Third of three courses focusing on the diagnosis and evidence-based management of health conditions encountered in primary care within the scope of family nurse practitioner practice. This course provides foundational primary care knowledge for expanded populations. Prereq: NURG 707.

NURG 709 - Advanced Clinical Reasoning (3)

Further exploration and simulated application of the multi-faceted role of the Family Nurse Practitioner in the primary healthcare setting. Clinical decision making, diagnostic reasoning, and therapeutic relationship building skills will be developed. Completion of accurate, clear, and concise clinical documentation will be practiced. Prereqs: NURG 706 and NURG 707. Prereq/Co-req: NURG 708.

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 DNP Program. Co-reqs: NURG 712 and NURG 713. Offered: Fall and Spring.

NURG 711 - Nurse Faculty Role in Curriculum Development (3)

Introduction of the nurse educator student to the process of curriculum and course development, including curricular components, philosophical foundation, writing objectives, selection of learning experiences, and factors and issues influencing curriculum development. Curriculum development at both graduate and undergraduate levels will be explored. Prereq: NURG 710. Offered: Summer.

NURG 712 - Nurse Faculty Role in Curriculum Development and Program Evaluation (3)

This course provides an introduction to the process of curriculum and course development and general evaluation principles and theory necessary for design and development of an evaluation plan in nursing education, including test construction, clinical evaluation, additional data collection instruments, as well as utilization of data in outcomes assessment and management. Prereq: Admission to the DNP Program. Co-reqs: NURG 710 and NURG 713. Offered: Spring.

NURG 713 - Nurse Faculty Role in Clinical Education (3)

This course focuses on the role of the clinical nurse educator in the selection of clinical sites, clinical teaching strategies, clinical performance evaluation, legal-ethical aspects of clinical education, and trends and issues affecting student clinical experiences. Co-req: NURG 710. Offered: Spring.

NURG 714 - Care in the Community (3)

Introduces theories, concepts, and knowledge necessary for the care of individuals, families, and populations in the community setting. Emphasis is on the professional role development of the nurse practitioner in the community, as well as trends, issues, values, and standards that shape care in the community. Prereqs: NURG 706 and NURG 707. Prereq/Co-req: NURG 708.

NURG 715 - Nurse Faculty Role Transition (3)

A culminating experience that emphasizes the application of role theory in actualizing the multidimensional roles of the nurse faculty. Additionally, the student will explore the impact of current trends and issues on the faculty role in higher education and develop objectives to guide individual learning experiences. Prereqs: NURG 710, NURG 712, and NURG 713. Offered: Summer.

NURG 716 - FNP Clinical I (4)

This family nurse practitioner clinical course provides clinical experiences focusing on role development in primary care for the management of health conditions in patients across the lifespan. Critical thinking, evidence-based practice, and culturally sensitive care are emphasized. Prereqs/Co-reqs: NURG 600, NURG 706, NURG 707, NURG 708, and NURG 709.

NURG 717 - FNP Clinical II (4)

This family nurse practitioner clinical course provides clinical experiences emphasizing role development in a variety of settings for the management of health conditions in patients across the lifespan. Critical thinking, evidence-based practice, and culturally sensitive care are emphasized. Prereqs/Co-reqs: NURG 600, NURG 706, NURG 707, NURG 708, and NURG 709.

NURG 718 - FNP Clinical III (4)

This family nurse practitioner clinical course is designed to offer clinical experiences in a variety of settings focusing on the comprehensive management of health conditions affecting individuals across the lifespan. Critical thinking, evidence-based practice, and culturally sensitive care are emphasized. Prereqs/Co-reqs: NURG 600, NURG 706, NURG 707, NURG 708, and NURG 709.

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 DNP 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 actuates 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 DNP Core Courses and NURG 760. Co-req: NURG 722. Offered: Spring.

NURG 726 - Nurse Administrator Practicum I (2)

First of three practicum courses designed to provide progressive development of the role as a nurse administrator to assure that all students have the required practice hours post-BSN. Students gain entry into an organizational-based practice setting to implement an organizational assessment. Emphasis is on application of role theory and the multidimensional roles of the nurse administrator in complex health service organizations or institutions of higher education. The student will complete a minimum of 150 practice hours in this course. Grading is pass/fail. Offered: Summer.

NURG 727 - Nurse Administrator Practicum II (2)

Second of three practicum courses designed to provide progressive development of the role as a nurse administrator to assure that all students have the required practice hours, post-BSN. The clinical experience provides an organizational-based practice setting in which the student applies knowledge and skills learned in previous and current doctoral-level courses. The student will explore the impact of current trends and issues on the administrative role in complex organizations. The student will complete a minimum of 120 practice hours in this course. Grading is pass/fail. Prereqs: NURG 720 and NURG 726. Offered: Fall.

NURG 728 - Nurse Administrator Practicum III (2-4)

Provides a culminating experience in an organizational-based practice setting in which the student synthesizes and applies knowledge and skills learned. The role of the nurse administrator is actualized. The DNP program requires 1,000 practice hours post-BSN. In this final practicum course, students will complete the remaining hours toward the required practice hours ranging from 125 to 625 hours. Grading is pass/fail. Prereqs: NURG 720, NURG 721, NURG 726, and NURG 727. Offered: Spring.

NURG 730 - NP Practicum (6)

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 supervised practice in the role of an advanced practice nurse practitioner student. The emphasis is on the provision of safe, quality, cost-effective, evidence-based health care, with attention to person-centered health promotion and disease prevention education to clients across the lifespan. Prereqs/Co-reqs: NURG 716, NURG 717, and NURG 718; OR NURG 723 and NURG 724.

NURG 731 - Concepts of Advanced Nursing Practice (4)

Introduction to concepts of advanced nursing practice to facilitate the formation and cultivation of a sustainable professional nursing identity, incorporating self-care and resilience. Principles of diversity, equity, and inclusion supporting professional partnerships are explored. Professional communication, scholarly writing, statistical foundations for evidence-based practice, and leadership skills are practiced. Cross-listed with NUNA 731. Prereq: Admission to the Graduate Nursing program.

NURG 732 - Theoretical Principles of Evidence-Based Practice (4)

Application of theoretical principles of nursing and evidence-based practice including critical appraisal, synthesis, and translation into practice. Demonstration of ethical and responsible conduct in scholarly activities. Examination of opportunities for quality improvement through best practice. Cross-listed with NUNA 732. Prereq: Admission to the Graduate Nursing program.

NURG 733 - Systems-Based Practice (4)

Introduction to principles of systems-based practice, quality and safety, and information and healthcare technologies. Exploration of leadership within complex systems of health care, including coordination of resources supporting emergency preparedness and equitable care to diverse populations. Focus is on improving the delivery of safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards. Cross-listed with NUNA 733. Prereq: Admission to the Graduate Nursing program.

NURG 734 - Essentials of Population Health (4)

Introduces the essentials of population health including data analysis and factors impacting equitable health outcomes. Addresses advocacy strategies in the development of policies and processes that promote social justice, diversity, equity, inclusion, and cultural sensitivity. Explores resources and collaborative opportunities to improve population health. Cross-listed with NUNA 734. Prereq: Admission to the Graduate Nursing program.

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 DNP 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 DNP core curriculum, and advanced practice specialty courses, to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in 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-MSN 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 DNP core and specialty courses and NURG 760. Co-req: NURG 761. Offered: Spring.

NURG 746 - Advanced Practice Practicum I (2)

This is the first of two practicum courses designed to build upon advanced nursing competencies developed at the master's level, the DNP core curriculum, and advanced practice specialty courses, to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in a selected specialty area. Each student will develop an individualized prospectus for her/his practicum in collaboration with a faculty advisor to complete a minimum of 500 post-MSN clinical practice hours. Students will complete a minimum of 60 practicum hours in this course. Grading is pass/fail. Co-req: NURG 760. Offered: Fall.

NURG 747 - Advanced Practice Practicum II (4)

This is the second of two practicum courses designed to build upon advanced nursing competencies developed at the master's level, the DNP core curriculum, and advanced practice specialty courses, to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in a selected specialty area. Students implement an individualized prospectus for their practicum in collaboration with a faculty advisor and complete a minimum of 305 practicum hours in this course. Grading is pass/fail. Prereqs: NURG 746 and NURG 760. Co-req: NURG 761. Offered: Spring.

NURG 750 - Clinical Decision Making in Advanced Nursing Practice (2)

Introduces the nurse practitioner (NP) student to the role of the advanced practice nurse in the primary healthcare setting. The evolving scope of practice and multi-faceted role of the NP as clinician, advocate, educator, collaborator, and leader as well as key clinical competencies are discussed. Clinical decision making and diagnostic reasoning skills will be developed through analysis of clinical case studies. Completion of accurate, clear, and concise clinical documentation will be practiced. Prereq: NURG 601. Offered: Fall.

NURG 751 - Primary Care of Adults (6)

Focuses on the diagnosis and evidence-based management of common acute and chronic health problems encountered in the primary care of the adult. Health promotion and prevention of illness, as well as patient education, follow-up, and referral are emphasized. Prereqs: NURG 533, NURG 601, and NURG 633. Offered: Fall.

NURG 752 - Advanced Practice Clinical: Adult (3)

This course provides the student with the clinical experiences in a variety of settings necessary for the management of complex acute conditions and chronic illnesses in adults. Emphasis is on critical thinking and evidence-based practice applied in the care of adults at various stages of health and from diverse backgrounds. Focus is on culturally sensitive family-centered care. Grading is pass/fail. Prereqs: NURG 750 and NURG 751. Offered: Spring.

NURG 753 - Community Focused Primary Care (3)

Introduction to theories, concepts, and knowledge necessary for the care of vulnerable populations across the lifespan in the community setting. Emphasis is on professional role development of the nurse practitioner in the community, as well as trends, issues, values, and standards that shape the care of special populations. Clinical experiences will include 60 hours of supervised clinical activities in the community with a vulnerable population. Prereqs: NURG 750 and NURG 751. Offered: Spring.

NURG 754 - Primary Care of Women (2)

Focuses on identifying and managing common acute and chronic health care problems in the obstetric, gynecologic, or women's health client. Health promotion and disease prevention strategies for women's health are emphasized. Prereq: NURG 752. Offered: Summer.

NURG 755 - Advanced Practice Clinical: Women (2)

This course provides the student with the clinical experiences in a variety of settings necessary for the management of complex acute conditions and chronic illnesses in women, including the care of the pregnant client. Emphasis is on critical thinking and evidence-based practice applied in the care of gynecologic and obstetric patients at various stages of health and from diverse backgrounds. Focus is on culturally sensitive family-centered care. Grading is pass/fail. Prereq: NURG 754. Offered: Summer.

NURG 756 - Primary Care of Children (3)

Focuses on identifying and managing common acute and chronic health care problems in the pediatric client including immunizations, developmental assessments, health promotion, and disease prevention strategies. Prereq: NURG 752. Offered: Fall.

NURG 757 - Advanced Practice Clinical: Across the Lifespan (4)

This course provides the student with clinical experiences in a variety of settings necessary for the management of complex acute conditions and chronic illnesses in patients across the lifespan. Emphasis is on critical thinking and evidence-based practice applied in the care of patients across the lifespan at various stages of health and from diverse backgrounds. Focus is on culturally sensitive family-centered care. Grading is pass/fail. Prereq: NURG 756. Offered: Fall.

NURG 758 - Emergency/Urgent Care (2)

This course focuses on identifying and managing common acute and chronic health care problems in the emergency/urgent care client. Health promotion and disease prevention strategies for the emergency/urgent care patient are emphasized. Prereq: NURG 757. Offered: Spring.

NURG 759 - Advanced Practice Clinical: Emergency/Urgent Care (2)

This course provides the student with the clinical experiences in a variety of settings necessary for the management of complex acute conditions and chronic illnesses in the emergency/urgent care population. Emphasis is on critical thinking and evidence-based practice applied in the care of emergency/urgent care patients at various stages of health and from diverse backgrounds. Focus is on culturally sensitive family-centered care. Grading is pass/fail. Prereq: NURG 758. Offered: Spring.

NURG 760 - DNP Project I (2)

Focuses on completion of the DNP project proposal, which is an evidence-based scholarly work to improve clinical practice in collaboration with practice partners. May be repeated for maximum of 8 credits. Grading is pass/fail. Prereqs: NUNA 731/NURG 731, NUNA 732/NURG 732, and NUNA 733/NURG 733. Offered: Fall.

NURG 761 - DNP Project II (2)

Focuses on implementation, evaluation, and dissemination of the DNP project, a culminating evidence-based scholarly work to improve clinical practice in collaboration with practice partners. May be repeated for maximum of 8 credits. Grading is pass/fail. Prereq: NURG 760. Offered: Spring.

NURG 766 - Advanced Psychiatric Mental Health Assessment and Diagnostics (2)

Advanced study of the major principles and skills to conduct a psychiatric mental health assessment across the lifespan. Emphasis is on eliciting pertinent information, completing a psychiatric interview and evaluation, developing differential diagnoses and diagnostic formulation, and documenting findings.

NURG 767 - Psychotherapeutics Frameworks and Modalities (2)

The course provides an overview of frameworks and modalities related to psychotherapeutic treatments and management of psychiatric mental health disorders across the lifespan. Emphasis is on the application of evidence-based psychotherapeutics with individuals and families for the management of disorders, symptoms, and issues. Students must satisfactorily complete a minimum of 60 hours in a Samford approved setting, with a Samford approved preceptor, within the semester in which this course is taken.

NURG 768 - Psychiatric Mental Health I Clinical (4)

This clinical course provides experiences focusing on role development for the management of psychiatric mental health conditions in patients across the lifespan. Critical thinking, evidence-based practice, and culturally sensitive care are emphasized. Prereqs: NURG 766, NURG 767, and NURG 771.

NURG 769 Psychopharmacology for Advanced Practice Registered Nurses (APRN) (2)

Focus is on physiological and behavioral effects of the major classes of psychoactive drugs including therapeutic agents and drugs of abuse. Information includes therapeutic indications, efficacy, mechanisms of action, adverse effects, monitoring parameters, dosing principles, and drug interactions of psychoactive drugs for clients across the lifespan. Offered: Spring.

NURG 770 - Service-Learning and Interprofessional Practice (2)

Service-learning blends community service activities with didactic learning to help students gain and apply knowledge to address skills related to leadership, communication, interprofessional collaboration, and ethical decision making. The focus is on participating in experiences in the community that reinforce skills and concepts addressed in the FNP curriculum. Clinical experiences will include 60 hours of health focused service learning. Prereq: NURG 750. Offered: Summer.

NURG 771 - Psychiatric Mental Health I (3)

The course offers an introduction in advanced practice in psychiatric mental health nursing to theoretical approaches, concepts, and knowledge necessary for psychotherapeutic interventions across the lifespan. Emphasis is on understanding the dynamics, epidemiology, and treatment of selected psychopathology. The role of the psychiatric mental health nurse practitioner in the assessment, diagnosis, and treatment of patients with mental disorders will be explored. In addition, the course introduces the student to the therapeutic skills required for the primary care management of individuals with mental disorders. Instruction focuses on critical thinking and the application of evidenced-based practice in patient-centered care. Prereqs: NURG 533, NURG 601, and NURG 633. Offered: Spring.

NURG 772 - Psychiatric Mental Health II (3)

Provides the student with an understanding of the treatment of selected psychopathology. The role of the advanced psychiatric mental health nurse practitioner in the assessment, diagnosis, and treatment modalities of child/adolescent (birth to age 17) patients and families will also be explored. In addition, this course will provide advanced knowledge of psychobiological information in conjunction with the use of psychopharmacological and psychotherapeutic interventions with child/adolescent patients. Prereq: NURG 771. Offered: Summer.

NURG 773 - Psychiatric Mental Health II Clinical (4)

This clinical course provides experiences emphasizing role development in a variety of settings for management of psychiatric mental health conditions in patients across the lifespan. Critical thinking, evidence-based practice, and culturally sensitive care are emphasized. Prereqs: NURG 766, NURG 767, NURG 768, and NURG 769.

NURG 774 - Psychiatric Mental Health III (3)

The role of the advanced psychiatric mental health nurse practitioner in the assessment, diagnosis, and treatment of adult and geriatric patients and families will be explored. This course examines treatment modalities for advanced practice psychiatric mental health nursing, with a particular focus on the adult and geriatric patient. In addition, this course focuses on advanced knowledge of psychobiological information in conjunction with the use of psychopharmacological and psychotherapeutic interventions. Prereqs: NURG 772 and NURG 773. Offered: Fall.

NURG 775 - Psychiatric Mental Health III Clinical (4)

This psychiatric mental health nurse practitioner clinical course is designed to offer clinical experiences in a variety of settings focusing on the comprehensive management of psychiatric mental health conditions in patients across the lifespan. Critical thinking, evidence-based practice, and culturally sensitive care are emphasized. Prereqs: NURG 766, NURG 767, NURG 768, NURG 769, and NURG 773.

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 778 Advanced Psychiatric Mental Health Practice Practicum (2)

Focus is on expanding 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 psychiatric mental health. Each student will develop an individualized prospectus for their practicum in collaboration with a faculty advisor to complete a minimum of 60 practicum hours in this course. Prereq: NURG 760. Prereq/Co-req: NURG 261. Offered: Spring.

NURG 781 - Leadership, Organizational, and Strategic Management Theory (3)

The evolution of leadership and organizational theory is examined. Major aspects of strategic management and planning within complex systems are analyzed for effective leadership and administrative roles. Prereq: Admission to the graduate nursing program.

NURG 782 - Leadership in Health Trends and Diverse Population Groups (3)

The role of the nurse leader in addressing health needs of diverse population groups is explored. Trends in chronic and emerging diseases, other health conditions, and genomics are examined. A gap analysis is conducted yielding recommendations for evidence-based resources and services. Prereq: Admission to the graduate nursing program.

NURG 783 - Business Skills and Principles for Advanced Nursing Practice (3)

Business skills and principles of financial, strategic, and human resource management that support advanced nursing practice are examined. A systems theory approach provides direction in attaining planned objectives at the operational, organizational, and policy levels. Best-practices for grant writing are explored. Prereq: NURG 781.

NURG 784 - Nurse Leader Practicum I (2)

First of four practicum courses where students collaborate with a leadership mentor in a professional practice setting. Emphasis is on the multidimensional roles of the nurse leader. Grading is pass/fail. Prereq/Co-req: NURG 781. (125 practicum hours)

NURG 785 - Nurse Leader Practicum II (2)

Second of four practicum courses where students collaborate with a leadership mentor in a professional practice setting. Emphasis is on the health needs of diverse population groups. Grading is pass/fail. Prereq: NURG 784. Prereq/Co-req: NURG 782. (125 practicum hours)

NURG 786 - Nurse Leader Practicum III (2)

Third of four practicum courses where students collaborate with a leadership mentor in a professional practice setting. Emphasis is on utilizing a systems theory approach for financial, strategic, and human resource management. Grading is pass/fail. Prereq: NURG 785. Prereq/Co-req: NURG 783. (125 practicum hours)

NURG 787 - Nurse Leader Practicum IV (2)

Final practicum course where students collaborate with a leadership mentor in a professional practice setting. Emphasis is on application of nurse leader competencies through implementation and evaluation of the DNP project. Grading is pass/fail. Prereq: NURG 786. Co-req: NURG 761. (125 practicum hours)

NURG 791 - Emergency Care I (3)

This course focuses on identifying and managing acute illnesses and traumatic injuries in the urgent care/emergency client. Health promotion and disease prevention strategies for the urgent care/emergency client are emphasized. Prereq: NURG 757. Offered: Fall and Spring.

NURG 792 - Emergency Care Clinical I (3)

This course provides the student with clinical experiences in a variety of settings necessary for the management of acute illnesses and traumatic injuries. Emphasis is on critical thinking and evidence-based practice applied in the patient-centered care of urgent care/emergency patients. This course introduces the student to procedures and skills required for the management of the urgent care/emergency patient. Grading is pass/fail. Prereq: NURG 791. Offered: Fall and Spring.

NURG 793 - Emergency Care II (3)

This course focuses on acute and chronic conditions with emergent complications in the urgent care/emergency client. Emphasis is on emergent complications that can occur in each specific body system. Prereqs: NURG 791 and NURG 792. Offered: Fall and Spring.

NURG 794 - Emergency Care Clinical II (3)

This course provides the student with clinical experiences in a variety of settings necessary for the management of acute conditions and chronic conditions with acute complications in the urgent care/emergency population. Emphasis is on critical thinking and evidence-based practice applied in the care of urgent care/emergency patients. This course focuses on each specific body system. Grading is pass/fail. Prereqs: NURG 791 and NURG 792. Co-req: NURG 793. Offered: Fall and Spring.

NURG 795 - Advanced Practice Practicum: Emergency Nurse Practitioner (3)

This course builds upon advanced nursing competencies developed at the master's level, the DNP core curriculum, and emergency nurse practitioner advanced practice specialty courses, to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in their chosen specialty area. The student will develop an individualized prospectus for completing a minimum of 180 clinical hours during the practicum in collaboration with a faculty advisor. Grading is pass/fail. Prereq: NURG 794. Recommended Co-req: NURG 761. Offered: Spring.

Nutrition and Dietetics

NUTR 500 - Principles of Human Nutrition (3)

Graduate-level introductory course on human nutrition ideal for all healthcare professions. This course provides an integrated overview of the physiological requirements of carbohydrates, fats, protein, vitamins, and minerals that contribute to health and diseases in human populations. Offered: Summer.

NUTR 501 - Nutrition Care Process (3)

This course introduces the Nutrition Care Process (NCP), the systematic approach used by registered dietitian nutritionists (RDNs) to provide nutrition care. The course will explore the NCP in detail, including the four steps of assessment, diagnosis, intervention, and monitoring and evaluation. Students will learn to use the standardized terminology of the NCP to provide effective, evidence-based nutrition care. The course will also cover interviewing and counseling methods, incorporating principles of counseling skill development, and client-centered counseling techniques focused on behavior change. Prereq: Admission into the MS in nutrition, dietetics concentration. Offered: Fall.

NUTR 502 - Public Health Nutrition (3)

Exploration of evidence-based approaches in the broad realms of public health nutrition which have demonstrated success in promoting sustained health improvements. Application of evidence-based nutrition-related health promotion strategies in a public health setting utilizing an interdisciplinary approach and employing the principles of health promotion program management. Offered: Spring.

NUTR 503 - Management Leadership in Nutrition and Dietetics (3)

This course prepares health professionals to lead change and the transformation of healthcare organizations, systems, and policy in response to environmental forces. Leadership is a reciprocal influence process between leaders and followers to achieve a shared goal. Students will explore the theoretical foundations of leadership as well as assess their own leadership style/approach. This course will address the importance of interprofessional teams and team dynamics. Students will integrate leadership theory and practice to lead significant change initiatives to enhance patient, community, organizational, system, and/or policy outcomes. Cross-listed with PHLT 608. Offered: Fall.

NUTR 509 - Professional Development in Dietetics (1)

This course is designed to equip students with the skills and tools necessary to begin a successful career as a Registered Dietitian Nutritionist. This course will focus on preparing students to take the registration examination for dietitians. Students will build job readiness skills and gain a comprehensive understanding of the professional expectations required in the field of dietetics. Grading is pass/fail. Prereq: Admission into the MS in nutrition, dietetics concentration. Offered: Spring. (NOTE: This course description, credits, and grade mode represent a change per the new MS in Nutrition curriculum beginning 2025-2026. For students on the 2024-2025 or earlier catalog, see that catalog for the description and course details as they pertain to the prior version of this program.)

NUTR 510 - Research Methods and Applications in Dietetics (3)

Fundamentals of research design in nutrition. Knowledge and skill development will encompass literature review; research study design and analysis; critical review of published research and practice protocols; research grant proposals; Institutional Review Board process; critical evaluation of websites. Course requirements include writing a formal proposal for a community nutrition intervention incorporating proper research design, methodology, writing style and format utilized in nutrition research journals. The topic of this paper will be the foundation for the culminating project conducted during NUTR 509. Offered: Spring.

NUTR 511 - Supervised Experiential Learning in Nutrition Practice (2-4)

Supervised Experiential Learning is a key component of academic preparation to meet the competencies and performance indicators as outlined by ACEND in the Future Education Model Accreditation Standards for Graduate Degree Programs (GP). This course provides students with a unique opportunity to apply the knowledge and skills they have acquired throughout their didactic coursework in a real-world, supervised clinical setting. Under the guidance of registered dietitian nutritionists and other experienced preceptors, students will gain hands-on experience in various aspects of public health nutrition, clinical nutrition, and nutrition in management needed for entry-level practice as a registered dietitian nutritionist. May be repeated for a maximum of 8 credits. Prereqs: NUTR 501 and admission into the MS in nutrition, dietetics concentration. Offered: Fall, Spring, and Summer.

NUTR 513 - Food Service Organization and Management (3)

Covers the theory, functions, and management principles applied to foodservice organizations. Includes management of equipment, personnel, production, and cost within large quantity foodservice operations. Incorporates professional guest lectures and site visits to local food service operations. Prereq: Admission into the MS in nutrition, dietetics concentration. Offered: Fall.

NUTR 514 - Culinary Science (2)

This graduate-level course equips students with advanced knowledge and practical skills in food preparation, culinary techniques, food science, and culinary medicine. Students will explore the intersection of culinary arts and nutrition science, applying evidence-based dietary strategies for preventing and managing diseases. Through hands-on cooking experiences, lectures, discussions, and hands-on projects, students will develop a comprehensive understanding of culinary science and the ability to help patients manage chronic diseases, reduce health risks, and improve overall well-being. Offered: Summer.

NUTR 600 - Advanced Nutrition and Metabolism (4)

This advanced, graduate-level course explores complex relationships between the biochemistry of nutrients and their metabolism in normal physiology at the molecular, cellular, organ, organ system, and whole-body level. Offered: Fall.

NUTR 601 - Clinical Nutrition 1 (3)

Explore the fundamentals of clinical nutrition. Gain expertise in nutrition assessment, biochemical interpretation, enteral and parenteral nutrition, fluid-electrolyte management, and critical illness. The study of common chronic diseases and how they relate to clinical nutrition will also be covered. Acquire the knowledge and skills necessary for evidence-based nutrition interventions in healthcare settings. Offered: Spring.

NUTR 602 - Nutrition Seminar (1)

Provide students with the opportunity to gain experience in research, organization of material, dissemination of library and/or original research, and communication skills in the nutrition sciences. Offered: Summer.

NUTR 603 - Obesity and Weight Management (3)

The primary function of this online course is to help students understand the prevalence of overweight/obesity in different socio-economic and population groups, global perspectives, and epidemiology. Offered: Fall.

NUTR 604 - Diabetes Care (3)

This course will provide students with an in-depth study of human diabetes, including its prevalence, classification, risk factors, pathophysiology, therapy, management, and prevention. Offered: Spring.

NUTR 605 - Nutrigenomics (3)

This is an advanced course that will provide graduate students with an in-depth understanding of the fundamental concepts involved in the regulation of gene expression by dietary nutrients, and how individual genetic variation affects nutrient uptake and metabolism. This will be achieved by investigating the complex interactions between diet, genotype and phenotype as they pertain to fuel metabolism, health status, and chronic disease risk. Furthermore, the implications of this emerging science with regard to personalized nutrition in dietetics practice will be discussed. LEC 2, LAB 1. Offered: Fall and Spring.

NUTR 606 - Dietary Supplements and Functional Foods (2)

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. Grading is pass/fail. Offered: Fall, Spring, and Summer.

NUTR 611 - Research Methods and Applications (3)

Interpretation of qualitative, quantitative, mixed methods, and epidemiological research and evaluation methods; literature review, critical review of published research and practice protocols; research grant protocols; institutional review board process. Course includes development of a formal research proposal in the field of nutrition and/or public health. Offered: Spring.

NUTR 612 - Pediatric Nutrition (3)

This course will cover nutrition recommendations for infants, children, and adolescents. Topics covered will include public health issues impacting growth and development, medical nutrition therapy for pediatric patients, and nutrition for children with special healthcare needs. Offered: Spring.

NUTR 613 - Nutrition in the Older Adult (2)

This course will focus on nutritional considerations for older adults. Students will learn about unique physiological and social factors that influence nutrient requirements and the nutrition care process in this population. Offered: Fall.

NUTR 614 - Clinical Nutrition 2 (3)

Advance your expertise in clinical nutrition with a focus on specialized nutrition therapy for a wide range of disease states and health conditions. Explore topics such as gastrointestinal disorders, liver disease, kidney disease, oncology, and neurological disorders, among others. This graduate-level course equips you with in-depth knowledge and practical skills to address complex nutritional challenges in diverse clinical settings, enabling you to make a meaningful impact on patient health and well-being. Prereq: NUTR 601. Offered: Fall.

NUTR 616 - Performance Nutrition (3)

This course will focus on nutritional considerations for exercising individuals. Students will learn about specific nutritional needs of professional, collegiate, high school, pediatric and recreational athletes. Students will also explore unique physiological and social factors that influence nutrient requirements and the nutrition care process in this population. Offered: Fall.

NUTR 699 - Independent Study in Nutrition (1-3)

Advanced study and/or research (guided by the instructor) in a specific area of nutrition science, clinical nutrition, and/or public health nutrition. May be repeated three times for a maximum of 6 credits. Offered: Fall, Spring, and Summer.

Pharmacy

PHAR 303 - Drug Delivery Systems I (2)

First of a two-course sequence examining the physicochemical properties of drugs, excipients, and dosage forms critical for the rational design, manufacture, and extemporaneous compounding of drug products. This course guides students in the application of physical chemistry and dosage form science to various characteristics of drug products (drug stability, delivery, release, disposition, pharmacokinetics, therapeutic effectiveness, application of quality standards for drug products). Commonly utilized conventional oral dosage formulations will be emphasized during the course. Offered: Fall.

PHAR 304 - Foundations of Health and Pharmacy I (3)

This two-course series will address foundational components of the pharmacy profession and incorporate aspects of personal and professional development of student pharmacists. This series will include topics such as the United States' health care system, a brief history of pharmacy, ethics, cultural awareness, pharmacy law and regulatory affairs, professional communication, social and behavioral aspects of practice, and patient safety. In addition, students will develop professional self-awareness, explore contemporary pharmacy practice roles, and develop techniques and skills that will enhance their wellbeing during pharmacy school. This course also will prepare students for their upcoming introductory pharmacy practice experiences (IPPEs) by introducing foundational concepts and other topics crucial to IPPE success. Offered: Fall.

PHAR 306 - Integrated Biomedical Sciences I (3)

This course addresses topics that include macromolecular structure, function and biosynthesis, enzymology, gene expression, signal transduction, cell homeostasis and retroviruses. Foundation for understanding the biochemical actions of drugs. Offered: Fall.

PHAR 307 - Integrated Biomedical Sciences II (3)

This course addresses topics that include the metabolism of carbohydrates, lipids, proteins and nucleic acids, oxygen toxicity, endocrinology, and related diseases including dyslipidemia and cancer. Foundation for understanding relevant disease states and pharmacological treatments. Offered: Fall.

PHAR 308 - Pharmacist Patient Assessment (1)

Introduction of the evaluation of patient function and dysfunction from a pharmacist's perspective through the performance of tests and patient assessments leading to objective (e.g., physical assessment, health screening, and lab data interpretation) and subjective (patient interview) data important to the provision of pharmacist's care. Offered: Fall.

PHAR 309 - Pharmaceutical Calculations (2)

This mathematical skills-based course involves reinforcement and mastery of topics such as proper prescription interpretation, accurately calculating drug doses for prescriptions (including extemporaneous compounded dosage forms), weights and measures, concentrations, conversions, and accurate dosing of drugs in different dosage forms. This course will also teach application of kinetic principles and physicochemical parameters of drugs to therapeutically

relevant issues like drug delivery, disposition, and therapeutic effectiveness in general and specific patient populations. This course emphasizes the importance of accurate drug and dose calculations by pharmacists to ensure optimum pharmaceutical, biopharmaceutical, and safe patient medication outcomes. This course is closely associated with Drug Delivery Systems I and Integrated Pharmacy Labs I courses in the curriculum and provides a basis for pharmacokinetics in the second year of the curriculum. Offered: Fall.

PHAR 313 - Drug Delivery Systems II (3)

The second of a two-course sequence focusing on the dosage forms and delivery systems available for different routes of administration. This course will focus on drugs and excipients and the rational design and manufacturing of dosage forms for oral as well as alternate routes of administration. Topics will be closely associated with foundational formulation concepts from Drug Delivery Systems I, including delivery, release, and therapeutic effectiveness of dosage forms. Emphasis will be placed on clinical aspects and patient outcomes as well as counseling for the various routes of administration. A section of this course will highlight new and emerging dosage forms that students may encounter as science and research evolve to develop more personalized medicines for patients. Offered: Spring.

PHAR 314 - Introduction to Applied Science and Pharmacotherapy (3)

A foundational course that teaches principles of medicinal chemistry, pathophysiology, pharmacokinetics, pharmacology, patient assessment, and pharmacotherapy and applies them in an integrated approach to care of patients with respiratory disease. Offered: Spring.

PHAR 315 - Introduction to Applied Pharmacy Research and Service (1)

This course is designed to provide the student with the general knowledge of (1) the fundamentals of research, (2) how to design and develop a research project, (3) methods of data collection and evaluation, (4) evaluation of pertinent scientific literature/databases, (5) introduction to research tracks, (6) purpose of an IRB and the application process. Offered: Spring.

PHAR 316 - Integrated Biomedical Sciences III (3)

This course includes the basic principles, mechanisms, functional changes and metabolic sequelae of human disease impacting cells, organs and systems with particular focus on the autonomic, central and somatic motor nervous systems regulation of smooth, cardiac and skeletal muscle contraction and cardiovascular and pulmonary organ systems. Offered: Spring.

PHAR 317 - Integrated Biomedical Sciences IV (3)

This course includes the basic principles, mechanisms, functional changes and metabolic sequelae of human disease impacting cells, organs and systems with particular focus on the components of the blood involved in clotting cascades, immune response to disease, and the gastrointestinal, bone, renal and reproductive systems. Offered: Spring.

PHAR 319 - Foundations of Health and Pharmacy II (3)

This two-course series will address foundational components of the pharmacy profession and incorporate aspects of personal and professional development of student pharmacists. This series will include topics such as the United States' health care system, a brief history of pharmacy, ethics, cultural awareness, pharmacy law and regulatory affairs, professional communication, social and behavioral aspects of practice, and patient safety. In addition, students will develop professional self-awareness, explore contemporary pharmacy practice roles, and develop techniques and skills that will enhance their wellbeing during pharmacy school. This course also will prepare students for their upcoming introductory pharmacy practice experiences (IPPEs) by introducing foundational concepts and other topics crucial to IPPE success. Offered: Spring.

PHAR 320 - Integrated Pharmacy Lab I (2)

The first course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. DASH (Developing Academic Success and Health) week will prepare students to foster their success in pharmacy school. SPRINT (Simulating Practice Readiness and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Grading is pass/fail. Offered: Fall.

PHAR 321 - Integrated Pharmacy Lab II (2)

The second course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. SPRINT (Simulating Practice Readiness and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Grading is pass/fail. Offered: Spring.

PHAR 330 - Community Introductory Pharmacy Practice Experience (IPPE) (3)

Introductory pharmacy practice experiences (IPPE) expose students to contemporary pharmacy practice with focused activities in pharmacy operations and introduction to patient care within a community pharmacy. This IPPE links previous didactic coursework to pharmacy practice and serves as a building block for advance pharmacy practice. Offered: Summer.

PHAR 401 - Professional Development and Wellness III (1)

The Professional Development and Wellness series focuses on both the personal and professional development of student pharmacists. Elements included are wellbeing and self-awareness, leadership, entrepreneurship/innovation, and professionalism. During this course, students will: a) explore techniques and skills that will enhance their wellbeing during pharmacy school, b) introduce students to leadership skills and opportunities, and c) introduce methods for students to position themselves to be successful in the pursuit of their career in the future. Offered: Fall.

PHAR 402 - Applied Biostats and Drug Literature Evaluation (1)

This course is designed to provide students with the fundamental skills needed to critically evaluate, interpret, and apply medical literature (i.e., biostatistical and pharmacoepidemiological data) to improve patient care. The course builds on the research design, drug information resources, and literature retrieval skills introduced to and practiced by students in the first professional year. This course provides students with the requisite skills to facilitate lifelong learning. Offered: Fall.

PHAR 403 - Pharmacy Informatics (1)

This course will prepare contemporary pharmacists to operate in a digital healthcare space to decrease medication misadventures and improve patient health outcomes. Additionally, learners will be able to demonstrate knowledge and awareness of pertinent laws and regulations pertaining to electronic databases that store, analyze, and communicate patient health information. Offered: Fall.

PHAR 404 - Applied Science and Pharmacotherapy I (4)

This course falls within a course series which integrates the instruction of medicinal chemistry, pharmacology, and pharmacotherapy via an organ-system based approach. In this course, students will learn to apply their understanding of this information in order to make rational decisions in the medication management of patients with various cardiovascular disease states. Offered: Fall.

PHAR 405 - Applied Science and Pharmacotherapy II (4)

This course falls within a course series, which integrates the instruction of medicinal chemistry, pharmacology, and pharmacotherapy via an organ-system based approach. In this course students will learn to apply their understanding of this information in order to make rational decisions in the medication management of patients with various renal, gastrointestinal, and nutritional conditions. Offered: Fall.

PHAR 406 - Pharmacokinetics and Pharmacogenomics (3)

This course will provide the foundational aspects of biopharmaceutics, pharmacokinetics, and pharmacogenomics. Students will gain an understanding of the mathematical modeling of drug absorption, distribution, metabolism, and excretion (ADME), and basic principles in pharmacogenomics and its role in precision medicine. Additionally, the impact of the dosage regimen, drug formulation, and human genetic variation on ensuing therapeutic drug plasma concentrations will be addressed. Offered: Fall.

PHAR 411 - Professional Development and Wellness IV (1)

The Professional Development and Wellness (PDW) series focuses on both the personal and professional development of a pharmacy student. Elements included are self-awareness, leadership, entrepreneurship/ innovation, and professionalism and professional communication. Students will apply their knowledge from prior PDW courses to their plans for professional development during the PharmD program. Offered: Spring.

PHAR 414 - Applied Science and Pharmacotherapy III (4)

This is the third course of a seven-course series which integrates the instruction of medicinal chemistry, pharmacology, and pharmacotherapy via an organ system-based approach. In this course students will learn the organ-systems and disorders in the endocrine, gynecological/obstetric, and urologic areas. Offered: Spring.

PHAR 415 - Applied Science and Pharmacotherapy IV (4)

This is the fourth course of a seven-course series which integrates the instruction of medicinal chemistry, pathophysiology, pharmacology, and pharmacotherapy via an organ system-based approach. In this course students will learn about the organ-systems and disorders related to infectious diseases. Offered: Spring.

PHAR 416 - Professional Development and Wellness (2)

The Professional Development and Wellness (PDW) course focuses on both the personal and professional development of a pharmacy student. Elements included are self-awareness, leadership, entrepreneurship/ innovation, career development, and continuous professional development. Prereqs: PHAR 402, PHAR 403, PHAR 404, PHAR 405, PHAR 406, and PHAR 420. Co-reqs: PHAR 414, PHAR 415, PHAR 417, PHAR 418, PHAR 419, and PHAR 421. Offered: Spring.

PHAR 417 - Pharmacy Financial Management and Pharmacoeconomics (2)

This course covers various aspects of financial management involved in pharmacy practice. Topics introduced in the course include, but are not limited to, accounting and financial reporting; budgeting; management functions; supply chain; operations management; risk management; inventory pricing and control; marketing and promotion; general microeconomics and macroeconomics principles. The course also covers basic concepts of pharmacoeconomic methods and their application and interpretation in pharmacy practice. Offered: Spring.

PHAR 418 - Ethics in Healthcare and Christianity (2)

This course is based around six character traits of ethical persons. Students discuss various health care and biblical perspectives on each of these traits with an emphasis on the practical application to the pharmacy profession. Current ethical issues in health care in general and pharmacy in particular are addressed by a variety of teaching and learning modalities. Content will include aspects such as cultural awareness, pharmacy practice management, professional communication, and professional development/social and behavioral aspects of pharmacy practice. Offered: Spring.

PHAR 419 - Sterile Products (1)

This course addresses the broad principles of sterile compounding including the concepts of aseptic technique and personal protective measures, facility considerations for creating an adequate sterile compounding environment, and relevant state and federal pharmacy regulations. In theory, students will apply these principles to the compounding of both non-hazardous and hazardous compounded sterile products (CSPs). Skills imparted through the course include the ability to utilize relevant compounding references from the literature, perform applicable pharmaceutical calculations, and the ability to identify and utilize appropriate compounding tools and equipment necessary for preparing CSPs. Offered: Spring.

PHAR 420 - Integrated Pharmacy Lab III (2)

The third course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. DASH (Developing Academic Success and Health) week will prepare students for the academic year to foster their success in pharmacy school. SPRINT (Simulating Practice Readiness and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Grading is pass/fail. Offered: Fall.

PHAR 421 - Integrated Pharmacy Lab IV (2)

The fourth course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. SPRINT (Simulating Practice Readiness and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Grading is pass/fail. Offered: Spring.

PHAR 430 - Health System Introductory Pharmacy Practice Experience (IPPE) (3)

Introductory pharmacy practice experiences (IPPE) expose students to contemporary pharmacy practice with focused activities in pharmacy operations, interprofessional practice, and introduction to patient care within a health-system pharmacy. This IPPE links previous didactic coursework to pharmacy practice and serves as a building block for advance pharmacy practice. Offered: Summer.

PHAR 495 - School Competencies and Objectives Progress Review-1 (1)

This course is required for students who achieve a final score less than 70% on the School Competencies and Objectives Progress Examination (SCOPE) 1 exam. The purpose of the SCOPE 1 exam is to ensure every pharmacy student demonstrates competence on essential content and competencies from courses in the first year of the pharmacy curriculum (essential to pass the national licensure exam). Thus, the SCOPE exam is a competency checkpoint that represents a diverse and comprehensive curricular assessment. The SCOPE 1 exam is administered on the second day of the fall semester of the second year of the pharmacy curriculum. During this SCOPE-1 course, students will develop an individualized plan of study, remediate SCOPE content, and successfully pass SCOPE assessments. Grading is pass/fail. Prereqs: PHAR 313, PHAR 314, PHAR 315, PHAR 316, PHAR 317, PHAR 319, and PHAR 321. Co-reqs: PHAR 402, PHAR 403, PHAR 404, PHAR 405, PHAR 406, and PHAR 420. Offered: Fall.

PHAR 504 - Applied Science and Pharmacotherapy V (4)

This course integrates knowledge of basic pharmaceutical science principles with principles of pharmacotherapeutic management of neurologic and psychiatric conditions. Students will learn about the pathophysiology, pharmacology, medicinal chemistry, and pharmacotherapy for the management of conditions and complications affecting the central nervous system and apply current evidence in a patient-centered and evidence-based manner to resolve clinical problems. This application will promote better retention of fundamental information and continued development of clinical skills. Offered: Fall.

PHAR 505 - Applied Science and Pharmacotherapy VI (4)

This course integrates knowledge of basic pharmaceutical science principles with principles of pharmacotherapeutic management of pain, cancer, organ transplantation and autoimmune diseases. Students will learn about the pathophysiology, pharmacology, medicinal chemistry, immunology (where appropriate), and pharmacotherapy for the management of conditions and complications related to these diseases/disorders and apply current evidence in a

patient-centered and evidence-based manner to resolve clinical problems. This application will promote better retention of fundamental information and continued development of clinical skills. Offered: Fall.

PHAR 507 - Nonprescription Medicines (4)

This course prepares the student to practice self-care pharmacotherapy by teaching the student to select and perform patient assessments pertinent to the outpatient setting, triage care, and select appropriate nonprescription therapy if warranted. Students will utilize skills of patient assessment, point-of-care and home-testing devices, recommending and counseling patients on non-pharmacologic and pharmacologic therapies (including natural products and alternative and complementary therapies), and referring patients to appropriate healthcare providers when self-care is not appropriate. Offered: Fall.

PHAR 512 - Human Resource Management for Pharmacy (1)

This course will address the basics of human resource management for pharmacists. Students will learn essential personnel management and leadership skills for various pharmacy settings. Topics will include practice management, cultural awareness, ethics, law and regulatory affairs, professional communication, and professional development/social and behavioral aspects of practice. Offered: Spring.

PHAR 514 - Applied Science and Pharmacotherapy VII (4)

This is the final course in the sequence. The course will cover basic clinical toxicology and will transition into solving complex patient care scenarios using previous course content including pharmacotherapy, pharmacology, patient assessment, pharmacokinetics, pharmacogenomics/genetics, cultural awareness, ethics, natural products, and alternative and complementary therapies. The course will allow students to use professional communication skills, health informatics, and health information retrieval and analysis. Offered: Spring.

PHAR 516 - Pharmacy Law (2)

This course presents examination of federal and state statutes, regulations, and court decisions that regulate the practice of pharmacy, including the mitigation of prescription drug abuse and diversion. Offered: Fall.

PHAR 520 - Integrated Pharmacy Labs V (2)

The fifth course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. SPRINT (Simulating Practice Readiness and Teamwork) weeks will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Grading is pass/fail. Offered: Fall.

PHAR 521 - Integrated Pharmacy Labs VI (1)

The sixth course in a series of authentic, hands-on experiences that enable students to develop skills that are essential for exemplary patient care. Students will practice integration of these patient care skills in simulated practice settings. SPRINT (Simulating Practice Readiness and Teamwork) week will promote student success by ensuring students have the opportunity to assimilate and demonstrate knowledge and skills related to be team and practice ready. Grading is pass/fail. Offered: Spring.

PHAR 530 - Focused Patient Care Introductory Pharmacy Practice Experience (IPPE) (1)

Introductory pharmacy practice experiences (IPPE) expose students to contemporary pharmacy practice with focused activities in direct patient care, collaborative practice, and public health wellness. This IPPE links previous didactic coursework to pharmacy practice and serves as a building block for advance pharmacy practice. Offered: Fall.

PHAR 595 - School Competencies and Objectives Progress Review-2 (1)

This course is required for students who achieve a final score less than 70% on the School Competencies and Objectives Progress Examination (SCOPE) 2 exam. The purpose of the SCOPE 2 exam is to ensure every pharmacy student demonstrates competence on essential content and competencies from courses in the first and second years of the pharmacy curriculum (essential to pass the national licensure exam). Thus, the SCOPE exam is a competency checkpoint that represents a diverse and comprehensive curricular assessment. The SCOPE 2 exam is administered on the first day of the fall semester of the third year of the pharmacy curriculum. During this SCOPE-2 course, students will develop an individualized plan of study, remediate SCOPE content, and successfully pass SCOPE assessments. Grading is pass/fail. Prereqs: PHAR 414, PHAR 415, PHAR 417, PHAR 418, PHAR 419, and PHAR 421. Co-reqs: PHAR 504, PHAR 505, PHAR 507, PHAR 516, and PHAR 520. Offered: Fall.

PHAR 614 - Professional Activities and Competencies Evaluation (1)

The Professional Activities and Competencies Evaluation (PACE) lab course is an opportunity for both students and faculty to evaluate students' knowledge and skills in the competencies that students should have mastered thus far in the program. Due to the broad scope of the course, topics and assessments will be drawn from the biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences. Scenarios will be based on competencies in common at ambulatory care and general medicine settings. Offered: Summer.

PHAR 615 - Applied Pharmacy Research and Service (1)

This course is a sequel to PHAR 315 (Introduction to Applied Pharmacy Research and Service). This independent study course will promote critical thinking as the student is expected to demonstrate acceptable professional written and verbal communication skills. The student will develop, conduct, and present a research project. This course promotes critical thinking and develops skills in research design and professional communications. Depending on the specific project, the students will also acquire experience in biostatistics, health information retrieval and evaluation, and public health. Projects may include 1) literature review, 2) bench research, 3) chart review, 4) survey, and 5) services. Offered: Spring.

PHAR 690 - Capstone: Management, Innovation, Leadership, and Entrepreneurship (MILE) (1)

This course explores principles of the management, innovation, leadership, and entrepreneurship aspects of pharmacy. This knowledge will enable participation in pharmacy and healthcare business enterprises and in development of innovative models for delivery of healthcare and medical therapeutics. This background will allow the student to potentially become active in management of the clinical practice of pharmacy. This course will build on knowledge acquired from the pharmacy curriculum, including financial management and pharmacoeconomics, human resource management, communications, and introductory and advanced pharmacy practice experiences. Prereqs: PHAR 504, PHAR 505, PHAR 512, PHAR 514, PHAR 516, PHAR 520, and PHAR 521. Offered: Spring.

PHAR 695 - Capstone: Transition to Professional Practice (3)

This course focuses on career readiness of student pharmacists. This course will assist in preparing graduates for licensure, review state specific pharmacy laws, and discuss such topics as financial management, professional organization involvement, pharmacy advocacy, and career advancement. Additionally, practice of verbal and written communication strategies via a competency-based simulation will be provided. Practice guideline updates in the clinical sciences that are relevant to patient care will also be reviewed. Prereqs: PHAR 504, PHAR 505, PHAR 512, PHAR 514, PHAR 516, PHAR 520, and PHAR 521. Offered: Spring.

Pharmacy - Electives

PHAR 451 - Introduction to Careers in Pharmacy Academia (2)

This elective orients students to terminology, teaching, and assessment strategies related to faculty positions at schools/colleges of pharmacy. Professional communication and professional development will be highlighted throughout the course. Prereq: PHAR 321. Offered: Fall, for P2 and P3 students.

PHAR 452 - Independent Pharmacy Ownership (2)

Project-oriented elective that focuses on the fundamentals of independent pharmacy ownership and practice management. 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: PHAR 321. Offered: Fall.

PHAR 453 - Pharmacy and Healthcare in Great Britain (2)

This elective course is a two-week immersive experience in London, England. This course provides students with the opportunity to learn about the role of the pharmacist in the healthcare system of Great Britain. In addition to preparatory meetings at Samford-McWhorter prior to the trip, the course requires international travel to London, England. The course also involves local travel within London to multiple health care, educational, cultural, and historical sites. A minimum number of students are required to enroll into this elective course and additional course fees apply. Prereqs: All P1 courses, including PHAR 320 and PHAR 321. Offered: Summer.

PHAR 454 - Pharmacy and Healthcare in Spain (2)

This elective course is a two-week immersive experience in Spain. In conjunction with studies in Spain, students travel to the city of Granada, Spain and will stay at a local hotel for two weeks. While in country, students are provided with a variety of opportunities to learn about the healthcare system in Europe and specifically how it is delivered in Spain. Additionally, students will learn about pharmacy education and how pharmacists maintain competence to practice. Students will take part in various site visits including community pharmacies, hospital, university, professional association, and some historic and cultural sites. A minimum number of students are required to enroll into this elective course and additional course fees apply. Prereqs: All P1 courses, including PHAR 320 and PHAR 321. Offered: Summer.

PHAR 455 - Drug Discovery and Development (2)

This course is designed to provide pharmacy students with more in-depth training and understanding of the process of drug discovery and development and about careers in the pharmaceutical industry. The course is designed to help to develop professional communication skills and to improve analysis and practice of verbal, non-verbal, and written communication strategies that promote effective interpersonal dialog and understanding. Prereq: PHAR 321. Offered: Fall.

PHAR 456 - History of Pharmacy (2)

This elective course seeks to explore the development of the profession of pharmacy from its earliest beginnings to present day. Particular insight will be given to exploring not only traditional Western practice, but Native American practices and Eastern practices such as Ayurveda, Traditional Chinese Medicine, and Shamanism. Additionally, the impact of changing regulations, education requirements, and the development of the pharmaceutical industry will be considered. Prereqs: All P1 courses, including PHAR 321. Offered: Fall.

PHAR 457 - Managed Care Pharmacy (2)

This elective course explores the fundamental knowledge and skills needed in the delivery of pharmaceutical care in a managed healthcare environment, primarily serving ambulatory patients. Emphasis on drug benefit management from a fiscal and clinical perspective. Prereqs: All P1 courses, including PHAR 320 and PHAR 321. Offered: Spring.

PHAR 458 - Topics in Pharmaceutical Sciences Research (2)

This elective course will introduce students to the research methodology in various fields of pharmaceutical sciences and pharmacy practice including biochemistry, immunology, medicinal chemistry, drug repurposing, pharmaceuticals, and clinical pharmacology. The course includes both class sessions and hands-on research activities and is strongly recommended for students considering taking a pharmacy research elective or an Advanced Pharmacy Practice Experience (APPE) in pharmaceutical sciences research with a faculty member of the Pharmaceutical, Social and Administrative Sciences (PSAS) department. Prereqs: All P1 courses, including PHAR 320 and PHAR 321. Offered: Fall.

PHAR 462 - Health-System Pharmacy (2)

This course is an introductory elective that offers the students the opportunity to learn more about specific health-system pharmacy practices that ensure patient safety and involve interprofessional care services. Through lectures, individual assignments and discussion, students will be introduced to the variety of practices a pharmacist can have in a health-system, discussing processes for identification and prevention of medication errors, patient profile systems, and prescription processing technology. Prereq: PHAR 321. Offered: Spring.

PHAR 463 - Complementary and Alternative Medicine (2)

This course is designed to provide pharmacy students with more specific education regarding efficacy and safety of herbal/natural products and other practices of complementary and alternative medicine. Topics in this course include products and complementary therapies commonly utilized by the general population with frequent inquiries to the practicing pharmacist. Prereq: PHAR 321. Offered: Spring.

PHAR 464 - Pharmacy Leadership (2)

This didactic elective course is designed to focus on, further develop, and enhance leadership skills needed for the pharmacy profession. Even though a pharmacist may not have a leadership title, all pharmacists need leadership skills and apply these to their daily responsibilities (e.g., lead technicians, students, and co-workers). Prereqs: All P1 courses, including PHAR 320 and PHAR 321. Offered: Fall.

PHAR 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. Students watch movies as pre-class assignments and then participate in class discussions regarding mental disorders and treatments portrayed in those movies. Specific movie scenes will be used to illustrate important points regarding symptomatology, effects of the mental disorder on the characters' lives, attitudes of characters toward the mental disorder and its treatment, portrayal of health care workers, depiction of treatment, etc. Prereqs: All P2 courses, including PHAR 411, PHAR 420, and PHAR 421. Offered: Fall.

PHAR 471 - Cases in Oncology (2)

This elective course is designed to offer students the opportunity to study oncology pharmacy more in depth than covered in the required pharmacy curricular courses. Through individual presentations and group work, students will learn how to identify diagnostic criteria and treatment regimens for oncological disease states plus compound, administer, and monitor patients receiving hazardous medications and chemotherapy. Prereqs: All P1 courses, including PHAR 320 and PHAR 321. Offered: Spring.

PHAR 473 - Advanced Topics in Extemporaneous Compounding (2)

This elective course 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. Prereqs: All P1 courses, including PHAR 320 and PHAR 321. Offered: Spring.

PHAR 475 - Research Elective I (2)

This elective is the first of three research electives in a series, which are designed to provide the student with directed research experience on a specific topic in pharmaceutical sciences. These topics are generally focused on characterization and evaluation of new or existing therapeutic agents. The student will gain basic understanding on how to initiate, conduct, and complete a hypothesis-driven research project, and how to communicate the outcome of research through

oral and written presentations. The student will gain basic knowledge on a subject area of the research and hands-on experiences with specific research methodologies. Prereq: PHAR 321. Offered: Fall and Spring, for P2 and P3 students.

PHAR 476 - Research Elective II (2)

This elective is the second of three research electives in a series, which are designed to provide the student with directed research experience on a specific topic in pharmaceutical sciences. These topics are generally focused on characterization and evaluation of new or existing therapeutic agents. Built upon what has been achieved in the research project in PHAR 475 (Research Elective I) (Dr. Wang), the student will initiate a new project by proposing a follow-up hypothesis. In this project, the student will work more independently, gain more skill in problem solving, and achieve proficiency in research methodology. Hopefully, the student will be able to present the research in the form of a poster at a local, regional, national, or international scientific conference. Prereq: PHAR 475. Offered: Fall and Spring, for P2 and P3 students.

PHAR 477 - Research Elective III (2)

This elective is the third of three research electives in a series, which are designed to provide the student with directed research experience on a specific topic in pharmaceutical sciences. These topics are generally focused on characterization and evaluation of new or existing therapeutic agents. Built upon what has been achieved in the research project in PHAR 475 (Research Elective I) and PHAR 476 (Research Elective II) (Dr. Wang), the student will expand the research project to a significant scope that can form the basis for a significant part of a manuscript for an original research article. The focus will be on in-depth literature search, citation and synthesis, advanced data analysis, evidence-based conclusion-making, and professional manuscript construction. Prereq: PHAR 476. Offered: Fall, for P3 students.

PHAR 478 – Men's and Women's Health (2)

This elective course is designed to provide a focused look at disease states specific to the biological sexes. Students will be exposed to the pathophysiology, risk factors, screening/diagnostic tools, and non-pharmacologic and pharmacologic management of each disease state that is presented. Particular emphasis will be given to medication management. Prereqs: All P1 courses, including PHAR 321. Offered: Spring.

PHAR 479 - Spanish for Pharmacy Communications (2)

This elective course provides acquisition of medical terminology and practice of language skills in Spanish for a range of health sciences, including nursing, nutrition and dietetics, pharmacy, public health, and social work. Students will construct linguistic competencies and abilities (e.g., oral proficiency, written communications, reading and auditory comprehension) along with cultural literacy. Prereqs: All P1 courses, including PHAR 320 and PHAR 321. Offered: Spring.

PHAR 482 - Toxicology (2)

An introductory elective course that provides an overview of common toxins and related antidotes. Prereqs: PHAR 411 and PHAR 421. Offered: Fall, for P3 students.

PHAR 483 - Pediatric Pharmacy (2)

An introductory elective course that provides an overview of pediatric pharmacotherapy with a focus on treatment and therapeutic monitoring of common pediatric diseases. Prereqs: PHAR 411 and PHAR 421. Offered: Fall.

PHAR 484 - Infectious Diseases (2)

This course focuses on commonly encountered infectious diseases in both the inpatient and outpatient settings and is intended to provide students an opportunity to expand their knowledge of infectious diseases. This course includes information on antimicrobials, medical microbiology, and pharmacotherapy of commonly encountered infections. Small group debates are included to enhance the student's health information retrieval and evaluation skills as well as enable the student to defend an antimicrobial selection. Emphasis will be placed on developing critical thinking skills and professional communication skills which can be applied to pharmacy practice in both institutional and community settings. Prereqs: PHAR 411 and PHAR 421. Offered: Fall.

PHAR 486 - Advanced Pharmacoeconomics (2)

This elective course will take a practical approach and put pharmacoeconomic principles, methods, and theories into practice to quantify the value of pharmacy products and pharmaceutical care services used in real-world environments. Course participants will apply key modeling concepts using Microsoft Excel. This will include conceptualizing and structuring a pharmacoeconomics model, adding inputs, running analyses, and interpreting results. Hands-on modeling techniques will include decision trees, Markov models, cost-effectiveness analysis, cost-utility analysis, cost-minimization analysis, cost-benefit analysis, and sensitivity analysis. Prereqs: All P2 courses, including PHAR 402 and PHAR 417. Offered: Fall.

PHAR 487 - Journal Club (2)

This elective course is designed for students to further enhance their skill at evaluating and critiquing randomized, controlled clinical trials. Selected trials (i.e., landmark and current) will be thoroughly assessed to identify strengths and limitations plus determine appropriate application into practice. The students also will present a journal club during this course to enhance their presentation and literature analysis skills. Prereqs: All P1 courses, including PHAR 320 and PHAR 321. Offered: Fall.

Pharmacy - Advanced Special Topics

PHAR 641 - Advanced Special Topics: Emergency and Critical Care Pharmacy (2)

This is an advanced selective course for students who are interested in learning more about contemporary topics facing the critical care and emergency pharmacist. The focus is on topical areas not covered in the didactic curriculum and may not have been adequately addressed during advanced pharmacy practice experiences. Prereqs: PHAR 614 and PHAR 615. Offered: Spring.

PHAR 642 - Capstone Selective: Pediatric Pharmacy (1)

An advanced elective course that focuses on applying integrated knowledge of principles of pharmaceutical (extemporaneous compounding, calculations), social/administrative/behavioral (professional communication), and clinical (pharmacokinetics, patient assessment, pharmacotherapy, public health) sciences to the care of pediatric patients. Prereqs: PHAR 504, PHAR 505, PHAR 512, PHAR 514, PHAR 516, PHAR 520, and PHAR 521. Offered: Spring.

PHAR 643 - Capstone Selective: Community Services (1)

This course further enables the student to enter practice ready to provide patient-centered care by developing and implementing health and wellness services. At the end of the course, the student will be able to use written and verbal communication skills to present their work. The student must exhibit innovation and entrepreneurship along with an understanding of practice management. Prereqs: PHAR 504, PHAR 505, PHAR 512, PHAR 514, PHAR 516, PHAR 520, and PHAR 521. Offered: Spring.

PHAR 644 - Capstone Selective: Scientific Writing and Publishing in Pharmacy (1)

This Capstone selective is designed to enhance students' skills for scientific writing, focusing on the preparation and publication of their PHAR 615 APRS projects. Students will learn to structure research manuscripts, effectively communicate scientific data, and navigate the submission process for academic journals. Through practical writing exercises, peer reviews, and instructor feedback, students will refine their ability to produce clear, concise, and impactful scientific papers that meet publication standards in the field of pharmacy. Prereqs: PHAR 512, PHAR 514, and PHAR 521. Offered: Spring.

PHAR 645 - Capstone Selective: Leadership, Engagement, and Advocacy in Pharmacy (1)

This capstone selective focuses on enhancing post-graduation leadership, engagement, and advocacy in the pharmacy profession (LEAP). Students will learn how to engage in the profession through better understanding of engagement pathways within professional organizations. Students will also learn about effective advocacy methods. Prereqs: PHAR 512, PHAR 514, and PHAR 521. Co-req: PHAR 695. Offered: Spring.

Pharmacy - Advanced Pharmacy Practice Experiences (APPEs)

PHAR 601 - Ambulatory Care I Advanced Pharmacy Practice Experience (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. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 602 - Ambulatory Care II Advanced Pharmacy Practice Experience (5)

APPE designed to grant experience in providing advanced clinical pharmacy services to ambulatory patients in a community pharmacy setting and/or selected outpatients of a general medicine/family practice ambulatory care service. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 610 - Drug Information I Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in drug information management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 611 - Drug Information II Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in advanced drug information management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 612 - Poison Information/Toxicology Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in poison information/toxicology management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 620 - General Medicine I Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in general medicine and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 621 - General Medicine II Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in advanced general medicine and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 623 - Geriatric Pharmacy I Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in geriatric pharmacy and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 624 - Geriatric Pharmacy II Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in advanced geriatric pharmacy and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 625 - Pediatric Pharmacy I Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in pediatric pharmacy and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 626 - Pediatric Pharmacy II Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in advanced pediatric pharmacy and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 627 - Neonatology Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in neonatology pharmacy and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 628 - Psychiatric Pharmacy Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in psychiatric pharmacy and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 629 - Cardiology Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in cardiology management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 630 - Hematology/Oncology Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in hematology/oncology pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 631 - Neurology Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in neurology management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 632 - Nephrology Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in nephrology management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 633 - Metabolic Support Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in metabolic support management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 634 - Infectious Disease Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in infectious disease management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 635 - Cardiac Critical Care Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in cardiac critical care and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 636 - Surgical Critical Care Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in surgical critical care and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 637 - Medical Critical Care Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in medical critical care and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 638 - Emergency Medicine Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in emergency medicine and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 640 - Population Health Outcomes Advanced Pharmacy Practice Experience (5)

Required Advanced Pharmacy Practice Experience (APPE) designed to grant experience in clinical pharmacy practice involving the development and application of evidence-based medication using strategies that improve patient-specific and population-level health outcomes while optimizing health care resources. Prereq: All P3 courses, including PHAR 516, PHAR 520, PHAR 521, and PHAR 530. Offered: Fall, Spring, and Summer.

PHAR 650 - Community Pharmacy I Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in community pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 651 - Community Pharmacy II Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in advanced community pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 652 - Community Pharmacy III Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in advanced community pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 660 - Institutional/Healthcare Systems Pharmacy I Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in institutional pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 661 - Institutional/Healthcare Systems Pharmacy II Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in advanced institutional pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 670 - Home Infusion Therapy Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in home infusion therapy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 671 - Nuclear Pharmacy Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in nuclear pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 672 - Managed Care Pharmacy Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in managed care pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 673 - Pharmacy Management Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 674 - Association Management Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in pharmacy association management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 676 - Specialty Pharmacy Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in specialty pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 677 - Pharmacy Research Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in pharmacy research and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 678 - International Pharmacy Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in international pharmacy management and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 680 - Academic Pharmacy Advanced Pharmacy Practice Experience (5)

APPE focusing on development of knowledge and skills in academic pharmacy and application of such systems in various practice environments. Prereqs: PHAR 514 and PHAR 516. Offered: Fall, Spring, and Summer.

PHAR 681 - Health Informatics and Analytics Advanced Pharmacy Practice Experience (5)

An Advanced Pharmacy Practice Experience (APPE) focusing on further development of knowledge and skills in health informatics and analytics. Students also will complete a research project addressing the applications of health informatics into practice. This APPE is required for pharmacy students enrolled in the master of science in health informatics and analytics (MSHIA) joint degree program. Prereqs: All P3 courses, including PHAR 516, PHAR 520, PHAR 521, and PHAR 530. Offered: Fall, Spring, and Summer.

Physical Therapy

PHTH 610 - Human Anatomy (5)

This course focuses on the gross anatomical structure of the human body including the limbs, back, abdominal wall and cavity, head, neck, thoracic and pelvic cavities. Specific emphasis will be placed on neuromusculoskeletal anatomy and the regional study of relationships between anatomical structures. Offered: Fall.

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 - Physiology (3)

Fundamental principles and concepts of human physiology are covered regarding the cell, cardiovascular, endocrine, pulmonary, renal, neurologic and skeletal muscle systems. Emphasis will be placed on the physiology of these systems. Offered: Fall.

PHTH 621 - Pathology and Pharmacology (4)

This course focuses on the pathophysiology of commonly occurring diseases associated with specific body systems and system interactions. Pharmacologic management of these conditions will be emphasized. This course serves as a basis for examination and evaluation of patients with pathologic conditions.

PHTH 631 - 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: Spring.

PHTH 632 - Biomechanics (3)

This course focuses on the fundamental concepts of human movement. Physics, anatomy, and kinesiology are covered in order to develop an understanding of normal human movement and provide a foundation for analyzing pathological human movement. Offered: Spring.

PHTH 671 - GOSPEL 1 - GO: Service, Practice, & Experiential Learning 1 (3)

GOSPEL is an acronym for Go: Service, Practice, and Experiential Learning. In this course series, students will learn about various professional practice topics, serve the community, and participate in physical therapy practice through community experiences and simulations. Throughout the GOSPEL series, anchoring PT practice in Christian values will be emphasized. This is the first course in the GOSPEL series, emphasis will be on standards for professional practice, the role of the physical therapist in primary care, introduction to documentation, health disparities and health promotion models. Prereq: All prior PHTH coursework. Offered: Fall.

PHTH 672 - GOSPEL 2 - GO: Service, Practice, & Experiential Learning 2 (3)

GOSPEL is an acronym for Go: Service, Practice, and Experiential Learning. In this course series, students will learn about various professional practice topics, serve the community, and participate in physical therapy practice through community experiences and simulations. Throughout the GOSPEL series, anchoring PT practice in Christian values will be emphasized. This is the second course in the GOSPEL series, emphasis will be on building therapeutic alliance during patient-client interaction, documentation, and strategies for fostering adherence to care. Prereqs: All prior PHTH coursework. Offered: Spring.

PHTH 673 - GOSPEL 3 - GO: Service, Practice, & Experiential Learning 3 (4)

GOSPEL is an acronym for Go: Service, Practice, and Experiential Learning. In this course series, students will learn about various professional practice topics, serve the community, and participate in physical therapy practice through community experiences and simulations. Throughout the GOSPEL series, anchoring PT practice in Christian values will be emphasized. This is the third course in the GOSPEL series, emphasis will be on teaching and learning principles and service learning. Prereqs: All prior PHTH coursework. Offered: Summer.

PHTH 674 - GOSPEL 4 - GO: Service, Practice, and Experiential Learning 4 (2)

GOSPEL is an acronym for Go: Service, Practice, and Experiential Learning. In this course series, students will learn about various professional practice topics, serve the community, and participate in physical therapy practice through community experiences and simulations. Throughout the GOSPEL series, anchoring PT practice in Christian values will be emphasized. This is the fourth course in the GOSPEL series, emphasis will be on community engagement and the application of professional practice topics in the clinical setting. Prereqs: All prior PHTH coursework. Offered: Fall.

PHTH 675 - GOSPEL 5 - GO: Service, Practice, and Experiential Learning 5 (2)

GOSPEL is an acronym for Go: Service, Practice, and Experiential Learning. In this course series, students will learn about various professional practice topics, serve the community, and participate in physical therapy practice through community experiences and simulations. Throughout the GOSPEL series, anchoring PT practice in Christian values will be emphasized. This is the fifth course in the GOSPEL series, emphasis will be on community engagement and providing holistic care in the clinical setting. Prereqs: All prior PHTH coursework. Offered: Spring.

PHTH 676 - GOSPEL 6 - GO: Service, Practice, and Experiential Learning 6 (1)

GOSPEL is an acronym for Go: Service, Practice, and Experiential Learning. In this course series, students will learn about various professional practice topics, serve the community, and participate in physical therapy practice through community experiences and simulations. Throughout the GOSPEL series, anchoring PT practice in Christian values will be emphasized. This is the sixth course in the GOSPEL series, emphasis will be on community engagement and the application of JEDI principles and developing a deeper understanding of the social determinants of health. Prereqs: All prior PHTH coursework. Offered: Summer.

PHTH 691 - Scholarly Inquiry 1 (3)

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 - Scholarly Inquiry 2 (1)

This is the second course in the scholarly inquiry series, and the first of three courses related to the Capstone Project and Journal Club. In this course, concepts introduced in Scholarly Inquiry 1 (PHTH 691) related to research design and review of the scientific literature are applied to student research projects, critical literature appraisal, and evidence-based practice. The Capstone Project and Journal Club will continue through Scholarly Inquiry 3 (PHTH 693) and Scholarly Inquiry 4 (PHTH 694). Note: 1-credit version of this course offered beginning Fall 2026.

PHTH 693 - Scholarly Inquiry 3 (1)

This is the third course in the scholarly inquiry series, and the second of three courses related to the Capstone Project and Journal Club. In this course, concepts introduced in Scholarly Inquiry 1 related to research design and review of the scientific literature are applied to student research projects, critical literature appraisal, and evidence-based practice. The Capstone Project and Journal Club will continue through Scholarly Inquiry 4. Prereqs: All prior PHTH coursework. Offered: Spring.

PHTH 694 - Scholarly Inquiry 4 (1)

This is the fourth course in the scholarly inquiry series, and the final course related to the Capstone Project and Journal Club. In this course, concepts introduced in Scholarly Inquiry 1 related to research design and review of the scientific literature are applied to student research projects, critical literature appraisal, and evidence-based practice. Prereqs: All prior PHTH coursework. Offered: Summer.

PHTH 703 - PT Practice: Leadership, Administration, and Finance (3)

During this third and final course in the PT Practice series, students are introduced to administration and management of PT practices/services across various settings. Students learn about the various components of being a manager in a physical therapy practice/healthcare system. Emphasis is placed on understanding

the demands of owning a PT practice and managing wellness services in different settings. This course is set up with four specific areas to address related to professional management of physical therapy: foundations, business, people, and environments. Offered: Spring.

PHTH 710 - Clinical Decision-Making (1)

This course is designed to help improve the physical therapist students' clinical decision-making skills to support safe and effective practice across multiple settings with different patient populations and diverse health issues. The course will utilize a case-based approach to promote knowledge and skill through group discussion and critical thinking activities. Students will be challenged to plan and implement evaluation and treatment sessions in concordance with the Patient-Client Management model. There will be an emphasis on documentation throughout the patient management process. Prereqs: All prior PHTH coursework. Offered: Summer.

PHTH 711 - Differential Diagnosis and Clinical Reasoning (2)

This course explores clinical reasoning models and differential diagnostic processes in physical therapy. Students will learn to screen for the presence of medical disease or other conditions whose treatment is outside of the scope of physical therapist practice. Topics will be presented from a perspective of screening systems through the history and physical exam in order to determine when it is most appropriate to (1) implement patient care, (2) consult with another health care provider, or (3) refer to a health care provider. Emphasis will also be placed on professional communication with patients, families, and other health care providers regarding appropriate patient/client management. Prereqs: All prior PHTH coursework. Offered: Summer. (Formerly PHTH 652)

PHTH 731 - Examination and Evaluation 1 (3)

In this course, the students will be introduced to the physical therapy examination 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. Class will emphasize goniometry, manual muscle testing, palpation, and muscle length testing across all major joints. Offered: Fall.

PHTH 732 - Examination and Evaluation 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.

PHTH 733 - PT Interventions (4)

This is the third course in a series focusing on the physical therapist's management of patients according to the Guide to PT Practice and the Patient-Client Management Model. This course introduces the components of and processes for determining physical therapy interventions. Specific intervention skills include functional mobility, physical agents, and therapeutic exercise. Emphasis is also placed on the communication, documentation, and clinical decision-making related to interventions. Offered: Spring.

PHTH 741 - Acute Care (2)

This course prepares students for the physical and clinical management of patients in the acute care setting. Emphasis will be placed on understanding the environment, equipment, and safe management of the patient, as well as assessment and intervention related to integumentary and lymphatic conditions. Note: Two-credit version of this course offered beginning Fall 2026.

PHTH 742 - Cardiovascular and Pulmonary (3)

This course addresses the patient-client management model related to patients with cardiovascular and pulmonary conditions. Emphasis will be placed on evaluation and treatment strategies for said patients. Prereqs: All prior PHTH coursework. Offered: Spring.

PHTH 760 - Lifespan (3)

This course will focus on how the movement system develops and changes from infancy through older adulthood. Students will learn about the development of gross and fine motor skills, the effect of aging on movement capabilities, and the impact contextual factors have on motor skill acquisition, refinement, and decline across the lifespan. Students will begin to apply the patient-client management process to various patient scenarios, with special focus on how a client's age will impact the examination, evaluation, diagnosis, prognosis, interventions, and outcomes. Offered: Summer.

PHTH 761 - Pediatrics (2)

This course focuses on managing impairments in body structures/function, activity, and participation related to 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. Note: Two-credit version of this course offered beginning Fall 2026.

PHTH 764 - Neurorehabilitation 1 (4)

This course focuses on managing impairments in body structures/function, activity, and participation related to individuals with neurologic conditions. Students will continue to apply the patient-client management process: examination, evaluation, diagnosis, prognosis, interventions, and outcomes. Prereqs: All prior PHTH coursework. Offered: Fall.

PHTH 765 - Neurorehabilitation 2 (4)

This course focuses on utilizing the patient-client management process to address impairment and functional level deficits common to patients with neurologic conditions. Students will apply knowledge and skills from Pathology/Pharmacology and Neurorehabilitation 1 in the management of patients with common neurologic conditions. Collaboration with other healthcare providers and wellness will be emphasized. Prereqs: All prior PHTH coursework. Offered: Spring.

PHTH 771 - Spine (5)

This course focuses on managing impairments in body structures/function related to the spine. Emphasis will be placed on the patient-client management process: examination, evaluation, diagnosis, prognosis, interventions, and outcomes.

PHTH 772 - Lower Extremity (4)

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. Note: Four-credit version of this course offered beginning Spring 2027.

PHTH 773 - Upper Extremity (4)

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 upper extremity problems while also considering the relationship between spinal function, lower extremity function, and upper extremity impairments. Note: Four-credit version of this course offered beginning Summer 2027.

PHTH 785 - Professional Internship 1A (3)

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. (Formerly PHTH 781)

PHTH 786 - Professional Internship 1B (7)

Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skills to client care. Emphasis is on examination and evaluation skills, intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary, and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Grading is pass/fail. Offered: Fall. (Formerly PHTH 782)

PHTH 787 - Professional Internship 2 (10)

Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skills to client care. Emphasis is on examination and evaluation skills, intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary, and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Grading is pass/fail. Offered: Fall. (Formerly PHTH 783)

PHTH 788 - Professional Internship 3 (10)

Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skills to client care. Emphasis is on examination and evaluation skills, intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary, and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Grading is pass/fail. Offered: Spring. (Formerly PHTH 784)

Physician Assistant Studies

PAST 501 - Gross Anatomy (4)

This course's content will be delivered by lectures and student dissection of cadavers. Students will be examining the normal structure of the human body, the embryologic basis of adult anatomy, and the relationship between the human body structure and function. Students are expected to become skilled at proper dissection techniques, identification of anatomical structures, and to become proficient at recognition of structural arrangements and structural relationships. Students have the opportunity to further their knowledge of anatomy by using computer-assisted technology, which is available online. Offered: Fall.

PAST 502 - Fundamentals of Physiology (4)

In this course, students will be introduced to the physiological principles and regulatory processes that underlie the normal function of the human body. This course will be taught utilizing classroom lectures, small group assignments, as well as online media to enhance learning. Through this format, students will develop an understanding of the physiologic responses to changes in the normal state of homeostasis and of pathophysiologic alterations that occur in disease. Topics include the physiology of the neuromuscular, cardiovascular, pulmonary, renal, digestive, endocrine, and reproductive systems. Offered: Fall.

PAST 503 - Clinical Laboratory Diagnostic (2)

An introduction to laboratory diagnostics with an emphasis on pathology, microbiology, hematology, and clinical chemistry. This course utilizes different formats including lectures, practical learning in a clinical laboratory, cost effective diagnostic algorithms, and problem-based case scenarios. Offered: Fall.

PAST 504 - Foundations of Professional Practice (3)

This course will discuss the initial origins of the physician assistant and the evolution of the profession. Emphasis will be placed on the legal and professional expectations of the physician assistant as well as the ethical considerations that guide medical practice. Students will discuss both cultural and social awareness, plus basic concepts for quality healthcare delivery. This course will also examine the future of physician assistants and examine the diversity among healthcare teams and the physician assistant's role within them. Students will examine the physician assistant oath and the core ethics that provide the foundation of the profession. Students will also evaluate common pitfalls within the medical profession and discuss mechanisms to prevent burnout during their career. Offered: Fall.

PAST 505 - Biomedical Ethics and Genetics (2)

This course is a two-part course covering biomedical ethics and medical genetics. The bioethics component is designed to expose the student to legal and ethical dilemmas faced in medical practice. The course presents approaches that facilitate critical thinking through the complex ethical issues that students will encounter in professional practice. The second part of this course is devoted to introducing the foundations of human genetics. By introducing students to the ethical considerations in genetic testing, we will transition into human genetics and the genome. Offered: Fall.

PAST 506 - Healthcare Policy, Care Management, and Risk Management (2)

This course is an overview of healthcare management and policy and its applications. This course will provide first-year physician assistant students with an introduction to the legal, political, and professional issues affecting the physician assistant practice. Offered: Fall.

PAST 507 - Patient Assessment I (3)

This is the first course in a three-part series in history and physical examination. An essential and basic skill of physician assistants is the ability to fully evaluate a patient's health status. An accurate medical history and thorough physical examination provides the foundation and basis of such an evaluation. The goal of this course is to provide the physician assistant student with the necessary skills to elicit a comprehensive medical history, perform a complete physical examination, and systematically report his/her findings. Offered: Spring.

PAST 508 - Fundamentals of Clinical Medicine I (4)

This is the first class of a three-course series on instruction of clinical medicine. This course prepares students for clinical rotations by providing medical lectures dealing with diseases and the pathology associated with them including recognition, diagnosis, and treatment. The course series will expand on information presented in earlier courses, and addresses clinical diseases associated with the dermatological, ophthalmologic, musculoskeletal, cardiac, pulmonary, gastrointestinal, and neurological systems. Offered: Spring.

PAST 509 - Clinical Therapeutics I (3)

Clinical therapeutics is a three-course series that serves as an introduction to pharmacology with an emphasis on pathology, physiology, pharmacokinetic, pharmacodynamics, and pharmacotherapeutic information of a specific drug or drug class. This course utilizes different formats including lecture, podcasts, cost-effective diagnostic algorithms, case-based studies, and problem-based case scenarios. The first two courses in the sequence will examine the pharmacokinetics behind drug classes and medications, while the final course will look at the clinical uses of the medications including dosing, common and trade names for medications, routes of administration, as well as cost and drug allergies. Offered: Spring.

PAST 510 - Evaluating Electrocardiography/Diagnostic Imaging (2)

This course is designed to develop the student's ability to order, interpret, analyze, and evaluate 12-lead electrocardiograms, as well as radiologic imaging. The development of these skills is essential to physician assistants providing medical care. Emphasis will be placed on ischemic heart disease, heart blocks, atrial flutter and atrial fibrillation, arrhythmias, and multiple other cardiac abnormalities and their appearance on an electrocardiogram. This course will also address the basic interpretation of radiologic studies including common fractures, effusions and fat pad signs, dislocations, and also teach students the basic techniques used to evaluate both CTs and MRIs. Offered: Spring.

PAST 511 - Fundamentals of Surgery I (3)

This is the first in a two-part course that will be delivered by didactic instruction, instructional videos, and case-based studies that focus on the diagnosis and treatment of surgical disease. This course evaluates the signs and symptoms associated with surgical disease processes, the preoperative evaluation of surgical patients, intraoperative surgical care, as well as post-operative management involved in their care. Offered: Spring.

PAST 512 - Pathophysiology (3)

This is an introductory pathophysiology course that will enable students to identify and describe the pathologic processes involved in common medical disorders and diseases. It will focus on the pathologic basis for disease and the recognition of it. It will provide the foundation that physician assistant students will need as they further their education in clinical medicine. Offered: Spring.

PAST 513 - Patient Assessment II (3)

This is the second course in a three-part series in history and physical examination. We will continue to expand our assessment skills and learn new body systems and exam techniques. An essential and basic skill of physician assistants is the ability to fully evaluate a patient's health status. An accurate medical history and thorough physical examination provides the foundation and basis of such an evaluation. The goal of this course is to provide the physician assistant student with the necessary skills to elicit a comprehensive medical history, perform a complete physical examination, and systematically report his/her findings. Offered: Summer.

PAST 514 - Fundamentals of Clinical Medicine II (4)

This is the second class of a three-course series on instruction of clinical medicine. This course prepares students for clinical rotations by providing medical lectures dealing with diseases and the pathology associated with them including recognition, diagnosis, and treatment. The course series will expand on information presented in earlier courses, and addresses clinical diseases associated with the dermatological, ophthalmologic, musculoskeletal, cardiac, pulmonary, gastrointestinal, and neurological systems. Offered: Summer.

PAST 515 - Clinical Therapeutics II (3)

Clinical Therapeutics II is a continuation of the first course, and is part two of a three-course series that serves as an introduction to pharmacology with an emphasis on pathology, physiology, pharmacokinetic, pharmacodynamics, and pharmacotherapeutic information of a specific drug or drug class. This course utilizes different formats including lectures, podcasts, cost-effective diagnostic algorithms, case-based studies, and problem-based case scenarios. Offered: Summer.

PAST 516 - Fundamentals of Clinical Research/Literature Evaluation (3)

This course is designed to prepare students to critically evaluate medical literature and use it as a basis for making medical decisions. It will focus on the examination of medical studies, looking at statistics, confounders, and biases within the study that can and often will affect their clinical practice. This class will be presented in a lecture format with small group discussion and assignments, as well as independent media research and reading assignments. Offered: Summer.

PAST 517 - Fundamentals of Surgery II (3)

This is the second class in two-part course that will be delivered by didactic instruction, instructional videos, and case-based studies that focus on the diagnosis and treatment of surgical disease. This course evaluates the signs and symptoms associated with surgical disease processes, the preoperative evaluation of surgical patients, intraoperative surgical care, as well as post-operative management involved in their care. This series will systematically evaluate the multiple surgical procedures including procedures in general surgery, urology, cardiovascular surgery, neurosurgery, orthopedic surgery, trauma and trauma surgery, thoracic surgery, transplant surgery, and other core surgical areas, providing the students with a solid surgical foundation and the ability to recognize and treat surgical disease processes. Offered: Summer.

PAST 518 - Advanced Practice Procedures I (2)

This is the first course in a two-part series designed to introduce the student to the technical skills and knowledge required to perform in the operating room and also perform various medical procedures. The course will consist of lectures and practical/technical laboratories and will lay the foundation for the subsequent course. This course begins by teaching the students surgical instrumentation and its uses within the operating room. Emphasis is placed on learning surgical technique including first assisting, scrubbing, suturing, and wound care. Students will learn this in a live vivisection pig lab performing advanced surgical procedures with faculty instruction. Offered: Summer.

PAST 519 - Patient Assessment III: Clinical Decision Making (2)

This is the first course in a two-part series designed to introduce the student to the technical skills and knowledge required to perform in the operating room and also perform various medical procedures. The course will consist of lectures and practical/technical laboratories and will lay the foundation for the subsequent course. This course begins by teaching the students surgical instrumentation and its uses within the operating room. Emphasis is placed on learning surgical technique including first assisting, scrubbing, suturing, and wound care. Students will learn this in a live vivisection pig lab performing advanced surgical procedures with faculty instruction. Offered: Summer.

PAST 520 - Fundamentals of Clinical Medicine III (4)

This is the third class in a three-course series on instruction of clinical medicine. This course prepares students for clinical rotations by providing medical lectures dealing with diseases and the pathology associated with them including recognition, diagnosis, and treatment. The course series will expand on information presented in earlier courses, and addresses clinical diseases associated with the dermatological, ophthalmologic, musculoskeletal, cardiac, pulmonary, gastrointestinal, and neurological systems. Offered: Fall.

PAST 521 - Clinical Therapeutics III: Practical Application (2)

Clinical therapeutics III, a continuation of the first and second courses, is the third and final course in the series. As the first two courses examined the pharmacokinetics behind drug classes and medications, the final course will look at the clinical uses of the medications including: dosing, common and trade names for medications, routes of administration, as well as cost and drug allergies. This course will have emphasis on the clinical uses, dosing, and indications of the medications learned within the first two courses. Offered: Fall.

PAST 522 - Advanced Practice Procedures II (2)

The course is designed to help the first-year physician assistant students' transition into the second-year clinical rotations by exposing them to the operating room environment, the clinic, as well as the development of clinical skills that will prepare them for the clinical setting. These will be essential to their clinical year and their professional practice. In this course, students will be divided into three cohorts, with each cohort rotating within the semester to the operating room, medical clinic, and one month of training in advanced techniques. Each cohort will rotate within these areas in four-week cycles. Offered: Fall.

PAST 523 - Behavioral Science (3)

This course is designed to provide an overview of the field of behavioral medicine appropriate to a physician assistant. Upon completion of this course, the student will be able to relate the etiology, epidemiology, clinical presentation, diagnostic features, prognosis, appropriate differential diagnoses, screening, prevention, and acute, chronic, and end-of-life (as appropriate) treatment plans; and to refer in relation to behavioral medicine patients and their associated disorders. This course will also cover rehabilitation, adherence to treatment plans, behavior modification, basics of counseling, culturally competent care, and human sexuality, as well as the response to stress and illness. Offered: Fall.

PAST 524 - Pre-Clinical Seminar (1)

The course is designed to bridge the gap from the didactic year to the clinical year. The student will spend time in an assigned clinical site with a clinical year student. This will allow the student to gain insight into the professional behavior required during the clinical year. Grading is pass/fail. Offered: Fall.

PAST 525 - Advanced Medical Simulation (2)

Laboratory simulated clinical experience to provide supervised practice in clinical skills, practical procedures, teamwork, patient management, and decision making in preparation for the student's clinical year (1 semester credit), meeting once a week for two hours. This course will be an interactive team-based learning environment where students will focus on patient assessment, diagnoses, invasive procedures, and treatment. This will include ACLS, BLS, intubation, and multiple other advanced practice techniques. Offered: Fall.

PAST 601 - Clinical Service I (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Spring.

PAST 602 - Clinical Service II (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Spring.

PAST 603 - Clinical Service III (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Spring.

PAST 604 - Clinical Service IV (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Spring.

PAST 605 - Clinical Service V (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Spring.

PAST 606 - Clinical Service VI (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Summer.

PAST 607 - Clinical Service VII (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Summer.

PAST 608 - Clinical Service VIII (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Summer.

PAST 609 - Clinical Service IX (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Fall.

PAST 610 - Clinical Service X (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Fall.

PAST 611 - Clinical Service XI (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Fall.

PAST 612 - Clinical Service XII (4)

The clinical service courses are designed to allow students to gain clinical experience in a variety of ARC-PA required clinical rotations. The seven ARC-PA required rotation are pediatrics, women's health, emergency medicine, internal medicine, family practice, psychiatry, and general surgery. Each student will complete at least one of the above listed rotations during the clinical year. The remaining five rotations will be an elective. Each student will complete four sequential clinical courses each semester. Offered: Fall.

PAST 613 - Summative Review (2)

This course is designed to provide an end-of-program review. This is to prepare the student for the physician assistant national certifying examination (PANCE). Also, there will be preparation for the ARC-PA required objective structured clinical examination (OSCE), programmatic summative examination, and a 350-question PANCE style practice examination. Grading is pass/fail. Offered: Fall.

Public Health - Graduate

NOTE: See the Doctoral Public Health section or the MPH program tables for links to additional courses required for the master of public health.

PHLT 500 - Health Systems, Organizations, and Policy (3)

This is a required core course for the MPH. 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 U.S. and other health care systems are discussed. Offered: Fall and Summer.

PHLT 501 - Introduction to Epidemiology (3)

This is a required core course for the MPH. Introduction to Epidemiology is designed for graduate level public health students to learn the basic principles, methods, and applications of epidemiology. Offered: Summer.

PHLT 502 - Public Health Foundations (3)

This course will provide graduate and professional students with the foundational knowledge of public health. This will include public health's historical contribution, the core functions of public health, and the social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes. Offered: Fall and Summer.

PHLT 503 - Environmental Health (3)

The science of environmental health touches communities, governments, industry and healthcare, leading to multiple career opportunities for doctors, nurses, engineers, environmental scientists, among many others. This is a required core course for the MPH and covers the concepts of environmental toxicology and epidemiology related to organic, inorganic, and zoonotic toxins and pathogens from water, air, land, and food, including novel exposures. Policy issues, as well as appropriate statistical and risk communication concepts related to the complex interaction between humans and their environment, will be explored. Offered: Summer.

PHLT 504 - Biostatistics for Public Health Professionals (3)

This is an introductory biostatistics course to provide foundation and application of statistics in the field of public health. The course provides an overview of various statistical methods used in public health practice and research. Emphasis is on application of appropriate methods and interpretation of results. Examples and problems from public health settings will be included. Various statistical software will be used to analyze data (Excel, SPSS and others), but prior computing experience is not required. Topics covered include methods of summarizing data and estimation and hypothesis testing techniques, including the t-test, the chisquare test, the analysis of variance, correlation analysis, and linear regression. Offered: Fall and Summer.

PHLT 506 - Planning 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 MPH. 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.

PHLT 608 - Leadership for Health Professionals (3)

This course prepares health professionals to lead change and the transformation of healthcare organizations, systems, and policy in response to environmental forces. Leadership is a reciprocal influence process between leaders and followers to achieve a shared goal. Students will explore the theoretical foundations of leadership as well as assess their own leadership style/approach. This course will address the importance of interprofessional teams and team dynamics. Students will integrate leadership theory and practice to lead significant change initiatives to enhance patient, community, organizational, system, and/or policy outcomes. Cross-listed with NUTR 503. Offered: Fall.

PHLT 610 - Strategic Management of Healthcare (3)

This course focuses on the three major aspects of strategic management-strategy formulation, strategy implementation, and strategy control. Additionally, a comparison of ten schools of strategic management is explored, along with a categorization of the essential characteristics of strategic planning. Cross-listed as MHL 610. Offered: Spring.

PHLT 638 - Public Health and Aging (3)

Exploration of current problems of the elderly, introduction to broad principles of health promotion for the elderly, and review of model health promotion programs. Upon completion of this course, the student will be able to demonstrate knowledge of the special health issues related to the elderly population and appropriate health promotion activities.

PHLT 695 - Public Health Internship (3)

The internship provides an opportunity for each student to work in a public health setting in a position that carries responsibility and is of particular interest. Each placement is different, but all depend upon completion of core courses, the ability to work with minimal supervision, and acquiring permission of the student's SOPH advisor and on-site preceptor/supervisor. This experience must be appropriately planned, supervised, and evaluated. Students should normally have completed the core classes before registering for an internship. Grading is pass/fail. Offered: Fall, Spring, and Summer.

PHLT 699 - Public Health Capstone (3)

The MPH 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. Grading is pass/fail. Prereqs: PHLT 500, PHLT 501, PHLT 502, PHLT 503, and PHLT 504. Offered: Fall, Spring, and Summer.

Public Health - Doctoral

NOTE: See the Graduate Public Health section or the DrPH program tables for links to additional courses required for the doctor of public health.

PHLT 606 - Public Health Planning and Evaluation (3)

This course will provide students with practical skills and theoretical understanding to assess the health needs of a community or a population, develop and implement culturally-appropriate programs to promote the health of populations, and evaluate outcomes. Students will learn to engage with stakeholders and build coalitions and partnerships for influencing public health outcomes, design and manage data for program planning, and evaluation. These skills will be applied through a series of applied practice projects serving a government or nonprofit agency: stakeholder engagement, community health assessment, grant proposal, and program evaluation. Offered: Summer.

PHLT 607 - Fundamentals of Public Health (0)

This course will provide doctoral students with grounding in the domains of foundational knowledge of public health as stipulated by the Council on Education for Public Health (CEPH). This will include the history, philosophy, and values of public health; core functions and essential services of public health; describing and assessing a population's health; causes and trends of morbidity and mortality in the US and globally; prevention science and the importance of evidence in population health; social, behavioral, environmental, and biological health determinants and their contributions to health inequities; globalization and global burdens of disease; and the connections among human health, animal health, and ecosystem health.

PHLT 630 - Evidence-Based Decision-Making in Public Health (3)

This is a required core course for the DrPH. This course will examine the role of scientific evidence in clinical, public health, and policy decision-making. The course will explore why there is a need for evidence-based practices; how to identify, assess, and evaluate relevant evidence; and how to apply appropriate methods and analytic tools to create scientific evidence to inform policy and public health decisions. These concepts are necessary to assess, evaluate and implement evidence-based public health practices. Examples and problems from clinical, policy, and public health settings will be included. Offered: Summer.

PHLT 675 - Health Equity and Inclusion: Strategies for Community-Centered Public Health (3)

This course delves into advanced strategies for promoting health equity and inclusion in public health initiatives. Students will learn how to effectively organize and collaborate with diverse partners, including researchers, practitioners, and community leaders, to develop and implement health improvement strategies. Emphasis is placed on designing system-level interventions tailored to address specific public health issues, with a focus on understanding and integrating community-informed knowledge, including cultural values and practices. The course also covers the development and analysis of inclusive public health policies and programs. Through a combination of theoretical learning and practical case studies, students will be equipped to lead transformative public health efforts that prioritize community engagement and inclusivity. Offered: Fall.

PHLT 715 - Improving Population Health Outcomes through Analytics (3)

This course explores the potential for Health IT to improve the health of populations within public health programs and integrated healthcare delivery systems. Topics include information interventions, data standards, and specialized populations. Prereqs: HII 650 and HII 653. Offered: Fall.

PHLT 720 - Biostatistical Methods for Public Health Outcomes (3)

This course is designed to give students a hands-on experience with application of advanced statistical methods in the context of public health services and health policy research. The course aims to increase students' skills to conduct and report the results of statistical analysis of quantitative public health information and expand advanced skills in categorical analysis, multiple regression analyses with applications using statistical software. Offered: Fall.

PHLT 795 - DrPH Applied Practice Experience (3)

This course is required for all DrPH students. Students are required to complete one or more applied practice experiences in which they are responsible for completion of at least one project that is meaningful for an organization and to advanced public health practice. Students complete 120 hours of applied practice/internship experience, along with monthly engagement in online seminars. Grading is pass/fail. Prereq: PHLT 606. Offered: Fall, Spring, and Summer.

PHLT 799 - Integrative Experience (3-6)

This course is the culminating experience of the DrPH, in which students will synthesize and apply their competencies to a project consistent with advanced practice designed to influence programs, policies, or systems addressing public health in their chosen area of concentration. The Integrative Experience project may be a research project or it may be a project that translates research into practice (e.g., a new implementation of best-practice guidelines, financial or policy analyses to formulate policy or public health recommendations, application of knowledge in a new setting). All Integrative Experience projects must include an evaluation component and a student reflection paper. Grading is pass/fail. Prereq: PHLT 606. Offered: Fall, Spring, and Summer.

Social Work

SOWK 501 - Human Behavior in the Social Environment (3)

This course provides students with an introduction to the social work profession. The course emphasizes theories of human behavior and the social environment. The course also includes content on the integration of faith and social work practice, fields of social work practice, and professional identity. Offered: Fall.

SOWK 502 - Social Work Practice I: Individuals and Families (3)

This course provides students with an overview of social work practice and introduces students to the Generalist Intervention Model (GIM) (Kirst-Ashman and Hull, 2009), a planned change model that divides direct social work practice into seven categories or stages: (1) Engagement, (2) Assessment, (3) Planning, (4) Implementation, (5) Evaluation, (6) Termination, (7) Follow up. The Practice I course applies the GIM to social work practice with individual clients and families. Offered Fall.

SOWK 503 - Human Rights, Social Justice, and Social Work Ethics (3)

This course introduces students to the values that serve as a foundation for professional social work practice. The course incorporates a human rights perspective that emphasizes the dignity and worth of all people, as well as a social justice perspective that prioritizes the importance of equitable and just social structures. The course also introduces students to professional social work values, as exemplified in the National Association of Social Workers' Code of Ethics, as well as various legal and regulatory codes. Students are also trained to recognize and resolve ethical dilemmas. Offered: Fall.

SOWK 504 - Social Welfare Policy (3)

This course examines the historical and philosophical foundations of the modern welfare state and explores current social welfare policy issues. The course examines social welfare policy from a global perspective by comparing US social welfare policy approaches to approaches utilized in other nations. The course also prepares students to engage in effective policy analysis and advocacy. Offered: Fall.

SOWK 505 - Field Placement I (3)

This course involves a 200-hour field placement at a social service agency, as well as a one-hour per week field placement seminar. Field Placement I emphasizes development of advanced generalist social work practice skills. Offered: Fall.

SOWK 506 - Social Work Research (3)

This course introduces students to both qualitative and quantitative approaches to social science research. Course content includes the development of research questions and problems, the selection of a methodological approach appropriate for the research problem, hypothesis formation, research design, instrumentation, sample selection, data collection, data analysis, and the presentation of results and findings. The course also includes content related to research ethics and protection of research participants. Offered: Spring.

SOWK 507 - Social Work Practice II: Groups, 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 families and groups. Prereq: SOWK 502. Offered: Spring.

SOWK 508 - Social Work Practice III: Communities and Organizations (3)

This course builds on the Social Work Practice I course (SOWK 502) by applying the Kirst-Ashman and Hull (2009) Generalist Intervention Model (GIM) (engagement, assessment, planning, implementation, evaluation, termination, and follow up) to social work practice with communities and organizations. Prereq: SOWK 502. Offered: Spring.

SOWK 509 - Diversity and Multicultural Social Work Practice (3)

This course introduces students to the various dimensions of human diversity and discusses the links between minority status and oppression and disenfranchisement. The course emphasizes culturally sensitive social work practice. An anti-oppressive practice approach is used to frame multicultural social work practice. Offered: Spring.

SOWK 510 - Field Placement II (3)

This course involves a 200-hour field placement at a social service agency (which typically takes place at the same field placement site as Field Placement I, SOWK 505), as well as a one-hour per week field placement seminar. Field Placement II emphasizes continued development of advanced generalist social work practice skills. Prereq: SOWK 505. Offered: Spring.

SOWK 511 - Grief, Death, and Loss Across the Lifespan (3)

This course covers topics related to issues of grief, death, and loss across the lifespan. It covers not only physical loss, but also psychological loss related to stages of development as well as the many manifestations of grief. This course theories and frameworks for grieving, including biological, cultural and spiritual aspects of grieving. Offered: Spring and Summer, on rotation.

SOWK 550 - Interdisciplinary Perspectives on Substance Abuse and Addictions (3)

This elective course examines various substances of abuse and provides training in the assessment, diagnosis, and treatment of substance abuse disorders. Offered: Spring and Summer.

SOWK 551 - Congregational Social Work (3)

This elective course examines the church congregation as a context for social work practice, identifying the roles and skills necessary for effective practice. This course examines congregational social work practice in the context of the church's historical role in social service provision and current practices in church social work. Special emphasis is given to missions partnerships as both an expression of and a tool for congregational social work. Offered: As needed.

SOWK 552 - Global Poverty: Responses across Cultures (3)

This course examines poverty in various non-Western cultures and covers the nature, scope, and distribution of poverty; definitions of poverty; common characteristics of the poor; as well as cultural traditions and folkways which contribute to the problem. This course also examines social welfare/social work responses, and faith-based models in addressing the problems of global poverty. Offered: As needed.

SOWK 553 - Family Policy (3)

This elective course examines the relevance of government and business policies to the lives of children and families. The course also prepares students to assess the influence of policies using criteria drawn from social work and related fields. Offered: Spring and Summer, on rotation.

SOWK 554 - Disaster Preparedness and Response (3)

This course provides a multi-disciplinary perspective on disaster preparedness and response utilizing an all-hazards approach in working with vulnerable populations. It provides an overview of current thoughts on emergency planning, as well as local, state, and federal response networks and organizations. Students acquire fundamental knowledge of responding to disaster victims including sheltering, mass care, case management, psychological first aid, and crisis intervention. Offered: Spring and Summer.

SOWK 555 - Service Learning in Tanzania (3)

This course is designed to expose social work students to international work, specifically human development issues in a remote part of Tanzania (Ukerewe and Musoma). It offers an opportunity to collaborate with other helping and healthcare professionals from both the U.S. and Tanzania. Through service-learning, students will learn to apply skills gained during their core coursework to real-world issues of the Ukerewe and Musoma people and will learn how to collaborate with their peers, as well as community members, to develop practical solutions to an agreed-upon identified challenge. Offered: Summer.

SOWK 556 - Camp of Champions: Counseling Foster Youth (3)

This course is an innovative approach to teaching about attachment and trauma counseling with youth in general and foster children in particular. This course includes a four-day training, from 8:00am to 4:00pm, followed by a three-day camp with the Alabama Baptist Children's Home: Camp of Champions. Offered: Summer.

SOWK 557 - Social Work with Refugee and Migrant Populations (3)

This course examines specific issues and challenges related to refugee and migrant populations in the U.S. and throughout the world. These issues and needs are analyzed via the social work knowledge base, however other approaches will be considered. Offered: Spring and Summer.

SOWK 558 - Clinical Practice with Children and Families (3)

This course will examine clinical practice with children, families, and couples. Students will learn interventions targeted towards these three populations. Additionally, this course will study the impact of trauma in these populations and how to treat in a clinical social work setting. Offered: Spring and Summer.

SOWK 559 - Social Work in Health Care Settings (3)

Students will develop knowledge and skills to apply the generalist intervention model to clinical social work in health care settings. Students will explore the bio-psycho-social, cultural, and spiritual impact of illness. They will learn about the impact of health care policy on access and delivery of services. Students will develop advanced clinical skills in supportive counseling, trauma and crisis intervention, coping with chronic illness, and responding to grief and loss. They will appreciate the role of ethics in medical decision-making and recognize the role of social work as a part of a multidisciplinary health care team. Offered: Summer.

SOWK 590 - Special Topics in Social Work (3)

This elective course explores a unique aspect of the social work profession that is not the focus of an existing course. Topics are selected based on faculty and/or student interest. May be repeated for a maximum of 9 credits, if topics are different. 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 Community Practice (3)

This course reviews the primary theories used for community development work by macro-level social work practitioners. The course also examines the appropriateness of theoretical models for use in the cross-cultural practice contexts in which community development work often takes place. Offered: Fall and Summer.

SOWK 604 - Psychopathology (3)

This course examines the various types of mental illness and trains students in DSM-5 diagnosis. The course also examines alternative diagnostic models (including the International Classification of Diseases or ICD), criticism regarding the development and utilization of the DSM, and ethical issues related to diagnosing mental health conditions. Offered: Fall.

SOWK 608 - Field Placement III (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 - Developing and Leading a Nonprofit (3)

This course requires students to identify a community development subfield as an area of specialization and to develop further expertise related to their chosen subfield. Prereq: SOWK 603. Offered: Spring.

SOWK 613 - Field Placement IV (3)

This course involves a 250-hour clinical field placement (which typically takes place at the same field placement site as Field Placement III, SOWK 608), as well as a one-hour per week field placement seminar. Field Placement IV emphasizes continued development of advanced clinical social work practice skills. Prereq: SOWK 608. Offered: Spring.

SOWK 614 - Field Placement IV (Global Community Development Concentration) (3)

This course involves a 250-hour community development field placement (typically at the same site as Field Placement III, SOWK 609), as well as a one-hour per week field placement seminar. Field Placement III emphasizes continued development of advanced community development practice skills. Prereq: SOWK 609. Offered: Spring.

SOWK 615 - Faith Perspectives on Social Work Practice (3)

This course examines the role of religion and spirituality in social work practice. The following topics are examined in the course: the role of spirituality and religion in the establishment of the social work profession, the profession's historical and current relationship to religion and spirituality, understanding religion/spirituality as a metanarrative for some clients, use of spiritual interventions, empirical support for spiritual interventions, toxic faith, spirituality/religion as a protective factor, areas of religious/spiritual tension in social work practice, potential ethical dilemmas related to faith integration, spiritual/religious perspectives on clinical social work, and faith-based approaches to community development. Offered: Fall and Summer.

SOWK 665 - Policy Analysis and Advocacy (3)

This advanced graduate policy analysis and advocacy course prepare students to be competent professionals who can utilize advanced policy analytic tools such as cost-benefit analysis (CBA), cost-effectiveness analysis (CEA), archival analysis, program evaluation methods, theoretical frameworks, macroeconomics tools, and data analytics for policy formulation, analysis, evaluation, and advocacy. This course builds on previous introductory graduate-level courses that provided a historic and panoramic view of social welfare and public (health) policy issues. The course also introduces students to the ethics of policy making, policy analysis software (e.g., Policy Maker 4 TM), advocacy software/applications (such as Muster), types of policy decisions (technical, value and mixed), paradigm or typologies of public policy, and basic vs. researched analysis. Other skillsets to be developed include policy analysis principles, perspectives in public policy analysis (rationalist, technician, incrementalist, and reformist), and the policy analysis process to address an array of social or public health problems in a matrix of policy settings.

Speech Language Pathology

SLPA 500 - Introduction to Clinical Practicum in Speech Language Pathology (2)

This course is intended as a preparatory knowledge and skills course as first-year MSSLP 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 MSSLP program and completion of 25 hours of observation in supervised clinicals. Offered: Summer.

SLPA 501 - Intro to 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 MSSLP program and completion of 25 clinical clock hours of supervised observation experiences. Offered: Fall.

SLPA 502 - Clinical Practicum I (2)

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 (3)

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: Fall.

SLPA 505 - Practical Application of Speech Science (2)

Focused study on the speech/vocal mechanism, speech production, and acoustics of speech. Hands-on applications utilizing everyday technological equipment will be addressed for use in clinical practice settings. Offered: Fall.

SLPA 506 - Language Disorders: Birth through Age 5 (3)

Prevention, assessment and evidence-based treatment techniques will be introduced for children birth through five years. Emphasis will be placed on utilizing critical thinking, analysis, and the importance of evidence-based and culturally appropriate practice when working with children and their families. Offered: Summer.

SLPA 507 - Autism Spectrum Disorders (3)

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 (3)

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 and learning disorders, and the impact on the acquisition of literacy skills. In addition, multicultural factors will be included. Offered: Spring.

SLPA 509 - Articulation and Phonological Disorders (3)

Etiology, symptomatology, evaluation, and evidence-based treatment techniques for all speech sound disorders including consideration of cultural and linguistic differences. Offered: Fall

SLPA 511 - Advanced Diagnostics: Clinical Writing, Critical Thinking, and Assessment Decisions (3)

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. Specific emphasis will be placed on critical thinking, informed assessment decisions, and clinical writing. Offered: Fall.

SLPA 512 - Counseling Strategies in Fluency and Communication Disorders (3)

This course will provide principles and methods of counseling for persons with fluency disorders and other 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: Spring. (Depending on the student's cohort, this course may be offered for 2 or 3 credits through Spring 2026.)

SLPA 515 - Communication Disorders in the Medical Setting (4)

This survey course is designed to provide the learner with information related to communication disorders that occur in adults such as aphasia, acquired brain injury, dysarthria, apraxia, and other related disorders. Offered: Spring.

SLPA 519 - Speech Sound Disorders in Children (4)

The course explores typical speech sound development as well as the articulatory and phonological disorders exhibited by children. The student will explore and practice common assessment and intervention strategies for articulation and phonological disorders. Offered: Spring.

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 532 - Critical Thinking in Guided Observation (3)

Students will complete twenty-five hours of guided observation required by the American Speech Language Hearing Association (ASHA). This course will provide the students with a framework to better understand a wide variety of assessment and treatment sessions with pediatric and adult clients. Connections between academic course work and clinical activities will be facilitated as students participate in debriefing of videos, group discussions, and independent activities in order to derive meaning from the observation experiences. 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. Offered: Spring.

SLPA 601 - Clinical Practicum II (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 III (3)

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 IV (3)

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: Spring.

SLPA 606 - Motor Speech Disorders (3)

This course covers the anatomic, physiologic, and neurological correlates of dysarthria and apraxia across the lifespan. Assessment and treatment strategies will be discussed with a specific focus on augmentative and alternative communication. Offered: Summer.

SLPA 607 - Medical Aspects of Speech Language Pathology (2)

This course will be offered as an interprofessional course with nursing students and other health care majors. The focus of the course will be to introduce the student learner to the world of healthcare in terms of medical abbreviations, pharmacology, communication within healthcare environments, and ethical considerations. The student will also be exposed to computer simulation patients where they will experience hands-on care with tracheotomies, ventilators, oral and non-oral communication tools, respiration, and swallowing. Offered: Fall and Summer.

SLPA 608 - Dysphagia in Adults (3)

The study of the sequence of events for normal swallowing in 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. Experiential learning labs will be conducted to enhance student learning. Offered: Spring.

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 614 - Augmentative and Alternative Communication (3)

The overall area of "Communication Modalities" and access to communication by all individuals will be the focus of this course. Student participants will gain knowledge and skill related to the needs of individuals who use augmentative and alternative communication (AAC) and the process of selecting and implementing AAC systems for children and adults. The first section of the course concerns the basic processes of AAC: communication messages, symbols, alternative access, assessment and intervention planning. Offered: Summer.

SLPA 616 - Voice Disorders across the Lifespan (3)

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

SLPA 618 - Pediatric Dysphagia (3)

This course will cover advanced content on feeding and swallowing disorders in pediatrics, including normal anatomy and physiology development, common underlying etiologies of feeding and swallowing disorders, and assessment, diagnostics, and management. Focus will be evidence-based, family-centered, and special populations will be discussed. Offered: Spring.

SLPA 619 - Instrumentation in Speech-Language Pathology (3)

This course is an advanced and detailed study of the current instrumentation used to evaluate the acoustic, aerodynamic, and physiological aspects of speech, hearing, and swallowing in clinical and in research settings. Students will gain expertise in the instrumental evaluation and treatment of normal subjects and those with communication disorders.

SLPA 620 - Faith and Ethics in the Practice of SLP (3)

This course examines the role of spirituality and ethics for the speech language pathologist in the healthcare and education systems. The following topics are examined in the course: worldview and religious beliefs across culture; theological perspectives for complex professional issues; the profession's historical and current relationship to religion and spirituality; toxic faith; spiritual/religious perspectives on healthcare, education, and ethical decision making; and religious/spiritual tension for the speech-language pathologist. Offered: Spring.

SLPA 622 - Seminar in Multicultural Perspectives in Speech-Language Pathology (3)

This course explores the intersection of culture and communication disorders, equipping speech-language pathology students with the knowledge and skills necessary to effectively work with culturally and linguistically diverse populations. Through a multicultural lens, students will explore the assessment, diagnosis, and treatment of communication disorders in individuals from diverse backgrounds. The course will emphasize the importance of cultural sensitivity, cultural awareness, and culturally responsive practices in providing equitable and effective speech-language pathology services. Offered: Spring.

SLPA 624 - Diagnostics II: Advanced Diagnostic Skills (3)

Principles and practice involved in performing in-depth diagnostic evaluations with individuals exhibiting speech and/or language dysfunction with a focus on diagnostics in medical settings. Students will gain experience in taking case histories, formulating an assessment battery, evaluating patients, writing and interpreting the diagnostic reports and providing precise diagnostic feedback to parents and/ or involved disciplines. Prereq: SLPA 511. Offered: Spring.

SLPA 699 - Mentored Research (1-4)

This course is designed for graduate students in the speech language pathology (SLPA) program to cover topics in more depth than covered in other course offerings. The goal of the course is to expand SLPA graduate students' understanding of the importance of evidence-based research, critical thinking in research, and research techniques focused on a specific area of clinical practice under the guidance of faculty supervision and mentorship. May be repeated up to six times for additional credit. Offered: Every term, as needed.

Sports Business

SPRT 555 - Sports Sponsorship Alliances (3)

This course will explore the intricate world of sports sponsorships, focusing on the strategies and alliances that shape the relationships between sports organizations and their sponsors. Students will learn how to evaluate and structure sponsorship deals, develop comprehensive sponsorship proposals, and assess the impact of sponsorships on both brands and sports entities. The course will cover key topics such as sponsorship activation, return on investment (ROI) measurement, and the role of sponsorships in integrated marketing communications. Students will engage with real-world case studies, guest speakers, and hands-on projects to gain practical insights into the dynamics of sports sponsorship. Prereq: Admission into the BSBA/MBA in Sports Business program.

SPRT 565 - Strategic Revenue Generation in Sports Business (3)

Provides a foundation in the principles and significance of sales and revenue generation in the business of sport through a mix of theoretical fundamentals and practical application. The course covers key sales and revenue generation elements such as the sport sales process and how to market and manage business assets in sponsorships, media rights branding and merchandise, concessions, ticket sales, and fundraising. Offered: Fall.

SPRT 575 - Fan Experience and Analytic-Based Engagement (3)

Offers an overview of business and analytic-based actions related to fan engagement and experience enhancement in sports business. Specific topics include content distribution and platforms, digital content creation, facility engagement and sustainability, fan feedback and insight, hospitality, player and game day access, mining fan data (surveys, social media activity, website activity, mobile/digital metrics, ticketing content, customer information, etc.), social channels, strategic storytelling, technological enhancements and innovation, and other related areas. Offered: Spring.

SPRT 580 - The Business of College Sports (3)

Offers an overview of the business side of intercollegiate athletics, with a specific focus on revenue generation in a variety of areas that include activation, data-driven decision making, digital channels, event operations, external operations (marketing/PR), fundraising (development), facility strategy, hospitality, multimedia rights, naming rights, licensing, social channels, sponsorship, ticketing, etc. Offered: Summer.

SPRT 585 - Career and Professional Preparation in Sports Business (3)

Students will be exposed to leading industry professionals that are experts in their field and active in the sports industry. Students will engage in interview skills, networking events, personal social media branding, and sporting event volunteerism all in an effort to expand their skills and prepare them for an accelerated career trajectory. Prereq: SPRT 565. Offered: Summer.

SPRT 586 - Sports Business Thesis (3)

Intended to demonstrate a student's ability to carry out original research. Thesis may be designed to answer practical research questions, theoretical, or ethical issues of interest to scholars and professionals in the sports business field. Offered: Spring.

SPRT 589 - Topics in Sports Business (3)

Advanced study in sports business. Offered: Spring.

SPRT 598 - Sports Residency (3)

The Sport Residency course, SPRT 598, offers students an immersive and hands-on learning experience like the residency programs in medical and other professional fields. This course involves students working for a sports organization for 25 hours per week over 18 months, providing an extended, practical exposure to the sports industry. Students will attend classes in the evenings and work during normal business hours for a sport organization in the greater Birmingham area. This residency aims to bridge the gap between academic knowledge and real-world application, enabling students to apply theoretical concepts to the dynamic environment of sports business. Students gain invaluable insights into industry practices, develop professional networks, and acquire essential skills critical for their career advancement in sports business. Course is repeatable for a maximum of 9 credits. Grading is pass/fail. Prereq: Admission into the BSBA/MBA in Sports Business program. Offered: Fall and Spring.

World Languages and Cultures**WLAC 511 - Spanish for the Health Sciences (2-3)**

This course provides acquisition of medical terminology and practice of language skills for a range of health sciences, including nursing, nutrition and dietetics, pharmacy, and social work, for students with little or no prior knowledge of Spanish. Offered: Spring.

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PharmD, Medical University of South Carolina

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BS, MPhil, PhD, University of Madras, India

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MPH, Boston University
JD, The University of Texas at Austin

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MS, Johns Hopkins University
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MSN, Samford University
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Dalton, Grant B.

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BS, David Lipscomb University
MM, DMA, The Ohio State University

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MA, Seton Hall University
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Davidson, Theresa C.

Director, Professor, Sociology (2005)
BA, University of Arizona
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PhD, Louisiana State University

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BM, Samford University
MA, DMA, Claremont Graduate University

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Professor, Human Development & Family Science (2002)
BEE, Georgia Institute of Technology
MMFT, Abilene Christian University
PhD, Purdue University

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Professor, Law (2007)
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BS, The University of Alabama
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Associate Librarian, University Library (2014)
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MLIS, The University of Alabama

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Starnes Professor of Law (2003)
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MDiv, PhD, The Southern Baptist Theological Seminary
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BM, Westminster Choir College
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Dobbins, Elizabeth G.
Professor, Biological & Environmental Sciences (1999)
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MDiv, Erskine Theological Seminary
DMin, Virginia Theological Seminary
MS, MEd, PhD, The University of Georgia
Ennis, Leslie S.
Professor, Educational Leadership (2000)
BA, Samford University
MDiv, PhD, The Southern Baptist Theological Seminary
JD, Samford University
Evans, Bianca D.
Administrative Faculty, Law (2025)
BS, Tuskegee University
MS, Alabama A&M University

PhD, Auburn University
MBA, Indiana University
Evans, Jill E.
Associate Dean, Professor, Law (1994)
BA, University of California, Irvine
MM, JD, Northwestern University
Evans, Lauren F.
Associate Professor, Art & Design (2018)
BS, BA, College of Charleston
MFA, University of Maryland
Evans, Olivia
Assistant Professor, English (2022)
BA, Wake Forest University
MA, University of Virginia
PhD, Cornell University
Ferguson, Angela D.
Associate Director, Student Support/EAP; Assistant Prof (2024)
BA, The University of Southern Mississippi
MA, PhD, The University of Texas
Finch, J. Howard
Sara J. Krawczak Chair in Financial Management; Professor,
Economics, Finance, & Quantitative Analysis (2011)
BBA, North Georgia College
MBA, Mercer University
MA, PhD, The University of Alabama
Fincher, Rita Malia
Associate Professor, Biological & Env Sciences (2007)
BS, Newcomb College
PhD, Tulane University
Fisk, Scott R.
Chair, Professor, Art & Design (2001)
BFA, Henderson State University
MFA, Memphis College of Art
Fleming, Jonathan
Associate Professor, Geography (2018)
BS, University of North Alabama
MS, PhD, Mississippi State University
Flynn, Karen L.
Professor, Communication Sciences & Disorders (2014)
BS, MA, EdD, Ball State University
Flynt, Shannon R.
Assistant Professor, Classics & Philosophy (2002)
BS, Samford University
MA, The University of Alabama
PhD, University of Missouri
Ford, Charles L.
Professor, Architecture & Interior Design (2005)
BGS, Samford University
MEd, Regent University
EdS, Samford University
MA, Savannah College of Art and Design
Fosu, Ignatius
Chair, Professor, Communication & Media (2020)
MA, PhD, The University of Alabama
French, Kimberly
Assistant Professor, Nursing (2022)
BSN, Jacksonville State University
MSN, Samford University
PhD, Mercer University
Frost, Ginger S.
Research Professor, History (1996)
BA, Texas Woman's University
MA, Louisiana State University
PhD, Rice University

Fuller, Thomas L.

Associate Dean, Divinity (2018)
 BA, Samford University
 MDiv, DMin, The Southern Baptist Theological Seminary
 PhD, The University of Alabama

Galloway, Ryan W.

Professor, Communication & Media (2005)
 BA, George Mason University
 MA, Baylor University
 PhD, The University of Georgia

Garza, David C.

Associate Professor, Chemistry & Biochemistry (1998)
 BS, Georgia Institute of Technology
 PhD, University of South Carolina

Gentry, Grant L.

Associate Professor, Biological & Env Sciences (2010)
 BA, Austin College
 PhD, University of California, Los Angeles

George, Ashley

Associate Professor, Communication & Media (2014)
 BA, Southern Wesleyan University
 MA, PhD, The University of Alabama

George, Timothy F.

Research Professor, Divinity (1988)
 AB, The University of Tennessee at Chattanooga
 MDiv, ThD, Harvard University

Gerhardt, Clara E.

Orlean Beeson Distinguished Professor, Human Development
 & Family Science (1998)
 BA, MA, PhD, University of Pretoria, South Africa
 MBA, Samford University

Gignilliat, Mark S.

Professor, Divinity (2005)
 BA, Bob Jones University
 MDiv, Reformed Theological Seminary
 PhD, University of St. Andrews

Gilbert, Alicia T.

Assistant Professor, Law (2024)
 BS, JD, The University of Alabama

Gilchrist, Erin N.

Associate Professor, Teacher Education (2014)
 BS, MA, EdS, PhD, The University of Alabama

Gill, Bryan D.

Director, Office of Faith, Learning, & Vocation;
 Administrative Faculty (2024)
 BA, Auburn University
 MDiv, Samford University
 DMin, Gateway Seminary

Gilstrap, Shannon R.

Assistant Professor, Psychology
 BS, Samford University
 PhD, University of Alabama at Birmingham

Glenn, David J.

Associate Professor, Theatre & Dance (2010)
 BFA, Auburn University
 MFA, University of Arizona

Gorman, Greg S.

Vice Chair, Professor, Pharmaceutical Sciences (2008)
 BS, Armstrong State College
 PhD, The University of Georgia

Gould, Kara J.

Assistant Professor, Communication & Media (2025)
 BS, Wheaton College
 PhD, The University of Utah

Gradert, Kenyon A.

Assistant Professor, English (2021)
 BA, Dordt University
 MA, PhD, Washington University in St. Louis

Grayson, Melinda

Instructor, Nursing (2023)
 ASN, BSN, Samford University
 MSN, University of Alabama at Birmingham

Greenhalgh, Christy

Assistant Professor, Nursing (2022)
 BS, University of Florida
 BSN, University of South Florida
 MSN, University of South Alabama
 DNP, Samford University

Gregory, Brian W.

Professor, Chemistry & Biochemistry (2002)
 BS, MS, Furman University
 PhD, The University of Georgia

Guffin, Scott L.

Exec Director, Assistant Professor, Christian Ministry (2017)
 BS, Samford University
 MDiv, PhD, The Southern Baptist Theological Seminary

Gurley, Lisa E.

Graduate Associate Dean, Professor, Nursing (2010)
 ADN, Jefferson State Community College
 BSN, MSN, Samford University
 PhD, William Carey University

Gurney, Mary T.

Instructor, Theatre & Dance (2019)
 BA, MSE, Samford University

Hagues, Rachel

Associate Professor, Social Work (2015)
 BS, MSW, PhD, The University of Georgia

Hall, Timothy D.

Professor, History (2016)
 BA, Grace University
 ThM, Dallas Theological Seminary
 MA, The University of Chicago
 PhD, Northwestern University

Hallman, Heather G.

Assistant Professor, Physician Assistant Studies (2021)
 BS, MSPAS, University of Alabama at Birmingham

Hamm, Brian J.

Assistant Professor, History (2019)
 BA, Pepperdine University
 MA, PhD, University of Florida

Hankins, Anna-Leigh Stone

Associate Professor, Econ, Finance, & Quant Analysis (2016)
 BBA, MA, MS, PhD, The University of Alabama

Haraway, Jennifer M.

Associate Professor, Biblical & Relg Studies, Sociology (2015)
 BA, Mount Vernon Nazarene University
 MA, PhD, Pennsylvania State University

Hardin, J. Michael

Professor, Economics, Finance, & Quantitative Analysis (2015)
 BS, University of West Florida
 MS, Florida State University
 MDiv, New Orleans Baptist Theological Seminary
 MA, PhD, The University of Alabama

Hardin, Lee M.

Associate Professor, Nursing (2019)
 BSN, MSN, University of Alabama at Birmingham
 DNP, Samford University

Hardy II, H.H. (Chip)

Associate Professor, Divinity (2024)
 MA, PhD, The University of Chicago

MDiv, Southern Baptist Theological Seminary
BA, The University of Oklahoma

Harmon, Quaykerita (Keta)

Acquisitions Librarian, Law Library (2017)
BS, MLIS, The University of Alabama

Harris, Johnathan

Visiting Asst Professor, Biblical & Religious Studies (2023)
BA, University of Alabama at Birmingham
MDiv, Samford University
PhD, Wheaton College

Harris, Reginald J.

Assistant Professor, Entrepreneurship, Mgmt, & Mktg (2018)
BS, University of Houston
MBA, Augusta State University

Harrison, Lori H.

Assistant Professor, Nursing (2015)
BSN, Samford University
MSN, Auburn University

Harrison, Mary P.

Visiting Associate Professor, Entr, Mgmt, & Mktg (2024)
BSBA, Mississippi College
MBA, PhD, The University of Alabama

Hataway, Andrew (Drew)

Research Compliance Officer; Associate Professor,
Biological & Environmental Sciences (2011)
BA, BS, Samford University
PhD, The University of Mississippi

Hendrickson, Howard P.

Chair, Professor, Pharm, Social, & Admin Sciences (2018)
BS, University of Arkansas
MS, The University of Kansas
PhD University of Arkansas

Henley, Grant H.

Professor, World Languages & Cultures (2019)
BA, Boston University
MA, PhD, Harvard University

Hensarling, Robert W., Jr.

Professor, Kinesiology (1995)
BS, Samford University
MS, The University of Southern Mississippi
EdS, EdD, Samford University

Herbinger, Lisa E.

Associate Professor, Nursing (2013)
BSN, University of Alabama at Birmingham
MSN, Samuel Merritt University
DNP, University of Alabama at Birmingham

Herndon, Kimmetha D.

Dean, Librarian, University Library (2008)
BS, The University of Georgia
MLS, The University of Alabama

Herrera, Ronald Rodriguez

Assistant Professor, Music (2025)
BM, Northwestern State University
MM, DMA, Louisiana State University

Hess, Mary Annette

Associate Professor, Nursing (2017)
BSN, Auburn University at Montgomery
MSN, Troy State University
PhD, University of Alabama at Birmingham

Higgins, Julia B.

Assistant Professor, Christian Ministry (2024)
BA, University of North Alabama
MDiv, Mid-America Baptist Theological Seminary
PhD, The Southern Baptist Theological Seminary

Hill, Celeste H.

Chair, Professor, Human Development & Family Science (2014)
BA, MA, MS, PhD, The University of Alabama

Hill, Stephen E.

Associate Professor, Econ, Finance, & Quant Analysis (2023)
BS, MS, PhD, The University of Alabama

Hilsmier, Amanda S.

Professor, Teacher Education (2004)
BA, Mercer University
ME, Mississippi College
PhD, Vanderbilt University

Hoaglund, Amy E.

Assistant Dean, Education; Professor, Teacher Education (2008)
BS, Jacksonville State University
MS, EdS, EdD, Samford University

Hoffman, Paul A.

Associate Professor, Biblical & Religious Studies (2025)
BA, Gordon College
MDiv, Gordon-Conwell Theological Seminary
PhD, International Institution

Hogewood, Lynn D.

Assistant Dean, Administrative Faculty, Law (2018)
BA, JD, Samford University
MA, The University of Alabama

Holcomb, David

Chair, Professor, Political Science (2025)
BA, William Jewell College
MA, PhD, Baylor University

Holley, Brandi L.

Assistant Professor, Accounting (2020)
BA, MS, PhD, The University of Mississippi

Holloway, Betsy B.

Vice President; Professor, Entr, Mgmt, & Mktg (2002)
BA, Vanderbilt University
MBA, Samford University
PhD, The University of Alabama

Holmes, Kyteria E.

Instructor, Nursing (2021)
BSN, Jacksonville State University
MSN, Jacksonville University
DNP, Samford University

Holt, William G., III

Administrative Faculty, Law (2024)
BA, The University of Georgia
MCP, Georgia Institute of Technology
JD, Vermont Law School
PhD, Yale University

Horn, Randolph C.

Professor, Political Science (1996)
BA, University of the South
MA, PhD, University of Florida

Howard, Amanda R.

Associate Professor, Psychology (2015)
BA, The Ohio State University
MS, PhD, Texas Christian University

Hudson, Blake

Dean and Ethel P. Malugen Chair in Law, Professor (2022)
BA, University of Montevallo
MES, JD, Duke University

Hughes, Peter J.

Assistant Provost; Professor, Pharmacy Practice (2009)
BS, The University of Alabama
PharmD, Samford University

Hurt, John B.

Assistant Professor, Physician Assistant Studies (2017)
BS, University of Alabama at Birmingham
MS, University of Nebraska

Hyde, Rebecca Anne

Assistant Librarian, University Library (2016)
BA, University of Mary Washington
MLIS, The University of Alabama

Hynds, Emily A.

Associate Dean, Arts & Sciences; Professor, Mathematics
& Computer Science (2000)

BS, Furman University
MS, PhD, Emory University

Iranikhah, Maryam

Professor, Pharmacy Practice (2009)
BS, Ryerson Polytechnic University
PharmD, Samford University

Istok, Alexandria

Visiting Assistant Professor, Classics & Philosophy (2023)
BA, The University of Alabama
MA, University of Notre Dame
MPhil, New York University
PhD, New York University (expected)

Izor, Kelsea M.

Assistant Librarian and Metadata Librarian for Serials &
Electronic Resources Catalog, University Library (2024)
BA, Marshall University
MA, University of Alabama at Birmingham
MLIS, The University of Alabama

Jackson, Allison J.

Assistant Professor, Kinesiology (2005)
BS, MEd, Auburn University at Montgomery
PhD, The University of Alabama

Jackson, Kelly F.

Assistant Professor, Comm Sciences & Disorders (2017)
BA, MS, The University of Alabama

Janas, Michael J.

Professor, Communication & Media (1993)
BA, Boston College
MA, The University of Georgia
PhD, The University of Iowa

Jap, Letitia

Assistant Professor, Music (2025)
BM, The University of Texas at Austin
MM, New England Conservatory of Music
DMA, Eastman School of Music

Jensen, Kelly C.

Professor, World Languages & Cultures (2000)
BA, MA, PhD, The University of Georgia

Johns, Marci S.

Senior Associate Provost; Interim Dean, Business;
Administrative Faculty, Continuing Studies (2018)
BA, MPA, Auburn University at Montgomery
JD, Faulkner University

Johnson, Corey M.

Associate Professor, Chemistry & Biochemistry (2012)
BS, East Central University
PhD, The University of Oklahoma

Johnson, Myrtis A.

Instructor, Teacher Education (2005)
BS, The University of Alabama
MSE, Alabama A&M University

Johnson, Virginia (Nia)

Associate Professor, Communication & Media (2015)
BS, BA, University of Alabama at Birmingham

MA, University of Nebraska-Lincoln
PhD, The University of Alabama

Johnson, S. Wesley

Interim Chair, Assistant Professor, Physician Assistant
Studies (2018)

BS, MSPAS, University of Alabama at Birmingham
DHSc, A.T. Still University

Johnston, Kristen C.

Associate Professor, Nursing (2015)
BSN, MSN, Samford University
DNP, Troy University

Jones, Lauren H.

Assistant Professor, Nursing (2018)
BSN, Kennesaw State University
MSN, Samford University

Jones, Leigh A.

Reference Librarian, Law Library (2017)
BA, Fisk University
MSLS, The University of North Carolina at Chapel Hill
JD, Texas Southern University

Jones, Steven T.

John W. Gay Professor of Banking and Finance,
Economics, Finance, & Quantitative Analysis (2001)
BA, Huntingdon College
MBA, Vanderbilt University
PhD, University of Cincinnati

Jung, Alan P.

Dean, Health Professions; Professor, Kinesiology (2006)
BS, James Madison University
MS, Appalachian State University
PhD, The University of Alabama

Kaal, Megan H.

Assistant Professor, Nutrition & Dietetics (2019)
BS, Samford University
MBA, MS, University of Alabama at Birmingham

Kawell, Gregory A.

Assistant Professor, Mathematics & Computer Science (2004)
BA, University of Wisconsin-Eau Claire
MCS, Colorado State University

Keebler, Konda

Assistant Professor, Nursing (2023)
AAS, Shelton State Community College
BS, MS, Faulkner University
BSN, The University of Alabama
MSN, DNP, University of Alabama at Birmingham

Keele, Layne

Associate Professor, Law (2022)
BBA, Hardeman University
JD, Indiana University School of Law

Keene, Megan C.

Assistant Professor, Chemistry & Biochemistry (2023)
BS, The University of North Carolina at Chapel Hill
MS, PhD, University of Michigan

Kendrach, Michael G.

Executive Associate Dean, Professor, Pharmacy Practice (1993)
BS, The University of Toledo
PharmD, University of Kentucky

Kendrick, Mary Talbot

Assistant Professor, Nursing (2023)
BSN, The University of Alabama
DNP, University of Alabama at Birmingham

Kennedy, Morgan Burns

Assistant Librarian, University Archivist, Univ Library (2020)
BA, MS, The University of Alabama

Kennedy, Hannah S.

Assistant Professor, Teacher Education (2023)
 BA, The University of Alabama
 MA, PhD, University of Alabama at Birmingham

Kennedy, Janie A.

Associate Professor, Mathematics & Computer Science (1997)
 BS, Samford University
 MS, PhD, Auburn University

Kenning, Kristin

Professor, Music (2011)
 BM, Western Michigan University
 MM, DMA, University of Minnesota

Kerner, Joel W.

Assistant Professor, Architecture & Interior Design (2024)
 BArch, Judson University
 MArch, Southern California Institute of Architecture

Kinnerson, Lakesha

Assistant Professor, Healthcare Admin & Analytics (2018)
 BS, MPH, University of Alabama at Birmingham

Kirk, Alexander T.

Assistant Professor, Divinity (2024)
 BA, University of Florida
 MDiv, Reformed Theological Seminary, Orlando
 MA, University of Toronto
 PhD, Durham University

Kirkpatrick, Nathan

Assistant Professor, Entrepreneurship, Mgmt, & Mktg (2020)
 BA, Covenant College
 MEd, PhD, The University of Georgia

Kozman, Rony

Assistant Professor, Biblical & Religious Studies (2020)
 BS, MA, McMaster University
 MDiv, The Southern Baptist Theological Seminary
 PhD, University of Toronto

Krulak, Todd C.

Director, University Fellows and Micah Fellows;
 Visiting Assistant Professor, History (2021)
 BA, College of William and Mary
 MA, Wheaton College
 PhD, University of Pennsylvania

Kuruk, Paul

Lucille Stewart Beeson Chair in Law, Professor, Law (1995)
 LLB, University of Ghana
 BL, Ghana Law School
 LLM, Temple University
 SJD, Stanford University

Kyle, Jeffrey A.

Vice Chair, Professor, Pharmacy Practice (2008)
 PharmD, Samford University

Lackey, Mark

Professor, Music (2013)
 BS, David Lipscomb College
 MM, DMA, Peabody Conservatory

LaDuca, Garrison

Assistant Professor, Accounting (2023)
 BSBA, MAcc, Samford University
 PhD, The University of Mississippi

Laing, Stefana Dan

Associate Professor, Divinity (2018)
 BA, Macquarie University
 MSLS, University of North Texas
 MDiv, PhD, The Southern Baptist Theological Seminary

Landgrave, Hannah E.

Assistant Professor, Nursing (2021)
 BSN, Samford University
 MSN, University of Alabama at Birmingham

DNP, Samford University

Laughlin, Gregory K.

Director, Lucille Beeson Law Library; Assoc Prof, Law (2008)
 BA, Missouri State University
 JD, University of Missouri-Columbia
 MS, University of Illinois at Urbana-Champaign

Lawhon, Sharon L.

Professor, Music (1994)
 BM, Belmont University
 MCM, DMA, The Southern Baptist Theological Seminary

Ledbetter, Maria D.

Assistant Professor, Nursing (2017)
 BSN, Western Kentucky University
 MSN, DNAP, Middle Tennessee School of Anesthesia

Lee, Sang-Rok

Associate Professor, Kinesiology (2025)
 BS, International Institution
 MS, Southern Illinois University
 PhD, Florida State University

Lee, Yeon Mi

Assistant Professor, World Languages & Cultures (2024)
 MPhil, Yale University
 PhD, University of California, Los Angeles

Leonard, Jeffery M.

Professor, Biblical & Religious Studies (2012)
 BA, Southeastern Bible College
 MDiv, Alliance Theological Seminary
 PhD, Brandeis University

Leveille, Scott D.

Visiting Assistant Professor, Biblical & Religious Studies,
 Core Texts (2025)
 BS, University of Alabama at Birmingham
 MDiv, Samford University
 PhD, University of Toronto (*expected*)

Licata, Ashley

Assistant Professor, Nutrition & Dietetics (2024)
 BS, Samford University
 MS, Georgia State University
 PhD, University of Alabama at Birmingham

Lim, Jaejoo (Jay)

Associate Professor, Econ, Finance, & Quant Analysis (2022)
 BA, Seoul University
 MS, Georgia State University
 PhD, Clemson University

Linebaugh, Johnathan A.

Anglican Chair of Divinity; Associate Professor, Divinity (2022)
 BS, Messiah University
 MDiv, Trinity Episcopal School for Ministry
 PhD, Durham University

Lockart, Molly Smith

Assistant Professor, Chemistry & Biochemistry (2021)
 BS, Berry College
 PhD, The University of Alabama

Lohrke, Cynthia F.

Interim Chair, Professor, Accounting (2000)
 BBA, Loyola University
 MS, PhD, Drexel University

Lovejoy, Riley T.

Assistant Professor, Biological & Env Sciences (2022)
 BS, Judson College
 MS, PhD, The University of Alabama

Lucioni, Patricia Jumbo

Associate Professor, Pharmacy (2016)
 PhD, University of Alabama at Birmingham
 MD, Universidad Peruana Cayetano Herd School-Medicine

Luthin, David R.

Professor, Pharmaceutical Sciences (2006)
BA, PhD, Southern Illinois University

Malysz, Piotr Jozef

Associate Professor, Divinity (2011)
BA, Adam Mickiewicz University
MDiv, Concordia Theological Seminary
ThD, Harvard University

Marlin, Jane-Marie

Instructor, Teacher Education (2023)
BSE, MA, The University of Alabama

Marsh, J. Patrick

Associate Professor, Kinesiology (2019)
BA, MA, The University of North Carolina at Chapel Hill
PhD, Baylor University

Marshall, Mallory R.

Professor, Kinesiology (2014)
BS, The University of Tulsa
MA, University of Maryland
PhD, Michigan State University

Martin, Edward C.

Professor, Law (1983)
BS, JD, The University of Tennessee

Martin, Rachel S.

Administrative Faculty, Law (2024)
BA, University of South Alabama
JD, Samford University

Mathews, Suresh T.

Interim Dean, Public Health; Chair, Professor, Nutrition
& Dietetics (2015)
MS, Bharathiar University, India
BS, MPhil, PhD, University of Madras, India

Matwick, Kelsi M.

Assistant Professor, Communication & Media (2025)
BA, University of Notre Dame
MA, University of Florida

Mazzei, Matthew J.

Chair, Brock Family Chair of Entrepreneurship, Professor,
Entrepreneurship, Management, & Marketing (2013)
BS, University of Florida
MS, MBA, University of South Florida
PhD, Auburn University

McCarty, Emily

Assistant Professor, Classics & Philosophy (2023)
AA, Central Virginia Community College
BA, Liberty University
PhD, Saint Louis University

McCarty, Sara E. Helms

Associate Dean, Business; Margaret Gage Bush Distinguished
Professor of Economics, Econ, Fin, & Quant Analysis (2009)
BA, St. Mary's College of Maryland
MA, PhD, University of Maryland

McCay, Dennis O.

Assistant Professor, Healthcare Admin & Analytics (2019)
BA, MBA, University of Montevallo
PhD, University of Alabama at Birmingham

McCombs, Kate

Assistant Professor, Entrepreneurship, Mgmt, & Mktg (2021)
BS, MBA, University of Florida
PhD, Florida Atlantic University

McCormack, Dawn

Dean, Arts & Sciences; Professor, History (2023)
BA, PhD, University of Pennsylvania

McCullough, Mary E.

Professor, World Languages & Cultures (2001)
BA, Virginia Commonwealth University
MA, PhD, Michigan State University
MSE, University of Alabama at Birmingham

McEwan, Anna E.

Dean, Professor, Education (2020)
BA, Asbury University
MS, University of West Florida
PhD, Florida State University

McFarlin, Timothy J.

Professor, Law (2020)
BA, University of Missouri-Columbia
JD, Saint Louis University

McGinnis, Beth

Associate Professor, Music (2017)
BM, Samford University
MM, Texas Christian University
MA, PhD, The University of North Carolina at Chapel Hill

McGinnis, T. Scott

Professor, Biblical & Religious Studies (2002)
BS, Samford University
MBA, The University of Alabama
MA, Southwestern Baptist Theological Seminary
MA, PhD, The University of North Carolina at Chapel Hill

McInerney, Kerry P.

Director, Graduate & International Law Programs;
Administrative Faculty (2020)
BA, Birmingham-Southern College
MA, Wayne State University
JD, Samford University

McMichael, Sandra L.

Instructor, Nursing (2014)
BSN, Auburn University at Montgomery
MSN, Troy State University

Metress, Christopher

University Professor, English (1993)
BA, St. Mary's University
MA, PhD, Vanderbilt University

Metz, Theodore L. (Theo)

Assistant Professor, Music (2024)
BFA, William Paterson University
MM, State University of New York at Purchase

Mileski, Megan R.

Associate Professor, Nursing (2012)
BSN, MSN, Samford University

Miller, Niya P.

Associate Professor, Communication & Media (2019)
BA, MA, The University of Alabama
MS, Troy University
PhD, The University of Southern Mississippi

Miller, Tonya

Associate Professor, Architecture & Interior Design (2023)
BID, Louisiana State University
MFA, Savannah College of Art & Design

Minnema, Anthony H.

Associate Professor, History (2016)
BA, Calvin College
MA, Western Michigan University
PhD, The University of Tennessee at Knoxville

Misner, Ryan L.

Chair, Associate Professor, Arch & Interior Design (2018)
BS, Ball State University
MA, University of Florida

Montgomery, P. Andrew

Associate Professor, Classics & Philosophy (2004)
 BA, Georgia State University
 MA, University of Washington
 PhD, The University of Iowa

Moore, Christa

Assistant Professor, Nursing (2015)
 BSN, The University of Alabama
 MSN, Samford University

Mouw, Alex

Assistant Professor, English (2025)
 BA, Hope College
 MFA, Purdue University

Mu, Peng

Assistant Librarian, University Library (2012)
 BS, Shandong University (China)
 MLIS, Wayne State University

Mullis, Norma K.

Instructor, World Languages & Cultures (2019)
 BA, Samford University
 MA, The University of Alabama
 EdS, Samford University

New, Lenzie M.

Assistant Professor, Nursing (2025)
 ASN, Jefferson State Community College
 BSN, University of Alabama at Birmingham

Newberry, Michelle R.

Assistant Professor, Accounting (2015)
 BS, MA, The University of Alabama

Nicholson, Chelsea R.

Assistant Professor, Theatre & Dance (2018)
 BA, Samford University
 MFA, The University of Alabama

Nixon, Brooke M.

Assistant Professor, Law (2024)
 BA, The University of Alabama
 JD, Samford University

Northrup, Lori A.

Associate Dean & Chair of Collection Management;
 Librarian, University Library (2002)
 BA, Troy State University
 MLIS, The University of Alabama

Oeding, Noemi

Assistant Professor, Political Science (2024)
 BA, University of Florida
 MA, Florida State University
 PhD, Auburn University

Oladimeji, Abolade

Assistant Professor, Geography & Sociology (2025)
 MA, The University of Toledo
 MA, Case Western Reserve University

Olive, Don H.

Chair, Professor, Physics (2020)
 BA, Carson-Newman University
 MS, PhD, Vanderbilt University

Ortega-Higgs, Sara

Assistant Professor, World Languages & Cultures (2021)
 BA, MA, PhD, University of Stendhal
 PhD, University of Puerto Rico

Outlaw, Kyle W.

Assistant Professor, Accounting (2023)
 BS, MBA, Arkansas State University
 PhD, The University of Mississippi

Overton, Anthony S.

Chair, Professor, Biological & Environmental Sciences (2017)
 BS, South Carolina State University

MS, The University of Georgia
 PhD, University of Maryland Eastern Shore

Padilla, Osvaldo

Professor, Divinity (2008)
 BA, Moody Bible Institute
 MA, Trinity Evangelical Divinity School
 PhD, King's College, University of Aberdeen

Pan, Kevin K.

Associate Professor, Econ, Finance, & Quant Analysis (2016)
 BS, National Taiwan University
 MS, PhD, Stanford University

Park, M. Sydney

Associate Professor, Divinity (2006)
 BA, The University of Chicago
 MDiv, Fuller Theological Seminary
 ThM, Trinity Evangelical Divinity School
 PhD, University of Aberdeen

Parker, Rhonda G.

Professor, Communication & Media (2002)
 BS, The University of Southern Mississippi
 MA, PhD, The University of Georgia

Parks, David A.

Administrative Faculty, Divinity (2013)
 BA, MDiv, Samford University
 PhD, The Southern Baptist Theological Seminary

Patane, Frank A.

Associate Professor, Mathematics & Computer Science (2015)
 BS, Lafayette College
 MS, PhD, University of Florida

Patton, Kevin W.

Assistant Professor, Law (2024)
 BS, United States Naval Academy
 JD, Duke University School of Law

Payne, Courtney M.

Assistant Professor, Kinesiology (2024)
 BS, The University of Alabama
 MS, Jacksonville State University
 PhD, Concordia University-St. Paul

Payne, Jervis (J.D.)

Professor, Christian Ministry (2018)
 BA, University of Kentucky
 MDiv, PhD, The Southern Baptist Theological Seminary

Pearce, Cameron C.

Instructor, Accounting (2019)
 BSBA, MAcc, Auburn University

Pederson, Joseph A.

Associate Professor, Kinesiology (2015)
 BA, University of Northern Colorado
 MS, Texas A&M University

Pence, Jillyn N.

Associate Professor, Nursing (2008)
 BSN, The University of Southern Mississippi
 MSN, Samford University
 EdD, The University of Alabama

Peters, Courtney

Assistant Professor, Entrepreneurship, Mgmt, & Mktg (2022)
 BS, Arkansas State University
 MA, University of Arkansas at Monticello

Petrella, John K.

Chair, Professor, Kinesiology (2007)
 BS, Georgia Institute of Technology
 MEd, PhD, The University of Georgia

Pitts, Lindsay R.

Instructor, Nursing (2023)
 BSN, Samford University
 MSN, University of North Alabama

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Assistant Professor, Nursing (2022)
BSN, Samford University
MSN, Auburn University
DNP, Samford University

Potaczek, Steven A.

Assistant Professor, Music (2019)
BA, Anderson University
MS, Indiana University

Powell, Jeffrey S.

Professor, Mathematics & Computer Science (2006)
BS, Furman University
PhD, Emory University

Powell, Maegan L.

Assistant Professor, Physical Therapy (2021)
BS, Louisiana Tech University
DPT, University of Alabama at Birmingham

Price, Emily K.

Assistant Professor, Law (2024)
BA, The University of Alabama
JD, The University of Alabama School of Law

Prince, Valerie T.

Professor, Pharmacy Practice (1994)
PharmD, Mercer University

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Assistant Professor, Comm Sciences & Disorders (2014)
BS, The University of Tennessee at Knoxville
MS, The University of Alabama

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Chair, Professor, Chemistry & Biochemistry (2019)
BS, California State University, Sacramento
PhD, The University of Chicago

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Professor, Classics & Philosophy (2002)
BA, Blue Mountain College
MDiv, PhD, Southwestern Baptist Theological Seminary
MA, PhD, Rice University

Rahn, Jennifer L.

Associate Professor, Geography (2007)
BA, Villanova University
MA, Temple University
PhD, University of Florida, Gainesville

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Chair, Professor, Healthcare Admin & Informatics (2013)
BSN, The University of Alabama
MSN, University of Alabama at Birmingham
DNP, Samford University

Reeves, Josh A.

Assistant Professor, Biblical & Religious Studies (2016)
BA, MDiv, Samford University
MPhil, University of Cambridge
PhD, Boston University

Remington, Eric H.

Assistant Professor, Physics (2017)
BS, Samford University
MS, PhD, University of Alabama at Birmingham

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Associate Professor, History (2008)
BA, The University of Tennessee
MA, PhD, Vanderbilt University

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BS, Anderson University
MA, The University of Southern Mississippi
PhD, Florida State University

Robbins, David E.

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BS, LeTourneau University
MS, PhD, University of Alabama at Birmingham

Roberson, C. Jean

Assistant Professor, Social Work (2014)
BA, William Jewell College
MSW, The Southern Baptist Theological Seminary

Roberts, Tracey M.

Professor, Law (2018)
AB, Harvard University
JD, Vanderbilt Law School
LLM, New York University

Rodgers, Jonathan P.

Assistant Professor, Music (2022)
BA, MM, Samford University
DMA, The University of Southern Mississippi

Rose, Bridget C.

Assistant Dean; Assistant Professor, Core Curriculum (2009)
BA, Mobile College
MTS, Samford University

Ross, Sarah

Associate Professor, Physical Therapy (2016)
BS, MPT, Marquette University
DPT, The College of St. Scholastica

Ross, William G.

Albert P. Brewer Chair of Ethics and Professionalism,
Professor, Law (1988)
AB, Stanford University
JD, Harvard University

Sanchez, Christian A.

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BA, Pepperdine University
PhD, Emory University

Sandberg, Julianne

Associate Professor, English (2018)
BA, Cedarville University
MA, PhD, Southern Methodist University

Sandley, Don T.

Professor, Theatre & Dance (1997)
BA, East Texas Baptist College
MA, Southwestern Baptist Theological Seminary
PhD, Louisiana State University

Sanford, David B.

Associate Professor, Nursing (2025)
AS, Bevell State Community College
BSN, DNP, University of Alabama at Birmingham
MSN, Samford University

Saville, Jennifer T.

Instructor, World Languages & Cultures (2022)
BA, Auburn University
MAEd, University of Alabama at Birmingham

Scarborough, Kathryn M.

Assistant Professor, Teacher Education (2021)
BS, Florida State University
MEd, University of Virginia
PhD, Florida State University

Sciaccia, Geoff S.

Associate Professor, Art & Design (2019)
BFA, Auburn University
MFA, Louisiana Tech University

Scogin, William M.

Assistant Professor, Physical Therapy (2021)
BS, The University of Alabama
DPT, University of Alabama at Birmingham
ScD, Texas Tech University

Shapoval, Olga

Instructor, Economics, Finance, & Quantitative Analysis (2022)
 BA, Sonoma State University
 PhD, University of Nevada-Reno

Sheaffer, Elizabeth Ann

Associate Dean, Professor, Pharmacy (2016)
 BA, Virginia Polytechnic Institute and State University
 MBA, Shenandoah University
 PhD, George Mason University

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Senior Associate Dean, Professor, Nursing (2007)
 BSN, University of Alabama at Birmingham
 MSN, Samford University
 DNP, University of Alabama at Birmingham

Shepard, Tarsha B.

Professor, Teacher Education (2012)
 BS, MA, University of Montevallo
 EdS, PhD, The University of Alabama

Shepherd, Frederick M.

Professor, Political Science (1993)
 BA, Amherst College
 PhD, Georgetown University

Simms, Grace L.

Information Technology Librarian, Law Library (2001)
 BA, Birmingham-Southern College
 MLS, The University of Alabama

Simoni, Serena

Professor, Political Science (2011)
 MA, California State University, Long Beach
 PhD, University of Southern California

Singleton, William C. III

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 BA, Hampton University
 MA, PhD, The University of Alabama

Skelley, Jessica Whalen

Professor, Pharmacy Practice (2011)
 PharmD, Samford University

Skelton, Shannon M.

Assistant Professor, English (2025)
 BA, Samford University
 MAEd, University of Alabama at Birmingham
 MFA, Georgia College & State University

Slaton, Rachel Morgan

Professor, Pharmacy Practice (2010)
 PharmD, Samford University

Smolin, David M.

Harwell G. Davis Professor of Constitutional Law (1987)
 BA, University of South Florida
 JD, University of Cincinnati

Snow, Amy C.

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 BSN, Samford University
 MNA, University of Alabama at Birmingham

Snow-Davis, Rhonda

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 BSN, The University of Alabama
 MSN, DNP, University of Alabama at Birmingham

Soja, Morgan C.

Associate Professor, Music (2020)
 BM, Bowling Green State University
 MM, PhD, The University of North Carolina at Greensboro

Speights-Binet, Jennifer

Chair, Geography & Sociology; Professor, Geography (2008)
 BA, Samford University
 MS, University of Edinburgh-Scotland
 PhD, Louisiana State University

Spells, Courtney E.

Assistant Professor, Nursing (2021)
 BS, Tuskegee University
 MSN, DNP, University of Alabama at Birmingham

St. Clair, Cindy B.

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 BS, BM, Samford University
 MM, DMA, The University of Alabama

Stanford, Kathryn F.

Instructor, Kinesiology (2025)
 BS, Samford University
 MS, University of Alabama at Birmingham
 DPT, University of South Alabama

Stanley, Jade E.

Assistant Professor, Biological & Env Sciences (2025)

Stanley, Sonya S.

Associate Professor, Mathematics & Computer Science (1996)
 BS, Judson College
 MS, Auburn University
 PhD, Vanderbilt University

Stevenson, Maryam

Assistant Professor, Law (2022)
 BA, Rhodes College
 JD, University of Memphis School of Law
 PhD, University of Nevada-Las Vegas

Steward, Julie Sims

Professor, English (1996)
 BA, Austin College
 MA, PhD, Rice University

Stokes, Charles (Chuck)

Professor, Sociology (2013)
 BA, MDiv, Samford University
 PhD, The University of Texas at Austin

Stone, Sarah D.

Instructor, Nursing (2023)
 BSN, Jacksonville State University
 MSN, University of Alabama at Birmingham

Strange, James R.

Charles Jackson Granade and Elizabeth Donald Granade
 Chair of New Testament; Professor, Biblical &
 Religious Studies (2007)

BA, Furman University

MDiv, The Southern Baptist Theological Seminary

MA, University of South Florida

PhD, Emory University

Strickland, Stephen L.

Assistant Professor, Physics (2018)
 BS, BA, Wofford College
 PhD, North Carolina State University

Sun, Mingwei

Associate Professor, Mathematics & Computer Science (2018)
 BS, MS, Guizhou University
 MS, PhD, The University of Alabama

Sutton, Timothy J.

Associate Professor, English (2015)
 BA, DePauw University
 MA, PhD, University of Miami

Sweeney, Douglas A.

Dean, Professor, Divinity (2019)
 BA, Wheaton College
 MA, Trinity International University
 MA, PhD, Vanderbilt University

Szurek, Jaroslaw P.

Department Chair, Cataloging & Metadata; Librarian,
University Library (2003)

MA, Jagiellonian University

MS, University at Albany-SUNY

Szynkiewicz, Sarah H.

Associate Professor, Comm Sciences & Disorders (2020)

BA, The University of North Carolina at Chapel Hill

MS, PhD, James Madison University

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Assistant Professor, Law (2019)

BS, Cornell University

JD, Vanderbilt University

Taylor, Beck A.

President; Professor, Econ, Finance, & Quant Analysis (2022)

BBA, Baylor University

MS, PhD, Purdue University

Taylor, Gregory K.

Assistant Professor, Pharmacy (2024)

BS, PhD, Auburn University

Taylor, Jennifer R.

Chair, Archives & Special Collections; Assistant Librarian,
University Library (1999)

BA, Mississippi State University

MLIS, The University of Southern Mississippi

Tennent, Timothy C.

Professor and Methodist Chair, Divinity (2025)

AS, Young Harris College

BA, Oral Roberts University

MDiv, Gordon-Conwell Theological Seminary

ThM, Princeton Theological Seminary

PhD, University of Edinburgh

Thielman, Frank S.

Presbyterian Chair of Divinity; Professor, Divinity (1989)

BA, Wheaton College

BA, MA, University of Cambridge

PhD, Duke University

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Assistant Dean, Associate Professor, Pharmacy (2021)

PharmD, Samford University

Thomas, Michael Chad

Professor, Pharmacy Practice (2016)

BS, PharmD, University of Arizona

Thomason, Angela R.

Professor, Pharmacy Practice (2004)

PharmD, Samford University

Thompson, Benjamin L.

Assistant Professor, Psychology (2025)

BS, University of Alabama at Birmingham

MTS, Samford University

PhD, Boston University

Thompson, Larry D.

Professor, Art & Design (2007)

BFA, University of Texas at San Antonio

MFA, University of North Texas

Thornton, Jeremy P.

Dwight Moody Beeson Chair in Business; Professor,
Economics, Finance, & Quantitative Analysis (2004)

BA, Asbury College

MS, Eastern University

PhD, University of Kentucky

Todd, Stephen R.

Professor, Classics & Philosophy (1998)

BA, Furman University

MA, PhD, Vanderbilt University

Toone, Brian R.

Assistant Professor, Mathematics & Computer Science (2005)

BS, Clemson University

MS, PhD, University of California, Davis

Turner, Ashley McLeod

Assistant Professor, Nursing (2016)

BSN, MSN, Samford University

PhD, Mercer University

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BA, Baylor University

MATS, Fuller Theological Seminary

Vaughn Cross, Carol Ann

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BA, The University of Alabama at Huntsville

MA, PhD, Auburn University

Viliunas, Brian B.

Professor, Music (2011)

BM, Northwestern University

MM, Rice University

DMA, Arizona State University

Waddell, Carla T.

Chair, Reference & Research Librarian, Univ Library (2000)

BA, University of Montevallo

MLIS, The University of Alabama

Waldrop, Bruce A.

Professor, Pharmacy (2003)

BS, Samford University

PhD, University of Kentucky

Waldvogel, Dieter A.

Associate Professor, World Language & Cultures (2020)

BA, Texas Tech University

MS, Embry Riddle Aeronautical University

PhD, The University of Texas at Austin

Wallace, W. Jason

Richard J. Stockham, Jr. Chair of Western Intellectual History;

Professor, History (2004)

BA, Auburn University

MDiv, Westminster Theological Seminary

PhD, University of Virginia

Wallis, Melissa L.

Instructor, Teacher Education (2024)

BA, The University of Alabama

MA, University of Alabama at Birmingham

EdS, University of Montevallo

Wang, X. Robert

Professor, Pharmaceutical Sciences (2012)

BS, Nankai University

MS, Baylor University

PhD, The University of Texas Southwestern Medical Center

Webster, Douglas D.

Professor, Divinity (2007)

BA, MA, Wheaton College

PhD, University of St. Michael's College

Wenth, Kayla L.

Assistant Professor, Human Devl & Family Science (2021)

BS, MS, The University of Alabama

PhD, Mississippi State University

West, Heather A.

Associate Professor, World Languages & Cultures (1997)

BA, Birmingham-Southern College

MA, Mississippi State University

MA Education, University of Alabama at Birmingham

PhD, The University of Alabama

West, Jennifer Ellis

Associate Professor, English (2021)
BA, MA, Mississippi College
PhD, Louisiana State University

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Instructor, Nursing (2025)
BSN, MSN, Samford University

White, Darin W.

Professor, Entrepreneurship, Mgmt, & Marketing (2009)
BS, Birmingham-Southern College
MA, PhD, The University of Alabama

White, Joshua V.

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BS, PhD, The University of Alabama

White, Mary E.

Assistant Professor, Art & Design (2007)
BA, Samford University
MFA, The University of Alabama

White, C. Whitney

Associate Professor, Pharmacy (2022)
BS, Mississippi College
PharmD, Samford University

Wilbanks, Susan R.

Assistant Professor, Kinesiology (2024)
BS, Creighton University
MS, Oregon State University
PhD, University of Alabama at Birmingham

Wilger, Dale

Associate Professor, Chemistry & Biochemistry (2015)
BS, SUNY at Fredonia
PhD, The University of North Carolina at Chapel Hill

Williams, Tyler D.

Associate Professor, Kinesiology (2017)
BS, Mississippi College
MA, PhD, The University of Alabama

Winkler, William E.

Assistant Professor, Art & Design (2019)
BS, Full Sail University

Winn, Adam D.

Chair, S. Louis and Ann W. Armstrong Chair of Religion,
Professor, Biblical & Religious Studies (2024)
BA, Southwest Baptist University
MA, PhD, Fuller Theological Seminary

Witherspoon, Monique Gardner

Associate Dean, Education; Professor, Educ Leadership (2014)
BS, MEd, South Carolina State University
EdS, Winthrop University
EdD, Gardner-Webb University

Withrow, Christopher J.

Assistant Professor, Music (2023)
BA, BM, Louisiana State University
MM, University of Nevada
DMA, The University of Alabama

Woodham, Matthew

Associate Professor, Law (2021)
BS, The University of Alabama
JD, Samford University

Woodke, Lane H.

Assistant Professor, Law (2023)
BA, JD, The University of Alabama

Workman, Charles E.

Assistant Professor, World Languages & Cultures (2002)
BA, Samford University
MA, Auburn University

Worthington, Mary A.

Professor, Pharmacy Practice (1995)
BS, PharmD, The Ohio State University

Wright, Geoffrey A.

Professor, English (2007)
BA, Oral Roberts University
MA, PhD, The University of Tulsa

Wynn, Laura E.

Assistant Professor, Nursing (2020)
BSN, University Alabama at Birmingham
MSN, University of West Georgia

Wynn, Stephanie D.

Associate Dean, Professor, Nursing (2012)
BSN, MSN, The University of Alabama
DNP, University of South Alabama

Yarbrough, Paige P.

Administrative Faculty, Law (2024)
BA, JD, Samford University

Yerkes, Rustin (Rusty)

Chair, Professor, Econ, Fin, & Quant Analysis (2012)
BS, U.S. Air Force Academy
MBA, Auburn University at Montgomery
PhD, The University of Alabama

York, Ashley B.

Associate Professor, Nursing (2017)
BSN, The University of Alabama
MSN, University of Alabama at Birmingham
DNP, Union University

Young, Lauren

Associate Librarian, University Library (2015)
BA, MA, The University of Mississippi
MLIS, The University of Southern Mississippi

Young, Patrick E.

Assistant Professor, Music (2025)
BME, Young Harris College
MM, The University of Georgia
DMA, University of Colorado-Boulder

Zimny, René J.

Assistant Professor, Art & Design (2023)
BA, Ouachita Baptist University
MA, Savannah College of Art & Design

Part-Time Faculty

Adams, Caroline J.

Lecturer, General University
BA, Auburn University
MEd, University of West Alabama

Adams, Joe T.

Lecturer, Arts & Sciences
BA, Texas A&M University
PhD, Vanderbilt University

Aernie, Matthew

Lecturer, Arts & Sciences
BA, Hannibal LaGrange College
MDiv, Midwestern Baptist Theological Seminary
ThM, Trinity Evangelical Divinity School
PhD, The University of Wales

Allen, Meghan E.

Lecturer, Education
BS, Samford University
MEd, University of Alabama at Birmingham

Allen Coyne, Leslie M.

Adjunct Faculty, Law
BS, Auburn University
JD, Samford University

Allinder, David R.

Lecturer, School of the Arts
BS, MA, The University of Alabama

Andrews, William R.

Adjunct Faculty, Law
BA, Georgetown University
JD, The University of Alabama

Arendall, Douglas Tyson, Jr.

Lecturer, Educational Leadership
BA, Berry College
MAEd, EdS, University of Alabama at Birmingham
EdD, Samford University

Armbruster, James Randolph (Rand)

Lecturer, Business
BS, MBA, Samford University

Armstead, JeNorri Y.

Lecturer, General University
BS, The University of Alabama

Armstrong, Leslie B.

Lecturer, Foundations
BBA, MS, Mississippi State University

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Adjunct Faculty, Health Professions
BS, Samford University
DPT, University of Alabama at Birmingham

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Lecturer, Foundations
BA, Samford University

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BS, MS, Auburn University

Bain, Kimberly A.

Lecturer, Music
BSE, MA, The University of Alabama
MM, Bowling Green State University

Baldone, James C.

Lecturer, Arts & Sciences
BS, MS, The University of Alabama
JD, Birmingham School of Law
MSEM, Samford University

Baldwin, Nanette T.

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BS, The University of Alabama
MPA, Birmingham Southern College

Barineau, Leslie R.

Adjunct Faculty, Law
BS, Georgia Southern University
JD, Samford University

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Lecturer, Education
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Lecturer, General University
BA, University of West Florida
MEd, Auburn University

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BS, University of Kentucky
MBA, JD, Samford University

Billingsley, Michael B.

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BS, University of South Alabama
JD, The University of Alabama

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BS, The University of Alabama
MS, Samford University

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Lecturer, Arts & Sciences
BA, Baptist College of Florida
MA, MDiv, Luther Rice Seminary
DMin, New Orleans Baptist Theological Seminary

Bogard, Howard

Adjunct Faculty, Law
BA, University of Florida
JD, Emory University

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Lecturer, Continuing Studies
BA, The University of Alabama
MA, Wake Forest University
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Bolla, Alexander J., Jr.

Adjunct Faculty, Law
BA, BS, JD, The Ohio State University

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BSE, Samford University
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Bostic, Jason A.

Lecturer, Education
BA, MS, Purdue University
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EdS, EdD, Samford University

Bowler, Craig D.

Lecturer, Arts & Sciences
AA, The Salvation Army
BA, Ottawa University
MATs, Asbury Seminary
DMin, Gordon-Conwell Theological Seminary

Bray, Gerald L.

Research Professor, Divinity
BA, McGill University
Maitrise en lettres classiques, Doctorat de troisieme cycle en
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BS, The University of Alabama
MPH, PharmD, Samford University

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BA, Birmingham-Southern College
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Briscoe, Thomas D.

Lecturer, School of the Arts
BS, Samford University

Brown, Victor M.

Lecturer, Continuing Studies
BBA, Georgia State University
MS, National University

Bruess, Clint

Lecturer, Psychology
BS, Macalester College
MA, University of Maryland, College Park
EdD, Temple University

Bunt, Matthew Alan B.

Lecturer, Human Development & Family Science
BSBA, Samford University
MEd, University of Montevallo

Burford, Matthew R.

Lecturer, Divinity
BA, The University of Alabama
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Burt, Noel

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BA, MDiv, Samford University
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Bussey, Jared H.

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BS, MArch, Georgia Institute of Technology

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Calhoun, Marc S.

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BS, University of Louisiana at Monroe
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Lecturer, Divinity
BA, Birmingham-Easonian Baptist Bible College
MDiv, DMin, Samford University

Campbell, Ann-Houston

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BFA, Samford University
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Carlisle-Golden, Lauren Melissa

Lecturer, Divinity
BA, Samford University
MA, MTh, PhD, New Orleans Baptist Theological Seminary

Carroll, Timothy

Lecturer, Music
BSM, The University of Alabama

Cate, Hutton S.

Lecturer, Arts & Sciences
BA, Lipscomb University
MDiv, Samford University

Caulkins, Kathleen M.

Lecturer, Biological & Environmental Sciences
BS, State University of New York at Plattsburgh
MS, Albany Medical College of Union University

Chambers, Bailey P.

Lecturer, Human Development & Family Science
BS, Auburn University
MS, The University of Georgia

Chamoun, George A.

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BSBA, Samford University
MBA, Drake University

Cherry, Amanda N.

Lecturer, Arts & Sciences
BA, Samford University
MDiv, Boston University

Christenberry, William J.

Lecturer, Arts & Sciences
BS, DVM, Auburn University

Christie, J.S. (Chris)

Adjunct Faculty, Law
BA, Rhodes College
MA, JD, Duke University

Coan, Mackenzie L.

Lecturer, Geography & Sociology
BA, MS, Auburn University

Coffey, Jennifer B.

Lecturer, Arts & Sciences
BA, MTPC, Auburn University

Coggin, Michael

Lecturer, Divinity
BA, The University of Alabama
MAC, MDiv, Covenant Theological Seminary

Collins, Noelle F.

Adjunct Faculty, Law
BA, University of Virginia
JD, The University of Alabama

Conoly, Yoonah K.

Lecturer, Business
BCom, Ryerson University
MSc, University of Guelph
PhD, Auburn University

Cooper, Antonio

Lecturer, Education
BS, MS, Alcorn State University
EdS, EdD, Walden University

Corhern, Steven C.

Lecturer, Law
BA, Mississippi State University
MA, JD, The University of Alabama

Coric, Tatjana

Adjunct Faculty, Pharmacy
MSc, PhD, Belgrade University

Cottrell, Gregory P.

Lecturer, Entrepreneurship, Management, & Marketing
BSBA, The University of Alabama
MBA, Troy University

Cox, Josephine E.

Lecturer, General University
BM, BA, Samford University
MM, University of Memphis
MA, University of Alabama at Birmingham

Coyne, Colin M.

Lecturer, Architecture & Interior Design
BS, Vanderbilt University
MM, Northwestern University
EdD, Vanderbilt University

Crosby, Thomas I. J.

Lecturer, International
BA, Young Harris College
MA, The University of Alabama

Cross, Preston F.

Lecturer, School of the Arts
BFA, Belmont University

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Adjunct Faculty, Law
BA, Williams College
MA, JD, Northwestern University

Dale, Michael

Lecturer, Business
BA, Samford University
MBA, New York Institute of Technology
PhD, Carolina University

Daly, Patrick

Lecturer, Continuing Studies
BA, Faulkner University
MS, Troy University
MBA, Faulkner University

Damron-Seruyange, Alisha D.

Lecturer, Education
BA, Samford University
MDiv, Duke University

Dance, Jeffrey W.

Lecturer, Business
BA, MidAmerica Nazarene University
MBA, Samford University

Danella, Nicholas

Adjunct Faculty, Law
BA, Harvard University
JD, University of Notre Dame

Davis, Kechia S.

Lecturer, Continuing Studies
BA, JD, The University of Alabama

Davis, Kenya M.

Lecturer, Arts & Sciences
BA, Samford University
MA, Pennsylvania State University

DeGaris, Annesley H.

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BS, JD, Samford University

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Lecturer, School of the Arts
BA, Covenant College
MM, Samford University

DiLorenzo, Heidi A.

Adjunct Faculty, Law
BA, The University of Alabama
JD, Samford University

Dolan, Sophie B.

Adjunct Faculty, Public Health
BS, Auburn University
MS, University of Alabama at Birmingham

Doss, Laura H.

Lecturer, Music
BM, Samford University
MEd, University of Montevallo

Doss, Lauren E.

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BA, MDiv, Samford University

Douglas, Ashley D.

Lecturer, Arts & Sciences
BS, Washington & Lee University
MS, College of Charleston
PhD, University of Alabama at Birmingham

Dunaway, Jeanne

Lecturer, Education
BS, Radford University
MA, California State University, San Bernardino
EdS, EdD, Samford University

Dungan, Jeffrey M.

Lecturer, School of the Arts
BAR, Auburn University

DuPont, Mariana D.

Lecturer, Arts & Sciences
BS, Dillard University
PhD, University of Alabama at Birmingham

Eastman, Robert N.

Lecturer, Arts & Sciences
BS, Ohio University
MA, University of Illinois at Springfield
MA, Saint Louis University
PhD, The University of Alabama

Eberhardt, Meaghan E.

Lecturer, General University
BA, Wofford College
MS, The University of Georgia

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Lecturer, Divinity
BA, Brown University
MA, Florida State University
PhD, University of Thessaloniki

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BA, Oberlin College
JD, The University of Alabama

Eldridge, David W.

Lecturer, Divinity
BA, Mississippi College
MDiv, Samford University
PhD, New Orleans Baptist Seminary

Eldridge, Michael E.

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BA, Auburn University
JD, Samford University

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BS, The University of Mississippi
MS, University of Alabama at Birmingham

Fabris, Shaley C.
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BA, MA, Murray State University

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Adjunct Faculty, Law
BA, MA, JD, The University of Alabama

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Lecturer, Music
BMed, University of Louisville
MM, Boston University

Flickinger, Corrine
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BA, Samford University
MA, Cardiff University

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BA, BS, Jacksonville State University
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Ford, Monye A.
Lecturer, School of the Arts
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Addendum

Samford University Sexual Misconduct Policy

I. Statements of Policy and Non-Discrimination

A. Policy Statement.

The mission of Samford University (“Samford” or the “University”) is to nurture persons in their development of intellect, creativity, faith, and personhood. As a Christian university, Samford fosters academic, career and ethical competency while encouraging social and civic responsibility and service to others. Consistent with, and in furtherance of these objectives and purposes, Samford is committed to providing an academic, social, and employment environment that is free from sexual harassment, assault, exploitation, dating violence, domestic violence, and stalking, as such terms are defined in this Policy, and which are collectively referred to as “Sexual Misconduct.” Among other things, this Policy prohibits specific Sexual Misconduct that violates Title IX of the Education Amendments of 1972 (“Title IX”), the Violence Against Women Reauthorization Act of 2013 (“VAWA”), and/or Title VII of the Civil Rights Act of 1964 (“Title VII”). It is also a violation of this Policy to retaliate against a person for filing a complaint of Sexual Misconduct or for cooperating in a Sexual Misconduct investigation, adjudication, or informal resolution. Individuals who are determined to be responsible for a violation of this Policy will be subject to disciplinary action up to and including termination from employment or expulsion from the University. Samford will respond promptly and equitably to reports of Sexual Misconduct and will take appropriate action to eliminate and prevent its recurrence and correct and address its effects.

B. Notice of Non-Discrimination.

In accordance with applicable federal and state laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act and ADA Amendments, the University does not unlawfully discriminate on the basis of sex, gender, race, color, national origin, age, disability, genetic information, veteran status, religion, or any other protected status under federal, state or local law applicable to the University, in its education policies, programs, and activities, in its admissions policies, in employment policies and practices, and all other areas of the University. As a religious institution, the University is exempted from certain laws and regulations concerning discrimination.

Sex discrimination is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” The University is required by Title IX and its regulations not to engage in sex discrimination in its education program or activity, including admissions and employment. Sex discrimination is conduct based upon an individual’s sex that excludes an individual from participation in, denies the individual the benefits of, or treats the individual differently in, the education program or activity. Sexual Harassment, as defined in this Policy, is a form of sex discrimination. In accordance with Title IX and its regulations, this Policy addresses the University’s prohibition of the following forms of sex discrimination: Title IX Sexual Harassment, Non-Title IX Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, Stalking, and Sexual Exploitation.

The University will not tolerate Sexual Misconduct in any form. The University will promptly and equitably respond to all reports of Sexual Misconduct in order to take steps to eliminate the misconduct, prevent its recurrence, and address its effects on any individual or the community.

Inquiries or complaints about Title IX Sexual Harassment, Non-Title IX Sexual Harassment, or other forms of Sexual Misconduct may be directed to the University’s Title IX Coordinator: Lisa Overton, Title IX Coordinator and Student Conduct Coordinator, UC 352D, lwoverto@samford.edu, (205) 726-2764.

Inquiries or complaints may also be directed to the U.S. Department of Education Office for Civil Rights: The Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-1100, Telephone: (800) 421-3481, Facsimile: (202) 453-6012 TDD#: (800) 877-8339, Email: OCR@ed.gov, <http://www.ed.gov/ocr>.