

Samford University

Catalog
2006-2007
Academic Year



Birmingham, Alabama U.S.A. 35229
(205) 726-2011
www.samford.edu

Samford University admits students of any race, color, gender, national or ethnic origin to all the rights, privileges, and activities generally accorded or made available to all its students. In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, Samford does not discriminate on the basis of race, color, gender, age, disability, or national or ethnic origin in the administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic, and other school-administered programs. Inquiries concerning compliance with these laws, the regulations thereunder, or other published policies of the University should be directed to the Vice President and Dean of Students, Samford University, 800 Lakeshore Drive, Birmingham, Alabama 35229.

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 Student Records. The responsibility for meeting the requirements for a degree rests with the individual student. If all requirements are not completed, a degree cannot be awarded; therefore, it is important for the student to acquaint himself/herself with all University requirements and to make progress toward meeting them.

Inclusive Language Statement

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

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

HOW TO READ THE COURSE LISTINGS

Program Abbreviation

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

Course Designator: W- Writing Proficiency

Course Title

Course Credits

Course Description

CHEM 340W Chemical Instrumentation (4)

Study of modern instrumental methods of analysis of chemical compounds. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 301. Offered: Fall only.

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



Table of Contents

Academic Calendars for 2006-2007 and Critical Deadlines	4
About Samford University	8
Frequently Asked Questions for New Students	12
Admission Procedures and Policies	13
Academic Policies and Regulations	19
Financial Information	28
Financial Assistance	36
University-Wide Academic Opportunities	39
The Christian Women's Leadership Center	40
Cooperative Education Program	40
Health Professions Program	41
Inter-Campus Exchange Program - BACHE	41
International Programs	41
Office of Freshman Life	43
Pre-Law Program	44
Reserve Officer Training Corps (ROTC)	45
University Honors Program, Honors Curriculum	47
Campus Life, Campus Facilities, Campus Services	48
COLLEGES AND SCHOOLS	
ARTS AND SCIENCES – Howard College of Arts and Sciences	58
University Core and General Education Curriculum Requirements	60
Art	61
Biology	64
Chemistry	72
Classics	74
Communication Studies	76
English	79
Geography	81
History	83
Journalism and Mass Communication	88
Mathematics and Computer Science	90
Philosophy	94
Physics	96
Political Science	99
Psychology	102
Religion	105
Sociology	108
World Languages and Cultures	110
BUSINESS – School of Business	118
DIVINITY – Beeson School of Divinity	132
Extension Division	134
EDUCATION AND PROFESSIONAL STUDIES –	
Orlean Bullard Beeson School of Education & Professional Studies	136
Exercise Science and Sports Medicine	138
Family Studies	148
Interior Design	151
Teacher Education	153
Legal Assistant Certificate Program	163
LAW – Cumberland School of Law	164
NURSING – Ida V. Moffett School of Nursing	166
PERFORMING ARTS – School of Performing Arts	182
Music	184
Theatre	197
PHARMACY – McWhorter School of Pharmacy	200
METRO PROGRAMS	212
Adult Degree Programs	214
Bachelor's Degrees	215
Associate Degree	218
Certificate Programs	219
Samford After Sundown (Noncredit Programs)	226
Boards, Administration, and Faculty	227
Campus Map and Directory	248
Abridged Campus Directory	250
Index	251



Academic Calendars and Critical Deadlines





Students are expected to know regulations and policies found in this catalog and the Student Handbook. Keeping abreast of the school calendar, critical deadlines, and all University mail received in one's university mailbox and/or electronic mail is also the student's responsibility

Undergraduate Day and Graduate Students*

Semester System

For full-time undergraduate and graduate students, Samford University operates on the semester (4-1-4) system, consisting of two four-month semesters, fall and spring, and a three-week term in January (see Jan Term below). The fall semester begins in late August and ends in mid-December. The spring semester begins in late January and ends in mid-May. A maximum of 18 credits may be taken during the semester without additional approval of an academic dean.

Jan Term

Samford University offers a short term consisting of three weeks in the month of January called Jan Term. The major intent of this interterm is to give the student a wider world view, a richer experience in integrating knowledge from a variety of specialties, and a deeper consciousness of the relevance of the student's studies to one's life and career. Some courses emphasize interdisciplinary cooperation, using teaching faculty, guest lecturers, and student research and participation. Others are intended to give the student an opportunity for intensive study and observation in a setting involving a potential career. Interterm opportunities include research in libraries or laboratories, contacts with visiting scholars, internships, externships, field trips, and other useful activities. A number of courses are offered at the Daniel House, Samford's London Study Centre. Regular courses are offered for those who wish to accelerate progress toward graduation or to make up for underload in earlier semesters. The maximum class load allowed in the Jan Term is two courses, not to exceed a total of five credits.

Summer Terms

Summer term day classes are split into two five-week terms. A maximum of 16 credits can be taken during the summer terms, with a maximum of eight in each term.

*Except graduate business, graduate nursing and environmental management students.

Evening Students

(Includes graduate business, graduate nursing, environmental management and Metro Program students.)

Nine-Week Term System

Evening classes for undergraduate and graduate accounting, business administration, graduate nursing and environmental management students meet for five nine-week terms a year. They are as follows: Summer Term, Fall Term A, Fall Term B, Spring Term A, and Spring Term B. All evening programs of study follow this format.

JUNE 2006

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY 2006

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2006

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER 2006

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2006

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2006

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2006

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Day Calendar for Academic Year 2006-2007***Summer I Term 2006**

May 31	Payment due date for students who have registered
June 5	Advising, registration, and payment for students not registered
June 5	Classes begin
June 7	Last day to add or drop a course(s) without FINANCIAL penalty
June 7	Deadline to submit Course Repeat form in semester repeated course is taken
June 8-9	New Student Orientation
June 12-13	New Student Orientation
June 19	Last day to withdraw from a course(s) without ACADEMIC penalty
June 19-20	New Student Orientation
June 22-23	New Student Orientation
June 28	Last day to completely withdraw from ALL courses in a term without ACADEMIC penalty
July 4	Independence Day Holiday; no classes meet
July 6	Classes end
July 7	Final Examinations

Summer II Term 2006

July 5	Payment due date for students who have registered
July 10	Advising, registration, and payment for students not registered
July 10	Classes begin
July 12	Last day to add or drop a course(s) without FINANCIAL penalty
July 12	Deadline to submit Course Repeat form in semester repeated course is taken
July 24	Last day to withdraw from a course(s) without ACADEMIC penalty
August 2	Last day to completely withdraw from ALL courses in a term without ACADEMIC penalty
August 9	Classes end
August 10	Final Examinations

Fall Semester 2006

August 21-25	Faculty in residence for the academic session
August 23	Payment due date for students who have registered
August 23-24	New Student Orientation (fifth session)
August 24-27	Connections
August 25	Transfer Student Orientation
August 25	Advising, registration and payment for students not registered
August 28	Classes begin
August 29	University Convocation
September 1	Last day to add or drop a course(s) without FINANCIAL penalty
September 1	Deadline to submit Course Repeat form in semester repeated course is taken
September 4	Labor Day - All classes meet; no holiday
October 9	Deadline for faculty to submit midterm grades for freshmen
October 13	Last day to withdraw from a course(s) without ACADEMIC penalty
October 16-17	Fall Break; no classes meet
Oct 25-Nov 17	Registration for Jan Term and Spring Semester
November 16	Last day to completely withdraw from ALL courses in a semester without ACADEMIC penalty
November 22-24	Thanksgiving Holidays; no classes meet
December 8	Classes end
December 11-14	Final Examinations
December 16	Commencement

Jan Term 2007

December 21	Payment due date for students who have registered
January 2	Advising, registration, and payment for students not registered
January 3	Classes begin
January 5	Last day to add or drop a course(s) without FINANCIAL penalty
January 5	Deadline to submit Course Repeat form in semester repeated course is taken
January 15	Martin Luther King, Jr. Holiday; no classes meet
January 17	Last day to withdraw from a course(s) or completely withdraw from ALL courses in a term without ACADEMIC penalty
January 24	Classes end
January 25	Final Examinations

Spring Semester 2007

January 24	Payment due date for students who have registered
January 26	Advising, registration and payment for students not registered
January 29	Classes begin
January 30	University Convocation
February 2	Last day to add or drop a course(s) without FINANCIAL penalty
February 2	Deadline to submit Course Repeat form in semester repeated course is taken
March 12	Deadline for faculty to submit midterm grades for freshmen
March 16	Last day to withdraw from a course(s) without ACADEMIC penalty
March 19-23	Spring Break Holidays; no classes meet
April 3-27	Registration for Summer Terms and Fall Semester
April 9	Easter Monday Holiday; no classes meet
April 26	Last day to completely withdraw from ALL courses in a semester without ACADEMIC penalty
May 14	Classes end
May 15	Study Day; no classes and no examinations
May 16-18, 21-22	Final Examinations
May 25-26	Commencement Weekend

*For the McWhorter School of Pharmacy Academic Calendar for 2006-2007, see that school's section of this catalog.

For the Cumberland School of Law calendar, see their Web site: www.samford.edu/schools/business/index.htm

For graduate business, graduate nursing, environmental management, and Metro Programs, see the Nine-Week Session Calendar.

For the 2007-2008 Academic Calendar, see the following Web site: <http://www.samford.edu/groups/sturec/acadcalendar.html>.

Nine-Week Session Calendar for Academic Year 2006-2007

Graduate Business
Graduate Nursing
Environmental Management
Metro Programs

The nine-week session calendar consists of five nine-week terms in an academic year. The Metro Programs and all graduate business, graduate nursing, and graduate environmental management programs follow this format.

Summer Term 2006

May 31	Payment due date for students who have registered
June 5	Advising, registration and payment for students not registered
June 5	Classes begin
June 7	Last day to add a course(s)
June 8	Deadline to submit Course Repeat form in semester repeated course is taken
June 9	Last day to drop a course(s) without FINANCIAL penalty
June 28	Last day to withdraw from a course(s) without ACADEMIC penalty
July 4	Independence Day Holiday, no classes meet
July 19	Last day to completely withdraw from ALL courses in a term without ACADEMIC penalty
August 2	Classes end
August 3-5	Final Examinations

Fall Term A 2006

August 2	Payment due date for students who have registered
August 7	Advising, registration and payment for students not registered
August 7	Classes begin
August 9	Last day to add a course(s)
August 9	Deadline to submit Course Repeat form in semester repeated course is taken
August 11	Last day to drop a course(s) without FINANCIAL penalty
August 30	Last day to withdraw from a course(s) without ACADEMIC penalty
September 4	Labor Day - All classes meet, no holiday
September 25	Last day to completely withdraw from ALL courses in a term without ACADEMIC penalty
October 5	Classes end
October 9-10	Final Examinations

Fall Term B 2006

October 6	Payment due date for students who have registered
October 11	Advising, registration and payment for students not registered
October 11	Classes begin
October 13	Last day to add a course(s)
October 13	Deadline to submit Course Repeat form in semester repeated course is taken
October 17	Last day to drop a course(s) without FINANCIAL penalty
Oct 25-Nov 17	Registration for Spring Terms A and B
November 1	Last day to withdraw from a course(s) without ACADEMIC penalty
November 21	Last day to completely withdraw from ALL courses in a term without ACADEMIC penalty
November 22-24	Thanksgiving Holidays; no classes meet
December 12	Classes end
December 13-14	Final Examinations
December 16	Commencement

Spring Term A 2007

December 21	Payment due date for students who have registered
January 2	Advising, registration and payment for students not registered
January 2	Classes begin
January 4	Last day to add a course(s)
January 4	Deadline to submit Course Repeat form in semester repeated course is taken
January 8	Last day to drop a course(s) without FINANCIAL penalty
January 15	Martin Luther King, Jr. Holiday; no classes meet
January 25	Last day to withdraw from a course(s) without ACADEMIC penalty
February 14	Last day to completely withdraw from ALL courses in a term without ACADEMIC penalty
March 1	Classes end
March 5-6	Final Examinations

Spring Term B 2007

March 2	Payment due date for students who have registered
March 7	Advising, registration and payment for students not registered
March 7	Classes begin
March 9	Last day to add a course(s)
March 9	Deadline to submit Course Repeat form in semester repeated course is taken
March 13	Last day to drop a course(s) without FINANCIAL penalty
March 19-23	Spring Break Holidays; no classes meet
April 3-27	Registration for Summer Term and Fall Terms A and B
April 5	Last day to withdraw from a course(s) without ACADEMIC penalty
April 9	Easter Monday Holiday; no classes meet
April 30	Last day to completely withdraw from ALL courses in a term without ACADEMIC penalty
May 15	Classes end
May 16-17	Final Examinations
May 25-26	Commencement Weekend

JANUARY 2007

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2007

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH 2007

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2007

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2007

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE 2007

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY 2007

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



About Samford University



For more than 160 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 associate's, 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 eight organizational units: Howard College of Arts and Sciences, McWhorter School of Pharmacy, Cumberland School of Law, School of Business, Orlean Bullard Beeson School of Education and Professional Studies, School of Performing Arts, Ida V. Moffett School of Nursing, and Beeson School of Divinity.

Mission

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

Core Values

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

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

Vision

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

1841

Founded and chartered in Perry County, Alabama, by a group of educational, economic, and Baptist leaders.



1842

Opened in Marion, Alabama, in January, as Howard College, named in honor of John Howard, British advocate of prison reform.



1887

Relocated to the East Lake campus in Birmingham, Alabama



1914

Established Teacher Education Division



1920

Gained membership in and accreditation by the Southern Association of Colleges and Schools.



1927

Established Division of Pharmacy



1947

Purchased 300-acre site in Homewood, Alabama, for relocation of the campus.



1957

Relocated to the current Homewood campus with eight buildings



1961

Acquired the historic and renowned Cumberland School of Law, established in 1847 at Lebanon, Tennessee.



1965

Elevated to university status and named Samford University in honor of the Frank Park Samford family.

1965

Designated the Division of Pharmacy as the School of Pharmacy; later renamed McWhorter School of Pharmacy in honor of the R. Clayton McWhorter family.



1965

Created the School of Business; the Department of Business had been offering degrees since 1922.



1970

Elevated the Department of Music to the School of Music.



1973

Acquired the Ida V. Moffett School of Nursing following a merger agreement with Baptist Medical Centers—the first program in Alabama to be accredited by the National League for Nursing in 1955.



1984

Purchased the London Study Centre, located in the heart of London; later renamed Daniel House in honor of the Daniel family.



1988

Established the Beeson School of Divinity through the generosity of Ralph W. Beeson.



1995

Opened the Lucille S. Beeson Law Library to serve Samford's Cumberland School of Law. Lucille Beeson practiced law in the 1930s and was a distinguished patron of the University.



2000

Received the first National Award for Effective Teacher Preparation by the U. S. Department of Education in recognition of the programs at Orlean Bullard Beeson School of Education and Professional Studies.



2001

Opened the state-of-the-art Samford Sciencenter, which includes a 100-seat planetarium, conservatory, classrooms, more than 35 research labs, and related areas for biology, physics, and chemistry departments.



Samford Facts

- **Third** in the South for the **2005** edition of *America's Best Colleges* by *U.S. News & World Report*
- Selected and recognized for excellence among 60 college first-year programs and among 40 college civic education programs in *The Templeton Guide: Colleges that Encourage Character Development*
- Selected annually for inclusion in *Peterson's Competitive Colleges*
- **12:1** ratio of full-time student enrollment to faculty (as defined by the Common Data Set); no students taught by graduate assistants
- **Five** continents host Samford academic programs: North America, South America, Africa, Asia, and Europe
- **Twelve** National Merit Scholars enrolled as entering freshmen for **Fall 2005**
- **More than 100** children, ages six weeks through four years, are enrolled at the Children's Learning Center, which serves as a demonstration model and laboratory school under the supervision of the Orlean Bullard Beeson School of Education and Professional Studies
- **Five of the last six** American Presidents—William J. Clinton, George H. W. Bush, Ronald W. Reagan, James E. Carter, Jr., and Gerald R. Ford—have spoken at Samford, either before or after their terms in office
- **Two** recent British Prime Ministers, Margaret Thatcher and John Major, have visited Samford
- The University's libraries house approximately **797,877** volume equivalents
- The Wright Fine Arts Center has a **2,700-seat** concert hall, a theatre and recital hall
- Samford has a **700-seat** undergraduate chapel and a **400-seat** divinity school chapel
- Samford is the **87th** oldest college or university in America
- For **Fall 2005**, **4,507** men and women enrolled from more than **46** states and there were foreign students from **28** countries.
- There are **278** full-time faculty who hold degrees from more than **190** colleges and universities; more than 80 percent have earned the highest degree in their field
- Samford offers **23** degree programs in nearly **100** majors
- A **2,000-square-foot** conservatory, only one of its kind in the Southeast dedicated entirely to plants that contain chemicals used in medicines or herbal supplements
- **Sixty-six percent** of **2005** entering freshmen were in the top 25 percent of their high school class. The average ACT score of **2005** entering freshmen was **25**
- **Seventeen** intercollegiate sports for men and women in NCAA Division I
- More than **100** social, religious, service, honorary and professional organizations, as well as seven national fraternities and eight national sororities
- More than **350** personal computers available for general student access at computer labs across campus; all computers offer the latest software and are connected to the Internet; telephone and Internet connections are provided for every resident student
- Samford alumna Betsy Rogers of Leeds, Alabama, was named the 2003 National Teacher of the Year by President George W. Bush and the U.S. Department of Education

University Membership in Educational Organizations

The University holds membership in the following educational organizations:

ACHE Council of Graduate Deans
 Alabama Association of Colleges for Teacher Education
 Alabama Association of Independent Colleges and Universities
 Alabama Commission of Higher Education
 Alabama Council for International Programs
 American Academy of Nurse Practitioners
 American Alliance for Health, Physical Education and Dance
 American Association for Family and Consumer Sciences
 American Association for Paralegal Education
 American Association of Colleges of Nursing
 American Association of Colleges for Teacher Education
 American Association of Colleges of Pharmacy
 American Association of Collegiate Registrars and Admission Officers
 American Association of University Women
 American Council on Education
 American Library Association
 Association of Alabama College Administrators
 Association of American Colleges and Universities
 Association of American Law Schools
 Association of College and Research Libraries
 Association of Collegiate Entrepreneurs
 Association of Governing Boards of Universities and Colleges
 Association of Southern Baptist Colleges and Schools
 Association to Advance Collegiate Schools of Business (AACSB)
 Birmingham Area Consortium for Higher Education (BACHE)
 Consortium for Global Education
 Council for the Advancement and Support of Education
 Council for the Advancement of Private Colleges in Alabama (CAPCA)
 Council for Higher Education Accreditation
 EDUCAUSE
 National Association of Independent Colleges and Universities (NAICU)
 National Association of Schools of Public Affairs and Administration
 National Association of Student Personnel Administrators
 National Athletic Trainers Association
 National Association for Legal Assistants
 National Council for Science and the Environment
 National Network of Church-Related Colleges and Universities
 National Organization of Nurse Practitioner Faculties
 Network of Alabama Academic Libraries
 Online Computer Library Center (OCLC)
 Southeastern Library Network (SOLINET)
 Southern Association of Collegiate Registrars and Admission Officers
 Southern Business Administration Association
 Southern Regional Education Board

Samford University is approved by the Alabama Department of Education for the training of teachers, school administrators, supervisors and counselors. The legal assistant certificate program is approved by the American Bar Association Standing Committee on Paralegals.

Accreditation

Samford University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur, GA 30033-4097; (404) 679-4501, to award the associate degree, the bachelor's degree, the master's degree, the specialist in education degree, the doctor of pharmacy degree, the juris doctor degree, the doctor of ministry degree, and the doctor of education degree. This status was most recently reaffirmed in 1996, continuing a relationship that Samford has enjoyed with SACS since 1920. The appropriate professional schools at Samford are accredited by:

American Bar Association
 American Council on Pharmaceutical Education
 American Dietetic Association
 Association of Theological Schools
 Association to Advance Collegiate Schools of Business (AACSB)
 Commission on Accreditation of Allied Health Education Programs

Commission on Collegiate Nursing Education
 Council on Accreditation of Nurse Anesthesia Educational Programs
 Foundation for Interior Design Education Research
 National Association of Schools of Music
 National Council for Accreditation of Teacher Education

Frequently Asked Questions for New Students

HOW OLD IS SAMFORD UNIVERSITY?

Samford University was founded and chartered in 1841 by a group of educational, economic, and religious leaders.

CAN I VISIT THE CAMPUS?

All prospective students and their parents are encouraged to visit the campus. To schedule your visit, contact: Office of Admission, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229, or telephone (800) 888-7218 or (205) SAM-FORD [726-3673].

HOW DO I APPLY FOR ADMISSION TO SAMFORD UNIVERSITY?

Contact the Office of Admission for an admission packet (800) 888-7218 or (205) SAM-FORD [726-3673], or mail a request to: Office of Admission, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229, or visit the Samford Web site at www.samford.edu.

WHAT ARE THE ADMISSION REQUIREMENTS?

Admission requirements depend on your student classification, i.e., whether or not you have ever enrolled in college. Please see Admission Procedures and Policies section of this catalog for definitions and details.

WHEN DO I APPLY FOR ADMISSION?

There is no formal admission deadline, but you are encouraged to complete the application process as soon as possible. For freshmen to be considered for merit based scholarships, applications must be received prior to December 15.

WHEN WILL I KNOW IF I HAVE BEEN ACCEPTED BY SAMFORD?

Letters of admission notification are mailed to applicants on a rolling basis prior to admission in the fall of the same year.

HOW MUCH DOES IT COST?

A table of tuition and fees for undergraduate day students (full-time and part-time) and graduate students can be found in the Financial Information section of this catalog. Also, there are brief explanations of miscellaneous expenses that may occur during an academic year.

AFTER I AM ACCEPTED TO SAMFORD, WHAT DO I DO NEXT?

Included with your letter of acceptance, you will receive a packet of information including campus residence request forms, and most important, New Student Orientation information. New Student Orientation is coordinated by the Director of Freshman Life, Dana K. Basinger, and is held in June for freshmen and their parents prior to the fall semester. (See the Academic Calendar for 2006-2007 in this catalog for dates.) During this two-day orientation, students and parents will be briefly introduced to campus services and facilities. Students will participate in one-on-one personal curriculum advising with their academic advisor and course registration. It is a time to relax, get acquainted with Samford, have questions answered, and meet faculty, administration, and classmates. An information session will be held in August for students transferring to Samford.

HOW CAN I APPLY FOR A SCHOLARSHIP?

Samford University provides numerous scholarships based on criteria such as academic achievement, leadership skills, need, athletic ability, or field of study. See the Financial Assistance section of this catalog for details or contact the Office of Financial Aid at (205) 726-2905.

WHAT TYPES OF FINANCIAL AID ARE AVAILABLE?

Federal and state financial aid is available in the form of grants, loans, and on-campus job opportunities. Samford offers numerous scholarships to qualified students. You will find details on these and other financial aid programs in the Financial Assistance section of this catalog.

I AM A TRANSFER STUDENT. WHAT DO I NEED TO DO TO ENROLL IN SAMFORD?

Transfer students are welcomed at Samford University and must present academic records that reflect serious academic aims and mature progress toward those aims. See the Admission Policies and Procedures section of this catalog, or contact the Office of Admission for an admission packet at (800) 888-7218 or (205) SAM-FORD [726-3673], or mail a request to the Office of Admission, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229.

I AM AN INTERNATIONAL STUDENT.

WHAT DO I NEED TO DO TO ENROLL IN SAMFORD?

An international student must allow six months to complete the necessary paperwork prior to admission and enrollment date. See the Admission Policies and Procedures section of this catalog, or contact the Office of Admission for an admission packet at (800) 888-7218 or (205) SAM-FORD [726-3673], or mail a request to the Office of Admission, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229, or the Samford Web site at www.samford.edu.

DO I NEED A COMPUTER?

For the most part, the need for a student-owned computer is a personal preference. Samford provides student access to six computer labs on campus. Many departments also have computer labs that support their specialized needs. All resident students may access the Samford University network from their residence hall room. Services such as e-mail and Internet access are provided without charge to all Samford resident students. Contact the Personal Technology Group for more detailed information at (205) 726-2662 or e-mail support@samford.edu. Also, see Computer Services and Resources in the Campus Life, Services, and Facilities section of this catalog.

WHAT CHOICES DO I HAVE FOR A MAJOR?

There are nearly 100 majors available from eight colleges and schools. A complete list of undergraduate majors and degrees offered can be found in the Academic Policies and Regulations section of this catalog. There you will also find a list of minors, certificates, and graduate and professional degrees offered.

I AM UNDECIDED ABOUT A MAJOR. WHAT DO I DO?

The Office of Freshman Life advises any student who is undecided about a major and furnishes guidance through the services of a Career Counselor. To further aid a student with this decision, a required curriculum of six courses, known as the University Core Curriculum, has been designed to provide an academic foundation for work toward a major field of study. See Bachelor's Degree Requirements in the Academic Policies and Regulations section of this catalog for further information and details on the University Core Curriculum.

HOW DO I DECLARE A MAJOR?

Each student must declare a major by the junior year and file it with the Office of Student Records.

I DO NOT LIVE IN BIRMINGHAM.

WHERE CAN I LIVE? CAN I LIVE ON CAMPUS?

All unmarried, undergraduate students 20 years of age and under are required to reside in University housing during their first two full academic years, unless they live at home with their parents. See Residence Life in the Campus Life, Services, and Facilities section of this catalog for further information.

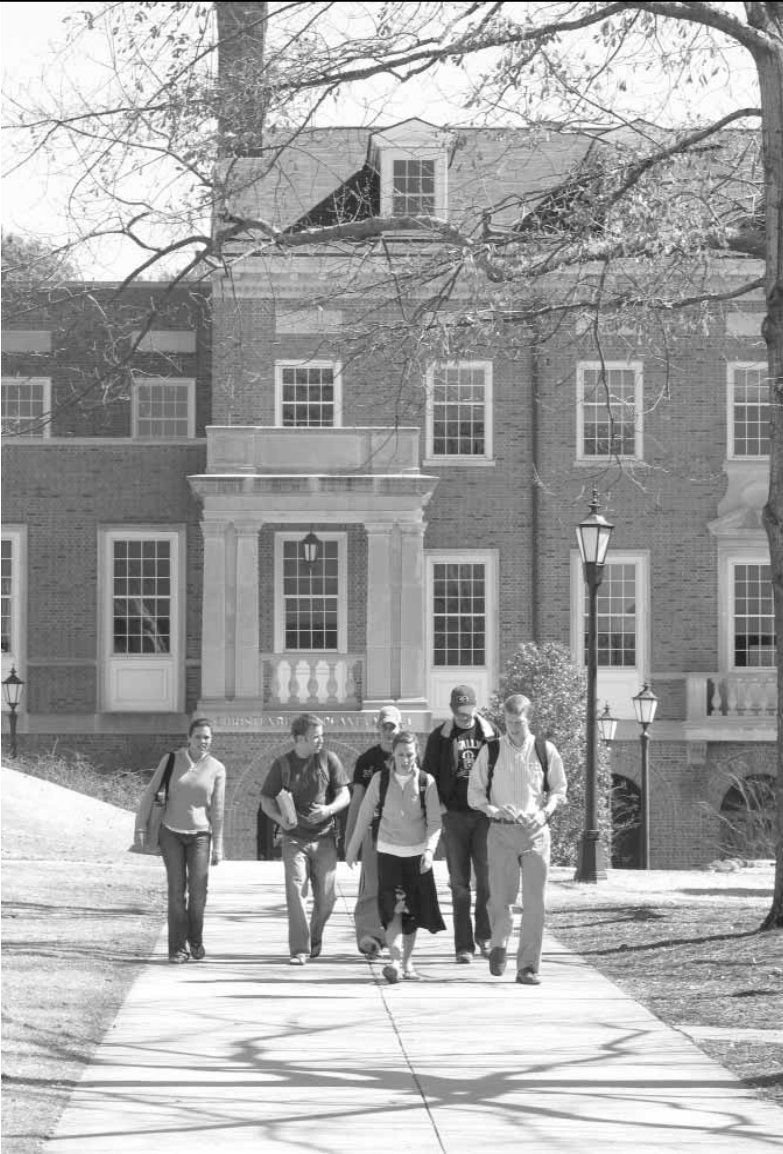
MAY I HAVE A CAR ON CAMPUS?

Yes. All motor vehicles on campus must be registered with the Department of Campus Safety, and students must comply with all campus vehicle registration requirements, and parking and traffic regulations. See Campus Safety and Regulations in the Campus Life, Services, and Facilities section of this catalog for details.

WHAT ARE SOME EXTRACURRICULAR ACTIVITIES AT SAMFORD?

The Campus Life, Services, and Facilities section of this catalog introduces students to the wide variety of annual campus events, musical groups and choirs, student-run publications, radio station participation, student ministries, as well as service and social organizations available to students. In addition, there are chapters of eight national sororities and seven national fraternities on campus. Samford is a Division I member of the NCAA and competes in the Ohio Valley Conference in basketball, baseball, football, golf, soccer, softball, tennis, track, and volleyball. In their years at Samford, students experience opportunities to attend cultural events, to participate in service projects, and to attend the lectures and seminars of outstanding and accomplished national and international VIP visitors.

Admission Procedures and Policies



A solid liberal arts education has long proven to be the best preparation for most professions and positions of leadership. Through a strong education in the arts and sciences, Samford University students develop intellectually and personally, acquiring the broad understanding and diverse skills that modern society requires.

Samford seeks students who have demonstrated high standards of scholarship, outstanding personal character, and serious educational aims. Admission to Samford involves a careful analysis of academic records, character references, clarity of educational purpose, and extracurricular activities which reflect the applicant's potential for involvement and leadership in the programs and services of the university.

Admission standards are competitive and selective. The Admission Committee 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 an undergraduate student body with diverse backgrounds, interests, and abilities.

Students who wish to attend Samford University should complete an application for admission. Completed applications and related documents must be mailed to the address listed below.

Prospective students are encouraged to visit the campus. To schedule your visit, contact: Office of Admission, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229, or telephone (800) 888-7218 or (205) SAMFORD [726-3673].

The information that follows is general policy and pertains to undergraduate programs. Graduate and professional degree programs may have different policies. For information about these, contact the administrator with responsibility for the program in question.

Student Classifications

Academic Renewal Student—An undergraduate student who has dropped out, withdrawn, or has been suspended because of academic deficiencies but has demonstrated sufficient maturation to be considered for re-enrollment.

Adult Evening Student—A student who has been out of high school for at least three years and is unable to enroll in a day program.

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

Early Admission Freshman—An exceptional high school student who meets specific qualifications to be admitted to Samford University prior to completing a traditional four-year high school diploma program.

Freshman—A student who is a high school graduate and has not enrolled in any accredited college or university.

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

International Baccalaureate Student—A student who has been admitted to the International Baccalaureate (IB) Program that allows high school students to obtain college credit for coursework taken in the IB program.

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

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

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

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

Admission Application Process

Although there is no formal admission deadline, applicants are encouraged to complete the process as soon as possible. Delays in the admission process could also adversely affect other processes important to eventual enrollment, including financial aid and residence life. Also, if transcripts are being sent to us from other institutions, please allow for the time it takes for us to receive them. See Admission Procedures below.

Admission Notification for All Students

Once students have been notified of admission to Samford, a \$250 Enrollment Confirmation Deposit must be submitted to the Office of Admission to reserve a place in the entering class. The deposit is nonrefundable and is applied to first semester costs. The entering class must be limited to support an optimum living and learning environment. Deposits will be accepted until May 1 (the National Candidate Reply Date), after which eligible students will be placed on a wait list and selected as space becomes available.

Undergraduate Admission Procedures

First-Time Applicants

Samford University seeks to enroll students capable of success in a challenging academic environment. Every applicant is evaluated individually on the basis of academic preparedness and potential, as well as personal fit with the mission and purpose of the university. The Admission Committee considers factors such as the rigor of the high school curriculum, grade point average, standardized test scores, and recommendations. The 2005 Freshman Class possessed an ACT composite middle 50 percent range of 23-27; their SAT-I middle 50 percent range was 1040-1240. The average high school grade point average of the entering class was 3.50. These statistics continue to demonstrate the competitive environment of Samford University.

Freshman Applicant

Prerequisites

Transcripts and Curriculum

An official high school transcript of your academic work should reflect a strong scholastic history. Successful admission candidates are expected to have four units of English, algebra I and II, geometry, two laboratory sciences, two units of history (not including state history), and two units of a foreign language. Successful scholarship applicants typically present a curriculum that includes outstanding performance in four units of English, four units of math, three laboratory sciences, three units of history, and two units of a foreign language.

College Entrance Examinations

Official test scores, sent to Samford directly from the American College Testing Program (ACT) and/or the College Board Scholastic Aptitude Test (SAT I: Reasoning Test, or SAT) are required. Samford's institutional codes are: 0016 (ACT) and 1302 (SAT). Scores received via other means will not be accepted as official. The writing components are required for data analysis purposes only.

High School Equivalency (GED)

Applicants who have the GED (General Educational Developmental) diploma may present an official score report in place of the high school diploma. The ACT or SAT will be required unless the applicant has been out of high school for at least five years. Nursing applicants are required to submit standardized test scores.

Freshman Applicant Procedures for Admission

A freshman applicant who desires to attend Samford University should:

1. Complete an application form and include a \$35 nonrefundable application fee.
2. Request two official transcripts from your high school to be sent to the Office of Admission. One should be sent at the time of application. The second one should be sent at the completion of the senior year certifying graduation. Transcripts must be mailed by the school to the Office of Admission in order to be considered official.
3. Have official scores on the ACT or SAT sent to the Office of Admission by the respective agency.
4. Arrange for submission of the School Recommendation Form provided in the application packet.
5. Write an essay of approximately 500 words. In your own words, respond to one of the essay questions in the Admission Application Packet.
6. Include a leadership résumé of high school, church, and community activities.
7. Mail the completed application and related documents to:
Office of Admission
Samford University
800 Lakeshore Drive
Birmingham, AL 35229
8. Applications may be submitted online by visiting www.samford.edu.

Early Admission Freshman Applicant

Samford welcomes applications from exceptional students prior to their high school graduation when, in the opinion of the applicant, the applicant's parents, and school officials, enrollment at Samford University will enhance the educational experience beyond that available in high school.

Categories

There are two categories for early admission:

1. Admission to Samford after the junior year in high school.
or
2. Concurrent enrollment at Samford and at the high school during the senior year.

Qualifications and Requirements

1. A grade point average of 3.50 or higher.
2. An ACT score of 25 or an SAT score of 1150.
3. A written statement of support from parents and from a school official.

Evening Student Applicant

It is expected that students who enter this program have been out of high school for at least three years and are unable to enroll in the day program due to work schedules, family concerns, or other reasons. Metro Programs is the administrative office that serves Evening Students. (See Metro Programs section of this catalog.) Metro Programs staff can assist you with academic advising, admission, and other areas of concern. Contact them at (205) 726-2898.

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

An international student who desires to attend Samford University should:

1. Complete an application form and attach a \$35 (U. S. dollars) nonrefundable application fee.
2. Have official scores on the ACT or the SAT sent directly from the testing agency to the Office of Admission if attending high school in the United States.
3. Have official scores on the TOEFL (Test of English as a Foreign Language) sent directly from the Educational Testing Service directly to the Office of Admission. A minimum score of 550 (paper), 213 (computer), or 80 (Internet) is expected.
4. Have an official transcript of all academic work, including mark sheets, examination results, certificates, diplomas, etc., sent to the Office of Admission. If college credit has been earned in a university other than an American university, submit certified copies of all academic work to the World Evaluation Service (WES), requesting a Course by Course Evaluation. Information regarding WES is available from the Office of Admission.
5. Submit a financial affidavit of support, supplied by Samford, showing that there are adequate funds to support your educational experience.

Dual Enrollment

Beginning in the 2006-2007 academic year, entering freshmen may not have credit from a dual enrollment college course counted twice, if the course fulfills a high school graduation requirement. If the student elects to enroll for college courses not required for high school graduation, or during summer terms, those courses may transfer as college credit. The admission process of Samford is academically competitive and selection is based on various factors, most importantly the academic rigor of the high school curriculum. The emphasis of the high school curriculum is preparation for college-level study and not advanced standing in college courses. Students should enroll in the advanced diploma track, with emphasis on Honors, Advanced Placement, or International Baccalaureate courses.

Transfer Student Applicant

Academic Record

Transfer students generally receive favorable admission review when they present a minimum cumulative 2.50 grade point average on all college-level coursework, provided they have attempted at least 24 credits, or 36 quarter credits, at institutions accredited by one of the regional accrediting agencies.

Transferring Core and General Education Courses

Samford University strives to offer a distinctive curriculum that challenges students to their fullest potential and employs innovative teaching techniques. All students should complete their General Education Requirements in residence whenever possible. Transfer students with 18 or more semester credits earned at another institution may be able to substitute some general education courses taken elsewhere for the interdisciplinary courses of the University Core and General Education Curriculum that meet 75 percent of the required credits in each course. Only one Core Curriculum course (UCCA 101) may be applied as a core course for transfer students who have earned less than 18 transfer credits from accredited institutions and credit by examination. Students will only receive the credit they earned (not the credit of the course being replaced) and must meet the total number of credits required for their degree program (128 credits minimum). Natural and computational science courses must have a laboratory component.

Transfer Credits

Samford University accepts for transfer credits earned at institutions that have regional accreditation and in which the student has earned a grade of C- or higher. Credit for coursework with a grade of C- or higher from institutions that are not regionally accredited will be considered for transfer credit where such credit represents coursework relevant to the degree sought, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled at Samford.

Transfer students are required to earn at least 50 percent of the credit for a first undergraduate degree in each degree program from Samford. Also, a minimum of 15 credits in the major field (with nine at the 300–400 level) must be earned at Samford. For a minor, a minimum of nine credits in the minor field (with six at the 300–400 level) must be earned at Samford.

Students may transfer up to 64 semester credits or 96 quarter credits of work completed at two-year institutions, where such coursework is comparable to Samford courses offered at the 100 and 200 level. The aggregate of credit earned in extension, correspondence, portfolio (available through Metro Programs only), AP (Advanced Placement) Dual Enrollment, and CLEP may not exceed 30 credits, none of which counts toward the 50 percent residency requirement.

Students who have completed all Communications Arts course requirements before entering Samford must pass a writing proficiency examination. Those who fail the examination must enroll in a program of individual instruction directed by the Communication Resource Center and then successfully pass the examination.

Transfer Student Applicant Procedures for Admission

Samford University welcomes transfer students at the beginning of any term. Transfer students must present academic records that reflect serious academic aims and mature progress toward those aims.

A transfer student who desires to attend Samford University should:

1. Have one official transcript from each college attended mailed directly from your former institution's records office to the Office of Admission at Samford. If you earned fewer than 24 semester credits or 36 quarter credits in total at other institutions, you must also meet the requirements of an entering freshman.
2. Complete an application form and attach a \$35 nonrefundable application fee.
3. Include one letter of recommendation, typically from a professor or advisor.
4. Write an essay of 250–500 words. In your own words, respond to one of the essay questions in the Admission Application Packet.
5. Mail the completed application and related documents to:

Office of Admission
Samford University
800 Lakeshore Drive
Birmingham, AL 35229

Special Category Applicants

Academic Renewal Applicant

Undergraduate students who have dropped out, withdrawn, or have been suspended because of academic deficiencies but have demonstrated sufficient maturation may request readmission as an academic renewal applicant.

The following conditions apply:

1. At least three years must have elapsed since the end of the semester(s) for which the student is seeking the provisions of academic renewal. **If academic renewal is sought for more than one semester, the semesters must be contiguous.** The cumulative GPA for the previous work being considered for forgiveness under the academic renewal policy must have been lower than 2.00.
2. After admission as a candidate for academic renewal, the student must submit a written application for academic renewal to the Office of the Dean of Academic Services and Registrar within twelve (12) months following entry (or re-entry) to Samford University. This application should be supported by at least one semester of recent coursework at Samford that indicates a reasonable expectation of the candidate's continued academic success. Written approval of the student's Academic Dean is required for admission as a candidate for academic renewal and to invoke the academic renewal policy.

3. If granted, a statement of academic renewal is entered after the appropriate semester(s) for which coursework is being forgiven. Also, the declaration of academic renewal will include a statement prohibiting use of the designated previously earned credits and quality points to meet degree requirements, to compute the grade point average leading toward undergraduate certificates or degrees, or to determine graduation status.
4. No academic credit (whatever the grade) earned during the semester(s) being forgiven under academic renewal may be used as a part of a degree program, nor will it be calculated into the cumulative grade point average. However, the portion of the academic record being forgiven will remain a visible part of the student's transcript.
5. Academic renewal may be granted to a person only once, regardless of the number of institutions attended.
6. Students are cautioned that many undergraduate professional curricula, graduate, and professional schools compute the undergraduate GPA over all credits attempted when considering applications for admission.
7. Also, academic renewal does not pertain to accumulated financial aid history. Accumulated semester and award limits include all semesters of enrollment.

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. Students are not permitted to audit courses numbered above 400.

Guidelines

1. **Audit as Credit Student**—Students choosing this option must be admitted to Samford either as a Regular or Special Status Student. Students should enroll in the course to be audited using registration procedures and paying the same tuition as regular enrollees. Provided the instructor's requirements are met, the course will appear on the credit transcript with the notation AU and zero credits. If these requirements are not met, a W will be entered on the transcript.
2. **From a Grading/Credit Basis to an Audit Basis**—A student can change from a grading basis to an audit basis any time prior to the deadline for withdrawing from a class without academic penalty. There will be no financial refunds made as a result of change in grading basis.
3. **From an Audit Basis to a Grading/Credit Basis**—An audit student may not receive regular credit for a course begun as an audit, unless the change is made by the last day to add a course for the semester or term.

Readmission Student Applicant

Former Samford Students in Good Standing

Former students desiring to return to Samford University after attending another college must file a readmission transfer application. An official transcript from each college attended is required. The \$35 application fee is not required.

Former students who have been out of the university for more than one year and have not attended another institution in that year must file a readmission application. The \$35 application fee is waived.

Former Samford Students on Academic Dismissal

Former students on academic dismissal may be considered for readmission after an absence of at least one semester. If a student attends another institution during that absence, Samford will not accept those transfer credits. An application for readmission is available in the Office of Admission and should be completed six weeks prior to the beginning of the semester/term the student would like to return. The application fee is waived. The completed application and a letter requesting consideration are required. The letter should contain:

1. Student's evaluation of previous academic performance, including an analysis of what factors led to his/her dismissal.
2. Reassessment of career and educational goals.
3. Explanation of readiness to resume a college program, including specific steps taken to improve chances for doing well academically.

4. Description of activities during absence from Samford, such as work, marriage, military service, etc.
5. Written essay on what the student has learned about him/her self.

The Admission Office will submit the student's application and letter to the Readmission Committee for review and decision. Notification of readmittance will be sent by mail.

If the student is approved for readmittance, the student must contact the Dean of Academic Services and Registrar (205-726-2732) to make an appointment to review issues discussed in the reapplication petition. This must be done prior to registering for classes. Once the student has met with the Dean of Academic Services and Registrar, the registration hold will be cleared so that the student can register for courses.

Former Samford Student on Indefinite Academic Dismissal

Former students on indefinite academic dismissal may appeal for readmission consideration after an absence of one year. The process is the same as for the first academic dismissal mentioned above.

Special Status Student Applicant

See Metro Programs, Admission Procedures for the Adult Degree Program.

Transient Student Applicant

Transient students are students who are regularly enrolled in other colleges and universities yet desire to take courses at Samford. A transient student must submit a transient application and have all coursework authorized by the student's primary institution. The application form is available in the Office of Admission. See the Inter-Campus Exchange Program—BACHE in the University-Wide Academic Opportunities section of this catalog.

Credit by Examination Policies

Advanced Placement

Subject	Minimum Score	Credit
Art History (elective)	3	3
Art, Studio: Drawing (221)	3	3
Art, Studio: 2D (elective)	3	3
Art, Studio: 3D (elective)	3	3
Biology (105)	3	4
Chemistry (203)	4	4
Chemistry (203) (204)	5	8
Computer Science A (110)	4	4
Computer Science AB (110)	3	4
Computer Science AB (110) (210)	4	8
Economics: Macroeconomics (201)	3	4
Economics: Microeconomics (202)	3	3
English Language & Comp (UCCA 101)*	4	4
English Literature & Comp (UCCA 101)*	4	4
Environmental Science (BIOL 107)	3	4
French Language (102)	3	4
French Language (201–202) **	4	8
French Literature (302)	4	4
Geography, Human (GEOG 210)	3	4
German Language (102)	3	4
German Language (201–202) **	4	8
German Literature (302)	4	4
Government/Politics (American) (POLS 205)	4	4
Government/Politics (Comparative) (elective)	4	4
History: European (200)	4	4
History: U.S. (218)	4	4
Latin: Vergil (102)	3	4
Latin: Vergil (201–202) **	4	8
Latin Literature (202)	3	4
Mathematics: Calculus AB (240)	3	4
Mathematics: Calculus BC (240) (260)	3	8
Mathematics, Statistics (210)	3	4
Music, Listening & Literature (200) ***	3	2
Music, Theory (101) †	3	3
Physics B (100 or 101)	3	4
Physics C	no credit	no credit
Psychology (101)	4	4
Spanish Language (102)	3	4
Spanish Language (201–202) **	4	8
Spanish Literature (302)	4	4

* Students who successfully meet the minimum score for both Advanced Placement English Literature & Comp and English Language & Comp can receive credit for UCCA 101 plus 4 credit hours of general elective credit.

** Students who successfully meet the minimum score (4) for French, German, Latin, or Spanish language at the **intermediate** level, receive a maximum of 8 credits for 201-202 and do not receive an additional 4 credits for exceeding the expectations of the 102 **elementary** level.

*** (200) for a nonmajor and (161) for a major.

† The Division of Music will allow Music Theory as AP credit **after** the student has been evaluated regarding that subject at Samford University.

College-Level Examination Program (CLEP)

College-level credit is awarded for scores of 50 or higher in most subject areas; however, students should consult with their advisors or the Office of Student Records before scheduling any CLEP examinations. CLEP credit is not acceptable for University Core Curriculum courses.

CLEP Examination	Minimum Score	Credit
Accounting/Principles (211)	50	3
Biology (105)	50	4
Business Law, Intro (252)	50	3
Chemistry (203)	50	4
Economics: Macroeconomics/Prin (201)	50	4
Economics: Microeconomics/Prin (202)	50	3
English: American Literature	no credit	no credit
English: Analysis/Interpreting Literature	no credit	no credit
English: Composition (with/without essay)	no credit	no credit
English: Composition, Freshman	no credit	no credit
English: English Literature	no credit	no credit
French, Level 1 (102) *	50	4
French, Level 2 (201–202) *	62	8
German, Level 1 (102) *	50	4
German, Level 2 (201–202) *	63	8
Government: American	no credit	no credit
History: U.S. I (to 1877)	no credit	no credit
History: U.S. II (1865-Present)	no credit	no credit
History: Western Civilization I	no credit	no credit
History: Western Civilization II	no credit	no credit
Human Growth/Development	no credit	no credit
Humanities (elective)	50	4
Information Systems/Computer Appl	no credit	no credit
Management/Principles	no credit	no credit
Marketing/Principles	no credit	no credit
Mathematics: Algebra (elective)	50	4
Mathematics: Algebra-Trigonometry (150)	50	4
Mathematics: Calculus/Elem Func (240)	50	4
Mathematics: College Math (elective)	50	4
Mathematics: Trigonometry (elective)	50	4
Natural Sciences (elective)	50	4
Psychology: Educational Psych, Intro	no credit	no credit
Psychology: Introduction (101)	50	4
Social Sciences/History	no credit	no credit
Sociology, Intro (100)	50	4
Spanish, Level 1 (102) *	50	4
Spanish, Level 2 (201–202) *	66	8

* Students who score a minimum of 50 on French, German, or Spanish CLEP tests receive a maximum of four (4) credits at the **elementary level** (102); students who score 62 (French), 63 (German), or 66 (Spanish), or higher receive a maximum of eight (8) credits at the **intermediate level** (201-202). No more than 8 credits are awarded for the language CLEP test. No credit is given for FREN/GER/SPAN 101.

International Baccalaureate

Samford University recognizes the quality of the International Baccalaureate (IB) Program and welcomes application for admission from students who have taken coursework in the IB program. Credit is given for the IB Higher Level Examinations passed with grades of 5, 6, or 7. No credit is given for the IB Subsidiary Examinations. In cases of ambiguity, the Dean of Howard College of Arts and Sciences, in consultation with the Office of Student Records, will determine the credit to be awarded.

Subject	Minimum Score	Credit
English A1 (UCCA 101)	5	4
History: Americas (elective)	5	3
History: Americas (elective)	6	4
History: Europe (elective)	5	3
History: Europe (elective)	6	4
Physics (100)	5	4
Chemistry (203)	5	4
History Asia/OCE (elective)	5	3
History Asia/OCE (elective)	6	4
Geography (elective)	5	3
Geography (elective)	6	4
Biology (105)	5	4

Credit Limitations

The aggregate of credit earned in extension, correspondence, portfolio (available through Metro Programs only), AP (Advanced Placement), Dual Enrollment*, and CLEP may not exceed 30 credits. At least 50 percent of the credit in each degree program must be earned from Samford, with none of the credit mentioned in the previous sentence counting toward this residency requirement. Also, a minimum of 15 credits in the major field (with nine at the 300–400 level) must be taken at Samford. For a minor, a minimum of nine credits in the minor field (with six at the 300–400 level) must be taken at Samford.

*For more on Dual Enrollment credit, see p. 15.

Graduate

Admission Procedures and Policies

Refer to the academic departments/schools sections of this catalog and/or publications from the individual departments or schools offering graduate degrees. More information may be found at Samford University's Web site: www.samford.edu.

Academic Policies and Regulations



Colleges/Schools and Departments

Howard College of Arts and Sciences

- Undergraduate**
 Art
 Biology
 Chemistry
 Classics
 Communication Studies
 English
 Geography
 History
 Journalism and Mass Communication
 Mathematics and Computer Science
 Philosophy
 Physics
 Political Science
 Psychology
 Religion
 Sociology
 World Languages and Cultures
- Graduate**
 Biology

School of Business

- Undergraduate**
Graduate
- Beeson School of Divinity**
Graduate
Doctoral
Extension Division

Orlean Bullard Beeson School of Education and Professional Studies

- Undergraduate**
 Exercise Science and Sports Medicine
 Family Studies
 Interior Design
 Legal Assistant Certificate Program
 Metro Programs
 Teacher Education
- Graduate**
 Education
- Doctoral**
 Education
- Non-Credit/Continuing Education**
 Samford After Sundown

Cumberland School of Law

- Ida V. Moffett School of Nursing**
Undergraduate
 Nursing
Graduate
 Nurse Anesthesia
 Nursing

School of Performing Arts

- Undergraduate**
 Music
 Theatre
Graduate
 Music

McWhorter School of Pharmacy

- Undergraduate**
 Pre-Pharmacy
Professional
 Pharmacy

Majors and Undergraduate Degrees Offered*

Associate of Science (A.S.)**

- (Metro Programs only)**
Concentrations
 Administrative/Community Services

Bachelor of Arts (B.A.)

- Majors**
 Classics
 Communication Studies
 English
 English with a Concentration in Film Studies
 Family Studies
 Family Studies with a Concentration in Child Life
 Fine Arts
 Fine Arts with a Concentration in Graphic Design
 French
 German
 Greek
 History
 Interior Design
 Journalism and Mass Communication
 Latin
 Music
 Musical Theatre
 Philosophy
 Philosophy and Religion
 Physics
 Political Science
 Psychology
 Religion
 Religion with a Concentration in
 Congregational Studies
 Sociology
 Spanish
 Theatre
- Interdisciplinary Concentrations**
 Asian Studies
 International Relations
 Language and World Trade (with a specialty in
 French, German, Spanish or World Languages)
 Latin American Studies
 Public Administration

Bachelor of Science in Interdisciplinary Studies (B.S.I.S.) (Metro Programs only)

- Concentrations**
 Administrative/Community Services
 Counseling Foundations
 Human Resource Development
 Liberal Studies

Bachelor of Music (B.M.)†

- Majors**
 Church Music
 Music
 Music Education (Instrumental, Vocal/Choral)
 Music Theory/Composition
 Musical Theatre
 Performance (Instrumental, Organ, Piano, Voice)
 Performance with Pedagogy Emphasis (Piano)

Bachelor of Science (B.S.)

- Majors**
 Athletic Training (Non-Teaching)
 Biology
 Biology with an Emphasis in Marine Science
 Chemistry
 Computer Science
 Engineering and Mathematics (Dual-Degree)***
 Engineering and Physics (Dual-Degree)***
 Engineering Physics
 Environmental Science
 Exercise Science (Pre-Physical Therapy)
 Fine Arts
 Fine Arts with a Concentration in Graphic Design
 Fitness and Health Promotion
 Fitness & Health Promotion and Nutrition &
 Dietetics (Dual Major)
 Geography
 Mathematics
 Music
 Nutrition and Dietetics
 Physics
 Sports Medicine (Pre-Medicine)

Bachelor of Science (B.S.) Interdisciplinary Concentrations

- Biochemistry
 Environmental Science/Geographic Info Science

Bachelor of Science in Business Administration (B.S.B.A.)

- Majors**
 Accounting
 Economics
 Management
 Management with a Finance Concentration
 Management with a Marketing Concentration

Bachelor of Science in Education (B.S.E.)†

- Majors**
 Early Childhood/Special Education/
 Elementary/Collaborative Teacher
 English/Language Arts
 History/Social Science
 Physical Education
 Physical Education with Athletic Training Option
 Secondary Education
 P-12 Education
 Teacher Education ††

Bachelor of Science in Nursing (B.S.N.)†

- Major**
 Nursing

* An overview of degree requirements is listed on the following pages. Students should consult the appropriate dean for curriculum details of degree requirements.

** A minimum of 64 credits must be successfully completed. See Metro Programs for details.

*** The student will receive the bachelor of science in mathematics or physics, depending on the track selected, from Samford, and the bachelor of engineering degree from the university of the participating engineering school.

† This is a professional degree. Students must complete a closely prescribed course of study varying in duration and in the number of credits required. Students should consult the appropriate dean for curriculum details of degree requirements.

†† See the Orlean Bullard Beeson School of Education and Professional Studies section of this catalog for details on teacher certification in a major.

Minors and Certificates Offered*

Minors

Aerospace Studies
 Art
 Biology
 Chemistry
 Christianity, Women, and Leadership Studies
 Church Ministry and Missions
 Classics
 Communication Studies
 Computer Science
 Economics
 English
 Family Studies
 French
 General Business
 Geography (Traditional)

Geography (Certificate in
 Geographic Information Science)
 German
 Greek
 History
 Journalism and Mass Communication
 Latin
 Marine Science
 Mathematics
 Missions Education*
 Music
 Nutrition and Dietetics
 Philosophy
 Physics
 Political Science
 Psychology

Religion
 Sociology
 Spanish
 Theatre
 World Languages and Cultures
 Writing

Interdisciplinary Minors

Asian Studies
 Latin American Studies

Certificates

Geographic Information Systems (GIS)
 Legal Assistant

- * The minor in missions education is available only to students earning a teaching certificate.
 Note: A minor or cognate is required in the following degree programs (for all other programs, a minor is optional):
 B.A. with a major in French, German, or Spanish language and literature (one language)
 B.A. with a major in journalism and mass communication
 B.A. with a major in interior design (requires art minor, which is incorporated into the degree itself; see p. 152)

Graduate and Professional Degrees Offered*

Arts and Sciences—Biology/Environmental Management

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

Business

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

Divinity

Master of Divinity (M.Div.)**
 Master of Divinity with Emphasis in Church Music (M.Div.)
 Master of Theological Studies (M.T.S.)
 Doctor of Ministry (D.Min.)**

Education—Early Childhood Education, Elementary Education, Education Administration

Master of Science in Education (M.S.E.)
 Educational Specialist (Ed.S.)**
 Doctor of Education in Educational Leadership (Ed.D.)

Law

Juris Doctor (J.D.)**
 Master of Comparative Law (M.C.L.)**

Music

Master of Music in Church Music (M.M.)**
 Master of Music Education (M.M.E.)

Nursing

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

Pharmacy

Doctor of Pharmacy (Pharm.D.)**

* Specific descriptions and requirements for the various graduate degrees are described in academic department sections of this catalog and/or publications from individual departments or schools offering graduate degrees.

** This is a professional degree. Students must complete a closely prescribed course of study varying in duration and in the number of credits required. Consult the appropriate dean for details.

Graduate Joint Degrees Offered†

Arts & Sciences—Biology/Environmental Management

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

Business

Master of Accountancy/Juris Doctor (M.Acc./J.D.)
 Master of Business Administration/Juris Doctor (M.B.A./J.D.)
 Master of Business Administration/Master of Accountancy (M.B.A./M.Acc.)
 Master of Business Administration/Master of Divinity (M.B.A./M.Div.)
 Master of Business Administration/Master of Science in Nursing (M.B.A./M.S.N.)

Divinity

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

Education

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

Nursing

Master of Science in Nursing/Master of Business Administration (M.S.N./M.B.A.)

Law

Juris Doctor/Master of Accountancy (J.D./M.Acc.)
 Juris Doctor/Master of Business Administration (J.D./M.B.A.)
 Juris Doctor/Master of Divinity (J.D./M.Div.)
 Juris Doctor/Master of Public Administration (J.D./M.P.A.)††
 Juris Doctor/Master of Public Health (J.D./M.P.H.)†††
 Juris Doctor/Master of Science in Environmental Management (J.D./M.S.E.M.)
 Juris Doctor/Master of Theological Studies (J.D./M.T.S.)

† Specific descriptions and requirements for the various graduate degrees are described in academic department sections of this catalog and/or publications from individual departments or schools offering graduate degrees.

†† In cooperation with the University of Alabama at Birmingham.

Areas of Study - Brief Definitions

Concentration—A study in one area, not large enough to be considered a major, but preferably in a subject that enhances the major and academic experience.

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 undergraduate degrees require a minimum of 128 earned credits. Earned credits may be different than quality credits, which are used to compute the grade point average.

General Education Courses—Required courses that provide the foundation for more specialized courses in a major.

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

Honors Curriculum—Advanced academic track for students who meet specific academic requirements. (See the University Honors Program/Honors Curriculum section of this catalog.)

Interdisciplinary—Curriculum requiring credits in two different subjects.

Major—The subject in which a student concentrates most of his/her studies, following a set course curriculum, usually 30 to 60 credits for a bachelor's degree. Each student should declare a major by the junior year and file it with Office of Student Records.

Minor—A focus of study in a subject, on average 18 credits. A minor is not required in all majors.

Problem-Based Learning (PBL)—A teaching method in which problems serve as the context and stimulus for learning.

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.

Undeclared Major—Students working toward a bachelor's degree are not required to declare a major during their freshman and sophomore years.

University Core Curriculum—Six required courses for all undergraduate students. (See University Core Curriculum in this section.)

Upper-Level—Coursework at the 300/400 level. Forty (40) credits in upper-level courses are required for a bachelor's degree.

Undergraduate Degree Requirements

Associate Degree Requirements

See Metro Programs-Adult Degree Programs for requirements.

Bachelor's Degree Requirements

Total Credits

A minimum of 128 credits must be successfully completed. Not more than eight credits in music ensembles, drama participation, and physical education activity courses may apply toward the minimum of 128 credits required for graduation. No more than two credits in physical education activity courses beyond those required for graduation may be part of the combined eight credits. *In order to receive a first undergraduate degree, students must earn at least 50 percent of their total credits from Samford. At least 40 credits must be earned in junior-level and senior-level courses.*

A second undergraduate degree requires at least 32 additional credits and completion of all curricular requirements for the second degree.

Majors/Concentrations

Students are required to earn at least 50 percent of the credit for a first undergraduate degree in each degree program from Samford. Also, a minimum of 15 credits in the major field (with nine at the 300–400 level) must be earned at Samford. Each bachelor degree student must declare a major by the junior year. This information must be on file in the Office of Student Records. Students desiring to change a declared major must do so at the beginning of the registration periods for each semester or term. An undeclared major is acceptable for the freshman and sophomore years. In addition to a major, a specialized curriculum in pre-law or pre-medicine may be followed. See Pre-Law Program or Health Professions Program in the University-Wide Academic Opportunities section of this catalog.

Double Majors/Dual Degrees

Students may add a second major to their current academic program. However, the second major must be within their chosen school/college to qualify as a double major. If a student chooses a second major outside their college/school, this is considered a dual degree, not a double major. In either case, students must meet general education requirements for the second major or second degree if they are different from that for the initial academic program.

Minors

For a minor, a minimum of nine credits in the minor field (with six at the 300–400 level) must be earned at Samford. A minor is not required in all majors; however, a student is encouraged to consult with his/her academic advisor to determine whether a minor or some selection or concentration of courses might enhance the academic experience.

Grade Point Average (GPA)

A grade point average of 2.00 in the Samford University (SU) average (calculated on all work taken at Samford) is required. Consult departmental listings for specific major course requirements, number of required credits, and grade point averages to achieve. A student must have at least a 2.00 GPA in both the major and minor fields.

Writing Proficiency Requirement

Samford University considers the development of students' writing proficiency one of its most important objectives. To emphasize this objective, the University has a twofold writing requirement. All students must complete Communication Arts II (UCCA 102) at Samford with a grade of C- or better; however, students who transfer the equivalent of this course into Samford must pass a Writing Proficiency Exam. (The Writing Proficiency Exam is not required of students who already have a bachelor's degree from an accredited university.) In addition, students must pass two approved courses at the 300 level or above that require a significant amount of writing. These courses are designated with a W following the course number in the course listings of this catalog.

Synopsis of Undergraduate Degree Requirements and Normal Completion Times

Degree	Minimum Requirements (Credit Hours)	Normal Completion Times
Associate of Science	64	3 years part-time
Baccalaureate degrees	128	4 years full-time
Bachelor of Science in Interdisciplinary Studies	128	6 years part-time

Convocation Requirement

Campuswide Chapel/Convocation Programs for faculty, staff, and students are held twice a week during the academic year. Full-time students are required to earn at least eight (8) convocation credits each semester. University regulations for attendance are outlined in the *Student Handbook*.

Physical Activity Course Requirements

Most schools require one or two physical activity course(s) in addition to UCFH 120. Students with physical disabilities may consult the Chair of the Department of Exercise Science and Sports Medicine to determine how to fulfill this requirement. If PHED 138 (Water Safety Instructor's Course) is passed, the successful completion of UCFH 120 will fulfill the student's physical education requirement.

In order to meet the general education physical activity requirement, a student may register and receive credit only once for the same activity course, with the exception of student-athletes participating in NCAA varsity sports. Student-athletes may count a single varsity sport up to three times, once for the general education requirement and twice for general electives that count toward the overall 128 credits in the standard degree, provided that degree allows for general electives. For majors that require no physical education activity courses, students may apply a maximum of two (2) activity credits as general electives towards the total credits required to earn a degree.

Additional Bachelor's Degrees

In order to receive an additional bachelor's degree, a student who has already received a bachelor's degree must complete a minimum of 32 credits at Samford, including four credits of religion (if transfer student) beyond the first degree. Completion of the first bachelor's degree satisfies Samford's Writing Proficiency requirements. All additional curricular and minimum GPA requirements of the second degree must be met.

University Core and General Education Curriculum Requirements

The University Core and General Education curricula are designed to provide an academic foundation for work toward the major field of study and should be completed as early as possible. All freshmen are required to take the University Core Curriculum at Samford (22 credits)*. All students should be registered for Cultural Perspectives I (UCCP 101) in their first semester at Samford. They should also register for Communication Arts I (UCCA 101) or Communication Arts II (UCCA 102), depending on their placement.** Students should consult their academic advisors for recommended scheduling.

Additional courses in general education are also required to provide the foundation for the more specialized courses in the major. In some cases the particular course required to satisfy a general education requirement is specified by the major. Students should consult the section of the catalog that describes the major under consideration to learn about these special requirements.

* Core curriculum requirements cannot be met through transient enrollment.

** Placement into UCCA 102, bypassing the requirement to complete UCCA 101, does not exempt students from the minimum number of hours required for their chosen degree program (usually 128). These students may need to complete an additional four hours of a General Elective.

University Core Curriculum Courses (22 credits)

UCBP 101 Biblical Perspectives I (4)

Examination of historical context and religious teachings of Hebrew and Christian Scriptures. Cultivation of critical competencies necessary for the academic study of traditional texts. Course objectives include an understanding of the historical context in which the Bible took shape; appreciation of the development of religious thought within the biblical period; examination of how biblical teachings have been and are interpreted and applied; and study of the Bible, using a variety of modern critical methods. Offered: Every semester.

UCCA 101 Communication Arts I (4)

Introductory course in communication, emphasizing guided practice in speaking, listening, reading, and writing. Students gain proficiency in the use of library resources and in foundational computing skills. Students must write a minimum of four essays that are revised through multiple drafts and carefully edited before submission. They also must make at least three oral presentations during the course. Students must pass this course with a grade of C- or better to advance to UCCA 102.

UCCA 102 Communication Arts II (4)

Continuation of UCCA 101 with additional guided practice in speaking, listening, reading, and writing. Special emphasis placed on research-based writing and argumentation. Students must write a minimum of four essays that are revised through multiple drafts and carefully edited before submission. They also must make at least three oral presentations during the course. Prereq: Grade of C- or better in UCCA 101. Students must pass this course with a grade of C- or better.

UCCP 101 Cultural Perspectives I (4)

First in a two-semester sequence that examines the Western intellectual tradition within a global context. Through interdisciplinary study, students increase their awareness of the cultural, historical, literary, philosophical, and religious influences upon the development of civilizations.

UCCP 102 Cultural Perspectives II (4)

Second in a two-semester sequence that examines the Western intellectual tradition within a global context. Through interdisciplinary study, students increase their awareness of the cultural, historical, literary, philosophical, and religious influences upon the development of civilizations.

UCFH 120 Concepts of Fitness and Health (2)

Physical fitness course, with emphasis on exercises that develop cardiorespiratory, muscular, and flexibility fitness. All aspects of fitness, such as principles of aerobic fitness, nutrition, flexibility, strength training, common fitness injuries, and weight control and body composition are discussed and applied.

Academic Regulations

Students are expected to know regulations and policies found in this catalog and the Student Handbook. Keeping abreast of the school calendar, critical deadlines, and all University mail received in one's University mailbox and/or electronic mail is also the student's responsibility

Undergraduate Academic Achievement Recognition

Honors Curriculum - University Honors Program

For more information about the University Honors Program, see Honors Curriculum in the University-Wide Academic Opportunities section of this catalog.

Dean's List

At the end of each semester, a Dean's List is compiled consisting of undergraduate students who have earned a grade point average of at least 3.50 while completing at least 12 quality credits of work in the semester.

Graduation with Honors

Honors are awarded on the basis of all academic work taken at Samford University. Students who earn at least 90 credits at Samford and a grade point average (calculated on all work done at Samford University) of 3.500 through 3.749 are graduated *cum laude*; of 3.750 through 3.899 are graduated *magna cum laude*; and of 3.900 through 4.000 are graduated *summa cum laude*.

Honor Organizations

University-Wide

Alpha Lambda Delta
Omicron Delta Kappa
Phi Kappa Phi
Alpha Epsilon Delta (Pre-Med)

Howard College of Arts and Sciences

Biology – Beta Beta Beta
Communication Studies – Lambda Pi Eta
English – Sigma Tau Delta
History, Political Science
Phi Alpha Theta
Pi Gamma Mu
Pi Sigma Alpha
Journalism/Mass Communication
Kappa Tau Alpha
Mathematics – Pi Mu Epsilon
Philosophy – Phi Sigma Tau
Psychology – Psi Chi
Sociology – Alpha Kappa Delta
World Languages and Cultures
Pi Delta Phi (French)
Delta Phi Alpha (German)
Sigma Delta Pi (Spanish)

School of Business

Beta Alpha Psi
Beta Gamma Sigma

Orlean Bullard Beeson School of Education and Professional Studies

Teacher Education
Kappa Delta Epsilon
Kappa Delta Pi
Family and Consumer Education
Kappa Omicron Nu

Ida V. Moffett School of Nursing

Sigma Theta Tau

School of Performing Arts

Alpha Psi Omega
Phi Kappa Lambda

McWhorter School of Pharmacy

Rho Chi

Metro Programs

Alpha Sigma Lambda

Class Honors Medals

Class Honors medals are awarded in the spring term to undergraduate students who have successfully completed at least 12 graded credits in the previous fall term with a Samford cumulative GPA of at least 3.75. The four Class Honors medals are:

Freshman Year:	Ruric E. Wheeler
Sophomore Year:	Seal
Junior Year:	Tower
Senior Year:	John Howard

A student may earn only one certificate or Class Honors medal at each class level; he/she is ineligible for another certificate or Class Honors medal until he/she reaches the next class level (sophomore, junior, senior) by the end of the future fall term.

Wheeler

Ruric Wheeler has been a faculty member and administrator at Samford University since 1953. He established a national reputation in mathematics through his textbook, *Modern Mathematics*, which has been used by generations of college students. In honoring this outstanding scholar, devoted teacher, and university leader, the Wheeler medal celebrates the pursuit of academic excellence in a Christian tradition.

Seal

The University seal is inscribed with an oil lamp resting on an open book. The University motto, "Deo doctrinae aeternitati," appears above the lamp. The seal reminds us that God is the eternal source of light and truth, and that his wisdom is "a light unto our path."

Tower

The Samford belltower has long served as the University logo. Inside the tower are the sixty bells of the Rushton Memorial Carillon, one of the largest in America. Just as the belltower makes Davis Library the focal point of the campus, the Tower medal is a reminder that knowledge and learning are at the center of university life.

Howard

This medal bears the name of John Howard, an eighteenth century humanitarian who campaigned tirelessly for the improvement of prisons. His statue was the first to be placed in St. Paul's Cathedral in London, and it stands to this day in a place of honor near the pulpit. Howard's life symbolizes Christ's call of service to others.

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.

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

Academic Renewal

Undergraduate students who have dropped out, withdrawn, or who have been suspended because of academic deficiencies but have demonstrated sufficient maturation may request to be enrolled as a candidate for academic renewal. (See Academic Renewal Applicant in the Undergraduate Admission Procedures and Policies section of this catalog for application procedures.)

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. Students are not permitted to audit courses numbered above 400-level.

1. **Audit as Credit Student**—Students choosing this option must be admitted to Samford either as a Regular or Special Status Student. Students should enroll in the course to be audited using registration procedures and paying the same tuition as regular enrollees. Provided the instructor's requirements are met, the course will appear on the credit transcript with the notation AU and zero credits. If these requirements are not met, a W will be entered on the transcript.
2. **From a Grading/Credit Basis to an Audit Basis**—A student can change from a grading basis to an audit basis any time prior to the deadline for withdrawing from a class without academic penalty. There will be no financial refunds made as a result of change in grading basis.
3. **From an Audit Basis to a Grading/Credit Basis**—An audit student may not receive regular credit for a course begun as an audit, unless the change is made by the last day to add a course for the semester or term.

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.*

Class Registration and Policies

Class Load for Undergraduates

A normal class load for undergraduate day students during fall and spring semesters is 16 undergraduate credits. Permission from the school dean must be secured to register for more than 18 credits. Under no circumstances may an undergraduate day student register for more than 21 credits in any semester, regardless of session length, location, or method of delivery.

The normal class load in each summer term is two courses. The maximum credit allowable in any summer term is eight. The maximum credit allowable for two summer terms is 16. The maximum class load allowed in Jan Term is two courses, not to exceed a total of five credits unless the school dean approves an overload. Metro Programs students are limited to six credits per session without the dean's approval.

Student Classifications

Undergraduate students are classified as follows:

- Freshman** - A student who has earned fewer than 32 credits.
- Sophomore** - A student who has earned at least 32 credits, but fewer than 64.
- Junior** - A student who has earned at least 64 credits, but fewer than 96.
- Senior** - A student who has earned at least 96 credits.
- Full-time student** - One who is enrolled for at least 12 credits in a semester or six credits in a summer term.

University Core Curriculum and General Education Requirements

All freshmen are required to take the University Core Curriculum at Samford. All students should be registered for Cultural Perspectives (UCCP101) in their first semester at Samford. They should also register for Communication Arts I (UCCA101) or Communication Arts II (UCCA102), depending on their placement. Students should consult their academic advisors for recommended scheduling.

Cross Registration

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

Commencement

Graduation Requirements

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

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

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

Undergraduate students who lack eight course credits or fewer (three course credits or fewer for graduate students) toward degree requirements may petition the Dean of Academic Services to march with their class at commencement. Such students must file an approved request outlining their plans to complete the missing course requirements. A form for this purpose is available in the Office of Student Records.

This policy does not apply to students who have not completed the Writing Proficiency Examination or UCCA 102 with a C- or better. Also, this policy does not apply to undergraduate students who lack five or more convocation credits. Students who lack four convocation credits or fewer toward degree requirements may petition to march with their class at commencement. Such students must file an approved request form, which is available in the Office of the University Minister.

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.

Elective Withdrawal

Course Withdrawal and Dropping a Course

A student may drop a course without a W (withdrawn) grade or academic penalty before the last day to drop a course(s) without financial penalty. (See the Academic Calendar section of this catalog for date.)

A student may withdraw from a course after the last day to withdraw from a course without financial penalty but prior to the date to "withdraw from a course without academic penalty" and 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 Withdrawal Form is returned to the Office of Student Records.

If a student discontinues attending a course after the "last day to add a course" without notifying the Office of Student Records 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 Form from the Office of Student Records. The date of withdrawal will be the date this form is returned to the Office of Student Records. 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.

- The permanent record of a student who withdraws before the last day to drop a course(s) without financial penalty 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 (withdrew). A "W" is not calculated in the student's GPA.
- No student who withdraws from the University for any reason is entitled to a transcript of credits until his/her financial account has been settled in the Office of the Bursar.
- A student who withdraws in the last two weeks of a semester automatically receives a WF in each course attempted.

Academic Warning and Required Withdrawal

Placement on Academic Warning

Any student who has attempted 12 or more credits at Samford University must have a cumulative GPA of 2.00 in work done at Samford. Failure to maintain a 2.00 GPA will result in being placed on academic warning.

Continuation of Academic Warning

Any student who has been placed on academic warning and whose Samford cumulative GPA continues to be below 2.00 will continue on academic warning unless required to withdraw.

Making Satisfactory Academic Progress

Students on academic warning who maintain the GPAs listed below will be considered as making satisfactory academic progress toward graduation and may remain in school. Student athletes are held to NCAA standards for continuing eligibility that may be higher than those below. Contact the Athletic Compliance Officer for details.

Requirements to Classify as Making Satisfactory Academic Progress	
Total Quality Credits	Required Cumulative Samford GPA
13-31	1.70
32-63	1.80
64-95	1.90
96 or more	2.00

Required Withdrawal

If a student placed on academic warning does not achieve the cumulative GPA required at Samford University at the end of the semester or term, he or she is required to withdraw from the University for at least one full semester. Readmission is not automatic. Applications for readmission must be made through the Office of Admission at least six weeks prior to the beginning of the semester/term the student wants to return. Students may not attend other institutions during their period of withdrawal. Samford University will not accept any transfer credits completed during this required absence.

(See Readmission Student Applicant in the Undergraduate Admission Procedures and Policies section of this catalog for application procedures.)

Grading System Guidelines and Policies

Pass/Fail Basis Grading System

Any student who is enrolled in the Howard College of Arts and Sciences, the School of Performing Arts, the School of Business, or the Orlean Bullard Beeson School of Education and Professional Studies, who is classified as a sophomore, junior, or senior, may elect to receive a pass/fail grade rather than a letter grade in no more than 12 credits of regular coursework. In a course elected for grading on the pass/fail basis, the student's grade shall be designated "pass" or "fail." A grade designation of "pass" shall not be included in the student's grade point average; a grade of "fail" shall be included at 0.00 quality points per quality credit.

No course elected for grading on the pass/fail basis shall satisfy any part of a core, general education, major, minor, or Writing course requirement for graduation. Successfully completed pass/fail courses will count toward the 300/400-level requirement and toward the minimum total credits. The student can change from a grading basis to the pass/fail basis or from the pass/fail basis to the grading basis any time prior to the deadline for withdrawing from a class without academic penalty.

Certain internship and externship courses may be taken for pass/fail credit only. Credits earned in these courses may count toward the major or minor requirement and will not be included in the 12-credit limit. (Consult with your dean or advisor before registering for pass/fail credit.)

Course Repeats

Upon the recommendation of the advisor and with the approval of the Dean of Academic Services, an undergraduate student may repeat a course for credit in which she or he received a D+ or lower to improve her or his grade and cumulative GPA, as well as her or his understanding of course content.

When a course grade of D+ or lower is repeated at Samford, only the last grade, even if it is lower, will count in the calculation of the cumulative average. The credits count only once. Both courses and both grades remain on the transcript with an indication of which course is counted in the computation of the cumulative GPA. The repeated course must be exactly the same course that was originally taken. Courses repeated at other institutions do not change the Samford cumulative GPA.

Courses with grades of C- or higher may be repeated; however, both grades will be averaged into the Samford cumulative GPA.

The deadline for submitting the petition to repeat a course with a D+ or lower grade is the last day to add a course in the semester the repeated course is being taken. A form for this purpose is available in the Office of Student Records.

A course can be repeated only once. A student may take advantage of this policy for no more than two courses or no more than eight credits. Repeating a course may influence a student's financial aid or sports eligibility. Courses repeated after graduation will not change the graduation GPA.

Examinations

Examinations, two hours in length, are given in all undergraduate subjects at the end of each semester. The precise weight assigned to the final examination is determined by the faculty member, the traditional policy being to count as 25 percent to 35 percent in obtaining a final average.

Grade Changes

An initial grade may be challenged before the last day of classes of the next full semester. This challenge should be presented to the Dean of Academic Services after conferring with the instructor, the instructor's department head, and the academic dean of the school or college in which the course is taught. An E or an INC 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.

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	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 Student Records. 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 any 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

Transfer Policies

Transfer of Grades/Credits of Courses Taken at Other Institutions by Students Enrolled at Samford

Samford students who plan to take courses at another institution during the summer and who wish to transfer credit to apply toward a degree must have written approval signed **in advance** by the student's academic advisor, academic department head, and the registrar. In addition, seniors must have the written approval of their academic dean. University Core Curriculum requirements cannot be met through transient enrollment. Seniors may not transfer more than two courses for a maximum of eight credits.

Samford undergraduate students may transfer a maximum of two general education courses from another accredited institution or from the Samford Metro Programs for fewer credits than the courses being replaced (i.e., a three-credit course taken at another university could satisfy a four-credit requirement). If a student wishes to take more than two courses for general education credit, the courses must be equal to or greater than the number of credits being replaced. Any credit earned beyond the requirement will be shown as elective credit. A form for requesting permission to transfer work is available in the Office of Student Records and via the Internet at www.samford.edu/groups/sturec/.

Samford University accepts courses for transfer that have been earned at institutions that have regional accreditation and in which the student has earned a grade of C- or higher. Credit for coursework with a grade of C- or higher from institutions that are not regionally accredited will be considered for transfer credit where such credit represents coursework relevant to the degree sought, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled at Samford. Courses taken on a pass/fail basis may not meet the C- requirement.

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 Dean of Academic Services and Registrar office to make an appointment to view their academic record.
2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.
3. Generally, Samford University must have written permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

- School employees who have a need to know
- Other schools to which a student is transferring
- Parents when a student over 18 is still a dependent
- Certain government officials in order to carry out lawful functions
- Appropriate parties in connection with financial aid to a student
- Organizations doing certain studies for the school
- Accrediting organizations
- Individuals who have obtained court orders or subpoenas
- Persons who need to know in cases of health and safety emergencies
- State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974

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

The University makes every effort to hold increases to the lowest figure possible while providing quality programs of good value. Tuition and fees cover less than 70 percent of Samford's educational and general expenditures. For the remainder of its operating needs, the University relies primarily on the generous support of the Alabama Baptist State Convention, with which the University is affiliated, investment earnings, and gifts and grants from alumni, individuals, businesses, foundations, and other supporters.

Samford reserves the right to change tuition and/or other charges, refund procedures, and other policies.

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.



Financial Information

Undergraduate and Graduate Tuition and Fee Policies

Rate Classifications

Rate classification is used in determining the tuition charged. Students are classified based on their enrollment status. Rate classification, charges, and courses covered are detailed below.

Full-Time Undergraduate Day (U) Students: Tuition paid by students classified as Undergraduate (U) admits them only to courses in the regular (day) curriculum where (U) students may take 12-18 credits without further charge. (U) students taking over 18 credits or courses outside the day curriculum, including Metro (evening), are charged additional tuition at the per-credit day rate. (See table on pp. 34-35 for general tuition and fees.)

Part-Time Undergraduate Day (U) Students: Part-time regular (day) U students will pay the per-credit day rate for all credits. (See table on pp. 34-35 for general tuition and fees.)

Undergraduate Evening (UE) Students: Tuition paid by students classified as Undergraduate Evening (UE) admits them only to courses offered through Metro Programs (evening). Metro (UE) students who enroll in day courses will pay the per-credit day rate for regular (day) courses. (See table on p. 215 for general tuition and fees.)

Graduate (G) and Professional (P) Degree Students (includes Law and Pharmacy): Tuition paid by students classified as Graduate (G) or Professional (P) admits them only to courses within the specific program. Courses outside the program are charged at the current credit hour rate for that course. For general tuition and fees, see tables on p. 32 (Graduate), p. 42 (London Programs), p. 135 (Divinity), p. 165 (Law), and p. 211 (Pharmacy).

Payment Policies

Payment Terms for All Students

E-bills (electronic statements) are sent to students via the Samford University e-mail system, which remains the official means of communication with students; the University no longer provides paper statements. Students are advised to check their e-mail regularly. Financial policies and payment schedules are posted at <http://www.samford.edu/parents>, along with information from Financial Aid and Student Records.

Registered students will receive an e-bill approximately three to four weeks prior to the payment due date. The e-bill reflects activity up to the date the e-bill was generated. Activity that transpired after the e-bill generation date can be viewed online via the Samford Portal at portal.samford.edu. The portal provides both activity since the last statement and a complete account summary. Students who register after the e-bill generation date will not receive an e-bill until the next billing cycle which is typically after the term begins. Therefore, these students must consult the online system to view their account summary and arrange payment by the due date. (See p. 33 for the Payment Due Date Schedule.)

Payment for each term/semester is due five (5) days prior to the first day of class as published in the Academic Calendar, unless otherwise noted on the payment schedule. Enrollment in classes may be cancelled for nonpayment on the due date. Processed payments can be confirmed on the Account Summary via the Samford Portal.

Students receive e-bill statements frequently. A student account unpaid by the payment due date is placed in past due status. Students may not receive grades or transcripts, and are not allowed to participate in commencement, until the past due amount is cleared. The University may charge interest on all amounts past due and those past due accounts assigned to a collection agency may be reported to the credit bureaus. Students are charged for collection costs.

It is the student's responsibility to ensure that payments are made on time. Financial arrangements for meeting this obligation are the responsibility of the parents and/or students and the supporting financial institutions. Arrangements should be made well in advance. Fees not paid by the financial institution must be remitted by the parents and/or students by the scheduled due date.

Payment Options and Contact Information for the Bursar's Office

Electronic Payment Options for Students

- A) Students may pay their bill by accessing the online account summary available in the Samford portal at portal.samford.edu. The online account summary provides the most up-to-date information about the status of the student's account. Payment may be made by credit card (Visa, MasterCard, Discover) or e-check (direct transfer from a checking account).
- B) The e-mail notification of a new e-bill statement contains a link to the e-bill system. Clicking on the link will take the student to the e-bill system where payment can be made. Note that the e-bill system will only show account activity through the last billing cycle and thus may not represent all charges that are due. Payment may be made by credit card (Visa, MasterCard, Discover) or e-check.

Students may also authorize parents or other designated individuals to access the e-bill system and make payments on their behalf. To enable this feature, a student MUST access the e-bill system and set up those individuals responsible for payment of their student account as an "Authorized User." Students may set up an Authorized User by clicking on the link in their e-bill message, selecting the Authorized User tab and following the instructions.

Electronic Payment Options for Parents or Guests

- A) If your student has added you to the e-bill system as an "Authorized User" (see the previous paragraph), you will receive e-mail notification when a new e-bill statement is issued. Click on the link in the e-mail to access the e-bill system and make a payment. You may pay by credit card (Visa, MasterCard, Discover) or e-check.

Students MUST authorize parents or other designated individuals to access the e-bill system and make payments on their behalf.

- B) If you know the student ID, student date of birth and amount due: Use the following link (www.samford.edu/parentpay) to make a credit card payment (Visa, MasterCard, Discover). Due to privacy restrictions, no financial information will be provided.
- C) If you know the student's username and password: Log in to the Samford Portal at portal.samford.edu and access the account summary to make a payment.

The Samford University Portal and associated online Student Services are available:

Monday	12 a.m. to 11:45 p.m.
Tuesday–Friday	6 a.m. to 11:45 p.m.
Saturday	6 a.m. to 12 a.m.
Sunday	all day

Should you encounter log-in problems, please contact the Personal Technology Group at (205) 726-2662.

Other Payment Options

The Bursar's Office continues to accept payment by check and credit card (Visa, MasterCard, Discover) through the mail as well as in person.

Questions? Please contact the Bursar's Office at broffice@samford.edu, 1-800-888-7214 (toll-free) or (205) 726-2816.

Brief Definition of Terms Used in Financial Policies

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

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) without Financial Penalty." 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 Student Records on or before the date listed on the Academic Calendar as "Last Day to Drop or Add a Course(s) without Financial Penalty."*

If a student notifies the Office of Student Records 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 Student Records 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 course withdrawal.

School 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.)

Drop and Add Policies for All Students

Class Drops and Adds

Drops and adds are changes in a student class schedule that do not involve complete withdrawal from school. During the drop/add period these rules apply:

1. If a schedule change results in a reduction of the student's total credits (less than full-time) tuition may be adjusted within 30 days. Any reduction in a student's course load may result in an adjustment in the student's financial aid.
2. After the last day to drop a course(s) without financial penalty, dropping 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, 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 Academic Regulations section.)

Withdrawal 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 secure from and submit to the Office of Student Records an official Withdrawal form. This policy applies to all terms including semesters, summer terms, Jan Term, and nine-week sessions. (See Elective Withdrawal in Academic Regulations in this catalog.)

Withdrawal Refund Policy for Fall and Spring Semesters

1. In case of withdrawal or suspension within the first week of the semester, the student may receive a refund of 100 percent of tuition and room rent for that semester. The first week of a semester ends on the last day to drop course(s) without financial penalty.
2. In case of withdrawal or suspension after the first week of the semester, but before the end of the second week of the semester, the student may receive a refund of 90 percent of tuition and room rent for that semester. The second week of a semester ends on the first Wednesday following the last day to drop course(s) without financial penalty.
3. In case of withdrawal or suspension after the second week of the semester, but before the end of the third week of the semester, the student may receive a refund of 75 percent of tuition and room rent for that semester. The third week of a semester ends on the second Wednesday following the last day to drop course(s) without financial penalty.
4. In case of withdrawal or suspension after the third week of the semester, but before the end of the fifth week of the semester, the student may receive a refund of 50 percent of tuition and room rent for that semester. The fifth week of a semester ends on the fourth Wednesday following the last day to drop course(s) without financial penalty.
5. In case of withdrawal or suspension after the fifth week of the semester, but before the end of the ninth week of the semester, the student may receive a refund of 25 percent of tuition and room rent for that semester. The ninth week of a semester ends on the eighth Wednesday following the last day to drop course(s) without financial penalty.
6. In case of withdrawal or suspension after the ninth week of the semester, no refund of tuition and room rent is available.
7. In case of withdrawal or suspension, a board plan (meal charge) refund shall be calculated on a pro rata basis.

Withdrawal Refund Policy for Jan Term

Jan Term refunds are based on days instead of weeks and the following applies. In case of withdrawal or suspension:

1. On first and second day of classes, the tuition and room rent refund will be 100 percent.
2. On the third day of classes, the tuition and room rent refund will be 90 percent.
3. On the fourth day of classes, the tuition and room rent refund will be 75 percent.
4. On the fifth day of classes, the tuition and room rent refund will be 50 percent.
5. On the sixth day of classes, the tuition and room rent refund will be 25 percent.
6. After the sixth day of classes, no tuition and room rent refund is available.
7. Board plan (meal charge) refund shall be calculated on a pro rata basis.

Withdrawal Refund Policy for Summer Term

Summer Term refunds are based on the number of weeks as follows:

1. In case of withdrawal or suspension before the end of the last day to drop course(s) without financial penalty, the student may receive a refund of 100 percent of tuition and room rent for that term.
2. In case of withdrawal or suspension after the last day to drop course(s) without financial penalty, but before the end of the first week of the term, the student may receive a refund of 90 percent of tuition and room rent for that term. The first week of the term ends on the first Friday following the last day to drop course(s) without financial penalty.
3. In case of withdrawal or suspension after the first week of the term, but before the end of the second week of the term, the student may receive a refund of 75 percent of tuition and room rent for that term. The second week of the term ends on the second Friday following the last day to drop course(s) without financial penalty.
4. In case of withdrawal or suspension after the second week of the term, but before the end of the third week of the term, the student may receive a refund of 50 percent of tuition and room rent for that term. The third week of the term ends on the third Friday following the last day to drop course(s) without financial penalty.
5. In case of withdrawal or suspension after the third week of the term, but before the end of the fourth week of the term, the student may receive a refund of 25 percent of tuition and room rent for that term. The fourth week of the term ends on the fourth Friday following the last day to drop course(s) without financial penalty.

6. In case of withdrawal or suspension after the fourth week, no refund of tuition and room rent is available.
7. In case of withdrawal or suspension, a board plan (meal charge) refund shall be calculated on a pro rata basis.

Refund and Cancellation Policy for Abroad Programs

Different refund and cancellation policies apply to the various abroad programs. A copy of these refund and cancellation policies may be obtained from the sponsoring department or school.

Fee Refunds

There are no refunds of fees unless the course related to the fee is dropped, or one withdraws as outlined on this page, within the first week of any term or semester.

Refund Appeal

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

Dean of Academic Services
Office of Student Records
Samford University
800 Lakeshore Drive
Birmingham, Alabama 35229

Military Call to Active Duty

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

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 Student Records.

Return of Title IV Funds

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

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

Miscellaneous Expenses

Activity Fees

Tennis, swimming, racquetball, and many other recreational activities are available without charge. The fieldhouse has an indoor jogging track. Outdoor activities such as white-water rafting, rappelling, etc., are sponsored by the Student Government Association. Fees are charged to cover the actual cost of these activities.

Books and Supplies

The estimated cost of books and supplies for an academic year is listed in the tuition and fees tables. Students enrolled in the professional schools may expect to pay more for books and supplies.

Medical Insurance for Students

A student injury and sickness insurance plan is available to undergraduate and graduate students and their dependents. The plan protects the insured 24 hours a day, including holidays, for a 12-month period beginning with the onset of the academic year. In most instances, an initial evaluation and referral from Student Health Services (SHS) is required prior to seeing an off-campus provider. Detailed information regarding eligibility, exclusions, and rates can be obtained in the SHS office or by viewing the plan brochure at www.samford.edu/stuhealth.

Based upon federal regulations and University policy, all F and J visa holders must have health insurance coverage for themselves and all dependents during residency in the U.S. Insurance may be obtained by the student independently or purchased through the University but must contain certain required coverage. Proof of coverage is required before registering for classes. Samford University may terminate international students who do not continue to comply with insurance requirements. Information about specific policy carriers, minimum coverage, and premium costs is available from the Office of International Scholar and Student Affairs at (205) 726-2451.

Membership Fees

Some student organizations have an annual membership fee. In addition, Greek organizations have monthly dues along with an initiation fee.

Personal Property Insurance

Each year college students lose millions of dollars worth of personal property as a result of theft, vandalism, water, or fire. Students at college have a large investment in desktop computers, laptop computers, television sets, CD and DVD players, radios, cell phones, cameras, PDAs, calculators, mini-refrigerators, clothing, text books, CDs, DVDs, albums, and other personal property. A college or university is not liable for these losses simply because the loss occurs on campus.

All students, especially those who live in residence halls, should insure their personal property either through their parent's homeowner's insurance or through a private insurance policy. The University has established an insurance program through National Student Services, Inc. This insurer provides personal property insurance for students at over 1,000 colleges and universities. For more information on student personal property insurance see www.nssinc.com or pick up a brochure at the Residence Life Office, 106 Beeson University Center.

Residence Hall Special Fees and Fines

Students are expected to show good stewardship of their rooms and furnishings and to abide by all University policies. There are fines for key and lock replacement, damage to facilities, and failure to follow proper procedures for room change and checkout. If imposed, these charges will be placed on a student's account, along with other fees established for special services or other purposes.

Students canceling their housing contract prior to the end of the term of the agreement are subject to a substantial cancellation fee. Students occupying rooms during scheduled break periods will be charged substantially for extra housing stay.

Residence hall rooms are furnished with twin-sized beds, desks, chairs, chests, and blinds. Students may wish to add approved appliances and decorations. It is recommended that this be done in communication with their roommate prior to or after arrival on campus.

Washing machines and dryers are available in each residence hall. All washers and dryers are coin operated, and many machines are equipped to accept the Samford Card.

Student Telephone Service

Local telephone service is included in housing charges. Telephones are not included and must be provided by the student. Resident students can dial any local or intra-campus call with no additional charge.

Samford no longer provides long-distance services to students. Most students use the long-distance services provided by their own cellular telephone service plan. Students who need long distance services should make arrangements with a long distance carrier and use that carrier's access (usually dialing an 800 number) to make long-distance calls. For more information regarding telephone service, contact Telephone Services at (205) 726-2996.

Financial Aid Information

Students seeking financial aid should file the 2006-2007 Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Our priority date is March 1, 2006. Students who filed the FAFSA on or before that date will comprise the first group for which we package and award financial aid for the 2006-2007 academic year. FAFSAs filed after March 1 will be processed in the order they are received.

Students may obtain information regarding financial aid online at www.samford.edu/admin/finaid or by telephone at (205) 726-2905 or toll free at 1-800-888-7245. Students are encouraged to use these resources for information or questions regarding financial aid at Samford University.

Refund Schedule

Refunds are first available within five (5) to seven (7) business days after financial aid has been credited (disbursed) to your student account. We cannot make refunds before that time. Disbursement of aid on your account is regulated based on the first day of class. The schedule below outlines the earliest date for each term/semester refunds will be available. These dates are subject to satisfactory completion/submission by the student of all needed information. The schedule is subject to change and may be adjusted to comply with federal regulation governing refunds to students. Unless otherwise noted, refunds are available in the office of the Bursar.

GENERAL MISCELLANEOUS FEES FOR ACADEMIC YEAR 2006-2007

The following fees apply to ALL Samford students and are nonrefundable.

Description	Expense
Vehicle Registration	\$20/academic year
Replacement Decal Vehicle Registration	\$5
ID Replacement Fee (first time)	\$5
ID Replacement Fee (subsequent)	\$10
Portfolio Evaluation Fee	\$100/credit (optional)
Returned Check Fee	\$28/each occurrence
Stop Check Fee	\$28/each occurrence
Transcript Fee	\$7/copy faxed (U.S.)
Transcript Fee	\$15/copy faxed (International)

REFUND SCHEDULE FOR ACADEMIC YEAR 2006-2007

		Undergraduates, Doctor of Ministry Graduates on Day Calendar	Metro Programs, Environmental Management, Graduate Business, Graduate Nursing	Law	Pharmacy
Term	Year	First Available Date	First Available Date	First Available Date	First Available Date
Summer	2006		June 5	June 1	
Summer I	2006	June 5			
Summer II	2006	July 10			
Fall	2006	August 29		August 14 (1st year students) <i>Pick up in Rm 107, Law School</i>	June 1 (4th year students)
				August 21 (2nd & 3rd yr students) <i>Pick up in Rm 104, Law School</i>	August 29 (1st, 2nd, 3rd yr students)
Fall A	2006		August 7		
Fall B	2006		October 11		
Jan Term	2007	January 4			
Spring	2007	January 30		January 8 <i>Pick up in Rm 104, Law School</i>	January 4
Spring A	2007		January 3		
Spring B	2007		March 7		

GRADUATE TUITION AND FEES FOR ACADEMIC YEAR 2006-2007

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
Tuition				
All credits	All Graduate and Graduate Audit Students	See Refund Policies	\$500/credit	On or before e-bill payment due date
All credits	Dual Degree (except Law)	See Refund Policies	By Classification	On or before e-bill payment due date
Master of Science in Nursing-Nurse Anesthesia (MSN-NA)	All MSN-NA Students	Deposit nonrefundable	\$4,020/9-week term	\$1,000 deposit upon acceptance and remainder on or before e-bill payment due date
MSN-NA Continuation Fee	All MSN-NA Students	See Refund Policies	\$1,500	
Joint Degrees	Joint Degree Students	See Refund Policies	By Classification	On or before e-bill payment due date
Fees				
Application Fee for Graduate Admission	All Graduate Students	Nonrefundable	\$25/application	At time of application submission
Books and Supplies	All Graduate Students		\$1,200 (estimate)	Cash/check/credit card at time of purchase
Books and Supplies	All MSN-NA Students		\$2,150 (estimate)	Cash/check/credit card at time of purchase
Books and Supplies	All MSEM Students*		\$1,300 (estimate)	Cash/check/credit card at time of purchase
Drug Screening Fee	All MSN-NA Students		\$30	On or before e-bill payment due date

NOTE: See above for a list of General Miscellaneous Fees that apply to ALL students.

*MSEM=Master of Science in Environmental Management

(1) Charges incurred after the e-bill has been generated for the semester/term are due on or before the e-bill due date (see Payment Due Date Schedule on p. 33 for e-bill generation date and payment due date). Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.

PAYMENT DUE DATE SCHEDULE FOR 2006-2007

Undergraduates, Doctor of Ministry, and All Graduate Students on the Day Calendar

Term/Semester	e-bill Generation Date	Payment Due Date
Summer 1 Term 2006	May 4, 2006	May 31, 2006
Summer 2 Term 2006	June 6, 2006	July 5, 2006
Fall Semester 2006	July 13, 2006	August 23, 2006
September 2006	September 5, 2006	October 6, 2006
October 2006	October 9, 2006	October 31, 2006
November 2006	November 1, 2006	November 30, 2006
Jan Term 2007	December 4, 2006	December 21, 2006*
Spring Semester 2007	January 8, 2007	January 24, 2007
February 2007	February 5, 2007	March 2, 2007
March 2007	March 5, 2007	March 30, 2007
April 2007	April 2, 2007	April 30, 2007**

Metro Programs, Environmental Management, Graduate Nursing, & Graduate Business on the Evening Calendar

Term/Semester	e-bill Generation Date	Payment Due Date
Summer Term 2006	May 4, 2006	May 31, 2006
Fall Term A 2006	June 28, 2006	August 2, 2006
Fall Term B 2006	September 6, 2006	October 6, 2006
November 2006	November 1, 2006	November 30, 2006
Spring Term A 2007	December 5, 2006	December 21, 2006*
Spring Term B 2007	February 5, 2007	March 2, 2007
April 2007	April 2, 2007	April 30, 2007**

Cumberland School of Law

Term/Semester	e-bill Generation Date	Payment Due Date
Summer Term 2006	May 1, 2006	May 26, 2006
Fall Semester 2006 (1st year)	July 10, 2006	August 9, 2006
Fall Semester 2006 (2nd & 3rd year)	July 11, 2006	August 16, 2006
September 2006	September 5, 2006	October 6, 2006
October 2006	October 9, 2006	October 31, 2006
November 2006	November 1, 2006	November 30, 2006*
Spring Semester 2007	December 6, 2006	January 3, 2007
February 2007	February 5, 2007	March 2, 2007
March 2007	March 5, 2007	March 30, 2007
April 2007	April 2, 2007	April 30, 2007**

McWhorter School of Pharmacy

Term/Semester	e-bill Generation Date	Payment Due Date
Fall Semester 2006 (4th year)	May 1, 2006	May 26, 2006
Fall Semester 2006 (1st, 2nd, & 3rd year)	July 13, 2006	August 23, 2006
September 2006	September 5, 2006	October 6, 2006
October 2006	October 9, 2006	October 31, 2006
November 2006	November 1, 2006	November 30, 2006
Spring Semester 2007	December 5, 2006	December 21, 2006*
February 2007	February 5, 2007	March 2, 2007
March 2007	March 5, 2007	March 30, 2007
April 2007	April 2, 2007	April 30, 2007**

*Students participating in 2006 Fall commencement must clear their account by December 11, 2006.

**Students participating in 2007 Spring commencement must clear their account by May 14, 2007.

UNDERGRADUATE DAY STUDENT (FULL-TIME AND PART-TIME) TUITION AND FEES FOR ACADEMIC YEAR 2006-2007

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
Tuition				
Less than 12 credits	Part-Time Undergraduate (Day)	Deposit nonrefundable See Refund Policies	\$535/credit	\$250 deposit upon acceptance and remainder on or before e-bill payment due date
12 to 18 credits	Full-Time Undergraduate (Day)	Deposit nonrefundable See Refund Policies	\$8,000/semester	\$250 deposit upon acceptance and remainder on or before e-bill payment due date
More than 18 credits	Full-Time Undergraduate (Day)	Deposit nonrefundable See Refund Policies	\$535/credit	\$250 deposit upon acceptance and remainder on or before e-bill payment due date
All credits - Summer Terms	Undergraduate (Day) Summer School	Deposit nonrefundable See Refund Policies	\$450/credit	\$250 deposit upon acceptance and remainder on or before e-bill payment due date
Audit	Degree Seeking	Deposit nonrefundable See Refund Policies	\$535/credit	\$250 deposit upon acceptance and remainder on or before e-bill payment due date
Audit courses, except Applied Music and Art	Nondegree Seeking	Deposit nonrefundable See Refund Policies	\$450/credit as space is available	\$250 deposit upon acceptance and remainder on or before e-bill payment due date
London Programs at Daniel House, Samford's London Study Centre, Fees*				
Summer Term 2006	Full-Time Undergraduate, except Freshmen, not on academic or disciplinary probation, and 2.00 GPA or greater	Deposit nonrefundable Contact Office of London Programs for cancellation and refund policies (726-2741)	\$3,099**	\$250 deposit (check or cash only) due at registration, which is held during the Spring Semester. Due date for remainder available from Office of London Programs.
Jan Term 2007	Full-Time Undergraduate, not on academic or disciplinary probation, and 2.00 GPA or greater	Deposit nonrefundable Contact Office of London Programs for cancellation and refund policies (726-2741)	\$2,076**	\$250 deposit (check or cash only) due at registration, which is held during the Fall Semester. Due date for remainder available from Office of London Programs.
Semester Abroad (Fall or Spring)	Full-Time Undergraduate, except Freshmen, not on academic or disciplinary probation, and 2.00 GPA or greater	Deposit nonrefundable Contact Office of London Programs for cancellation and refund policies (726-2741)	\$10,110***	\$300 deposit (check or cash only) due at registration, which is held during the preceding semester. Due date for remainder available from Office of London Programs.
Residence Hall Fees, Double Occupancy†				
Beeson Woods, West Campus	All Students except Pharmacy	See Refund Policies	\$1,545/student/sem	On or before e-bill payment due date
Evergreen Hall	All Students except Pharmacy	See Refund Policies	\$1,465/student/sem	On or before e-bill payment due date
Vall, Smith, Pittman, & Ramsey Halls	All Students except Pharmacy	See Refund Policies	\$1,410/student/sem	On or before e-bill payment due date
Student Apartments	All Students except Pharmacy	See Refund Policies	\$1,175/student/sem	On or before e-bill payment due date
Summer Housing	All Students except Pharmacy	See Refund Policies	\$545/student/each Summer Term	On or before e-bill payment due date
Jan Term ††	All Students except Pharmacy	See Refund Policies	\$160/student/Jan Term	On or before e-bill payment due date

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
Board				
19 meals/week + \$100 declining balance	First-Year Students and Entering Freshmen	See Refund Policies	\$1,485/Fall and Spring semesters	On or before e-bill payment due date
12 meals/week + \$100 declining balance	Resident Students - Sophomore Status	See Refund Policies	\$1,330/Fall and Spring semesters	On or before e-bill payment due date
7 meals/week + \$100 declining balance	Resident Students who have earned 64 credits or more	See Refund Policies	\$940/Fall and Spring semesters	On or before e-bill payment due date
19 meals/week for Summer Term	First-Year Students and Entering Freshmen	See Refund Policies	\$470/Summer Term	On or before e-bill payment due date
12 meals/week for Summer Term	All Resident Students, but excluding Entering Freshmen	See Refund Policies	\$380/Summer Term	On or before e-bill payment due date
19 meals/week for Jan Term	First-Year Students and Entering Freshmen	See Refund Policies	\$255	On or before e-bill payment due date
12 meals/week for Jan Term	All Resident Students, but excluding Entering Freshmen	See Refund Policies	\$225	On or before e-bill payment due date
Special Course Fees				
Music—Applied Instruction	All Students	See Course Drops and Adds	\$50/credit	On or before e-bill payment due date
Extension Division—Regular and Institute Program	All Students	See Course Drops and Adds	\$40/course	On or before e-bill payment due date
Extension Division—Application Fee	All Students	See Course Drops and Adds	\$8	On or before e-bill payment due date
Theatre Fee for London Programs	All Students	See Course Drops and Adds	\$150	
Other Fees				
Application Fee for Undergraduate Admission	All Undergraduate Students	Nonrefundable	\$35/application	At time of application submission
Room Deposit	All students requiring housing	Nonrefundable	\$250/academic year (nonrefundable)	
Books and Supplies	Full-Time Undergraduate		\$1,050 (estimate/academic year)	Cash/check/credit card at time of purchase

* Fees for London Programs subject to change. Contact the Office of London Programs at (205) 726-2741 for details.

** Plus 4 credits tuition at the per credit rate.

*** Plus 12-14 credits tuition at the per credit rate.

† Double rooms assigned for single occupancy are 150% of the rate for double-occupancy rooms.

†† Residence in University housing is limited during January and Summer Terms to those students who are enrolled for at least one course at Samford University during the term of residence or to those students who are required to be in residence because of approved University activities such as band or intercollegiate athletics when classes are not in session. During Fall and Spring Semesters, residence is limited to full-time students.

NOTE: See p. 32 for a list of General Miscellaneous Fees that apply to ALL students.

(1) Charges incurred after the e-bill has been generated for the semester/term are due on or before the e-bill due date (see Payment Due Date Schedule on p. 33 for e-bill generation date and payment due date). Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.

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. All financial aid programs are administered by the Office of Financial Aid (OFA).



Application Guidelines

Application for financial assistance begins when the student applies for admission to Samford University. All students are urged to file the Free Application for Federal Student Aid (FAFSA) in order to be considered for all types of assistance. The FAFSA may be filed at www.fafsa.ed.gov. An application priority date of March 1 has been established, with students meeting this priority date comprising the first group of students awarded aid for the upcoming academic year.

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 Alabama Baptist State Convention, the University, and lending institutions. Financial assistance awards are based on the number of credits taken by a student. Some programs require that a student be enrolled full-time. Awards may be adjusted should the student not be enrolled full-time.

Federal Assistance Programs

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

Pell Grants

Federal Pell Grants are need-based grants that are available to eligible undergraduate students who are enrolled as full-time students. Other students may receive a pro-rata portion of a full-time grant.

Supplemental Educational Opportunity Grants

Federal Supplemental Educational Opportunity Grants are awarded on a first-come, first-serve basis to our most needy Pell Grant recipients.

Perkins Loans

Federal Perkins Loans are need-based loans awarded on a first-come, first-serve basis to eligible students.

Stafford Loans

Federal Stafford Loans are available to students who qualify. The application process begins with certification of the application by the OFA. Application forms, available through the OFA, should be processed through the OFA at least four weeks before the beginning of a term. There are two types of federal Stafford loans: subsidized and unsubsidized. Need-based Stafford loans are subsidized (interest is paid by the federal government). For unsubsidized Stafford loans, interest is charged on the loan from the time funds are disbursed. Eligible freshmen may borrow up to \$2,625/year, sophomores \$3,500/year, juniors and seniors \$5,500/year, and graduate/professional students \$18,500/year.

Parent Loans for Undergraduate Students (PLUS)

Federal Parent Loans for Undergraduate Students (PLUS) are available to parents of dependent undergraduate students. Eligible parents may borrow up to the difference between the estimated cost of attendance and other financial aid per year.

Health Professions Student Loan Program

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

Work-Study

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

Satisfactory Academic Progress Standards for Federal Assistance Programs

In order to receive federal financial aid (Title IV aid), a student must be making satisfactory academic progress, as defined in the Academic Policies and Regulations section of this catalog.

Eligibility for federal aid from Title IV programs will be evaluated as part of the initial application process and again 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 count as credits attempted. Entering students (freshmen and transfers) are considered to be maintaining satisfactory academic progress.

Students cannot receive aid after they have attempted 150 percent of the credits required for completion of their academic program. Credits accepted for transfer credit will be used to reduce this time frame.

Undergraduate

Qualitative—Students must be accepted for admission and be eligible to enroll in classes. Students must achieve and maintain a 2.00 cumulative GPA on all Samford University coursework once they have been enrolled for four or more semesters.

Quantitative—Students must average passing 80 percent of all credits attempted at Samford University.

Graduate and Professional Degrees, 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 2.00 cumulative GPA on all Samford coursework required for their specific program.

Quantitative—Students must average passing 80 percent of all credits attempted in their specific program.

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 3.00 cumulative GPA on all Samford coursework required for their specific program.

Quantitative—Students must average passing 80 percent of all credits attempted in their specific program.

Appeal Procedures

Students failing to meet satisfactory academic progress standards may feel there are mitigating circumstances which contributed to their failure to meet these standards. Students may choose to appeal in writing to the Director of Financial Aid for an exception to be made based upon these circumstances. Decisions made by the Director, relative to appeals, will be communicated in writing and will reflect any conditions imposed upon the student for continued eligibility.

State Assistance Programs

Alabama Student Assistance Grants

Alabama Student Assistance Grants are awarded on a first-come, first-serve basis to our most needy Alabama resident Pell Grant recipients.

Alabama Student Grants

Alabama Student Grants are available through a state entitlement program for undergraduate Alabama residents attending accredited private postsecondary institutions in Alabama. Need is not a factor and grants (subject to annual variations in funding) are available to non-church vocation majors.

Scholarships

Scholarships Provided By Samford University

Samford University provides considerable financial resources to students who have the capacity to contribute to the life and values of the campus community and to benefit from educational experiences offered by the University. University gift scholarships are provided to students in recognition of achievement or to assist students who have demonstrated financial need.

General Guidelines

The Competitive Scholarship Program of Samford University is administered by the Office of Admission. Applicants are automatically considered for these merit-based awards provided all requirements/deadlines are met. Students must be enrolled full-time in order to receive scholarships. Interviews for certain scholarships may be required and will be arranged by the Office of Admission. Please contact the Office of Admission with any questions.

If a student receiving institutional aid (e.g., academic, athletic, ministerial) is guilty of a values violation and the sanction is loss of privilege, probation, residence hall suspension, University withdrawal or expulsion, the person and/or department head responsible for recommending the aid award to the student will be notified.

Beeson Exceptional Scholars Program

Students who exhibit exceptional academic and leadership ability are nominated by their Alabama high schools. Regional winners are interviewed and selected by the Beeson Scholarship Committee. Beeson Scholars must maintain a 3.30 GPA to be considered for a scholarship renewal.

Other Types of Scholarships Available

Graduate Scholarships for Certified Teachers

Graduate Scholarships for Certified Teachers are granted to students who hold a professional teaching certificate or who have completed requirements for it. These scholarships apply to all regular three-credit graduate classes in education. Application should be made prior to registration to the Dean of the School of Education and Professional Studies.

Ministerial Scholarships

Ministerial Scholarships are awarded to students who are members of a Southern Baptist church who have been licensed or ordained to the gospel ministry, recommended in writing by the pastor of their local church, and who are recommended by the University Minister. The scholarship is awarded the first semester after the student has met these requirements and is renewable if the student maintains a 2.00 GPA on coursework completed at Samford. A student may not receive both the Ministerial and Minister Dependent Scholarships. Application must be made annually through the Office of the University Minister.

The scholarship may be awarded for a maximum of eight semesters; however, maximum aggregate eligibility will be pro-rated for entering transfer students and upperclassmen receiving this award for the first time (for example, a second semester sophomore who receives the scholarship for the first time will be eligible for a maximum of five semesters). Ministerial Scholarships will not be awarded for Jan Term or for summer terms. The maximum annual award is \$3,200 (\$1,600 fall and spring semesters).

Minister Dependent Scholarships

Minister Dependent Scholarships are available to undergraduate students who are dependents (claimed as such on the federal tax return) of a Southern Baptist minister who is licensed or ordained and serving a church or nonacademic agency of the Southern Baptist Convention. These scholarships are renewable if the student maintains a 2.00 GPA on coursework completed at Samford. Applications are available through the OFA. Students may not receive both the Minister Dependent and Ministerial Scholarship.

The scholarship may be awarded for a maximum of eight semesters; however, maximum aggregate eligibility will be pro-rated for entering transfer students and upperclassmen receiving this award for the first time (for example, a second semester sophomore who receives the scholarship for the first time will be eligible for a maximum of five semesters). Minister Dependent Scholarships will not be awarded for Jan Term or for summer terms. The maximum annual award is \$3,200 (\$1,600 fall and spring semesters).

Music Scholarships

The Division of Music in the School of Performing Arts at Samford University awards scholarships of varying amounts according to the student's ability. Auditions are held each year at times designated by the Dean of the School of Performing Arts. For information, contact the Division of Music.

Air Force ROTC Scholarships

Air Force ROTC Scholarships are available for students majoring in engineering, physics, computer science, math, and nursing. Students may compete for a four-year scholarship as a high school senior and the deadline is December 1 of their senior year. Students already in college may compete for two- or three-year scholarships. Scholarships pay all tuition and fees, reimbursement for required textbooks, and a monthly tax-free allowance.

Army ROTC Scholarships

Army ROTC Scholarships of two years, three years, four years, and five years are available through the Army ROTC Program at the University of Alabama at Birmingham. For details, contact the Professor of Military Science, Building 1045, 9th Avenue South, UAB, Birmingham, AL 35294, or telephone (205) 934-7215.

Scholarship Renewal Policy

Presidential, academic, and music scholarships are renewable for students who are enrolled for a minimum of 15 credits and who maintain a 3.00 Samford GPA. The scholarships are available for a maximum of four years (eight semesters).

Athletic aid is awarded annually on the basis of athletic ability (rather than on the basis of need and academic qualifications) and is awarded at the recommendation of the head coaches of the respective sports and by the approval of the Athletic Director. Student athletes will qualify for athletic aid as long as they have been admitted to the University and continue to meet the University's stated standard for satisfactory academic progress that permits them to remain enrolled as full-time students, even if they do not qualify for other types of financial aid.

Veteran's Administration Educational Benefits

Students who are veterans or dependents of veterans may be eligible to receive benefits through the Veteran's Administration (VA). Contact the Office of Student Records and your VA representative. The telephone number to call concerning Veteran's benefits for students in the State of Alabama is (888) GIBILL1. Samford University is approved by the VA as an eligible institution for federal benefits. In addition, the VA requires that each time a student attempts a course, the grade received must be included in the cumulative grade point average.

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

1. Be admitted to a degree-seeking program.
2. Establish eligibility for VA benefits by completing the appropriate paperwork with the Office of Student Records or with a VA Service Office. Four to six weeks are required by the Veterans Administration for processing.

University-Wide Academic Opportunities



Programs	Page
The Christian Women's Leadership Center	40
Cooperative Education Program (CO-OP)	40
Health Professions Program	41
Inter-Campus Exchange Program - BACHE	41
International Programs	41
Cumberland School of Law	41
Hong Kong	41
Language Study Abroad	42
London Programs (Daniel House)	42
South Korea	42
Office of Freshman Life	43
Pre-Law Program	44
Reserve Officer Training Corps	45
Air Force ROTC	45
Army ROTC	47
University Honors Program, Honors Curriculum	47



The Christian Women's Leadership Center

Administration

Carol Ann Vaughn, Director, Assistant Professor, CWLS

The Christian Women's Leadership Center coordinates the academic minor in Christianity, Women, and Leadership Studies (CWLS), as well as Continuing Education courses in CWLS and facilitates a variety of programs related to gender and leadership development for undergraduates, graduate students, faculty, and the community.

For further information about the Center and its programs, please contact (205)726-4194 or e-mail: cwlc@samford.edu.

Christianity, Women, and Leadership Studies Minor

The interdisciplinary minor in Christianity, Women, and Leadership Studies unites Samford's Christian liberal arts curricula and Samford University faculty expertise in areas of gender, leadership, and religion—historically and interculturally. The program is designed to enhance a student's own leadership experiences with a greater appreciation and understanding of women's leadership and experiences in general. The program includes student research projects and mentored service-learning opportunities in areas of interest to the student. The minor is open to and supports any academic major. The minor welcomes both female and male students and provides a combination of single-sex and co-educational learning opportunities consistent with Samford University's mission.

Courses

CWLS 201 Women and Society (4)

Historical and cross-cultural survey of women's experiences in various societies, including case studies, precedents for cultural transformation, qualities of leadership, the role of faith in female activism, and ways in which women have continually negotiated culture, prescribed social roles, community, and individualism. Prereqs: Completion of UCCA and UCCP or permission of the instructor.

CWLS 301 Special Topics in Christian Women's Leadership Studies (1-4)

Opportunity for in-depth study of a specific topic taught by SU faculty in their area of expertise; course format includes student reading and research, group discussion, guest lectures, field trips, and service learning. Prereqs: CWLS 201 or permission of the instructor.

CWLS 440 Seminar in Christian Women's Leadership Studies (4)

The capstone course for the CWLS minor, this seminar takes an interdisciplinary approach to allow students to synthesize their previous coursework, independent research projects, theory critiques, and original ideas in relation to various contemporary issues, professions, and majors.

Cooperative Education Program

Cooperative Education (Co-op) is an educational plan which provides a well-balanced combination of college study and practical work experience. The word "cooperative" is used to mean a cooperative relationship between the employer and the university. To be admitted to the program and to continue in it, students must maintain an above-average academic standing. A co-op experience must be in a student's major or minor field of study with work periods on an alternating (full-time work alternated with full-time school) or parallel (part-time work while normal course load is continued) schedule. Credit is on a pass/fail basis, with no quality points earned. The program is administered through the Career Development Center.

Christianity, Women, and Leadership Studies (CWLS) Minor

Christianity, Women, and Leadership Studies Minor Required Courses		Course Credits	Total Required Credits
CWLS Core:			8
CWLS 201	Women and Society	4	
CWLS 440	Seminar in CWLS	4	
Interdisciplinary Options* (choose from the following)			8
BUSA 400	Managerial Values	3	
BUSA 401	Organizational Behavior Concepts	3	
BUSA 405	Leadership	3	
COMS 325	Small Group Communication	4	
COMS 415	Persuasion	4	
CWLS 301	Special Topics in CWLS	1-4	
EDUC 307	Foundations of Leadership	4	
ENGL 309	Special Topics on Women	4	
FAMS 413	Multicultural and Gender Perspectives	4	
HIST 402W	The History of American Women	4	
HIST 438W	The Family, Sex, & Marriage in Modern Europe	4	
NURS 320	Eating & Body Image Disorders	3	
NURS 405	Health Care Issues in Diverse Cultures	3	
PHIL 311/RELG 311	Philosophy of Religion	4	
PHIL 314W	Ethics: Why be Moral?	4	
POLS 316	Public Administration	4	
POLS 370	Women and World Politics	4	
PSYC 324	Human Sexuality	4	
PSYC 411	Psychology of Women	4	
RELG 302W	History of Christianity	4	
RELG 304W	History of Christianity in America	4	
RELG 310	Theories of Faith Development	4	
RELG 314W	Christian Spirituality	4	
RELG 333/SOCI 333	Sociology of Religion	4	
RELG 350	Jesus and the Gospels	4	
RELG 354	Pastoral Theology	4	
RELG 355	Missiology	4	
RELG 491-494	Independent Studies in Religion	1-4	
SOCI 335	Sociology of Work	4	
SOCI 409	Sociology of Gender	4	
Approved Elective			4
300-400-level courses		1-4	
Total Required Credits			20

*Check with departments for prerequisites and offerings.

Health Professions Program

Pre-Dentistry
Pre-Medicine
Pre-Optometry
Pre-Veterinary Medicine

The quality of pre-professional training for the health sciences is important not only in establishing a firm base for the professional school curriculum but also in providing an intensive cultural background for a full and satisfying life. The health-oriented professional schools, consequently, urge students to get as broad a general education as possible at the undergraduate level. The liberal arts university continues to be the overwhelming preference of the professional schools for the preparation of students for careers in health professions. Samford University has a long tradition of preparing students for careers as physicians, dentists, optometrists, and veterinarians; alumni serve with distinction in every area of health care.

It should be noted that the professional schools have no preferred major; science majors have no advantage over humanities majors in gaining admission to professional school. Therefore, students are encouraged to major in an area they prefer and might use in the future if their career plans change. However, certain minimum math and science requirements must be completed in order to be competitive in the professional school selection process. Recommended advanced science courses will improve students' competitive edge as well as their readiness for graduate study.

Entrance requirements vary among professional schools, but the basic required science courses are very similar. While making progress toward completing the University Core and General Education curricula and major requirements, students also must take the following:

- 1 year of general biology
- 1 year of general chemistry
- 1 year of organic chemistry
- 1 year of general physics
- 1 year of mathematics

The specific courses a student takes will vary somewhat depending on that student's major; the Health Professions Committee can assist with specific course selection. These minimal courses should be completed during the first three years of study in order to be prepared for professional school admission tests, such as the Medical College Admission Test (MCAT). The MCAT is offered in April and August and normally taken during or following the junior year. Check with the Health Professions committee for dates of other professional school tests.

The Health Professions Committee works closely with students at all stages of their undergraduate career, answering questions concerning career choice, course selection, professional school preparation, and the application process. The Health Professions Committee also is in regular contact with regional professional schools and their admissions directors. Students are strongly advised to make contact with the Health Professions Committee early in their academic career and regularly update the committee on their progress and plans. This frequent contact is crucial since the Health Professions Committee will prepare the student's composite letter of recommendation, which is sent to the professional schools as part of the application process. In addition, there are many health professions-related activities throughout each academic year, including visits by professional school admission personnel and practicing health care professionals, and students are encouraged to make the most of these opportunities. Contact the Health Professions Committee through James Haggard at (205) 726-2456.

Inter-Campus Exchange Program–Birmingham Area Consortium for Higher Education (BACHE)

Samford University cooperates with the University of Alabama at Birmingham (UAB), Miles College, University of Montevallo, and Birmingham-Southern College in a student exchange program known as the Birmingham Area Consortium for Higher Education (BACHE). The program is designed to expand the undergraduate educational opportunities for students at these institutions. This arrangement affords full-time Samford day students the opportunity to enroll in a course at another institution. Through collaboration, consortium members are able to expand education opportunities in critical areas, such as environmental studies, foreign languages, and Asian Studies.

Credit for work taken at UAB, Miles, Montevallo, or Birmingham-Southern while a student is enrolled for courses during fall or spring semesters at Samford University will be recorded as if earned at Samford University and will be treated as quality credits, not transfer credits. Students who propose to take courses at UAB, Miles, Montevallo, or Birmingham-Southern must obtain approval from the appropriate academic dean and the Office of Student Records. A student may take only one course in the BACHE program per semester. Registration for this course will be a part of the regular Samford University registration procedure, and students will pay tuition for this course at Samford in the usual manner.

Credit for work taken at UAB, Miles, Montevallo, or Birmingham-Southern during Samford University's summer terms may be recorded either as exchange credit or as transient credit. Registration for transient credit will be a part of the regular UAB, Miles, Montevallo, or Birmingham Southern registration processes, and students will pay tuition for these courses at either UAB, Miles, Montevallo, or Birmingham-Southern. A Transient Application Form must be completed prior to enrollment. These application forms are available in the Office of Student Records.

International Programs

Samford offers opportunities to travel and study in foreign countries either for credit or on a non-credit basis. The purpose of these programs is to expose students and faculty to the peoples and cultures of other nations; 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.

Withdrawal and refund policies for international study-abroad programs are different from the policies for on-campus programs. Before registration in any study-abroad program, please see the appropriate office for the policy.

Cumberland School of Law International Study Programs

Cumberland School of Law offers two opportunities for law students to study abroad during the summer semester: University of Durham, England, and Victoria, British Columbia. A third study-abroad program is planned for South America, beginning in 2006. The Durham program offers both J.D. and graduate law students the opportunity for comparative study of American, British, and European Union law. The goal of each Cumberland Study Abroad Program is to develop each participant's grasp of global aspects of law and to provide the unmatched enrichment of substantive law study in another legal culture.

Hong Kong Baptist University

Samford established a relationship with Hong Kong Baptist University (HKBU) during the 1997–98 academic year, which allows students to study there for one or two semesters. Hong Kong Baptist University is a highly respected university founded by Baptists and serves a multicultural mix of students from around the world. Coursework is offered in English in almost all areas of undergraduate study that Samford has. There should be no difficulty in arranging courses at HKBU that will meet major requirements at Samford.

Samford students approved to attend HKBU pay Samford tuition. In addition, the student is responsible for the cost of accommodations, meals, round-trip airfare, an administration fee set by HKBU, and other personal expenses. Financial aid is available for those who qualify. Junior or senior students interested in applying to HKBU should contact the International Studies Director in Brooks Hall or call (205) 726-2239 early in the semester prior to attendance.

Seoul Women's University

Seoul Women's University offers an exchange program during the fall and spring semesters. Successful semester exchange students will earn 12-18 credits, applied appropriately. Samford students pay Samford tuition, room, board, round-trip transportation to Seoul, local transportation in Korea, medical insurance and health service fees, passport and visa costs, course materials, and personal and incidental expenses. Financial aid is available for those who qualify.

Also available is the Bahrom International Program, a three-credit, four-week summer program that guides the students to experience various aspects of Korean culture: history, contemporary issues, religion and thought, architecture, food, film, politics, economics, music and more. All participants are matched with a Korean partner. The language of instruction is English. Accepted students pay Samford tuition; there is a registration fee. Participants pay additional personal expenses including round-trip airfare. A valid passport and a student visa are required. For more information and an application form, contact the International Studies Director in Brooks Hall or call (205) 726-2239.

Language Study Abroad

Samford's Department of World Languages and Cultures, through affiliations with other institutions abroad, offers numerous opportunities for living and studying in the culture of the target language.

Summer Programs: The oldest and most extensive trip, the Samford in Spain program, gives students the choice of studying for five or nine weeks at the Estudio Sampere. Students can study in France for five weeks during the summer under the tutelage of French professors at the Université Stendhal, Grenoble. Students of German are offered the opportunity to study for five weeks at Sprachinstitut-Treffpunkt in Bamberg, Germany.

Jan Term: Small intensive Spanish classes are held for three weeks at the Centro Linguistico Conversa in Santa Ana, Costa Rica.

Semester Abroad: Samford students may travel to Germany for intensive language and cultural studies at one of the Goethe Institutes in various German cities. Study programs in Spanish are arranged with the Estudio Internacional Sampere for a semester abroad in Cuenca, Ecuador, or in Spain. As a cooperating member of the American Institute for Foreign Studies (AIFS) and Cultural

Experiences Abroad (CEA), Samford also offers students opportunities to participate in programs of those organizations in countries such as Italy, Argentina, Mexico, Austria, Czech Republic, and Russia.

Internships: In addition, international internships that require the use of another language are arranged on an individual basis in various professional fields, such as business and missions. For more information about these opportunities, contact the Department of World Languages and Cultures on the lower level of Chapman Hall or call (205) 726-2742 or (205) 726-2747.

London Programs at Daniel House, Samford's London Study Centre

As part of its commitment to internationalization of the curriculum, Samford University provides a special opportunity for students and faculty to live and study in one of the most cosmopolitan and culturally rich cities of the world—London. Daniel House, Samford's London Study Centre, serves as home and classroom to students and faculty throughout the year in a variety of academic programs.

Daniel House is located in the heart of London near Kensington Park, the Victoria and Albert Museum, the Museum of Natural History, and Harrod's department store. Over 130 years old, the Georgian townhouse serves as the setting for a semester abroad program during fall and spring semesters for students and professors-in-residence from the Birmingham campus. In addition to courses taught by the Samford professors in their fields, British professors lecture in offerings that focus on British theatre, history, culture, and life. Students may also arrange independent studies or participate in internships to complete their course of study. Travel time is built into the semester.

During Jan Term, Daniel House is the base for a large number of Samford faculty and students involved in accelerated, special courses that take advantage of the London setting. Two two-week sessions offer a variety of courses focusing on such subjects as art/drama appreciation, English literature, the British health care system, the theology and history of the English Reformation, and London as a world financial center. Students have the option of traveling for the two weeks they are not in class.

Summer Term in London allows students to do an in-depth study in one interdisciplinary course offered in a four-week term. Students may elect to add travel time at the end of their studies. Exciting programs for Samford's alumni and friends are also offered at Daniel House each summer. Schools and departments sponsor tours, continuing education programs, and special workshops.

2006-2007 FEES* FOR LONDON PROGRAMS AT DANIEL HOUSE, SAMFORD'S LONDON STUDY CENTRE

Description of Expense Schedule	Student Classification	Payment Regulations	Expenses		Deposit and Fee Payment ⁽¹⁾
			Basic Fee	Misc Fees	
Summer Term 2006	Full-Time Undergraduate, <i>except Freshmen</i> , not on academic or disciplinary probation, and 2.00 GPA or greater	Deposit nonrefundable Contact Office of London Programs for cancellation and refund policies (726-2741)	\$3,099**		\$250 deposit (check or cash only) due at registration, which is held during the Spring Semester. Due date for remainder available from Office of London Programs.
Jan Term 2007	Full-Time Undergraduate, not on academic or disciplinary probation, and 2.00 GPA or greater	Deposit nonrefundable Contact Office of London Programs for cancellation and refund policies (726-2741)	\$2,076**	\$150- Theatre \$150- Pharmacy \$150- Explorer	\$250 deposit (check or cash only) due at registration, which is held during the Fall Semester. Due date for remainder available from Office of London Programs.
Semester Abroad (Fall or Spring)	Full-Time Undergraduate, <i>except Freshmen</i> , not on academic or disciplinary probation, and 2.00 GPA or greater	Deposit nonrefundable Contact Office of London Programs for cancellation and refund policies (726-2741)	\$10,110***		\$300 deposit (check or cash only) due at registration, which is held during the preceding semester. Due date for remainder available from Office of London Programs.

* All fees are subject to change; contact the Office of London Programs for details.

** Plus 4 credits tuition at the per credit rate.

*** Plus 12-14 credits tuition at the per credit rate.

NOTE: See p. 32 for a list of General Miscellaneous Fees that apply to ALL students.

(1) Charges incurred after the e-bill has been generated for the semester/term are due on or before the e-bill due date (see Payment Due Date Schedule on p. 33 for e-bill generation date and payment due date). Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.

In addition to an interdisciplinary course taught by the professor-in-residence, courses listed under "Semester Abroad Courses" are offered in the fall and spring Semester Abroad Program only. Courses taught in Jan Term and in the Summer Term in London vary each term. Current information is available from the Office of London Programs. For more information on any of the programs based at Daniel House, please contact the Office of London Programs in Brooks Hall 130, phone (205) 726-2741, or online at www.samford.edu/groups/london.

Eligibility

Students must be currently enrolled as full-time students at Samford (minimum of 12 credits during the semester preceding participation), have a minimum 2.00 GPA, must not be on academic or disciplinary probation, and (with the exception of Jan Term) must have sophomore standing or above at the time of participation. Students must have met all prerequisites or requirements for London classes in which they enroll. A student must maintain these standards prior to departure and throughout the term in London and must abide by participation and housing rules; failure to do so will result in dismissal from the program and return home at the expense of the student.

Cost and Activities

Semester Abroad: A comprehensive fee includes 12 credits tuition, round-trip airfare from Atlanta, airport transfers in London, accommodations at Daniel House for 14 weeks, daily continental breakfast, weekly meal allowance, two excursions in the U.K., a weekend in Paris, and eight nights at the London theatre. (Expenses not covered include Greater London transportation, spending money, and individual travel and activities, including the two-week travel break.)

Jan Term: The program fee covers round-trip airfare from Atlanta, accommodations at Daniel House during class session, daily continental breakfast, airport transfers in London, one group trip outside London, and class activities per selection of the professor. (Expenses not covered include Greater London transportation, spending money, meals other than breakfast, and individual travel and activities.)

Summer Term: The program fee covers round-trip airfare from Atlanta, accommodations at Daniel House during class session, daily continental breakfast, weekly meal allowance, airport transfers in London, class activities, tickets to two theatre productions, two group day trips. (Expenses not covered include Greater London transportation, spending money, and individual travel and activities.)

Cancellation and Refund Policy

A different policy applies to the London Programs than the policy for on-campus programs published in this catalog. The London Programs policy is available from the Office of London Programs and at the information meeting. Students are advised to read it prior to enrolling in the program. All scholarships and loans held by students may be applied.

Semester Abroad Courses at Daniel House

Because of the nature of the program and the small number of participants in a semester, course offerings are limited. It is recommended that students contact the Office of London Programs early in their academic career to plan for a semester in London.

LOND 200 The British Theatre (2)

Study of British drama using classroom discussion and live theatre. Students experience a variety of venues and dramatic genres as they attend a series of plays in London's theatre districts. Class meetings emphasize discussion and critical thinking that allow students to approach live drama as an informed audience. May be substituted for THEA 200, general education fine arts requirement. Offered: Fall and Spring.

LOND 201 Music and Art in London: A Fine Arts Directed Independent Study (2)

Interdisciplinary course combining the visual and musical resources of London's National Gallery, Tate Gallery, British Museum, Royal Albert Hall, the West End Theatre District, and other venues for an enriching experience in the arts.

Supervised by the semester professor-in-residence, using a set of video lectures and guiding material by two professors from the Birmingham campus. May be substituted for ART 200 or MUSC 200, general education fine arts requirement. Offered: Fall and Spring.

LOND 360 Modern Britain (4)

Interdisciplinary study of the British Isles from a variety of perspectives, including history, literature, politics and government, art and architecture, education, religion, race, class, and gender. Lectures by British professors are supplemented by visits to museums, political institutions, and other historic sites in London. This course may be taken as part of the Semester Abroad Program only. Satisfies the general education social science requirement. Offered: Fall and Spring.

LOND 399 (4)

Interdisciplinary course, cross-listed with various schools and departments, takes advantage of the particular expertise of the professor and of the resources available in the London setting. Offered: Fall, Spring, and Summer I.

Internships (2-4)

A limited number of internships are available in business, legal, political, educational, medical, and other professional settings. Details available from the Office of London Programs. A 2.50 GPA is required. May be taken as part of the Semester Abroad Program only. Offered: Fall and Spring.

Jan Term Course at Daniel House

LOND 202 Appreciation with a British Accent (4)

On-site study of the cultural, historical, and literary significance of art and theatre in the city of London through the ages. This course employs the ample theatrical and artistic resources of London with visits to museums, backstage tours, and theatre attendance. Lectures supplement the course with context and critical appraisal. Meets the general education fine arts requirement. Offered: Jan Term.

Office of Freshman Life

The Office of Freshman Life should be a first stop for first year students and their parents. If you have questions or problems, contact the staff of the Office of Freshman Life to be directed to the right office for answers. The Office functions in three primary areas.

Academics

Academic Advising: The Office of Freshman Life provides academic advising for all undeclared freshmen and sophomores. Academic advisors include:

Dana Basinger, Office of Freshman Life
 Billye Currie, Core Curriculum
 Heather M. Mitchell, Career Development Center
 Peter Neuberger, Department of Athletics
 Carrie Anna Pearce, School of Business
 Chris Scott, Department of Athletics

Success Mentoring Program is an accountability partnership between a mentor and eligible student. The mentors meet weekly with students who are at risk for academic difficulty. Conditionally admitted students are invited to join for the fall semester, and freshmen on academic warning are required to enroll the following spring semester. The program is also open to other freshman students who desire to participate. Mentoring staff include:

Dana Basinger, Office of Freshman Life
 Ben Coulter, Department of Communication Studies
 Stacia Gaines, Career Development Center
 Brent Latta, Career Development Center
 Alice Martin, Career Development Center
 Heather Mitchell, Career Development Center
 Peter Neuberger, Department of Athletics
 Carrie Anna Pearce, School of Business
 Chris Scott, Department of Athletics

Adjustment to First Year

Foundations is a one-hour course designed to address various issues that first year students encounter. The course is taught by faculty and staff who are well suited to become advocates and mentors for freshmen. Topics included in the course: the mission of the University, academic advising, time management, financial management, social issues, campus involvement, faculty-student relationships, and academic success. Students are not required to enroll in the course, but approximately 75 percent of all freshmen do. Students receive one academic credit for successful completion of the course.

Orientation: The Office of Freshman Life works to coordinate four June Orientation sessions for new students and their parents.

Connections: The Office of Freshman Life supports the Director of Student Activities in the implementation of Connections, a four-day "welcome back" event for entering freshmen. First-year students are mentored by upperclassmen, faculty, and staff as they become integrated academically and socially.

Counseling Office and Office of Disability Support Services: The Office of Freshman Life works closely with these two offices as they refer students who could benefit from their services.

Career Development Center (CDC): Two of the CDC's counselors are specifically trained to work with freshmen who are interested in exploring majors and career opportunities. The Office of Freshman Life often refers students to the CDC.

Student Involvement

The Office of Freshman Life works closely with the Director of Student Activities on Orientation and Connections.

The Director of Freshman Life serves as advisor to the freshman class and advisor of Freshman Forum, the freshman wing of the Student Government Association.

Office of Freshman Life
 Dana K. Basinger, Director
 Donna F. Phillips, Secretary
 103 Dwight Beeson Hall
 Telephone: (205) 726-2216
 FAX: (205) 726-2495

Please visit the Web site at www.samford.edu/groups/fyi for even more information that affects first-year students.

Pre-Law Program

Advisor

Randolph C. Horn, Associate Professor, Political Science

The Pre-Law Program seeks to guide and to prepare students in all major fields for successfully applying to the law schools of their choice. The Pre-Law Program at Samford is neither a major nor minor, nor is it a concentration within a traditional major. Instead, the Pre-Law Program supplements the student's major by offering advice and support to students who are interested in attending law school. Pre-law students can participate in the Samford Pre-Law Society and Mock Trial Competition; each offers valuable knowledge and expertise.

Students who have an interest in attending law school should contact the Pre-Law Advisor shortly after enrolling at Samford to receive all information and correspondence regarding the Pre-Law Program. First-year students undecided about their major may wish to be advised by the Pre-Law Advisor until they choose their major. Information on the Pre-Law program can also be found on the University's Web site at: www.samford.edu/groups/prelaw.

Samford Pre-Law Society

The Samford Pre-Law Society is an organization of pre-law students who meet regularly to sponsor speakers, interviews, or information sessions on topics of interest to pre-law students. The Samford Pre-Law Society is an official campus organization that is governed by students and sponsored by the Pre-Law Advisor and an Advisory Board of faculty and staff members who have expertise in helping students apply to law school. Any Samford student is eligible to join and to participate in its meetings.

Pre-Law Curriculum

Samford's Pre-Law Program does not recommend a particular major but does recommend a challenging, rigorous undergraduate curriculum that places emphasis upon developing the student's experience and skill in reading comprehension, in the use of language, in understanding human institutions and values, and in critical analysis. A student should consider his or her area of special aptitude. The pre-law student at Samford must first satisfy the University Core Curriculum and General Education Requirements. In addition, the student should:

1. Choose a traditional major.
2. Select an advisor in that major field.
3. Complete the required curriculum in the major and minor fields or concentration.

The Pre-Law Advisor will help students select elective credits, certain courses that most law schools strongly recommend.

Recommended courses are:

Business

Accounting
 Legal Environment of Business
 Economics

Communication Studies

Argumentation and Debate
 Persuasion
 Oral Communication

English Literature

Novels, Short Fiction, Poetry, or Drama
 Shakespeare
 History of the Language

Geography

World Geography

History

History of the United States
 United States Constitutional History

Journalism

Law of Mass Media

Math

Statistics

Philosophy

Ethics, Introduction
 Logic

Political Science

Intro to American Politics
 Law and the World
 State and Local Government

Psychology

Introductory course

Sociology

Introductory course

Admission to Law School

Throughout the year, the Pre-Law Program will sponsor workshops featuring practical guidance in taking the LSAT and in putting together the application package. Among the speakers and participants are other undergraduate students who are currently taking the LSAT and applying for law school, law students who offer advice on the law school experience, and representatives from law schools around the country.

Periodically, the Pre-Law Program will offer a seminar, "Introduction to the Legal System," taught by the Pre-Law Advisor or by a member of the Cumberland School of Law faculty. This seminar can be counted as an elective toward graduation.

For the majority of law schools, the most important parts of the application package are academic performance and LSAT scores. Therefore, students should concentrate on making their best grades in a challenging course of study, as well as on preparing for the LSAT. Extracurricular activities, particularly those that involve community service, may also carry some weight. Recommendations of your potential for success are also important, but recommendations from teachers who know your abilities are by far the most valuable.

Pre-Law Course

PLAW 100 Mock Trial (1)

For students interested in developing trial advocacy skills; practical course offering preparation for mock trial competition. May be repeated for up to four hours credit. Grading is pass/fail. Offered: Fall.

Reserve Officer Training Corps (ROTC) Air Force ROTC

Administration

Gregory S. Stanley, Professor, Aerospace Studies

Faculty

Michael S. McDonald, Assistant Professor, Aerospace Studies

Dennis S. Norton, Assistant Professor, Aerospace Studies

Undergraduate Programs and Requirements

Courses

General Military Course
Professional Officer Course

Minor

Aerospace Studies

The Air Force Reserve Officer Training Corps (AFROTC) Program is offered at Samford University and to students at cross-town schools in the Birmingham area including: Birmingham-Southern College, Miles College, University of Montevallo, University of Alabama at Birmingham (UAB), and Jefferson State Community College. Students enrolling will attend class at Samford or UAB. Call the Detachment for course offering details. You will need the class and lab schedule from the Detachment to help avoid scheduling conflicts (205) 726-2859.

The AFROTC provides college men and women the opportunity to attain a commission as a Second Lieutenant in the United States Air Force upon graduation from college. The program is divided into the General Military Course (GMC) and the Professional Officer Course (POC). The GMC includes the freshman-level and sophomore-level courses and is open to all students without military obligation. The POC includes the junior-level and senior-level courses for those committed to service on active duty. Uniforms and textbooks for all aerospace studies courses are provided at no charge.

Scholarship Programs

Some freshmen enter AFROTC with a four-year college scholarship. Interested high school students should apply online at www.afrotc.com. Applications are due by December 1 of their senior year in high school. Students receiving a scholarship may be eligible for additional room and board subsidy at Birmingham-Southern. Contact the Detachment for details.

Most freshmen and sophomores enter AFROTC without a scholarship. Once in the AFROTC program, these students apply for in-college scholarships. For additional information, contact the AFROTC at Samford University, (205) 726-2859.

Freshmen and sophomores are able to compete for two-year and three-year scholarships through the In-College Scholarship Program (ICSP). Scholarship awards are up to \$15,000 for tuition, \$600 for books, and \$250-400 monthly tax-free stipend.

Express Scholarship. The Air Force has identified several technical or medical-related majors to award immediate scholarships. Students must simply meet minimum requirements to receive the scholarship. They do not have to meet a board or compete for the scholarship. The scholarship pays tuition up to \$15,000, \$600 for books, and a \$250-400 monthly tax-free stipend. Call the Detachment for a current list of majors and qualifications (205) 726-2859.

General Military Course (GMC)

These courses are open to all students regardless of qualifications for military service or intent to compete for commission. As part of the GMC, students examine the basic organization and structure of the Air Force, appreciate the historical significance of air power, and apply basic communications skills. Each course is one semester hour credit.

<u>General Military Course Required Courses</u>	Course Credits	Total Required Credits
Aerospace Studies		4
AERO 101 The Air Force Today I	1	
AERO 102 The Air Force Today II	1	
AERO 201 Development of Air Power I	1	
AERO 202 Development of Air Power II	1	
Total Required Credits		4

Professional Officer Course (POC)

Students who complete the GMC and desire to serve on active duty in the Air Force continue training in the POC. The AFROTC can also accept application of non-GMC students to enroll in the one-year or two-year programs. **If you are a junior, senior, or graduate student who has never participated in AFROTC, you may still be eligible for the POC.** Call the Detachment to find out if you are qualified. The Professor of Aerospace Studies at Samford University may approve entry into the POC. The POC is designed to provide students with advanced leadership training, a background in military history with particular attention paid to the role of air power, and a complete understanding of the national security process. The POC will prepare men and women with the skills necessary to be a leader in the United States Air Force.

<u>Professional Officer Course Required Courses</u>	Course Credits	Total Required Credits
Aerospace Studies		12
AERO 301 Air Force Leadership and Management I	3	
AERO 302 Air Force Leadership and Management II	3	
AERO 401 National Security Policy I	3	
AERO 402 National Security Policy II	3	
Total Required Credits		12

Leadership Laboratory (LLab)

Leadership Laboratory is an integral part of the AFROTC Program. Each academic class has an associated leadership laboratory that meets for two hours each week. It provides an opportunity for students to apply classroom teachings in a military training environment. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop leadership potential. Leadership Laboratory involves a study of the life and work of Air Force junior officers. Students develop their leadership potential in a practical, supervised laboratory, which typically includes field trips to Air Force installations throughout the United States.

The first two years of Leadership Laboratory involve activities classified as initial leadership experiences. This includes studying Air Force customs, courtesies, drill and ceremonies; giving military commands; instructing, correcting, and evaluating the preceding skills; studying the environment of an Air Force base; and learning about career opportunities available to commissioned officers.

The last two years of LLab consist of activities classified as advanced leadership experiences. They involve planning, organizing, coordinating, directing, and controlling the military activities of the cadet corps; preparing and presenting briefings and other oral and written communications; providing interviews, guidance, and information to increase the understanding, motivation, and performance of other cadets.

Field Training

All cadets in the AFROTC must complete Field Training. It is offered during the summer months at selected Air Force bases throughout the United States and normally occurs between the sophomore and junior years. It is an intense training environment designed to orient students toward service in the United States Air Force. The major areas of study include officership training, aircraft and aircrew orientation, career orientation, survival training, Air Force environment, and physical training. Cadets who have completed all courses in the GMC participate in **four weeks** of field training. Students who have not completed all of the courses in GMC participate in **six weeks** of field training. The additional weeks of training will provide the student with the basic knowledge and skills offered in GMC.

Intern Programs for Qualified Cadets

AFROTC cadets also compete for additional training programs such as FREEFALL (parachuting), SOAR (glider training), ASSIST (Officer Shadow Program), Nurse Orientation Program (NOP), Flight Nurse NOP, Survival Training, Overseas Base Orientation, Pentagon Shadow Program, Engineering Orientation Program, and more. These programs take place between the freshman-sophomore and junior-senior years. They allow cadets to see real-world Air Force officers operating on a daily basis and provide exposure to opportunities they might not otherwise receive.

Aerospace Studies Minor

Aerospace Studies Minor Required Courses	Course Credits	Total Required Credits
Aerospace Studies Minor		18
AERO 101* The Air Force Today I	1	
AERO 101* Leadership Lab	0	
AERO 102* The Air Force Today II	1	
AERO 102* Leadership Lab	0	
AERO 201* Development of Air Power I	1	
AERO 201* Leadership Lab	0	
AERO 202* Development of Air Power II	1	
AERO 202* Leadership Lab	0	
AERO 300* Field Training	2	
AERO 301 Air Force Leadership & Management I	3	
AERO 301 Leadership Lab	0	
AERO 302 Air Force Leadership & Management II	3	
AERO 302 Leadership Lab	0	
AERO 401 National Security Policy I	3	
AERO 401 Leadership Lab	0	
AERO 402 National Security Policy II	3	
AERO 402 Leadership Lab	0	
Total Required Credits		18

*AERO 250 (Field Training-6 credits) may be substituted for AERO 101, 102, 201, 202, and 300.

Air Force ROTC Courses

Classes conducted at Samford University and UAB. Call Detachment for course schedule (205) 726-2859.

AERO 101 The Air Force Today I (1)

A course covering topics relating to the Air Force and national defense, as well as purpose, structure, and career opportunities in United States Air Force. Written communications. Students should also take AERO 101 LLab. Offered: Fall only.

AERO 102 The Air Force Today II (1)

Interpersonal communications, effective listening techniques, and verbal and non-verbal communications. Practical exercises and group projects demonstrate barriers to effective communication and techniques to overcome barriers. Development and presentation of strategy, technique, and delivery of effective oral presentations. Students should also take AERO 102 LLab. Offered: Spring only.

AERO 201 Development of Air Power I (1)

Historical survey of technological innovation in warfare. Focus on the emergence of air power and its significance in war and national security policy implementation. Advanced practical application of written communications skills. Students should also take AERO 201 LLab. Offered: Fall only.

AERO 202 Development of Air Power II (1)

Leadership and followership traits in context of modern military force. Ethical standards of military officers and Air Force core values. Total quality management. Advanced application of oral communication skills. Organization, research, delivery, and audience analysis for briefings and presentations. Group communications. Students should also take AERO 202 LLab. Offered: Spring only.

AERO 250 Field Training (6)

Six-week training and evaluation course to select potential candidates for POC. Includes all topics in AERO 101, AERO 102, AERO 103, AERO 201, AERO 202, and AERO 203. Rigorous physical training. This course is offered at selected Air Force bases in the United States. Prereq: Permission of professor of aerospace studies. Offered: Summer only.

AERO 300 Field Training (2)

Four-week training and evaluation course to select potential candidates for POC. Rigorous physical training. This course is offered at selected Air Force bases in the United States. Prereq: Permission of professor of aerospace studies. Offered: Summer only.

AERO 301 Air Force Leadership and Management I (3)

Selected concepts, principles, and theories of Air Force leadership and management. Individual leadership skills and personal strengths and weaknesses as applied to an Air Force environment. Students should also take AERO 301 LLab. Offered: Fall only.

AERO 302 Air Force Leadership and Management II (3)

Selected Air Force officer's duties and responsibilities as a subordinate leader. Responsibility and authority of an Air Force Officer. Application of listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. Air Force officer's responsibilities in personnel counseling and feedback process. Students should also take AERO 302 LLab. Offered: Spring only.

AERO 401 National Security Policy I (3)

Basic elements of national security policy and process. Roles and missions of air power in implementing national security policy. Students should also take AERO 401 LLab. Offered: Fall only.

AERO 402 National Security Policy II (3)

Contemporary roles for the military in society and current issues affecting the military profession. Comparative analysis of civil and military justice systems. Students should also take AERO 402 LLab. Offered: Spring only.

Army ROTC

The Army ROTC office is located on the University of Alabama at Birmingham (UAB) campus. Under the Cooperative Exchange Program and a partnership agreement, Samford University students are eligible to participate. Course credits are granted on a semester credit/hour basis. Registration for the classes should be coordinated through the student's advisor. UAB parking permits may be picked up in Samford Office of Student Records.

University Honors Program—Honors Curriculum

The Honors Program at Samford University offers students an opportunity to take academically challenging courses that enrich their intellectual experience during their Samford careers. Students take special sections of core and general education classes, as well as honors seminars; those who complete the requirements receive the prestigious Honors Degree at graduation. Students interested in an enhanced intellectual experience during their college curriculum are ideal for the program and are particularly encouraged to apply. Honors classes are smaller, more rigorous, and taught by the best professors on campus. In addition, honors students have a designated study room in Davis Library and honors halls in the dorms. In summary, the program helps gifted students reach their potential as life-long learners and scholars.

Space in honors sections is limited. Students who wish to reserve a place in honors sections should apply to the Honors Program in the spring before their freshman year. Electronic applications are on the Honors Program Web site at www.samford.edu/groups/honors.

The minimum admission standards are an ACT score of 28 or an SAT score of 1250, and a high school GPA of 3.60 (A-). Students must also meet the standards to place into UCCA 102 (a score of 29 on the Reading and English sections of the ACT, a 630 on the verbal section of the SAT, or an AP score of 4 or 5).

Requirements for graduation with the Honors Degree are:

1. Three University Core Curriculum courses in honors sections: UCCA 102, UCCP 101, and UCCP 102.
2. Two additional 100 or 200 level courses in honors sections. These courses are taught on a regular rotation as follows:

School years beginning with even numbers:

Fall: IDSC 201	Spring: UCBP 101
PSYC 101/SOCI 100	ENGL 205

School years beginning with odd numbers:

Fall: IDSC 201	Spring: UCBP 101
POLS 200	HIST 200

This is a minimum list of offerings. The program may offer additional courses that will also meet the requirement.

3. A Junior Honors Seminar (HONR 300 or HONR 394). See course descriptions on the next page.
4. Proficiency in a foreign language, defined as meeting the standard expectation for graduation for Arts and Sciences. Specifically, this requires successful completion of a foreign language to the 202 level.
5. Attending four Speaker's Corner Colloquium a year. Speaker's Corners are presentations sponsored by the Honors Program on a wide variety of topics. Honors students must attend two Speaker's Corners each semester.
6. Successful defense of a Senior Honors Thesis before the Honors Council.
7. A Samford GPA of 3.50 at graduation.

In addition, students must make a grade of C- or better for any classes to count for honors credit.

Students who miss the first year of honors curriculum may still join. However, they must make up two of the missed first-year requirements by taking additional sophomore or junior-level courses or by taking honors classes at other local schools. The Samford Honors Program participates in the Birmingham Area Consortium on Higher Education (BACHE) with the University of Alabama at Birmingham, Miles College, and Birmingham-Southern College. Students may

take seminars at these colleges/universities to help fulfill the requirements of the program. Students who miss more than one year of classes in the program may not join unless they can transfer honors classes from a program at another university.

For more information, contact:

Samford University Honors Program
800 Lakeshore Drive
Birmingham, AL 35229
(205) 726-4127

Web site: <http://www.samford.edu/groups/honors/>

Honors Courses

HONR 300 Honors Seminar (4)

Interdisciplinary seminar on a selected topic with emphasis on reading, discussion, and research. The topic will vary each semester. An honors seminar is required of all students in the Honors Program, ideally taken the junior year. Offered: Fall and Spring.

HONR 394 Seminar in Professional Topics (4)

Alternative Honors Seminar for students focused on professional studies. Concentrates on a single topic that varies each year; students can tailor the topic to their disciplines. Format emphasizes reading and writing within a professional context. Seminar can be cross-listed by discipline, with the permission of the chair of the department or the dean of the school, or can be taken under the honors number. Fulfills the requirement for a junior seminar in the Honors Program. Offered: Fall.

Campus Life, Campus Facilities, Campus Services



Athletics - Intercollegiate

The mission of the Department of Athletics is to uphold the mission of Samford University within the context of a continually improving, competitive, diverse, and NCAA-certified athletics program. The Department of Athletics is responsible for the administration and implementation of an intercollegiate sports program that competes in NCAA Division I. Samford is a member of the nation's eighth oldest conference, the Ohio Valley Conference. The 17 intercollegiate sports sponsored by Samford University are:

Men	Women
Basketball	Basketball
Cross-Country	Cross-Country
Golf	Golf
Indoor Track	Indoor Track
Tennis	Tennis
Track and Field	Track and Field
Baseball	Softball
Football	Soccer
	Volleyball

Scholarships

Athletics aid is awarded in all of Samford's sports, primarily to student-athletes specifically recruited for that sport by the coaching staff. Students who were not recruited, but who are interested in participating in varsity sports, may contact individual coaches concerning opportunities. Coaches' contact information may be found at www.samfordsports.com.

Schedules

Schedules for all sports are distributed across campus and posted on the Web site at www.samfordsports.com. All times are Central. All dates and times are subject to change. Contact the Office of Sports Information at (205) 726-2799 or 2802, or visit www.samfordsports.com, to confirm schedules before making special plans.

Ticket Information/Procedures

Currently enrolled Samford students are admitted free to any Samford Athletics ticketed sporting event. Students must show their current Samford ID at the ticket window for individual events. Guest tickets may be purchased at the ticket window on game day. Ticket prices will be posted at each event.

Samford students are encouraged to support the Bulldogs on road trips as well. Ticket availability will vary depending on our opponent. Full ticket prices will be charged for away games as they are sold on consignment for opponents. Contact the Athletics Department concerning specific contests.

Spirit Program

Varsity Cheerleading: The main objective of Samford's Cheerleading program is to work within Samford Athletics to create an atmosphere of enthusiasm among students and fans. Samford Cheerleaders represent Samford University and its athletics program through performances at athletics events as well as at campus and community events. Tryouts are held each spring.

Mascot: The mascot, Spike, appears at athletics events as well as student and community activities in order to build enthusiasm and recognition for Samford University. Spike is a visual representation of the spirit and pride of Samford University and one of its most beloved inhabitants. Tryouts are normally held in the spring.

Exact dates and times for cheerleading and mascot tryouts may be found at www.samfordsports.com or by calling the Athletics Office.

Facilities

There are a variety of athletics and recreational facilities available for all students at Samford University. Field and court space is available for general student use when not being used for varsity practices, competition or Campus Recreation events.

Seibert Stadium hosts home football games in the fall as well as track meets in the spring. The facility is equipped with a newly renovated football field and the track is available for running, jogging and walking at nearly all hours. The track will be closed during athletic events and afternoon practices. Seibert Hall houses a hardwood-court gym, weight room, swimming pool, dance studio and locker facilities. Bashinsky Fieldhouse has a gym with two hardwood courts, an indoor track, four racquetball/handball courts, and one of the finest athletic training/sports medicine facilities in the Southeast. Athletics facilities also include the Samford Soccer Field across Lakeshore Drive, Joe Lee Griffin Baseball Field, the award-winning Samford Bulldog Softball Field and the Darwin C. Hardison Tennis Center.

Availability for Student Use

Facilities are generally available for use by students in the afternoon through the evening, except when athletic events or practices or Campus Recreation events are scheduled. A schedule of specific hours is available on the Campus Recreation Web site at www.samford.edu/camprec.

Student IDs are required to use all recreational facilities. Inspection of IDs will be made to ensure that only Samford University students, staff, and faculty are using the facilities. Please cooperate when asked to produce your ID card. In this way, the facilities may be kept available for your use.

Intercollegiate Athletics Administration and Staff

Director of Athletics	Robert L. Roller
Senior Associate Director	Peter F. Neuberger
Associate Athletics Director	Jay Roberson
Assistant Athletics Director	Chris M. Scott
Senior Woman Administrator	Michelle Durban
Business Manager	Wanda Lucas
Director of Athletic Training	Wayne M. Kendrick
Director of Broadcasting	Justin Firesheets
Director of Game Day Operations/Ticket Manager	Vaughan Lyons
Director of Marketing	Carrie Parker
Director of Promotions	Grant Lyons
Equipment Manager	James R. Carlson
Sports Information	Joey Mullins
Sports Information Assistant	Zac Schrieber
Strength and Conditioning Coach	Thomas P. Rohling

Head Coaches for Men's Sports

Baseball	Casey Dunn
Basketball	James A. Tillette
Cross Country	J. Glenn McWaters
Football	William A. Gray
Golf	Woodie Eubanks
Tennis	Kemper W. Baker
Track	J. Glenn McWaters

Head Coaches for Women's Sports

Basketball	Michael W. Morris
Cross Country	J. Glenn McWaters
Golf	Ian Thompson
Soccer	A. Todd Yelton
Softball	Lee Ann Ketcham
Tennis	Terri L. Sisk
Track	J. Glenn McWaters
Volleyball	Michelle Durban

Head Coaches for Co-Ed Sports

Cheerleading Coach	Mary N. Ussery
--------------------	----------------

Campus Recreation

The mission of the Department of Campus Recreation at Samford University is to provide recreational programs and outdoor adventure activities that will enhance the social, spiritual, emotional, intellectual, physical, and vocational needs of students, faculty, staff, and their spouses in an environment of Christian values. Campus Recreation strives to promote learning, fun, friendship, leadership development, and sportsmanship in a Christian environment by offering quality competitive and noncompetitive activities, employment opportunities, and equipment rental. Campus Recreation employs students in all areas, including the main office, intramural sports, fitness instruction, Alpine Tower, Carolina Climbing Wall, and as lifeguards and weight room monitors. There are opportunities for advancement within the department.

Alpine Tower and Carolina Climbing Wall

The Alpine Tower creates challenges and group problem-solving events suitable for any group. The tower is a 50-foot high structure, offering over 30 different climbing routes with varying degrees of challenge. The tower provides an effective method of fostering leadership development, teamwork, trust, communication, and cooperation among a group of participants. The Carolina Climbing Wall is a 50-foot high structure with windows that allow for social climbing on both sides of the wall. Whether a first-time or a seasoned rock climber, there is a route marked for you!

Fitness Programs

Aerobics classes are offered Monday through Thursday to students, faculty, staff, and spouses for a nominal fee. Step aerobics is offered for any level of stepper. Varied combinations are utilized to challenge every participant.

Intramural Sports

The intramural sports program offers many different activities for all levels of ability. Current offerings are bowling, flag football, volleyball, basketball, soccer, softball, tennis, racquetball, kick ball, dodge ball, and ultimate frisbee. There are opportunities for participation in state, regional, and national competitions, as well.

Sport Clubs

Sport Clubs are student-founded and student-led with the Director of Campus Recreation serving as advisor. Clubs that exist are the Men's Soccer Club, Swing Kids, Outdoor Adventure Club, and Ultimate Frisbee Club.

For more information on all our programs, check out our Web site at www.samford.edu/camprec.

Campus Bookstores

The main campus bookstore is located in the Beeson University Center and is owned and operated by the University. Classroom books, supplies, computer supplies, as well as gift items, are readily available. The bookstore is open Monday through Friday from 7:45 a.m. to 5:00 p.m. and Monday and Thursday evenings until 6:00 p.m.

Housed in the Beeson School of Divinity, the Cokesbury Beeson Bookshop carries an assortment of Christian and religious books and Bibles for coursework, as well as for leisure reading.

Campus Safety and Regulations

The Samford University Department of Campus Safety is a proprietary function of the University with jurisdiction to enforce the rules and regulations of the University on University property, as well as the laws of the State of Alabama in any extended jurisdiction prescribed by law. Those members of the department who are duly sworn and commissioned have full law enforcement authority and maintain a close working relationship with local law enforcement authorities, federal agencies, and other emergency agencies on all matters of mutual interest. Support and response by local law enforcement, fire department, and other emergency services are excellent. The Department of Campus Safety is located on the second floor of Beeson University Center and is staffed 24 hours a day, providing immediate availability for emergency response, performance of security patrols, monitoring of persons on campus, and providing other services to the campus community. Crime statistics, as required by federal law, are available by writing or calling the Director of Campus Safety.

Rules and Regulations

Automobiles on Campus

Students are permitted to have a motor vehicle on campus. A student wishing to maintain a motor vehicle on campus must register the vehicle with the Department of Campus Safety, pay a registration fee, properly display the registration decal, and comply with appropriate traffic/parking regulations. Failure to comply with vehicle registration requirements, parking regulations, and traffic regulations may subject the vehicle operator to fines, forfeiture of the privilege of operating a vehicle on campus, and disciplinary action.

Code of Values and Discipline

The Samford University community affirms the value of a peaceful and purposeful community, founded on the moral and ethical integrity of students and faculty. With a strong commitment to the Christian values on which the University was founded, reasonable expectations of student behavior are necessary for contributing to a healthy and quality environment. Using principles of fundamental fairness, Samford University established a Code of Values: Worth of the Individual, Self-Discipline, Academic Integrity, Respect for Property and the Environment, and Respect for Community Authority. Students are given this information in writing and orally during Orientation. (The complete Code of Values and minimum sanctions for inappropriate behavior can be found in the *Student Handbook*.)

Two expectations of Samford students may differ from other institutions. First, it is expected that a student will not possess, consume, sell, or distribute alcoholic beverages or illegal drugs on campus or in off-campus activities sponsored by a group or organization of the University. Second, a student is expected to obey residence-hall visitation regulations. Samford has limited visitation in the rooms of a person of the opposite sex.

Students are held accountable for their actions that violate Samford's Code of Values. A student accused of a values violation will be notified in writing and given a brochure outlining the judicial process. (See the Values Violation Process in the *Student Handbook* for complete details regarding disciplinary actions.)

Theft/Property Damage

Samford is not responsible for loss, damage, or theft of property owned by students or other individuals. It is suggested that students check that their parent's homeowners insurance provides coverage for a son/daughter living on campus.

Career Development Center

The Career Development Center is designed to help current students and Samford graduates with a variety of career and job search activities. Career Counselors are available to help with identification and evaluation of areas of interest for a major course of study and/or career choices. Career guidance instruments may be used in this process.

The Career Development Center contains information for career research, experiential education research, job search, company research, graduate and professional school research, and other topical information related to careers.

The Career Development Center sponsors presentations each semester on a variety of career development topics. Staff members are available to assist with many career search concerns. The Center acts as a connecting link between students and employers for part-time, summer, cooperative education, and permanent positions. Job listings are maintained for these areas.

Students and graduates have the opportunity to participate and receive information about various interviewing events. Prospective employers may view resumes of graduating students and alumni with completed files.

Clubs/Organizations

Co-curricular involvement is an important part of the student's development. Samford University students are encouraged to select from the numerous campus organizations for their co-curricular involvement.

Greek Organizations

Greek letter organizations are an integral part of student life at Samford University. Samford sororities and fraternities are involved in educational programs, community service, and leadership development in addition to providing a strong bond of friendship among their members. The Panhellenic Council monitors the sorority membership selection process and provides a variety of educational, social, and service opportunities for both sorority and fraternity members. The Interfraternity Council acts as the liaison between the seven fraternities and the University, promotes leadership within member chapters, and monitors the activities of member chapters. Samford maintains chapters for each of the following national organizations:

Fraternities:

Alpha Phi Alpha
Kappa Alpha Psi
Lambda Chi Alpha
Pi Kappa Phi
Sigma Chi
Sigma Nu
Sigma Phi Epsilon

Sororities:

Alpha Delta Pi
Alpha Kappa Alpha
Alpha Omicron Pi
Chi Omega
Delta Sigma Theta
Phi Mu
Zeta Tau Alpha

General/Professional/Educational Organizations-Undergraduate

Alpha Kappa Psi
American Chemical Society
Arnold Air Society
Association for Women in Communications
Association of World Language Majors
Delta Omicron (women, music)
F.A.C.E.S. Club (Fitness Awareness Club for Exercise Science)
French Club
German Club
Interior Design Student Organization

National Council on Family Relations (Student Chapter)
Nurses' Christian Fellowship
Phi Delta Kappa
Phi Mu Alpha Sinfonia (men, music)
Samford Accounting Society
Samford Pre-Law Society
Sojourn
Spanish Club
Speakers Forum at Samford
Student Athletic Trainer's Association
The Reconcilers
Women's Coalition of Samford University

Service Organizations

Samford students have opportunities to serve the campus community, as well as the community at large, by being an active participant with the following organizations. In addition, numerous service groups function under the guidance of the Office of University Ministries. (See the University Ministries section of this catalog.)

Alpha Phi Omega (men)	Samford Ambassadors
Amnesty International	Samford Recruitment Team
Circle K	Student Government Association
Gamma Sigma Sigma (women)	Ville Crew
Habitat for Humanity	

Social and Other Organizations

College Republicans of Samford University	Samford Soccer Club
Dance Team	Student-Athlete Advisory Committee
ESL Ministry	Swing Kids
Samford Dog Pound	Water Ski Club

Religious Organizations

Family Court	One Way Ministries
Fellowship of Christian Athletes	Son Reflectors
Grace Dance Ministry	Student Ministries
Impact Team	Student Ministries Choir
In His Hands	Word Players
My Kappa	

Computer Services and Resources

Campus Portal Services

All members of the Samford University community have access to a variety of computing resources. A Campus Portal via the web is the entry point from which all members of the campus community can tap into academic resources, administrative services, community information, E-mail and the Internet—all online, from anywhere. Some of the administrative resources available to Samford students are: grades, class schedules, and account payments. Upon admission to Samford University, students can go to the Samford home page and log into the Campus Portal using the *user name* and *password* provided by the Personal Technology Group.

Computing Assistance

Computer assistance is available from the Personal Technology Group, Room 326, Brooks Hall. Assistance is available Monday through Friday 7:00 a.m. until 7:00 p.m. Call (205) 726-2662 or e-mail support@samford.edu for additional information. The computing resources and assistance described here are all free of charge to Samford University students.

Computing Laboratories

Six general access computer laboratories are available to every student, except during times when one or more of the labs may be scheduled for classes. Several academic departments or schools also have computing labs that support their specialized needs. The general access laboratories offer a substantial suite of software to satisfy routine needs like word processing, as well as more specialized needs such as page layout, presentation preparation, or statistical analysis. Each computer in the general access computing labs is connected to the campus network, which is in turn connected to the Internet. This gives every Samford student access to the World Wide Web and other networked resources. For more information about laboratory resources, see the computer lab page at www.samford.edu/labs.

Library Resources

The online catalog for the Samford Library and several additional library-related resources are available via the campus network. Samford is an active participant in the Network of Alabama Academic Libraries and other consortia that enhance the resources available to the Samford community. For more information about library resources, see the Library Web page at <http://library.samford.edu/>.

Residence Hall Network Access

Each resident room has one Ethernet port per student, allowing students to connect their personal computers to Samford's computer network. Due to the changing environment of computer technology, students will be given information regarding the minimum requirements for a student-owned computer during student orientation. Additional information regarding minimum computer configurations can be found at www.samford.edu/support.

The Personal Technology Group assists students wishing to connect to the Samford University computing network. Nonresident students may access campus computing resources through an Internet service provider. For further information about computing resources at Samford University, call the Personal Technology Group (205) 726-2662 or e-mail support@samford.edu.

Wireless Network Access

Samford University is now offering Wireless Network access at a number of locations on campus. This service provides students and employees the convenience and flexibility of using portable computing devices at non-traditional locations around campus. For more information, see the wireless networking Web page at www.samford.edu/wireless.

Student-Owned, On-Campus Computers

While Samford strives to maintain the best available computer laboratories, many students may wish to bring or purchase a personal computer, and this is encouraged. Due to the changing environment of computer technology, students will be given information regarding the minimum requirements for a student-owned computer during student orientation.

Further Information via the Internet

For more information about computer resources at Samford University, see the computing World Wide Web page at <http://www.samford.edu/computers>.

Counseling Services and Disability Support Services

Counseling Services provides counseling to assist students as they adjust to campus life, cope with problems, and make the developmental transition from adolescence to young adulthood. The services include individual counseling, relationship counseling, crisis intervention, guidance, support, and referral information. Counseling Services also presents outreach presentations to student groups and classes on issues and topics pertinent to the developmental and emotional well-being of college students.

Accommodations for students with disabilities are handled by the counselor for Disability Support Services in Counseling Services. After admission to Samford, students who are entitled to accommodations under the ADA must contact the counselor for Disability Support Services with recent, appropriate documentation of their disability. Reasonable accommodations are determined using this documentation. Accommodations are individualized according to the particular needs of each student and may not be the same as those received in high school. Accommodations are communicated to the faculty by the counselor for Disability Support Services. A faculty member will grant reasonable accommodations only upon written notification from Disability Support Services.

For more information on either of these areas, please call (205) 726-2105.

Dining Services

More than just a dining room, the Beeson University Center Cafeteria is a central place in the social life of the University. It is an excellent place for both resident students and commuters to meet new friends and share campus experiences.

All entering freshmen and first year resident students are required to purchase the 19 meal plan. Sophomores may purchase either the 12 or 19 meal plan. Students who have successfully completed 64 credit hours may purchase either the 7, 12, or 19 meal plan.

The Food Court, located on the ground floor of the Beeson University Center, features fast-food services. Each meal plan includes a \$100 credit toward purchases in the Food Court and Cafeteria. Commuting students may deposit money to their student ID card which may be used for purchases in the Food Court and Cafeteria, or pay cash for meals at either location.

Financial Services

The SAMFORD CARD

All students are required to have an official Samford University photo ID (SAMFORD CARD), made and recorded by the Department of Campus Safety. These ID's offer students, faculty, and staff a convenient, safe, and easy way to make purchases and utilize campus services. It is used as identification, meal card, library card and for access to certain facilities. With activation of an optional debit account, the SAMFORD CARD can be used to make purchases in the bookstore, Food Court, cafeteria, several campus copiers, and drink and snack machines. Several campus laundry rooms are equipped to accept the card in lieu of cash. The SAMFORD CARD works similarly to a checking account in that your deposited funds are debited each time a student makes a purchase.

Check-Cashing Services

The Campus Bookstore is authorized to cash checks up to \$50 per day for students whose accounts are in good standing. The face of the check must have the student's name, local address, telephone number, and student identification number. Students must present a valid photo ID.

A student who presents a check to Samford University that is not honored by the bank will be charged \$28. If the check is not redeemed within 10 days of notification of a returned check, the student may be subject to disciplinary or legal action. All check-cashing privileges are revoked after the third returned check.

Information Center

Located in the Beeson University Center, the Information Center serves as a storehouse of information about the many and varied activities happening on the University campus. The University Calendar is maintained in the Information Center and can be accessed through the Samford University Web site.

Leadership Development

Leadership Education Awareness and Development (LEAD) is a program that provides a formal means by which a student can define his/her leadership philosophy, identify his/her leadership potential, and engage in a variety of educational opportunities, such as self-assessment, mentoring, skill workshops, and community service. Our desire is that students will be challenged and nurtured, so that they are prepared to actively influence the world in meaningful ways as leaders. For more information contact the Office of Student Involvement at (205)726-2345.

Libraries

Samford offers a wealth of library resources featuring an extensive print collection, as well as multimedia resources that include microfilm, music scores, and audio and video recordings. The campus computer network offers ready access to the online catalog and other electronic resources. This network is also connected to the Internet and gives worldwide access to a boundless suite of library resources that complement the library's own holdings. 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

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

A computer laboratory, computer classroom, individual and group study rooms, multimedia viewing and listening rooms, meeting rooms with advanced presentation and conferencing capabilities, and a patron-lounge area are available for patron use.

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

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, as well as laptop computers available for checkout. Online access to current legal information is provided through computer-assisted legal research systems. The book collection contains more than 200,000 volumes, and the microform and audiovisual room provides access to the microfiche equivalent of 87,000 volumes.

Global Drug Information Center

The Global Drug Information Center is located in the McWhorter School of Pharmacy and serves as a resource center, a drug advisory source for practitioners, and an information retrieval center for students, faculty, and practitioners. In addition to a variety of journals, books and other printed materials, major pharmaceutical and medical databases and many reference materials are available via CD-ROM and the Internet.

Curriculum Materials and Technology Center

The Curriculum Materials and Technology Center is located on the third floor of the Orlean Bullard Beeson School of Education and Professional Studies. 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.

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. (See Beeson School of Divinity in this catalog for more information.)

Career Development Center Library

The Career Development Center Library, located in the Ralph W. Beeson University Center, is a resource center for career-related books, videos, Web sites and handouts; and for extensive company and corporate information.

Center for Teaching Learning and Scholarship

The Center for Teaching, Learning, and Scholarship (CTLs) is a multifaceted resource committed to promoting, sustaining, and acknowledging teaching excellence at Samford University. Serving faculty, staff, administrators, and students, CTLs programs and services assist in faculty development, the enhancement of instruction, and the improvement of student learning.

The CTLs is located on the second floor of the Harwell G. Davis Library, in Room 213. For more information, please visit the CTLs Web site at www.samford.edu/groups/ctlts.

Music

The Division of Music in the School of Performing Arts offers a variety of opportunities for students to participate in instrumental and vocal ensembles. These groups offer valuable training and experiences in music to interested students.

Accompanying

Students with accompanying proficiency desiring credit hours or stipend may apply for accompanying duties.

Instrumental Groups

Bells of Buchanan: If you have experience ringing handbells and want to learn more, you'll want to join this member of the Division of Music ensemble family. Auditions are held from February through May of each year for fall registrations.

Chamber Ensembles: Usually student initiated, heterogeneous ensembles (brass quintets, etc.) are formed through common consent of the students. Homogeneous ensembles (flute choir, etc.) are formed by audition or recommendation of the faculty.

Jazz Ensemble: Ellington and Mangione, Basie and Spyro Gyra—the Jazz Ensemble does it all. Admission is by audition or recommendation of the faculty.

Percussion Ensemble: Admission is by audition or recommendation of the faculty.

Samford University Orchestra: Performs standard orchestral repertoire. Membership is open to non-Music majors as well as music majors.

University Band: This band includes a marching band and symphonic band. Admission is by audition or recommendation of the faculty.

Voice Groups

A Cappella Choir: Auditions for the A Cappella Choir are held each April. Membership in this group is usually limited to upperclassmen. Freshmen may also audition, however.

Music Theatre Ensemble: This ensemble is designed for music theatre majors and other students with performance skills appropriate for musical theatre. Auditions are held at the beginning of each semester.

Samford OperaWorks: Auditions for fall production are held each spring.

University Chorale: A nonaudition ensemble, this group performs a cross-section of quality literature with two major concerts each year.

Post Office

The post office is located on the first floor of the Beeson University Center, adjacent to the Food Court. All U.S. mail services are provided here, including registered, certified, and insured mail, stamps and postal money orders, and Express Mail Next-Day Service. An inter-office campus service is available for mail to students, faculty, and staff free of charge.

All undergraduate students are assigned a campus post office box. This box serves as the official local address for undergraduate students. Graduate students are not assigned a box. Students who are not enrolled at the university or are studying at the Daniel House London Study Centre during Jan Term or summer terms must provide the post office with a forwarding address.

Publications

Magazine—*Sojourn*

Sojourn is a literary and visual arts magazine focused on highlighting the artistic expressions of students, faculty, and staff at Samford. Published once each semester, students edit and compile each issue with assistance from outside professionals, as well as faculty advisors.

Newspaper—*The Samford Crimson*

The Samford Crimson is a student-run, campuswide newspaper. With a circulation of 3,500, it is available free to all full-time, undergraduate students and is distributed at key locations on campus. Published weekly, *The Samford Crimson* offers excellent opportunities to all undergraduates, regardless of major or experience, who are interested in writing, reporting, editing, as well as in photography and layout/design in the areas of news, sports, commentary, and arts and entertainment. The paper's advertising department, also run by students, caters to those more interested in the business side of *The Samford Crimson* and is also open to all students regardless of major or experience. Any student may compete for salaried staff positions.

Yearbook—*Entre Nous*

Entre Nous is Samford's student yearbook, published in late spring and available free-of-charge to all full-time undergraduate day students. The paid *Entre Nous* staff is comprised primarily of students involved in the study of journalism, graphic design, and photography. The publication provides an excellent opportunity for students to build a portfolio and gain professional publishing experience.

Facebook

For over a decade the University has provided to full-time undergraduate students and full-time employees a book of faces with permanent address. The book is normally distributed within a month after classes begin in the fall semester. This publication is not only helpful during a student's enrollment but it will become even more useful in later years as a pictorial record of classmates and University employees. The book utilizes the campus ID system for images. The publication is a function of the office of the Vice President and Dean of Students.

Radio Station

Serving a major portion of the Birmingham metropolitan area, Samford University's WVSU/FM-91.1 provides an unduplicated format of smooth jazz in a city that has a long history of great jazz artists. The appeal of the format to the community allows Samford to promote University events from theatre to orchestra, special programs to sports. WVSU-91FM broadcasts live Bulldog football and basketball games. The station's mass appeal provides an excellent outlet for heightened awareness of the University.

Residence Life

Living on campus in Samford residence halls provides the student an opportunity to develop human relations and leadership skills through community living. Staff in each hall assist students in creating an environment conducive to study, in planning programs and social events, and by serving as peer advisors and resources.

Residence facilities are grouped in three areas: Central Campus, West Campus, and Beeson Woods. Freshmen are primarily housed in the Central Campus facilities: Vail Hall, Pittman Hall, and Smith Hall.

Rooms are furnished with twin-sized beds, desks, chairs, chests, lamps, and blinds. Students may wish to add approved appliances and decorations. It is recommended this be done in communication with their roommate prior to or after arrival on campus. (Information regarding appliances that students are permitted to have in their rooms will be sent with the notice of room assignment.) Every room provides each student with his/her personal telephone line and computer portal. Basic telephone service is provided to each room at no cost to the student. (See Student Telephone Service in the Financial Information section of this catalog.) Each room is equipped with a cable TV connection.

Students provide their own bed linens, pillows, wastepaper baskets, and cleaning supplies. Students are responsible for cleaning their own rooms and private/suite bathrooms. Some room personalization is permitted, but students are encouraged to receive the permission of the Residence Life Educator and/or Residence Manager prior to doing so.

The University does not assume responsibility for loss or damage to personal property. Students are urged to consider personal insurance for valuable property they bring to the residence hall.

Residence halls are closed on designated University recesses and holidays including Thanksgiving, Christmas, and Spring Break. Students may leave their personal belongings in their rooms but may not remain on campus during these times.

All students living in the residence halls are required to purchase a meal plan.

Residence Hall Regulations

The University seeks to foster a spirit of community, benefiting from the full participation of each campus citizen. The student and the community are best served when the student is available to be involved in campus activities. Experience confirms that students who reside on campus are more likely to be fully engaged in their educational experiences, more likely to establish strong interpersonal relationships, and more likely to learn from group and interpersonal interaction.

To maximize the University experience, it is recommended that unmarried undergraduate students reside on campus in University housing during their bachelor's degree studies. Unmarried undergraduates 20 years of age and under are required to reside in University housing, unless they live at home with a parent or guardian. Undergraduate students who have attained the age of at least 21 at the beginning of the term, and who have completed two full years of undergraduate study with a satisfactory grade-point-average, may petition the Office of Residence Life for permission to reside off-campus. In addition, students must have a satisfactory record of personal conduct, and valid reasons for living off campus. If permission is granted, the student is subject to a substantial cancellation fee. Graduate students and students at least 22 years of age are not guaranteed University housing and are accommodated on a space-available basis after undergraduates are assigned.

During the summer and Jan terms, housing is limited to students enrolled at Samford University during the term, or to students required to be in residence to participate in University-approved activities. During fall and spring semesters, housing is limited to full-time students or to special needs part-time students. On campus housing is not available to students over 24 years of age, without permission from the Vice President of Student Affairs.

Standards of conduct and expectations of resident students are outlined in this catalog, the housing agreement, and in more detail in the Student Handbook. Students and parents should become familiar with these guidelines and the University disciplinary procedure prior to moving into campus housing. Samford University's residence halls have been declared SMOKE-FREE environments. Smoking is not allowed in any part of the residence hall facility, including the students' rooms. Students may not keep pets in their room, other than small fish in tanks no larger than ten gallons.

Students are expected to show good stewardship of their rooms and furnishings, and to abide by University policies regarding their housing. A system of fees is established for damage to facilities and failure to follow standard procedures for room change. If imposed, these will be placed on the student's account. (See Residence Hall Special Fees and Fines in the Financial Information section of this catalog.)

Samford does not have an open-visitation policy. Guests of the opposite sex are not permitted in student rooms at any time except for specific hours on days that may be designated and approved by the Office of Residence Life. Students may have overnight guests with advance approval of the Residence Manager of their hall.

Community Standards Council (CSC)

The mission of the Community Standards Council (CSC) is to foster and maintain a peaceful and purposeful community within the residence halls. The goal includes educating students in responsibilities and opportunities for community living. The CSC will monitor rule infractions stipulated by the Residence Life Housing Agreement and the *Student Handbook*. The council consists of seven students.

Samford Information Television Channel

Television channel 36 is the Samford Information Channel. Information regarding the following can be found on this channel: campus events, convocation schedule, sporting events, computer lab hours, library hours, food service hours, athletic facilities hours, weekly weather forecast, inclement weather announcements, and emergency announcements.

Samford Sunday

The purpose of Samford Sunday is to train students in the ministries of preaching and music. Students can sign up on a week-to-week basis to preach or lead music in local Baptist churches across Alabama. This unique ministry is more than 60 years old, and it serves as a vital link between Samford and Alabama Baptist churches.

Student Affairs

The Student Affairs Division is comprised of several departments that serve students in a variety of ways. The staff consider themselves to be educators who complement the primary academic program of the University. Whereas the classroom is the place of instruction for faculty, a residence hall, the Beeson University Center, or similar places are the classrooms of instruction for the student affairs educator. A goal of the staff is to provide quality services and learning opportunities that will assist the student in developing spiritually, intellectually, physically, emotionally, and socially.

Student Government Association

The mission of Samford University Student Government Association (SGA) is to serve, lead, and nurture the Samford University student body through cooperative efforts with faculty members, administrative officials, and community leaders, all while striving to enhance the learning community, to build community partnerships, and to advance the overall condition of the University community.

The Student Government Association is organized into four branches that are responsible for sponsoring the diversity of opportunities for involvement. Each branch is presided over by one of the executive officers. The executive branch is formed by the Student Executive Board and the Executive Advisory Board. The legislative branch is the Senate, which consists of senators and class officers. The senate is divided into committees that oversee the problems and concerns of students. The student activities branch is made up of a council and committees that plan and oversee all major campus activities such as homecoming, Step Sing, Spring Fling, and Speaker Series. The judicial branch is made up of a chief justice and nine other students justices, who help oversee the University values system.

SGA Events on Campus

Students will find a wide variety of events held on the Samford campus provided by the Student Government Association.

Family Weekend

This event is a family reunion held early in the fall semester. Students introduce their parents and relatives to their friends, faculty, and organizations, as well as enjoy quality family entertainment.

Homecoming

Homecoming is a celebration of Samford tradition with such events as spirit rallies, decorative displays, a football game, Homecoming Court elections and presentation, and the Homecoming Ball. The Office of Alumni Affairs and the Student Government Association jointly produce this event-filled activity.

Miss Samford Scholarship Pageant

Samford's pageant is an official Miss Alabama preliminary held for women enrolled at Samford. Women compete for scholarship awards and the opportunity to represent Samford University in the Miss Alabama Pageant. The pageant is planned, organized, and directed by students.

Samford Speakers Series

Founded to facilitate discussion to compliment student learning, Samford Speakers Series provides a forum to address recent, informed perspectives covering a wide range of significant issues. Topics include governmental policy initiatives, the role of religion in society, and community endeavors that promote responsible citizenship.

Spring Fling

This Student Government Association event allows students to manage spring fever through a weekend of fun-filled activities aimed at unifying Samford's campus through service and socialization.

Step Sing

A 52-year tradition, Samford student organizations participate in a music and choreography competition, planned, produced, and performed by students. Step Sing is "the" major Student Government Association event of the year.

Welcome Back

This event provides opportunities for students to meet new friends, welcome returning friends, receive information on organizations and area churches, and participate in entertaining activities centered around a theme.

Student Health Services

Student Health Services (SHS) is located at the rear ground level of Pittman Hall. The clinic provides outpatient health services to students attending the University. Office hours are Monday through Friday from 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:30 p.m. Appointments are scheduled from 8:30 a.m. to 11:30 a.m. and 1:00 p.m. and 3:30 p.m. The clinic is staffed by a full-time Physician Assistant (PA). Services provided include assessment and treatment of acute illnesses and injuries, well-woman exams, immunizations, allergy injections, and health education. The clinic features an on-site moderate complexity lab in addition to limited pharmacy services. The services of the PA are provided at no charge. However, students will incur charges for any lab services, vaccines, medications, or supplies utilized during their visit. These charges are billed to the student's account.

In the event that an off-campus referral recommendation is needed, SHS maintains relationships with several local specialists. Students requiring a referral for insurance purposes should coordinate this through their insurance company or primary care provider (PCP). Charges incurred for any off-campus pharmacy or medical services are the student's responsibility.

Immunization Record and Health Form Requirements

All students are required to submit the Immunization Record to SHS prior to registering for their first semester classes. The record must be signed by a health care provider or health department stamp. Failure to submit this documentation within two weeks of the first day of class will result in a \$150 fine and a registration hold on the student's record.

All undergraduate students living in university housing are required to submit the Residence Life Health Form in addition to the Immunization Record. The necessary physical examination and laboratory work must be within twelve months of submission to SHS and will only be accepted on the Residence Life Health Form provided. Students will not be permitted to take up occupancy in the residence halls until the Residence Life Health Form and Immunization Record have been received by SHS in their entirety.

Go to www.samford.edu/stuhealth to print the required forms.

Insurance

Accident and medical insurance are strongly recommended. Students who do not have out-of-network benefits, or who are not otherwise covered, may elect to subscribe to the Samford student group medical insurance plan at a modest cost. Information brochures regarding benefits and limitation of this plan are available in the clinic and can be viewed from the SHS Web site at www.samford.edu/stuhealth.

The clinic does not process insurance claims of any kind. Upon request, SHS will provide the patient with ICD-9 and CPT codes pertaining to their date of service in order to facilitate the submission of a claim.

Emergencies and Serious Illness

The University is closely located to excellent local hospitals and acute-care facilities. In the event of a medical emergency, individuals should call 9-1-1 for assistance. Resident students may also contact a Residence Life staff member or Campus Safety for emergency needs during hours that SHS is closed.

There are no inpatient facilities available on campus and the University believes students with a serious illness or contagious disease are best served at home or in the hospital.

Student Involvement

Student involvement is an integral part of the Samford educational experience. The Office of Student Involvement staff assist students with planning, implementing, and evaluating entertaining and enriching programs that enhance the college experience by teaching new skills and building relationships. The Office of Student Involvement is responsible for the recognition and registration process of clubs and organizations, training advisors to organizations, advising the Student Government Association activities branch, leadership education, Greek life, and service projects.

Student involvement can be a rewarding component of each student's education. Through participation in student activities and organizations, students can:

- complement their curriculum with out-of-class related experiences
- develop relationships among students with similar interests
- develop mentoring relationships with faculty and staff
- learn and practice life skills such as decision-making, planning, and problem-solving

Theatre

The Samford University Theatre (SUT) offers opportunities for students to be involved in stage productions, backstage and in the audience. Auditions are open for four main stage productions each year, and students have the opportunity to create workshop and experimental plays in a Second Season series. SUT ambitiously tackles plays from every major period in a wide variety of styles, while being dedicated to quality training in a Christian environment.

University Ministries

Growing in religious faith is one of the most significant experiences of college life. As a student at Samford, you will have the opportunity to develop a mature faith of your own, building on the beliefs you bring here. This development of your own adult faith will be stimulated at Samford in a number of ways.

University Ministries exists to encourage and equip persons to deepen spiritual maturity, sharpen theological integrity, clarify vocational identity, and embrace missional responsibility. Through worship, spiritual formation, and service, University Ministries strives to engage heart, soul, mind, and strength in the pursuit of knowing God and making Him known.

University Ministries Staff

Minister to the University	Matt Kerlin
Minister to Students, Campus & Community Involvement	April Robinson
Minister to Students, Global Involvement	Renee Pitts
Coordinator of Spiritual Formation	Brian Pitts

Worship

Shiloh: A worship gathering. Every Tuesday at 7:00 p.m., you are invited to a time of reflection, prayer, teaching, and communion in Hodges Chapel.

Seasonal Services: Hanging of the Green, Ash Wednesday, Maundy Thursday, and Prayer for the Persecuted Church are a few of the special services offered on campus throughout the year.

Student Ministries Choir (SMC): This 80-voice, student-led choir shares the powerful story of God's love through music in area churches, at youth events, and on tour. Auditions are held at the beginning of each semester.

GRACE: This interpretative dance group uses creative movement to enhance worship in settings on campus and in the community.

Word Players: This creative ministry team uses both comic and dramatic skits, mime, and testimony to present the Gospel to audiences of all ages. Auditions for this team are held at the beginning of each semester.

In His Hands: Through the use of creative sign language and song, this group ministers in the community and local churches to people of all ages.

Son Reflectors: Students use miming and clowning to creatively minister in various contexts including churches, retirement homes, and children's ministries.

Spiritual Formation

Life Groups: These groups are dedicated to helping students explore and develop their faith. Topics and meeting times vary each semester.

Freshman Ministries: Small groups and special events provide opportunities to build relationships and spiritual support during the first semester of transition into the college lifestyle.

Imago Dei Groups: These groups provide a context in which women can explore what it means to be "created in the image of God." Using the Bible as well as other sources from the media, psychology, and cultural studies, we examine the messages we receive about being a woman and how those messages affect body image, role expectations, and what it means to be a Christian.

Vocare: Latin for "call," Vocare is an overnight retreat designed to help equip students with tools to discern their vocational calling. This retreat focuses on gaining a greater understanding of vocation through scripture, shared stories, common readings, and small group discussion.

Cadres: These small groups are lead by faculty/staff during the chapel hour for the purpose of theological discussion and spiritual formation.

Breathe: This spiritual formation retreat is intended to create a space in the lives of students for the purpose of reflection, rest, and resolve in the serious call to a life of discipleship. Join us this fall!

Fellowship of Christian Athletes: Through worship, Bible studies, and fellowship, the love of Christ is shared among Samford athletes.

Global Involvement

Summer Missions: Summer Missions provides the opportunity to expand your worldview, put your faith into practice, and learn something new about yourself and God.

Missions Scholarship Program: Each year, Student Ministries raises a substantial amount of money for the specific purpose of helping student missionaries. In order to distribute these resources to students, we have established a scholarship program in which any student preparing for a summer mission project can submit a request for missions funding assistance.

Global Christian Fellowship: Students meet monthly to host special guests who will address a variety of mission-related topics. This group is for anyone interested in missions, whether short-term or vocational. We welcome anyone seeking to become a global Christian.

Global Missions Emphasis: This week is set aside to educate and inspire students in the area of global missions. We hope to raise awareness about what God is doing around the world and how students can become involved in missions, both during and after their college experience.

Mu Kappa: "By MK's for MK's," for the purpose of meeting the needs of Missionary Kids and international students.

Community Involvement

Spring Break Missions: Spend Spring Break ministering to children, planting churches, painting houses, working at a food bank, or feeding the homeless. Whatever the details of the trip, the purpose will always be to share the love of Christ.

BRICK: Building Relationships, Integrity, Character, and Knowledge through tutoring and ministry to children in downtown Birmingham.

Family Court/Juvenile Detention Ministry: Listening, answering questions about God, playing basketball or a game of cards are all important elements of this ministry to juvenile offenders. The group meets Wednesdays at 6:00 p.m.

Habitat for Humanity: Students meet on designated Saturdays to build houses in an effort to reduce substandard housing in the Birmingham area.

Perry County Initiative: Students, faculty, and staff investing in the people and organizations of Perry County in pursuit of community and justice.

SMILE (Student Ministries Involved in the Lives of the Elderly):

Students visit with residents in nursing homes and retirement communities and provide various programs including, music, drama, games, etc.

Ville Crew: Inner City children wait expectantly every Saturday morning for this group of students who come to play with them and to share the love of Christ through music, Bible stories, and one-on-one relationships.

SNAP: A ministry to Special Needs Adult Persons through organizations such as the Exceptional Foundation.

Young Life: If you are interested in ministry with junior high or high school students, this is a wonderful opportunity in the Birmingham area! Young Life focuses on sharing Christ with adolescents and helping them to grow in their faith.

Urban Missions Emphasis: This week focuses on the needs and opportunities available in the area of urban ministry. This week highlights issues facing the inner city and ways that students can respond.

Social Justice

Alabama Citizens for Constitutional Reform (ACCR): Join other Alabamians in the work to create a better future for themselves and their state through efforts to get a new state constitution drafted.

Restoring Eden: Students positively impact the community by raising awareness of environmental issues and by rallying efforts for recycling on campus. We are all called to be good stewards of God's creation, and this group leads by example.

Bread for the World: A nationwide Christian movement that seeks justice for the world's hungry people by lobbying our nation's decision makers. Students learn and practice effective advocacy strategies like writing letters, calling and visiting their members of Congress.

Global Women: Students work to educate others on issues effecting women in developing countries, and provide opportunities to respond with justice and compassion.

International Justice Mission (IJM): IJM Campus Charters empower students to use their faith, talents, and abilities to support the fight against injustice through education, prayer, and fundraising.

Leadership

Council: This team of students organizes and facilitates the various areas of ministry within the Student Ministries structure. Application for this leadership team is held during the spring semester.

Committees: Students may volunteer to serve in any area of Student Ministries. Visit www.samford.edu/stumin for details on how to get involved.

Convocation

The purpose of Convocation is to nurture students in faith, learning, and values from a distinctly Christian perspective. Students are made aware of the Christian worldview and are encouraged to develop sympathy with the Christian mission in the world. Students are provided with opportunities to grow toward spiritual maturity. Convocation events help to cultivate the climate within which transcendent and teachable moments can occur in both formal and informal contexts at Samford.

Convocation offers nurture on an individual level, a corporate level, and a confessional level. First, Convocation provides activities that challenge persons to grow toward Christian maturity. Second, Convocation encourages persons to contribute to the Christian ethos of the University community. Third, Convocation is a formal means by which we – the University – can be who we say we are: a community committed to faith, learning, and values rooted in a Christian worldview.

Students must acquire convocation credits, which are applied to their student record. An entering freshman must acquire 64 credits in order to graduate. For transfers, the number of credits required is prorated. Credits can be earned by participating in any approved events that fall into one of the four tracks that are described in the Convocation brochure which each student receives at the beginning of the semester. The four tracks are University Chapel, Lectures/Dialogues, Cultural Arts Programs, and Convocation Cadres.

Howard College of Arts and Sciences



Administration

David W. Chapman, Dean
Rosemary M. Fisk, Associate Dean
George E.P. Keller, Assistant Dean

History

John Howard, for whom Howard College was named, was an eighteenth 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 visual arts, the humanities, the social sciences, or the natural sciences. With seventeen 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 arts and 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 College offers programs that meet the requirements for the bachelor of arts and bachelor of science degrees. A master's degree is offered in environmental management (see Department of Biology).

Teacher Certification

Students who want to receive teacher certification while earning a bachelor of arts degree or bachelor of science degree should consult with the Certification Officer and Advisor in the Orlean Bullard Beeson School of Education and Professional Studies (OBB 322).

Accreditation

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

Departments

	Page
Core Curriculum and General Education Requirements	.60
Art	.61
Biology	.64
Chemistry	.72
Classics	.74
Communication Studies	.76
English	.79
Geography	.81
History	.83
Journalism and Mass Communication	.88
Mathematics and Computer Science	.90
Philosophy	.94
Physics	.96
Political Science	.99
Psychology	.102
Religion	.105
Sociology	.108
World Languages and Cultures	.110

University Core and General Education Curriculum Requirements

Core Faculty

Nancy Biggio, Assistant Professor
R. Kenneth Kirby, Assistant Professor
W. Jason Wallace, Assistant Professor
Kathy C. Parnell, Instructor
Lynette M. Sandley, Instructor

All students in the Howard College of Arts and Sciences will complete the University Core Curriculum (22 credits). Additional courses in general education are also required to provide the foundation for the more specialized courses in the major. In some cases the particular course required to satisfy a general education requirement is specified by the major. Students should consult the section of the catalog that describes the major under consideration to learn about these special requirements.

UCBP 101 Biblical Perspectives (4)

Examination of historical context and religious teachings of Hebrew and Christian Scriptures. Cultivation of critical competencies necessary for the academic study of traditional texts. Course objectives include an understanding of the historical context in which the Bible took shape; appreciation of the development of religious thought within the biblical period; examination of how biblical teachings have been and are interpreted and applied; and study of the Bible, using a variety of modern critical methods.

UCCA 101 Communication Arts I (4)

Introductory course in communication, emphasizing guided practice in speaking, listening, reading, and writing. Students gain proficiency in the use of library resources and in foundational computing skills. Students must write a minimum of four essays that are revised through multiple drafts and carefully edited before submission. They also must make at least three oral presentations during the course. Students must pass this course with a grade of C- or better to advance to UCCA 102.

UCCA 102 Communication Arts II (4)

Continuation of UCCA 101 with additional guided practice in speaking, listening, reading, and writing. Special emphasis placed on research-based writing and argumentation. Students must write a minimum of four essays that are revised through multiple drafts and carefully edited before submission. They also must make at least three oral presentations during the course. Prereq: Grade of C- or better in UCCA 101. Students must pass this course with a grade of C- or better.

UCCP 101 Cultural Perspectives I (4)

First in a two-semester sequence that examines the Western intellectual tradition within a global context. Through interdisciplinary study, students increase their awareness of the cultural, historical, literary, philosophical, and religious influences upon the development of civilizations.

UCCP 102 Cultural Perspectives II (4)

Second in a two-semester sequence that examines the Western intellectual tradition within a global context. Through interdisciplinary study, students increase their awareness of the cultural, historical, literary, philosophical, and religious influences upon the development of civilizations.

UCFH 120 Concepts of Fitness and Health (2)

Physical fitness course, with emphasis on exercises that develop cardiorespiratory, muscular, and flexibility fitness. All aspects of fitness, such as principles of aerobic fitness, nutrition, flexibility, strength training, common fitness injuries, and weight control and body composition are discussed and applied.

NOTES: 1) Core curriculum requirements cannot be met through transient enrollment; 2) Placement into UCCA 102, bypassing the requirement to complete UCCA 101, does not exempt students from the minimum number of hours required for their chosen degree program (usually 128). These students may need to complete an additional four hours of a General Elective.

General Education Required Courses		Course Credits	Total Required Credits
Natural & Computational Sciences (select two courses)			8
BIOL 105	Principles of Biology	4	
BIOL 107	Contemporary Biology	4	
BIOL 110	Human Biology	4	
BIOL 111	Animal Biology	4	
BIOL 112	Plant Biology	4	
CHEM 108	General, Organic, & Biological Chemistry	4	
CHEM 203	General Chemistry I	4	
CHEM 204	General Chemistry II	4	
COSC 107	Introduction to Computer Science	4	
GEOG 214	Physical Geography	4	
IDSC 201	Scientific Methods*	4	
PHYS 100	Physics for Society	4	
PHYS 101	General Physics I	4	
PHYS 102	General Physics II	4	
PHYS 150	Introduction to Astronomy	4	
PHYS 203	Physics I	5	
PHYS 204	Physics II	5	
PHYS 206	Sound and Music	4	
Social Science (select one course outside your major)			4
COMS 205	Intercultural Communication	4	
ECON 201	Principles of Macroeconomics	4	
GEOG 101	World Regional Geography	4	
JMC 200	Mass Communication & Society	4	
LOND 360	Modern Britain	4	
POLS 200	Introduction to Political Science	4	
PSYC 101	General Psychology	4	
SOCI 100	Introduction to Sociology	4	
Mathematics (select one course)			4
MATH 110	Contemporary Mathematics	4	
MATH 150	Precalculus	4	
MATH 210	Elementary Statistics	4	
MATH 240	Calculus I	4	
Any other math course above 240 for students who demonstrate competency at the Calculus I level.		4	
Languages** For students without language proficiency, the normal sequence is:			4-16
FREN, GER, GREK, LATN, or SPAN 101		4	
FREN, GER, GREK, LATN, or SPAN 102		4	
FREN, GER, GREK, LATN, or SPAN 201		4	
FREN, GER, GREK, LATN, or SPAN 202		4	
Fine Arts (select two courses)‡			4
ART 200	Art Appreciation†	2	
MUSC 200	Music Appreciation††	2	
THEA 200	Theatre Appreciation†††	2	
Humanities (select one course outside your major)			4
CLAS 200	Rediscovery of the Classical World	4	
ENGL 205	Fiction and Film	4	
HIST 200	The West in Global Perspective	4	
LAST 201	Latin American Studies	4	
PHIL 241	Introduction to Philosophy	4	
RELG 200	Christian Ethics	4	
RELG 201	Introduction to World Religions	4	
RELG 221	Christian Theology	4	
Physical Activity***			2
Total Required Credits			30-42

*IDSC 201 Scientific Methods (4) Scientific approach to understanding the physical universe through an investigation of representative topics in physics, chemistry, and biology, paying particular attention to the sources of scientific information both for scientists and society. Interdisciplinary course taught by faculty in biology, chemistry, and physics. Meets general education requirement for natural and computational sciences. LEC 4. Prereq: Grade of C- or better in UCCA 102.

** Students with a higher level of proficiency may begin with the 201-202 sequence. An accelerated one-semester course is available in French and Spanish (FREN 203, SPAN 203). Arabic, Chinese, Hindi, Italian, Japanese, Portuguese, Russian, Swahili, and Thai are also available through the Critical Languages Program. For further details see the World Languages and Cultures section.

*** Select two different one-credit, fitness-based activity courses. If PHED 138 Water Safety Instructor Course (2) is passed, the successful completion of UCFH 120 will fulfill the student's physical activity requirement.

NOTE: Study Abroad courses in London and other international settings may meet the general education requirements for humanities, social science, and natural and computational sciences, subject to prior approval by the department chair of the course equivalent.

‡LOND 202 satisfies the Fine Arts requirement.
†ART 381W, 382W, 383W, or LOND 201 may be substituted for ART 200.
††LOND 201 may be substituted for MUSC 200.
†††THEA 331W or LOND 200 may be substituted for THEA 200.

Art

Faculty

Robin D. Snyder, Acting Chair, Assistant Professor
 Richard R. Dendy, Professor
 Lowell C. Vann, Professor
 Scott Fisk, Assistant Professor

Undergraduate Programs and Requirements

Majors

Fine Arts
 Fine Arts with a Concentration in Graphic Design

Minor

Art

The Department of Art offers majors in fine arts and in fine arts with a concentration in graphic design leading to either a bachelor of arts (if a world language is taken) or a bachelor of science (no world language requirement). The department also offers a minor in art.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements on the previous page for a list of required and applicable courses. Students may fulfill the general education fine arts requirement by taking ART 200 (Art Appreciation) or an art history course (ART 381W, 382W, or 383W) if one of these better meets a need or interest. An art history course can apply towards both the general education and major requirements in fine arts programs. However, students may need to complete an additional course to meet the 128 total minimum credits required for a bachelor's degree. For students pursuing a bachelor of science, there is no world language requirement.

Fine Arts Major (Bachelor of Arts)

Fine Arts Major for a Bachelor of Arts Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		28-42
Natural and Computational Sciences		8
Social Sciences		4
Mathematics		4
World Languages		4-16
Fine Arts*		2-4
Humanities		4
Physical Activity		2
Fine Arts Major:		42-45
Fine Arts		8
ART 101 Structure I	4	
ART 102 Structure II	4	
Drawing (select two courses)		6
ART 221 Drawing I	3	
ART 322 Drawing II	3	
ART 323 Drawing III	3	
Painting (select two courses)		6
ART 231 Painting I	3	
ART 232 Painting II	3	
ART 333 Painting III	3	
ART 334 Painting IV	3	
Art History (select two courses)		8
ART 381W Art History I	4	
ART 382W Art History II	4	
ART 383W Art History III	4	
ART 450 Senior Portfolio		3-6
Art Electives (in consultation with advisor)		11
General Electives		19-36
Total Required Credits		128

Fine Arts Major (Bachelor of Science)

Fine Arts Major for a Bachelor of Science Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		24-26
Natural and Computational Sciences		8
Social Sciences		4
Mathematics		4
Fine Arts*		2-4
Humanities		4
Physical Activity		2
Fine Arts Major:		42-45
(See Fine Arts Major for a Bachelor of Arts table for major requirements)		
General Electives		35-40
Total Required Credits		128

Fine Arts Major with a Concentration in Graphic Design (B.S.)

Fine Arts Major with a Concentration in Graphic Design for a Bachelor of Science Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		24-26
Natural and Computational Sciences		8
Social Sciences		4
Mathematics		4
Fine Arts*		2-4
Humanities		4
Physical Activity		2
Fine Arts Major-Graphic Design Concentration:		81-82
Fine Arts - Basic Courses		32
ART 101 Structure I	4	
ART 102 Structure II	4	
ART 221 Drawing I	3	
ART 322 Drawing II	3	
ART 323 Drawing III	3	
ART 231 Painting I	3	
ART 381W Art History I	4	
ART 382W Art History II	4	
ART 383W Art History III	4	
Graphic Design and Concepts - Advanced Courses		29-30
ART 250 Graphic Production	3	
ART 255 Lettering and Typography	3	
ART 257 Introduction to Computer Graphics	3	
ART 351 Advanced Computer Graphic Design	3	
ART 352 History & Application of Graphic Design	3	
ART 353 Advertising: Graphic Design	3	
ART 354 Publication: Graphic Design	3	
ART 455 Externship/Independent Study	2-3	
ART 458 Computer Multimedia	3	
ART 459 Senior Portfolio - Graphic Design	3	
Art Electives (in consultation with advisor)		20
Total Required Credits		128-130

*Students can use art history (ART 381, 382, 383) to count towards the general education fine arts requirement as well as for their major. However, they may need to complete an additional course to meet the 128 total credits required for this program.

Fine Arts Major with a Concentration in Graphic Design (B.A.)

Fine Arts with a Concentration in Graphic Design for a Bachelor of Arts Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		28-42
Natural and Computational Sciences		8
Social Sciences		4
Mathematics		4
World Languages		4-16
Fine Arts		2-4
Humanities		4
Physical Activity		2
Fine Arts Major-Graphic Design Concentration:		81-82
(See Fine Arts Major w/a Concentration in Graphic Design Bachelor of Science table for major requirements)		
Total Required Credits		131-146

Art Minor

Art Minor Required Courses	Course Credits	Total Required Credits
Art Core		18
Two structure courses (ART 101 & 102)	8	
One drawing course (ART 221, 322, or 323)	3	
One painting course (ART 231, 232, 333, or 334)	3	
One art history course (ART 381W, 382W, or 383W)	4	
Art Electives (minimum)		5
Total Required Credits		23

Courses

ART 101 Structure I (4)

Study of the elements of design through introduction to art materials and processes with art principles as a basis. Emphasis placed on a series of problem-solving projects and experimental 2-D studio work, primarily in black and white. Should be taken with ART 221. Offered: Fall.

ART 102 Structure II (4)

Study of the elements of design transitioning from 2-D to 3-D. Emphasis placed on a series of problem-solving projects dealing with both 2-D and 3-D concepts that explore design elements and principles in black and white and color. Prereq: ART 101. Should be taken with ART 231. Offered: Spring.

ART 200 Art Appreciation (2)

Survey of artistic terms, methods, and philosophy, including recognition of styles in periods of art history, and development of aesthetic experiences that better prepare students for living in society. Satisfies two credits of the general education fine arts requirement for most majors.

ART 206 School Art (2)

Study of the materials used in elementary school art and the essentials of a qualitative art program.

ART 221 Drawing I (3)

Exploration of a variety of drawing media - pencil, charcoal, conte crayon, and ink – with emphasis on line, form, value, texture, and space. No previous experience necessary. Art majors and minors should take this course in combination with ART 101. Offered: Fall.

ART 231 Painting I (3)

Study of various techniques for the use of acrylic paints, polymer, gesso, etc., combined with the study of the elements of design. Prereqs: ART 101 and ART 221. Offered: Fall.

ART 232 Painting II (3)

Study of various techniques for the use of watercolor combined with the study of the elements of design. Prereqs: ART 101, 102, 221, and 231. Offered: Fall.

ART 240 Ceramics (3)

Study of various forming methods and cycles of ceramic production for the creation of pottery and other clay applications. Offered: Fall and Spring.

ART 250 Graphic Production (3)

Introduction to production theory and application which serve as the basis for all future design skills. Development of skills and creative processes necessary for mass production of print materials, incorporating traditional hand production (for theoretical insight) as well as the use of various imaging and page layout software. Prereq: ART 102. Offered: Fall, in conjunction with ART 257.

ART 255 Lettering and Typography (3)

Exploration of techniques, tools, methods of typographic expression, and symbols and communicative skills of the printed letter or word, with emphasis on design and type. Offered: Spring.

ART 256 Basic Photography (3)

Introduction to a basic knowledge of photography as a medium of expression. Includes the history of photography, working knowledge of 35mm cameras, and basic darkroom printing techniques in black and white. The course approaches photography as an art form and not merely as a technical means to preserve images. Offered: Fall and Spring.

ART 257 Introduction to Computer Graphics (3)

Application of design principles through computer software and media. Introduction to hardware and system interface as well as to foundation software for page layout, vector-based imaging, and bitmap imaging. Prereq: ART 102. Offered: Fall, in conjunction with ART 250.

ART 260 Printmaking I (3)

Introduction to printmaking, including the processes of silk screen and wood cuts. Offered: Spring.

ART 261 Letterpress Printmaking (3)

Use of the letterpress printmaking process to create projects with graphic design content. Historic overview of letterpress printmaking from 1450 to the present. Prereqs: ART 250 and ART 251. Offered: Jan Term.

ART 270 Sculpture I (3)

Study of the history of sculpture, including experimentation with basic sculpture materials, using clay, wood, and plaster.

ART 301 Art Appreciation (3)

Study of artistic terms, methods, and philosophy, including recognition of styles in periods of art history, and development of aesthetic experiences that better prepare students for living in society. Because of additional coursework, class time, and art works, this course, offered only during Jan Term, is much more intensive than a comparable course offered during a regular semester. Satisfies three credits of the general education fine arts requirement for most majors. Offered: Jan Term.

ART 322 Drawing II (3)

Analysis and rendering of line, form, value, and tone, with special emphasis on personal style, still life, and nature in single and mixed media. Prereq: ART 221.

ART 323 Drawing III (3)

Drawing from human models. Prereq: ART 221.

ART 333 and 334 Painting III and IV (3 each course)

Development of individual work in painting through practice and criticism as the student searches for personal style and expression. Offered: Fall (333); Jan Term (334).

ART 340 Advanced Ceramics (3)

Continued study and use of the basics learned in Ceramics, with emphasis placed on wheel throwing, glazing, and firing. Prereq: ART 240. Offered: Fall and Spring.

ART 351 Advanced Computer Graphics (3)

Application of design principles through advanced computer software and media. Review of vector and bitmap imaging software and introduction to Web-specific imaging and Web-production software. Prereqs: ART 250 and ART 257. Offered: Spring.

ART 352 History and Application of Graphic Design (3)

Study and application of design from its origins to contemporary design. Includes portfolio design projects with consideration of specific periods, styles, and subjects. Prereqs: ART 250 and ART 257. Offered: Spring.

ART 353 Graphic Design: Advertising (3)

Introduction to marketing and advertising strategy and practice, and application of that strategy through visual design. Includes corporate identity development and collateral materials, print and television advertising, direct mail, and advertising/marketing planning. Prereqs: ART 250 and ART 257. Offered: Spring.

ART 354 Graphic Design: Publication (3)

In-depth study of page layout, grid system, and design sequence through development of a publication. Includes corporate identity development and direct mail. Emphasis placed on development of a cohesive design which can embrace diversity of content while presenting continuity of form. Prereqs: ART 250 and ART 257. Offered: Fall.

ART 356 Illustration (3)

Introduction to editorial and advertising illustration, primarily through traditional methods and media. Examination of creative process, design principles, and the discipline of illustration as a profession. Prereqs: ART 102 and ART 231. Offered: Fall.

ART 358 Photodesign (3)

Study and practice of photography as a vital part of graphic design. Photography-driven projects explore both location and studio techniques through digital imaging. Access to a digital camera capable of manual override is required. Limited access to a camera may be provided by the art department. Prereq: ART 250 and 257. Offered: Spring.

ART 360 Printmaking II (3)

Continued exploration of printmaking, including techniques of etching. Builds upon foundational work in Printmaking I (ART 260). Offered: Spring.

ART 380 History of Fashion and Costume (4)

Study of historical clothing as dress and stage costuming, from primitive apparel to present fashion. Co-listed as ART 380. Offered: Jan Term, on rotation, in London.

ART 381W History and Theory of Art, Architecture, and Design I (4)

Study of art, architecture, graphics, and interior design from prehistory to the Gothic Age, including their place in cultural, social, political, economic, and religious settings. Offered: On rotation.

ART 382W History and Theory of Art, Architecture, and Design II (4)

Study of art, architecture, graphics, and interior design from late Gothic to Neoclassicism and Romanticism including their place in cultural, social, political, economic, and religious settings. Offered: On rotation.

ART 383W History and Theory of Art, Architecture, and Design III (4)

Study of art, architecture, graphics, and interior design from Realism to the present time, including their place in cultural, economic, social, political, and religious settings. Offered: On rotation.

ART 390 Multimedia (3)

Exploration of experimental and mixed watercolor techniques, including unusual ways of using watercolor to create texture and form. Offered: Jan Term.

ART 401 Workshop I (1)

Independent study in any media for advanced art students. Content to be decided in consultation between student and supervising faculty member.

ART 402 Workshop II (2)

Independent study in any media for advanced art students. Content to be decided in consultation between student and supervising faculty member.

ART 403 Workshop III (3)

Independent study in any media for advanced art students. Content to be decided in consultation between student and supervising faculty member.

ART 450 Senior Portfolio (3-6)

Final portfolio, under supervision of the faculty, for senior art students, with periodic evaluation by professionals. The advanced nature of these assignments is designed to produce portfolio examples for job-hunting or graduate school.

ART 451 Motion Graphics (3)

Introduction to digital video production. Objectives include how to use a Macintosh computer as a video editing and creation tool, and exploration of lighting, camera technique, and video effects.

ART 455 Externship and Independent Study (2-3)

Opportunity for advanced students to gain valuable work experience for credit as they near completion of their collegiate experience. Several internships with local businesses are available. Co-req: ART 494.

ART 456 Advanced Illustration (3)

Study of contemporary image making through vector and bitmap applications. Traditional media and processes are reviewed and practiced where appropriate. Examination of creative process, design principles, and the discipline of illustration as a profession. Prereqs: ART 102, 231, and 257. Offered: Spring.

ART 458 Computer Multimedia (3)

Introduction to computer multimedia. Objectives include how to create CD-ROMs, DVDs, and Internet sites using sound, movement, and interactivity cohesively.

ART 459 Senior Portfolio-Graphic Design (3)

Directed study of an individually determined subject, intended to be the focus of the undergraduate portfolio. Final design course taken prior to graduation. Prereq: ART 250, 257, 352, 353, 354, 455, and 458. Offered: Fall and Spring.

ART 480W Art History Independent Study (3)

Independent study and/or selected research in an area of art history that is of particular interest or has a personal application to the student's field of study.

ART 494 Internship Summer/Jan Term (1)

Independent study in which the student gains practical experience while working in an art/graphic design-related business. Grading is pass/fail. Co-requisite: ART 455. Offered: Summer and Jan Term.

Biology

Faculty

Ronald N. Hunsinger, Chair, Professor
 Paul D. Blanchard, Professor
 Lawrence J. Davenport, Professor
 Ronald L. Jenkins, Professor
 Ellen W. McLaughlin, Professor
 Robert A. Stiles, Professor
 George E. Keller, Associate Professor
 Elizabeth G. Dobbins, Assistant Professor
 Jason L. Heaton, Instructor
 Marione E. Nance, Instructor

Undergraduate Programs and Requirements

Majors

Biology
 Biology with an Emphasis in Marine Science
 Environmental Science

Minors

Biology
 Marine Science

Interdisciplinary Concentrations

Biochemistry
 Environmental Science/Geographic Information Systems (EGIS)

The Department of Biology offers majors in biology, biology with an emphasis in marine science, and environmental science. Interdisciplinary concentrations are offered in biochemistry and environmental science/geographic information systems (EGIS).

The Department of Biology and the Department of Chemistry jointly offer an interdisciplinary concentration in biochemistry. Students receive a thorough foundation in general biology and chemistry prior to extensive studies in cellular biology, molecular biology, biochemistry, and an emphasis in research and laboratory methodology.

All majors and interdisciplinary concentrations lead to a bachelor of science degree. Preparation is provided for professional programs in the allied health sciences. Minors are offered in biology and marine science.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. ECON 201 (Principles of Macroeconomics) is the general education social science requirement for the EGIS concentration.

Biology Minor

Biology Minor Required Courses	Course Credits	Total Required Credits
Biology Core*		12
BIOL 105 Principles of Biology	4	
BIOL 111 Animal Biology	4	
BIOL 112 Plant Biology	4	
Biology Electives (Select two upper-level courses, excluding BIOL 438W, 439, 440, and 441)		8
Total Required Credits		20

*BIOL 203 and 204 may substitute for BIOL 105, 111, and 112; however, 20 credits are needed to satisfy the minor in biology.

Biology Major

Students majoring in biology are offered the flexibility to design their own program. Students may emphasize the science of the environment, plant and animal diversity, animal physiology, microbiology, or cell-molecular biology. This flexibility allows students to prepare for a variety of graduate and professional programs.

Biology Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		38-56
Natural and Computational Sciences:		16-22
Chemistry (Select three courses.)*	12	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
CHEM 350 Biochemistry I	4	
Physics (choose one option)	4-10	
PHYS 100 Physics for Society (4, min. req.) <i>or</i> PHYS 101 <i>or</i> 101-102 General Physics I and II (4-8) <i>or</i> PHYS 203 <i>or</i> 203-204 Physics I and II (5-10)		
Social Sciences		4
Mathematics		4
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Biology Major:		36
Biology Core**		20
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 326 Environmental Science	4	
BIOL 333 Genetics	4	
BIOL 438W Biology Seminar (enroll during senior yr)	4	
Biology Electives***		16
General Electives		14-32
Total Required Credits		128

* Selection should be made with the help of an academic advisor.

** BIOL 105, 111, and 112 may substitute for BIOL 203 and 204.

*** The requirement excludes externships (BIOL 361) and independent research (BIOL 439, 440, and 441). The Major Field Achievement Test (MFT) in Biology is a requirement for graduation.

Marine Science Minor

Marine Science Minor Required Courses	Course Credits	Total Required Credits
Marine Science*		20
MARS 403 Marine Invertebrate Zoology	4	
MARS 411 Marine Vertebrate Zoology	4	
MARS 412 Marine Botany	4	
MARS 436 Marine Ecology	4	
MARS or BIOL upper-level course	4	
Total Required Credits		20

*BIOL 105, 111, and 112, or BIOL 203 and 204 are prerequisites for the marine science courses.

Biology Major with an Emphasis in Marine Science

Students pursuing this program must complete a minimum of one semester or two five-week summer terms at the Dauphin Island Sea Lab located on Dauphin Island in Mobile Bay. The Sea Lab is operated by the Marine Environmental Science Consortium of which Samford is an active member. At least one year (preferably more) of biology is required before any upper-level course in marine science may be taken. Alternately, a student may complete the necessary marine biology courses to satisfy a minor in marine science.

Biology Major with an Emphasis in Marine Science Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		46-60
Natural and Computational Sciences:		20-22
Chemistry	12	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
Physics (choose one combination)	8-10	
PHYS 101-102 General Physics I and II (8) <i>or</i> PHYS 203-204 Physics I and II (10)		
Social Sciences		4
Mathematics		8
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Biology Major-Marine Science Emphasis:		36
Biology	20	
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 333 Genetics	4	
BIOL 438W Seminar	4	
Biology Elective	4	
Marine Science*		16
MARS 403 Marine Invertebrate Zoology	4	
MARS 411 Marine Vertebrate Zoology	4	
MARS 412 Marine Botany	4	
MARS 436 Marine Ecology	4	
General Electives		10-24
Total Required Credits		128

*Substitutions of other marine science courses must be approved by program director.

Environmental Science Major

Environmental Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		58-70
Natural and Computational Sciences:		32
Chemistry	20	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 325 Quantitative Analysis	4	
CHEM 340W Chemical Instrumentation	4	
Geography	4	
GEOG 214 Physical Geography	4	
Physics	8	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences		4
Mathematics		8
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Environmental Science Major:		44
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 302 Mammalian Physiology	4	
BIOL 325 General Microbiology	4	
BIOL 326 Environmental Science	4	
BIOL 333 Genetics	4	
BIOL 403 Invertebrate Field Zoology	4	
BIOL 416 Vertebrate Field Zoology	4	
BIOL 422 Plant Taxonomy and Local Flora	4	
BIOL 438W Biology Seminar	4	
BIOL 436 Ecology	4	
General Electives		0-8
Total Required Credits		132-136

EGIS Interdisciplinary Concentration

The EGIS interdisciplinary concentration is offered jointly by the departments of Biology and Geography with use of the Rust International GIS Laboratory. Students uniquely combine the fields of environmental and field biology with the technical fields of remote sensing, computer mapping, and GIS. University Core Curriculum and General Education Requirements are the same as the geography major with one exception: ECON 201 is the social science requirement for EGIS.

EGIS Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		42-54
Natural and Computational Sciences:		16
Chemistry	12	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
Physics	4	
PHYS 100 Physics for Society	4	
Social Sciences		4
ECON 201 Principles of Macroeconomics	4	
Mathematics		8
MATH 110 Contemporary Math	4	
MATH 210 Elementary Statistics	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
EGIS Interdisciplinary Concentration:		60
Biology		36
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 325 General Microbiology	4	
BIOL 326 Environmental Science <i>or</i>	4	
BIOL 436 Ecology		
BIOL 333 Genetics	4	
BIOL 403 Invertebrate Field Zoology	4	
BIOL 416 Vertebrate Field Zoology	4	
BIOL 422 Plant Taxonomy and Local Flora	4	
BIOL 438W Biology Seminar	4	
Geography		24
GEOG 214 Physical Geography	4	
GEOG 216 GIS I: Digital Mapping	4	
GEOG 270 GIS II: Spatial Analysis	4	
GEOG 300 Remote Sensing	4	
GEOG 371 Multimedia Cartography	4	
GEOG 405 GIS Project Management	4	
General Electives		0-4
Total Required Credits		128-136

Biochemistry Interdisciplinary Concentration

Biochemistry Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32-44
Natural and Computational Sciences		10
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
Social Sciences		4
Mathematics		4
MATH 240 Calculus I	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Biochemistry Interdisciplinary Concentration:		48
Biology		16
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 333 Genetics	4	
BIOL 405W Cell and Molecular Biology	4	
Chemistry		28
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
CHEM 350 Biochemistry I	4	
CHEM 360W Biochemistry II	4	
CHEM 460 Senior Seminar	4	
Mathematics		4
MATH 260 Calculus II	4	
General Electives		14-26
Total Required Credits		128

Undergraduate Courses

BIOLOGY

IDSC 201 Scientific Methods (4)

Scientific approach to understanding the physical universe through an investigation of representative topics in physics, chemistry, and biology, paying particular attention to the sources of scientific information both for scientists and society. Interdisciplinary course taught by faculty in biology, chemistry, and physics. Meets general education requirement for natural and computational sciences. LEC 4. Prereq: Grade of C- or better in UCCA 102.

BIOL 105 Principles of Biology (4)

Study of the principles of life common to all living organisms. Topics include biological chemistry, cellular biology, inheritance, survey of animals and plants, and ecology. Designed for non-biology majors. Includes laboratory.

BIOL 107 Contemporary Biology (4)

Survey of contemporary biology, with emphasis on the interactions of humans with the biological world. Designed for non-biology majors. Includes laboratory.

BIOL 110 Human Biology (4)

Study of the biological principles of the human body from a human biology anatomical, physiological, and ecosociological perspective. Includes laboratory.

BIOL 111 Animal Biology (4)

Study of animal life from a cellular to organismal level with emphasis on animal taxonomy and environmental relationships. Includes laboratory.

BIOL 112 Plant Biology (4)

Study of the form, function, and classification of the plant kingdom. Includes laboratory. Offered: As needed.

BIOL 203 Foundations of Biology I (4)

Survey of cellular and subcellular biology, metabolism, physiology, genetics and the phylogeny, nomenclature, structure, and function of major animal taxa. Designed for biology and related majors. Includes laboratory.

BIOL 204 Foundations of Biology II (4)

Study of the phylogeny, nomenclature, structure, and function of plants, fungi, and algae in relation to the principles of ecology and natural selection. Designed for biology and related majors. Includes laboratory.

BIOL 205 Biology in Great Britain (4)

Survey of the contributions of the British to major concepts in biology such as DNA structure, natural selection, the experimental method, medicine, and biotechnology. Includes visits to museums of medicine and natural history, Kew Botanical Gardens, the London Zoo, Downe House of Kent, and other places of interest. Suitable for biology majors, minors, and interested non-majors. Offered: Jan Term, as needed.

BIOL 217 Principles of Human Anatomy (4)

Survey of microscopic and gross anatomy of the human body based upon animal dissection. Includes review of cell structure, tissue structure, and detailed anatomical studies of the human organ systems in a combined lecture and laboratory setting. Human cadaver prosection will be used to enhance anatomical demonstrations. Designed for students majoring in nursing, pre-pharmacy, physical education and sports medicine, allied health fields, or psychology. Students majoring in other areas must have special permission of the instructor.

BIOL 218 Principles of Human Physiology (4)

Introductory exploration of the basic physiology of the human body and the principles fundamental to normal and pathological functioning. Designed for students majoring in nursing, pre-pharmacy, physical education and sports medicine, allied health fields, or psychology. Students majoring in other areas must have special permission of the instructor. Lecture format.

BIOL 225 Microbiology for Allied Health Sciences (4)

Introduction to the study of microorganisms with special emphasis on their relation to human health and welfare. LEC 4, LAB 3. Prereq: One course in biology and CHEM 203.

BIOL 300W Mental Illness: A Biological Perspective (4)

Study of the history of neuroscience, its scope and definition, neuron function, basic brain anatomy, basic neurochemistry, and the biological aspects of the major psychiatric disorders. Prereq: One semester of biology. Offered: Jan Term.

BIOL 301 Mammalian Anatomy (4)

Anatomical and histological study of the mammalian and human organ systems. Human cadaver dissection will be used to enhance anatomical demonstrations. Strongly recommended for students intending to pursue a biomedical graduate program. Includes laboratory. Prereq: BIOL 203 and 204, or one year of biology with permission of department.

BIOL 302 Mammalian Physiology (4)

Study of the function of the mammalian and human organ systems. Each week consists of four hours of lecture, laboratory demonstrations, films, slides, and case studies with an emphasis on normal and pathological conditions and critical thinking. Strongly recommended for students intending to pursue a biomedical graduate program. Prereq: BIOL 203 and 204, or one year of biology with permission of department. May be taken concurrently with BIOL 301.

BIOL 303 Experimental Physiology (4)

Combined lecture/laboratory experience that provides a nucleus of experimental procedures and techniques of animal physiology. Includes several classical physiological laboratory exercises and an original investigative research project. Strongly recommended for students intending to pursue a biomedical graduate program and for students interested in the acquisition of small animal surgery and experimental techniques. Prereq: BIOL 301. Prereq or co-req: BIOL 302. Offered: Fall.

BIOL 306 Principles of Bioinformatics (4)

Interdisciplinary approach to science – biological and computational - to gain new insights into complex living systems. Methods developed in this discipline address outstanding questions in medicine, behavior, health, pharmacy, genetics, the environment, and other biologically related areas. Co-listed as COSC 306. Prereqs for all majors: BIOL 105, 110, or 203; or permission of the instructor. Additional prereqs for computer science majors: COSC 200 and COSC 210, with grades of C or better. Offered: As needed.

BIOL 311 Histology (4)

Study of the microscopic anatomy of the tissues and organs of vertebrate animals, particularly mammals. Strongly recommended for students seeking professional careers or graduate school. Includes laboratory. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Spring.

BIOL 314 Embryology (4)

Comparative study of the origin and development of vertebrate embryos, emphasizing developmental principles. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Fall.

BIOL 319 Island Ecology (4)

International travel course to tropical or subtropical island ecosystems (Belize or Andros Island, Bahamas). Focus on terrestrial and marine ecosystems and the impact of human culture and economy. Offered: Jan Term.

BIOL 324 Introduction to Toxicology (4)

Introduction to the scope and history of toxicology, providing basic information on home/workplace health and safety. Includes review of OSHA/EPA regulations relevant to the citizens' rights-to-know with respect to toxicants in their communities and work places. Designed for the nonscientist and especially for business, paralegal, and law enforcement majors. Includes laboratory. Prereq: Any 100-level biology course. Offered through Metro Programs only as MCB1 324.

BIOL 325 General Microbiology (4)

Study of the form and function of microbial organisms, especially bacteria, and of their relation to man. Restricted to biology majors. LEC 4, LAB 3. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Fall and Spring.

BIOL 326 Environmental Science (4)

Study of the relationship of humans to the environment on current environmental problems. Prereq: BIOL 203 and 204, or one year of biology with permission of department.

BIOL 327 Conservation Ecology (4)

Study of the basic principles of ecology which relate to the utilization and conservation of the earth's biological resources. Includes ecosystem dynamics, population ecology, wildlife and fisheries techniques, the economics of conservation, and issues relating to the protection of endangered species. Includes laboratory. Prereq: Any 100-level biology course. Offered through Metro Programs only as MCB1 327.

BIOL 333 Genetics (4)

Introductory study of the inheritance of similarities and variations in plants and animals with practical aspects as applied to man. Prereq: BIOL 203 and 204, or one year of biology with permission of department.

BIOL 334 Experimental Genetics (4)

Laboratory-based study of current genetic laboratory methodologies, including cytogenetics and karyotypic analysis, transmission analysis, DNA isolation and fragmentation, cloning, chromosome mapping, and fingerprinting. Prereq: BIOL 333. Offered: As needed.

BIOL 337 Infectious Diseases (4)

Detailed study of microbe-host interaction and the linkage of basic microbiology to clinical infectious diseases. Designed to extend and enhance the knowledge of prehealth professionals beyond the material covered in introductory or general microbiology courses. Prereq: BIOL 225 or BIOL 325. Offered: Jan Term.

BIOL 340 Amazon Rain Forest (4)

Field investigation of the Peruvian Amazon Rain Forest ecosystem. Emphasis on the complex relationship between tropical plants, vertebrate and invertebrate animals, and natives of the area. Offered: Jan Term.

BIOL 344 Principles of Immunology (4)

Study of the immune system and host defense strategies against microorganisms and tumors. Recommended for students planning a health-related clinical or research career. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Jan Term.

BIOL 361 Hospital Internship (4)

Supervised internship in a hospital setting, with exposure to various aspects of hospital operations. Grading is pass/fail only. Co-listed as CHEM 361. Offered: Jan Term only, with schedule arranged on an individual basis.

BIOL 402 Challenge to Sustainability: Conserving Kenya's Biodiversity (4)

Exploration of local, national, and international efforts to manage and conserve Kenya's biodiversity. Topics include the biogeography of Kenya, the people and history of Kenya, current issues in Kenyan conservation, and the role of sustainable development in the conservation of natural resources. Includes a 15-day safari to Kenya with visits and fieldwork at the Masai Mara Game Reserve, the Taita Discovery Center, and Tsavo National Park. Taught in Kenya. Co-listed as ENVM 528. Offered: Summer.

BIOL 403 Invertebrate Field Zoology (4)

Study of the classification, morphology, physiology, and natural history of invertebrate phyla. LEC, LAB. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Fall.

BIOL 405W Cell and Molecular Biology (4)

Study of the cell as it relates to the underlying structure and function of higher organisms. Emphasis given to human cell physiology, cytogenetics, and immunology. Lectures are supplemented by laboratory demonstrations, videos, slides, and case studies that require critical thinking. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Fall.

BIOL 406 Experimental Cell Biology (4)

Introduction to the science and methods of techniques used to study the cell and its functions in a lecture/laboratory-based course. Includes laboratory techniques used in microscopy, cell fractionation, protein purification, enzyme analysis, and DNA manipulation. Prereq: BIOL 405W.

BIOL 416 Vertebrate Field Zoology (4)

Field study of the classification and identification of the major groups of vertebrate animals. LEC, LAB. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Spring.

BIOL 422 Plant Taxonomy and Local Flora (4)

Study of the systems of plant classification, emphasizing recognition of local flora. LEC 2, LAB 4. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Spring.

BIOL 423 Medical Microbiology (4)

Survey of pathogenic microorganisms and their characteristics, diseases they cause, and clinical methods of control. Prereq: BIOL 325. Offered: Spring.

BIOL 425 Basic Pathology (4)

Study of the basic causes and mechanisms of cellular and organ dysfunction due to the influences of disease and chemical agents. LEC, LAB. Prereqs: BIOL 217 and BIOL 218, or BIOL 301 and BIOL 302, or permission of department. Offered: Spring.

BIOL 432 Internship in Environmental Science (4)

Supervised work experience in a local organization dealing with the environment. Offered: As needed.

BIOL 436 Ecology (4)

Study of the interactions of organisms in their environments with emphasis upon natural communities. The laboratory demonstrates basic techniques of ecological investigations by designing and carrying out field experiments, collecting and analyzing data, and drawing conclusions for scientific-quality publications. LEC, LAB. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Fall.

BIOL 438W Biology Seminar (4)

Biology capstone course which emphasizes critical thinking and scientific writing/speaking. Required of all biology majors during the senior year. Prereq: Math and chemistry requirements for a biology major.

BIOL 439 Research (1)

Independent, directed-field, or laboratory research. Research topics must be selected by the student and approved by the Independent Research Screening Committee before registration. This course will not satisfy any of the credits of upper-level biology electives required for a major in biology nor the laboratory science general education requirement. Prereq: Permission of a supervising biology professor and approved project proposal.

BIOL 440 Research (2)

Independent, directed field, or laboratory research. Research topics must be selected by the student and approved by the Independent Research Screening Committee before registration. This course will not satisfy any of the credits of upper-level biology electives required for a major in biology nor the laboratory science general education requirement. Prereq: Permission of a supervising biology professor and approved project proposal.

BIOL 441 Research (3)

Independent, directed-field, or laboratory research. Requirement involves a written paper of scientific merit. Research topics must be selected by the student and approved by the Independent Research Screening Committee before registration. This course will not satisfy any of the credits of upper-level biology electives required for a major in biology nor the laboratory science general education requirement. Prereq: Permission of a supervising biology professor and approved project proposal.

MARINE SCIENCE

Courses are offered only at the Dauphin Island Sea Lab operated by the Marine Environmental Sciences Consortium of which Samford University is an active member. A minimum of at least one year of biology (preferably more) is required before any upper-level course in marine science may be attempted. Admission into all courses is subject to ultimate approval by the instructor. Unless otherwise indicated, marine science courses (MARS) are offered during the summer.

MARS 205 Marine Biology (4)

General survey of invertebrates, vertebrates, and marine plants as communities with emphasis on local examples of these principal groups. Students examine marshland, estuarine, beach, dune inlet and neritic habitats, and niches. Includes lectures, laboratory, and field work.

MARS 403 Marine Invertebrate Zoology (4)

Study of the natural history, systematics, and morphology of marine invertebrates from a variety of habitats in the Gulf of Mexico, oriented toward a field and laboratory approach. Participation in extended field trips required. Prereq: Introductory zoology.

MARS 406 Coral Reef Ecology (4)

Examination of ecology and evolution of coral reef communities, seagrass beds, and mangrove swamps, with exploration of such issues as the degradation of reef-building corals by macroalgae, hurricanes, coral bleaching, diseases of corals and sea urchins, overfishing, and pollution. Students participate in lectures and field exercises in the vicinity of Dauphin Island, and take a one-week field trip to Andros Island, Bahamas. Prereq: A course in either undergraduate biology or ecology. See Instructor.

MARS 407 Marine Behavioral Ecology (4)

Examination of how animal behavior is influenced by and interacts with its environment, and the ecological and evolutionary significance of this behavior in a marine setting. Students learn principles of behavioral ecology as they relate to marine animals, become familiar with techniques for observing animal behavior and conducting experiments, and are introduced to methods for collecting and analyzing behavioral data. Includes lectures, laboratory exercises and experiments, and overnight field trips. Designed to provide students with a strong background for further studies in marine animal behavior. Prereq: Introductory courses covering vertebrate and invertebrate zoology; introductory statistics recommended. See instructor.

MARS 411 Marine Vertebrate Zoology (4)

Study of marine fishes, reptiles, and mammals, with an in-depth, comprehensive treatment of their systematics. Lectures encompass subject matter on a nonregional basis. Field and laboratory work stresses the vertebrate fauna of the northern Gulf of Mexico. Students have an opportunity to assemble a collection of vertebrate species. Prereq: Two semesters of general biology.

MARS 412 Marine Botany (4)

General survey of marine algae and vascular and nonvascular plants associated with marine environments. Includes distribution, identification, structure, ecology, and reproduction. Prereq: General biology.

MARS 435 Estuarine Biology (4)

Comprehensive survey of the biological characteristics and supportive physical and chemical features of the estuarine system. Prereqs: BIOL 111, BIOL 436, and CHEM 203.

MARS 436 Marine Ecology (4)

Study of marine organisms as they interact with each other and their environment, and examination of theories and the experimental basis of current knowledge. Laboratory consists of field trips to a wide variety of marine habitats, with field problems examined by small groups of students. Includes study of factors influencing population dynamics, community structure, and energy flow in marine ecosystems. Habitats selected for emphasis include coral reefs, kelp forests, seagrass meadows, the rocky intertidal, and deep-sea hydrothermal vents. Participation in an overnight field trip is required. Advanced course open to juniors, seniors, and graduate students. Prereq: General biology, marine biology or graduate standing.

MARS 439 or MARS 440 Research or Special Topics (1-6 each course)

Students may enroll by special arrangement in any of the subjects listed. Students should note in which term they wish to take special topics in a particular subject. Only Marine Science Programs resident faculty will be available for special topics during both terms. Other instructors will be available only in the time period listed for their respective courses. Prereq: Permission of the instructor.

Graduate Programs and Requirements**Environmental Management**

The Master of Science in Environmental Management (M.S.E.M.) is a 36-credit, non-thesis program conducted by the Department of Biology. It directs working professionals through a collection of courses to prepare them for the decision-making processes of the ever-increasing demands of environmental regulatory compliance.

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

Graduate Admission Requirements

Three levels of admission status are designated:

- Regular admission after three years of relevant work experience:
 - Graduation from an accredited college or university with an overall GPA of at least 2.50.
 - A minimum of three years relevant work experience
 - Two letters of reference from nonrelated persons.
- Regular admission for recent college graduates (three years or less since award of undergraduate degree):
 - Graduation from an accredited college or university with an overall minimum GPA of 3.00.
 - A GRE score of at least 1,000 or a MAT score of at least 50, taken within the last five years.
 - Two letters of reference from nonrelated persons.
- Provisional Admission: Provisional admission may be granted upon demonstrating seriousness of purpose and ability to succeed in the program. This status will be considered for applicants who do not meet all requirements for regular admission as listed above. The applicant must furnish two letters of recommendation from two nonrelated persons. If offered provisional admission, the student must complete the first six semester hours with no grade lower than a B. Upon demonstrating this level of work, the student will qualify for admission to regular graduate status.

Required Credentials for Admission

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

Notification of Admission

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

Prerequisites for Graduate Admission

While interdisciplinary in nature and accepting candidates with a variety of backgrounds and degrees, the program is heavily technical and scientific in design. Applicants will ideally have some training in the biological and physical sciences. If the admission committee notes a lack of scientific background in an applicant's preparation, it will require the student to complete ENVM 500 (Biological Science: A Primer for the Environmental Manager), or an equivalent 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). ENVM 500 does NOT count towards the 36 credits required for degree completion.

Acceptable Academic Progress (Minimum GPA)

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

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.

Comprehensive Examination

All students who are candidates for graduation must successfully pass a written comprehensive examination during their last term of enrollment. The examination is designed to assess substantive knowledge in the field of environmental management, analytical reasoning and writing proficiency. Grading will be on a pass/fail basis.

Master of Science in Environmental Management

Master of Science in Environmental Management Required Courses		Course Credits	Total Required Credits
Environmental Management Core			12
ENVM 501	Biological and Environmental Chemistry	3	
ENVM 502	Environmental Law and Regulation	3	
ENVM 503	Quantitative Methods for Environmental Decision Makers	3	
ENVM 504	Basic Toxicology	3	
Environmental Management Electives (choose eight courses)			24
ENVM 505	Environmental Management - A Case Perspective	3	
ENVM 506	Environmental Risk Assessment and Management	3	
ENVM 507	Technology and Management of Hazardous Materials	3	
ENVM 508	Ecotoxicology for the Environmental Manager	3	
ENVM 509	GIS & Environmental Management Issues	3	
ENVM 510	Environmental Ethics and Values	3	
ENVM 511	Environmental Total Quality Management	3	
ENVM 512	Environmental Project Management	3	
ENVM 514	Wetlands	3	
ENVM 515	Endangered Species	3	
ENVM 516	Research	3	
ENVM 517	Soil, Water, and Air Sampling and Analysis for the Environmental Manager	3	
ENVM 518	Environmental Litigation	3	
ENVM 519	Conservation Biology and Natural Resource Management	3	
ENVM 520	Occupational Safety and Health Law/Policy	3	
ENVM 521	Risk Analysis	3	
ENVM 522	Environmental Economics	3	
ENVM 523	Cleanup of Environmental Contamination	3	
ENVM 524	Environmental Geology	3	
ENVM 525	Environmental Forestry	3	
ENVM 526	Environmental Auditing	3	
ENVM 527	Sociology of the Environment	3	
ENVM 528	Challenge to Sustainability: Conserving Kenya's Biodiversity	3	
Total Required Credits			36

Graduate Courses

ENVIRONMENTAL MANAGEMENT

NOTE: The environmental management graduate program follows the Nine-Week Session calendar of one summer term, two fall terms (A & B) and two spring terms (A & B). Unless otherwise indicated, all environmental management (ENVM) courses are offered on rotation.

ENVM 500 Biological Science: A Primer for the Environmental Manager (3)

Designed to prepare candidates in the environmental management (ENVM) program for graduate work in toxicology, ecotoxicology, and risk assessment. Course is particularly aimed at students entering the ENVM program with little or no prior coursework in the biological sciences. Credit earned will not apply to the 36-credit requirement of the graduate curriculum. Offered: As needed.

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 Term A and Spring Term A.

ENVM 502 Environmental Law and Regulation (3)

Overview of federal environmental laws and regulations. Salient topics include air and water quality, toxic substance regulation, and waste management. Required. Offered: Fall Term A and Spring Term A.

ENVM 503 Quantitative Methods for Environmental Decision Makers (3)

Study of quantitative/statistical methods for managers who conduct or design environmental monitoring and sampling programs, develop and interpret quantitative data, and prepare projections. Includes use of environmental examples and problems, with emphasis on real-world applications. Required. Prereq: Working knowledge of Windows environment. Offered: Fall Term B and Spring Term B.

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 Term B and Spring Term B.

ENVM 505 Environmental Management - A Case Perspective (3)

Study of the complexity of environmental management using the case method. Emphasis on the managerial skills required to administer complex environmental problems, the need for multidisciplinary analysis, and the application of problem-solving methodologies.

ENVM 506 Environmental Risk Assessment and Management (3)

Review of the basic principles and methods for conducting a risk assessment. Students examine both the values and limitations of risk assessment by focusing on environmental and health risks. Includes review of how risk management decisions are made in the public and private sectors and explains how to communicate to the public environmental and health risks, as well as public policy choices and tradeoffs. Prereqs: ENVM 501, 502, 503, and 504.

ENVM 507 Technology and Management of Hazardous Materials (3)

Review of current technology in storage, handling, and transportation of hazardous materials and wastes. Emphasis on safe, efficient, and legally sufficient management techniques. Includes: presentation of methods for identification and classification of hazardous and toxic materials, substances, and wastes; review of spills and specific procedures to prevent incidents and to protect human health and the environment; and examination of OSHA training requirements, packaging and labeling procedures, storage compatibility and capacity, transportation requirements, and legal responsibilities. Prereqs: ENVM 501, 502, and 504.

ENVM 508 Ecotoxicology for the Environmental Manager (3)

Introduction to the dynamics of the ecosystem and the effects of toxic substances on the living and nonliving components. Topics include the role of indicator species on ecosystem health, nature of key species in ecosystem functioning, loss of biodiversity under toxicological insult, and methods for monitoring ecosystem health and restoration. Several major case studies are examined to illustrate ecotoxicological concepts. 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)

Examination of ethical considerations in environmental decision-making. Discussion of personal versus organizational attitudes, cultural economic and historical values, science versus politics, and international and intergenerational issues. Includes study of humankind's relationship with the environment. Students are encouraged to develop a personal philosophy relative to their role in the regulatory, technical, scientific, legal, or corporate management of the environment.

ENVM 511 Environmental Total Quality Management (TQM) (3)

Introduction to the concepts and techniques of Total Quality Management (TQM) from the environmental perspective. Topics include understanding the fundamentals of environmental TQM, organizing for environmental compliance using TQM techniques, applying total quality auditing techniques, and using TQM for measuring environmental success and costs. Goal communication within the organization is explored. Real-life case studies are utilized throughout the course.

ENVM 512 Environmental Project Management (3)

Examination of environmental project management from the governmental, industrial, and contractor perspectives. Includes review of successful project management organization, planning, and communication strategies, plus the scope and types of contractual assistance. Using real-life examples, students examine complex projects needing management. Prereqs: ENVM 501, 502, 503, and 504.

ENVM 514 Wetlands (3)

Introduction to the development, structure, and importance of wetlands, including the background necessary to understand the current controversies concerning wetland protection. Instructional methods include lecture, problem sheets, and field exercises. Prereqs: ENVM 501, 502, 503, and 504.

ENVM 515 Endangered Species (3)

Study of evolutionary mechanisms, species concepts, and taxonomic and systematic principles as applied to species-level taxon. Includes examination of how federal and state laws relating to endangered species affect decision-making of environmental managers. Prereq: ENVM 502.

ENVM 516 Research (3)

Students pursue a research topic of special interest under the direction of an ENVM faculty member or an outside expert jointly agreed upon by course coordinator and student. This research provides an opportunity for senior graduate students to integrate their knowledge in real-world, problem-solving situations. Prereqs: ENVM 501, 502, 503, and 504.

ENVM 517 Soil, Water, and Air Sampling and Analysis for the Environmental Manager (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. Prereqs: ENVM 501 and ENVM 503.

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 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. Prereqs: ENVM 502 and ENVM 505.

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. Particular emphasis placed on the rights, duties, and responsibilities under the Occupational Safety and Health Act of 1970. 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: ENVM 506 or 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, 503, 504, 505, and 507.

ENVM 523 Cleanup of Environmental Contamination (3)

Review of the fundamentals and tools needed to manage remedial and corrective actions required for cleanup of hazardous substance spills and accidents. Includes case studies that build upon prior knowledge of hazardous materials and waste management, focusing on statutory and regulatory interpretation, application and enforcement of actions required for cleanup of environmental contamination (including alternative cleanup development), cleanup management and methods, and other principles related to compliance actions. Prereqs: ENVM 502, 504, and 507.

ENVM 524 Environmental Geology (3)

Application of geological and hydrogeological principles to environmental management issues including groundwater and soil assessment, site remediation, and risk assessment. Includes introductory geology and hydrogeology background necessary to understand environmental geology as related to environmental management, environmental policy, and applicable environmental 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: ENVM 501.

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, property transfer audits, waste contractor audits, waste minimization audits, international audits, and managing and critiquing an audit program. Students are required to perform practical exercises individually or in small groups.

ENVM 527 Sociology of the Environment (3)

Introduction to the idea that humans not only react to the environment but also shape it, based on the assumption that human capacity to act on the environment is more complex than that for any other living species. Focus on the capacity of humans to define the environment as something to be manipulated, guided by the constructed aims of human groups. Central concepts include human beliefs, values and institutions, social inequality in power and influence, demographic shifts and technology, political/economic organization, and globalization as an historical process in human organization.

ENVM 528 Challenge to Sustainability: Conserving Kenya's Biodiversity (3)

Exploration of local, national, and international efforts to manage and conserve Kenya's biodiversity. Topics include the biogeography of Kenya, the people and history of Kenya, current issues in Kenyan conservation, and the role of sustainable development in the conservation of natural resources. Includes a 15-day safari to Kenya with visits and fieldwork at the Masai Mara Game Reserve, the Taita Discovery Center, and Tsavo National Park. Taught in Kenya. Co-listed as BIOL 402.

Chemistry

Faculty

Morgan S. Ponder, Chair, Professor
 James H. Haggard, Professor
 Christina H. Duffey, Associate Professor
 David C. Garza, Associate Professor
 Brian W. Gregory, Associate Professor
 Robert P. Cameron, Assistant Professor
 Denise J. Gregory, Assistant Professor

Undergraduate Programs and Requirements

Major

Chemistry

Minor

Chemistry

Interdisciplinary Concentration

Biochemistry

The Department of Chemistry offers a major in chemistry leading to a bachelor of science degree. The department also offers, in conjunction with the Department of Biology, an interdisciplinary concentration in biochemistry leading to a bachelor of science degree. A student who is majoring in chemistry or completing an interdisciplinary concentration in biochemistry is not required to earn a minor in another area.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Chemistry and biochemistry majors must take MATH 240 (Calculus I) to satisfy the general education mathematics requirement, and PHYS 203 and PHYS 204 (Physics I and II, respectively) to satisfy the general education natural and computational sciences requirement.

Information for Non-Chemistry Majors Taking Chemistry Courses

There are two paths that a non-chemistry major may take through the chemistry curriculum. For either path, it is recommended that a student take the courses in the order listed.

One path through the curriculum involves one-semester survey courses:

CHEM 203 General Chemistry I
 CHEM 301 Organic Chemistry I
 CHEM 345 Nutritional Biochemistry

The second path provides greater depth of coverage:

CHEM 203 General Chemistry I
 CHEM 204 General Chemistry II
 CHEM 301 Organic Chemistry I
 CHEM 302 Organic Chemistry II
 CHEM 350 Biochemistry I
 CHEM 360W Biochemistry II

Chemistry Major

Chemistry Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		32-44
Natural and Computational Sciences		10
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
Social Sciences		4
Mathematics		4
MATH 240 Calculus I	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Chemistry Major:		48
Chemistry		44
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
CHEM 320W Physical Chemistry I	4	
CHEM 323W Physical Chemistry II	4	
CHEM 325 Quantitative Analysis	4	
CHEM 340W Chemical Instrumentation	4	
CHEM 350 Biochemistry I	4	
CHEM 445 Advanced Inorganic Chemistry	4	
CHEM 460 Senior Seminar	4	
Mathematics		4
MATH 260 Calculus II	4	
General Electives		14-26
Total Required Credits		128

Chemistry Minor

Chemistry Minor Required Courses	Course Credits	Total Required Credits
CHEM 203 General Chemistry I*	4	
CHEM 204 General Chemistry II*	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
CHEM 350 Biochemistry I	4	
CHEM 320W Physical Chemistry I <i>or</i> CHEM 325 Quantitative Analysis <i>or</i> CHEM 380 Scientific Methods of Computer-Based Instrumentation <i>or</i> CHEM 445 Advanced Inorganic Chemistry	4	
Total Required Credits		24

*This course also satisfies general education natural and computational sciences requirements.

Biochemistry Interdisciplinary Concentration

Biochemistry Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		32-44
Natural and Computational Sciences		10
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
Social Sciences		4
Mathematics		4
MATH 240 Calculus I	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Biochemistry Interdisciplinary Concentration:		48
Biology		16
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 333 Genetics	4	
BIOL 405W Cell and Molecular Biology	4	
Chemistry		28
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
CHEM 350 Biochemistry I	4	
CHEM 360W Biochemistry II	4	
CHEM 460 Senior Seminar	4	
Mathematics		4
MATH 260 Calculus II	4	
General Electives		14-26
Total Required Credits		128

Courses**IDSC 201 Scientific Methods (4)**

Scientific approach to understanding the physical universe through an investigation of representative topics in physics, chemistry, and biology, paying particular attention to the sources of scientific information both for scientists and society. Interdisciplinary course taught by faculty in biology, chemistry, and physics. Meets general education requirement for natural and computational sciences. LEC 4. Prereq: Grade of C- or better in UCCA 102.

CHEM 108 General, Organic, and Biological Chemistry (4)

Study of the chemistry needed to understand human physiology. This one-semester terminal course meets chemistry requirements for nursing students and natural and computational science general education requirements for most other majors. Students who have a C- or better in CHEM 203 may not take CHEM 108 for credit. LEC 3, LAB 3. Offered: Fall, Jan Term, and Spring.

CHEM 203 General Chemistry I (4)

Survey of basic chemical principles and calculations. Includes stoichiometry, types of chemical reactions, gases, thermochemistry, simple atomic structure and bonding theory, and solids and liquids. Meets general education requirements for natural and computational sciences. LEC 3, LAB 3. Co-req: MATH 150 or score on placement exam sufficient to qualify for MATH 240. Offered: Fall, Spring, and Summer 1.

CHEM 204 General Chemistry II (4)

Continuation of CHEM 203. Includes solutions, kinetics, equilibrium, acids and bases, thermodynamics, electrochemistry, nuclear chemistry, coordination chemistry, and an introduction to organic chemistry. Meets general education requirements for natural and computational sciences. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 203. Offered: Fall, Spring, and Summer 2.

CHEM 301 Organic Chemistry I (4)

Survey of structures and reactions of the principal classes of carbon compounds. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 203. Offered: Fall, Spring, and Summer 1.

CHEM 302 Organic Chemistry II (4)

Amplification of CHEM 301, with an emphasis on reaction mechanisms. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 301. Offered: Spring and Summer 2.

CHEM 320W Physical Chemistry I (4)

Survey of the theoretical bases on which chemistry rests, including kinetic-molecular theory, thermodynamics, kinetics, and quantum theory. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 204, CHEM 301, MATH 260, and PHYS 204, or permission of instructor. Offered: Fall.

CHEM 323W Physical Chemistry II (4)

Continuation of CHEM 320W. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 320W. Offered: Spring.

CHEM 325 Quantitative Analysis (4)

Study of techniques for separating, identifying, and quantifying chemical compounds. Includes statistical analysis and gravimetric, titrimetric, electrochemical, and spectrochemical methods. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 301. Offered: Fall.

CHEM 340W Chemical Instrumentation (4)

Study of modern instrumental methods of analysis of chemical compounds. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 325. Offered: Spring.

CHEM 345 Nutritional Biochemistry (4)

Survey of the chemistry of biological systems, with emphasis on applications to allied health fields. LEC 4. Prereq: Grade of C- or better in CHEM 301. Offered: Fall.

CHEM 350 Biochemistry I (4)

Survey of the chemistry of biological systems. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 302. Offered: Fall.

CHEM 360W Biochemistry II (4)

Amplification of CHEM 350. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 350. Offered: Spring.

CHEM 361 Hospital Internship (4)

Supervised internship in a hospital setting, with exposure to various aspects of hospital operations. Grading is pass/fail only. Co-listed as BIOL 361. Offered: Jan Term only, with schedule arranged on an individual basis.

CHEM 380 Scientific Methods of Computer-Based Instrumentation (4)

Survey of computer-based instrumentation and software/hardware integration used to develop experiments or tests. Covers laboratory programming using fourth-generation visual computer language, acquisition and conditioning of real-world signals, and control of ASCII conversation-based bench-top instruments. LEC 3, LAB 3. Prereq: Grade of C- or better in PHYS 102 or PHYS 204 and COSC 110 or equivalent. Co-listed as COSC 380 and PHYS 380. Offered: On rotation.

CHEM 440 Research/Internship (1, 2, 3, or 4)

Research project or internship under supervision of a faculty member, with results presented in an acceptable paper. Course may be taken more than once for credit, but total credits may not exceed eight. Prereq: Permission of instructor. Offered: Every semester, with schedule arranged on an individual basis.

CHEM 445 Advanced Inorganic Chemistry (4)

Study of the chemistry of inorganic compounds, including coordination compounds and organometallic compounds. LEC 3, LAB 3. Prereq: Grade of C- or better in CHEM 302. Offered: Spring.

CHEM 460 Senior Seminar (4)

Capstone course. Includes research project selected by the student. Prereq: Senior standing. Offered: Fall.

Classics

Faculty

Stephen R. Todd, Chair, Professor
 Douglas C. Clapp, Assistant Professor
 Shannon R. Flynt, Assistant Professor
 P. Andrew Montgomery, Assistant Professor

Undergraduate Programs and Requirements

Majors

Classics
 Greek
 Latin

Minors

Classics
 Greek
 Latin

The Department of Classics offers majors in classics, Greek, and Latin leading to a bachelor of arts degree. These majors provide students with the opportunity to pursue a course of study that covers a variety of Greek and Latin prose and poetry in the original languages as well as the history and culture of the classical world and its importance for the twenty-first century. While the Greek major and the Latin major allow students to concentrate their undergraduate program around the mastery of a single language, the classics major encourages training in both Greek and Latin. Each of these majors would be an appropriate program of study to prepare a student for graduate study in classics or ancient history, but they are also designed for students pursuing a broad program of study as a background for graduate programs in the humanities and professional programs in fields such as medicine, dentistry, theology, and law. Likewise, a minor in classics, Greek, or Latin can strengthen the majors and degrees throughout the College of Arts and Sciences and the University by supporting and complementing the many disciplines that draw on the classics.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses.

Courses

CLASSICS

CLAS 200 The Rediscovery of the Classical World (4)

Exploration of the world of the Ancient Greeks and Romans. This course examines multiple aspects of Classical Antiquity through the eyes of those who rediscovered it in literary texts, in works of art and architecture, and in its material remains. It provides a broad and well-illustrated introduction to the history, literature, religion, and art and architecture of the Greeks and Romans. Offered: Spring.

CLAS 204 The Artistic Legacy of Rome (2)

Introduction to our artistic inheritance from the Roman world through a firsthand examination of the painting, sculpture, and architecture of Rome, including its Greek and Etruscan antecedents, and the Renaissance transformation of the Classical ideal. Offered: Jan Term-Study Abroad, on rotation.

CLAS 303 Greece: The Crucible of Civilization (4)

Examination of the history and culture of the Ancient Greeks through a firsthand look at the material remains, including monuments and artifacts from the Bronze Age, the Archaic and Classical periods, and the Hellenistic, Roman, and Christian eras. Offered: Jan Term-Study Abroad, on rotation.

CLAS 304 Eternal Rome (4)

Examination of the history and culture of Rome through a firsthand look at its material remains, including its Greek and Etruscan antecedents, the Republican and Imperial periods, and the Renaissance transformation of the Classical ideal. Offered: Jan Term-Study Abroad, on rotation.

Classics Major

Classics Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Classics Major:		36
Classical Languages		12
(select three courses: one at 300 or 400 level)		
GREK 201-454	4-12	
LATN 201-454	4-12	
Classical History		8
HIST 421W Ancient Near East and Greece	4	
HIST 422W The Roman Republic and Empire	4	
Classical Civilization		8
CLAS 200 Rediscovery of the Classical World	4	
CLAS 495W Senior Capstone: Research & Writing	4	
Classical Electives (select two courses)		8
ART 381W History and Theory of Art I	4	
CLAS 303 Greece: The Crucible of Civilization	4	
CLAS 304 Eternal Rome	4	
CLAS 345 Varieties of Ancient Paganism from Alexander to Julian	4	
GREK 201-454	4-8	
LATN 201-454	4-8	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
General Electives		28-40
Total Required Credits		128

Greek Major

Greek Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Greek Major:		32
Greek (six courses at 200, 300 or 400 level)		24
History and Classics		8
HIST 421W Ancient Near East and Greece	4	
CLAS 495W Senior Capstone: Research & Writing	4	
General Electives		32-44
Total Required Credits		128

Latin Major

Latin Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Latin Major:		32
Latin (six courses at 200, 300 or 400 level)		24
History and Classics		8
HIST 422W The Roman Republic and Empire	4	
CLAS 495W Senior Capstone: Research & Writing	4	
General Electives		32-44
Total Required Credits		128

Classics Minor

Classics Minor Required Courses	Course Credits	Total Required Credits
Classical Languages (select one course)		4
GREK 300-454	4	
LATN 300-454	4	
Classical Electives (select four courses)		16
ART 381W History and Theory of Art I	4	
CLAS 200 Rediscovery of the Classical World	4	
CLAS 303 Greece: The Crucible of Civilization	4	
CLAS 304 Eternal Rome	4	
CLAS 345 Varieties of Ancient Paganism from Alexander to Julian	4	
GREK 201-454	4-16	
LATN 201-454	4-16	
HIST 421W Ancient Near East and Greece	4	
HIST 422W The Roman Republic and Empire	4	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
Total Required Credits		20

Greek Minor

Greek Minor Required Courses	Course Credits	Total Required Credits
Classical Languages (select two courses)		8
GREK 300-454	8	
Classical Electives (select three courses)		12
ART 381W History and Theory of Art I	4	
CLAS 200 Rediscovery of the Classical World	4	
CLAS 303 Greece: The Crucible of Civilization	4	
CLAS 345 Varieties of Ancient Paganism from Alexander to Julian	4	
GREK 201-454	4-12	
LATN 201-454	4-12	
HIST 421W Ancient Near East and Greece	4	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
Total Required Credits		20

Latin Minor

Latin Minor Required Courses	Course Credits	Total Required Credits
Classical Languages (select two courses)		8
LATN 300-454	8	
Classical Electives (select three courses)		12
ART 381W History and Theory of Art I	4	
CLAS 200 Rediscovery of the Classical World	4	
CLAS 304 Eternal Rome	4	
CLAS 345 Varieties of Ancient Paganism from Alexander to Julian	4	
GREK 201-454	4-12	
LATN 201-454	4-12	
HIST 422W The Roman Republic and Empire	4	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
Total Required Credits		20

CLAS 345 Varieties of Ancient Paganism from Alexander to Julian (4)

Introduction to the major pagan religions of the Greco-Roman period, from the conquests of Alexander the Great (332 BCE) to the death of Julian the Apostate (363 CE). Some attention is paid to the pagan influences on emerging Judaism and Christianity. Co-listed as RELG 345. Offered: Spring, on rotation.

CLAS 361 Bridging London (4)

Field-based exploration of the geography of London and its environs. Students investigate historical development, commerce, naval power, imperialism, colonialism, scientific achievement, industrial revolution, financial systems, economic frameworks, transportation, governance, urban design, community, culture, society, ethnicity, international significance, and the intersection between globalization and urbanization. Co-listed as GEOG 361, HIST 361, JMC 361, POLS 361, and SOCI 361.

CLAS 454 Special Topics in Classics (4)

Investigation of the Classical world taking advantage of opportunities provided by study abroad, by visiting professors, or by experimental advanced courses. Topics vary. May be repeated for credit. Prereq: Permission of the department chair.

CLAS 495W Senior Capstone: Research and Writing (4)

Seminar exploring selected topics in classical antiquity. Includes a directed research project involving a research component, a writing component, and a public, oral presentation. For seniors, but juniors can take with permission. Prereq: 300-level Greek or Latin or permission. Offered: Fall.

GREEK

GREK 101 and 102 Elementary Greek I and II (4 each course)

Introduction to Greek language and culture, aimed at developing the ability to read, understand, and interpret ancient Greek. Covers basic vocabulary and grammar of Classical Greek and provides foundation for the study of all ancient Greek literature, including the Greek New Testament. Offered: Fall (101); Spring (102).

GREK 201 and 202 Intermediate Greek I and II (4 each course)

Thematic reading in Greek texts with an emphasis on reading comprehension, a systematic review of grammar, and an introduction to tools for philological research. Prereqs: GREK 101 and 102, or permission. Offered: Fall (201); Spring (202).

GREK 301 Homer (4)

Introduction to the language and background of Greek epic, through selected readings from the Iliad and Odyssey, the earliest extant literature of the Western world. Through the careful study of these texts students further develop their ability to read, understand, and interpret ancient Greek. Prereq: GREK 202. Offered: Fall.

GREK 302 Greek Historians (4)

Selected readings from Herodotus and Thucydides. Through the careful study of these texts students further develop their ability to read, understand, and interpret ancient Greek. Includes survey of the development of Greek historiography. Prereq: GREK 202.

GREK 303 Greek Tragedy (4)

Selected readings from the plays of Sophocles and Euripides. Through the careful study of these texts students further develop their ability to read, understand, and interpret ancient Greek. Includes survey of the development of Greek drama. Prereq: GREK 202.

GREK 304 Plato (4)

Selected readings from Plato's dialogues. Through the careful study of these texts students further develop their ability to read, understand, and interpret ancient Greek. Includes survey of the development of Greek philosophy. Prereq: GREK 202.

GREK 350 New Testament Greek (4)

Selected readings from the New Testament. Through the careful study of these passages students further develop their ability to read, understand, and interpret ancient Greek. Includes survey of the background and development of New Testament documents. Prereq: GREK 202.

GREK 351 Hellenistic Greek (4)

Selected readings in Greek from the Hellenistic time period. Through the careful study of these texts students further develop their ability to read, understand, and interpret ancient Greek. Includes survey of the background and development of Hellenistic world. Prereq: GREK 202.

GREK 352 Septuagint (4)

Selected readings from the Septuagint. Through the careful study of these passages students further develop their ability to read, understand, and interpret ancient Greek. Includes survey of the background, development, and significance of the Septuagint. Prereq: GREK 202.

GREK 401 Greek Lyric Poetry (4)

Selected readings from the corpus of Greek Lyric Poetry. Through the careful study of these passages students further develop their ability to read, understand, and interpret ancient Greek. Includes survey of the background, development, and significance of the canon of Greek Lyric Poetry. Prereq: GREK 301 or GREK 303.

GREK 450 Advanced New Testament Greek (4)

Selected readings from the New Testament. Through the careful study of these passages students further develop their ability to read, understand, and interpret ancient Greek. Includes introduction to the study and practice of textual criticism. Prereq: GREK 350.

GREK 451, 452, 453, & 454 Directed Reading (1, 2, 3, & 4, respectively)

Directed reading in selected Ancient Greek texts. Topics vary. May be repeated for credit. Prereq: Permission of the department chair.

LATIN

LATN 101 and 102 Elementary Latin I and II (4 each course)

Introduction to the Latin language and culture, aimed at developing the ability to understand Latin through speaking, listening, reading, and writing. Offered: Fall (101) and Spring (102).

LATN 201 and 202 Intermediate Latin I and II (4 each course)

Thematic reading in Latin texts with an emphasis on reading comprehension, a systematic review of grammar, and an introduction to tools for philological research. Prereqs: LATN 101 and 102, placement, or permission. Offered: Fall (201) and Spring (202).

LATN 301 Ovid (4)

Selected readings from the works of Ovid. Through the careful study of these texts students further develop their ability to read, understand, and interpret Latin.

LATN 302 Horace (4)

Selected readings from the works of Horace. Through the careful study of these texts students further develop their ability to read, understand, and interpret Latin. Includes survey of the development of Roman Lyric Poetry.

LATN 303 Cicero (4)

Selected readings from the works of Cicero. Through the careful study of these texts students further develop their ability to read, understand, and interpret Latin.

LATN 304 Vergil (4)

Selected readings from the works of Vergil. Through the careful study of these texts students further develop their ability to read, understand, and interpret Latin. Includes survey of the development of Latin epic literature.

LATN 451, 452, 453, & 454 Directed Reading (1, 2, 3, & 4, respectively)

Directed reading in selected Latin texts. Topics vary. May be repeated for credit. Prereq: Permission of the department chair.

Communication Studies

Faculty

- Rhonda G. Parker, Chair, Professor
- David W. Chapman, Professor
- Amanda W. Borden, Associate Professor
- David R. Dedo, Associate Professor
- Michael J. Janas, Associate Professor
- Charlotte D. Brammer, Assistant Professor
- Ryan W. Galloway, Assistant Professor and Director of Debate
- Benjamin B. Coulter, Instructor

Undergraduate Programs and Requirements

Major Communication Studies	Minors Communication Studies Writing
---------------------------------------	---

The Department of Communication Studies offers a Bachelor of Arts in Communication Studies. Our comprehensive program offers courses in persuasion, rhetorical theory and criticism, argumentation, and public speaking that provide strategies for generating and delivering effective messages. In our interpersonal, group and organizational communication courses, students discover their communicative strengths and identify and address areas where improvement is needed. Students can tailor portions of the major to meet their special needs by choosing from a menu of communication electives in the junior and senior year. Students interested in majoring in language arts in preparation for teaching speech at the secondary school level should consult the Department of Teacher Education, School of Education section in this catalog for the curriculum.

The department also offers two minors: one in communication studies and one in writing. The communication studies minor consists of 20 credits and must include three upper-level courses. In the writing minor, students take 20 credits: three required 300-level courses and two 400-level electives.

Any communication studies major wishing to minor in writing must take a total of 60 hours in the department. The students must take COMS 354W (Advanced Composition), COMS 361W (Grammar for Writers), and three electives designated in the minor in addition to the major course requirements. In keeping with University policy, no course may be used for both the major and minor.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Communication studies students may not use COMS 205 (Intercultural Communication) to meet both the general education social science requirement and requirements for the major or minor.

Communication Studies Major

The Bachelor of Arts in Communication Studies is designed to teach students about human communication in its varied contexts and modes of expression. The goal of our program is to teach students to write, speak, listen, and think critically; adapt to a wide range of audiences and cultures; successfully manage personal relationships; work effectively in groups and organizations; and conduct independent research. Degree-seeking candidates must maintain a minimum overall GPA of 2.70.

Communication Studies Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Communication Studies Major:		36
Communication Studies Core		24
COMS 200 Introduction to Communication Studies	4	
COMS 215 Oral Communication	4	
COMS 221 Interpersonal Communication	4	
COMS 311W Rhetorical Criticism	4	
COMS 321 Research Methods in Communication	4	
COMS 491 Communication Workshop	2	
COMS 492 Senior E-Folio	2	
Communication Studies Electives (select three courses)		12
COMS 205 Intercultural Communication	4	
COMS 319 Argumentation and Debate	4	
COMS 325 Small Group Communication	4	
COMS 354W Advanced Composition	4	
COMS 361W Grammar for Writers	4	
COMS 411W Public Address	4	
COMS 415 Persuasion	4	
COMS 417W Contemporary Rhetoric	4	
COMS 421 Advanced Interpersonal Communication	4	
COMS 424 Communication Internship*	4	
COMS 425W Communication Theory	4	
COMS 451W Organizational Communication	4	
COMS 452W Introduction to Composition Theory	4	
COMS 453W Writing in the Professions	4	
COMS 455W Computer-Mediated Communication	4	
COMS 456 Directed Studies	4	
COMS 460W Language in Society	4	
General Electives		28-40
Total Required Credits		128

*With advisor's approval only.

Communication Studies Minor

Communication Studies Minor Required Courses	Course Credits	Total Required Credits
Communication Studies Core		8
COMS 215 Oral Communication	4	
COMS 221 Interpersonal Communication	4	
Communication Studies Electives Must be in upper-level courses.		12
Total Required Credits		20

Writing Minor

The writing minor allows students to study writing as a discipline, a means of self-expression, and an academic and professional tool. Students in the minor will understand the value of writing as a way of learning, develop effective composing strategies, and demonstrate expertise in written discourse for both traditional and electronic formats.

Writing Minor Required Courses	Course Credits	Total Required Credits
Writing Core		12
COMS 311W Rhetorical Criticism	4	
COMS 354W Advanced Composition	4	
COMS 361W Grammar for Writers	4	
Writing Electives (select two courses)		8
COMS 417W Contemporary Rhetoric	4	
COMS 424 Communication Internship	4	
COMS 451W Organizational Communication	4	
COMS 452W Introduction to Composition Theory	4	
COMS 453W Writing in the Professions	4	
COMS 455W Computer-Mediated Communication	4	
COMS 456 Directed Studies	4	
COMS 460W Language in Society	4	
Total Required Credits		20

Courses

COMS 200 Introduction to Communication Studies (4)

Overview of elements of the communication discipline, focusing on major theories, models, and skills that form the foundation for communication studies. Emphasis on theory, research, and development of competency in interpersonal, group, and public communication contexts.

COMS 205 Intercultural Communication (4)

Study of intercultural communication, focusing on the concepts and applications of its central theories. Through readings and projects, students will analyze various uses of communication within cultures as a way of developing practical knowledge and skill in communicating across cultures. Offered: Fall.

COMS 215 Oral Communication (4)

Study of techniques of giving speeches to inform, convince, and actuate. Includes speech composition, delivery, and audience analysis, plus an overview of the basic elements of business communication, such as interviews.

COMS 221 Interpersonal Communication (4)

Examination of interpersonal communication in human relationships and development of skills through projects, experiments, readings, and participation. A valuable course in terms of learning to understand and be understood by others.

COMS 311W Rhetorical Criticism (4)

Examination of the tradition of rhetorical criticism from the Greeks to the present. As part of the historical and philosophical study, students are encouraged to familiarize themselves with a variety of critical perspectives for studying public discourse. Offered: Fall.

COMS 319 Argumentation and Debate (4)

Analysis, comprehension, and presentation of public arguments as practiced in law, politics, science, and other public areas. Roughly equal attention is given to argument theory and practice, with the goal of helping students develop skills in the use of critical evaluation of reasoning, evidence, and the construction of arguments. Offered: Fall.

COMS 321 Research Methods in Communication (4)

Analysis and research in the communication discipline. Emphasis placed on empirical, scientific methods of investigation in the field of communication. Students are required to apply knowledge by conducting an original research project. Prereq: COMS 200. Offered: Spring.

COMS 325 Small Group Communication (4)

Examination of perspectives that define the communication discipline's study of small-group communication. Once exposed to the theoretical material, students are encouraged to use the theoretical concepts and principles to resolve problems that may arise in group settings. Prereq: COMS 215. Offered: Fall.

COMS 354W Advanced Composition (4)

Development of advanced writing techniques, including an understanding of form, genre, and rhetorical purpose (e.g., the personal essay, nature writing, religious/inspirational writing, proposal). Offered: Spring.

COMS 361W Grammar for Writers (4)

Examination of how grammar can enhance written communication. Students will analyze how grammar is used as a rhetorical tool and will demonstrate effective control of written grammar through exercises and writing practice. Offered: Fall.

COMS 410 Intercollegiate Debate (1)

Study of intercollegiate debate theories, procedures, and teaching. Designed for students participating in the Samford University Debate team.

COMS 411W Public Address (4)

Examination of the history of the many forms and channels of public address, from the Classical period to the present, in order to establish the unique qualities of democratic traditions. Prereqs: COMS 215 and COMS 311W. Offered: Spring.

COMS 415 Persuasion (4)

Analysis of various theories of persuasion as decision-making tools in a democratic society with emphasis on factors such as attention, perception, needs, values, credibility, winning belief, and ethics. Prereq: COMS 215 or equivalent, or permission of the instructor. Offered: Spring.

COMS 417W Contemporary Rhetoric (4)

Examination of specific contemporary rhetoric situations, focusing on the role of communication in the public sphere. Employs critical, cultural, and rhetorical studies to focus on the interrelationship between the mass media and politics. Offered: Spring.

COMS 421 Advanced Interpersonal Communication (4)

Examination of the theories of interpersonal communication, their various components, and their practical manifestations. Emphasis on research and theory in the field of interpersonal communication, enabling students to approach the discipline at an advanced pre-professional level. Prereq: COMS 221 or equivalent, or permission of the instructor. Offered: Spring.

COMS 424 Communication Internship (4)

Independent study in which students gain practical experience while working in a business, industry, or not-for-profit venue. Includes opportunities in advertising, public relations, journalism, radio, television, museums, and religious or philanthropic organizations. Prereq: Declared major or minor in communication studies; must meet eligibility requirements.

COMS 425W Communication Theory (4)

Examination of major paradigms, theories, and perspectives informing the study of human communication. Exploration of underlying assumptions of the various world views and theoretical perspectives. Provides a strong working vocabulary and familiarity with communication principles and lays a foundation for graduate or professional pursuits. Prereq: COMS 221 or equivalent, or permission of instructor. Offered: Spring.

COMS 451W Organizational Communication (4)

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

COMS 452W Introduction to Composition Theory (4)

Study of the theories and issues in the field of Rhetoric and Composition, including the scope of rhetorical studies and composition pedagogy. Prereqs: UCCA 102, Junior standing. Offered: Fall, on rotation.

COMS 453W Writing in the Professions (4)

Study of theories and research of rhetorical strategies as practiced in various professional discourse communities. Applications of theory are made to a number of writing contexts, including business and technical communication. Offered: Fall, on rotation.

COMS 455W Computer-Mediated Communication (4)

Advanced study of theory and practice of both print and screen literacies. Students will demonstrate an understanding of computer-mediated communication through examinations as well as a digital portfolio. Offered: Spring, on rotation.

COMS 456 Directed Studies (1-4)

Guided examination of a specialized topic leading to a major paper, oral presentation, and/or other assignment. Prereq: Permission of the instructor.

COMS 460W Language in Society (4)

Study of socio- and psycho-linguistic principles and issues in contemporary society. Topics may include language and gender, language in the media, power and politics in language, linguistic variety in North America, and others. Prereqs: UCCA 102, Junior standing. Offered: Spring, on rotation.

COMS 491 Communication Workshop (2)

Integration of knowledge and experience gleaned from lower-level communication studies' courses in a capstone experience resulting in an applied communication project. Prereqs: COMS 311W, COMS 321, and senior standing. Offered: Fall.

COMS 492 Senior E-Folio (2)

Reflection and synthesis of knowledge and experience gleaned from the communication studies' curriculum leading to the creation of an electronic portfolio in which students demonstrate proficiency in oral communication, written communication, information literacy, and quantitative literacy. Prereqs: COMS 311W, COMS 321, and senior standing. Offered: Spring.

English

Faculty

Nancy M. Whitt, Chair, Professor
 J. Roderick Davis, Professor
 Christopher Metress, Professor
 Charles T. Workman, Professor
 J. Mark Baggett, Associate Professor
 Steven Epley, Associate Professor
 Rosemary M. Fisk, Associate Professor
 N. Jane Hiles, Associate Professor
 Bryan M. Johnson, Associate Professor
 Julie Sims Steward, Associate Professor

Undergraduate Programs and Requirements

Major	Minor
English	English

The Department of English offers a major in English and a major in English with a concentration in film studies, both leading to a bachelor of arts degree. The department also offers a minor in English.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. English majors and minors cannot use ENGL 205 (Fiction and Film) to meet the general education humanities requirement.

English Major with a Concentration in Film Studies

English Major with Film Studies Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
English Major with Film Studies Concentration:		44
Film Studies Core		36
ENGL 210 American Literature	4	
ENGL 301W British Literature to 1798	4	
ENGL 302W British Literature since 1798	4	
ENGL 307W Film	4	
ENGL 310W Approaches to Literature	4	
ENGL 331W Film History	4	
ENGL 340W Shakespeare	4	
ENGL 410W Senior Thesis*	4	
ENGL 420W Capstone: Comparative Literature*	4	
Film Studies Electives (select eight hours)		8
ENGL 205 Fiction and Film	4	
ENGL 300W Creative Writing	4	
ENGL 332W Major Auteurs	4	
HIST 308 Contemporary America: Media & Politics	4	
JMC 362 The Film Genre	2	
JMC 364 Film Criticism	2	
POLS 355 Politics in Film	4	
THEA 414W Playwriting	4	
General Electives		20-32
Total Required Credits		128

*ENGL 410W (Senior Thesis) must be taken in the fall semester of the senior year;
 ENGL 420W (Capstone) must be taken in the spring semester of the senior year.

English Major

The courses listed below are designed to give students both depth and breadth in English literary studies. Students learn the works of individual authors and genres as well as broad literary movements. They demonstrate their ability to research and analyze literature in depth by writing a senior thesis while demonstrating their breadth of knowledge of literature through an oral exam that covers the entire major. The thesis is written during the first semester of their senior year; oral examinations are taken during the last semester of their senior year.

English Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
English Major:		44
English		28
ENGL 210 American Literature	4	
ENGL 301W British Literature to 1798	4	
ENGL 302W British Literature since 1798	4	
ENGL 310W Approaches to Literature	4	
ENGL 340W Shakespeare	4	
ENGL 410W Senior Thesis*	4	
ENGL 420W Capstone: Comparative Literature*	4	
Literary Forms (select one course)		4
ENGL 300W Creative Writing <i>or</i>	4	
ENGL 303W Poetry <i>or</i>	4	
ENGL 304W Short Story <i>or</i>	4	
ENGL 305 Novel <i>or</i>	4	
ENGL 306W Drama <i>or</i>	4	
ENGL 307W Film	4	
Literature in its Own Time (select two courses)		8
ENGL 308 American Literary Movements <i>or</i>	4	
ENGL 320W Medieval to 1485 <i>or</i>	4	
ENGL 321 Renaissance 1485-1660 <i>or</i>	4	
ENGL 322W Restoration and Eighteenth Century <i>or</i>	4	
ENGL 323W Romantic <i>or</i>	4	
ENGL 324W American Renaissance <i>or</i>	4	
ENGL 325W Victorian <i>or</i>	4	
ENGL 326W Twentieth Century Britain <i>or</i>	4	
ENGL 327W Twentieth Century American <i>or</i>	4	
ENGL 328W Minority Literature	4	
English Elective (300-400 level)		4
General Electives		20-32
Total Required Credits		128

*ENGL 410W (Senior Thesis) must be taken in the fall semester of the senior year;
 ENGL 420W (Capstone) must be taken in the spring semester of the senior year.

English Minor

English Minor Required Courses	Course Credits	Total Required Credits
English		20
ENGL 210 American Literature	4	
ENGL 301W British Literature to 1798	4	
ENGL 302W British Literature since 1798	4	
ENGL 340W Shakespeare	4	
English Elective (300-400 level)	4	
Total Required Credits		20

Courses

ENGL 200 Literary London (4)

Exploration of classic British literature in conversation with later re-tellings, and their translations into theatre and film, using contextual perspectives. Limited to students enrolled in Jan Term at Samford's Daniel House London Study Centre. Offered: Jan Term.

ENGL 205 Fiction and Film (4)

Study of the formal analysis of literary texts and films. Course includes close readings of literature and film in contexts (i.e., cultural, historical, biographical, economic, political) that inform and are shaped by them. Offered: Fall and Spring

ENGL 210 American Literature (4)

Introduction to the principles and practices of literary interpretation, research methodology, and other skills and terminology essential to the discipline through a chronological study of American literature. Offered: Fall and Spring.

ENGL 300W Creative Writing (4)

Survey of styles, techniques, and trends in current fiction and poetry with emphasis placed on learning the craft of imaginative writing. Can be counted as a Literary Form course. Prereqs: UCCA 101, UCCA 102, and ENGL 205 or ENGL 210. Offered: Fall.

ENGL 301W British Literature to 1798 (4)

Chronological study of British literature from Beowulf to the end of the eighteenth century, using the principles and practices of literary interpretation, research methodology, and other skills and terminology essential to the discipline. Offered: Fall.

ENGL 302W British Literature since 1798 (4)

Chronological study of British literature from the Romantic period to the present day, using the principles and practices of literary interpretation, research methodology, and other skills and terminology essential to the discipline. Offered: Spring.

ENGL 303W-307W Literary Forms (4 each course)

Examination of various literary genres (poetry, the short story, the novel, drama, and film). Investigation of each genre's representative texts and multiple practitioners in order to deepen competencies in interpreting literature and evaluating secondary sources. Also covered are major developments within the genre. Includes introduction to canon issues through examination of classical and non-classical, canonical and noncanonical, and multicultural literature. Offered: One genre course every semester.

ENGL 300W Creative Writing (see description above)

ENGL 303W Poetry

ENGL 304W Short Story

ENGL 305 Novel

ENGL 306W Drama

ENGL 307W Film

ENGL 308 American Literary Movements (4)

Examination of major American literary movements. Investigation of representative texts in order to broaden understanding of the scope of American literary history. Prereqs: UCCA 101, UCCA 102, and ENGL 210.

ENGL 309 Special Topics in Literature (4)

Study of literary movements and/or particular thematic issues selected on the basis of student interest and faculty expertise. Cannot be used as a substitute for the general education humanities requirement. Prereqs: Completion of University Core Curriculum. Offered: As needed.

ENGL 310W Approaches to Literature (4)

Overview of the history, methodologies, and ideologies of literary and critical theory. In-depth study of contemporary critical methodologies affords students the opportunity to gain confidence in their own critical thinking and writing about literature. Prereq: ENGL 210. Offered: Spring.

ENGL 320W-328W Literature in Its Own Time (4 each course)

Survey of literature from a particular period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era. English majors must complete two courses from this category. Offered: One period literature course every semester.

ENGL 308 American Literary Movements (see description at left)

ENGL 320W Medieval to 1485

ENGL 321 Renaissance 1485-1660

ENGL 322W Restoration and Eighteenth Century

ENGL 323W Romantic

ENGL 324W American Renaissance

ENGL 325W Victorian

ENGL 326W Twentieth Century British

ENGL 327W Twentieth Century American

ENGL 328W Minority Literature

Readings from various American ethnic fiction writers and poets. Secondary Education-English/Language Arts majors may substitute Minority Literature for ENGL 420W Capstone. Offered: Jan Term.

ENGL 330 Junior Seminar (4)

In-depth study of the work of a single author or exploration of a special topic. Offered: As needed.

ENGL 331W Film History (4)

Examination of the historical development of film, combining textual and visual media to study film as a major art form. Includes major developments in film techniques, readings on historical periods and major auteurs, and analysis of specific films. Prereq: ENGL 205. Offered: As needed.

ENGL 332W Major Auteurs (4)

Exploration of the work of one or more major film directors. Examines a representative sample of films, emphasizing formal cinematic analysis and survey of critical literature. Offered: As needed.

ENGL 333 Internship (4)

Learning experience for advanced students working under the supervision of qualified professionals in an academic or business setting. Prereqs: Junior standing or above, 12 credits of English courses, and permission of the instructor. Offered: As needed.

ENGL 340W Shakespeare (4)

Close reading of Shakespearean comedies, tragedies, histories, and romances, emphasizing formalist and theoretical analyses.

ENGL 400W History of the Language (4)

Investigation of the theory, background, and development of the English language. Offered: As needed.

ENGL 410W Senior Thesis (4)

Directed-study project focused on the development of an original thesis, derived from research begun in the junior-level class. Project combines research skills and the student's own critical analysis. Evaluated by external examiners and presented orally. Prereqs: ENGL 310W and substantial paper from a junior-level class to be developed into a senior thesis. Offered: Fall.

ENGL 420W Capstone: Comparative Literature (4)

Readings of literature in translation from various cultures and times, situating them in the professional context of the discipline. Course includes comprehensive oral examination on English and American literature. Offered: Spring.

Geography

Faculty

Eric J. Fournier, Chair, Associate Professor
D. Gregory Jeane, Professor
R. Maxwell Baber, Associate Professor

Undergraduate Programs and Requirements

Major

Geography

Minors

Traditional Geography
Certificate in Geographic Information Science
Latin American Studies*

Interdisciplinary Concentrations

Environmental Science/Geographic Information Systems (EGIS)
Latin American Studies*

The Department of Geography offers a major in geography and an interdisciplinary concentration in environmental science and geographic information systems leading to a bachelor of science degree.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Geography majors and minors cannot use geography to satisfy the general education social science requirement. ECON 201 (Principles of Macroeconomics) is the general education social science requirement for the EGIS concentration.

*See the History or World Languages and Cultures sections for details on the Latin American studies minor and interdisciplinary concentration.

Geography Major

Geography Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Geography Major:		45
Geography		17
GEOG 101 World Regional Geography	4	
GEOG 214 Physical Geography	4	
GEOG 216 GIS I: Digital Mapping	4	
GEOG 299 The Craft of Geography	1	
GEOG 499W Senior Seminar	4	
Geography Systematic Courses (select two courses)		8
GEOG 305 Economic Geography	4	
GEOG 360 Urban Geography	4	
GEOG 415W Historical Geography of North America	4	
GEOG 451W Geography of International Affairs	4	
Geography Regional Courses (select two courses)		8
GEOG 391 US and Canada: A Regional Geography	4	
GEOG 392W Africa: Land and People	4	
GEOG 393 Europe: Land and People	4	
GEOG 395 Asia: Land and People	4	
GEOG 396 Latin America: Land and People	4	
Geography Applied Courses (select two courses)		8
GEOG 270 GIS II: Spatial Analysis	4	
GEOG 300 Remote Sensing	4	
GEOG 371 Multimedia Cartography	4	
GEOG 405 GIS Project Management	4	
Geography Elective (any 300-400 level geography course)		4
General Electives		19-31
Total Required Credits		128

Environmental Science/Geographic Information Systems (EGIS) Interdisciplinary Concentration

The EGIS interdisciplinary concentration is offered jointly by the Departments of Biology and Geography with use of the Department of Geography's GIS facilities. Students in this unique program combine the fields of environmental and field biology with the technical fields of remote sensing, computer mapping, and GIS. University Core Curriculum and General Education Requirements for the EGIS interdisciplinary concentration are the same as those for the geography major with one exception: ECON 201 (Economics I-Macro) is the general education social science requirement.

EGIS Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		42-54
Natural and Computational Sciences:		16
Chemistry	12	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
Physics	4	
PHYS 100 Physics for Society	4	
Social Sciences		4
ECON 201 Principles of Macroeconomics	4	
Mathematics		8
MATH 110 Contemporary Math	4	
MATH 210 Elementary Statistics	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
EGIS Interdisciplinary Concentration:		60
Biology		36
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 325 General Microbiology	4	
BIOL 326 Environmental Science <i>or</i>	4	
BIOL 436 Ecology	4	
BIOL 333 Genetics	4	
BIOL 403 Invertebrate Field Zoology	4	
BIOL 416 Vertebrate Field Zoology	4	
BIOL 422 Plant Taxonomy and Local Flora	4	
BIOL 438W Biology Seminar	4	
Geography		24
GEOG 214 Physical Geography	4	
GEOG 216 GIS I: Digital Mapping	4	
GEOG 270 GIS II: Spatial Analysis	4	
GEOG 300 Remote Sensing	4	
GEOG 371 Multimedia Cartography	4	
GEOG 405 GIS Project Management	4	
General Electives		0-4
Total Required Credits		128-136

Geography Minors

The Department of Geography strongly recommends that students select a minor. For students other than geography majors, the department offers two options: the traditional minor for students seeking one to complement history, political science, international relations, public administration, education, or other disciplines and programs; and a certificate in geographic information science for students interested in GIS technology. The latter is suitable for business administration, the natural sciences, math, or computer science.

Traditional Geography Minor

Traditional Geography Minor Required Courses		Course Credits	Total Required Credits
Geography Core			9
GEOG 101	World Regional Geography	4	
GEOG 214	Physical Geography	4	
GEOG 299	The Craft of Geography	1	
Geography Electives (select three upper-level geography courses)			12
Total Required Credits			21

Certificate in Geographic Information Science*

Certificate in Geographic Information Science Required Courses		Course Credits	Total Required Credits
Geography			25-29
GEOG 214	Physical Geography	4	
GEOG 216	GIS I: Digital Mapping	4	
GEOG 270	GIS II: Spatial Analysis	4	
GEOG 299	The Craft of Geography	1	
GEOG 300	Remote Sensing	4	
GEOG 371	Multimedia Cartography	4	
GEOG 405	GIS Project Management	4	
GEOG 460	<i>Geography Internship (recommended)</i>	4	
Total Required Credits			25-29

*Prerequisites for the certificate are: COSC 110, MATH 150, and MATH 210.

Courses

GEOG 101 World Regional Geography (4)

Introduction to the world's major regions, focusing on factors which give these regions their distinctive character. Such factors are derived from complex interrelationships between the pattern of human activity and the physical landscape within any given region. Adopts National Geography Standards (1994) as basis for geographic understanding.

GEOG 214 Physical Geography (4)

Introduction to components of the earth's surface environment. Emphasis on the structure and dynamic nature of landform features and processes, and on mechanics of the earth's atmosphere, including the study of meteorological principles and climatological patterns. Offered: Fall and Spring.

GEOG 216 GIS I: Digital Mapping (4)

An introduction to theory and use of digital maps in Geographic Information Science (GISc). Topics include map projections and coordinate systems, vector and raster data models, vector data input and editing, attribute data input and management, and map output. Offered: Spring.

GEOG 270 GIS II: Spatial Analysis (4)

Extended exploration into theory and concepts of Geographic Information Science (GISc), focusing on analytical operations. Topics include vector data query, feature measurement, map overlay, feature buffering, raster data analysis, terrain mapping, spatial interpolation, spatial modeling, and network analysis. Prereq: GEOG 216. Offered: Fall.

GEOG 299 The Craft of Geography (1)

Overview of the geography discipline, including definition of various components that make up this interdisciplinary academic field. Through lectures, readings, and hands-on experiments, students are introduced to the traditional and new techniques which spatial analysis, used by geographers, incorporates into problem-solving in an increasingly complex world. Offered: Fall.

GEOG 300 Remote Sensing (4)

Introduction to remote-sensing principles and applications in various fields. Includes how the electromagnetic spectrum interacts with the earth to create the visible world. Instruction in the interpretation of aerial photographs and an introduction to active (Radar) and passive (Earth Observation Satellite) sensor systems. Offered: Fall, on rotation.

GEOG 301 Independent Study (4)

Directed reading and research on a selected topic in geography designed to give preparation in special areas not fully covered in regular course offerings. May be repeated once. Prereqs: Junior standing, permission of the instructor, and geography major/minor status. Offered: Fall and Spring.

GEOG 305 Economic Geography (4)

Geographic examination of the world's economy. Topics include global patterns of production and distribution, economic development, transportation, location analysis, and the globalization of the world's economic systems. Offered: Spring, on rotation.

GEOG 360 Urban Geography (4)

Geographic perspective of the past, present, and future of the American city. Topics include the historic roots of cities, development of the U.S. urban system, transportation, and the shaping of cities; social, political, and economic dynamics of urban areas; urban growth, decline, and revitalization; suburbanization; and challenges facing cities in the twenty-first century. Co-listed as POLS 360 and SOCI 360. Offered: Spring, on rotation.

GEOG 361 Bridging London (4)

Field-based exploration of the geography of London and its environs. Students investigate historical development, commerce, naval power, imperialism, colonialism, scientific achievement, industrial revolution, financial systems, economic frameworks, transportation, governance, urban design, community, culture, society, ethnicity, international significance, and the intersection between globalization and urbanization. Co-listed as CLAS 361, HIST 361, JMC 361, POLS 361, and SOCI 361.

GEOG 371 Multimedia Cartography (4)

Focus on statistical information design, particularly as related to the display and representation of geographic data. Multimedia output will involve both print and electronic formats, to include experience developing interactive and animated map products. Prereq: GEOG 216 and GEOG 270. Offered: Spring.

GEOG 391 United States and Canada: A Regional Geography (4)

Exploration of the geography of the U.S. and Canada, including analysis of physical, cultural, economic, and political landscapes. Emphasis on the importance of the two countries as a center of world economic power. Co-listed as HIST 391. Offered: On rotation.

GEOG 392W Africa: Land and People (4)

Regional exploration of the entire African continent, focusing on the physical structure, cultural patterns, population distribution, political evolution, resource bases, and economic activities which give character to the continent. Co-listed as POLS 392W. Offered: On rotation.

GEOG 393 Europe: Land and People (4)

In-depth analysis of landforms, and cultural, political, and economic factors which shape the character of the region. Co-listed as HIST 393 and POLS 393. Offered: On rotation.

GEOG 395 Asia: Land and People (4)

Regional analysis of the Asian continent focusing on the spatial patterns of physical structure, culture, environment, history, and politics which characterize the region. Co-listed as HIST 395 and POLS 395. Offered: On rotation.

GEOG 396 Latin America: Land and People (4)

Regional exploration of Latin America, focusing on the cultural, historical, environmental, economic, and political spatial patterns that give character to the region. Co-listed as POLS 396. Prereq: Junior standing or demonstration of academic maturity. Offered: On rotation.

GEOG 405 GIS Project Management (4)

Development of GIS projects with emphasis on organizational management and software customization. Includes exploration of computer programming and scripting languages for enhanced geoprocessing capabilities. Prereq: GEOG 216 and GEOG 371. Offered: Fall.

GEOG 415W Historical Geography of North America

Survey of the progress of settlement of North America, particularly the United States and Canada. Topically structured, the course focuses on the historical evolution of the North American landscape through a study of settlement patterns, migrations, ethnicity, development of transportation networks, and economic land use systems. Co-listed as HIST 415W. Offered: Fall, on rotation.

GEOG 451W Geography of International Affairs (4)

Analysis of spatial elements of international affairs. Investigation of the development of states, boundary conflicts, and other geographic elements such as population, resources, and international trade. Co-listed as HIST 451W and POLS 451W. Offered: Spring.

GEOG 460 Geography Internship (4)

Internships in governmental agencies, corporations, and industry under supervision of the department. Can be repeated once, but only one internship can count toward the major. Offered: Fall and Spring.

GEOG 490 Special Topics in Geography (4)

Special topics in geography that are not normally examined in depth in the regular course offerings. Focus on research interests of faculty members, newly emerging areas of interest in geography, or current events. Courses may be offered by visiting faculty or as experimental advanced courses by departmental faculty. Prereq: Junior class standing or permission of department chair.

GEOG 499W Senior Seminar (4)

Specialized course intended as a synthesizing experience for the major. Course is required for graduation and consists of an independent research project in a sub-field specialty involving a research component, a writing component, and a public, oral presentation of research results. A minimum grade of C is required to pass this course. Offered: Fall.

History

Faculty

John Mayfield, Chair, Professor
 James S. Brown, Jr., Professor
 Ginger S. Frost, Professor
 Marlene H. Rikard, Professor
 S. Jonathan Bass, Associate Professor
 Barry M. Robinson, Assistant Professor

Undergraduate Programs and Requirements

Major

History

Minors

History
 Latin American Studies

Interdisciplinary Concentrations

Asian Studies
 International Relations
 Latin American Studies

The Department of History offers a major and minor in history and, in cooperation with other departments, offers concentrations in international relations, Asian studies, and Latin American studies. History course offerings also fulfill requirements for minors in Asian studies, Latin American studies, and Christianity, women, and leadership studies (CWLS). The history department offers several scholarships and awards to history majors. For more information, students should contact the departmental office.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. History majors and minors, and students in the international relations interdisciplinary concentration, cannot use HIST 200 (The West in Global Perspective) to meet the general education humanities requirement.

History Major

A history major prepares students for a broad range of careers in business, education, religion, communications, government service (both domestic and foreign), and other professions. It is excellent preparation for graduate study in history and for professional schools such as business administration and law. As a traditional major for students planning legal careers, the department offers students a strong background in western and non-western institutions and values.

The major also provides subject preparation for those seeking a career in education. History majors who wish to obtain certification for secondary teaching must meet additional requirements through the Orlean Bullard Beeson School of Education and Professional Studies. The student's degree affiliation remains in Arts and Sciences, and he or she must meet all University core curriculum and general education requirements imposed by the bachelor of arts.

History Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
History Major:		44
I. Foundations		16
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300W The Historian's Craft	4	
II. Advanced Surveys and Special Studies*		24
Select six upper-division courses at the 300- or 400-level. Excludes HIST 495 and HIST 497.	24	
III. Capstone**		4
HIST 495W Senior Seminar <i>or</i> HIST 497 Independent Research	4	
General Electives		20-32
Total Required Credits		128

* With some exceptions, 300-level courses are European and American period courses; 400-level courses are normally area studies or topical courses. Students should consult with their advisors to achieve a suitable balance of 300- and 400-level courses.

** A history major is expected to enroll in a Senior Seminar (HIST 495W). With permission of the instructor and department chair, a student with a special project may substitute Independent Study (HIST 497) for this requirement.

Asian Studies Interdisciplinary Concentration

Through an intercampus exchange program, the Birmingham Area Consortium for Higher Education (BACHE), students may obtain an interdisciplinary concentration or minor in Asian Studies. The curriculum provides preparation for graduate school in several disciplines or for work in such diverse fields as government service, international business, marketing, and journalism.

Asian Studies Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements*		30-42
Asian Studies Interdisciplinary Concentration:		40
Asian Studies		4
HIST 463 Monsoon Asia: Survey of Cultural History	4	
History Electives (East Asia, South-Southeast Asia courses**)		24
HIST 395 Asia: Land and People	4	
HIST 441 History of China to 1644	4	
HIST 442 History of China since 1644	4	
HIST 443W History of Modern Japan	4	
HIST 444 Asia's Response to the West	4	
HIST 456W Vietnam: An American Watershed	4	
Asian Studies Electives		12
12 additional credits (approximately 3 courses) approved by the department	12	
General Electives		24-36
Total Required Credits		128

* Samford University requires 30-42 credits depending upon language placement. In this major, the general education language requirement can only be satisfied by an Asian language. Samford University offers at least two years of Chinese, Hindi, Japanese, and Thai; see the Department of World Languages and Cultures section of this catalog for a description of the Critical Languages Program.

**24-32 credits maximum in one area; 4 credits minimum required in second area.

International Relations Interdisciplinary Concentration

The concentration in international relations is an interdisciplinary program, offered cooperatively by the Departments of History, Political Science, and World Language and Cultures for students interested in foreign affairs or international service; business or other institutions with international dimensions; international law; or graduate education in international relations, history, or political science. For specific details on course options, see the Department of Political Science in this catalog.

International Relations Interdisciplinary Concentration Required Courses	Total Required Credits
University Core Curriculum	22
General Education Requirements	30-42
IREL Interdisciplinary Concentration:	68-76
Economics	4
World Language	16
History	20
Political Science	20
Recommended Electives*	8-16
General Electives	0-8
Total Required Credits	128-140

*Eight to 16 foreign language credits are recommended.

This option gives students the equivalent of a foreign language major.

Latin American Studies Interdisciplinary Concentration

The Bachelor of Arts in Latin American Studies, a joint program with the Departments of Geography, History, Political Science, and World Languages and Cultures, is intended to teach students about the rich civilizations in the portions of North, Central, and South America and the Caribbean known as Latin America. Through emphasis on the Spanish language and an interdisciplinary approach to the region, students will obtain a nuanced and deep understanding of Latin America. For details on required courses and options, see the Department of World Languages and Cultures section in this catalog.

Latin American Studies Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Latin American Studies Interdisciplinary Concentration:		52
I. Language		16
PORT 101 Elementary Portuguese I	4	
PORT 102 Elementary Portuguese II	4	
SPAN 301W Conversation/Composition/Grammar	4	
SPAN 302W Conversation/Composition/Reading	4	
II. Interdisciplinary Course		4
LAST 201 Introduction to Latin American Studies	4	
III. Discipline-Based Courses:		20
A. Social Science (choose two)		
Geography: GEOG/POLS 396 Latin America: Land/People	4	
History: HIST 461W Latin American History	4	
Political Science: POLS 322 Latin American Politics	4	
B. Literature (choose two)		
SPAN 403W Spanish American Literature I	4	
SPAN 404W Spanish American Literature II	4	
SPAN 405W Special Topics*	4	
SPAN 406W Special Topics*	4	
C. Civilization/Culture		
SPAN 316 Latin American Civilization	4	
IV. Study Abroad in Latin America		4
(select one of the following):		
BIOL 340 Amazon Rain Forest	4	
PORT 351 Language Study Abroad: Adv Port I	4	
PORT 352 Language Study Abroad: Adv Port II	4	
PORT 353 Language Study Abroad: Cultural Studies I	4	
PORT 354 Language Study Abroad: Cultural Studies II	4	
SPAN 351 Language Study Abroad: Adv Spanish I	4	
SPAN 352 Language Study Abroad: Adv Spanish II	4	
SPAN 353 Language Study Abroad: Cultural Studies I	4	
SPAN 354 Language Study Abroad: Cultural Studies II	4	
V. Latin America in Global Perspective		4
(select one of the following):		
BIOL 326 Environmental Science	4	
ECON 397 International Studies in Economics*	4	
GEOG/HIST/POLS 451W Geography of Int'l Affairs	4	
NTDT 312 International Foods*	4	
PHYS 100 Physics for Society*	4	
PHYS 408 International Physics Seminar*	4	
POLS 319W International Relations	4	
POLS 363W Politics of Developing Nations	4	
VI. Capstone Experience**		4
General Electives (chosen with advisor's approval)		12-24
Total Required Credits		128

* Courses must have a Latin American focus.

**Students must take a discipline-based Senior Seminar in an Arts and Sciences department. The research project must have Latin American-related content, as determined through agreement with the advisor and the seminar professor.

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

History Minor

History Minor Required Courses	Course Credits	Total Required Credits
History Core		12
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
History Electives (select three history courses at or above the 300-level)		12
Total Required Credits		24

Asian Studies Minor

Asian Studies Minor Required Courses	Course Credits	Total Required Credits
Asian Studies		4
HIST 463 Monsoon Asia: Survey of Cultural History	4	
History		24
HIST 395 Asia: Land and People	4	
HIST 441 History of China to 1644	4	
HIST 442 History of China since 1644	4	
HIST 443W History of Modern Japan	4	
HIST 444 Asia's Response to the West	4	
HIST 456W Vietnam: An American Watershed	4	
Total Required Credits		28

Latin American Studies Interdisciplinary Minor

Latin American Studies Interdisciplinary Minor Required Courses	Course Credits	Total Required Credits
Latin American Studies Core		16
LAST 201 Introduction to Latin American Studies	4	
SPAN 301W Conversation/Composition/Grammar*	4	
SPAN 302W Conversation/Composition/Reading*	4	
SPAN 316 Latin American Civilization*	4	
Latin American Studies Electives (choose two)		8
GEOG 396 Latin America: Land and People	4	
HIST 461W Latin American History	4	
POLS 322 Latin American Politics	4	
Total Required Credits		24

*Or the equivalent SPAN study abroad option in Latin America.

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

Courses

HIST 200 The West in Global Perspective (4)

Examination of the development of Western Civilization in its global setting since 1500, through its political, social, economic, and scientific evolution. Required of history majors. Offered: Fall and Spring.

HIST 217 Early America to 1877 (4)

Social, cultural, and political overview of American history from its colonial beginnings through the end of Reconstruction. Required of history majors. Offered: Fall and Spring.

HIST 218 Modern America since 1865 (4)

Social, cultural, and political overview of American history from 1865 to the present. Required of history majors. Offered: Fall and Spring.

HIST 300W The Historian's Craft (4)

Introduction to historiography and historical methods and techniques covering the use of primary and secondary sources, note-taking, citation (including Turabian), and Internet sources. Includes completion of a substantial research paper based on both primary and secondary sources, especially as preparation for further upper-division work. Seminar format; required of history majors. Offered: Fall and Spring.

HIST 301W Colonial and Revolutionary America to 1789 (4)

Examination of colonial America focusing on European background; economic, political, and cultural growth; and the American Revolution.

HIST 302W The New Nation, 1789-1860 (4)

Examination of the growth of the United States from the constitutional era through the onset of the sectional conflict.

HIST 305W The Civil War and Reconstruction (4)

Advanced study of the forces and events involved in the coming of the great American conflict, the war years, and Reconstruction.

HIST 306W The Emergence of Modern America, 1865-1929 (4)

Survey of aspects that helped define terms for the politics, economics, and culture of the early twentieth century, such as the rise of heavy industry; the businessman as new folk hero; business consolidations and urbanization; "New Immigration" and "Social Darwinism;" and the clash of protests from organized labor, Populism, Socialism, and the Social Gospel.

HIST 307 The Great Depression and the New Deal, 1918-1945 (4)

Examination of American social, cultural, and political history during the 1920s and 1930s.

HIST 308 Contemporary America: Media and Politics (4)

Survey of media, politics, and culture since the end of World War II. Co-listed as JMC 308.

HIST 313W Reformation Europe (4)

Study of the dynamic forces loosed in the Reformation, with cultural, intellectual, theological, and political emphases.

HIST 316W The Age of Revolutions (4)

Study of Europe and America during the seventeenth and eighteenth centuries.

HIST 317 Nationalism (4)

Advanced study of nineteenth-century and twentieth-century European history focusing on the rise of nationalism and its consequences.

HIST 322 Early Twentieth Century Europe (4)

Advanced study of the political, economic, military, and cultural aspects of European history and Europe's international relations, 1900-1945.

HIST 323 Recent European History (4)

Advanced study of late twentieth century European history since 1945. Emphasis on the political, economic, military, and cultural aspects of Europe and Europe's international relations.

HIST 345 African-American History (4)

Review of African-American history from slavery through segregation up to the civil rights movement.

HIST 347 Popular Culture in America (4)

Review of competing perspectives on American history, culture, and society through popular American films and television. Offered: Jan Term, on rotation.

HIST 348 Riots, Rebellions, and Revolutions (4)

Examination of radical social change through comparison of various revolutions (e.g., English, American, French, Russian, and Chinese). Co-listed as POLS 348. Offered: Jan Term, on rotation.

HIST 361 Bridging London (4)

Field-based exploration of the geography of London and its environs. Students investigate historical development, commerce, naval power, imperialism, colonialism, scientific achievement, industrial revolution, financial systems, economic frameworks, transportation, governance, urban design, community, culture, society, ethnicity, international significance, and the intersection between globalization and urbanization. Co-listed as CLAS 361, GEOG 361, JMC 361, POLS 361, and SOCI 361.

HIST 390 Monarchs, Bishops, and Martyrs: The English Reformation (4)

Study of historical and religious factors of the English Reformation. Course is taught in London with visits to historical sites. Co-listed as POLS 390 and RELG 390. Offered: Jan Term, on rotation.

HIST 391 United States and Canada: A Regional Geography (4)

Field-based exploration of the geography of the U.S. and Canada, including analysis of physical, cultural, economic, and political landscapes. Emphasis on the importance of the two countries as a center of world economic power. Co-listed as GEOG 391. Offered: Summer 1, on rotation.

HIST 393 Europe: Land and People (4)

In-depth analysis of landforms and cultural, political, and economic factors which shape the character of the region. Co-listed as GEOG 393 and POLS 393. Offered: On rotation.

HIST 395 Asia: Land and People (4)

Regional analysis of the Asian continent focusing on the spatial patterns of physical structure, culture, environment, history, and politics which characterize the region. Co-listed as GEOG 395 and POLS 395. Offered: On rotation.

HIST 398 The Alabama Constitution: 100 Years of Controversy (4)

Examination of the creation, structure, and interpretation of state constitutions. Special attention paid to the 1901 Alabama Constitution and issues surrounding the document as well as to current and past reform movements. Co-listed as JMC 398 and POLS 398.

HIST 399 London Study Topics (4)

Special courses designed for and offered at the Daniel House London Study Centre.

HIST 401W Oral History: Traditions and Techniques (4)

Topical study of the American national experience through the culture of the folk, with emphasis on oral history as an essential dimension of the historical narrative of the American people. Includes methodological study of oral history as a research technique, which is particularly valuable in preserving and comprehending the heritage of the folk.

HIST 402W The History of American Women (4)

Study of women who have made a significant impact on mainstream American history and also of the role and status of ordinary women. Includes consideration of the forces that have been exerted on American society by women as a group and the forces that have been exerted upon women.

HIST 403W Civil Rights Movement in America (4)

Advanced study of the Civil Rights Movement in the United States in the twentieth century.

HIST 407W The Old South (4)

Study of the antebellum South. Special consideration given to race, slavery, and the evolution of sectionalism.

HIST 408W The New South (4)

Study of the South from Reconstruction to the present.

HIST 409 History of Alabama (4)

Political, social, and cultural examination of Alabama in a regional and national context.

HIST 410 The American Presidency (4)

Examination of the historical evolution of the American presidency, with particular emphasis on the expansion of presidential powers during the twentieth century.

HIST 415W Historical Geography of North America (4)

Survey of the progress of settlement of North America, particularly the United States and Canada. Topically structured, the course focuses on the historical evolution of the North American landscape through a study of settlement patterns, migrations, ethnicity, development of transportation networks, and economic land use systems. Co-listed as GEOG 415W. Offered: Fall, on rotation.

HIST 421W Ancient Near East and Greece (4)

Review of the characteristics and contributions of this region from the rise of civilizations and the development of society in Sumeria, Egypt, Mesopotamia, Syria-Palestine, Asia Minor, and Greece.

HIST 422W Roman Republic and Empire (4)

Study of the growth of Roman civilization, with emphasis on Rome's political, cultural, and religious contributions.

HIST 424 Early Modern England (4)

Study of English political, social, and cultural history from 1485 through the Glorious Revolution.

HIST 425W Modern England (4)

Study of the development of the English nation and empire since 1750.

HIST 426W The Modern Middle East (4)

Study of the emergence of modern nation-states in the Middle East, beginning with the framework of the Ottoman Empire. Course focuses on political and social problems since 1800.

HIST 429 Old Russia (4)

Review of the development of Russian social, political, economic, and religious institutions through 1861.

HIST 431W Russia since 1861 (4)

Review of Russian and Soviet history from the emancipation of the serfs to the present. Focus of lectures is on politics, international relations, and ideologies; focus of most of the required reading and research papers is on Russian culture, broadly defined.

HIST 433W Baptists: Their History and Theology (4)

Survey of Baptist history from its beginnings in colonial America to the present. Co-listed as RELG 433W.

HIST 434W Folklore: Europe to America (4)

Study of the pre-history of European peoples in the context of nineteenth century awakenings of nationalism. Emphasis on the legends, mythologies, and folk literature of Germanic, Slavic, and Celtic areas, as related to their impact on the course of recent history. Includes cross-comparisons with Native American folk culture.

HIST 438W The Family, Sex, and Marriage in Modern Europe (4)

Examination of the development of the European family from the Industrial Revolution to contemporary times. Emphasis on the evolution of marriage, parent-child relationships, and the role of wider kin in family formation.

HIST 441 History of China to 1644 (4)

Examination of the major political, social, economic, and cultural developments of Chinese civilization through 1644, and evaluation of the impact of these developments on world history.

HIST 442 History of China since 1644 (4)

Examination of the major political, social, economic, and cultural developments of Chinese civilization since 1644, and evaluation of the impact of these developments on world history.

HIST 443W A History of Modern Japan (4)

Examination of the major political, economic, and social developments of Japan since 1868.

HIST 444 Asia's Response to the West (4)

Introduction to the way in which China, Japan, and Southeast Asia, including Malaysia, Indonesia, and the Philippines, have responded to Western imperialism.

HIST 445W Constitutional History of the United States (4)

Review of the development of the basic concepts of American constitutional law. Co-listed as POLS 445W.

HIST 447 The Development of American Law (4)

Review of the development of American Law. Co-listed as POLS 447.

HIST 451W Geography of International Affairs (4)

Analysis of spatial elements of international affairs. Investigation of the development of states, boundary conflicts, and other geographic elements such as population, resources, and international trade. Co-listed as GEOG 451W and POLS 451W. Offered: Spring.

HIST 455W Diplomatic History of the U.S. (4)

Review of the development of the cardinal principles of American foreign policy, the changing role of the United States in international relations, and historic aspects of American diplomacy.

HIST 456W Vietnam: An American Watershed (4)

Study of the Vietnam War, its origin, and its impact on American society.

HIST 460 Internship (2-8)

Student internships in local, state, national, and international offices and agencies under supervision of the instructor. Variable credit; can be taken more than once for maximum of eight credits. Prereq: Permission of the instructor and department chair.

HIST 461W Latin American History (4)

Survey of modern Latin American History, including a study of the diplomatic relations among the Latin American nations from their independence to the present. Emphasis on conflicts and agreements between and among nations of Latin America, as well as relations with the U.S.

HIST 463 Monsoon Asia: Survey of Cultural History (4)

Broad cultural history of China, Japan, India, and Indonesia.

HIST 464W Africa/Mideast: Survey of Cultural History (4)

Broad cultural history of Africa and the Middle East.

HIST 479 Rise of the British State (4)

Examination of the emergence of the national government in Britain over the last 500 years through the lens of government's growing impact on citizens' daily life. Co-listed as POLS 479. Offered: Jan Term, in London.

HIST 490W War and Society (4)

Study of United States military policy, weapons, and strategy, with emphasis on the twentieth century.

HIST 495W Senior Seminar (4)

Intensive examination of selected topics in history with emphasis on directed research and writing. Topics vary. Required of all history majors, usually in their senior year. Juniors with a GPA of 3.50 or better in history courses may register with the instructor's written permission. Offered: Fall and Spring.

HIST 497 Independent Studies in History (4)

Directed readings and research involving a particular field or period of history designed to give preparation in special areas not fully covered in regular course offerings. Prereq: Permission of the instructor and department chair.

HIST 499 Special Topics in History (4)

Unique, one-time courses offered either by visiting professors or as experimental advanced courses by members of the department.

Journalism and Mass Communication

Faculty

David S. Shipley, Chair, Associate Professor
 Jon Clemmensen, Professor
 Dennis R. Jones, Associate Professor
 N. Melissa Tate, Assistant Professor

Undergraduate Programs and Requirements

Major

Journalism and Mass Communication

Minor

Journalism and Mass Communication

Journalism and Mass Communication (JMC) majors are required to have a 20-credit minor or cognate outside the JMC department. The minor is determined by the student in consultation with a Journalism and Mass Communication advisor.

Admission to the Department of JMC

Admitted Freshman Majors: Must achieve a JMC GPA of 2.75 or better upon completing JMC 200 (Mass Media and Society) and JMC 201 (Mass Media Practices). Students who fail to meet this requirement must change majors.

Students who Transfer and/or Change Majors: Must have completed UCCA 101 (Communication Arts I) or the equivalent with a grade of C+ or better, and must have a Samford GPA of 3.00 or better. If a Samford GPA does not exist, a higher education GPA of 3.00 or better will qualify.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. JMC majors must take MATH 110 (Contemporary Mathematics) or higher to fulfill the general education mathematics requirement.

Courses

JMC 200 Mass Media and Society (4)

Introduction to mass communication with an emphasis on exposure to mass media messages, the industry, message effects, historical perspective, communication theories, and media literacy. Offered: Every semester.

JMC 201 Mass Media Practices (4)

Introduction to mass media systems from a producer perspective with an emphasis on practices and issues. Historical, cultural, political, technological, and social forces that mold and constrain current media forms and products are discussed. Includes the academic response as well as an introduction to scholarly research in the field of journalism and mass communication. Prereqs: JMC 200. Offered: Every semester.

JMC 252 Photojournalism (2)

Introduction to photographic techniques and the study of news feature reporting through photographs. Emphasis on visual composition, developing, and printing. Offered: Fall.

JMC 300W Mass Media Writing and Editing (6)

Introduction to writing and editing journalistic and persuasive copy for distribution in converged mass media: print, electronic and online. Prereq: JMC 200, 201; UCCA 101 or its equivalent, with a C+ or better; and ability to type 30 words per minute. Offered: Fall.

Journalism and Mass Communication Major

Journalism and Mass Communication Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			22
General Education Requirements:			30-42
Natural and Computational Sciences			8
Social Sciences			4
Mathematics			4
MATH 110	Contemporary Mathematics <i>or</i> higher	4	
World Languages			4-16
Fine Arts			4
Humanities			4
Physical Activity			2
Journalism & Mass Communication Major:			42
Journalism & Mass Communication Core			30
JMC 200	Mass Media and Society	4	
JMC 201	Mass Media Practices	4	
JMC 300W	Mass Media Writing and Editing	6	
JMC 301	Mass Media Ethics	2	
JMC 302	Mass Media Law	2	
JMC 310	Mass Media Production	6	
JMC 331	Mass Media Externship	2	
JMC 401W	Senior Thesis <i>or</i>	4	
JMC 402W	Applied Communication Research		
Journalism & Mass Communication Electives (Must select two, 2-credit elective courses to satisfy requirement.)			4
Journalism Specialization (Choose one of the specializations below and complete both courses.)			8
Advertising			
JMC 411W	Advertising/Marketing Communication	4	
JMC 412	Advertising/IMC Practicum	4	
Electronic Journalism			
JMC 421	Adv Mass Media Applications-Electronic	4	
JMC 422	Video Practicum	4	
Print Journalism			
JMC 431	Adv Mass Media Applications-Print/Web	4	
JMC 432	Magazine/E-zine Practicum	4	
Public Relations			
JMC 441W	Public Relations Communication	4	
JMC 442	Public Relations Practicum	4	
Required Minor or Cognate			20
General Electives			2-14
Total Required Credits			128

Journalism and Mass Communication Minor

Journalism and Mass Communication Minor Required Courses		Course Credits	Total Required Credits
Journalism and Mass Communication Core			16
JMC 201	Mass Media Practices	4	
JMC 300W	Mass Media Writing and Editing	6	
JMC 310	Mass Media Production	6	
Journalism Specialization (Choose one of the specializations from the major table above and complete all courses listed.)			8
Total Required Credits			20

JMC 301 Mass Media Ethics (2)

Review of the basic principles of professional ethics and social responsibility in the mass media. Prereq: JMC 300W. Offered: Summer 1 and Spring.

JMC 302 Mass Media Law (2)

Study of mass media law with an emphasis on libel, access, privacy, contempt, copyright, and freedom of information. Prereq: JMC 300W. Offered: Fall.

JMC 308 America since 1945: Media and Politics (4)

Survey of media, politics, and culture since the end of World War II. Co-listed as HIST 308.

JMC 310 Mass Media Production (6)

Introduction to designing and producing journalistic and persuasive messages for converged digital mass media—print, electronic and online. Prereqs: JMC 200, 210, and 300W. Offered: Spring.

JMC 331 Mass Media Externship (1-2)

Practical experience working under the supervision of qualified practitioners in print, broadcasting, advertising, or public relations. Two credits for the first internship, maximum three credits. Prereq: JMC 300W and 310. Offered: Fall, Spring, and Summer 2.

JMC 352 Web Page Communication (2)

Study of format and production of messages for distribution via the World Wide Web. Includes the how-to's of creating and publishing software packages, HTML, tables, and animated GIFs.

JMC 361 Bridging London (4)

Field-based exploration of the geography of London and its environs. Students investigate historical development, commerce, naval power, imperialism, colonialism, scientific achievement, industrial revolution, financial systems, economic frameworks, transportation, governance, urban design, community, culture, society, ethnicity, international significance, and the intersection between globalization and urbanization. Co-listed as CLAS 361, GEOG 361, HIST 361, POLS 361, and SOCI 361.

JMC 362 The Film Genre (2)

Study of the history of the film industry in America and its cultural effects. Offered: Summer 1 and Jan Term.

JMC 364 Film Criticism (2)

Introduction to critical theory as applied to film. Practical application of theory in the form of critical essays. Offered: Summer I and Jan Term.

JMC 372 Media of Religion (2)

Investigation of the relationship between two First Amendment rights: freedom of religion and freedom of the press. Course looks at how the church uses a variety of media to communicate the gospel message, how religion is reported in the secular media, and the effects on religion of media-use and vice versa.

JMC 382 Feature Writing (2)

Practical application in planning, developing, writing, and submitting manuscripts for publication in magazines and newspapers. Includes a study of query letters, markets, and market requirements.

JMC 398 The Alabama Constitution: 100 Years of Controversy (4)

Examination of the creation, structure, and interpretation of state constitutions. Special attention paid to the 1901 Alabama Constitution and issues surrounding the document, as well as to current and past reform movements. Co-listed as HIST 398 and POLS 398.

JMC 399 London Study Topics (4)

Special courses designed for and offered at the Daniel House London Study Centre. Topics vary. Offered: Jan Term.

JMC 400 Senior Seminar (2)

In-depth examination of selected mass communication topics. Students examine current mass communication issues, prepare group class discussions on the issues, and complete an extensive research paper on a selected mass communication topic. Prereq: Senior standing.

JMC 401W Senior Thesis (4)

Capstone experience that includes design, analysis, implementation, testing, and documentation of an original research project. Prereq: Senior standing. Offered: Fall.

JMC 402W Applied Communication Research (4)

Introduction to current mass media research techniques as practiced in the print, broadcast, advertising, and public relations industries. Includes survey research, focus group research, interviewing, and simple experimental techniques as well as basic principles of data collection, analysis, interpretation, and reporting. Research project required. Prereqs: Senior standing and MATH 110. Offered: Fall.

JMC 411W Advertising/Marketing Communication (4)

Practical application of principles of writing and producing persuasive materials for integrated marketing communications (IMC) purposes, including advertising, marketing, public relations, publicity, and promotions. Prereqs: JMC 300W and 310. Offered: Fall.

JMC 412 Advertising/IMC Practicum (4)

Practical application in researching, planning, writing, scheduling, budgeting, and evaluating the creative campaign in a blend of form and function. Includes media selection, copy and layout, audio and video taping, story boards, and preparation of detailed budgets. Prereq: JMC 411W. Offered: Spring.

JMC 421 Advanced Mass Media Applications-Electronic (4)

Practical application of photographing, reporting, writing, editing and producing journalistic and persuasive digital video materials for broadcast and online media. Prereqs: JMC 300W and 310. Offered: Fall.

JMC 422 Video Practicum (4)

Practical application in producing and directing. Includes staging, lighting, graphics, video control, and composition. Students produce a weekly news/public affairs video magazine (Samford News Network [SNN]). Prereqs: JMC 421. Offered: Fall.

JMC 431 Advanced Mass Media Applications-Print/Web (4)

Practical application of writing, editing and producing materials for print publications including newspapers and magazines. Prereqs: JMC 300W and 310. Offered: Fall.

JMC 432 Magazine/E-zine Practicum (4)

Practical application in magazine production. Students write articles, edit, design, market, and publish a magazine. Prereqs: JMC 431. Offered: Spring.

JMC 441W Public Relations Communication (4)

Intermediate course in various media techniques used by public relations professionals to reach and influence desired publics. Prereqs: JMC 300W and 310. Offered: Fall.

JMC 442 Public Relations Practicum (4)

Practical application in planning and managing a campaign with emphasis on problem analysis, crisis, and issues management. All students work in a student-run public relations agency. Prereq: JMC 441W. Offered: Spring.

JMC 452 Seminar in Media Practices (2-4)

In-depth study of the roles of the advertising, broadcasting, journalism, and public relations practitioner in the daily practice of the craft. Course includes background research on specific media organizations and subsequent visits to each. Prereqs: JMC 201; Junior standing and/or permission of the instructor. Offered: Jan Term, on rotation.

JMC 454 International Mass Media (2)

Introduction to and comprehensive survey of international mass media systems and theories with an emphasis on comparative issues, characteristics, and developments. Course is taught abroad.

JMC 462 History of Mass Media (2)

Survey and analysis of the origin, development, influence, and outlook of mass media in America with emphasis on issues, trends, standards, policies, methods, and controls. Prereq: JMC 201.

JMC 464 Mass Media Management (2)

Introduction to the basic principles and practices of personnel and business management as applied to mass media organizations. Prereq: Junior standing. Offered: Spring and Summer 1.

JMC 472 Advanced Print Media Literacy (2)

In-depth individual and group work in print media production, half-tone reproduction, and graphic design. Includes sophisticated manipulation of type, graphics, and white space in tabloid, magazine, and newsletter design. Prereq: JMC 310. Offered: Fall.

JMC 474 Advanced Electronic Media Literacy (2)

In-depth individual and group work in video production, direction, and postproduction. Includes sophisticated manipulation of light, image, sound, and the use of computer-generated graphics. Prereq: JMC 310.

JMC 482 Independent Study (1-4)

Directed-reading, research, and analysis involving a particular field of interest resulting in a project or paper. Course may be repeated for different topics; maximum of 8 credits. Prereq: Junior standing and/or permission of the instructor.

JMC 492 Special Topics in Mass Media (2-4)

In-depth analysis of a contemporary mass communication topic that is not normally covered in other JMC offerings. Topics vary according to the instructor. Course may be repeated for different topics; maximum of 8 credits. Prereq: JMC 201.

Mathematics and Computer Science

Faculty

Bruce W. Atkinson, Chair, Professor
Steven F. Donaldson, Associate Professor
David L. Foreman, Associate Professor
Emily A. Hynds, Associate Professor
Sonya S. Stanley, Associate Professor
Janie A. Kennedy, Assistant Professor
Jeffrey S. Powell, Assistant Professor
Brian R. Toone, Assistant Professor
Ruric E. Wheeler, Research Professor
Gregory A. Kawell, Instructor
Candace H. Todd, Instructor

Undergraduate Programs and Requirements

Majors

Mathematics
Computer Science
Dual-Degree Engineering Program

Minors

Mathematics
Computer Science

The department offers two majors: mathematics and computer science, both leading to the bachelor of science degree. Students planning to earn an Alabama teacher's certificate in mathematics should consult the department chair and refer to the Orlean Bullard Beeson School of Education and Professional Studies section of this catalog.

The department also offers a dual-degree engineering program in conjunction with the Department of Physics and the engineering schools of several regional universities. The five-year program leads to two degrees: a bachelor of science degree from Samford with a major in mathematics or physics, and a bachelor of engineering degree from the participating university. (See the Undergraduate Dual-Degree Engineering Program section below for more details.)

Students interested in pursuing an engineering career need not necessarily enter the dual-degree program. Since mathematics, physics, computer science, and chemistry are basic in all engineering curricula, students taking basic courses in these fields are well prepared to transfer to any engineering school. At Samford, students can complete half the curriculum required in any of the following fields of engineering: mechanical, electrical, civil, chemical, highway, and aeronautical. Interested students are advised to check with several engineering schools to determine which Samford courses would transfer directly.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Note: Any math course taken to meet requirements for a major or minor in the department may also be used to meet the general education mathematics requirement.

Undergraduate Dual-Degree Engineering Program

The Department of Mathematics and Computer Science and the Department of Physics offer a dual-degree engineering program jointly with the following universities: University of Alabama at Birmingham, Auburn University, Washington University (Missouri) and Mercer University (Georgia).

Students in this five-year program will first pursue a three-year general curriculum at Samford, followed by a two-year general technical curriculum at one of the participating engineering schools. Students apply to the engineering school during their third year at Samford. Applications must include a letter of recommendation from the chair of the Department of Mathematics and Computer Science or from the chair of the Department of Physics (depending on the track selected), as well as documentation that the candidate will complete the required

coursework at Samford. Candidates must satisfy the admission requirements for the participating engineering school, and should contact the school well in advance of application. The program consists of 96-108 credits at Samford (depending on placement in world languages). Both departments have checklists available for this program: one for the mathematics track and one for the physics track. Please see either department chair for further information.

Mathematics Major

The Department of Mathematics strongly recommends that students planning on graduate studies in mathematics take MATH 430 (Abstract Algebra) and MATH 440 (Introductory Real Analysis). Such students are likely to take at least one or two courses more than the minimum requirement for the major.

Note: Students may also receive secondary certification by completing 44 credits of professional studies. Contact the chair of the Department of Teacher Education for more information.

Mathematics Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Mathematics Major:		44
Mathematics		32
MATH 240 Calculus I	4	
MATH 260 Calculus II	4	
MATH 270 Calculus III	4	
MATH 280 Intro to Advanced Mathematics	4	
MATH 330 Differential Equations	4	
MATH 340 Linear Algebra	4	
MATH 430 Abstract Algebra <i>or</i>	4	
MATH 440 Introductory Real Analysis		
MATH 485 Senior Seminar	2	
MATH 495W Senior Project	2	
Mathematics Upper-Level Electives (at least four credits must be at the 400 level)		8
Computer Science		4
COSC 110 Introduction to Programming	4	
General Electives		20-32
Total Required Credits		128

Mathematics Minor

Mathematics Minor Required Courses	Course Credits	Total Required Credits
Mathematics Core		16
MATH 240 Calculus I	4	
MATH 260 Calculus II	4	
MATH 270 Calculus III	4	
MATH 280 Intro to Advanced Mathematics	4	
Mathematics Upper-Level Elective		4
Computer Science		4
COSC 110 Introduction to Programming	4	
Total Required Credits		24

Computer Science Major

In conjunction with the standard major, the department supports special interdisciplinary tracks in neuroinformatics, bioinformatics, and cognitive science. Consult the Computer Science Web site at <http://www.samford.edu/schools/artsci/math/cs-home.html> or contact the department for details.

Computer Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Computer Science Major:		48
Computer Science		44
COSC 110 Introduction to Programming	4	
COSC 200 Discrete Structures for Computer Science	4	
COSC 210 Data Structures and Algorithms	4	
COSC 305 Computer Organization & Architecture	4	
COSC 306 Principles of Bioinformatics <i>or</i>	4	
COSC 315 Databases & Information Management		
COSC 325 Languages and Theory	4	
COSC 335 Operating Systems & Networking	4	
COSC 420 Software Engineering	4	
COSC 460 Current Topics in Computing	4	
COSC 470 Artificial Intelligence and Advanced Computing Strategies	4	
COSC 495W Senior Seminar and Project	4	
Mathematics		4
MATH 240 Calculus I	4	
General Electives*		16-28
Total Required Credits		128

*Must include 16 hours in an approved Applications Area. This is another discipline or plan of study defined with a student's advisor in which computing may be used as a tool. Typical choices include, but are not limited to, mathematics, natural or social sciences, GIS, and business. A student planning to do graduate work in computing should select mathematics as his/her Applications Area, and take as electives any upper-level computing courses specified as prerequisites for the graduate program.

Computer Science Minor

Computer Science Minor Required Courses	Course Credits	Total Required Credits
Computer Science Core		12
COSC 110 Introduction to Programming	4	
COSC 200 Discrete Structures for Computer Science	4	
COSC 210 Data Structures and Algorithms	4	
Computer Science Electives		12
Total Required Credits		24

Courses

MATHEMATICS

MATH 107 Mathematics for Elementary Teachers (4)

Designed to strengthen understanding of the mathematics that prospective teachers will teach. Includes review of natural numbers, whole numbers, integers, rational numbers, real numbers, and their properties; the variety of representations of different operations; algebraic reasoning and representation; measurements of area, perimeter, surface area, and volume; and geometry concepts including transformations, constructions, and similarities. Offered: Fall, Spring, and possibly Jan Term or Summer.

MATH 110 Contemporary Mathematics (4)

Development of problem-solving skills obtained by studying a wide range of contemporary applications of mathematics. Connections between contemporary mathematics and modern society are stressed. Prereq: Suitable score on placement exam. Offered: Fall, Jan Term, Spring, and Summer 1.

MATH 150 Precalculus (4)

Introduction to a combination of standard topics from college algebra and trigonometry. Includes examples of modern mathematical modeling, ideas, and applications, plus the skills and knowledge needed for subsequent mathematics courses and/or real world applications. Covers linear, quadratic, exponential, power, logarithmic, polynomial, inverse, and trigonometric functions. Graphing calculator required; consult department for recommended model. Prereq: Suitable score on placement exam. Offered: Fall, Jan Term, Spring, and Summer 1.

MATH 210 Elementary Statistics (4)

Introduction to algebra-based statistics. Includes review of descriptive and inferential statistics with probability decision-making skills necessary for today's complex civilization. Covers frequency, probability, binomial, normal, chi-square and sampling distributions, estimation, hypothesis testing for one and two populations, linear correlation and regression, and analysis of variance. Some class assignments completed using a statistical computing software package. Graphing calculator required; consult department for recommended model. Prereqs: Suitable score on placement exam. Offered: Fall, Spring, Summer 1, possibly Summer 2 or Jan Term.

MATH 240 Calculus I (4)

Introductory study of calculus, beginning with a review of precalculus functions with an emphasis on graphical, numerical, and modeling applications. Topics include: limits, continuity, derivatives and their interpretations, tangent line approximations, the definite integral as a limit of Riemann sums, applications of the definite integral to area and average value, the Fundamental Theorem of Calculus, rules of derivatives, formulas for derivatives of precalculus functions, implicit functions, economics applications, optimization and modeling, and Newton's method. Some class assignments/projects completed using the computer algebra system, Mathematica. Graphing calculator required; consult department for recommended model. Prereqs: MATH 150 or suitable score on placement exam. Offered: Fall, Jan Term, Spring, and possibly Summer.

MATH 260 Calculus II (4)

Sequel to MATH 240. Topics include: Antiderivatives, integration by substitution, integration by parts, approximation of definite integrals, improper integrals, setting up of Riemann sums in applications, applications of definite integrals to geometry, physics, and economics, probability distributions, simple first order differential equations, slope fields, Euler's method, separation of variables, growth and decay, systems of differential equations, applications of second order equations to oscillations, Taylor approximations, and Taylor series. Some class assignments/projects completed using the computer algebra system, Mathematica. Graphing calculator required; consult department for recommended model. Prereq: Grade of C or better in MATH 240. Offered: Fall and Spring.

MATH 270 Calculus III (4)

Sequel to MATH 260. Topics include: Functions of two and three variables, graphs of surfaces, contour plots, vectors, dot products, cross products, partial derivatives, local linearity, differentials, directional derivatives, gradients, chain rule, partial differential equations, constrained and unconstrained optimization, multivariable integration, iterated integrals, numerical integration by the Monte Carlo method, change of variables in multivariable integrals, parameterized curves, and surfaces. Some class assignments/projects completed using the computer algebra system, Mathematica. Graphing calculator required; consult department for recommended model. Prereq: Grade of C or better in MATH 260. Offered: Fall.

MATH 280 Introduction to Advanced Mathematics (4)

Transition from calculus sequence to upper-level math. Primary objective is learning how to read, understand, and write proofs; hence, logic and proof techniques and strategies are heavily discussed. Secondary objective is learning certain basic math concepts needed for upper-level math courses, including set theory, functions, and relations. Other topics may include infinite sets, the set of integers, the set of real numbers, discrete math, and basic number theory. Prereq or co-req: MATH 270. Offered: Fall.

MATH 320 Numerical Analysis (4)

Study of finite differences, interpolations, differentiation and integration, Lagrangian formulas, solutions of equations, systems of equations initial-value problems for ordinary differential equations, curve fitting, and approximation theory. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200.

MATH 330 Differential Equations (4)

Study of ordinary differential equations. Methods of solutions to differential equations are presented and applied in detail. Topics include the general solution to a linear differential equation, linear homogeneous and nonhomogeneous differential equations of higher order with constant coefficients, Laplace transforms, infinite series methods, Legendre Polynomials, Bessel Functions, and linear systems of differential equations. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200. Offered: Spring.

MATH 340 Linear Algebra (4)

Study of fields, systems of linear equations, matrices, vector spaces, subspaces, bases and dimension, linear transformations, isomorphism, representation of transformations by matrices, linear functionals, determinants, eigenvalues and eigenvectors, invariant subspaces, inner product spaces, stochastic matrices, matrix exponentials, and numerical methods. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200. Offered: Fall.

MATH 350 Vector Calculus (4)

Study of vector algebra in two and three dimensions, equations of lines in space, scalar products, orientation, vector products, triple scalar products, vector identities, tensors, vector valued functions, velocity, tangent vectors, acceleration, vector fields, gradients, divergence, curl, the Laplacian, line integrals, potentials, conservative fields, irrotational fields, surface integrals, volume integrals, divergence theorem, Green's formula, and Stoke's theorem. Applications to electrostatics, force fields, potential theory, fluid flow, heat flow, gravitation, and wave equations. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200; PHYS 203 and PHYS 204.

MATH 360 Complex Variables (4)

Study of functions of a complex variable. Topics include analytic and harmonic functions, transformation and mapping, complex integration, power series, residues and poles, conformal mapping, and additional theory of functions. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200.

MATH 370 Mathematical Statistics (4)

Introduction to calculus-based probability theory and statistical inference. Topics include: probability measures, independence and conditional probability, discrete random variables, continuous random variables, distribution functions, expectations, multivariate distributions, correlations, binomial, Poisson, gamma, chi-square, normal distributions, sampling distributions, order statistics, moment-generating functions, functions of random variables, convergence of distributions, central limit theorem, point estimators, maximum likelihood, confidence intervals, hypothesis testing, sufficient statistics, Bayesian estimation, likelihood ratio tests, analysis of variance, linear regression, and nonparametric statistics. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200.

MATH 410W Number Theory (4)

Introduction to the theory of numbers. Topics include divisibility, factorization, prime numbers, congruencies, arithmetic functions, quadratic residues, and Diophantine equations. Additional topics may include primitive roots, continued fractions, cryptography, Fibonacci numbers, and numerical techniques. Prereq: MATH 280.

MATH 420 College Geometry (4)

Axiomatic, proof-oriented treatment of different geometries, including synthetic, metric, absolute, and Euclidean geometries. Other topics may include finite geometries, fractals, constructions, and specific non-Euclidean geometries. Prereq: MATH 280.

MATH 430 Abstract Algebra (4)

Introduction to abstract algebra, groups, rings, and fields. Topics include: binary operations, groups, subgroups, cyclic groups, groups of permutations, cosets, finitely generated groups, homeomorphisms, isomorphisms, factor groups, rings, fields, and integral domains. Additional topics may include fields of quotients, rings of polynomials, factor rings, ideals, unique factorization domains, and the Sylow Theorems. Prereqs: MATH 340 or MATH 410.

MATH 440 Introductory Real Analysis (4)

Proof-oriented introduction to topics in mathematical analysis. Topics include: field axioms of real numbers, completeness axiom, set theory, relations and functions, infinite sets, countable sets, open and closed sets, closure, limit points, Bolzano-Weierstrass theorem, limits and partial limits of sequences, monotone sequences, Cauchy sequences, limits of functions, continuity, extreme value theorem, intermediate value theorem, uniform continuity, differentiation, chain rule, mean value theorem, L'Hopital's rule, convergent series, tests for convergence of series, rearrangement of series, Riemann sums, Riemann integrability, Fundamental Theorem of Calculus, change of variables, sequences of functions, uniform convergence, and power series. Prereq: MATH 280.

MATH 450 General Topology (4)

Survey of the fundamental concepts of general topology which depend upon the elementary properties of sets and functions. Includes topological spaces, subspaces, continuity, homeomorphisms, product spaces, connectedness, compactness, separation properties, and metric spaces. Prereq: MATH 280.

MATH 480 Topics in Mathematics (1-4)

Independent study arranged between a student (or students) and a faculty member. Topics vary. May be repeated for credit. Prereqs: At least one upper-level mathematics course.

MATH 485 Senior Seminar (2)

Seminar with two components: 1) Topic selected by instructor and presented in the "Moore" style (i.e., a list of results are distributed to students, students responsible for presenting results in class.) 2) During the semester, students select a topic of research for the sequel course, MATH 495. They give brief presentations in class and turn in a written proposal for the project to be approved by all mathematics department faculty. In the time between the two courses, students begin to implement the proposal. Prereq: At least one 400-level MATH course.

MATH 495W Senior Project (2)

Students complete the project proposed in MATH 485. Instructor sets deadlines for rough drafts and students present fragments of the work periodically, with continual instructor feedback. Final outcome is a written project and a presentation that is reviewed by all department faculty. Prereq: MATH 485.

COMPUTER SCIENCE**COSC 107 Introduction to Computer Science (4)**

Exploration of the foundations of computing as a science, including how computing represents the effective merger of science, mathematics, and engineering. Incorporates hands-on experience to illustrate how computers operate based on simple principles of logic and abstraction; demonstrates how to communicate with them via algorithms and use of a simple programming language; evaluates limitations; examines alternative computing paradigms; considers emerging technologies; contemplates major innovations such as the Internet, virtual reality, and intelligent systems; and surveys a variety of issues facing society. Not a computer literacy course. Prereqs: Basic computer literacy (familiarity with file/folder manipulation, word processing, and spreadsheet applications); mathematics background suitable for placement into Precalculus.

COSC 110 Introduction to Programming (4)

Introduction to the fundamental techniques of programming as a foundation for more advanced study of computer science and as a tool for other disciplines. Includes introduction to object-oriented programming using Java. Focus on development of effective software engineering practice, emphasizing such principles as design, decomposition, encapsulation, procedural abstraction, testing, and software reuse. Topics include programming constructs, problem-solving strategies, the concept of an algorithm, recursion, fundamental data structures, and an introduction to machine representation, graphics, networking, and interactive development environments. Prereqs: Basic computer literacy (familiarity with file/folder manipulation, word processing, and spreadsheet applications); mathematics background suitable for placement into Precalculus.

COSC 200 Discrete Structures for Computer Science (4)

Introduction to discrete mathematics as it is used in computer science, fostering logical methods of problem solving and thinking. Topics include functions, relations, sets, propositional and predicate logic, simple circuit logic, proof techniques, finite state machines, Turing machines, elementary formal language theory, graph theory, Boolean algebra, computability, complexity, elementary combinatorics, and discrete probability. Prereqs: Mathematical preparation sufficient to take calculus at the college level. Offered: Fall.

COSC 210 Data Structures and Algorithms (4)

Extension of previously acquired foundational programming experiences, with particular emphasis on the use of data abstraction and object-oriented programming in the design and implementation of fundamental data structures and algorithms. Topics include recursion, basic data structures, efficiency, complexity, primary algorithms for searching, sorting, tree and graph manipulation, hashing, inheritance, and polymorphism. Includes significant programming experiences in a language such as Java. Prereqs: Grade of C or better in COSC 110; grade of C or better in COSC 200 desirable as prereq, but may be taken concurrently or with permission of the instructor.

COSC 305 Computer Organization and Architecture (4)

Study of concepts of computer systems and computer architecture. Focus on fundamentals of logic design, organization and structure of the major hardware components of computers, and the mechanics of information transfer and control within a computer system. Includes lab experiences in assembler language programming and simulation of computer circuits, and investigation of different architectures (composition and connection of larger blocks) supporting parallel computing and data communications. Prereqs: COSC 200 and COSC 210, with grades of C or better. Offered: Fall.

COSC 306 Principles of Bioinformatics (4)

Interdisciplinary biological and computational approach to science to gain new insights into complex living systems. Methods developed in this discipline address outstanding questions in medicine, behavior, health, pharmacy, genetics, the environment, and other biologically related areas. Co-listed as BIOL 306. Prereqs for all majors: BIOL 105, 110, or 203; or permission of the instructor. Additional prereqs for computer science majors: COSC 200 and COSC 210, with grades of C or better. Offered: Spring

COSC 315 Databases and Information Management (4)

Study of underlying concepts and structures in the design and implementation of database management systems. Includes lab experiences, such as implementation of DBMS projects using commercially available software. Also covered: design, creation, and maintenance of data files, and implementation of several methods in high-level language(s): sorting and searching techniques, and how they relate to various data structures; design and construction of user interfaces; ethical issues involving security and privacy, and other issues related to the use of distributed databases. Prereqs: COSC 200 and COSC 210, with grades of C or better. Offered: Spring.

COSC 325 Languages and Theory (4)

Study of the history of programming languages and styles; programming paradigms; language features supporting parallel and distributed computing; formal language theory, special purpose languages, automata, syntax, grammars, semantics, bindings, symbol tables, data types, scoping, parameter passing, abstract data types, computability and solvability, and complexity classes; design and implementation of (part of) a compiler; simulation of theoretical machines such as finite state automata; empirical comparisons of various algorithms and programming paradigms; and utility of interactive tools and environments. Prereqs: COSC 200, COSC 210, and MATH 240, with grades of C or better. Offered: Spring.

COSC 335 Operating Systems and Networking (4)

Introduction to the fundamentals of operating systems, networking, and communications; in-depth treatment of operating systems and their interface with hardware, applications, and system user; contemporary social and professional issues, such as intellectual property, risks and liabilities, and system security in the context of operating systems design; data communications and transmission methods; wide- and local-area networks; and simulation of (parts of) an operating system and of network protocols. Prereqs: COSC 200 and COSC 210, with grades of C or better. Offered: Spring.

COSC 380 Scientific Methods of Computer-Based Instrumentation (4)

Survey of computer-based instrumentation and software/hardware integration used to develop experiments or tests critical in the modern laboratory or industrial environment. Covers laboratory programming using fourth-generation visual computer language, acquisition and conditioning of real-world signals, and control of ASCII conversation-based bench-top instruments. Co-listed as CHEM 380 and PHYS 380. Prereqs: PHYS 102 or PHYS 204, and COSC 110 or equivalent. Offered: Fall, on rotation.

COSC 410 Computer Science Research/Internship (1-4)

Research project or internship completed under the supervision of a faculty member, with results presented in a written paper or other appropriate document (e.g., user's manual, if the project involves software development). Cannot substitute for required courses in the computer science major. May be repeated for a total of eight credits. Prereqs: COSC 110, with a grade of C or better, and permission of the instructor, in response to written proposal submitted by the student.

COSC 420 Software Engineering (4)

Examination of a range of topics integral to the design, implementation, and testing of a medium-scale software system, with practical experience of implementing such a project as a member of a programming team. Also includes material on professionalism and ethical responsibilities in software development and human-computer interaction. Prereqs: COSC 315, with a grade of C or better. Offered: Fall.

COSC 460 Current Topics in Computing (4)

In-depth exploration of a designated "topic of the year," providing a mechanism for study of important topics of current interest in the rapidly changing discipline of computer science. Includes research, simulation, and/or analysis of various approaches related to the topic(s) under study. Major emphasis on demonstration of maturity in use of various computer science tools in investigations. Such tools include programming, software development, research skills, communications skills, data structures, and algorithm analysis. Prereqs: Grades of C or better in at least one 300-level COSC course and MATH 240. Offered: Fall.

COSC 470 Artificial Intelligence and Advanced Computing Strategies (4)

Exploration of one of the ultimate computer science objectives: simulating intelligence in machines. Considers intelligent behavior in living beings, identifies problems confronting AI researchers, and explores a variety of approaches to the development of intelligent systems. Methodologies include traditional knowledge representation, search, and heuristic strategies, as well as alternative computational paradigms such as artificial neural networks. Cognitive behaviors in machines are modeled via computer simulation and robotics. Techniques presented draw on knowledge accumulated from a broad range of disciplines. Prereqs: Permission of the instructor. Computer science majors should have grades of C or better in at least one 300-level computer science course and should be proficient in Java or C++. A math background that includes calculus and advanced courses is helpful but not essential. Offered: Spring.

COSC 495W Senior Seminar and Project (4)

Capstone experience for computer science majors. Major emphasis on reviewing the entire range of topics studied within the curriculum and providing individual students an opportunity to accomplish a significant research or software development project. Students give both oral and written presentations of their projects and are required to take the Major Field Test (MFT) exam. Topic, scope, and (if appropriate) software to be used in the project must be approved in advance by the professor(s). Prereqs: Grades of C or better in one 400-level and two 300-level COSC courses and MATH 240. Offered: Spring.

Philosophy

Faculty

Dennis L. Sansom, Chair, Professor
B. Keith Putt, Professor

Undergraduate Programs and Requirements

Majors

Philosophy
Philosophy and Religion

Minor

Philosophy

The Department of Philosophy offers the bachelor of arts degree.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. A philosophy major or minor can use either PHIL 241 (Introduction to Philosophy) or PHIL/RELG 200 (Christian Ethics) to satisfy the general education humanities requirement or the requirements for a major or minor in philosophy, but not both requirements.

Philosophy Major

Students majoring in philosophy can take no more than two courses offered by the Birmingham Area Consortium of Higher Education (BACHE), i.e., University of Alabama at Birmingham, University of Montevallo, Birmingham-Southern College, or Miles College, after consultation with his/her advisor at Samford.

PHIL 301 (History of Philosophy: Ancient and Medieval) also counts toward a classics major. PHIL 301 or PHIL 302 (History of Philosophy: Modern and Contemporary) count towards a political science major. PHIL 311 (Philosophy of Religion: Is God Knowable?) counts towards a religion major. PHIL 301, PHIL 302, and PHIL 351 (Logic) count towards the Pre-Law Program.

Philosophy Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Philosophy Major:		36
Philosophy Core		24
PHIL 301 History of Philosophy: Ancient/Medieval	4	
PHIL 302 History of Philosophy: Modern/Contemp	4	
PHIL 314W Ethics: Why be Moral?	4	
PHIL 328 Metaphysics: What is Real?	4	
PHIL 351 Logic	4	
PHIL 498W Senior Seminar	4	
Philosophy/Political Science Electives (select at least four courses)		12
PHIL 200 Christian Ethics	4	
PHIL 241 Introduction to Philosophy	4	
PHIL 311 Philosophy of Religion: Is God Knowable?	4	
PHIL 321W Existentialism	4	
PHIL 491, 492, 493 or 494W Readings in Philosophy	1,2,3 or 4	
POLS 315W Topics in Political Theory	4	
General Electives		28-40
Total Required Credits		128

Philosophy and Religion Major

Philosophy and Religion Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			22
General Education Requirements			30-42
Philosophy & Religion Major:			36
Philosophy Core			16
PHIL 301	History of Philosophy: Ancient/Medieval	4	
PHIL 302	History of Philosophy: Modern/Contemp	4	
PHIL 311	Philosophy of Religion: Is God Knowable?	4	
PHIL 328	Metaphysics: What is Real?		
PHIL 351	Logic	4	
Philosophy Elective			4
Religion			16
RELG 200	Christian Ethics	4	
RELG 201	Introduction to World Religions <i>or</i>	4	
RELG 300W	Rituals and Myths in World Religions		
RELG 441W	Early Biblical Interpretation	4	
RELG/PHIL 498W	Senior Seminar	4	
General Electives			28-40
Total Required Credits			128

Philosophy Minor

Philosophy Minor Required Courses		Course Credits	Total Required Credits
Philosophy Core			8
PHIL 301	History of Philosophy: Ancient/Medieval	4	
PHIL 351	Logic	4	
Philosophy Electives*			12
Total Required Credits			20

*Students may also take POLS 315W.

Courses

PHIL 200 Christian Ethics (4)

Examination of contemporary social-ethical issues in light of Christian ethical principles, derived from scripture, church history, and the history of philosophy. Co-listed as RELG 200. Offered: Fall.

PHIL 241 Introduction to Philosophy (4)

Examination of perennial questions and problems of life that have inspired philosophical investigation over the past 2,500 years.

PHIL 301 History of Philosophy: Ancient and Medieval (4)

Survey and examination of salient and influential ideas and representatives of the history of philosophy from pre-Socratic philosophers through the medieval period, presenting the significance and historical context of philosophical concerns. Offered: Fall.

PHIL 302 History of Philosophy: Modern and Contemporary (4)

Survey and examination of salient and influential ideas and representatives of the history of philosophy from the 17th century to the present, including the significance and historical context of philosophical concerns. Offered: Spring.

PHIL 311 Philosophy of Religion: Is God Knowable? (4)

Investigation of philosophical issues in religious thought, including such issues as proofs and disproofs of God's existence, the meaning of religious language, truth-claims in different religions, and related matters. Co-listed as RELG 311. Offered: Fall, on rotation.

PHIL 314W Ethics: Why be Moral? (4)

Exploration of fundamental bases of morality by presenting and examining the salient features of virtue, duty, utilitarian ethics, and Divine Command ethics. Offered: Fall, on rotation.

PHIL 321W Existentialism (4)

Introduction to philosophical, theological, and literary aspects of such themes as human existence, anxiety, the individual in society, dread, and other issues. Offered: Spring, on rotation.

PHIL 328 Metaphysics: What is Real? (4)

Introduction to and examination of the philosophical study of the nature of reality, time, personal identity, consciousness, freedom, and other related issues. Offered: Spring, on rotation.

PHIL 351 Logic (4)

Introduction to basic principles of correct reasoning, presenting criteria for sound, informal arguments and valid, deductive arguments. Offered: Spring.

PHIL 491, 492, 493, and 494W Readings in Philosophy (1, 2, 3, and 4, respectively)

Offered: As needed.

PHIL 498W Seminar (4)

Correlation of the various studies within the philosophy major, focusing on a senior assessment paper or subject. Offered: Spring.

Physics

Faculty

John T. Tarvin, Chair, Professor
 Henry W. Glotfelty, Professor
 Perry A. Tompkins, Professor

Undergraduate Programs and Requirements

Majors	Minor
Physics (BS)	Physics
Engineering Physics (BS)	
Physics (BA)	
Dual-Degree Engineering Program	

To obtain a major in physics, engineering physics, or through the dual degree program, students must maintain a minimum GPA of 2.50 in mathematics and physics courses. Additionally, to receive a bachelor of science degree in physics, but not through the dual degree program, students must complete a senior thesis. See the department chair for details.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. For a major or minor in physics or a major in engineering physics, the general education mathematics requirements is satisfied by MATH 240 (Calculus I). Physics majors cannot use physics courses or COSC 107 (Introduction to Computer Science) to fulfill the general education natural and computational sciences requirement.

Undergraduate Dual-Degree Engineering Program

The Department of Physics and the Department of Mathematics and Computer Science offer a dual-degree engineering program jointly with the following universities: University of Alabama at Birmingham, Auburn University, Washington University (Missouri) and Mercer University (Georgia). The five-year program leads to two degrees: a bachelor of science degree from Samford with a major in physics or mathematics, and a bachelor of engineering degree from the participating university.

Students in this five-year program will first pursue a three-year general curriculum at Samford, followed by a two-year general technical curriculum at one of the participating engineering schools. Students apply to the engineering school during their third year at Samford. Applications must include a letter of recommendation from the chair of the Department of Physics or from the chair of the Department of Mathematics and Computer Science (depending on the track selected), as well as documentation that the candidate will complete the required coursework at Samford. Candidates must satisfy the admission requirements for the participating engineering school, and should contact the school well in advance of application. The program consists of 96-108 credits at Samford (depending on placement in world languages). Both departments have checklists available for this program: one for the physics track and one for the mathematics track. Please see either department chair for further information.

Physics Major (Bachelor of Science)

Physics Major (BS) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		30-42
Natural and Computational Sciences		8
Social Sciences		4
Mathematics		4
MATH 240 Calculus I	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Physics Major (Bachelor of Science):		71-74
Physics Core		30
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
PHYS 310 Mechanics I	3	
PHYS 311 Mechanics I Laboratory	1	
PHYS 330 Electricity & Magnetism I	3	
PHYS 331 Electricity & Magnetism I Laboratory	1	
PHYS 350 Modern Physics I	3	
PHYS 351 Modern Physics I Laboratory	1	
PHYS 491 Seminar (complete four times)	4	
PHYS 499 Senior Thesis	4	
Physics Electives (select three upper-level courses [300 and above] with lab, if offered)		9-12
Mathematics and Computer Science Core		20
COSC 110 Introduction to Programming	4	
MATH 240 Calculus I	4	
MATH 260 Calculus II	4	
MATH 270 Calculus III	4	
MATH 330 Differential Equations	4	
Mathematics and Computer Science Electives (select at least three)		12
MATH 280 Intro to Advanced Mathematics*	4	
MATH 320 Numerical Analysis	4	
MATH 340 Linear Algebra	4	
MATH 350 Vector Calculus	4	
MATH 360 Complex Variables	4	
General Electives		0-5
Total Required Credits		128-138

* COSC 200 (Discrete Structures for Computer Science) may be used to fulfill this requirement.

Physics Minor

Physics Minor Required Courses	Course Credits	Total Required Credits
Physics Core		10
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
Physics Electives* (Select three upper-level courses [300 and above] with lab, if offered)		9-12
Total Required Credits		19-22

*Students who take CHEM 320W and CHEM 323W may complete a minor in physics with PHYS 203, PHYS 204 and two upper-level courses. See department chair for details.

Engineering Physics Major (Bachelor of Science)

Engineering Physics Major (BS) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		30-42
Natural and Computational Sciences		8
Social Sciences		4
Mathematics		4
MATH 240 Calculus I	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Engineering Physics Major:		74-78
Physics Core		26
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
PHYS 310 Mechanics I	3	
PHYS 311 Mechanics I Laboratory	1	
PHYS 330 Electricity & Magnetism I	3	
PHYS 331 Electricity & Magnetism I Laboratory	1	
PHYS 350 Modern Physics I	3	
PHYS 351 Modern Physics I Laboratory	1	1
PHYS 491 Seminar (complete four times)	4	
Physics Electives (Select four upper-level courses [300 and above] with lab, if offered. Note that these courses can alternately be upper-level engineering courses taken at other schools. See department chair for details.)		12-16
Mathematics and Computer Science Core		20
COSC 110 Introduction to Programming	4	
MATH 240 Calculus I	4	
MATH 260 Calculus II	4	
MATH 270 Calculus III	4	
MATH 330 Differential Equations	4	
Mathematics and Computer Science Electives (select at least four)		16
COSC 200 Discrete Structure for Computer Science*	4	
COSC 210 Data Structures & Algorithms	4	
MATH 320 Numerical Analysis	4	
MATH 340 Linear Algebra	4	
MATH 350 Vector Calculus	4	
MATH 360 Complex Variables	4	
General Electives		0-2
Total Required Credits		128-142

*MATH 280 (Intro to Advanced Mathematics) may be used to fulfill this requirement.

Physics Major (Bachelor of Arts)

Physics Major (BA) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		30-42
Natural and Computational Sciences		8
Social Sciences		4
Mathematics		4
MATH 240 Calculus I	4	
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Physics Major (Bachelor of Arts):		49-50
Physics Core		26
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
PHYS 310 Mechanics I	3	
PHYS 311 Mechanics I Laboratory	1	
PHYS 330 Electricity & Magnetism I	3	
PHYS 331 Electricity & Magnetism I Laboratory	1	
PHYS 350 Modern Physics I	3	
PHYS 351 Modern Physics I Laboratory	1	
PHYS 491 Seminar (complete four times)	4	
Physics Electives (select one upper-level course [300 and above] with lab, if offered)		3-4
Mathematics and Computer Science		20
COSC 110 Introduction to Programming	4	
MATH 240 Calculus I	4	
MATH 260 Calculus II	4	
MATH 270 Calculus III	4	
MATH 330 Differential Equations	4	
General Electives (must be 300/400 level)*		14-27
Total Required Credits		128

*General Electives in this program must be upper-level (300-499) in order to meet Samford's graduation requirement of 40 upper-level credits.

NOTE: Pre-Professional (i.e., Pre-Medicine, Pre-Dentistry, Pre-Optometry or Pre-Veterinary Medicine) must satisfy the requirements of a physics major, bachelor of arts degree. The bachelor of science degree designation can be obtained by a student if a commensurate number of science courses are completed in other departments in order to fulfill the pre-professional degree plan. In order to obtain this designation a candidate must obtain the approval of the physics department chair.

Courses**IDSC 201 Scientific Methods (4)**

Scientific approach to understanding the physical universe through an investigation of representative topics in physics, chemistry, and biology, paying particular attention to the sources of scientific information both for scientists and society. Interdisciplinary course taught by faculty in biology, chemistry, and physics. Meets general education requirement for natural and computational science. LEC 4. Prereq: Grade of C- or better in UCCA 102.

PHYS 100 Physics for Society (4)

Conceptual survey of all fields of physics, including modern developments, with an emphasis on the explanation of everyday physical phenomena. Not applicable to a major or minor in physics; closed to those who have had PHYS 101 or PHYS 203. Includes laboratory. Prereq: High school algebra. Offered: Most Jan Terms and summers.

PHYS 101 and 102 General Physics I-II (4 each course)

Study of Newtonian mechanics, heat, light, sound, electricity, magnetism, and relativity. Includes laboratory. Prereq for PHYS 101: Thorough understanding of algebra at the high school level. Prereq for PHYS 102: PHYS 101; elementary knowledge of trigonometry desirable though not required. Offered: Fall and Summer I (101); Spring and Summer 2 (102).

PHYS 108 Exploring Physics for Education (4)

How close can you fly a spaceship to a black hole? How small is a quark or an x-ray? How can you solidify water? And we don't mean freeze it! How cold is liquid air? How does a rocket work? This integrated lecture and laboratory course provides a hands-on learning experience to develop enhanced conceptual understanding of many topics in physics. Includes open discussions on selected topics to reward the curious student. Current trends in science-education pedagogy, including kit-based science, are also explored. Prereq: High school algebra. Offered: Most Jan Terms.

PHYS 150 Introduction to Astronomy (4)

Survey of the solar system, stars, and galaxies. Includes laboratory. Offered: Fall, Spring, and some summers.

PHYS 203 and 204 Physics I-II (5 each course)

Study of Newtonian mechanics, heat, light, sound, electricity, magnetism, and relativity using calculus. Includes laboratory.

Co-req for PHYS 203: MATH 240

Co-req for PHYS 204: MATH 260. Prereq for PHYS 204: PHYS 203.

Offered: Fall (203); Spring (204).

PHYS 206 Sound and Music (4)

Study of physical principles of production, transmission, and reception of sound. Course cannot count towards a physics major or minor. Includes laboratory. Prereq: High school algebra. Offered: See department chair.

PHYS 310 Mechanics I (3)

Study of classical mechanics, including motion of planets and comets about the sun, using vector calculus. Includes study of the methods of Lagrange and Hamilton. Prereq: PHYS 101 or PHYS 203, and MATH 270. Co-req: PHYS 311. Offered: Fall, on rotation.

PHYS 311 Mechanics I Laboratory (1)

Laboratory companion course to PHYS 310. Co-req: PHYS 310. Offered: Fall, on rotation.

PHYS 330 Electricity and Magnetism I (3)

Study of electromagnetic interaction, featuring Maxwell's equations. Prereq: MATH 270 and either PHYS 203 and 204, or PHYS 101 and 102. Co-req: PHYS 331W. Offered: Fall, on rotation.

PHYS 331 Electricity and Magnetism I Laboratory (1)

Laboratory companion course to PHYS 330. Co-req: PHYS 330. Offered: Fall, on rotation.

PHYS 334W Electronics (4)

Introduction to modern electronics. Includes laboratory. Prereq: PHYS 203 and 204 or PHYS 101 and 102. Offered: See department chair.

PHYS 340 Optics (3)

Introduction to optics. Prereq: PHYS 203 and 204 or PHYS 101 and 102; and MATH 260. Co-req: PHYS 341W. Offered: Spring, on rotation.

PHYS 341W Optics Laboratory (1)

Laboratory companion course to PHYS 340. Co-req: PHYS 340. Offered: Spring, on rotation.

PHYS 350 Modern Physics I (3)

Study of x-rays, atomic and nuclear physics, radioactivity, relativity, and quantum mechanics. Prereq: PHYS 203 and 204, or PHYS 101 and 102. Co-req: PHYS 351 and MATH 260. Offered: Spring, on rotation.

PHYS 351 Modern Physics I Laboratory (1)

Laboratory companion course to PHYS 350. Co-req: PHYS 350. Offered: Spring, on rotation.

PHYS 360 Modern Physics II (3)

Continued study of quantum mechanics from Modern Physics. Includes applications of quantum mechanics to atomic, nuclear, solid-state, and laser physics. Prereq: PHYS 350. Offered: Fall, on rotation.

PHYS 380 Scientific Methods of Computer-Based Instrumentation (4)

Survey of computer-based instrumentation and software/hardware integration used to develop experiments or tests. Covers laboratory programming using fourth-generation visual computer language, acquisition and conditioning of real-world signals, and control of ASCII conversation-based bench-top instruments. Prereq: PHYS 102 or PHYS 204 and COSC 110 or equivalent. Co-listed as CHEM 380 and COSC 380. Offered: Fall, on rotation.

PHYS 408 International Physics Experience (4)

Experimental course held in an international cross-cultural context, addressing both advanced physics topics and worldview defining experiences. Consists of a series of academic topics taught by Samford and possibly international professors in a setting outside the United States. Includes student projects completed in collaboration with other international undergraduate physics students. Prereq: Permission of the instructor. Offered: Jan Term.

PHYS 410 Mechanics II (3)

Continuation of PHYS 310 (Mechanics I). Prereq: PHYS 310 and MATH 330. Offered: See department chair.

PHYS 420 Thermal Physics (3)

Study of theories and concepts of thermodynamics, kinetic theory, and statistical mechanics, including Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics. Prereq: PHYS 203 and 204, or PHYS 101 and 102; and MATH 260. Offered: Spring, on rotation.

PHYS 430 Electricity and Magnetism II (3)

Continuation of PHYS 330 (Electricity and Magnetism I). Prereq: MATH 270 and PHYS 330. Offered: See department chair.

PHYS 454 Quantum Mechanics (3)

Study of the formulations of Schroedinger, Heisenberg, and Dirac. Includes applications to atomic and nuclear physics. Prereq: PHYS 360 and MATH 270 or permission of the department chair. Offered: See department chair.

Note on Special Problems courses: A maximum of five credits total for PHYS 461 through PHYS 481, inclusive, may count toward graduation requirements.

PHYS 461 Special Problems (1)

Intended primarily for juniors and seniors in the physical sciences and mathematics. Prereq: Permission of the department chair.

PHYS 471 Special Problems (2)

Prereq: Permission of the department chair.

PHYS 481 Special Problems (3)

Prereq: Permission of the department chair.

PHYS 491 Seminar (1)

Can be repeated up to six times for credit. Prereq: Permission of the department chair.

PHYS 499 Senior Thesis (4)

Capstone course and advanced research experience leading to a significant senior thesis in physics. Each student is required to design, conduct, analyze, write up, and present an original research project under the supervision of a faculty member. Experimental, theoretical, or computational physics topics are acceptable. Prereqs: Physics majors with senior standing and permission of the department chair. Offered: Fall and Spring.

Political Science

Faculty

Frederick M. Shepherd, Chair, Associate Professor
 William P. Collins, Professor
 Randolph C. Horn, Associate Professor
 Tatyana A. Karaman, Assistant Professor

Undergraduate Programs and Requirements

Major

Political Science

Minors

Political Science
 Latin American Studies*

Interdisciplinary Concentrations

International Relations
 Latin American Studies*
 Public Administration

The Department of Political Science offers a major in political science and concentrations in international relations and public administration leading to a bachelor of arts degree.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Political science majors cannot use POLS 200 (Introduction to Political Science) for the general education social science requirement.

*See the World Languages and Cultures section for details on the Latin American studies minor and interdisciplinary concentration.

Courses

POLS 200 Introduction to Political Science (4)

Introduction to the field of political science. Focus on political communities and the way in which groups organize to form governments. This is done in reference to the concept of democracy and the way in which political communities either attain or fall short of the democratic ideal. Required of political science majors. Offered: Fall and Spring.

POLS 205 Introduction to American Politics (4)

Survey of the structures and processes of the American political system with an emphasis on citizen participation. Required of political science majors.

POLS 301 Methods and Practice of Political Science (4)

Introduction to political science methods and research tactics. Emphasis on integration of qualitative and quantitative analysis. Required of political science majors. Offered: Spring.

POLS 305 American National Government (4)

Study of the political process in America, focusing on national political institutions. Subfield: American Politics.

POLS 310W U. S. Foreign Policy (4)

Review of the development of the cardinal principles of American foreign policy, the changing role of the United States in international relations, and historic aspects of American diplomacy. Subfields: American Politics and World Politics.

POLS 312 State and Local Government (4)

Study of the structure and functioning of various state and local governments. Subfield: American Politics.

POLS 315W Topics in Political Theory (4)

Intensive study of western political philosophy, presenting selected topics such as systems of thought (the classic Greeks, the democratic, the socialist) or time periods (medieval to Machiavellian, early modern to Rousseau, recent and contemporary). Four credits for each topic, maximum eight credits. Students may substitute PHIL 301 and 302 for 315W. Subfield: Political Theory.

Political Science Major

Political Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Political Science Major:		40
I. Foundation Courses		12
POLS 200 Introduction to Political Science	4	
POLS 205 Introduction to American Politics	4	
POLS 301 Methods & Practice of Political Science	4	
II. Upper-Level Courses in Special Field (select three)		12
Select Special Field from the following subfields: World Politics, American Politics, or Political Theory. Upper-level courses may be designated in one or more Special Fields; this information is included at the end of each course description.		
III. Upper-Level Courses outside Special Field		8
Select one course each in two subfields other than the student's Special Field. These courses must be taught by political science faculty.		
IV. Upper-Level Elective		4
Select one upper-level course in any subfield.		
V. Capstone		4
POLS 465W Senior Seminar	4	
General Electives		24-36
Total Required Credits		128

Public Administration Interdisciplinary Concentration

Public Administration Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Public Administration Interdisciplinary Concentration:		43-47
Political Science Core		12-16
POLS 205 Introduction to American Politics	4	
POLS 316 Public Administration	4	
POLS 460 Internship (pass/fail)	4-8	
Political Science Electives (Select three 300/400-level courses.)		12
Business*		19
ECON 201 Principles of Macroeconomics	4	
ECON 202 Principles of Microeconomics	3	
ACCT 211 Accounting Concepts I	3	
BUSA 252 Legal Environment of Business	3	
BUSA 303 Principles of Management	3	
BUSA 454W Business Law	3	
General Electives		17-33
Total Required Credits		128

*Students must complete their college math requirements before beginning the sequence of business courses, and must complete their 200-level business courses before registering for upper-level business courses.

International Relations Interdisciplinary Concentration

<u>International Relations Interdisciplinary Concentration Required Courses</u>	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
IREL Interdisciplinary Concentration:		68-76
Economics		4
ECON 201 Principles of Macroeconomics	4	
World Languages		16
(select four courses of language beyond intermediate)	16	
History Core		8
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877 <i>or</i>	4	
HIST 218 Modern America since 1865		
History Electives		12
(select three from the table at right)	12	
Political Science Core		8
POLS 205 Introduction to American Politics	4	
POLS 319W International Relations	4	
Political Science Electives		12
(select three from the table at right)	12	
Recommended Electives*		8-16
General Electives		0-8
Total Required Credits		128-140

* Eight to 16 foreign language credits are recommended. This option gives students the equivalent of a foreign language major.

Political Science Minor

<u>Political Science Minor Required Courses</u>	Course Credits	Total Required Credits
Political Science Core		8
POLS 200 Introduction to Political Science	4	
POLS 205 Introduction to American Politics	4	
Upper-Level Courses in Special Field		12
(Select three upper-level courses, one in each of the subfields below.)		
American Politics	4	
Political Theory	4	
World Politics	4	
Total Required Credits		20

POLS 316 Public Administration (4)

Overview of the scope and methods of public administration, emphasizing political aspects. Reviews the growth and development of public administration as a field of intellectual inquiry; considers the role of administration in the political process and in policy-making; and examines the political relationships of the administrative environment. Subfield: American Politics.

POLS 319W International Relations (4)

Historical and analytical study of the U.S. and the international community since WWII, surveying the political, military, and economic struggles of the major powers and third-world nations. Subfields: Political Theory, World Politics.

POLS 321 Post-Soviet Politics (4)

Covers the post-Soviet region in its diverse geographic, historical, cultural, economic, and political settings. Examines the problems of building nations and states, democratizing authoritarian regimes, reforming command economies, and responding to new security threats. Subfield: World Politics.

History and Political Science Electives for the International Relations Interdisciplinary Concentration

<u>International Relations Interdisciplinary Concentration History and Political Science Electives</u>	Course Credits	Total Required Credits
History Electives (select three from the following)		12
HIST 316W The Age of Revolutions	4	
HIST 317 Nationalism	4	
HIST 322 Early Twentieth Century Europe	4	
HIST 323 Recent European History	4	
HIST 399 London Study Topics	4	
HIST 421W Ancient Near East and Greece	4	
HIST 422W Roman Republic and Empire	4	
HIST 424 Early Modern England	4	
HIST 425W Modern England	4	
HIST 426W The Modern Middle East	4	
HIST 429 Old Russia	4	
HIST 431W Russia since 1861	4	
HIST 434W Folklore: Europe to America	4	
HIST 438W Family, Sex, & Marriage in Modern England	4	
HIST 441 History of China to 1644	4	
HIST 442 History of China since 1644	4	
HIST 443W History of Modern Japan	4	
HIST 444 Asia's Response to the West	4	
HIST 455W Diplomatic History of the U.S.	4	
HIST 456W Vietnam: An American Watershed	4	
HIST 461W Latin American History	4	
HIST 463 Monsoon Asia: Survey of Cultural History	4	
HIST 490W War and Society	4	
Political Science Electives (select three from the following)		12
POLS 200 Introduction to Political Science	4	
POLS 310W U.S. Foreign Policy	4	
POLS 315W Topics in Political Theory	4	
POLS 321 Post-Soviet Politics	4	
POLS 322 Latin American Politics	4	
POLS 323 African Politics	4	
POLS 333 Genocide	4	
POLS 334 Terrorism	4	
POLS 351W European Politics	4	
POLS 363W Politics of Developing Nations	4	
POLS 370 Women and World Politics	4	
POLS 392W Africa: Land and People	4	
POLS 396 Latin America: Land and People	4	
POLS 450 Law and the World	4	
POLS 461W Research and Writing	4	
POLS 462W International Studies	4	
POLS 465W Senior Seminar in Political Science	4	
POLS 499W Special Topics in Political Science	4	
Cross-Listed Electives		
(The following courses can count for either history or political science credit, but not both.)		
HIST/POLS 348 Riots, Rebellion, and Revolution	4	
HIST/POLS 390 Monarch, Bishops, and Martyrs: The English Reformation	4	
HIST/POLS 393 Europe: Land and People	4	
HIST/POLS 395 Asia: Land and People	4	
HIST/POLS 451W Geography of International Affairs	4	
HIST/POLS 479 Rise of the British State	4	

POLS 322 Latin American Politics (4)

Examination of the politics of Latin America. Compares and contrasts nations from the Caribbean, and North, Central, and South America. Uses history and theory to understand larger forces at work in these regions, and focuses on specific cases and accounts to bring out the human drama of Latin America. Subfield: World Politics.

POLS 323 African Politics (4)

Study of social, economic, and political dimensions of Africa from the nineteenth century to the present. Special focus on state-society relations. Subfield: World Politics.

POLS 325 The Constitution and the Federalist Papers (4)

Review of the United States Constitution and the Federalist Papers as an introduction to the ideas these founding documents represent. Subfields: Political Theory, American Politics.

POLS 330 Classical Political Thought (4)

Introduction to the most influential philosophical texts of the ancient world, with attention paid to the context of Greek cultural development. Subfield: Political Theory.

POLS 333 Genocide (4)

Study of genocide, working toward an understanding of what might seem impossible to understand: why people and institutions have attempted to exterminate a distinct racial, cultural or ethnic group; the conditions which give rise to these efforts; and the extent to which the world is becoming more or less hospitable to genocide. Subfield: World Politics.

POLS 334 Terrorism (4)

Examination of the theories, literature, and policies of terrorism and counterterrorism in order to understand better the contemporary terrorist's motivations and strategy. Subfield: World Politics.

POLS 335 Medieval and Christian Political Theory (4)

Close reading of original texts with a view to gaining insight into the medieval approach to learning. Focus on Thomas Aquinas' view of Natural Law. Themes of medieval political life are described in light of Thomas' union of classical and Christian themes. Subfield: Political Theory.

POLS 337W Elections and Political Participation (4)

Study of electoral behavior and other forms of political participation, including questions about who votes and why, what influences voter choice, and whether changes in turnout influence policy. Subfield: American Politics.

POLS 340 Political Parties and Interest Groups (4)

Examination of the historical development, current development, institutional ramifications, and central explanatory theories of the most pervasive conduits of mass political participation, political parties, and interest groups. Subfield: American Politics.

POLS 345 Modern Political Theory (4)

Introduction to the major texts in modern political theory. Focus on interpretation of the most influential texts of the modern period, beginning with Machiavelli and concluding with Marx, with attention paid to the context of European cultural, economic, and political development. Subfield: Political Theory.

POLS 348 Riots, Rebellion, and Revolution (4)

Comparison of the English, French, Russian, and Chinese Revolutions, with a goal of understanding the political factors involved in radical political change. Co-listed as HIST 348. Offered: Jan Term, on rotation. Subfield: Political Theory, World Politics.

POLS 350 Impeachment (4)

Study of impeachment procedures. Addresses issuing of articles of impeachment by the United States House of Representatives and trial by the United States Senate. Offered: Jan Term. Subfield: American Politics.

POLS 351W European Politics (4)

Descriptions of structure; analysis of functioning. Subfield: World Politics.

POLS 355 Politics in Film (4)

In-depth assessment of the treatment of political themes in film. Subfield: American Politics.

POLS 360 Urban Geography (4)

Geographic perspective of the past, present, and future of the American city. Topics include the historic roots of cities, development of the U.S. urban system, transportation, and the shaping of cities; social, political, and economic dynamics of urban areas; urban growth, decline, and revitalization; suburbanization; and challenges facing cities in the twenty-first century. Co-listed as GEOG 360 and SOCI 360. Offered: Spring. Subfield: American Politics.

POLS 361 Bridging London (4)

Field-based exploration of the geography of London and its environs. Students investigate historical development, commerce, naval power, imperialism, colonialism, scientific achievement, industrial revolution, financial systems, economic frameworks, transportation, governance, urban design, community, culture, society, ethnicity, international significance, and the intersection between globalization and urbanization. Co-listed as CLAS 361, GEOG 361, HIST 361, JMC 361, and SOCI 361.

POLS 363W Politics of Developing Nations (4)

Study of the developing nations in Asia, Africa, and Latin America. Examination of their societies, the impact of European Colonialism, and their problems since independence. Subfield: World Politics.

POLS 365 Women in U.S. Politics (4)

Examination of how the U.S. Government's relationship to its female citizens has changed through the years and how important gender is in determining political attitudes and participation. Students encounter and assess competing perspectives on current issues in women's and gender politics. Subfield: American Politics.

POLS 370 Women and World Politics (4)

Investigation of contemporary women's issues in world politics, with emphasis on cultural politics, women and development, gender and war, and civil and human rights for women. Students may take this course for either political science or Christian women's leadership credit. Subfield: World Politics.

POLS 390 Monarchs, Bishops, and Martyrs: The English Reformation (4)

Study of historical and religious factors of the English Reformation. Course is taught in London with visits to historical sites. Co-listed as HIST 390 and RELG 390. Subfield: World Politics.

POLS 392W Africa: Land and People (4)

Regional exploration of the entire African continent, focusing on the physical structure, cultural patterns, population distribution, political evolution, resource bases, and economic activities that give character to the continent. Co-listed as GEOG 392W. Subfield: World Politics.

POLS 393 Europe: Land and People (4)

In-depth analysis of landforms, and cultural, political, and economic factors that shape the character of the region. Co-listed as GEOG 393 and HIST 393. Offered: On rotation. Subfield: World Politics.

POLS 395 Asia: Land and People (4)

Regional analysis of the Asian continent focusing on the spatial patterns of physical structure, culture, environment, history, and politics which characterize the region. Co-listed as GEOG 395 and HIST 395. Offered: On rotation. Subfield: World Politics.

POLS 396 Latin America: Land and People (4)

Regional exploration of Latin America, focusing on the cultural, historical, environmental, economic, and political spatial patterns that give character to the region. Co-listed as GEOG 396. Prereq: Junior standing or demonstration of academic maturity. Offered: Fall. Subfield: World Politics.

POLS 398 The Alabama Constitution: 100 Years of Controversy (4)

Examination of the creation, structure, and interpretation of state constitutions. Special attention paid to the 1901 Alabama Constitution and issues surrounding the document as well as to current and past reform movements. Co-listed as HIST 398 and JMC 398. Subfield: American Politics.

POLS 410 Game Theory (4)

Elementary examination of the theory of games and strategic behavior with an emphasis on applications. Topics discussed include strategic form games, extensive form games, and games of asymmetric and incomplete information. Various equilibrium concepts also discussed. The course will apply game theoretic concepts to strategic behavior in the social sciences, particularly economics and political science, with applications ranging from cartel behavior to international diplomacy. Co-listed as ECON 410. Prereq: BUSA 130 or POLS 301. Offered: Fall, on rotation.

POLS 435W Legislative Process (4)

Study of state and national legislatures, their internal structures, constituents, and legislators. Subfield: American Politics.

POLS 443W American Public Policy (4)

Examination of the major political, social, economic, and technological forces influencing and shaping the nature, content, and outcomes of public policy in the United States. Subfield: American Politics.

POLS 444 Introduction to Jurisprudence (4)

Introduction to standard approaches to jurisprudence and their various applications to the legal and political world. Offered: Spring. Subfield: Political Theory, American Politics.

POLS 445W Constitutional History of the United States (4)

Review of the development of the basic concepts of American constitutional law. Co-listed as HIST 445W. Subfield: Political Theory, American Politics.

POLS 447 The Development of American Law (4)

Review of the development of American Law. Co-listed as HIST 447. Subfield: American Politics.

POLS 450 Law and the World (4)

Introduction to the complex issues involved in comparing the various legal systems around the world. Subfield: World Politics.

POLS 451 Geography of International Affairs (4)

Analysis of spatial elements of international affairs. Investigation of the development of states, boundary conflicts, and other geographic elements such as population, resources, and international trade. Co-listed as GEOG 451W and HIST 451W. Offered: Spring. Subfield: World Politics.

POLS 460 Internship (2-4)

Student internships in local, state, national, and international offices and agencies under supervision of the instructor. Variable credit; can be taken more than once for maximum of eight credits. Grading is pass/fail only.

POLS 461W Research and Writing (4)

Study of methods and techniques used in various aspects of political science, including bibliography, primary and secondary sources, statistics, computerized materials, etc.

POLS 462W International Studies (4)

Independently arranged study from a first-hand, on-site perspective of an international organization, foreign country or countries, or direct involvement in an international study program in the United States. Prereq: Permission of the department chair. Subfield: World Politics.

POLS 465W Senior Seminar in Political Science (4)

Capstone course for political science and international relations majors in research and methodology of those fields. Required of political science majors. Offered: Fall.

POLS 479 Rise of the British State (4)

Examination of the emergence of the national government in Britain over the last 500 years through the lens of government's growing impact on citizens' daily life. Co-listed as HIST 479. Offered: Jan Term, in London.

POLS 499W Special Topics in Political Science (4)

Unique, one-time courses offered either by visiting professors or as experimental advanced courses by members of the department.

Psychology

Faculty

Stephen L. Chew, Chair, Professor
 Jacqueline Goldstein, Professor
 A. Sandra Willis, Professor
 Nicole Siegfried, Assistant Professor

Undergraduate Programs and Requirements

Major
 Psychology

Minor
 Psychology

The Department of Psychology offers a major in psychology leading to a bachelor of arts degree. The department also offers a minor in psychology. Students are required to take at least half of their psychology courses at Samford to earn a major or minor in psychology.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. For psychology majors, the following exceptions and recommendations to the general education requirements apply:

Natural/Computational Sciences: BIOL 105 (General Biology) or BIOL 110 (Human Biology) is recommended, especially for students planning to take PSYC 308 (Physiological Psychology). However, neither biology course is a prerequisite for PSYC 308.

Social Sciences: PSYC 101 (General Psychology) cannot be used to fulfill this general education requirement. It must be fulfilled with a course from a social science field other than psychology.

Mathematics: MATH 210 (Elementary Statistics) is a prerequisite for PSYC 305 (Statistics for the Social Sciences). Students with a strong high school algebra background should be able to take MATH 210 to fulfill the mathematics requirement. Students with weaker math backgrounds should take MATH 100 (Intermediate Algebra) before taking MATH 210. For students who have shown strong math skills (for example, successfully completing MATH 240 [Calculus II]), the prerequisite of MATH 210 for PSYC 305 may be waived by permission of the instructor.

Psychology Major

Courses should be selected in consultation with an advisor and in accordance to students' interests and career goals. The psychology major does not require a minor in any other discipline; however, students are encouraged to select a minor or a concentration of courses that will complement their interests, and educational and career goals.

Students typically take PSYC 305 (Statistics for the Social Sciences) and PSYC 306 (Research Methods) as a sequence during their junior year.

Students who take both PSYC 205 (Life-Span Development) and PSYC 210 (Child and Adolescent Psychology) may count only one of them toward the major or minor.

Students who intend to pursue graduate study and a career in psychology or a related area should take PSYC 301 (Internship) and/or PSYC 401 (Journal Seminar). These courses will help students to explore career options, gain pre-professional experience, and prepare for graduate work. PSYC 301 and PSYC 401 may be taken on a pass/fail basis only and will not count toward the major or minor. Students may take PSYC 401 more than once for credit. Students may take PSYC 301 up to two times for credit, as long as the internship placements differ.

Students may take PSYC 411 (Special Topics in Psychology) more than once if the topics are different and with permission of the department chair.

Elective courses are not offered on a regular basis but are taught as student interest dictates and faculty resources allow.

Psychology Major

Psychology Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Psychology Major:		40
I. Fundamental Knowledge and Skills		12
PSYC 101 General Psychology	4	
PSYC 305 Statistics for the Social Sciences	4	
PSYC 306W Research Methods	4	
II. Human Development and Interaction (select two courses)		8
PSYC 205 Life-Span Development	4	
PSYC 215 Abnormal Psychology	4	
PSYC 304 Social Psychology	4	
III. Experimental Psychology (select two courses)		8
PSYC 308 Physiological Psychology	4	
PSYC 408 Theories of Learning	4	
PSYC 409 Cognitive Psychology	4	
IV. Electives* (select two courses)		8
PSYC 203 Psychology of Adjustment	4	
PSYC 210 Child and Adolescent Psychology	4	
PSYC 220 Theories of Personality	4	
PSYC 310 Applied Psychology	4	
PSYC 312 Drugs and Human Behavior	4	
PSYC 320 Health Psychology	4	
PSYC 324 Human Sexuality	4	
PSYC 402 History of Psychology	4	
PSYC 404 Approaches to Counseling & Psychotherapy	4	
PSYC 405 Measurement and Assessment	4	
PSYC 411 Special Topics in Psychology	2-4	
V. Capstone Experience (select one course)		4
PSYC 410W Directed Research	4	
PSYC 412W Senior Seminar	4	
General Electives		24-36
Total Required Credits		128

*Any of the courses listed under Human Development and Interaction (II) and Experimental Psychology (III) not taken to fulfill a requirement may also count as electives with one restriction: only PSYC 205 or PSYC 210, but not both, may count towards the major or minor.

Psychology Minor

Psychology Minor Required Courses	Course Credits	Total Required Credits
Psychology Core		24
PSYC 101 General Psychology	4	
Psychology Electives (Include two upper-level [300-400] courses.)		20
Total Required Credits		24

Courses

PSYC 101 General Psychology (4)

Comprehensive overview of the scientific study of behavior and mental processes. Topics include neuroscience, sensation and perception, learning, cognition, development, personality, behavior disorders, psychotherapy, and social psychology. This course is a prerequisite for all other courses in psychology. Psychology majors may not use this course to meet the general education social science requirement. Offered: Fall and Spring.

PSYC 203 Psychology of Adjustment (4)

Study of adaptation to life and psychological growth. Includes analysis of adjustment to life stressors and attention to personal growth. Prereq: PSYC 101.

PSYC 205 Life-Span Development (4)

Survey of the development of human thought and behavior from conception to death. Emphasis is placed on the physical, moral, social, emotional, and cognitive developmental tasks at each phase of the life span. Students who take both this course and PSYC 210 may count only one of them toward the major or minor. Prereq: PSYC 101. Offered: Fall and Spring.

PSYC 210 Child and Adolescent Psychology (4)

Examination of psychological development from conception through adolescence. This course focuses on the various influences on development and on the characteristic social, cognitive, and perceptual functioning during the pre-adult life span. Students who take both this course and PSYC 205 may count only one of them toward the major or minor. Prereq: PSYC 101.

PSYC 215 Abnormal Psychology (4)

Study of the symptomatology, etiology, epidemiology, and treatment of psychological disorders. Includes focus on current research and theory. Prereq: PSYC 101. Offered: Spring only.

PSYC 220 Theories of Personality (4)

Exploration of the theory and assessment of human personality. Examination of specific theoretical perspectives, including psychodynamic, trait, humanistic, and social learning perspectives. Prereq: PSYC 101.

PSYC 301 Internship (2-4)

Observation and/or work with professionals in any approved setting where psychologists, or similarly trained professionals, are employed. An academic component complements the work experience. Students may take this course up to two times for credit, as long as internship placements differ. This course does not count toward the psychology major or minor. Grading is pass/fail only. Prereq: Twelve credits in psychology and permission of the instructor. Offered: Fall and Spring.

PSYC 304 Social Psychology (4)

Examination of the influence of social context on an individual's thoughts and behavior. Topics covered include social perception and cognition, attribution, attitude formation, prejudice and discrimination, interpersonal attraction and relationships, social influence, prosocial behavior, and aggression. Research seeks to understand causes of social behavior and thought by scientific study of cognitive processes, biological factors, behavior and characteristics of others, culture, and physical environment. Prereq: Eight credits in psychology or permission of the instructor. Offered: Fall only.

PSYC 305 Statistics for the Social Sciences (4)

Acquisition of fundamental statistical skills for describing and analyzing data within the social sciences. Emphasis on the appropriate application of these methods for designing, conducting, and interpreting research. This course and PSYC 306 form a two-semester sequence on experimental design and methodology. Prereqs: Eight credits in psychology, completion of general education mathematics requirement, and either MATH 210 or permission of the instructor. Offered: Fall only.

PSYC 306W Research Methods (4)

Study and implementation of all phases of psychological research. Includes literature searches, experimental design, data collection, and statistical analysis, as well as both written and oral presentations of psychological research. Prereq: Twelve credits in psychology and PSYC 305. Offered: Spring only.

PSYC 308 Physiological Psychology (4)

Examination of the physiological basis of thought and behavior through a thorough study of the anatomy and physiology of the nervous system, particularly the processing of sensation and movement. Emphasis also placed on the neural mechanisms underlying behaviors related to sleep and rhythms, hunger and thirst, reproduction, learning, emotion, and mental illness. Prereq: Eight credits in psychology. Offered: Fall only.

PSYC 310 Applied Psychology (4)

Overview of different ways in which psychological theory and research are applied to real world situations. Topics of study generally include business and industrial applications such as industrial/organizational psychology and human factors, community applications such as health and environmental psychology, and human development applications such as educational and sport psychology. Prereq: Eight credits in psychology.

PSYC 312 Drugs and Human Behavior (4)

Survey of factors related to both therapeutic and recreational use of psychoactive drugs. Physiological mechanisms as well as psychosocial and cultural issues are examined. Emphasis placed on using scientific research to separate myth from reality. Prereq: Eight credits in psychology.

PSYC 320 Health Psychology (4)

Examination of the effects of psychological factors on health and illness. Health psychology emerged as an interdisciplinary subfield of social psychology and medicine after it became apparent that the leading causes of death are chronic diseases closely related with individual behaviors and lifestyles. Research within this biopsychosocial approach helps to promote physical and mental health and to prevent and treat disease. Prereq: Eight credits in psychology. Offered: Fall only.

PSYC 324 Human Sexuality (4)

Examination of human sexuality from multidisciplinary perspectives. Students study the biological, spiritual, psychosocial, and cultural dimensions of sexuality. This course is cross-listed with sociology, but may only be counted toward one major or minor. To count toward the psychology major or minor, students must register for the course as a psychology course or obtain permission from the department chair. Co-listed as SOCI 324. Prereq for psychology credit: PSYC 101.

PSYC 401 Journal Seminar (1)

Discussion and critical analysis of original research articles with faculty in a seminar format. Objectives include teaching students how to read and critique primary source articles in preparation for graduate-level work. This course may be taken more than once for credit, but does not count toward the psychology major or minor. Grading is pass/fail. Prereq: Twelve credits in psychology and permission of the instructor. Offered: Fall and Spring.

PSYC 402 History of Psychology (4)

Examination of the study of behavior from an historical perspective. Development of current systems of psychological thought is traced from the pre-Greeks through the major periods of history. Prereq: Twelve credits in psychology.

PSYC 404 Approaches to Counseling and Psychotherapy (4)

Exploration of theory and clinical applications of psychotherapy and treatment of psychological disorders. Includes an overview of counseling theories and application of these concepts as well as an exploration of professional issues in clinical practice. This course is intended for advanced psychology majors. Prereqs: Psychology major with upper-level standing, eight credits of upper-level psychology, PSYC 215, and permission of the instructor. Offered: Spring only.

PSYC 405 Measurement and Assessment (4)

Study of the process of mental measurement and assessment of human characteristics and performance. Includes examination of test construction and processes to measure psychological adjustment and functioning, intelligence and educational achievement, personality, attitude, vocational interest, and occupational functioning. Psychometric research aims to improve validity of measures used in basic psychological research and applied in clinical, educational, and industrial/occupational settings. Prereqs: Twelve credits in psychology and PSYC 305.

PSYC 408 Theories of Learning (4)

Overview of the major theories of learning, with a focus on historical influences and current applications. Includes training and application of learning principles. Prereqs: Twelve credits in psychology. Offered: Fall only.

PSYC 409 Cognitive Psychology (4)

Comprehensive introduction to the study of human thought processes such as learning, attention, encoding, remembering, and forgetting. Special topics such as language, imagery, artificial intelligence, cognitive neuroscience, problem solving and decision making are also considered. Prereq: Eight credits of upper-level psychology. Offered: Spring only.

PSYC 410W Directed Research (4)

Senior capstone course that provides students with an individualized, advanced research experience. Under the supervisions of a faculty mentor, students review literature, design and conduct an original research project, and analyze data using computer statistical software. Students interpret and write up results within APA format and make an oral presentation of the study. Prereq: Psychology major or minor with senior standing and completion of PSYC 306, or permission of the instructor. Offered: Fall only.

PSYC 411 Special Topics in Psychology (2-4)

Coverage of a particular topic in psychology that is not normally examined in depth in the regular course offerings. Designed to teach students about a special research interest of a faculty member or a newly emerging area of psychology. Topics vary with each instructor. This course may be taken more than once for credit, if topics are different, with permission of the department chair. Prereq: Junior standing and eight credits of upper-level psychology or permission of the instructor.

PSYC 412W Senior Seminar (4)

Senior capstone course in seminar format. Integration of theories and research presented in previous psychology courses, while providing opportunities to design and conduct an applied research study and to explore post-baccalaureate career and educational goals. Specific course content and format varies to remain topical and applicable to student and instructor interests. Students planning to graduate in December may take this course in the spring semester of their junior year. Prereq: Psychology major or minor with senior standing or permission of the instructor. Offered: Spring only.

Religion

Faculty

Kenneth B.E. Roxburgh, Chair, S. Louis and Ann W. Armstrong Professor
 Penny L. Marler, Professor
 David R. Bains, Associate Professor
 James R. Barnette, Associate Professor
 Paul Holloway, Associate Professor
 T. Scott McGinnis, Assistant Professor
 Joseph F. Scrivner, Instructor

Undergraduate Programs and Requirements

Major

Religion

Minors

Religion
 Church Ministry and Missions

Concentration

Congregational Studies

The Department of Religion offers a major in religion leading to a bachelor of arts. It also offers a concentration in congregational studies within the religion major for students preparing for a career in ministry.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Students cannot use RELG 200 (Christian Ethics), RELG 201 (Introduction to World Religions), or RELG 221 (Christian Theology) to count towards both the general education humanities requirement and the religion major or minor requirement.

Congregational Studies Concentration

The department offers a concentration in congregational studies within the religion major for students preparing for a career in ministry. Students who intend to concentrate in congregational studies must choose at least one course in Area I, at least one course in Areas II and III, and three courses in Area IV. In addition, religion majors with a concentration in congregational studies have the option of completing RELG 499 (Senior Seminar in Congregational Ministry) instead of RELG 498W (Senior Seminar).

Religion Major

Religion Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Religion Major:		36
Religion Core		16
RELG 201 Introduction to World Religions	4	
RELG 320 Studies in the Law-Torah <i>or</i>	4	
RELG 350 Jesus and the Gospels		
RELG 371W Research/Writing in Religious Studies	4	
RELG 498W Senior Seminar	4	
Choose one course each from three of the following four areas:		12
Area I. Jewish and Christian Scriptures		
RELG 320 Studies in the Law-Torah	4	
RELG 321 Studies in the Psalms/Wisdom Literature	4	
RELG 331 Studies in the Prophets	4	
RELG 341 Martyrdom and Apocalypticism	4	
RELG 342W Life and Letters of Paul	4	
RELG 343 The Johannine Writings	4	
RELG 345 Varieties of Ancient Paganism	4	
RELG 350 Jesus and the Gospels	4	
RELG 441W Early Biblical Interpretation	4	
Area II. Historical/Cultural Studies		
RELG 300W Rituals/Myths in World Religions	4	
RELG 302W History of Christianity	4	
RELG 304W History of Christianity in America	4	
RELG/PHIL 311 Philosophy of Religion	4	
RELG 312 Christian Worship: History & Theology*	4	
RELG/SOCI 333 Sociology of Religion	4	
RELG/HIST 433W Baptists: Their History & Theology	4	
Area III. Theological/Ethical Studies		
RELG 200 Christian Ethics	4	
RELG 221 Christian Theology	4	
RELG 312 Christian Worship: History & Theology*	4	
RELG 314W Christian Spirituality	4	
RELG 351W Contemporary Theology	4	
RELG 354 Pastoral Theology**	4	
Area IV. Practice of Ministry		
RELG 204 Formation for Christian Ministry	4	
RELG 210 Foundations of Congregational Studies	4	
RELG 211 Preaching	4	
RELG 250 Practice of Ministry Internship	1	
RELG 310 Theories of Faith Development	4	
RELG 312 Christian Worship: History & Theology*	4	
RELG 354 Pastoral Theology**	4	
RELG 355 Missiology	4	
RELG 361 Pastoral Care and Counseling	4	
Religion Electives (choose two)		8
General Electives		28-40
Total Required Credits		128

*RELG 312 may be used to satisfy Area II, III or IV, but not all three simultaneously.
 **RELG 354 may be used to satisfy either Area III or IV, but not both simultaneously.

Religion Minor

Religion Minor Required Courses	Course Credits	Total Required Credits
Religion Core		4
RELG 201 Introduction to World Religions	4	
Religion Electives		16
(At least 12 credit hours must be at the 300 level or above.)		
Total Required Credits		20

Church Ministry and Missions Minor

For the minor in church ministry and missions, students must take RELG 201 (Introduction to World Religions), and either RELG 354 (Pastoral Theology) or RELG 355 (Missiology), and three other courses from Area IV for a total of 20 hours. RELG 499 (Senior Seminar in Congregational Ministry) may be substituted for one Area IV requirement **with permission of the professor.**

Church Ministry & Missions Minor Required Courses	Course Credits	Total Required Credits
Religion Core		8
RELG 201 Introduction to World Religions	4	
RELG 354 Pastoral Theology <i>or</i> RELG 355 Missiology	4	
Religion Electives (from Area IV: Practice of Ministry)		12
(select three courses)		
RELG 204 Formation of Christian Ministry	4	
RELG 210 Foundations of Congregational Studies	4	
RELG 211 Preaching	4	
RELG 250 Practice of Ministry Internship	1	
RELG 310 Theories of Faith Development	4	
RELG 312 Christian Worship: History & Theology*	4	
RELG 354 Pastoral Theology**	4	
RELG 355 Missiology	4	
RELG 361 Pastoral Care and Counseling	4	
Total Required Credits		20

Courses

BIBLICAL LANGUAGES

HEBR 101 Hebrew I (4)

Introduction to grammar and syntax of Old Testament Hebrew using the interpretative translation of several chapters of the Old Testament. Offered: Fall.

HEBR 102 Hebrew II (4)

Advanced study beyond elementary Hebrew using the translation and exegesis of Old Testament material. Offered: Spring.

GREEK - Greek is offered through the Classics program.

Note: May take one year of Greek, plus one year of Hebrew, in lieu of two years of same language.

RELIGION

UCBP 101 Biblical Perspectives (4)

Examination of historical context and religious teachings of Hebrew and Christian Scriptures. Cultivation of critical competencies necessary for the academic study of traditional texts. Course objectives include an understanding of the historical context in which the Bible took shape; appreciation of the development of religious thought within the biblical period; examination of how biblical teachings have been and are interpreted and applied; and study of the Bible, using a variety of modern critical methods, including Historical, Social Scientific, and Cultural Criticism (i.e., Feminist, African-American, or Post-Colonial Criticism). Offered: Every semester.

RELG 200 Christian Ethics (4)

Examination of contemporary social-ethical issues in light of Christian ethical principles, derived from scripture and church history. Co-listed as PHIL 200. Offered: Fall.

RELG 201 Introduction to World Religions (4)

Investigation of the major world religions, emphasizing their distinctive histories, beliefs, and practices. Offered: Fall and Spring.

RELG 204 Formation for Christian Ministry (4)

Designed for persons seeking to understand and interpret their call to ministry. Offered: Spring.

RELG 210 Foundations of Congregational Studies (4)

Introduction to a framework for understanding the unique dynamics of congregational life. Prereqs: UCCA 102 and UCCP 102. Offered: Fall.

RELG 211 Preaching (4)

Study of the preparation and delivery of sermons as good communication, with emphasis on the place of preaching in pastoral ministry and worship. Videotaping, teacher, and class critiques are used. Prereqs: UCBP 101, UCCA 102, and UCCP 102. Offered: Spring, on rotation

RELG 221 Christian Theology (4)

Survey of the historical development and contemporary interpretation of the main teachings of Christian faith. Offered: Fall and Spring.

RELG 250 Practice of Ministry Internship (1)

Integration of disciplinary learning and workplace experience through directed assignments in a Practice of Ministry course and supervision of related activities in a church or church-related setting. Prereq: Permission of the instructor. Co-req: Choose from the following: RELG 204, 210, 211, 310, 312, 354, or 355.

RELG 300W Rituals and Myths in World Religions (4)

Thematic introduction to world religions, focusing on rituals and myths. Exploration of how various religious traditions seek to order human life and how modern scholars have attempted to understand religions. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 302W History of Christianity (4)

Survey of the history of Christianity, acquainting students with the institutional and cultural heritage of the Christian church. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Fall, on rotation.

RELG 304W History of Christianity in America (4)

Survey of the history of Christianity in American life and culture with emphasis on the history and doctrines of denominations. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Fall.

RELG 310 Theories of Faith Development (4)

Examination of contemporary theories of faith development. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 311 Philosophy of Religion: Is God Knowable? (4)

Investigation of philosophical issues in religious thought, including such issues as proofs and disproves of God's existence, the meaning of religious language, truth-claims in different religions, and related matters. Co-listed as PHIL 311. Offered: Fall, on rotation.

RELG 312 Christian Worship: History and Theology (4)

Survey of the history, theology, and contemporary diversity of Christian worship. Examination of key issues in the development and practice of Christian worship through theological and liturgical texts and participant observation. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring, on rotation.

RELG 314W Christian Spirituality (4)

Study of the major works on Christian spirituality, with a goal to gaining knowledge of and appreciation for the spiritual tradition in the church. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Jan Term.

RELG 320 Studies in the Law-Torah (4)

Examination of the content, literary makeup, and historical context of the Law-Torah. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor.

RELG 321 Studies in the Psalms and Wisdom Literature of the Old Testament (4)

Examination of the literary character and function of the Psalms in Israel, including analysis of the literary masterpiece and spiritual classic known as Job. Also includes review of Proverbs, Ecclesiastes, and other poetical books. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 331 Studies in the Prophets (4)

Exploration of the background and message of Israel's great preachers, the major and minor prophets of the Old Testament, and the relevance of their insights for today. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor.

RELG 333 Sociology of Religion (4)

Analysis of beliefs, practices, and the organized expression of religion and society. Co-listed as SOCI 333. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 341 Martyrdom and Apocalypticism (4)

Examination of later writings of the New Testament against the background of the church's precarious position in the late first century and of Greco-Roman culture. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Fall.

RELG 342W Life and Letters of Paul (4)

Introduction to the historical-critical study of Paul and his letters. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 343 The Johannine Writings (4)

Introduction to the historical critical study of the Gospel and Letters of John, with attention to the community behind these documents, as well as the reception of these documents among the early Christians. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Jan Term.

RELG 345 Varieties of Ancient Paganism from Alexander to Julian (4)

Introduction to the major pagan religions of the Greco-Roman period, from the conquests of Alexander the Great (332 BCE) to the death of Julian the Apostate (363 CE). Some attention is paid to the pagan influences on emerging Judaism and Christianity. Co-listed as CLAS 345. Offered: Spring, on rotation.

RELG 350 Jesus and the Gospels (4)

Introduction to the historical-critical study of the gospels, focusing on the synoptic Problem and the Historical Jesus. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 351W Contemporary Theology (4)

Examination of important theological movements of the modern era with an emphasis on church-related theologians. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor.

RELG 354 Pastoral Theology (4)

Exploration of the nature of pastoral ministry in the cultural context of the twenty-first century, focusing on the biblical, historical, and theological foundations of pastoral care. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor.

RELG 355 Missiology (4)

Introduction to missiology, focusing on its biblical, historical, and theological foundations, in order to explore the mission of God in the cultural context of the 21st century.

RELG 361 Pastoral Care (4)

Internship in hospital chaplaincy with Baptist Health Systems hospitals. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Jan Term.

RELG 371W Research and Writing in Religious Studies (4)

Development of analytical, research, and writing skills in religious studies in a small seminar format. Students engage in reading and analysis of both primary and secondary materials and complete a directed research paper. Prereqs: UCCA 102 and UCCP 102, or permission of the instructor. Offered: Spring

RELG 390 Monarchs, Bishops, and Martyrs: The English Reformation (4)

Study of historical and religious factors of the English Reformation. Course is taught in London with visits to historical sites. Co-listed as HIST 390 and POLS 390. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Jan Term.

RELG 433W Baptists: Their History and Theology (4)

Survey of Baptist history from its beginnings in Europe and in colonial and revolutionary, with emphasis on the origin and development of the Southern Baptist Convention. Co-listed as HIST 433W. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor.

RELG 441W Early Biblical Interpretation (4)

Survey of major genres and methods of biblical interpretation in Second Temple Judaism and earliest Christianity, including the New Testament. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 491, 492, 493, 494 Independent Study in Religion (1, 2, 3, or 4)

Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor.

RELG 497 Special Topics in Religion (4)

Unique, one-time courses offered either by visiting professors or as experimental courses by members of the department. Topics vary.

RELG 498W Senior Seminar (4)

Correlation of the various studies within the religion major, focusing on a senior assessment paper or subject.. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 499 Senior Seminar in Congregational Ministry (4)

Study of congregational ministry through supervised experience in church congregational or church-related settings. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

Sociology

Faculty

H. Hugh Floyd, Chair, Professor
 Robin W. Roberts, Associate Professor
 Theresa C. Davidson, Assistant Professor

Undergraduate Programs and Requirements

Major

Sociology

Minor

Sociology

The Department of Sociology offers a major or minor in sociology leading to a bachelor of arts degree.

A major in sociology can prepare students for graduate work in sociology or other post baccalaureate training such as social work, law, public health, international relations, labor relations, gerontology, or family counseling. In addition, students can work in a variety of areas including law enforcement, social services or local, state, and federal government agencies. The degree offers a foundation in understanding the relationships among persons in groups, as well as relations between groups.

All sociology majors must complete at least one research paper from each of the two major research methodologies in the field: one qualitative field study and one quantitative study based on computer analysis. This requirement can be fulfilled in any of the 300- or 400-level courses as part of the course requirements.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Sociology majors cannot use SOCI 100 (Introduction to Sociology) to meet the general education social science requirement.

Sociology Major

Sociology Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Sociology Major:		48
Sociology Core:		20
SOCI 100 Introduction to Sociology	4	
SOCI 320W Research Methods in Sociology	4	
SOCI 407 Sociology Internship	4	
SOCI 410W Sociological Theory	4	
SOCI 430 Senior Seminar	4	
Sociology Electives		24
Mathematics		4
MATH 210 Elementary Statistics	4	
General Electives		16-28
Total Required Credits		128

Sociology Minor

Sociology Minor Required Courses	Total Required Credits
Sociology Electives	8
Sociology Electives-Upper Level (select from 300- or 400-level courses)	12
Total Required Credits	20

Courses

SOCI 100 Introduction to Sociology (4)

Introduction to the way sociologists view society. Questions explored include: Why is society organized the way it is? How and why do different societies establish different patterns of organization? How does society influence individuals? How and why does society change or remain the same over time? What factors in society influence occurrences such as social conflict, violence, crime, sexual deviance, social inequity, gender relations, religious practices, etc.?

SOCI 101 Introduction to Cultural Anthropology (4)

Examination of theories and problems in social and cultural anthropology. Discussion of the historical development of cultural anthropology, methods of inquiry, focal problems, and contemporary theoretical perspectives focusing upon an introduction to worldwide cultural diversity. Offered: Jan Term.

SOCI 201 Sociology of Family (4)

Study of how sociological theory applies to the many types of families that exist in society. Critical questions include: What are the constraints of society on the family? What purpose does the family serve in the larger society? What roles do people play in the family? Who and what determines the assignment of those roles? What part does intimacy and sexuality play in family life? How do persons become involved in conflict and violence in families?

SOCI 203 Contemporary Social Problems (4)

Study of today's most pressing problems from the sociological perspective. Topics covered include alcohol and drug abuse, access and availability to health care, homicide, poverty, racism, rape, sexism, and sexual deviance, with a goal to understanding how personal limitations and expectations can sometimes cloud our perceptions and beliefs about these problems.

SOCI 205 Sociology of Race and Ethnic Relations (4)

Exploration of historic social forces that shaped specific definitions, rivalries, prejudices and outcomes of race and ethnicity in North America. Examples of other racial and ethnic stratification provide critical/analytic comparisons with North America. Examination of the future of race and ethnicity through analysis of the socially constructed pathways that led to contemporary society.

SOCI 310 Archaeology (4)

Investigation of world archaeology from the framework of major prehistoric cultural innovations. Discussion of the history of archaeology, theory, and methods of modern-day archaeologists and the significance of archaeological research to modern-day problems. Prereq: SOCI 100, or permission of the instructor. Offered: Summer.

SOCI 320W Social Research Methods (4)

Review of methodologies and skills used by sociologists. Introduction to the logic of scientific inquiry, and the relationship between development of theoretically-based research questions and the process for seeking answers. Focus on two methodologies: 1) qualitative field investigation techniques, such as participant observation and narrative/content analysis; and 2) quantitative techniques such as survey procedures. Introduction to the Statistical Package for the Social Sciences (SPSS-PC), a software program for statistical analysis. Sociology majors should take this course as early in their academic program as possible. Prereq: SOCI 100 or permission of department chair.

SOCI 324 Human Sexuality (4)

Examination of biological, spiritual, psychosocial, and cultural dimensions associated with sexuality. Discussion of beliefs and values that influence individual health and well-being, especially how these relate to the sexual aspect of what makes us human. Students gain insight into their own sexual natures and learn how to live responsibly in a society that often promotes the idea of sex rather than sexuality. Co-listed as PSYC 324. Prereq: SOCI 100 or permission of department chair.

SOCI 331 Sociology of Aging (4)

Study of the social, psychological, and biological changes that occur with aging, and how these changes affect interactions between older people and their family, friends, home, community, and society. This multidisciplinary approach, known as gerontology, addresses such issues as demography of aging, social theories of aging, social consequences of biological and psychological changes, social supports, living arrangements, economic status, populations at risk, and social policies. Course includes opportunities to discuss these issues with professionals who provide services for older people. Prereq: SOCI 100 or permission of department chair.

SOCI 333 Sociology of Religion (4)

Exploration of the social context of religion, including an introduction to theories and methods used in the sociological investigation of religion. Questions include: How does religion impact our sense of meaning and belonging in society? What social processes relate to the formation and evolution of churches, sects, and cults? How are religious institutions in American society undergoing change? Do gender, race and social class influence religious order and behavior? What is the relationship between state and church in American society? Co-listed as RELG 333. Prereq: SOCI 100 or permission of department chair.

SOCI 335 Sociology of Work (4)

Examination of a range of perspectives on the ways work has been structured and managed in human history. Concepts covered include how and why some individuals acquire more power than others within the workplace; the changing structure of the labor market; and the impact of work on other areas of life and on social issues. Prereq: SOCI 100 or permission of department chair.

SOCI 337 Sociology of Medicine (4)

Exploration of how society and culture influence perceptions that certain conditions/behaviors are indicators of health or illness. Questions include: Where do people seek help and how is it delivered/received? How widespread is illness and disease in society? Do factors such as gender, race, etc., impact which people get sick and what happens to them? What purpose does health care serve for the society at large? How does the United States health care system compare to those found in other societies? Prereq: SOCI 100 or permission of department chair.

SOCI 339 Sociology of Mental Disorder (4)

Study of the relationship between mental disorder and society. Issues addressed include the impact of the sociocultural context on the definition of mental disorder, and the distribution of mental disorder among persons based on gender, age, race, social class, and rural or urban residence. Analysis of effects of different forms of social organization and policy on the experiences of those identified as mentally disordered. Examination of the consequences of law and treatment services on social regulation for the mentally disordered. Prereq: SOCI 100 or permission of department chair.

SOCI 343 Criminology (4)

Introduction to the various theoretical approaches that guide the study of crime and its implications. Examination of problems related to the definition of crime, the extent or distribution of crime in society, as well as the impact of criminal activity on society. Review of the criminal justice system, the social processes that occur within it and the outcomes of this system for individuals and the community. Prereq: SOCI 100 or permission of department chair.

SOCI 345 Juvenile Delinquency (4)

Examination of juvenile delinquency using the sociological perspective. Critical questions include: What is juvenile delinquency? What is the distribution of juvenile delinquency in society? In which groups are youth more likely to be delinquent? Are there particular characteristics of society which influence patterns of juvenile delinquency? What research methods are used to study delinquency? How is society responding with regard to prevention and treatment of delinquency among youth? Prereq: SOCI 100 or permission of department chair.

SOCI 347 Independent Study (2 or 4)

Independent studies course that must comply with the following procedures: 1) Student is responsible for identifying an appropriate topic for investigation. 2) Student must determine if a faculty member can or will be able to undertake the project. This must be done at least one semester prior to the semester during which the work is to be completed. 3) Criteria for fulfilling the requirements for credit must be established between the student and the directing faculty member. 4) Agreement must be on file with the faculty member and the department. Students taking this course must have junior standing and have completed at least eight credits of sociology. Prereq: SOCI 100 or permission of department chair.

SOCI 349 Sociology of Children (4)

Exploration of the social construction of childhood over time and space, presenting a view of childhood distinct from popular notions. Concepts covered include social forces involved in shaping childhood in North America; how society has changed its definition of childhood over the years; how children negotiate their social roles with each other and with adults; and how children create their own culture distinct from adult culture. Social problems that children experience are focal points for research in the course. Prereq: SOCI 100.

SOCI 360 Urban Geography (4)

Geographic perspective of the past, present, and future of the American city. Topics include the historic roots of cities, development of the U.S. urban system, transportation, and the shaping of cities; social, political, and economic dynamics of urban areas; urban growth, decline, and revitalization; suburbanization; and challenges facing cities in the twenty-first century. Co-listed as GEOG 360 and POLS 360. Offered: Spring, on rotation.

SOCI 361 Bridging London (4)

Field-based exploration of the geography of London and its environs. Students investigate historical development, commerce, naval power, imperialism, colonialism, scientific achievement, industrial revolution, financial systems, economic frameworks, transportation, governance, urban design, community, culture, society, ethnicity, international significance, and the intersection between globalization and urbanization. Co-listed as CLAS 361, GEOG 361, HIST 361, JMC 361, and POLS 361.

SOCI 401 Social Psychology (4)

Introduction to social psychology from a sociological perspective, examining the relationship between the person and society. Questions include: What impact does society have on the formation of identity and the view we have of ourselves? How do we, as a society, create a perspective of the world around us and use this perspective to regulate each other? What processes regulate the way we establish organizations such as family or work groups and interact within these social groups? Prereq: SOCI 100 or permission of department chair.

SOCI 403 Social Class and Inequality (4)

Examination of the various ways societies have organized the production and distribution of resources, and the results for social inequality. Concepts covered include the different ways we currently structure, define, and produce class in American society; assessment of the importance of socioeconomic class in society, and its consequences for social cohesion and optimal social functioning; and assessment of how class inequality interacts with other socially stratified systems such as race/ethnicity and sex/gender. Prereq: SOCI 100 or permission of department chair.

SOCI 405 Sociology of Deviance (4)

Examination of deviance using the major sociological theories, focusing on the incidence and distribution of deviance in society and explaining it from a sociological point of view. Prereq: SOCI 100 or permission of department chair.

SOCI 407 Sociology Internship (4)

Internship in which students can receive credit for community-based experience in agencies or organizations that deal with issues such as juvenile services, probation, literacy, the elderly, children's health care, etc. Through contact with department faculty and preparation of a written assessment, students develop and utilize a sociologically-based understanding of their experience. Prereq: Junior standing and 12 credits of sociology coursework.

SOCI 409 Special Topics in Sociology (2 or 4)

Classroom-based course in lecture and/or discussion format. Topics vary. See class schedule for topic. Prereq: SOCI 100 or permission of department chair.

SOCI 410W Sociological Theory (4)

Introduction to stories or theories developed by persons whom sociologists consider central to the understanding of how and why humans organize, behave and interact in certain ways. Building upon ideas and evidence from other sociological investigation, this course provides a more complete perspective of each theorist studied. Prereq: Senior standing.

SOCI 427 Sociology and Environment (4)

Socio-historical examination of the relationship between the social and the natural environments. Focus on the modern global environment with its challenges for risk management and with its tension between needs for development and sustainability of environmental resources. Disasters (technological and natural) will be compared as social products with sociological consequences. Finally, sociological outcomes will be evaluated using social-environmental justice issues related to class, race, and gender. Prereq: SOCI 100 or permission of department chair.

SOCI 430 Senior Seminar (4)

Capstone course in sociology. Students participate in reading and discussion of assignments from primary source materials in theory and/or develop and carry out a research project. Prereq: Senior standing and 20 credits of sociology coursework.

World Languages and Cultures

Faculty

Lynda J. Jentsch, Acting Chair, Associate Professor and Program Director, Spanish
 Myralyn F. Allgood, Professor, Spanish
 Terry H. Pickett, Professor and Program Director, German and Critical Languages
 Millicent A. Bolden-Frazier, Associate Professor, Spanish
 Kelly C. Jensen, Associate Professor, Spanish
 Mary E. McCullough, Associate Professor and Program Director, French
 Charlotte L. Coleman, Assistant Professor, Spanish, and Director, General Education
 Angela D. Ferguson, Assistant Professor, German
 Heather A. West, Assistant Professor, French, and Academic Director of Laboratories
 Linda W. Ables, Instructor, Spanish, and Language Missions Coordinator
 Walter A. Moore, Instructor, French, Spanish
 Charles E. Workman, Instructor, Spanish, and Technical Director of Laboratories

Undergraduate Programs and Requirements

Majors

French
 German
 Spanish
 World Language and Literature
 (Two Languages)

Minors

French
 German
 Spanish
 Latin American Studies
 World Languages

Interdisciplinary Concentrations

Language and World Trade with specialty in French, German, Spanish or World Languages
 Latin American Studies

Teacher Certification: Middle School, Secondary, P-12

French
 German
 Spanish

All majors offered by the Department of World Languages and Cultures earn the bachelor of arts degree.

Completion of the major or minor is determined by the number of credits in the language. In order to fulfill the minimum credits required, *additional credit hours must be completed* for any courses taken or transferred in for *fewer* than 4 credits.

Proficiency-Based Instruction

At all levels, language instruction at Samford is based on developing proficiency in the four skills of understanding, speaking, reading, and writing, studied within the geographical and cultural context of the target language. Instructional and assessment methodologies follow competency-based guidelines established by the American Council for the Teaching of Foreign Languages (ACTFL). The campus experience is enhanced by language and computer laboratories and complemented by numerous opportunities to study in one of the department's classrooms abroad.

Placement

Student scores on the department's placement test determine the level of entry into general-education level language courses. Once a sequence (101-102, 201-202, or 203) is completed, students may not receive credit for taking a lower-level class in the same language. Successful completion of the previous course in a sequence serves as prerequisite to the next. Students may enter language studies at the 101, 102, 201, 203, or 300 levels. A minimum of one 4-credit language course is needed to fulfill the world language general education requirement for Arts and Sciences.

WLAC Majors

For students planning careers with international firms, service agencies, missions, teaching, or for those who seek the advantage of being bilingual in the multicultural world of the twenty-first century, the world languages and cultures (WLAC) major courses of study provide the opportunity to develop advanced linguistic proficiency and increase cross-cultural understanding. All WLAC graduating seniors, upon completion of exit interviews and writing sample analyses, receive internationally recognized oral and writing proficiency ratings from the department's ACTFL-trained examiners.

Critical Languages

In association with the National Association of Self-Instructional Language Programs, the WLAC Department offers self-instructional/tutorial language study in Arabic, Chinese, Hindi, Italian, Japanese, Portuguese, Russian, Swahili, and Thai. Other nontraditional languages may also be available if there is sufficient demand.

Mentored Courses

The department also offers a number of specialized, mentored courses and independent projects for 1, 2, 3, or 4 credits in French, German, Spanish, and Critical Languages (French, German, Spanish 310, 311, 321, 331, 340, 360, and 450; and Critical Languages 360). Students may take up to 8 credits in these courses. A maximum of 4 mentored credits at the 300- and 400-level of instruction may be applied to a major or minor.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses.

Required Minor for Language and Literature Majors

WLAC's language and literature majors are required to complete a minor, choosing one of the following options:

1. An established minor in a second world language.
2. An established minor (or second major) in another discipline
3. A specially designed world languages minor, consisting of six courses in a combination of other languages at any level, created in consultation with a WLAC faculty advisor.

French, German, or Spanish

Language and Literature Major (One Language)

The Bachelor of Arts in French, German, or Spanish Language and Literature prepares students for a variety of career and graduate school options. The program of study may be combined with essential education courses to earn teacher certification.

French, German, or Spanish Language and Literature Major (One Language) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Language & Literature Major (One Language):		32
French, German, or Spanish		32
Elementary French, German, or Spanish 101 (or equivalent proficiency)	(4)*	
Elementary French, German, or Spanish 102 (or equivalent proficiency)	(4)*	
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202** <i>or</i> Accelerated Intermediate French or Spanish 203**	(4)* (4)* <i>or</i> (4)*	
French, German, or Spanish 300- and 400-level courses, including two literature courses at the 400-level and the Senior Project***	32	
Required Minor		20
General Electives		12-24
Total Required Credits		128

*These credits are included in the General Education Requirements.

**Students who score high enough on placement criteria may register for these courses.

***Senior Project may be replaced by an eighth upper-level course by second majors only.

World Language and Literature Major

French, German, and/or Spanish (Two Languages)

World Language and Literature Major French, German, and/or Spanish (Two Languages) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Language & Literature Major (Two Languages):		36
French, German, or Spanish		36
Elementary French, German, or Spanish 101 (or equivalent proficiency)	(8)*	
Elementary French, German, or Spanish 102 (or equivalent proficiency)	(8)*	
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202** <i>or</i> Accelerated Intermediate French or Spanish 203**	(8)* (8)* <i>or</i> (8)*	
Eight French, German, or Spanish 300- and 400-level courses (four in each language), including one 400-level literature course in each language, plus one Senior Project that combines the two languages.	36	
General Electives		28-40
Total Required Credits		128

*These credits (up to 16 for one language) are included in the General Education Requirements.

**Students who score high enough on placement criteria may register for these courses.

Latin American Studies Interdisciplinary Concentration

The Bachelor of Arts in Latin American Studies, a joint program with the Departments of History, Political Science, and Geography, is intended to teach students about the rich civilizations in the portions of North, Central, and South America and the Caribbean known as Latin America. Through emphasis on the Spanish language and an interdisciplinary approach to the region, students will obtain a nuanced and deep understanding of Latin America.

Latin American Studies Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Latin American Studies Interdisciplinary Concentration:		52
I. Language		16
PORT 101 Elementary Portuguese I	4	
PORT 102 Elementary Portuguese II	4	
SPAN 301W Conversation/Composition/Grammar	4	
SPAN 302W Conversation/Composition/Reading	4	
II. Interdisciplinary Course		4
LAST 201 Introduction to Latin American Studies	4	
III. Discipline-Based Courses:		20
A. Social Science (choose two)		
Geography: GEOG/POLS 396 Latin America: Land/People	4	
History: HIST 461W Latin American History	4	
Political Science: POLS 322 Latin American Politics	4	
B. Literature (choose two)		
SPAN 403W Spanish American Literature I	4	
SPAN 404W Spanish American Literature II	4	
SPAN 405W Special Topics*	4	
SPAN 406W Special Topics*	4	
C. Civilization/Culture		
SPAN 316 Latin American Civilization	4	
IV. Study Abroad in Latin America (select one of the following):		4
BIOL 340 Amazon Rain Forest	4	
PORT 351 Language Study Abroad: Adv Port I	4	
PORT 352 Language Study Abroad: Adv Port II	4	
PORT 353 Language Study Abroad: Cultural Studies I	4	
PORT 354 Language Study Abroad: Cultural Studies II	4	
SPAN 351 Language Study Abroad: Adv Spanish I	4	
SPAN 352 Language Study Abroad: Adv Spanish II	4	
SPAN 353 Language Study Abroad: Cultural Studies I	4	
SPAN 354 Language Study Abroad: Cultural Studies II	4	
V. Latin America in Global Perspective (select one of the following):		4
BIOL 326 Environmental Science	4	
ECON 397 International Studies in Economics*	4	
GEOG/HIST/POLS 451W Geography of Int'l Affairs	4	
NTDT 312 International Foods*	4	
PHYS 100 Physics for Society*	4	
PHYS 408 International Physics Seminar*	4	
POLS 319W International Relations	4	
POLS 363W Politics of Developing Nations	4	
VI. Capstone Experience**		4
General Electives (chosen with advisor's approval)		12-24
Total Required Credits		128

* Courses must have a Latin American focus.

**Students must take a discipline-based Senior Seminar in an Arts and Sciences department. The research project must have Latin American-related content, as determined through agreement with the advisor and the seminar professor.

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

Language and World Trade Interdisciplinary Concentration

The language and world trade interdisciplinary concentration is a comprehensive combination of linguistic skills and essential business knowledge. It concludes with an international trade internship. Completion of this interdisciplinary concentration satisfies general education foreign language and social science requirements.

Language and World Trade Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Language & World Trade Interdisciplinary Concentration:		72-76
Language Courses		40
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202**	(4)*	
<i>or</i>	<i>or</i>	
Accelerated Intermediate French or Spanish 203**	(4)*	
Conversation/Composition Course	4	
Civilization and Culture Course	4	
Literature 400-level Courses	8	
Major Language Electives, 300- and 400-level	8	
French, German, Spanish 370W	4	
French, German, Spanish 470	4	
One year of a second language	8	
Business and Mathematics Courses		29
Group I (to be completed first)	14	
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 160 Computer Competency Assessment	1	
ECON 201 Principles of Macroeconomics*	(4)*	
ECON 202 Principles of Microeconomics	3	
MATH 210 Elementary Statistics	4	
Group II (Prereq: Junior standing and completion of Group I)	15	
BUSA 252 Legal Environment of Business	3	
BUSA 303 Principles of Management	3	
BUSA 311 Marketing Management	3	
BUSA 321 Financial Management	3	
BUSA 484 International Management	3	
Electives: (Select from list below; other electives can be taken with advisor's permission.)		3-7
COMS 215 Oral Communication (strongly recommended)	4	
GEOG 101 World Regional Geography	4	
GEOG/HIST/POLS 393 Europe: Land and People	4	
GEOG/HIST/POLS 395 Asia: Land and People	4	
HIST 461W Latin American History***	4	
LAST 201 Latin American Studies	4	
POLS 310W U.S. Foreign Relations	4	
POLS 319W International Relations	4	
POLS 322 Latin American Politics	4	
POLS 351W Major European Governments	4	
POLS 363W Politics of Developing Nations	4	
POLS 451W Geography of International Affairs	4	
Total Required Credits		128-136

*These credits are included in the General Education Requirements.

**Students who score high enough on placement criteria may register for these courses.

***Spanish majors only.

WLAC Minors - French, German, Spanish, Latin American Studies, and World Languages

For students in any discipline who wish to advance their linguistic proficiency and cross-cultural communication skills beyond the required intermediate level, minors are offered in French, German, and Spanish, consisting of 20 credits beyond the 202* or 203* language course.

Students in other disciplines may also choose to pursue a specially designed world languages minor consisting of six courses in a combination of other world languages at any level, excluding courses taken to satisfy the general education requirement, and created in consultation with a WLAC faculty advisor.

French, German, or Spanish Minor

French, German, or Spanish Minor Required Courses	Course Credits	Total Required Credits
French, German, or Spanish		20-36
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202**	(4)* (4)*	
<i>or</i>	<i>or</i>	
Accelerated Intermediate French or Spanish 203**	(4)*	
300/400-level courses (French, German, Spanish)	20	
Total Required Credits		20-36

*These credits are included in the General Education Requirements.

**Students who score high enough on placement criteria may register for these courses.

World Languages and Cultures Minor

World Languages and Cultures Minor Required Courses	Course Credits	Total Required Credits
World Languages		24
World language courses, any combination (excluding the General Education requirement)	24	
Total Required Credits		24

Latin American Studies Interdisciplinary Minor

Latin American Studies Interdisciplinary Minor Required Courses	Course Credits	Total Required Credits
Latin American Studies Core		16
LAST 201 Introduction to Latin American Studies	4	
SPAN 301W Conversation/Composition/Grammar*	4	
SPAN 302W Conversation/Composition/Reading*	4	
SPAN 316 Latin American Civilization*	4	
Latin American Studies Electives (choose two)		8
GEOG 396 Latin America: Land and People	4	
HIST 461W Latin American History	4	
POLS 322 Latin American Politics	4	
Total Required Credits		24

*Or the equivalent SPAN study abroad option in Latin America.

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

Courses

FRENCH

FREN 101 and 102 Elementary French I and II (4 each course)

Introduction to French language and culture, aimed at developing basic proficiency in understanding, speaking, reading, and writing French. Three class meetings and two audiovisual and computer laboratory sessions weekly provide students with novice-level proficiency in preparation for the intermediate-level sequence. Prereq for FREN 102: Successful completion of FREN 101, satisfactory score on placement exam, or permission of program director. Offered: Fall (101); Spring (102)

FREN 201 and 202 Intermediate French I and II (4 each course)

Systematic review of French with continued emphasis on enhancing proficiency in understanding, speaking, reading, writing, and cultural understanding. Sequence includes two class meetings and two audiovisual and computer laboratory sessions weekly to provide a setting for intermediate-level mastery. Completion of this sequence fulfills the general education language requirement. Prereq for FREN 201: Successful completion of FREN 102 or satisfactory score on placement exam. Prereq for FREN 202: Successful completion of FREN 201. Offered: Fall (201), Spring (202), Summer 1 (both, locally), and Summer 2 (both, abroad).

FREN 203 Accelerated Intermediate French (4)

Accelerated intermediate course that compresses essential elements of FREN 201 and FREN 202 into one semester. Designed to develop cross-cultural understanding and proficiency in speaking, reading, writing, and understanding, it includes three class meetings and two laboratory sessions each week. Successful completion of this sequence fulfills the general education language requirement. Prereq: Grade of A in FREN 102 or the required score on the placement exam. Offered: Fall.

FREN 301W Conversation/Composition/Grammar (4)

Intensive practice of oral and written language skills and comprehensive review of advanced-level grammatical structures. Includes free and multi-draft composition and stresses effective self-expression. Prereq: Successful completion of FREN 202, 203, or the equivalent. Offered: Fall.

FREN 302W Conversation/Composition/Reading (4)

Intensive practice of oral and written language skills and development of advanced-level reading proficiency. Includes free and multi-draft composition and stresses French cultural and literary traditions. Prereq: Successful completion of FREN 202, 203, or the equivalent. Offered: Spring.

FREN 310 Advanced Proficiency Enhancement (1)

Mentored review and reinforcement of listening, speaking, reading, and/or writing skills, grammar structures, or career-oriented language context, as determined by individual student needs in French at the advanced level. Prereqs: Successful completion of FREN 301W or 302W, and permission of program director. Offered: Upon request.

FREN 311, 321, and 331 Directed-Teaching Experience I, II, and III (1 each course)

Guided practicum in language teaching to develop the individual's linguistic, instructional, and leadership skills. Prereqs: FREN 202, 203, or the equivalent; and permission of program director.

FREN 315 and 316 French Civilization I and II (4 each course)

Overview of French-speaking societies from an historical and contemporary perspective with emphasis on their customs, values, geography, artistic achievements, and scientific discoveries. Prereq: FREN 202, 203, or the equivalent. Offered: On rotation.

FREN 340 Advanced Career Studies (1-4)

Mentored course in career-specific language acquisition at the advanced level. Course may be repeated if topics are different. Variable credit. Prereqs: Successful completion of at least one upper-level course, or the equivalent, and permission of program director. Offered: Upon request.

FREN 345 Language-Across-the-Curriculum (1)

Mentored experience in the reading of content-specific texts. Course may be repeated for credit with different host classes. Prereqs: Successful completion of at least one upper-level French course or the equivalent, concurrent enrollment in an approved host class in another discipline, and permission of program director. Offered: Upon request.

FREN 351 and 352 Language Study Abroad: Advanced French I and II (4 each course)

Intensive practice of audio-lingual skills and advanced grammatical structures in a French-speaking setting abroad. Stresses practical communication and effective self-expression in French.

FREN 353 and 354 Language Study Abroad: Cultural Studies I and II (4 each course)

Study of French civilization and culture and overview of contemporary society in a French-speaking setting abroad.

FREN 360 French-for-Missions Internship (1-4 each term of service)

Missions fieldwork in a French-speaking country under the direction of a Samford mentor and on-site mission personnel. Open to all students with intermediate-mid language proficiency or higher. May also count as an upper-level major elective. Prereqs: Permission of French program director and WLAC language missions coordinator. Offered: Upon request.

FREN 370W French for Business (4)

Study of intercultural communication and advanced French language proficiency as needed for business contexts. Stresses commercial vocabulary, correspondence, and documentation appropriate to a variety of professional settings. Open to any student with advanced proficiency, this very practical course may count as an upper-level elective. Required for language and world trade concentration. Offered: Fall or Spring, as needed.

FREN 375 Advanced Grammar and Syntax (4)

In-depth study of grammar and syntactical structures aimed at improving student language skills. Utilizes a variety of methodologies including, but not limited to, composition, translation, and stylistic analysis. Prereq: Successful completion of one four-credit, 300-level course or permission of the program director. Offered: On rotation.

FREN 401W and 402W French Literature I and II (4 each course)

Survey of the principal figures and literary movements of France from its beginnings to the present day. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in French. Prereqs: Successful completion of at least two 4-credit, 300-level courses, preferably FREN 302W; and FREN 315, 316, or the equivalent. Offered: On rotation.

FREN 405W and 406W Special Topics in Literature I and II (4 each course)

Study of selected French authors, literary movements, themes, or genres. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in French. Course(s) may be repeated for credit if topics are different. Prereqs: Successful completion of at least two 4-credit, 300-level courses, preferably FREN 302W; and FREN 315, 316, or the equivalent. Offered: On rotation.

FREN 424 Senior Capstone: Second Language Teaching Methodology (4)

Study of fundamental strategies that form the infrastructure of the teaching process for certification at all levels of second-language acquisition methodology, P-12 or 7-12. Emphasis on materials and methods appropriate to the designated levels of learning while promoting awareness of the multiple facets of language learning. Capstone course for seniors seeking teacher certification that also includes preparation for exit oral and writing proficiency exams. Offered: Fall or Spring, as needed.

FREN 442W Senior Capstone: Research and Writing (4)

Research and writing course designed to synthesize skills acquired and knowledge gained in previous coursework. Under a mentor's guidance, students develop a thesis, propose a solution to a problem, or produce and perform a creative work. Capstone course for language and literature majors that also includes literary readings and preparation for exit oral and writing proficiency exams. Required of all first majors. Prereqs: Senior standing, successful completion of at least one 400-level literature course, and permission of program director. Offered: Fall or Spring, as needed.

FREN 450 Special Studies (1-4)

Mentored, independent study in language, culture, or literature. Variable credit. Prereqs: At least one upper-level course or the equivalent, and permission of program director and instructor. Offered: As needed.

FREN 470 Senior Capstone: International Trade Internship (4)

Directed student internship in an international business setting in the U.S. or abroad, mentored by Samford faculty and supervised by on-site agency personnel. Language and world trade seniors complete 160 hours of on-site work, maintain journals in the target language, and prepare for exit oral and writing proficiency exams. Prereqs: Senior standing, successful completion of course FREN 370W, and permission of program director. Offered: As needed.

GERMAN

GER 101 and 102 Elementary German I and II (4 each course)

Introduction to German language and culture, aimed at developing basic proficiency in understanding, speaking, reading, and writing German. Three class meetings and two audiovisual and computer laboratory sessions weekly provide students with novice-level proficiency in preparation for the intermediate-level sequence. Prereq for GER 102: Successful completion of German 101, satisfactory score on placement exam, or permission of program director. Offered: Fall (101); Spring (102).

GER 201 and 202 Intermediate German I and II (4 each course)

Systematic review of German with continued emphasis on enhancing proficiency in understanding, speaking, reading, writing, and cultural understanding. Sequence includes two class meetings and two audiovisual and computer laboratory sessions weekly to provide a setting for intermediate-level mastery. Completion of this sequence fulfills the general education language requirement. Prereq for GER 201: Successful completion of GER 102 or satisfactory score on placement exam. Prereq for GER 202: Successful completion of GER 201. Offered: Fall (201), Spring (202), Summer (both, abroad).

GER 301W Conversation/Composition/Grammar (4)

Intensive practice of oral and written language skills and comprehensive review of advanced-level grammatical structures. Includes free and multi-draft composition and stresses effective self-expression. Prereq: Successful completion of GER 202 or the equivalent. Offered: Fall, on rotation.

GER 302W Conversation/Composition/Reading (4)

Intensive practice of oral and written language skills and development of advanced-level reading proficiency. Includes free and multi-draft composition and stresses German cultural and literary traditions. Prereq: Successful completion of GER 202 or the equivalent. Offered: Fall, on rotation.

GER 310 Advanced Proficiency Enhancement (1)

Mentored review and reinforcement of listening, speaking, reading, and/or writing skills, grammar structures, or career-oriented language context, as determined by individual student needs. Prereqs: Successful completion of GER 301W, 302W, or equivalent prior experience; and permission of program director. Offered: Upon request.

GER 311, 321, and 331 Directed-Teaching Experience I, II, and III (1 each course)

Guided practicum in language teaching to develop the individual's linguistic, instructional, and leadership skills. Prereqs: GER 202 or the equivalent, and permission of program director.

GER 315 German Civilization (4)

Overview of German-speaking societies from an historical and contemporary perspective with emphasis on the customs, values, geography, and scientific discoveries of German-speaking countries. Prereq: GER 202 or the equivalent. Offered: Spring, on rotation.

GER 340 Advanced Career Studies (1- 4)

Mentored course in career-specific language acquisition at the advanced level. Course may be repeated if topics are different. Variable credit. Prereqs: Successful completion of at least one upper-level course, or the equivalent, and permission of program director. Offered: Upon request.

GER 345 Language-Across-the-Curriculum (1)

Mentored experience in the reading of content-specific texts. Course may be repeated for credit with different host classes. Prereqs: Successful completion of at least one upper-level German course or the equivalent, concurrent enrollment in an approved host class in another discipline, and permission of program director. Offered: Upon request.

GER 351 and 352 Language Study Abroad: Advanced German I and II (4 each course)

Intensive practice of audio-lingual skills and advanced grammatical structures in a German-speaking setting abroad. Stresses practical communication and effective self-expression in German.

GER 353 and 354 Language Study Abroad: Cultural Studies I and II (4 each course)

Study of German civilization and culture and overview of contemporary society in a German-speaking setting abroad.

GER 360 German-for-Missions Internship (1-4 each term of service)

Missions fieldwork in a German-speaking country under the direction of a Samford faculty and on-site mission personnel. Open to all students with intermediate-mid language proficiency or higher. May also count as an upper-level major elective. Prereqs: Permission of German program director and WLAC language missions coordinator. Offered: Upon request.

GER 370W German for Business (4)

Study of intercultural communication and advanced German language proficiency as needed for business contexts. Stresses commercial vocabulary, correspondence, and documentation appropriate to a variety of professional settings. Open to any student with advanced proficiency, this very practical course may count as an upper-level elective. Required for language and world trade concentration. Offered: Spring, on rotation.

GER 375 Advanced Grammar and Syntax (4)

In-depth study of grammar and syntactical structures aimed at improving student language skills. Utilizes a variety of methodologies including, but not limited to, composition, translation, and stylistic analysis. Prereq: Successful completion of one four-credit, 300-level course or permission of the program director. Offered: On rotation.

GER 401W and 402W German Literature I and II (4 each course)

Survey of the principal figures and literary movements of Germany from its beginnings to the present day. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in German. Prereq: Successful completion of at least two 4-credit, 300-level courses, preferably GER 302W and GER 315, or the equivalent, or permission of program director. Offered: On rotation.

GER 405W and 406W Special Topics in Literature I and II (4 each course)

Study of selected German authors, literary movements, themes, or genres. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in German. Course(s) may be repeated for credit if topics are different. Prereq: Successful completion of at least two 4-credit, 300-level courses, preferably GER 302W and GER 315, or the equivalent, or permission of program director. Offered: On rotation.

GER 424 Senior Capstone: Second Language Teaching Methodology (4)

Study of fundamental strategies that form the infrastructure of the teaching process for certification at all levels of second-language acquisition methodology, P-12 or 7-12. Emphasis on materials and methods appropriate to the designated levels of learning while promoting awareness of the multiple facets of language learning. Capstone course for seniors seeking teacher certification that also includes preparation for exit oral and writing proficiency exams. Offered: Fall or Spring, as needed.

GER 442W Senior Capstone: Research and Writing (4)

Research and writing course designed to synthesize skills acquired and knowledge gained in previous coursework. Under a mentor's guidance, students develop a thesis, propose a solution to a problem, or produce and perform a creative work. Capstone course for language and literature majors that also includes literary readings and preparation for exit oral and writing proficiency exams. Course required of all first majors. Prereqs: Senior standing, successful completion of at least one 400-level literature course, and permission of program director. Offered: Fall or Spring, as needed.

GER 450 Special Studies (1-4)

Mentored, independent study in language, culture, or literature. Variable credit. Prereq: At least one upper-level course or the equivalent, and permission of program director and the instructor. Offered: As needed.

GER 470 Senior Capstone: International Trade Internship (4)

Directed student internship in an international business setting in the U.S. or abroad, mentored by Samford faculty and supervised by on-site agency personnel. Language and world trade seniors complete 160 hours of on-site work, maintain journals in the target language, and prepare for exit oral and writing proficiency exams. Prereqs: Senior standing, successful completion of GER 370W, and permission of program director. Offered: As needed.

GREEK and HEBREW

See Department of Classics and the Biblical Languages course listing in the Department of Religion, respectively.

LATIN

See course listing in the Department of Classics.

LATIN AMERICAN STUDIES**LAST 201 Introduction to Latin American Studies (4)**

Interdisciplinary introduction to the literature, drama, religion, philosophy, and fine arts of Latin America. Taught in English. Successful completion fulfills the general education humanities requirement.

LAST 380 Latin American Studies Seminar (4)

Exploration of special topics on Latin American culture and civilization, using an interdisciplinary approach. This course may also be taken as PORT 380 or SPAN 380 and may be cross-listed as a special topics course in disciplines related to Latin American studies. Taught in English. Prereq: SPAN or PORT 202; SPAN 203 or the equivalent; and permission of program director. Offered: On rotation.

SPANISH

SPAN 101 and 102 Elementary Spanish I and II (4 each course)

Introduction to Spanish language and culture, aimed at developing basic proficiency in understanding, speaking, reading, and writing Spanish. Three class meetings and two audiovisual and computer laboratory sessions weekly provide students with novice-level proficiency in preparation for the intermediate-level sequence. Prereq for SPAN 102: Successful completion of SPAN 101, satisfactory score on placement exam, or permission of program director. Offered: Fall and Jan Term (101), Spring (102), and Summer (both, locally and abroad).

SPAN 111 Spanish for Health Care Professionals (3)

Introduction to Spanish language and culture aimed at developing basic proficiency in understanding, speaking, reading, and writing Spanish relating to the health care profession. Offered: Jan Term.

SPAN 201 and 202 Intermediate Spanish I and II (4 each course)

Continued emphasis on enhancing proficiency in understanding, speaking, reading, writing, and cultural understanding. Sequence includes two class meetings and two audio/visual and computer laboratory sessions weekly to provide a setting for intermediate-level mastery. Completion of this sequence fulfills the general education language requirement. Prereq for SPAN 201: Successful completion of SPAN 102 or satisfactory score on placement exam. Prereq for SPAN 202: Satisfactory completion of SPAN 201. Offered: Fall (201), Spring (202), Summer (both, locally and abroad).

SPAN 203 Accelerated Intermediate Spanish (4)

Accelerated, intermediate course that compresses essential elements of SPAN 201 and SPAN 202 into one semester. Designed to develop cross-cultural understanding and proficiency in speaking, reading, writing, and understanding, it includes three class meetings and two laboratory sessions each week. Successful completion of this sequence fulfills the general education language requirement. Prereq: Grade of A in SPAN 102, with recommendation from SPAN 102 instructor, or the required score on the placement exam. Offered: Fall and Spring.

SPAN 301W Conversation/Composition/Grammar (4)

Intensive practice of oral and written language skills and comprehensive review of advanced-level grammatical structures. Includes free and multi-draft composition and stresses effective self-expression. Prereq: Successful completion of SPAN 202, 203, or the equivalent.

SPAN 302W Conversation/Composition/Reading (4)

Intensive practice of oral and written language skills and development of advanced-level reading proficiency. Includes free and multi-draft composition and stresses Spanish cultural and literary traditions. Prereq: Successful completion of SPAN 202, 203, or the equivalent.

SPAN 310 Advanced Proficiency Enhancement (1)

Mentored review and reinforcement of listening, speaking, reading, and/or writing skills, grammar structures, or career-oriented language context, as determined by individual student needs. Prereqs: Successful completion of SPAN 301W, 302W, or equivalent prior experience, and permission of program director. Offered: Jan Term.

SPAN 311, 321, and 331 Directed-Teaching Experience I, II, and III (1 each course)

Guided practicum in language teaching to develop the individual's linguistic, instructional, and leadership skills. Prereqs: SPAN 202, 203, or the equivalent, and permission of program director.

SPAN 315 Spanish Civilization (4)

Overview of the major historical, social, political, and cultural aspects of Spain's culture from its beginning to the present day. Spanish is actively used in presentations, interactive class discussion, and writing assignments. One civilization course is required of all majors. Prereq: SPAN 202, 203, or the equivalent. Offered: Spring.

SPAN 316 Latin American Civilization (4)

Overview of the major historical, social, political, and cultural aspects of Latin America's culture from its beginning to the twentieth century. Spanish is actively used in presentations, interactive class discussion, and writing assignments. One civilization course is required of all majors. Prereq: SPAN 202, 203, or the equivalent. Offered: Fall.

SPAN 322 Spanish for Missions (2)

Practical study of biblical terminology, methodology of missions, bible study, and discipleship materials for those interested in career missions or those who would like to share their faith in Christ with Spanish-speaking peoples. Prereq: Completion of at least one upper-level course or equivalent.

SPAN 332 Medical Spanish (2)

Practice of medical terminology and role-play situations in the classroom combined with supervised fieldwork at local health care facilities providing services for Hispanic patients. Prereqs: Completion of at least one upper-level course and permission of program director.

SPAN 340 Advanced Career Studies (1-4)

Mentored course in career-specific language acquisition at the advanced level. Course may be repeated if topics are different. Variable credit. Prereqs: Successful completion of at least one upper-level course, or the equivalent, and permission of program director. Offered: Upon request.

SPAN 345 Language-Across-the-Curriculum (1)

Mentored course in the reading of content-specific texts. Course may be repeated for credit with different host classes. Prereqs: Successful completion of at least one upper-level Spanish course, or the equivalent; concurrent enrollment in an approved host class in another discipline; and permission of program director. Offered: Upon request.

SPAN 351 and 352 Language Study Abroad: Advanced Spanish I and II (4 each course)

Intensive practice of audio-lingual skills and advanced grammatical structures in a Spanish-speaking setting abroad. Stresses practical communication and effective self-expression in Spanish.

SPAN 353 and 354 Language Study Abroad: Cultural Studies I and II (4 each course)

Study of Hispanic civilization and culture and overview of contemporary society in a Spanish-speaking setting abroad. One civilization course is required of all majors.

SPAN 360 Spanish-for-Missions Internship (1-4 each term of service)

Missions fieldwork in a Spanish-speaking country under the direction of a Samford mentor and on-site mission personnel. Open to all students with intermediate-mid language proficiency or higher. May also count as an upper-level major elective. Prereq: Permission of Spanish program director and the WLAC language missions coordinator. Offered: Upon request.

SPAN 370W Spanish for Business (4)

Study of intercultural communication and advanced Spanish language proficiency as needed for business contexts. Stresses commercial vocabulary, correspondence, and documentation appropriate to a variety of professional settings. Open to any student with advanced proficiency, this very practical course may count as an upper-level elective. Required for language and world trade concentration. Offered: Spring.

SPAN 375 Advanced Grammar and Syntax (4)

In-depth study of grammar and syntactical structures aimed at improving student language skills. Utilizes a variety of methodologies including, but not limited to, composition, translation, and stylistic analysis. Required for all majors. Prereq: Successful completion of one four-credit, 300-level course or permission of the program director. Offered: Fall.

SPAN 401W and 402W Spanish Literature I and II (4 each course)

Survey of the principal figures and literary movements of Spain from its beginnings to the present day. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in Spanish. Prereqs: Successful completion of SPAN 302W; and SPAN 315, 316, or the equivalent. Offered: On rotation.

SPAN 403W and 404W Spanish American Literature I and II (4 each course)

Survey of the principal figures and literary movements of Spanish America from its beginnings to the present day. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in Spanish. Prereqs: Successful completion of SPAN 302W; and SPAN 315, 316, or the equivalent. Offered: Fall (403W); Spring (404W).

SPAN 405W and 406W Special Topics in Literature I and II (4 each course)

Study of selected Hispanic authors, literary movements, themes, or genres. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in Spanish. Course(s) may be repeated for credit if topics are different. Prereqs: Successful completion of SPAN 302W; and SPAN 315, 316, or the equivalent. Offered: On rotation.

SPAN 424 Senior Capstone: Second Language Teaching Methodology (4)

Study of fundamental strategies that form the infrastructure of the teaching process for certification at all levels of second-language acquisition methodology, P-12 or 7-12. Emphasis on materials and methods appropriate to the designated levels of learning while promoting an awareness of the multiple facets of language learning. Capstone course for seniors seeking teaching certification that also includes preparation for exit oral and writing proficiency exams. Offered: Fall or Spring, as needed.

SPAN 442W Senior Capstone: Research and Writing (4)

Research and writing course designed to synthesize skills acquired and knowledge gained in previous coursework. Students develop a thesis, propose a solution to a problem, or produce and perform a creative work. Capstone course for language and literature majors that also includes literary readings and preparation for exit oral and writing proficiency exams. Required of all first majors. Prereqs: Senior standing, successful completion of at least one 400-level literature course, and permission of program director. Offered: Spring.

SPAN 450 Special Studies (1-4)

Mentored independent study in language, culture, or literature. Variable credit. Prereqs: At least one upper-level course, or the equivalent, and permission of program director and instructor. Offered: As needed.

SPAN 470 Senior Capstone: International Trade Internship (4)

Directed student internship in an international business setting in the U.S. or abroad, mentored by Samford faculty and supervised by on-site agency personnel. Language and world trade seniors complete 160 hours of on-site work, maintain journals in the target language, and prepare for exit oral and writing proficiency exams. Prereqs: Senior standing, successful completion of SPAN 370W, and permission of program director. Offered: As needed.

CRITICAL LANGUAGES PROGRAM

The Critical Languages Program (CLP) is a language instructional method that makes possible the offering of less-commonly taught, but highly relevant languages. The curriculum is student-centered and oriented principally toward the initial acquisition of oral skills, proceeding ultimately into the written form of the language.

Students in CLP courses work intensively with specially prepared texts and tapes, and meet in small group drill sessions twice a week with a native-speak-

ing tutor. They continue their language practice in two additional sessions each week in WLAC's audiovisual and computer laboratories. Exams are given on an individual basis with external examiners. These examiners are professors of their respective languages at other institutions who come to campus to examine Samford CLP students at the end of each semester.

CLP courses follow the traditional semester calendar and meet Tuesdays and Thursdays. They are available to both daytime and evening (Metro) students. Courses are sequential, with successful completion of the previous course serving as prerequisite to the next. Courses numbered 101 and 201 are offered during fall semesters only; courses numbered 102 and 202 are offered during spring semesters only. A WLAC minor (see description, p. 99) is offered in any of the CLP languages, but content-based coursework beyond the 200 level can only be completed abroad in courses preapproved by the CLP director.

Critical languages offered at Samford are: Arabic, Chinese, Hindi, Italian, Japanese, Portuguese, Russian, Swahili, and Thai. Course sequences are as follows:

ARAB/CHIN/HIND/ITAL/JAPN/PORT/RUSS/SWAH/THAI 101 and 102 Elementary I and II (4 each course)

Introduction to understanding, speaking, reading, and writing the target language. Self-instructional (text and tape), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall (101); Spring (102).

ARAB/CHIN/HIND/ITAL/JAPN/PORT/RUSS/SWAH/THAI 201 and 202 Intermediate I and II (4 each course)

Continued study in understanding, speaking, reading, and writing the target language. Self-instructional (text and tape), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall (201); Spring (202).

ARAB/CHIN/HIND/ITAL/JAPN/PORT/RUSS/SWAH/THAI 311, 321, and 331 Directed Teaching Experience I, II, and III (1 each course)

Guided practicum in language teaching to develop the individual's linguistic, instructional, and leadership skills. Prereqs: Successful completion of 202 level in the target language, or the equivalent, and permission of program director.

ARAB/CHIN/HIND/ITAL/JAPN/PORT/RUSS/SWAH/THAI 351 and 352 Language Study Abroad: Advanced I and II (4 each course)

Intensive practice of audio-lingual skills and advanced grammatical structures in a setting abroad where the target language is spoken. Stresses practical communication and effective self expression in the target language.

ARAB/CHIN/HIND/ITAL/JAPN/PORT/RUSS/SWAH/THAI 353 and 354 Language Study Abroad: Cultural Studies I and II (4 each course)

Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

ARAB/CHIN/HIND/ITAL/JAPN/PORT/RUSS/SWAH/THAI 360 Language for Missions Internship (1-4 each term of service)

Missions fieldwork in a country where the target language is spoken, under the direction of a Samford mentor and on-site mission personnel. Open to all students with intermediate language proficiency or higher in the target language. Prereq: Permission of the program director and the WLAC language missions coordinator. Offered: As needed.

School of Business





Administration

Beck A. Taylor, Dean, Professor
James P. Reburn, Associate Dean, Professor
Barbara H. Cartledge, Director, Undergraduate Studies, Assistant Professor
Larron C. Harper, Director, Graduate Studies, Assistant Professor
Carrie Anna Pearce, Director, Academic Internship Program

Faculty

Fred N. Hendon, Dwight Moody Beeson Professor
Archie Lockamy III, Margaret Gage Bush Professor
David L. Loudon, Professor
Jennings B. Marshall, Professor
Thomas W. Woolley, Professor
Steven T. Jones, Associate Professor
Cynthia F. Lohrke, Associate Professor
Franz T. Lohrke, Associate Professor
Robert W. Service, Associate Professor
William H. Belski, Assistant Professor
Charles M. Carson IV, Assistant Professor
Betsy Bugg Holloway, Assistant Professor
Sharon S. Jackson, Assistant Professor
Onsurang Pipatchaipoom, Assistant Professor
Dennis W. Price, Assistant Professor
Douglas L. Smith, Assistant Professor
Jeremy P. Thornton, Assistant Professor
John M. Venable, Assistant Professor



Undergraduate Programs and Requirements

Accreditation

The School of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business (<http://www.aacsb.edu/>)—and by SACS—the Southern Association of Colleges and Schools.

Curricular Options

B.S.B.A. – Accounting

B.S.B.A. – Economics

B.S.B.A. – Management

B.S.B.A. – Management with a concentration in Finance

B.S.B.A. – Management with a concentration in Marketing

Minor in Economics

Minor in General Business

Student Objectives

Graduates with a **B.S.B.A. in Accounting** will be prepared to pursue a professional career as a CPA, CMA, CIA, auditor, or tax accountant.

Graduates with a **B.S.B.A. in Economics** will be prepared to enter a variety of fields and careers in business and public policy. The economics major is easily paired as a double-major with other programs within the School of Business so that students focusing on accounting, management, marketing, or finance will be equipped with both specific skills and a broad general knowledge of economic forces that impact industry and government.

Graduates with a **B.S.B.A. in Management** will be prepared in general knowledge of core functional areas of business, equipped for immediate entry-level positions in functional areas and industries of choice, and trained for the potential long-term goal of higher level management positions.

Graduates with a **B.S.B.A. in Management with a concentration in Finance** will be prepared to pursue careers in finance or find employment in finance-related positions. Such positions include securities sales, financial planning, commercial banking, securities research, and corporate treasurer functions.

Graduates with a **B.S.B.A. in Management with a concentration in Marketing** will be prepared to explore opportunities in advertising, sales, market research, product development, and public relations.

Progression Policy

In order to progress in the undergraduate program in the School of Business, the student must complete all of the Pre-Business curriculum and maintain a cumulative 2.00 GPA in business before taking any 300- or 400-level Business Core courses.

ACCT 211	ECON 201	BUSA 100	BUSA 130
ACCT 212	ECON 202	BUSA 160	BUSA 231

Probation: If an undergraduate student's cumulative business GPA falls below 2.00, the student will be placed on academic probation. **The student will be required to raise his/her cumulative business GPA to a 2.00 within the next two successive terms of undergraduate enrollment, including summers. If the student fails to meet this requirement, then the student will be permanently dismissed from the School of Business.**

Graduation Requirements

- 1) Complete a minimum of 128 credits.
- 2) Complete 50 percent of business courses at Samford. Only 12 transient hours will be allowed for all business courses from the 100-400 level.
Exception: See Important Note under Accounting Major.
- 3) Earn a 2.00 GPA in each of the following four areas: Samford, higher education, business, and the 24 credits which constitute a major.
- 4) Complete two upper-level writing courses.
- 5) No course used to fulfill the core or elective requirement of one major or concentration may be used toward the elective requirements of another major or concentration. However, any course that is part of the core requirement for more than one major or concentration may be counted towards both.
- 6) Meet other requirements as outlined by the University.

Exceptions

Approval of course substitutions, prerequisite waivers, or other exceptions to the degree requirements are rare and made only under extreme circumstances. The Associate Dean or Director of Undergraduate Studies approves such exceptions.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. All accounting, economics, and management majors must take ECON 201 (Principles of Macroeconomics) as their general education social science requirement and MATH 150 (Precalculus) as their general education mathematics requirement. Physical education activity courses are not required for business administration majors; however, the student may apply a maximum of two (2) activity credits as general electives towards the 128 total credits required to earn a degree.

Accounting Major

Accelerated Accounting Program

The Accelerated Accounting Program is a carefully planned course of study that enables students to earn a B.S.B.A. in Accounting and a Master of Accountancy in 4-1/2 years. After admission to the program, students are concurrently enrolled in undergraduate and graduate courses in the final semester prior to undergraduate graduation. A program prospectus and course progression schedule may be obtained by calling the Samford School of Business Office of Graduate Studies, (205) 726-2931.

Accounting Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:*		32
Natural and Computational Sciences		8
Social Sciences		4
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		4
MATH 150 Precalculus	4	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts		4
Humanities		4
Accounting Major:		68
Pre-Business Curriculum**		19
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 160 Computer Competency Assessment	1	
BUSA 231 Quantitative Methods II	3	
ECON 202 Principles of Microeconomics	3	
Business Core		25
ACCT 470 Information Systems	3	
BUSA 252 Legal Environment of Business	3	
BUSA 303 Principles of Management	3	
BUSA 311 Marketing Management	3	
BUSA 321 Financial Management	3	
BUSA 342 Operations Management	3	
BUSA 400 Managerial Values	3	
BUSA 481W Business Strategy	3	
BUSA 482 Business Simulation	1	
Accounting Core		18
ACCT 310 Income Tax I	3	
ACCT 311 Financial Accounting & Reporting I	3	
ACCT 312 Financial Accounting & Reporting II	3	
ACCT 313 Cost Accounting	3	
ACCT 420 Auditing I	3	
BUSA 454W Business Law	3	
Business Electives-Accounting Majors		6
(select two from the following)		
ACCT 410 Income Tax II	3	
ACCT 415 Governmental & Not-for-Profit Accounting	3	
ACCT 496 Accounting Internship	3	
Business Elective (any 300/400-level business course not previously taken to meet a stated requirement)	3	
General Electives		6
Total Required Credits		128

*Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

Important Note: To qualify for graduation, accounting majors must earn a cumulative 2.00 GPA or better in all accounting courses and must complete five of the six 300-400 level accounting courses at Samford.

Economics Major

Economics Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:*		32
Natural and Computational Sciences		8
Social Sciences		4
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		4
MATH 150 Precalculus	4	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts		4
Humanities		4
Economics Major:		68-69
Pre-Business Curriculum**		19
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 160 Computer Competency Assessment	1	
BUSA 231 Quantitative Methods II	3	
ECON 202 Principles of Microeconomics	3	
Business Core		25
BUSA 252 Legal Environment of Business	3	
BUSA 303 Principles of Management	3	
BUSA 311 Marketing Management	3	
BUSA 321 Financial Management	3	
BUSA 342 Operations Management	3	
BUSA 360 Information Systems and Technology	3	
BUSA 400 Managerial Values	3	
BUSA 481W Business Strategy	3	
BUSA 482 Business Simulation	1	
Economics Core		9
BUSA 332 Quantitative Methods III	3	
ECON 301 Intermediate Macroeconomics	3	
ECON 302 Intermediate Microeconomics	3	
Business Electives-Economics Majors*** (select three from the following; any 300/400-level business course not previously taken to meet a stated requirement)		9
Economics Electives (select two from the following)		6-7
ECON 401 Money and Banking	3	
ECON 410 Game Theory	4	
ECON 415 Industrial Organization	3	
ECON 420 International Economics	3	
ECON 425 Econometrics	3	
ECON 430 Law and Economics	3	
General Electives***		5-6
Total Required Credits		128

*Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

***One course from either Business Electives or General Electives must have the "W" designation.

Management Major

Management Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:*		32
Natural and Computational Sciences		8
Social Sciences		4
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		4
MATH 150 Precalculus	4	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts		4
Humanities		4
Management Major:		68
Pre-Business Curriculum**		19
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 160 Computer Competency Assessment	1	
BUSA 231 Quantitative Methods II	3	
ECON 202 Principles of Microeconomics	3	
Business Core		25
BUSA 252 Legal Environment of Business	3	
BUSA 303 Principles of Management	3	
BUSA 311 Marketing Management	3	
BUSA 321 Financial Management	3	
BUSA 342 Operations Management	3	
BUSA 360 Information Systems and Technology	3	
BUSA 400 Managerial Values	3	
BUSA 481W Business Strategy	3	
BUSA 482 Business Simulation	1	
Management Core		12
BUSA 332 Quantitative Methods III	3	
BUSA 404 Human Resource Management	3	
BUSA 405 Leadership	3	
BUSA 485W Entrepreneurship	3	
Business Electives-Management Majors (select four from the following: any 300/400-level business course not previously taken to meet a stated requirement)		12
General Electives		6
Total Required Credits		128

*Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

Management Major with a Finance Concentration

Management Major - Finance Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:*		32
Natural and Computational Sciences		8
Social Sciences		4
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		4
MATH 150 Precalculus	4	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts		4
Humanities		4
Management Major with Finance Concentration:		68
Pre-Business Curriculum**		19
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 160 Computer Competency Assessment	1	
BUSA 231 Quantitative Methods II	3	
ECON 202 Principles of Microeconomics	3	
Business Core		25
BUSA 252 Legal Environment of Business	3	
BUSA 303 Principles of Management	3	
BUSA 311 Marketing Management	3	
BUSA 321 Financial Management	3	
BUSA 342 Operations Management	3	
BUSA 360 Information Systems and Technology	3	
BUSA 400 Managerial Values	3	
BUSA 481W Business Strategy	3	
BUSA 482 Business Simulation	1	
Finance Core		9
ACCT 311 Financial Accounting & Reporting I	3	
BUSA 332 Quantitative Methods III	3	
BUSA 429 Business Finance II	3	
Business Electives-Finance Majors*** (select two from the following: any 300/400-level business course not previously taken to meet a stated requirement)		6
Finance Electives (select three from the following)***		9
ACCT 312 Financial Accounting & Reporting II	3	
BUSA 424 Investments	3	
BUSA 426 Topics in Finance	3	
BUSA 427 Contemporary Issues/Risk Management	3	
BUSA 492W Finance Internship <i>or</i> BUSA 498 Senior Research Project	3	
ECON 401 Money and Banking	3	
General Electives***		6
Total Required Credits		128

* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

*** One course from either Finance, Business, or General Electives must have the "W" designation.

Management Major with a Marketing Concentration

Management Major - Marketing Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:*		32
Natural and Computational Sciences		8
Social Sciences		4
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		4
MATH 150 Precalculus	4	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts		4
Humanities		4
Management Major with Marketing Concentration:		68
Pre-Business Curriculum**		19
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 160 Computer Competency Assessment	1	
BUSA 231 Quantitative Methods II	3	
ECON 202 Principles of Microeconomics	3	
Business Core		25
BUSA 252 Legal Environment of Business	3	
BUSA 303 Principles of Management	3	
BUSA 311 Marketing Management	3	
BUSA 321 Financial Management	3	
BUSA 342 Operations Management	3	
BUSA 360 Information Systems & Technology	3	
BUSA 400 Managerial Values	3	
BUSA 481W Business Strategy	3	
BUSA 482 Business Simulation	1	
Marketing Core		6
BUSA 332 Quantitative Methods III	3	
BUSA 491W Marketing Internship <i>or</i>	3	
BUSA 498 Senior Research Project***		
Business Electives-Marketing Majors (select three from the following: any 300/400-level business course not previously taken to meet a stated requirement)		9
Marketing Electives (select three)***		9
BUSA 414 Marketing Research	3	
BUSA 415 Marketing Communications	3	
BUSA 416 Consumer Behavior	3	
BUSA 418 Sales Management	3	
BUSA 419 Service Marketing	3	
BUSA 421 International Marketing	3	
BUSA 485W Entrepreneurship	3	
General Electives***		6
Total Required Credits		128

* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

*** Students who choose BUSA 498 in lieu of BUSA 491W will still need to fulfill the graduation requirement of two writing intensive courses. This can be accomplished by choosing a Marketing Elective or General Elective with a W designation.

Economics Minor

Economics Minor* Required Courses	Course Credits	Total Required Credits
Economics Core		16
BUSA 130 Quantitative Methods I**	3	
ECON 201 Principles of Macroeconomics***	4	
ECON 202 Principles of Microeconomics	3	
ECON 301 Intermediate Macroeconomics	3	
ECON 302 Intermediate Microeconomics	3	
Economics Electives (select two from the following)		6-7
ECON 401 Money and Banking	3	
ECON 410 Game Theory	4	
ECON 415 Industrial Organization	3	
ECON 420 International Economics	3	
ECON 425 Econometrics	3	
ECON 430 Law and Economics	3	
Total Required Credits		22-23

* Maintain 2.00 GPA in business courses.

** An equivalent course may be substituted.

*** This class may also be used to satisfy a general education social science requirement.

NOTE: The economics minor is not available for School of Business majors.

General Business Minor*

General Business Minor** Required Courses	Course Credits	Total Required Credits
Group I (must be completed before starting Group II)***		13
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
ECON 201 Principles of Macroeconomics	4	
Group II (can be completed in any order)***		9
BUSA 303 Principles of Management	3	
BUSA 311 Marketing Management	3	
BUSA 321 Financial Management	3	
Total Required Credits		22

* General business minors must complete 6 of the 9 credits in the 300-level courses at Samford.

** Maintain 2.00 GPA in business courses.

*** Prerequisites not required.

NOTE: The general business minor is not available for School of Business majors.

Business 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.

Course Number/Name	Credit Hrs	
ACCT 410	Income Tax II	3
ACCT 415	Government & Not-for-Profit Accounting	3
ACCT 496	Accounting Internship	2-3
BUSA 305	History of Management Thought	3
BUSA 308	Website Design for Business Use	3
BUSA 322	Personal Finance	3
BUSA 391	Financial Implications of International Business	3
BUSA 401	Organizational Behavior Concepts	3
BUSA 404	Human Resource Management	3
BUSA 405	Leadership	3
BUSA 409	Managing Innovation	3
BUSA 414	Marketing Research	3
BUSA 415	Marketing Communication	3
BUSA 416	Consumer Behavior	3
BUSA 418	Sales Management	3
BUSA 419	Services Marketing	3
BUSA 421	International Marketing	3
BUSA 422	Financial Statement Analysis	3
BUSA 424	Investments	3
BUSA 426	Topics in Finance	3
BUSA 427	Contemporary Issues/Risk Management	3
BUSA 429	Business Finance II	3
BUSA 444	Total Quality Management	3
BUSA 454W	Business Law	3
BUSA 479	Business Independent Study	3
BUSA 484	International Management	3
BUSA 485W	Entrepreneurship	3
BUSA 491W	Business Internship: Marketing	3
BUSA 492W	Business Internship: Finance	3
BUSA 495	London Business Internship	2
BUSA 496W	Business Internship I	3
BUSA 497W	Business Internship II	3
BUSA 498	Business Research Project I	3
BUSA 499	Business Research Project II	3
ECON 401	Money and Banking	3
ECON 410	Game Theory	4
ECON 415	Industrial Organization	3
ECON 420	International Economics	3
ECON 425	Econometrics	3
ECON 430	Law and Economics	3
ECON 493W	Business Internship: Economics	3

Undergraduate Courses

ACCOUNTING

ACCT 211 Accounting Concepts I (3)

Introduction to the preparation and use of financial statements for business entities, focusing on the uses and limitations of accounting information for external reporting, and emphasizing accounting as a provider of financial information. Not required for business minors. Prereq: BUSA 160 and a college-level math course. Offered: Fall, Spring, and Summer I.

ACCT 212 Accounting Concepts II (3)

Examination of accounting as an information provider with emphasis on the use of information for managerial decision-making. Includes an introduction to cost behavior, budgeting, responsibility accounting cost control, and product costing. Prereq: ACCT 211. Offered: Fall, Spring, and Summer 2

ACCT 310 Income Tax I (3)

Study of concepts of taxation applied in a client-oriented setting with a planning emphasis. Includes income, exclusions, deductions, credits, tax research, and policy. Prereq: ACCT 212. Offered: Spring.

ACCT 311 Financial Accounting and Reporting I (3)

Study of financial accounting and reporting practices. Particular emphasis on theoretical foundations, concepts, and principles underlying financial statements with emphasis on assets and current liabilities. Prereq: ACCT 212. Offered: Fall.

ACCT 312 Financial Accounting and Reporting II (3)

Study of concepts and principles underlying financial statements with emphasis on long-term liabilities and stockholders' equity. Prereq: ACCT 311. Offered: Spring.

ACCT 313 Cost Accounting (3)

Study of the concepts, analyses, and techniques needed to effectively use accounting data for management planning and control decisions. Topics include product costing, cost-volume-profit analysis, budgeting, cost estimation, responsibility accounting, differential analysis, and cost allocation. Prereq: ACCT 212. Offered: Spring.

ACCT 410 Income Tax II (3)

Study of tax aspects of operating a corporation, partnership, estate, trust, or limited-liability entity. Client service-oriented course that includes review of exempt organizations, international organizations, international and multi-state topics, and development of tax planning and communication skills. Prereq: ACCT 310. Offered: Fall.

ACCT 415 Governmental and Not-for-Profit Accounting (3)

Introduction to governmental and non-profit accounting and auditing, including accounting methods used at hospitals, universities, and other not-for-profit entities. Prereq: ACCT 212. Offered: Spring.

ACCT 420 Auditing I (3)

Introduction to the independent-auditing process. Includes review of accepted and commonly used auditing standards and procedures, with emphasis on the professional, ethical, and legal obligations of auditors. Prereq: ACCT 312 and ACCT 470. Offered: Fall.

ACCT 470 Accounting Information Systems (3)

Study of how accounting information is recorded, summarized, and reported in both manual and computerized systems. Emphasis on internal control features necessary to produce accurate and reliable accounting data. Includes description of methods used to develop accounting systems and auditor involvement in the process. Prereq: ACCT 212. Offered: Fall.

ACCT 496 Accounting Internship (2-3)

Academic credit may be awarded for students who complete accounting internships with local firms or businesses. Students should see the director of the accounting program for eligibility parameters. Grading is pass/fail. Prereq: Permission from the Office of Internship, School of Business.

BUSINESS ADMINISTRATION

BUSA 100 World of Business (3)

Examination of current issues that businesses face as they operate in a global environment. Includes simulation, readings, cases, and teamwork to provide an understanding of major business functions and how they interrelate in actual practice. Designed for first-year students considering management or accounting as a major. Offered: Spring.

BUSA 130 Quantitative Methods I (3)

Study of calculus, including an appreciation of its usefulness in solving managerial, business, economic, and social science problems. Focus is on the use of calculus, not its development as a mathematical discipline; as such, this course provides an introduction to differential and integral calculus with emphasis on managerial and business applications. Prereq: MATH 150 with a C- or above, or equivalent. Offered: Fall and Spring.

BUSA 160 Computer Competency Assessment (1)

Self-study course in relevant microcomputer software that provides a foundation in basic computing skills required for business students. This course must be completed by the end of the first academic year at Samford. Grading is pass/fail. Offered: Fall, Spring, Jan Term, and Summer 1.

BUSA 231 Quantitative Methods II (3)

Exploration of applications to managerial decision-making, claim validation, and research through scanning the environment, collecting data, designing and conducting analyses, and presenting and generalizing conclusions. Students engage in active learning to convert data into information through the use of probability, descriptive and inferential statistical procedures, simple modeling, and forecasting. Prereqs: BUSA 130 and BUSA 160. Offered: Fall and Spring.

BUSA 252 Legal Environment of Business (3)

Study of the fundamental areas of law that impact business and the government's role in the development of those laws. Through cases and lectures, the interrelationship of these two dominant institutions of our society are analyzed. Specific areas addressed include the regulation of employment, the law of contracts, torts, administrative agencies, international law, and Article 2 (sales) of the Uniform Commercial Code. Offered: Fall and Spring.

BUSA 303 Principles of Management (3)

Study of the individual-, group-, and organizational-level phenomena and processes that affect the functioning and outcomes of organizations in which we live and work. Key topics include diversity, perception and attribution, motivation, decision-making, teams and groups, leadership, communication, culture power and negotiation, organizational structure and design, and international dimensions of organizational behavior. Prereqs: Completion of pre-business curriculum. Offered: Fall and Spring.

BUSA 305 History of Management Thought (3)

Examination of the historical foundations of management thought, including the individuals who shaped the early development and study of management as a movement, vocation, and field of study. Connects early management thought and thinkers to current day management practices.

BUSA 308 Web Design for Business Use (3)

Study of activities involved in starting a company that would be based on the World Wide Web. Activities include: 1) assessment of potential business opportunities, 2) development of preliminary business plan, 3) design of technology process, and 4) hands-on implementation of technology procedures. Students design and develop websites utilizing software applications. Class time includes both classroom and computer lab settings. Offered: Jan Term.

BUSA 311 Marketing Management (3)

Study of business activities planned and implemented to facilitate the exchange of goods and services in a contemporary marketing environment. Examines the product, price, promotion, and channel decisions faced by domestic and international business firms. Prereqs: ACCT 212, BUSA 231, and ECON 201. Offered: Fall and Spring.

BUSA 321 Financial Management (3)

Examination of the theory and practice of financial management, with an emphasis on corporate applications. Topics include: financial environment, time value of money, risk-return relationships, multinational financial management, features and valuation of corporate securities, cost of capital, and capital budgeting. Prereqs: ACCT 212, BUSA 231, and ECON 201. Offered: Fall and Spring.

BUSA 322 Personal Finance (3)

Examination of issues of personal finance. How much and what type of insurance coverage is needed has become increasingly complex for various reasons: financial institutions are subject to fewer regulations and now offer consumers more options; homebuyers face an array of alternative mortgages; car buyers can lease or purchase; corporations are altering retirement plans. This course addresses the needs of students in making informed decisions that will affect their financial future. Offered: Jan Term.

BUSA 332 Quantitative Methods III (3)

Development of analytical thinking and data deduction skills. Includes analysis of variance and experimental design, nonparametric inference, advanced modeling and forecasting, statistical process control, and decision analysis as problem-solving tools with managerial and research applications. Prereqs: ACCT 212, BUSA 231, and ECON 201. Offered: Fall and Spring.

BUSA 342 Operations Management (3)

Examination of the central core of operations activities in manufacturing, utilities, and consumer service organizations. Focus on topics such as product and process development, capacity planning, inventory control, production scheduling, and quality. Emphasis on integration of strategic long-term and analytical short-term decisions and integration of operation functions within a firm. Includes use of quantitative models, spreadsheet models, and computers to provide framework and support for the development of management decisions. Prereqs: ACCT 212, BUSA 231, and ECON 201. Offered: Fall and Spring.

BUSA 360 Information Systems and Technology (3)

Study of the relevance and contribution of information systems to the growth and success of businesses. Focus on technical concepts relating to fundamental hardware, software, and communications concepts associated with the management of computer technologies. Includes ethical considerations encountered in making information system decisions. Prereqs: ACCT 212, BUSA 231, and ECON 201. Offered: Fall and Spring.

BUSA 391 Financial Implications of International Business (3)

Purpose of course is two-fold: 1) In the area of subject matter knowledge, course is designed to supplement and broaden students' knowledge of international financial management practices, both through their own readings and research, and through direct contacts with key financial managers in the United Kingdom. 2) In the area of global awareness, students will acquire a greater understanding of the impact of cultural, political, and regulatory similarities and differences that affect the business environment of firms operating in the United States compared to those operating in Europe generally, and in the United Kingdom in particular. Offered: Jan Term, in London.

BUSA 400 Managerial Values (3)

Study of ethical perspectives and values in management decision-making. Through cases, readings, and field experiences, students explore the nature of ethical dilemmas faced by managers in making decisions and in exercising their responsibilities to society, their respective stakeholders, and themselves. Emphasis on students becoming aware of their own value systems, taking accountability for their own professional development, and recognizing their personal and professional responsibilities as managers. Prereqs: BUSA 303 and senior status. Offered: Fall and Spring.

BUSA 401 Organizational Behavior Concepts (3)

Expansion of BUSA 303 (Principles of Management) by focusing on concepts behind individual, group, and organizational action. Emphasis on analytical writing and issues related to key phenomena such as perception and attribution, motivation, communication, and organizational culture. Prereq: BUSA 303 or PSYC 304.

BUSA 404 Human Resource Management (3)

Examination of the contributions made by human resource management (HRM) to organizational effectiveness. Focus on the history, current developments, and future trends in HRM while analyzing how HRM policies and practices can create a competitive advantage. Prereq: BUSA 303.

BUSA 405 Leadership (3)

Examination of leadership and the influencing of others to accomplish something the leader deems important. Leadership theories, applications, and examples are reviewed, but the primary purpose is to experience leadership. As a present or future leader, much of one's effectiveness is measured by the ability to speak and write with clarity and conviction. A true leader learns to communicate well. This course allows the opportunity to practice communicating by leading a portion of a class session and making significant contributions. Prereq: BUSA 303.

BUSA 409 Management of Innovation (3)

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. Prereq: BUSA 303.

BUSA 414 Marketing Research (3)

Practical, hands-on approach to marketing research. Emphasis on gaining a fundamental understanding of both qualitative and quantitative research, including the application of different research techniques and methods of analysis. Students apply knowledge gained through various exercises, cases, and group-based research projects. Prereq: BUSA 311.

BUSA 415 Marketing Communications (3)

Overview of principles, practices, context, and structure of persuasive marketing communications. Special emphasis on ethics, global, social, environmental, technological, and diversity issues. Extensive written and oral communication is expected of students. Prereq: BUSA 311.

BUSA 416 Consumer Behavior (3)

Examination of concepts, principles, and theories from social sciences to the study of the factors that influence the acquisition, consumption, and disposition of products, services, and ideas. Knowledge of consumer behavior principles is important for a variety of reasons: 1) to develop products that fulfill the needs and wants of consumers, 2) to make good decisions by understanding how consumers are likely to respond to the actions of the firm, and 3) to understand our own buying patterns as consumers. Prereq: BUSA 311.

BUSA 418 Sales Management (3)

Examination of two of the most important aspects of an organization's marketing effort: the sales force and its management. Students learn how a sales force is conceived, designed, motivated, compensated, grown, nurtured, and managed for maximum contribution to the strategic objectives of the organization. Includes readings and cases with class discussion; viewing and role-playing from video tapes of sales management situations; and a paper based on personal experiences from sales calls with a salesperson, shadowing a sales manager, and personal evaluation of sales career opportunities. Prereq: BUSA 311.

BUSA 419 Services Marketing (3)

In-depth exploration of services marketing. Highlights distinctions and identifies unique problems in marketing intangible products and services, and explores strategies and other measures designed to increase effectiveness. Services marketing poses special challenges for managers due to the differences between goods and services, and service organizations require a distinct approach to marketing strategy. Prereq: BUSA 311.

BUSA 421 International Marketing (3)

Global approach to the study of current marketing management issues faced by both goods and service-producing industries. Focus on understanding the myriad of economic, social, and cultural differences among countries today. Course addresses the economic and political implications of international trade, foreign investment, and ethical issues faced by companies operating globally. Prereq: BUSA 311.

BUSA 422 Financial Statement Analysis (3)

Emphasis on the fundamental techniques of financial statement analysis. Building upon a review of accounting and investment concepts, course covers the analysis and interpretation of financial accounting information including the balance sheet, income statement, and statement of cash flows. Examination of accounting information used in investment and credit decisions, including valuation and debt ratings. Prereqs: ACCT 211, ACCT 212, and BUSA 321. Offered: Jan Term.

BUSA 424 Investments (3)

Review of techniques, vehicles, and strategies for implementing investment goals in a portfolio context and in light of risk-return trade-off. Emphasis on gaining a fundamental understanding of the various capital markets as well as investment vehicles, such as stocks, bonds, options, and futures. Designed for students interested in careers in financial advising and investment management. Prereq: BUSA 321.

BUSA 426 Topics in Finance (3)

Study of specific finance topics of current interest, providing additional depth of knowledge in areas such as financial statement analysis and international financial issues. Topics subject to change; see class schedule for course title. Prereq: BUSA 321.

BUSA 427 Contemporary Issues/Risk Management (3)

Study of risk management issues through guest presentations by executives from a variety of firms in the field. Includes review of current industry publications and articles, as well as financial materials for analysis. As the discipline of risk management becomes more complex, students need to appreciate the complexity and understand the importance of this area. Course should be of interest to those wanting a broad exposure to the influence of risk in business decision-making. Prereq: BUSA 321.

BUSA 429 Business Finance II (3)

Case-based course in which students apply skills and concepts acquired in the core finance course (Financial Management) to actual business situations. Prereq: BUSA 321.

BUSA 444 Total Quality Management (TQM) (3)

Study of the pervading philosophy of Total Quality Management (TQM) and its implications for global competition on one scale and for organizational effectiveness on another. Basic tenets of TQM are addressed. General approaches of the quality gurus provide a framework for evaluating the industry-specific designs that are emerging. Includes exploration of the impact on organizational structure and behavior, and the study of specific TQM-related methodologies for continuous improvement and process reengineering. Prereq: BUSA 342.

BUSA 454W Business Law (3)

Study of business and law that began in Legal Environment of Business (BUSA 252). Specific areas addressed are agency, partnerships, corporations, real and personal property, bailments, leases, secured transactions, commercial paper, trusts, and descendant's estates. This course is required for the accounting major, the CPA exam, and is a prerequisite for the MAcc program. Prereq: BUSA 252. Offered: Fall and Spring.

BUSA 479 Business Independent Study (3)

Individualized academic work for qualified students under faculty direction. Opportunity to study a specialized topic not covered in regularly scheduled courses. Prereqs: Samford GPA of at least 2.25 and permission from the Office of the Dean, School of Business.

BUSA 481W Business Strategy (3)

Capstone course for business majors, integrating knowledge acquired from earlier courses and experiential learning. Uses case studies to discuss issues facing top management and to propose action plans. Focus on global, strategic decision-making for large, medium, and small businesses in a variety of industries, with emphasis on the development of analytical, written, and oral communications skills. Should be taken during the last semester before graduation. Prereqs: Senior status and completion of all 300-level business or accounting courses. Offered: Fall and Spring.

BUSA 482 Business Simulation (1)

Laboratory course utilizing an enterprise simulation. Teams play the role of managers and engage in an experience that integrates all of the functional areas of business. Special emphasis given to application of the strategic management process. Prereq: Enrollment in BUSA 481W. Offered: Fall and Spring.

BUSA 484 International Management (3)

Study of current issues facing international businesses, incorporating an understanding of the economic, cultural, and legal structural differences among countries and regions. Includes discussion of the economic and political implications of international trade, foreign investment, and ethical issues faced by companies operating globally. Prereq: ECON 201.

BUSA 485W Entrepreneurship (3)

Examination of new attitudes, knowledge, and skills about 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, such as one the student or a family member or friend hopes to launch. Prereq: ACCT 211.

BUSA 491W Business Internship: Marketing (3)

Individualized, experiential learning program structured through a variety of business organizations. This course is project-oriented, merging theory learned in the classroom with the workplace environment. Includes several seminars, presentations, and counseling at Samford in conjunction with on-site learning taking place at the business organization. Exposes students to the world of marketing and the career planning process. Grading is pass/fail. Prereq: BUSA 311; permission from Office of Internship, School of Business, and marketing faculty. Offered: Fall and Spring.

BUSA 492W Business Internship: Finance (3)

Individualized, experiential learning program structured through a variety of business organizations. This course is project-oriented, merging theory learned in the classroom with the workplace environment. Includes several seminars, presentations, and counseling at Samford in conjunction with on-site learning taking place at the business organization. Exposes students to the world of finance and the career planning process. Grading is pass/fail. Prereq: BUSA 321; permission from Office of Internship, School of Business, and finance faculty. Offered: Fall and Spring.

BUSA 495 London Business Internship (2)

Individualized, experiential learning program structured through a variety of business organizations. Study is oriented toward cultural exploration, as well as application of business principles to the workplace environment. Grading is pass/fail. Prereq: Permission from Office of Internship, School of Business.

BUSA 496W-497W Business Internship I and II (3 each course)

Individualized, experiential learning program structured through a variety of business organizations. Every attempt is made to match the student's objectives with the internship experience. Study is project-oriented, merging theory learned in the classroom with the workplace environment. Exposes the student to the world of business and the career-planning process. Grading is pass/fail. Prereq: Permission from the Office of Internship, School of Business.

BUSA 498 and 499 Business Research Project I and II (3 each course)

Experiential study activity for small groups of selected students. Groups, under the supervision of a faculty member, are placed in a professional work environment in a business enterprise for the purpose of accomplishing a specially designed project. Prereq: Permission from Office of the Dean, School of Business.

ECONOMICS**ECON 201 Principles of Macroeconomics (4)**

Study of macroeconomics, providing a theoretical framework from which aggregate economic events such as inflation, unemployment, and economic growth are explained. The framework is used for analysis of current and potential problems of society. This course provides an organizing structure for understanding how the world economy works, providing the student with some ability to predict future economic events. Prereq: A college-level math course. Offered: Fall, Spring, and Summer.

ECON 202 Principles of Microeconomics (3)

Study of microeconomics, providing a theoretical framework from which the operations of and interrelationships between individual markets are explained. The market system allows for effective coordination of economic decisions of consumers and business firms. This course provides the organizing structure for understanding the operations of the business firm and the markets that it serves. Prereqs: MATH 150, and ECON 201. Offered: Fall, Spring, and Summer.

ECON 301 Intermediate Macroeconomics (3)

Examination of forces that determine growth, income, and employment in economic systems, with special reference to the United States and other industrialized countries. Understand the causes of unemployment and inflation and the role of government in maintaining stable prices and sustained growth. Prereqs: BUSA 130, ECON 201, and ECON 202. Offered: Fall and Spring

ECON 302 Intermediate Microeconomics (3)

Focus on the optimizing behavior of individuals and firms as they interact in markets. Topics will include the consumer theory, the theory of the firm, risk and uncertainty, models of perfect and imperfect competition, asymmetric information, as well as advanced modeling of externalities and public goods. Prereqs: BUSA 130 and ECON 202. Offered: Fall.

ECON 397 International Studies in Economics (3)

Cross-disciplinary introduction to the scope, causes, and consequences of poverty. Examination of the various measures of poverty as well as basic economic theory, explaining differences in income, wealth, and economic growth among regions. Emphasis on understanding poverty issues from a Biblical perspective. Course relies heavily on site visits to observe a wide variety of anti-poverty projects, including faith-based organizations and international nonprofit agencies. International travel required. Offered: Jan Term.

ECON 401 Money and Banking (3)

Examination of determinants of the money supply; overview of the nation's financial system and the activities of non-banking institutions; in-depth discussion of commercial banking; and study of the structure and functions of the Federal Reserve System. Includes monetary theory and the mechanisms connecting the money supply with economic activities, as well as the weaknesses of monetary policy. Discussions cover the relations and effects of the world's banking systems, including the International Monetary Fund. Prereqs: ECON 201, 202, and 301. Offered: On rotation.

ECON 410 Game Theory (4)

Elementary examination of the theory of games and strategic behavior with an emphasis on applications. Topics discussed include strategic-form games, extensive-form games, and games of asymmetric and incomplete information. Various equilibrium concepts also discussed. The course will apply game theoretic concepts to strategic behavior in the social sciences, particularly economics and political science, with applications ranging from cartel behavior to international diplomacy. Co-listed as POLS 410. Prereq: BUSA 130 or POLS 301. Offered: Fall, on rotation.

ECON 415 Industrial Organization (3)

Emphasis on firm behavior in imperfectly competitive markets. Specifically examines the accumulation and use of market power by firms, strategic interaction among competitors, and the role of government in competition policy. Prereqs: BUSA 130 and ECON 302. Offered: On rotation.

ECON 420 International Economics (3)

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. Prereqs: ECON 201 and 202. Offered: On rotation.

ECON 425 Econometrics (3)

Introduces students to regression methods for analyzing data in economics and related areas. Emphasizes both the theoretical and practical aspects of statistical analysis and focuses on techniques for estimating econometric models of various kinds and interpreting the estimates from such models. The objective is for the student to learn how to conduct—and how to critique—empirical studies in economics and related fields. Prereq: BUSA 332. Offered: On rotation.

ECON 430 Law and Economics (3)

Introduction to the use of microeconomic concepts as a means to understand law and the American legal system. Emphasis on the economic analysis of the common law—that is, property, contract, tort, and criminal law. Prereq: ECON 302. Offered: Spring, on rotation.

ECON 493W Business Internship: Economics (3)

Individualized, experiential learning program structured through a variety of business organizations. This course is project-oriented, merging theory learned in the classroom with the workplace environment. Includes several seminars, presentations, and counseling at Samford in conjunction with on-site learning taking place at the business organization. Exposes students to the world of economics and the career planning process. Grading is pass/fail. Prereq: ECON 201, 202; permission from Office of Internship, School of Business, and economics faculty. Offered: Fall and Spring.

Graduate Programs and Requirements

Accreditation

The School of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business (<http://www.aacsb.edu/>)—and by SACS—the Southern Association of Colleges and Schools.

Degrees

Master of Accountancy (M.Acc.)

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

Joint-Degree Programs

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

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

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

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

Master of Business Administration/Master of Science in Nursing (M.B.A./M.S.N.)

The Master of Accountancy (M.Acc.) program prepares graduates to succeed as advisors to organizations in today's dynamic, global business environment. Students will develop technical, interpersonal, critical-thinking, and communication skills to enable them to derive and interpret information used by investors, managers, and governments. The program encourages the creation and dissemination of knowledge that is useful to those in the accounting profession through scholarly and service activities of its faculty. The program works effectively with others to provide a network that brings together Samford students, faculty, and alumni with those in the accounting profession to facilitate career and placement opportunities for students, to assure the continued growth and financial strength of the programs, and to share the skills of Samford accounting faculty with the greater community.

The Master of Business Administration (M.B.A.) is an evening program designed to serve working professionals. The M.B.A. program provides a comprehensive education for expanded managerial roles in a variety of organizations. Students will develop or strengthen quantitative, teamwork, leadership, problem-solving, and communication skills. International and ethical issues are emphasized. The program serves practicing professionals who pursue graduate education while working full-time, have significant work experience, value learning from their peers, and have diverse educational and developmental goals. The program uses varied instructional formats, emphasizing case and active-learning strategies, vigorous class discussion and interaction, while maintaining convenient, flexible program admissions and procedures.

Joint-degree programs allow students to simultaneously pursue degrees in two areas of interest with fewer credit requirements than would be needed to earn the degrees separately. Graduate joint-degree programs currently offered within the School of Business are: M.Acc./J.D., M.B.A./M.Acc., M.B.A./M.Div., M.B.A./J.D., and M.B.A./M.S.N.

Class Schedules

The School of Business offers students an evening program that consists of five nine-week terms per year. Evening classes for each course meet for nine weeks one night per week from 5:45 p.m. until 9:45 p.m. This format compresses the standard workload of a traditional fifteen-week term into nine weeks. The class pace and the quantity of readings, cases, and other assignments are accelerated. Such a program is demanding; however, students receive significant benefits through such an innovative schedule.

International Study

Graduate students in the School of Business have an opportunity to study abroad each year. Students participate in a short-stay research sojourn, completing their research after the visit. Study locations are determined annually.

Graduate Admission Criteria and Enrollment Requirements

Samford University's Office of Graduate Studies in the School of Business welcome applications from professionals with solid academic abilities, demonstrated managerial potential, and a bachelor's degree.

Managerial potential is evaluated on the basis of the applicant's work experience and work history, recommendations, and professional recognition. Extracurricular, community, church activities, involvement in continuing education, and indications of strong character are also considered in the admissions process.

Academic ability is evaluated on the basis of the undergraduate and graduate academic records, scores on the Graduate Management Admission Test (GMAT), recommendations, and academic recognition. Applicants must have earned a bachelor's degree from a regionally accredited institution prior to applying for admission, except for students applying to the Accelerated Accounting Program.

Graduate Student Applicant Procedures

To be considered for admission to Samford's School of Business Graduate Studies, applicants must submit the following materials to the School of Business:

1. A completed Applicant Profile Form, including a Personal Statement. (See Applicant Profile Form.)
2. A nonrefundable application fee of \$25. (Checks should be made payable to Samford University.) Applicants who are currently or have previously been enrolled at Samford University in any capacity are not required to pay the application fee.
3. A certified transcript from each college or university ever attended, regardless of whether a degree was earned, sent directly to the Office of Graduate Studies. (See Transcript Request Forms.)
4. One completed Recommendation Form and attached letter of recommendation, written by a person familiar with the applicant's work and abilities, sent directly to the Office of Graduate Studies. (See Recommendation Form.)
5. A GMAT score. (The GMAT is a standardized, nationally normed exam that evaluates a person's readiness for graduate business study. Potential students should be adequately prepared prior to taking the exam.) Submitted scores must be from a test taken within the last six years.
6. A résumé.
7. For International Students Only: A Test of English as a Foreign Language (TOEFL) score and an international transcript equivalency statement. Submitted scores must be from a test taken within the last six years.

Once an application is complete (all documents received), an applicant's file is forwarded to the Graduate Admissions Committee on a rolling basis. Applicants are notified of the outcome in writing.

Master of Accountancy

The MAcc degree requires a minimum of 30 credits of approved graduate coursework, including at least 15, but not more than 21, graduate accounting credits. At least 12 graduate accounting credits must be earned at Samford University. Management Information Systems (MIS) and Communications Technology (BUSA 533) is required of all students. The remaining business elective credits are selected from the Master of Business Administration Core (non-Foundation) Courses. Of the 30 credits, 24 must be taken in courses reserved exclusively for graduate students. Students must have a 3.00 or higher cumulative GPA to graduate.

Upon completion of the program, students will meet the State of Alabama's education requirements to sit for the CPA exam. The following undergraduate courses must be completed prior to graduation and in most cases, prior to beginning graduate work: Accounting Concepts I, Accounting Concepts II, Financial Accounting & Reporting I, Financial Accounting & Reporting II, Cost Accounting, Auditing I, Information Systems, Income Tax I, Legal Environment of Business, and Business Law.

Careers in Accounting

Success in the accounting profession, be it working for one's own firm, a corporate accounting department, a public accounting firm, or a nonprofit or government agency, typically includes successfully passing the Certified Public Accountant (CPA) Exam. Accounting programs at Samford prepare students for a career in this dynamic profession and for successful completion of the CPA exam.

In nearly all states, one can take the CPA exam only after completing a 150-hour program of study. A combination of the B.S.B.A. accounting major and the M.Acc. degree fulfills this requirement. Taking the M.Acc. courses upon completion of the undergraduate degree gets students into the workforce in only one more year. The Accelerated Accounting Program accelerates graduation by a semester. (See Undergraduate Programs and Requirements, School of Business.)

Master of Accountancy	Course Credits	Total Required Credits
Accounting Core (required, if not waived)		6-15
ACCT 510 Income Tax II*	3	
ACCT 515 Governmental/Not-for-Profit Accounting*	3	
ACCT 520 Auditing II	3	
ACCT 525 Applied Professional Research	3	
ACCT 540 Financial Accounting & Reporting III*	3	
Required Business Course		3
BUSA 533 MIS and Communications Technology	3	
Required Business Electives (Non-Accounting)		6
Business Courses (select two from MBA Core Courses)	6	
Accounting or Business Electives** (select two or more)		6-15
ACCT 514 Tax Research	3	
ACCT 550 Managerial Accounting Seminar	3	
ACCT 555 Internship	3	
ACCT 560 Accounting Theory	3	
Business Courses (select from MBA Core Courses)	6	
Total Required Credits		30

* Course may be waived with appropriate undergraduate credit. Waived courses do not count towards the required 30 credits.

** As needed to earn at least 15 total graduate accounting course credits and to earn 30 graduate credits.

Master of Business Administration

The curriculum requirement for the M.B.A. ranges from 30-48 credits, depending on previous academic experiences. Identified Foundation Courses may be omitted based on the exemption policies. A copy of the Exemption Policy may be obtained from the Office of Graduate Studies. Students will be given a Curriculum Check Sheet at the time of admission identifying individual academic requirements. Students must have a 3.00 or better cumulative GPA to graduate.

Master of Business Administration	Course Credits	Total Required Credits
Foundation Courses*		18
ACCT 511 Foundations of Accounting	3	
BUSA 513 Foundations of Business Statistics	3	
BUSA 514 Foundations of Finance	3	
BUSA 515 Foundations of Management/Marketing	3	
BUSA 516 Foundations of Operations Management	3	
ECON 512 Foundations of Economics	3	
MBA Core Courses (to be completed by all students)		30
ACCT 519 Accounting for Decision Making	3	
BUSA 521 Managerial Finance	3	
BUSA 533 MIS and Communications Technology	3	
BUSA 541 Marketing Strategy	3	
BUSA 561 Strategic Management	3	
BUSA Electives (select four courses)**	12	
ECON 520 Economics of Competitive Strategy	3	
Total Required Credits		30-48

* These Foundation Courses may be omitted based on exemption policies.

** One elective must be a human resource management or organizational behavior course.

Graduate Courses

MASTER OF BUSINESS ADMINISTRATION

MBA FOUNDATION COURSES

ACCT 511 Foundations of Accounting (3)

Review of basic financial and managerial 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; and budgeting and cost behavior. Prereq: None.

BUSA 513 Foundations of Business Statistics (3)

Broad coverage of quantitative methods for managerial decision-making. Topics include descriptive and inferential statistics, forecasting, and process control. Computer applications are used throughout the course. Prereq: None.

BUSA 514 Foundations of Finance (3)

Study of concepts and skills used in financial decision-making and analysis. Includes valuing assets, determining the cost of capital, calculating the most appropriate leverage and capital structure, understanding the dynamics of international finance, analyzing working capital needs, and forecasting funds flow. Prereqs: ACCT 511, BUSA 513, and ECON 512.

BUSA 515 Foundations of Management and Marketing (3)

Survey of management and marketing designed for those who have never taken a course in these subjects or those who may desire a refresher course. Includes the fundamentals of management (communication, decision making, human relationship management, leadership, etc.) and marketing (strategic planning, marketing mix components, product strategy, and marketing communications). Prereq: None

BUSA 516 Foundations of Operations Management (3)

Survey of operations management designed to meet the needs of students whose future contact with it may take a variety of forms. Includes a foundation for understanding the basic concepts of operations management while introducing framework that can be used as a reference point in understanding unfamiliar situations, overcoming common misconceptions, and showing how effective management is essential to improving customer service. Prereqs: ACCT 511, BUSA 513, and ECON 512.

ECON 512 Foundations of Economics (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 (The Economics of Competitive Strategy). Prereq: None.

MBA CORE COURSES

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. Prereqs: ACCT 511, BUSA 513, and ECON 512.

BUSA 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. Prereqs: ACCT 511, BUSA 513, BUSA 514, and ECON 512.

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. Prereqs: All Foundation Courses.

BUSA 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. Prereqs: ACCT 511, BUSA 513, BUSA 515, and ECON 512.

BUSA 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. Prereqs: All other courses in the program. Electives may be taken concurrently or consecutively, but all required core courses must be completed prior to registration in BUSA 561.

BUSA 590-599 Business Electives

Electives designed for advanced study in a topic area. Specific prerequisites will appear on the schedule.

BUSA 590 Topics in International Business/Field Study (3)

BUSA 591 Topics in Organizational Behavior (3)

BUSA 592 Topics in Marketing (3)

BUSA 593 Topics in Economics (3)

BUSA 594 Topics in Finance, Accounting and Taxation (3)

BUSA 595 Topics in Information Systems (3)

BUSA 596 Topics in Human Resources (3)

BUSA 597 Topics in Business Planning and Entrepreneurship (3)

BUSA 598 Topics in Organizational Leadership (3)

BUSA 599 Topics in Business Law Regulation (3)

ECON 520 The Economics of Competitive Strategy (3)

Concentrated study of the manner in which managers use knowledge of microeconomic indicators to gain competitive advantage. Also examines the application of microeconomics to the understanding of an industry's competitive structure. Prereqs: ACCT 511, BUSA 513, and ECON 512.

MASTER OF ACCOUNTANCY CORE COURSES**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 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 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 525 Applied Professional Research (3)

Instruction in professional research methods, materials, and techniques to provide students with a working knowledge of research methodology utilized by practicing accountants in the fields of audit, financial, and taxation. Aims to develop the student's capacity for solving and defending his/her position with respect to particular accounting issues. Prereq: Admission to the MAcc program.

ACCT 540 Financial Accounting and Reporting III (3)

Focus on accounting for business combinations and consolidations. Includes standard setting, accounting for partnerships, and annual and interim reporting for public entities. Prereq: Admission to the MAcc program.

ACCOUNTING ELECTIVES**ACCT 514 Tax Research (3)**

Review and development of skills needed to conduct professional tax research—fact gathering, issue identification, finding and assessing controlling tax authorities, developing and communicating recommendations in spoken and written form. Students use traditional and electronic materials; approach is case-oriented. Prereq: Admission to the 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 director of the accounting program for eligibility parameters. Prereq: Permission from the accounting area coordinator and admission to the MAcc program.

ACCT 560 Accounting Theory (3)

Study of advanced accounting theory in seminar format. Includes development of financial accounting principles and standards and extensive use of research and discussion. Prereq: Admission to the MAcc program.



Beeson School of Divinity

Administration

Timothy F. George, Ralph W. Beeson Dean and Professor
 Paul R. House, Associate Dean and Professor
 Burch R. Barger, Student Recruitment and Admission Officer
 Jerry W. Batson, Pastoral Leadership Specialist and Associate Professor
 Jonathan S. Dockery, Admissions Counselor
 Thomas L. Fuller, Director, Doctor of Ministry Studies and Ministry Leadership Development
 J. Michael Garrett, Theological Librarian, Director of Research and Media Services
 James C. Pounds, Jr., Director of the Extension Division
 James T. Prince, Director of External Relations
 Bridget C. Rose, Curator of the Chapel

Faculty

Charles T. Carter, James H. Chapman Fellow of Pastoral Ministry
 Lyle W. Dorsett, Billy Graham Professor of Evangelism
 Allen P. Ross, Beeson Professor
 Frank S. Thielman, Beeson Professor
 Wilton H. Bunch, Professor
 Fisher H. Humphreys, Professor
 Kenneth A. Mathews, Professor
 Calvin A. Miller, Professor
 J. Norfleete Day, Associate Professor
 Patricia A. Outlaw, Associate Professor
 Robert Smith Jr., Associate Professor
 Mark S. Gignilliat, Assistant Professor
 M. Sydney Park, Assistant Professor
 Gerald L. Bray, Research Professor

History

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

In December, 1988, the Samford Board of Trustees voted to name the school the Beeson School of Divinity in honor of Ralph Waldo Beeson and his late father, John Wesley Beeson. Ralph Beeson provided the largest gift from a living individual in Samford history to establish the only divinity school at that time at a Baptist college or university in the nation.

In its first year, Beeson School of Divinity secured the Dean, four full-time faculty, two adjunctive faculty, and enrolled 32 students.

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

Graduate Programs and Requirements

Master of Divinity (M.Div.)
 Master of Divinity with Emphasis in Church Music (M.Div.)
 Master of Divinity/Juris Doctor (M.Div./J.D.)
 Master of Divinity/Master of Business Administration (M.Div./M.B.A.)
 Master of Divinity/Master of Music (M.Div./M.M.)
 Master of Divinity/Master of Science in Education (M.Div./M.S.E.)
 Master of Theological Studies (M.T.S.)
 Master of Theological Studies/Juris Doctor (M.T.S./J.D.)
 Doctor of Ministry (D.Min.)

At right are brief summaries of the degree requirements for the M.Div., M.T.S., and D.Min. degrees, as well as joint degrees. Students seeking to enter a joint degree program must meet admission requirements for both schools participating in the joint program. Please refer to the Beeson School of Divinity Bulletin for further information on all curricular listings. To obtain a Beeson School of Divinity Bulletin, application forms, or additional information, write the Director of Admissions, Beeson School of Divinity, Samford University, Birmingham, Alabama 35229, or call 1-800-888-8266 or (205) 726-2066.

Master of Divinity

Admission to the Master of Divinity (M.Div.) program requires a bachelor's degree from a recognized institution. The M.Div. is the flagship degree of the Divinity School. This degree requires at least 96 credits, with not less than two-thirds of these credits being completed at Samford. A minimum grade point average of 2.00 is required.

The M.Div. with emphasis in church music, offered through collaboration with the School of Music, is designed for persons who desire a stronger foundation in biblical, historical/theological, and ministry studies as preparation for ministry through music. This program includes all of the music components of the Master of Music degree, combined with core requirements from the Master of Divinity degree. The degree concludes with a recital and an oral comprehensive examination. (See School of Music for details.)

Master of Divinity Required Courses	Course Credits	Total Required Credits
Introduction to Theological Studies		1
Biblical Studies		32
Biblical Hermeneutics	2	
Survey of Old Testament	6	
Survey of New Testament	6	
Introduction to Biblical Greek	6	
Greek Exegesis	3	
Introduction to Biblical Hebrew	6	
Hebrew Exegesis	3	
Historical and Theological Studies		15
Church History	6	
Christian Theology	6	
Christian Ethics	3	
Ministry Studies		33
Spiritual Formation	6	
Evangelism and Church Growth	3	
Christian Missions	2	
Christian Preaching	6	
Worship Leadership	2	
Pastoral Counseling	3	
Denominational Life and Polity	2	
Supervised Ministry	9	
Senior Seminar		1
Electives		14
Total Required Credits		96

Master of Theological Studies

Admission to the Master of Theological Studies (M.T.S.) program requires a bachelor's degree from a recognized institution. The M.T.S. degree is a general academic degree requiring at least 60 credits, with not less than half of these credits being completed at Samford. A minimum grade point average of 2.00 is required.

Master of Theological Studies Required Courses	Course Credits	Total Required Credits
Introduction to Theological Studies		1
Biblical Studies		21-24
Survey of Old Testament	6	
Survey of New Testament	6	
Hebrew and/or Greek	9-12	
Historical and Theological Studies		15
Church History	6	
Church Theology	6	
Christian Ethics	3	
Spiritual Formation		2
Missions Course		2
Electives		16-19
Total Required Credits		60

Doctor of Ministry

Admission to the Doctor of Ministry (D.Min.) program requires a master of divinity degree or its equivalent from an accredited school. As an advanced professional degree, admission requires a GPA of 3.00. Probationary admission is possible in some cases with a slightly lower average. Applicants must be engaged currently in vocational Christian ministry, with a minimum of three years of ministry experience since completing the master of divinity degree or its equivalent. The D.Min. degree requires 42 credits.

Doctor of Ministry Required Courses	Total Required Credits
On-Campus Seminars	
First Year – Two two-week Foundation Seminars	12
Second Year – Two one-week Ministry-Related Seminars One two-week Foundation Seminar	12
Third Year – Two one-week Ministry-Related Seminars One one-week Project Proposal Writing Seminar	9
Three Semesters of Approved-Field Supervision Concurrent with Seminars	3
Ministry Research Project Written Project Report (Dissertation)	6
Total Required Credits	42

Joint-Degree Programs

M.Div./M.B.A.

The M.Div./M.B.A. joint-degree program offered by Beeson School of Divinity and the School of Business allows students to pursue the master of divinity degree and the M.B.A. degree concurrently. The program is designed to enrich the educational opportunities available to students in the separate disciplines by encouraging interdisciplinary approaches to ministry preparation and organizational problems that directly impact churches and other religious institutions. Students take 82 credits of coursework in the Beeson Divinity School and 39 credits in the School of Business. Students interested in this joint program should apply to the School of Business for admission into the M.B.A. program at the conclusion of the first year of the M.Div. program.

M.Div./M.S.E.

The M.Div./M.S.E. in Education joint-degree program combines work in Beeson School of Divinity and the School of Education and Professional Studies. Twelve credits of education-degree coursework are accepted as part of the elective requirement of the M.Div. degree. Crossover credit from the divinity degree to the education degree is determined on a case-by-case basis as may be allowable within government regulations concerning teacher certification. Students normally are required to complete the first year of the M.Div. before beginning work in the School of Education and Professional Studies.

M.Div./J.D.

The M.Div./J.D. joint-degree program offered in collaboration between Beeson School of Divinity and Cumberland School of Law allows students to use 15 credits from each degree as crossover electives for the other degree, thus reducing the credits for both professional degrees from 186 to 156. Students must complete their first year of law school before beginning work in the Divinity school.

M.Div./M.M.

The M.Div./M.M. joint-degree program, offered in conjunction with the School of Performing Arts, allows students to use credits from each school as part of the other school's degree, thus reducing credits for both degrees from 132 to 113. Divinity students must qualify for admission to the M.M. program no later than the beginning of the third semester of M.Div. work.

M.T.S./J.D.

The M.T.S./J.D. joint-degree program allows students to use 12 credits from each degree as crossover electives for the other degree, thus reducing the credits for both professional degrees from 150 to 126.

Nondegree Divinity Programs

Extension Division

The Extension Division is a nondegree program of lifelong theological education that prepares and equips Christian leaders for service in God's Kingdom. This program was begun in 1947 and became part of Beeson School of Divinity in 1988. Students who complete extension division courses earn certificate credit and continuing education units (CEUs).

The Extension Division offers instruction that is Biblically based, ecumenical, and administered with the highest integrity. The desired outcome of this program is transformed people who serve God in His Kingdom with excellence, confidence, and kindness.

Beeson School of Divinity and Samford University cooperate with local Christian associations and organizations in providing these courses for adult students from various educational backgrounds. The Extension Division curriculum includes biblical, theological, and practical ministry courses led by qualified and experienced instructors.

Over the last six decades, thousands of ministers and lay persons have received invaluable training through the Extension Division's local centers, prison centers, and on-campus classes and conferences. Approximately 35 of these schools operate across the state of Alabama.

Entrance Requirements

Classes are offered on a semester-to-semester basis. All students applying for admission to Extension Division classes must be at least 18 years of age and will be considered without regard to race, color, or national or ethnic origin. The Extension Division reserves the right to refuse admission or readmission to any student or prospective student.

Proficiencies/Certifications

Students can earn certificate credit based on the number of course hours that the individual has completed. Continuing education units (CEUs) are available upon request. Units of credit do not apply to a college degree.

For further information contact:

Extension Division
Samford University
Birmingham, Alabama 35229
Phone: (205) 726-2731 or (205) 726-2338.

Global Center

The Global Center in the Beeson School of Divinity exists to help people know their world, help people serve God in the world, and help the world know God through Jesus Christ. It serves as a research and networking center for the dissemination of information on Christian mission worldwide.

The Global Center exhibit area highlights cross-cultural Christian witness, and major issues of concern for the twenty-first century that affect that witness. Exhibit area computers offer a wealth of material on global issues and Christian ministry through carefully selected and regularly updated subscription-based Internet services and CD-ROMs.

Global Center staff is involved in teaching; speaking in church and academic settings; hosting conferences; facilitating short-term missions, mission research, and publishing.

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
Web site: <http://www.samford.edu/groups/global/>

BEESON SCHOOL OF DIVINITY TUITION AND FEES FOR ACADEMIC YEAR 2006-2007*

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
Tuition - Master's Degree				
Less than 9 credits	Master's Degree Divinity Students Part-time	Deposit nonrefundable See Refund Policies	\$460/credit	\$200 deposit upon acceptance and remainder on or before e-bill payment due date
9 to 16 credits	Master's Degree Divinity Students Full-time	Deposit nonrefundable See Refund Policies	\$4,845/semester	\$200 deposit upon acceptance and remainder on or before e-bill payment due date
More than 16 credits	Master's Degree Divinity Students Full-time	Deposit nonrefundable See Refund Policies	\$460/credit	\$200 deposit upon acceptance and remainder on or before e-bill payment due date
Summer & Jan Term	Master's Degree Divinity Students Full-time	Deposit nonrefundable See Refund Policies	\$185/credit	\$200 deposit upon acceptance and remainder on or before e-bill payment due date
Tuition - Doctor of Ministry				
Per-credit	Doctor of Ministry Students	Deposit nonrefundable See Refund Policies	\$265/credit	\$200 deposit upon acceptance and remainder on or before e-bill payment due date
Continuation Fee	Doctor of Ministry Students granted extension beyond fourth year	See Refund Policies	\$1,000	\$200 deposit upon acceptance and remainder on or before e-bill payment due date
Extension Division**				
Regular and Institute Program	All Extension Division Students	See Refund Policies	\$40/course	On or before e-bill payment due date
Fees				
Application Fee for Divinity School Admission	All Divinity Students	Nonrefundable	\$25/application	At time of application submission
Application Fee for Extension Division Admission	All Extension Division Students	Nonrefundable	\$8/application	At time of application submission
Application Fee for Doctor of Ministry Program	All Doctor of Ministry Students	Nonrefundable	\$50/application	At time of application submission
Books and Supplies (Divinity)	All Divinity Students		\$1,200 (estimate)	Cash/check/credit card at time of purchase
Books and Supplies (Doctor of Ministry)	All Doctor of Ministry Students		\$800 (estimate)	Cash/check/credit card at time of purchase
Books and Supplies (Master of Divinity)	All Master of Divinity Students		\$TBD (estimate)	Cash/check/credit card at time of purchase

* For complete details and additional information, contact the Director of Admissions and Recruitment, Beeson School of Divinity, Samford University, Birmingham, AL 35229-2252 or phone (205) 726-2991 or (800) 888-8266.

** For complete details and additional information, contact the Extension Division, Samford University, Birmingham, AL 35229-2252 or call (205) 726-2731 or (205) 726-2338.

NOTE: See p. 32 for a list of General Miscellaneous Fees that apply to ALL students.

(1) Charges incurred after the e-bill has been generated for the semester/term are due on or before the e-bill due date (see Payment Due Date Schedule on p. 33 for e-bill generation date and payment due date). Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.

Orlean Bullard Beeson School of Education



and Professional Studies



Administration

Jean Ann Box, Ralph W. Beeson Dean, Professor
 James B. Angel, Associate Dean of Budget and Operations,
 Professor, Exercise Science and Sports Medicine
 Charles D. Sands, Chair, Associate Professor, Exercise Science and
 Sports Medicine
 Clara E. Gerhardt, Chair, Associate Professor, Family Studies
 Jeannie C. Krumdieck, Chair, Associate Professor, Interior Design
 Carol D. Dean, Chair, Associate Professor, Teacher Education
 J. Maurice Persall, Director of Teacher Education Graduate Programs,
 Professor, Teacher Education
 Leslie S. Ennis, Director of Legal Assistant Certificate Program,
 Associate Professor
 Cindy Formanek Kirk, Executive Director, Metro Programs

Departments	Page
Exercise Science and Sports Medicine	138
Family Studies	148
Interior Design	151
Legal Assistant Certificate Program	163
Metro Programs	212
Teacher Education	153

Mission

The mission of the Orlean Bullard Beeson School of Education and Professional Studies is to nurture and encourage faculty, staff, and students within a Christian community in order to facilitate growth and renewal; to prepare students for professional careers and community service, through classroom and practical experience; to help students develop a sense of competence in their professions and confidence in their abilities to interact effectively with others of varied backgrounds and circumstances; to continuously improve educational opportunities for all learners; to expand the successful functioning of the family system; to encourage lifetime fitness and improve preventative health practices within the university and community.

Exercise Science and Sports Medicine

Faculty

Charles D. Sands, IV, Chair, Associate Professor
 James B. Angel, Professor
 Donna L. Dunaway, Professor
 Patricia Hart Terry, Associate Professor
 Christopher A. Gillespie, Assistant Professor
 Ralph R. Gold Jr., Assistant Professor
 Alan P. Jung, Assistant Professor
 Patrice R. Donnelly, Instructor
 Robert W. Hensarling, Jr., Instructor
 Allison J. Jackson, Instructor

Undergraduate Programs and Requirements

Majors

Athletic Training
 Exercise Science (Pre-Physical Therapy)
 Fitness and Health Promotion
 Nutrition and Dietetics
 Physical Education
 Sports Medicine (Pre-Medicine)

Minor

Nutrition and Dietetics

Dual Majors

Fitness and Health Promotion and Nutrition and Dietetics
 Physical Education with Athletic Training Option

The Department of Exercise Science and Sports Medicine offers majors in athletic training (ATHT), exercise science (pre-physical therapy) (EXSC), fitness and health promotion (FHPR), nutrition and dietetics (NTDT), and sports medicine (pre-med) (SPMD) leading to a bachelor of science degree. The department offers a major in physical education (PHED) leading to a bachelor of science in education degree. Dual majors in fitness and health promotion and nutrition/dietetics and physical education with an athletic training option are also available. See department chair for details. A minimum grade of C- must be achieved in all PHED prefix courses.

The department also offers a minor in nutrition and dietetics.

Technology Equipment Requirement

In order to better equip and enhance the academic program of the students majoring in exercise science and sports medicine, all entering freshmen and transfer students will be required to purchase a Polar Heart Rate Monitor Watch.

University Core Curriculum and General Education Requirements

See University Core Curriculum in the Howard College of Arts and Sciences introductory pages for a list of required courses. General Education Requirements are detailed in the individual ESSM degree tables, with the exception of the physical activity requirement. Consult p. 145 for a list of applicable activity courses.

Problem-Based Learning

The long-range goal of the problem-based learning (PBL) methodology is the acquisition and retention of greater amounts of information to be used in solving real world problems utilizing critical-thinking skills necessary for success in today's rapidly changing world. Through the implementation of PBL, it is the hope of the faculty of the Department of Exercise Science and Sports Medicine (ESSM) to develop dynamic group interaction skills, critical-thinking skills, and a desire in the students to be actively involved in their learning throughout the course, the

remainder of their undergraduate education, and ultimately throughout their careers. The problems will assist students in making the important connections between classroom concepts, principles, theories, and their application to the real world environment. The ESSM faculty is currently developing PBL throughout the curriculum of each departmental major.

Athletic Training Major

Athletic training is designed to prepare students in the "major tasks" comprising the role of the certified athletic trainer. These tasks include the following: 1) prevention of athletic injuries; 2) evaluation, recognition, and immediate care of athletic injuries; 3) rehabilitation and reconditioning of athletic injuries; 4) health care administration; and 5) professional development and responsibility.

The program offers the student a choice of two available tracks. One has the same requirements as the P-12 physical education major plus an additional twenty-seven (27) credits of study in athletic training. The other is a nonteaching major containing, in addition to athletic training studies, courses in nutrition and psychology. These tracks were developed to prepare students to meet the Board of Certification requirements. Samford University has received undergraduate program curriculum accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP)--Joint Review Committee on Educational Programs in Athletic Training (JRC-AT: www.jrc-at.org).

Admission Requirements and Procedures

1. Accepted for admission to Samford University.
2. Make a written request for an Athletic Training Education Program application packet to: Director of Athletic Training Education, Samford University, Birmingham, Alabama 35229.
3. Complete an application and obtain three letters of recommendation, three reference forms, and official transcripts from all high schools and higher education institutions attended. Submit materials to: Director of Athletic Training Education, Samford University, Birmingham, Alabama 35229.
4. Priority consideration will be given to prospective students who meet the following academic standards:
 - a. Achieve a composite score of 21 on the ACT or 900 on the SAT.
 - b. Graduate from high school with a GPA of 3.00 or above.
 - c. Transfer to Samford University from another institution with a GPA of 3.00 or above.
5. Approved by the Athletic Training Admissions Committee (ATAC). The ATAC reviews all application packets and makes a report to the Director of Athletic Training Education regarding eligibility for admission to the program.
6. After eligibility status has been approved, the applicant must interview with the ATAC.
7. Must demonstrate technical standards for admission. (See Technical Standards for Admission box on p. 140.)
8. In order to be admitted to the Athletic Training Education Program a student must have completed a course in CPR (Cardiopulmonary Resuscitation) and AED (Automatic Electronic Defibrillator). Documentation of completion of this course must be included with application materials.
9. All students entering the Athletic Training Education Program must have reviewed the OSHA/Blood Borne Pathogens Guidelines included in the application packet. Upon review of the materials, the student must sign the statement indicating that they have reviewed and understand the materials. During athletic training student orientation a quiz regarding this material will be given after a brief review of the materials.
10. All students entering the Athletic Training Education Program must be immunized for Hepatitis B. Proof of this vaccination must be provided in the application materials.
11. Prospective students should sign the confidentiality statement included with the application materials. This statement informs the students that they may see or hear medical information regarding the health and welfare of a student athlete. Athletic training students are not allowed to discuss medical information with anyone other than the athletic training and sports medicine staff.

12. Upon completion of all interviews, recommendations are made by the ATAC concerning admission to the program. In order for the student to be admitted, there must be an available position so that the clinical instructor-to-student ratio guidelines are not violated. Students selected for admission into the program will be notified in writing by the Director of Athletic Training Education.
13. Any student who, in the opinion of the ATAC, is judged to have characteristics that are deemed to be undesirable for the profession of athletic training may, with proper review, be denied admission to the athletic training program.
14. Applicants who do not meet the stated criteria may be considered on an individual basis for conditional status admission. The ATAC will stipulate the terms of the conditional status admission in writing to the applicant. Students admitted under conditional status must carefully follow the stipulations set forth by the ATAC. If the student is unable to follow the said stipulation, he/she will be dismissed from the program.

Transfer Policy Information

1. Transfers are considered to be students who come to Samford University from other schools or who are currently enrolled at Samford but change their major to Athletic Training.
2. Transfer students must follow the guidelines of the University to be admitted to the program. This information may be found on p. 15 of this catalog.
3. A student who is transferring will be given priority consideration if he/she has a 3.00 GPA from the institution that they formerly attended.
4. Transfer students will follow a similar progression as a sophomore in the program. Attempts will be made to maintain course sequencing as is possible pursuant to the classes offered across the curriculum.

Retention Requirements

1. Athletic training students must maintain academic requirements set forth by Samford University. In addition, each student must maintain an overall GPA of 2.00. A student enrolled in the “teaching” program must meet the minimum standards of the School of Education and Professional Studies Program.
2. Should a student’s GPA fall below the required level, he/she will be placed on probation by the Director of Athletic Training Education. Should a student be placed on probation, he/she must make satisfactory progress within two semesters. Should he/she be unable to do so, the student will be dismissed from the program. In the event that the student’s GPA rises to the acceptable level after being dismissed from the program, the application process is the same as for any other student.
3. Students making less than a C in a required athletic training course will be required to repeat the course. These courses are: PHED 232, 274, 275, 276, 277, 300, 374, 375, 376, 401W, 473W, 476, 477, 478, 479, 485, and 486.
4. A student may repeat only one required course (see list above) in which a grade of less than C was received. Failure to make at least a C in two required courses or one course twice will result in dismissal from the program.
5. Any student who, in the opinion of the ATAC, is judged to have developed characteristics that are deemed to be undesirable for the profession of athletic training may, with proper review, be dismissed from the program.
6. A student must be able to demonstrate technical standards to continue in the program.
7. Athletic Training Students are required to submit a current CPR/AED certification card at the beginning of each school year. The certification must be current through the end of that school year.
8. Students will attend a basic review of OSHA guidelines and complete a quiz regarding the information discussed in this review.
9. All athletic training students must abide by the disciplinary rules of Samford. Any student not abiding by the rules will be subject to University discipline.
10. All athletic training students are subject to random drug testing in accordance with Department of Athletics rules. All discipline will be carried out in the appropriate manner as specified and defined in the Department of Athletics drug testing policy and procedures statement.
11. Appeals regarding any of the retention rules and requirements will be heard by the Director of Athletic Training Education, the Chair of the Department of Exercise Science and Sports Medicine, and the Dean of the Orlean Bullard Beeson School of Education and Professional Studies. All appeals must be made in writing and submitted to the Director of Athletic Training Education.

Admission Scoring System	
INFORMATION	
<i>(20 Points Needed for Unconditional Acceptance)</i>	
Application	Scoring: 3 = excellent 2 = good 1 = average 0 = poor
Three (3) Reference Forms and/or Letters of Recommendation	Scoring: 3 = excellent 2 = good 1 = average 0 = poor (Reference #1) Scoring: 3 = excellent 2 = good 1 = average 0 = poor (Reference #2) Scoring: 3 = excellent 2 = good 1 = average 0 = poor (Reference #3)
Application Essay	Scoring: 3 = excellent 2 = good 1 = average 0 = poor
Interview	Scoring: 3 = excellent 2 = good 1 = average 0 = poor
Grade Point Average	Scoring: 3 = 3.50-4.00 2 = 3.00-3.49 1 = 2.50-2.99 0 = less than 2.50
ACT or SAT Equivalent	Scoring: 3 = 25+ 2 = 22-24 1 = 20-21 0 = below 20
CPR/AED Training	Scoring: 1 = YES 0 = NO
Hepatitis B Vaccination	Scoring: 1 = YES 0 = NO
Technical Standards Agreement	Scoring: 1 = YES 0 = NO
Confidentiality Agreement	Scoring: 1 = YES 0 = NO

Technical Standards for Admission

NOTE: A formal version of the following is included in the admissions materials for the Athletic Training Education Program. The official form requires the student's signature.

The Athletic Training Education Program at Samford University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted to the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NATABOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem-solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training education program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Advisor for Students with Disabilities will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the education process of the student or the institution, including coursework, clinical experiences, and internships deemed essential to graduation.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Alternative statement for students requesting accommodations:

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Advisor for Students with Disabilities to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Athletic Training Major (Non-Teaching)

Athletic Training Major (Non-Teaching) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
Natural and Computational Sciences		12
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics		8
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
Physical Activity		2
Athletic Training Major:		74
Physical Education Core		66
PHED 141 Intro to ESSM and Related Technology	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 274 Practicum in Athletic Training I	1	
PHED 275 Practicum in Athletic Training II	1	
PHED 276 Therapeutic Modalities in Sports Medicine	4	
PHED 277 Practicum in Athletic Training III	1	
PHED 300 Rehab Techniques in Sports Medicine	4	
PHED 322W Motor Development (Majors)	4	
PHED 374 Admin. of Athletic Training Prog.	1	
PHED 375 Practicum in Athletic Training IV	1	
PHED 376 Practicum in Athletic Training V	1	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests and Measurements in ESSM	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 478 Sport Psychology	4	
PHED 479 Behavioral Issues of the Athlete	4	
PHED 485 Recog/Eval of Athletic Injuries: Lower Body	4	
PHED 486 Recog/Eval of Athletic Injuries: Upper Body	4	
Nutrition and Physics		8
NTDT 216 Personal Nutrition	4	
PHYS 101 General Physics I	4	
General Electives (directed by advisor)		4
Total Required Credits		132

Exercise Science Major

The purpose of the exercise science major is to prepare students for the entry-level master's or doctoral degree program in physical therapy. An interdisciplinary approach is applied to this major, including classes in nutrition, psychology, biology, physics, chemistry, athletic training, and exercise science. The courses contained within the major meet or exceed the prerequisites for the majority of physical therapy schools. Students are encouraged to volunteer service in all aspects of physical therapy prior to and during their undergraduate studies. Academic advisors monitor student progress to maximize acceptance into physical therapy schools.

Exercise Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		36
Natural and Computational Sciences		16
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics		8
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
Physical Activity		2
Exercise Science Major:		76
Physical Education Core		52
PHED 141 Intro to ESSM and Related Technology	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 276 Therapeutic Modalities in Sports Medicine	4	
PHED 322W Motor Development (Majors)	4	
PHED 330 Externship in Physical Therapy	4	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests & Measurements in ESSM	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 485 Recog/Eval of Athletic Injuries: Lower Body	4	
PHED 486 Recog/Eval of Athletic Injuries: Upper Body	4	
Biology (select two courses)		8
BIOL 225 Microbiology for Allied Health Sciences	4	
BIOL 333 Genetics	4	
BIOL 405W Cell and Molecular Biology	4	
BIOL 425 Basic Pathology	4	
Physics		8
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Psychology (select two courses)		8
PHED 478 Sport Psychology	4	
PSYC 203 Psychology of Adjustment	4	
PSYC 205 Life-Span Development	4	
PSYC 210 Child and Adolescent Psychology	4	
PSYC 215 Abnormal Psychology	4	
PSYC 304 Social Psychology	4	
PSYC 308 Physiological Psychology	4	
PSYC 310 Applied Psychology	4	
Total Required Credits		134

Fitness and Health Promotion Major

This major is designed to prepare students for employment in corporate wellness programs, fitness centers, YMCAs, cardiac rehabilitation, and recreational facilities. Academic training will be complemented by laboratory work and practicums in fitness-related programs. The coursework and practicums are designed to prepare students for the American College of Sports Medicine certification examinations in Health Fitness Instructor (HFI) or Exercise Test Technologist (ETT).

Fitness and Health Promotion Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		32
Natural and Computational Sciences		12
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 108 General, Organic & Biological Chemistry	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics		8
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
Physical Activity		2
PHED 109 Strength Training-Physical Conditioning	1	
Any physical activity course	1	
Fitness and Health Promotion Major:		80
Physical Education Core		72
PHED 141 Intro to ESSM and Related Technology	4	
PHED 230 Health and Fitness Applications	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 335 Health Fitness Management	4	
PHED 337 Strategies for Program Planning/Implement	4	
PHED 339 Adolescent and Senior Adult Fitness	4	
PHED 340 Practicum in Fitness & Health Promotion	8/12*	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests & Measurements in ESSM	4	
PHED 460 Health Promotion**	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 478 Sport Psychology	4	
PHED 490 Advanced Exercise Physiology	4	
Nutrition and Psychology		8
NTDT 216 Personal Nutrition	4	
PSYC 205 Life-Span Development	4	
Total Required Credits		134

*Two credits taken two times, 4 credits taken two times.

**Health Fitness Instructor track will substitute PHED 460 for one 4-credit PHED 340.

Fitness and Health Promotion and Nutrition and Dietetics Dual Major

This dual major is designed to prepare students in the dual careers of fitness and nutrition. The fitness and health promotion major equips students to enter the ever-expanding fitness field, while the nutrition and dietetics major enables students to pursue the dietetic internship following graduation. See the Department of Nutrition and Dietetics, Undergraduate Programs and Requirements section for GPA requirements. Successful completion of these degrees will give students insight into the relationship between nutrition and physical activity/athletic performance. This dual major is designed to be completed in five years.

Fitness and Health Promotion and Nutrition and Dietetics Dual Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements*		32
Fitness and Health Promotion/ Nutrition and Dietetics Dual Major:		120
Physical Education Core		56
PHED 141 Intro to ESSM and Related Technology	4	
PHED 230 Health and Fitness Applications	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 335 Health Fitness Management	4	
PHED 337 Strategies for Prog. Planning/Implement	4	
PHED 339 Adolescent and Senior Adult Fitness	4	
PHED 340 Practicum in Fitness & Health Promotion	4**	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests & Measurements in ESSM	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
Nutrition & Dietetics		44
NTDT 110 Principles of Food Preparation	4	
NTDT 210 Intro to Helping Professions/Related Tech	2	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	2	
NTDT 310 Lifecycle Nutrition	4	
NTDT 350 Community Nutrition Education	4	
NTDT 410 Medical Nutrition Therapy I	4	
NTDT 411 Medical Nutrition Therapy II	4	
NTDT 412 Quantity Food Production & Mgt.	4	
NTDT 413 Food Service Organization & Mgt.	4	
NTDT 414W Experimental Foods	4	
NTDT 416W Advanced Nutrition & Metabolism	4	
Biology and Chemistry		12
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 301 Organic Chemistry I	4	
CHEM 345 Nutritional Biochemistry	4	
Economics and Psychology		8
ECON 201 Economics I (macro)	4	
PSYC 101 General Psychology	4	
General Electives (directed by advisor)		2
Total Required Credits		176

*See Fitness and Health Promotion Major, General Education Requirements.
 **Health Fitness Instructor track will substitute PHED 460 for one 4-credit PHED 340.

Nutrition and Dietetics Major

Dietetics is a dynamic profession offering many different opportunities for practice. Today's dietetic professionals pursue careers in health care, education, and research. They work in business, industry, public relations, and mass media. Their services are also used in government agencies, restaurant management, corporate and sports wellness programs, food companies, and private practice. Samford's NTD program is approved by the American Dietetic Association. Students seeking a degree in NTD will be reviewed before their junior year (upon completion of 60 credits of college work). A minimum cumulative GPA of 2.75 to 3.00 is recommended to continue since entrance into a dietetic internship or AP4 program following graduation usually requires a 3.00 GPA. Students transferring into the program will be evaluated on their SAT/ACT score, as well as their cumulative GPA.

Nutrition and Dietetics Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		24
Natural and Computational Sciences		12
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics (select one course)		4
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Physical Activity		2
Nutrition and Dietetics Major:		79-80
Nutrition and Dietetics Core		60
NTDT 110 Principles of Food Preparation	4	
NTDT 210 Intro to Nutrition and Dietetics	2	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	4	
NTDT 310 Lifecycle Nutrition	4	
NTDT 350 Community Nutrition Education	4	
NTDT 370 Externship	4	
NTDT 383 Research Methods	2	
NTDT 410 Medical Nutrition Therapy I	4	
NTDT 411 Medical Nutrition Therapy II	4	
NTDT 412 Quantity Food Production & Management	4	
NTDT 413 Food Service Organization & Management	4	
NTDT 414W Experimental Foods	4	
NTDT 416W Advanced Nutrition and Metabolism	4	
NTDT 483W Senior Research	2	
NTDT 490 Senior Seminar	2	
PHED 477 Sports Nutrition	4	
Biology, Chemistry, Economics, and Mathematics		19-20
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 301 Organic Chemistry I	4	
CHEM 345 Nutritional Biochemistry	4	
ECON 201 Economics I (macro)	4	
MATH 210 Elementary Statistics (4) <i>or</i> NURS 333 Statistics for Health Care Professionals (3)	3-4	
General Electives		8
Total Required Credits		133-134

Physical Education Major

The physical education major is designed to prepare the student in physical education with the knowledge, appreciation, and skills which the student must have to qualify for job opportunities in public and private schools. A major in physical education is offered for teacher certification in P-12. Emphasis is placed on practical hands-on experience through laboratory and fieldwork, culminating with student teaching and the senior seminar.

Physical Education Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		27
Natural and Computational Sciences:		12
Biology (complete both courses)	8	
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Chemistry and Physics (select one course)	4	
CHEM 108 General, Organic, and Biological Chemistry	4	
PHYS 100 Physics for Society	4	
PHYS 108 Exploring Physics for Education	4	
PHYS 150 Introduction to Astronomy	4	
Mathematics		8
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities and Social Sciences (select one course)		4
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Physical Activity		1
PHED 133-138 or Scuba	1	
Physical Education Major:		86
Physical Education Core		76
PHED 141 Intro to ESSM and Related Technology	4	
PHED 143-145 Core Program for Majors	6	
PHED 201 Instructional Strategies for Elementary School Physical Educators	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 336 Fund Sports Skills:Acquisition/Analysis	4	
PHED 351 Coaching Principles & Administration	3	
PHED 360 Curriculum Design & Instructional Strategies for Physical Education	4	
PHED 362-363 Coaching Techniques	4	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 404 Student Teaching Physical Education P-12	12	
PHED 420W Tests & Measurements in ESSM	4	
PHED 433 Org & Admin of Health/Physical Education	3	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
Education		10
EDUC 213 Adolescent Development within the Educational Culture	2	
EDUC 221 Issues within the Educational Culture	4	
EDUC 311 The Development of the Young Child	2	
EDUC 323 Overview of Child Development	2	
Total Required Credits		135

Physical Education Major with Athletic Training Option

Physical Education Major with Athletic Training Option* Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		31
Physical Education Major*		86
(See Physical Education Major table for major requirements)		
Athletic Training Option:		26
PHED 274 Practicum in Athletic Training I	1	
PHED 275 Practicum in Athletic Training II	1	
PHED 276 Therapeutic Modalities in Sports Medicine	4	
PHED 277 Practicum in Athletic Training III	1	
PHED 300 Rehab Techniques in Sports Medicine	4	
PHED 374 Administration of Athletic Training Program	1	
PHED 375 Practicum in Athletic Training IV	1	
PHED 376 Practicum in Athletic Training V	1	
PHED 478 Sport Psychology	4	
PHED 485 Recog/Eval of Athletic Injuries: Lower Body	4	
PHED 486 Recog/Eval of Athletic Injuries: Upper Body	4	
Total Required Credits		165

Nutrition and Dietetics Minor

Nutrition and Dietetics Minor Required Courses	Course Credits	Total Required Credits
Nutrition and Dietetics Core		12
NTDT 110 Principles of Food Preparation	4	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	4	
Nutrition and Dietetics Electives (select two courses from the following)		8
NTDT 310 Lifecycle Nutrition	4	
NTDT 312 International Foods	4	
NTDT 412 Quantity Food Production and Mgmt	4	
NTDT 413 Food Service Organization and Management	4	
NTDT 414W Experimental Foods	4	
PHED 477 Sports Nutrition	4	
Total Required Credits		20

Sports Medicine Major

Sports Medicine Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
Natural and Computational Sciences		12
CHEM 203 General Chemistry I	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences		4
PSYC 101 General Psychology	4	
Mathematics		8
MATH 210 Elementary Statistics	4	
Select one calculus course:	4	
MATH 150 Precalculus <i>or</i>		
MATH 240 Calculus I <i>or</i>		
MATH 260 Calculus II		
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
Physical Activity		2
Sports Medicine Major:		84
Physical Education Core		48
PHED 141 Intro to ESSM and Related Technology	4	
PHED 231 Personal and Community Health	4	
PHED 232 Prevention and Care of Athletic Injuries	2	
PHED 241 First Aid and CPR	2	
PHED 322W Motor Development (Majors)	4	
PHED 370 Health Professions Internship	4	
PHED 400W Research Methods	2	
PHED 401W Senior Seminar in ESSM	2	
PHED 420W Tests & Measurements in ESSM	4	
PHED 473W Exercise Physiology	4	
PHED 476 Anatomy and Kinesiology	4	
PHED 477 Sports Nutrition	4	
PHED 485 Recog/Eval of Athletic Injuries: Lower Body	4	
PHED 486 Recog/Eval of Athletic Injuries: Upper Body	4	
Biology		16
Select two courses:	8	
BIOL 110 Human Biology	4	
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Select two courses:	8	
BIOL 225 Microbiology for Allied Health Sciences	4	
BIOL 311 Histology	4	
BIOL 314 Embryology	4	
BIOL 325 General Microbiology	4	
BIOL 333 Genetics	4	
BIOL 344 Principles of Immunology	4	
BIOL 405W Cell and Molecular Biology	4	
BIOL 425 Basic Pathology	4	
Chemistry and Nutrition		20
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
CHEM 350 Biochemistry I	4	
NTDT 216 Personal Nutrition	4	
Total Required Credits		138

Sports Medicine Major

This major is the department's pre-medicine program and is an alternative to the traditional pre-med majors. It will provide valuable training for future physicians in areas of prevention such as nutrition, exercise, fitness, weight loss and control, and substance abuse control. This information is generally not offered in medical schools, and a firm foundation can be achieved through this prevention-oriented program. Students will be assigned a departmental academic advisor in addition to the health professions advisor who will guide their progress toward medical school. Students will gain competencies in exercise stress testing, maximal oxygen uptake testing, body composition determination, computerized-diet analysis, and exercise prescription. An interdisciplinary approach including nutrition, biology, mathematics, chemistry, athletic training, and exercise science is included in the major.

Courses

HEALTH EDUCATION

HLED 473 Problems and Practical Experiences in Health or Physical Education (3)

Concentrated study in the areas of health or physical education, designed to meet the particular needs and interests of individual students. May be taken only once.

HLED 474 Problems and Practical Experiences in Health or Physical Education (4)

HLED 475 Problems and Practical Experiences in Health or Physical Education (5)

HLED 476 Problems and Practical Experiences in Health or Physical Education (6)

NUTRITION AND DIETETICS

NTDT 110 Principles of Food Preparation (4)

Introduction to food buying, food preparation, food storage, and dietary planning in accordance with scientific principles of nutrition. LEC 2, LAB 2. Offered: Fall and Jan Term.

NTDT 210 Introduction to Nutrition and Dietetics (2)

Survey of career opportunities in the health field and introduction to computer software pertinent to future career-related opportunities. Offered: Fall.

NTDT 216 Personal Nutrition (4)

Introduction to nutrition for personal lifestyle choices. Includes study of digestion, absorption, and metabolism of nutrients. Recent advancements in nutrition, application to meal planning, and strategies for selecting nutritionally balanced foods are also presented. Offered: Fall and Spring.

NTDT 300 Foundations of Nutrition (4)

Study of fundamental principles of normal nutrition and their relation to the health and physical fitness of individuals. Offered: Fall.

NTDT 310 Lifecycle Nutrition (4)

Rapidly moving study of nutrition in the lifecycle from infancy through advancing years. Emphasis on application of the nutritional requirements and guidelines in each age group to dietary planning and intake. Prereq: NTDT 216. Offered: Spring.

NTDT 312 International Foods (4)

Survey of foods and meal planning from various regions of the world. Emphasis on planning, preparing, and serving typical authentic meals each day from different countries. Special customs and geography are reflected in foods served. Offered: Jan Term and summer.

NTDT 350 Community Nutrition Education (4)

Study of community-based programs with nutrition components, including work-site wellness, health promotion, schools, day-care programs, and health clinics. Programs in these areas include nutrition screening and assessment, feeding programs and assistance, plus health promotion and disease prevention. Emphasis on development of counseling skills and use of resources to take into account cultural differences and to develop nutrition education plans, goals, and programs for community groups. Prereq: NTDT 216. Offered: Fall.

NTDT 370 Externship (4)

In-depth study and practical experience in nutrition and dietetics. Students work with a dietetic preceptor for approximately 120-160 hours. For junior-level and senior-level students. Offered: Jan Term and summer.

NTDT 383 Research Methods (2)

Introduction to research methods in nutrition. Drawing on examples from the discipline, this course introduces students to the basic elements of scientific thought and stages in the quantitative research process. Students design a research project that is completed in the senior research course to follow. Offered: Fall.

NTDT 410 Medical Nutrition Therapy I (4)

Study of dietary deficiencies as they relate to disease. Emphasis on those diseases which may be improved and/or corrected through diet. Prereq: NTDT 216 or NTDT 300. Offered: Fall.

NTDT 411 Medical Nutrition Therapy II (4)

Study of the dietary deficiencies that relate to disease and the nutritional health of the patient in the hospital or community setting. Students learn through case studies. Emphasis on development of nutrition care plans for selected patients and disease states. Preventive dietary and health practices are also discussed. Prereq: NTDT 410. Offered: Spring.

NTDT 412 Quantity Food Production and Management (4)

Study of planning, preparation, and presentation of meals for groups larger than 50. Includes catering, banquets, cafeteria, and hospital food service. Special consideration is given to buying, menu developing, producing, and serving food. Also includes visits to local hospitals and restaurant food services. LEC&LAB: 5. Prereq: NTDT 110. Offered: Fall.

NTDT 413 Food Service Organization and Management (4)

Study of equipment, personnel, and cost in the management of large quantity food services. Includes guest professional lectures and site visits to local food service operations. LEC&LAB: 5. Prereq: NTDT 412. Offered: Spring.

NTDT 414W Experimental Foods (4)

Scientific approach to the factors involved in preparation of standard food products. Experimental methods and techniques are employed in planning, preparation, and evaluation of food products. LEC&LAB: 4. Prereq: NTDT 110. Offered: Spring.

NTDT 416W Advanced Nutrition and Metabolism (4)

Advanced study of nutrients and their absorption, metabolism, and excretion by the body. Emphasis on nutritional excess and deficiencies, and the effects these have on human tissues. Prereqs: CHEM 301 and CHEM 345. Offered: Spring.

NTDT 483W Senior Research (2)

Study and application of research methods and techniques in nutrition and dietetics. Prereq: NTDT 383; and senior status, or permission of the instructor. Offered: Fall.

NTDT 490 Senior Seminar (2)

Capstone course for nutrition and dietetics majors, covering professional issues and responsibilities, including Dietetic Internship application. Should be taken in the final semester of the senior year. Offered: Spring.

NTDT 493 Problems in Nutrition (1-4)

Individual topic in nutrition selected by the student. Topic may be one not examined in depth in a regular course or research the student needs to complete to meet foundational knowledge and skills required by an ADA Didactic Program in Dietetics. Offered: See advisor.

PHYSICAL ACTIVITY PROGRAM

Students enrolled in the Air Force ROTC program or veterans who have active duty service may be able to substitute that experience for all or part of their physical activity requirement. See the ESSM department chair for details. Students with physical disabilities may consult the ESSM department chair for special consideration.

When students—including transfer students—begin academic work, they should register for UCFH 120 (Concepts in Fitness and Health). In addition, students may select any combination of one-credit courses to complete their requirement. An activity course may not be taken twice to fulfill this requirement. If PHED 138 (Water Safety Instructor Course) is passed, the successful completion of UCFH 120 will fulfill the student's physical activity requirement. Varsity athletes may substitute one varsity sport for which they are registered for one activity course requirement. This does not include UCFH 120.

PHED 102 Basketball-Softball (1)**PHED 109 Strength Training-Physical Conditioning (1)****PHED 113 Racquetball-Badminton (1)****PHED 114 Aerobics (1)****PHED 115 Volleyball-Wallyball (1)****PHED 119 Karate (1)****PHED 122 Recreational Activities (1)****PHED 124 Introduction to Dance (1)****PHED 125 Varsity Track and Field (1)****PHED 126 Varsity Cheerleading (1)****PHED 128 Varsity Tennis (1)****PHED 129 Varsity Golf (1)****PHED 130 Varsity Basketball (Men) (1)****PHED 133 Beginning Swimming (1)****PHED 134 Intermediate Swimming (1)****PHED 137 Lifeguard Training (1)****PHED 138 Water Safety Instructor Course (2)**

(Prereq: Advanced swimming skills)

PHED 140 Special Physical Activity (1)**PHED 147 Varsity Volleyball-Women (1)****PHED 148 Varsity Baseball (1)****PHED 149 Varsity Soccer-Women (1)****PHED 150 Varsity Basketball-Women (1)****PHED 151 Varsity Football (1)****PHED 152 Varsity Softball-Women (1)****PHED 153 Varsity Cross Country (1)****PHYSICAL EDUCATION (CORE CURRICULUM)****UCFH 120 Concepts of Fitness and Health (2)**

Physical fitness course, with emphasis on exercises that develop cardiorespiratory, muscular, and flexibility fitness. All aspects of fitness, such as principles of aerobic fitness, nutrition, flexibility, strength training, common fitness injuries, and weight control and body composition are discussed and applied. Required in freshman year or first semester of transfer.

PROFESSIONAL COURSES

PHED 141 Introduction to ESSM and Related Technology (4)

Introductory course designed to expose all departmental majors to their specific area of study and to provide experiences in selecting and utilizing appropriate technology. Includes survey of each discipline relative to purpose, history and development, career opportunities, and relationship to other disciplines in the department. Co-req: PHED 141L. Offered: Fall and Spring.

PHED 141L Introduction to ESSM and Related Technology Lab (0)

Laboratory companion course to PHED 141. Co-req: PHED 141. Offered: Fall and Spring.

PHED 143-145 Core Program for Majors and Minors (2 each course)

Introduction to a variety of sports and activities. Emphasis on both skill acquisition and teaching techniques. Required for physical education majors. Offered: On rotation.

PHED 201 Instructional Strategies for Elementary School Physical Educators (4)

Study of the program of physical education activities for the elementary school. Includes methods and procedures for conducting such a program. For PHED majors only. Offered: Spring.

PHED 202 Physical Education for Elementary Schools (2)

See course description for PHED 201. For non-PHED majors. Offered: Fall and Jan Term.

PHED 230 Health and Fitness Applications (4)

Examination of the value of exercise in the overall positive health of individuals. Valuable for future physicians and fitness directors. Offered: Spring.

PHED 231 Personal and Community Health (4)

Study of the basic fundamentals of general health. Emphasis on such topical areas as personal fitness, nutrition, mental and emotional health, and community and environmental health.

PHED 232 Prevention and Care of Athletic Injuries (2)

Study of safety and preventive measures and treatment of injuries incurred in athletic contests or practices.

PHED 241 First Aid and CPR (2)

Study of the principles of first aid, CPR, and automated external defibrillators (AED). Instruction leads to American Red Cross Certification in first aid, CPR, and AED.

PHED 274 Practicum in Athletic Training I (1)

Practical study of taping, protective equipment, sports safety training, and prevention and care techniques. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Offered: Spring.

PHED 275 Practicum in Athletic Training II (1)

Practical study of therapeutic modality skills and techniques commonly used in the athletic training setting. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Offered: Fall.

PHED 276 Therapeutic Modalities in Sports Medicine (4)

Introduction to the proper use of therapeutic modalities. Emphasis on practical experience and hands-on operation. Offered: Fall.

PHED 277 Practicum in Athletic Training III (1)

Practical study of rehabilitation skills and techniques commonly used in the athletic training setting. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Offered: Spring.

PHED 300 Rehabilitation Techniques in Sports Medicine (4)

Classroom and practical study in appropriate use of therapeutic rehabilitation and techniques of athletic injuries. Includes scientific/physiological rationales, selection criteria, indications/contradictions, and clinical applications. Offered: Spring.

PHED 321 Motor Development (Non-Majors) (1-2)

Study of perceptual motor development and psychomotor development in early childhood. Includes exposure to a broad range of motor/cognitive disabilities. For non-ESSM majors.

PHED 322W Motor Development (Majors) (4)

Study of perceptual motor development and psychomotor development in early childhood. Includes exposure to a broad range of motor/cognitive disabilities. For ESSM majors only.

PHED 330 Externship in Physical Therapy (4)

Observational externship in an outpatient physical therapy setting. Designed to provide the student with an understanding of physical therapy in an ambulatory outpatient facility. Prereq: Thirty (30) volunteer hours in a physical therapy setting. Offered: Fall.

PHED 335 Health Fitness Management (4)

Introduction to the application of health fitness/public health management theory and principles in the health fitness arena. Students examine current management opportunities and provide explanations related to application of management theory and principles. Offered: Fall.

PHED 336 Fundamental Sports Skills: Acquisition and Analysis (4)

Opportunity to acquire the knowledge and skill necessary for analysis and teaching of sports skills. Offered: Spring.

PHED 337 Strategies for Program Planning and Implementation (4)

Examination of the practical knowledge of research techniques and research findings in fitness and positive health. Uses hands-on investigation. Emphasis on following research guidelines, reading and evaluating, published literature, and instructor-guided physiological studies. Offered: Spring.

PHED 339 Adolescent and Senior Adult Fitness (4)

Overview of statistics and information related to the fitness status of adolescents and senior adults. Includes proper testing procedures, programming, and appropriate activities. Offered: Fall.

PHED 340 Practicum in Fitness and Health Promotion (2-4)

Practical externship experience in various areas of fitness management. Includes exercise leader, fitness programming, and marketing/finance.

PHED 345 Medical Aspects of Exercise and Sport (2)

Study of the recognition, evaluation, management, and prevention of the most common medical conditions that affect exercise and sport participation. Emphasis will be placed on differentiating medical conditions. Emphasis will also be placed on the appropriate history, physical exam, indications for referral, and treatment for each condition. Prereqs: PHED 232; BIOL 217 and 218. Offered: Spring.

PHED 351 Coaching Principles and Administration (3)

Insight into important areas of coaching not associated with the techniques of coaching. Includes sports nutrition, sports psychology, sports administration, weight training, and developmental stages. Offered: Spring.

PHED 360 Curriculum Design and Instructional Strategies for Physical Education (4)

Overview of the curriculum, content, instructional methods, and management of middle and high school health, and physical education classrooms. Offered: Fall.

PHED 362-363 Coaching Techniques (2 each course)

Opportunity for physical education majors to learn and develop techniques based on the latest theories of coaching. Combines theory in the classroom with application on the playing field/court. Prereq or Co-req: PHED 351.

PHED 370 Health Professions Internship (4)

Understanding and insight into the duties of a physician in a medical setting. Offered: Jan Term and Summer I.

PHED 374 Administration of Athletic Training Program (1)

Understanding of the planning, coordinating, and supervision of all administrative components of an athletic training program. Includes high school, college, or professional organizations. Offered: Spring.

PHED 375 Practicum in Athletic Training IV (1)

Practical study in evaluation of lower-body athletic injuries commonly sustained by the competitive athlete. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Offered: Fall.

PHED 376 Practicum in Athletic Training V (1)

Practical study in evaluation of lower-body athletic injuries commonly sustained by the competitive athlete. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Offered: Spring.

PHED 400W Research Methods (2)

Mastery of content and ability to bridge knowledge and application through development of a research proposal. Provides opportunity to compare "actual" with "expected" student outcomes so that alignment can be improved between expectations, actual results, and educational programs. Co-req: PHED 420W. Offered: Fall and Spring.

PHED 401W Senior Seminar in Exercise Science & Sports Medicine (2)

Mastery of content and ability to bridge knowledge and application. Provides opportunity to compare "actual" with "expected" student outcomes so that alignment can be improved between expectations, actual results, and educational programs. Students demonstrate mastery through completion of a research project, presentation of results, and comprehensive examination. Prereqs: PHED 400W and PHED 420W. Offered: Fall and Spring.

PHED 404 Student Teaching Physical Education, P-12 (12)

Supervised field internship for prospective teachers of elementary and secondary students, grades P-12.

PHED 420W Tests and Measurements in Exercise Science & Sports Medicine (4)

Investigation of the basic concepts of measurement and evaluation as applied to the field of exercise science. Prereq: MATH 210 or equivalent. Offered: Fall and Summer I.

PHED 433 Organization and Administration of Health and Physical Education (3)

Discussion of policies, standards, and procedures as they pertain to the organization and administration of physical education. Offered Fall.

PHED 450 Practicum in Athletic Training VI (1)

Practical study in the evaluation of upper body athletic injuries and injuries to the spine commonly sustained by the competitive athlete. Exploration of administrative skills commonly needed by certified athletic trainers. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training. Prereq: PHED 274, 275, 277, 375, and 376. Offered: Fall.

PHED 451 Practicum in Athletic Training VII (1)

Practical study in psychosocial intervention, health care administration, and nutritional skills commonly needed by the certified athletic trainer. Review of selected educational competencies and proficiencies instructed and evaluated during the athletic training students' educational career. Emphasis on meeting the competencies and proficiencies as set forth by the Joint Review Committee on Athletic Training.

PHED 460 Health Promotion (4)

Introduction to information relative to the stages of effective health education and health promotion. Includes discussion of the sociological, psychological and epidemiological foundations of health promotion programs. Offered: Spring.

PHED 473W Exercise Physiology (4)

Study of the effects of exercise on the major systems of the human body, including cardiorespiratory, neuromuscular, glandular, and digestive. Includes examination of other effects influencing human exercise, such as climate, altitude, and ergogenic aids. Prereq: BIOL 217 and BIOL 218, or equivalent, and permission of the instructor.

PHED 476 Anatomy and Kinesiology (4)

Analysis of the musculoskeletal anatomy of the human body. Emphasis on body movements and the action of muscles in human activity. Prereq: BIOL 217 and BIOL 218 or equivalent.

PHED 477 Sports Nutrition (4)

Introduction to the functions of nutrients, their availability in foods, and factors affecting their utilization. Emphasis on food and fluid planning for proper athletic performance and the selecting and planning of adequate diets for good health.

PHED 478 Sport Psychology (4)

Overview of essential/psychological considerations involved in athletic participation, athletic training, and in coaching athletic teams. Prereq: PSYC 101 or equivalent. Offered: Spring.

PHED 479 Behavioral Issues of the Athlete—A Sports Medicine Perspective (4)

Study of the essential behavioral issues involved in athletic participation, rehabilitation of injuries, and in caring for athletic teams. Prereq: PSYC 101 or equivalent. Offered: Fall.

PHED 480 Applications of Sport Psychology (4)

Introduction to the application of exercise and sport psychology intervention strategies. Students participate in various individual focused performance enhancement training procedures and produce a personalized performance enhancement plan. Prereq: PHED 478 or permission of the instructor. Offered: Jan Term.

PHED 485 Recognition and Evaluation of Athletic Injuries: Lower Body (4)

Practical and classroom study in clinical evaluation of lower body injuries and illnesses commonly sustained by the competitive athlete. Emphasis on proper evaluation for the purpose of (1) administering proper first aid and emergency care and (2) making appropriate referrals to physicians for diagnosis and medical treatment. Prereq: Permission of the instructor. Offered: Fall.

PHED 486 Recognition and Evaluation of Athletic Injuries: Upper Body (4)

Practical and classroom study in clinical evaluation of upper body injuries and illnesses commonly sustained by the competitive athlete. Emphasis on proper evaluation for the purpose of (1) administering proper first aid and emergency care and (2) making appropriate referrals to physicians for diagnosis and medical treatment. Prereq: Permission of the instructor. Offered: Spring.

PHED 490 Advanced Exercise Physiology (4)

Integration of classroom work with laboratory exercises. Includes exposure to laboratory equipment used in physiological research. Prereq: PHED 473. Offered: Spring.

Family Studies

Faculty

Clara E. Gerhardt, Chair, Associate Professor
 Dan M. Sandifer-Stech, Associate Professor
 Jonathan C. Davis, Assistant Professor

Undergraduate Programs and Requirements

Majors

Family Studies
 Family Studies with a Concentration in Child Life

Minor

Family Studies

The family studies major (FAMS) recognizes the crucial role of families in society. The FAMS curriculum focuses on personal relationships and their connection to and impact on human living and development. The curriculum includes an internship requirement; internships are available for students participating in Samford's London program. Since 1999, the FAMS curriculum has met the requirements for the Provisional Certified Family Life Educator (CFLE) designation awarded by the National Council on Family Relations (NCFR; www.ncfr.org).

Major universities and colleges have offered interdisciplinary academic majors focused on the study of marriage and family relations for many years. The majors have a variety of titles including Human Development and Family Studies, Family and Child Development, and Family Science. The family studies major at Samford evolved out of the Sociology department in 1992 and currently enrolls over 120 majors.

General Track

The program is designed to prepare students for professional careers in human service agencies or for graduate school and research. A significant portion of FAMS students plan to attend a master's degree program in areas such as social work, marriage and family therapy, counseling, early childhood education, occupational therapy, and seminary. Recent graduates have also secured employment in roles such as parent educator, preschool director, county extension agent, child protective services worker, and county agencies involved in training for child care providers.

Child Life Concentration

In addition to the general FAMS major, a child life concentration is also available. This concentration leads toward a specialized career as a Certified Child Life Specialist (CCLS). CCLS professionals work primarily with children and families in large pediatric hospitals. CCLS professionals are focused on using interventions and therapeutic play to help children cope with the stress of hospitalization. Courses in this concentration area fulfill education requirements of the Child Life Council's (www.childlife.org) certification requirements. Three on-site courses at various hospitals are required, including a full-time, 14 week, out-of-town internship in the spring semester of the senior year. Enrollment in this concentration is limited due to space limitations in on-site courses. The selection process for each class cohort of child life students is conducted in the fall semester of the sophomore year. Students interested in this concentration must notify the department by the mid-point of the fall semester of their sophomore year. Selection criteria include GPA, career essay, and interview.

Metro Programs

The FAMS department also directs a bachelor of science in interdisciplinary studies (B.S.I.S.) degree with a concentration in counseling foundations, which is offered through the Metro Programs Adult Degree Program. Detailed requirements and a listing of all courses for this program are described in the Metro Programs section of this catalog.

University Core Curriculum and General Education Requirements

See University Core Curriculum in the Howard College of Arts and Sciences introductory pages for a list of required courses. General Education Requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult pp. 60 and 145 for a list of applicable courses.

Family Studies Major

Family Studies Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		38-50
Natural and Computational Sciences		4
BIOL 110 Human Biology*	4	
Social Sciences		8
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Mathematics		8
MATH 110 Contemporary Mathematics <i>or</i>	4	
MATH 150 Precalculus		
MATH 210 Elementary Statistics	4	
World Languages (200 level required)		4-16
Fine Arts		4
Humanities		4
RELG 200 Christian Ethics	4	
Physical Activity		2
Other General Education		4
COMS 221 Interpersonal Communication	4	
Family Studies Major:		50
Family Studies Core		46
FAMS 202 Marriage and the Family	4	
FAMS 210 Intro to Helping Professions	2	
FAMS 300 Parenting	4	
FAMS 322 Family Life Education	2	
FAMS 331W Family Dynamics	4	
FAMS 345 Families and Health	4	
FAMS 346 Family Economics	4	
FAMS 360 Infant and Child Development	4	
FAMS 365 Adolescent and Adult Development	4	
FAMS 370 Internship	4	
FAMS 383 Research Methods	2	
FAMS 391 Human Sexuality (2) <i>or</i>	2-4	
PSYC 324 Human Sexuality (4)		
FAMS 400 Family Law and Public Policy	4	
FAMS 483W Senior Research	2	
Family Studies Electives (select one course)		4
FAMS 294 Child Life & the Hospitalized Child/Youth	4	
FAMS 330 Death and Dying	4	
FAMS 375 Independent/Special Study	1-5	
FAMS 413 Multicultural and Gender Perspectives	4	
FAMS 420 Families and Religion	4	
NTDT 216 Personal Nutrition	4	
PSYC 215 Abnormal Psychology	4	
RELG 361 Pastoral Care	4	
SOCI 205 Sociology of Race and Ethnic Relations	4	
SOCI 331 Sociology of Aging	4	
SOCI 333 Sociology of Religion	4	
SOCI 345 Juvenile Delinquency	4	
SOCI 349 Sociology of Children and Youth	4	
General Electives		6-18
Total Required Credits		128

*Note: Additional math and science courses are required for admission to Samford's masters in education degree program.

Family Studies Major with Child Life Concentration

Family Studies Major with Child Life Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		46
Natural and Computational Sciences		8
BIOL 110 Human Biology	4	
IDSC 201 Scientific Methods*	4	
Social Sciences		12
PSYC 101 General Psychology	4	
PSYC 203 Psychology of Adjustment	4	
SOCI 100 Introduction to Sociology	4	
Mathematics		8
MATH 110 Contemporary Mathematics <i>or</i>	4	
MATH 150 Precalculus		
MATH 210 Elementary Statistics	4	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts		4
Physical Activity		2
Other General Education		4
COMS 221 Interpersonal Communication	4	
Family Studies Major w/Child Life Concentration:		52-56
FAMS 202 Marriage and the Family	4	
FAMS 294 Child Life & the Hospitalized Child/Youth	4	
FAMS 300 Parenting	4	
FAMS 330 Death and Dying	4	
FAMS 331W Family Dynamics	4	
FAMS 345 Families and Health	4	
FAMS 360 Infant and Child Development	4	
FAMS 365 Adolescent and Adult Development	4	
FAMS 380 Medical Terminology	2	
FAMS 383 Research Methods	2	
FAMS 390 Child Life Practicum	4	
FAMS 483W Senior Research	2	
FAMS 490 Child Life Internship	8-12	
PHED 321 Motor Development	2	
General Electives		4-8
Total Required Credits		128

*Note: Additional math and science courses are required for admission to Samford's master in education degree program.

Family Studies Minor

Family Studies Minor Required Courses	Course Credits	Total Required Credits
Family Studies Core		8
FAMS 202 Marriage and the Family	4	
FAMS 331W Family Dynamics	4	
Family Studies Electives		12
Select three upper-level courses (300-400)		
Total Required Credits		20

Courses

FAMS 202 Marriage and the Family (4)

Study of relationships in modern personal and family living. Topics covered include dating, marriage, stages of family life, intrafamily relationships (e.g. husband-wife), parenting, and extended family. Offered: Fall and Spring.

FAMS 210 Introduction to Helping Professions (2)

Introduction to the broad scope of helping professions. Emphasis on increasing awareness of similarities and differences among the helping disciplines, such as counseling, school and guidance counseling, social work, clinical psychology, psychiatry, marriage and family therapy, pastoral counseling, and chaplaincy. Offered: Spring.

FAMS 294 Child Life and the Hospitalized Child/Youth (4)

Introduction to the field of Child Life Services. Hospitalization, illness, and injury can be a frightening and developmentally disrupting experience for children/youth and their families. The Child Life professional assists the parties involved through the medical encounter. Some class sessions meet on site at Children's Hospital. Course requirements include 50 hours of observation. Offered: Spring.

FAMS 300 Parenting (4)

Exploration of an emotional, physical, and sociological aspect of parenthood, with special attention given to the needs of children. Includes introduction to parenting philosophies and parenting a child with special needs. Also, review of ways a family life educator can use available parent education programs. Prereq: FAMS 202. Offered: Fall.

FAMS 322 Family Life Education (2)

Introduction to the general philosophy and broad principles of family life education, in conjunction with the ability to plan, implement, and evaluate such educational programs. Students observe family life education in practice, and then critique and develop their own curriculum presentations. Emphasis on process-oriented teaching methodology. Prereq: FAMS 202. Offered: Fall.

FAMS 330 Death and Dying (4)

Introduction to personal death awareness, including aspects associated with counseling clients who are facing death, as well as the concerns of family members going through the grief process. Offered: Fall.

FAMS 331W Family Dynamics (4)

Analysis of family dynamics from a systemic, developmental framework. Students are challenged to examine common and particular needs and issues of families as they navigate through the family life cycle. Includes examination of the contemporary social context in which families operate. As a writing course, FAMS 331 focuses on training students to develop effective APA research writing skills. Prereq: FAMS 202. Offered: Spring.

FAMS 345 Families and Health (4)

Study of dynamic aspects of health throughout the life span in the family setting. Focus on both preventive and remedial approaches to safeguarding emotional and physical health to promote optimal health for families, plus the impact of illness and disabilities on family dynamics. Emphasis on family behaviors related to diet, fitness, stress, and illness. Includes recent advancements in nutrition and their application to health and meal planning, helping students seek accurate and current information so they can take responsibility for their own and other families' health and well-being. Prereq: FAMS 202. Offered: Spring.

FAMS 346 Family Economics (4)

Study of management practices relating to human and nonhuman resources. Investigation of career choices and habits necessary for decision-making. Emphasis on practical aspects of consumer and family economics. Includes lectures, class discussion, case studies, and independent study. Prereq: FAMS 202. Offered: Fall.

FAMS 360 Infant and Child Development (4)

Overview of the science of child development. Includes introduction to major theories of child development and a close examination of the major domains of child development (cognitive, physical, social-emotional) from prenatal to early adolescence. Special focus will also be given to specific disabilities which interplay with development (e.g., ADHD, autism). Additionally, students will gain hands on training and practice administering the Denver II instrument. Prereq: FAMS 202. Offered: Fall.

FAMS 365 Adolescent and Adult Development (4)

In depth study of the physical, mental, social, emotional, and spiritual development of persons from adolescence through later life. Major theories of adult development are presented as well as various issues related to these stages such as peer relationships, dating, marriage, career choice, transitions to parenting, empty nest, mid-life, and retirement. Prereq: FAMS 202. Offered: Spring.

FAMS 370 Internship (4)

Internship of 125 hours of child and/or family social/community agency involvement. Criteria for internship sites and course requirements available from the department. Enrollment limited to juniors and seniors by permission of the family studies program supervisor. Required of all family studies majors. Prereq: FAMS 202. Offered: Fall and Spring.

FAMS 375 Independent/Special Study (1-5)

Individual problem selected by the student, with approval of the department chair, arranged with the guidance and supervision of an assigned staff member. Prereq: FAMS 202. Offered: See advisor.

FAMS 380 Medical Terminology (2)

Introduction to terms utilized in medical settings, particularly as they relate to the Child Life profession. Designed to help students learn a word-building system for medical terminology through a programmed-learning format. Offered: Fall.

FAMS 383 Research Methods (2)

Introduction to research methods in family studies. Drawing on examples from the discipline, this course introduces students to basic elements of scientific thought and stages in the quantitative research process. Students design a research project that is completed in the senior research course to follow. Prereq: FAMS 202. Offered: Spring.

FAMS 390 Child Life Practicum (4)

Students work (as volunteers) in a hospital Child Life program under supervision of the hospital child life staff and Samford faculty. Class meets once per week for 2 hours and 40 minutes, plus 8 hours per week of field experience. Prereq: Acceptance in child life concentration and FAMS 294. Offered: Fall.

FAMS 391 Human Sexuality (2)

Examination of psychological and physiological aspects and issues regarding human sexuality. Implications for personal values formation and decision-making are discussed, and program designs for sexuality education across the life span are developed and critiqued. Prereq: FAMS 202. Offered: Spring.

FAMS 400 Family Law and Public Policy (4)

Students encounter legislation relating to marriage, family leave, divorce, family support, child custody, and child protection. Policy issues related to economic support for children and families are also addressed. Prereq: FAMS 202. Offered: Spring.

FAMS 413 Multicultural and Gender Perspectives (4)

Overview of contemporary family science scholarship related to gender and multicultural perspectives. Students learn to consider the family as a primary institution for constructing gender and organizing gender relations in society. Includes exploration of the centrality of gender in the organization and functioning of family life. Multicultural focus examines the diversity of ideas and practices related to family structure and function across cultures. Prereq: FAMS 202. Offered: Spring, on rotation.

FAMS 420 Families and Religion (4)

Overview of the mutually influencing relationship between the social institutions of family and religion. Utilizes both social science and religious readings and resources. Prereq: FAMS 202. Offered: On rotation.

FAMS 483W Senior Research (2)

Capstone course designed to familiarize seniors with theoretical and applied research as it relates to their particular discipline and interests. Final objective is a senior project, which is evaluated by practitioners in the field. Prereq: FAMS 383. Offered: Fall.

FAMS 490 Child Life Internship (12)

Students must complete an approved Child Life internship experience. All internship experiences are supervised by a certified Child Life specialist and involve a minimum of 480 hours of experience. Students have an option of completing their internship out of town. During this internship students are expected to demonstrate skills and abilities in working with children/youth and their families. Prereq: Last semester senior, FAMS 294, and FAMS 390. Offered: Spring.

Interior Design

Faculty

Jeannie Krumdieck, Chair, Associate Professor
Ken Brazil, Associate Professor
Charles L. Ford, Instructor

Undergraduate Programs and Requirements

Major

Interior Design (with a required minor in Art)

Interior Design

Samford University's interior design program trains designers to combine aesthetic values with practical needs and realities. Program graduates use a holistic approach that integrates interior design with architecture, stresses the three-dimensional use of space, considers the user's awareness and experience of space, and incorporates the necessary understanding of codes and life-safety issues. We are committed to training employable graduates at a professional level.

Accreditation

The Samford University interior design program is accredited by the Foundation for Interior Design Education Research (FIDER).

Interior Design as a Profession

Interior design is evolving into a more exciting profession than ever before. There is an increasing need for designed environments of personal, group and community space in residential and commercial structures, in both new and older buildings. With the challenges of rising costs and limited space, designers must create multiple-use, aesthetically pleasing and functional areas for the inhabitants.

Designers may work with architects or may practice independently or within a firm. They study the users of the space and envision the necessities for function. Code compliance, architectural detail, furnishings, fabric, texture, color, ergonomics and psychology provide designers with a wide range of variables for creative solutions.

Designers need to be familiar with materials, construction, lighting, and support systems for comfort. They then combine these elements in a personally styled solution.

Curriculum

Interior design students work toward a bachelor of arts degree. Course requirements include 54 core/general education credits, 26 credits for an art minor, and 53 interior design credits.

Freshmen begin their studies with core curriculum and foundational art courses. As sophomores, students begin a sequence of interior design studio classes and focused-content courses. At the end of the sophomore year, students submit portfolios of their strengths and weaknesses for eligibility to continue in the program. During their junior and senior years, students complete additional studio courses and a group of focused-content courses, such as lighting, building codes, and furniture and millwork design. Students also complete an internship with an architectural or interior design firm.

Coursework involves group projects and class critiques that create active and collaborative learning experiences. Professors choose problems that students are likely to find as designers and discuss projects from several viewpoints: users, employers, and construction professionals. At a midpoint critique, the faculty requires students to defend their designs as if the students were speaking to employers, clients, and team members.

University Core Curriculum and General Education Requirements

See University Core Curriculum in the Howard College of Arts and Sciences introductory pages for a list of required courses. General Education Requirements are detailed in the degree table, with the exception of the physical activity requirement. Consult p. 145 for a list of applicable activity courses.

Requirements for Admission to Interior Design Undergraduate Program

Because the Bachelor of Arts in Interior Design (INTD) presupposes a certain level of professional competence, each interior design major is required to fulfill application requirements for this major.

1. Minimum ACT score of 18.
2. Minimum cumulative GPA of 2.5 after completion of 30 credit hours, including ART 101, 102, 221, 231, and INTD 122, or the equivalents.
3. Successful completion of Portfolio Review (to include work from ART 101, 102, 221, 231, and INTD 122, or the equivalents as approved by the interior design department chair) to continue in the program.
4. Successful completion of an interview with interior design faculty members following completion of the aforementioned courses to continue in the program.
5. Completion of application form.

Note: Entering freshmen and transfer students are required to attend a seminar during the fall semester. This will include delineation of the course of study, the purpose of the art minor, explanation of the portfolio review, and outline specifications for personal computers and software that will be required for the sophomore, junior, and senior courses of study. Formal acceptance into the program will occur after completion of the items listed above.

Courses

INTD 122 Technical Drawing (2)

Introduction to technical drawing skills required for the practice of interior design. Offered: Spring.

INTD 215 Building Codes (2)

Exploration of responsibilities of interior designers with regard to health, safety, and welfare of the public as affected by their designs. Guidelines used include building codes, the Americans with Disabilities Act, and Licensing Agency standards. Lecture format. Offered: Spring.

INTD 221 CAD I (2)

Introduction to computer application of technical drawing skills required for the practice of interior design. Builds upon skills introduced in INTD 122 (Technical Drawing). Prereq: INTD 122. Offered: Fall.

INTD 222 CAD II (2)

Further development of computer skills and applications introduced in INTD 221. More complex drawing types are explored and 3-D modeling is introduced. Prereq: INTD 122 and INTD 221. Offered: Spring.

INTD 223 Construction Documents/Building Systems (4)

Technical study of the basic components of building construction documents, as well as of structural, mechanical, plumbing, and electrical building systems, and how these relate to interior design. Prereq: INTD 222. Offered: Fall.

INTD 230 Introduction to Three-Dimensional Design (2)

Study of three-dimensional composition as it relates to space design, building upon basic principles and elements of design introduced in Art Structure I and II. Studio format. Prereqs: ART 101, 102, 221, and 231. Offered: Fall.

INTD 246 Textiles and Materials (2)

Exploration of characteristics, properties, and applications of textiles and other materials used for construction, furnishings, and as finish surfaces in the built environment. Offered: Spring.

INTD 300 Space Planning (4)

Application of knowledge and skills attained in prerequisite courses to the development of functional, aesthetically pleasing, and physically and psychologically supportive spaces. Emphasis on human factors, space standards, and pragmatic project requirements. Studio format. Prereqs: ART 101, 102, 221, and 231; and INTD 122, 221, and 230. Offered: Spring.

INTD 301 Design Concepts I (4)

Introduction to the design methodology process, as abstract principles are applied to spatial problem-solving. Based on elements and principles of design that were introduced in the art minor. Studio format. Prereqs: INTD 122, 221, 222, 223, 230, and 300. Offered: Fall.

Interior Design Major

Interior Design Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		32
Natural and Computational Sciences (select one)		4
IDSC 201 Scientific Methods	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences		8
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Mathematics		4
MATH 110 Contemporary Mathematics	4	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts: (select one course)		2
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Physical Activity		2
Other General Education (select one course)		4
COMS 215 Oral Communication	4	
COMS 221 Interpersonal Communication	4	
COMS 453W Writing in the Professions	4	
Interior Design Major:		53
Interior Design Core		49
INTD 122 Technical Drawing	2	
INTD 215 Building Codes	2	
INTD 221 CAD I	2	
INTD 222 CAD II	2	
INTD 223 Construction Documents/Bldg Systems	4	
INTD 230 Introduction to 3-D Design	2	
INTD 246 Textiles and Materials	2	
INTD 300 Space Planning	4	
INTD 301 Design Concepts I	4	
INTD 302 Design Concepts II	4	
INTD 315 Furniture and Millwork Design	2	
INTD 320 Presentation Methods	3	
INTD 403 Design Concepts III	4	
INTD 412 Lighting	2	
INTD 415 Professional Practice for Interior Designers	2	
INTD 455 Internship	4	
INTD 495W Senior Thesis	4	
Interior Design Electives (select four credits)		4
INTD 325 Historic Preservation & Adaptive Reuse	4	
INTD 400 Interior Design Independent Study	1-4	
INTD 401 Special Topics in Interior Design	1-4	
INTD 450 Portfolio	2	
Art Minor (Required):		26
ART 101 Structure I	4	
ART 102 Structure II	4	
ART 221 Drawing I	3	
ART 231 Painting I	3	
ART 381W Hist/Theory of Art, Architecture, Design I	4	
ART 382W Hist/Theory of Art, Architecture, Design II	4	
ART 383W Hist/Theory of Art, Architecture, Design III	4	
Total Required Credits		133

INTD 302 Design Concepts II (4)

Continuation of concepts as presented in Design Concepts I, with greater application of the design methodology process toward spatial problem-solving. Although project types vary, focus is on residential issues. Studio format. Prereq: INTD 301. Offered: Spring.

INTD 315 Furniture and Millwork Design (2)

Introduction to the design process as well as technical criteria to be considered in the design of furniture and millwork items. Students should have a basic knowledge of the design process and artistic and technical drawing as used as tools to develop project design solutions. Prereqs: ART 101, 102, and 325; and INTD 122, 221, 222, and 223. Offered: Fall.

INTD 320 Presentation Techniques (3)

Studio course for interior design majors that focuses on developing perspective sketches, rendering techniques, and graphic compositions for presentation purposes. Skills acquired in ART 221 (Drawing I) and INTD 122 (Technical Drawing) serve as a foundation for this course. Prereq: INTD 122. Offered: Spring.

INTD 325 Historic Preservation and Adaptive Reuse (4)

Identification and study of historical architectural styles as designed and constructed in specific projects. Students research the building's original appearance and restore the project to its original purpose or to a converted purpose. Prereqs: ART 101 and 102; and INTD 222, 223, and 301. Offered: Spring.

INTD 400 Interior Design Independent Study (1-4)

Exploration of a particular design content area as selected by the student, with approval of the program coordinator, under guidance and supervision of an assigned staff member. Offered: See advisor.

INTD 401 Special Topics in Interior Design (1-4)

Special topics in interior design not normally examined in depth in regular course offerings. May explore a special design interest of a faculty member or a newly emerging area in interior design. Topics vary depending on the instructor. Offered: See advisor.

INTD 403 Design Concepts III (4)

Continuation of concepts as presented in Design Concepts I and II, with further application of the design methodology process toward spatial problem-solving. Although project types vary, focus is on commercial design issues. Studio format. Prereqs: INTD 301 and INTD 302. Offered: Fall.

INTD 412 Lighting (2)

Study of basic lighting principles and their application. Sources, lamp properties, fixture design, photometrics, lumen/footcandle calculations, and lifecycle evaluation are derived for specification. Prereq: ART 101 and 102; and INTD 222, 223, 300, and 301. Offered: Fall.

INTD 415 Professional Practice for Interior Designers (2)

Exploration of business practices of the profession of Interior Design, such as marketing, compensation, business structure, legal responsibilities, and more. Lecture format. Offered: Spring.

INTD 450 Portfolio (2)

Designed for upper-level interior design students who are preparing portfolios for job interviews, graduate school applications, design grants, or competitions. Prereqs: INTD 301, 302, and preferably 403. Offered: Spring.

INTD 455 Internship (4)

Independent study in which students gain practical experience while working in an architectural or interior design firm, or in a business involved in the practice of interior design. Prereqs: INTD 301 and INTD 302. Offered: See advisor.

INTD 495W Senior Thesis (4)

Final, senior-level design studio course that incorporates components from all previously studied interior design courses. Students design projects based on their own research and program development. Prereqs: INTD 301, 302, and 403. Offered: See advisor.

Teacher Education

Faculty

Carol D. Dean, Chair, Associate Professor
 John W. Harris, Jr., Director of Special Projects, Orlean Bullard Beeson Professor
 Charlotte Freeman, Professor
 Raymond L. King, Professor
 J. Maurice Persall, Professor, Director of Graduate Programs
 Martha B. Ralls, Professor, Director of Secondary Education
 David M. Finn, Associate Professor, Faculty Director, Children's Learning Center, Director of Special Education
 David C. Little, Associate Professor, Director of Elementary Education
 Becky M. Atkinson, Assistant Professor
 Deborah Childs-Bowen, Assistant Professor, Director of Institute for Teaching and Student Achievement
 Amanda S. Hilsmier, Assistant Professor
 Angela O. Owusu-Ansah, Assistant Professor, Director of Assessment
 Myrtis A. Johnson, Instructor and Clinical Coordinator
 Michele K. Haralson, Director of Curriculum Materials and Technology Center

Undergraduate Programs and Requirements

Majors

Early Childhood/Special Education/Elementary/Collaborative (ESEC)
 English/Language Arts
 History/Social Science
 P-12 Education
 Secondary Education

Minor

Missions Education

Teacher Certifications

Combined Program (ESEC):
 Early Childhood Education (Grades P-3)
 Early Childhood Special Education (Grades P-3)
 Elementary Education (Grades K-6)
 Elementary Collaborative Education (Grades K-6)
 Secondary Education (Grades 6-12)

Each program in teacher education complies with teacher certification requirements prescribed by the Alabama State Department of Education. Certification requirements outlined by the Alabama State Department of Education differ slightly from traditional Arts and Sciences majors and must be followed exactly. As an example, a Bachelor of Science with a major in English/language arts prepares students to not only teach English, but also speech and theatre at the secondary school level. Information about other programs may be obtained from the department chair or advisement counselor. Students planning to earn certification in secondary education must come to the Orlean Bullard Beeson School of Education and Professional Studies at the beginning of the freshman year for advisement.

The Department of Teacher Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036. This accreditation covers all of the institution's initial and advanced teacher preparation programs.

Recently, the Department of Teacher Education won an "Award for Effective Teacher Preparation" given by the U.S. Department of Education. The department

Teacher Certification Subject Areas Offered

Composite Subject Areas (6-12)	Major Subject Areas (6-12)	Major Subject Areas (P-12)
English/Language Arts History/Social Science	World Languages: (French, German, Spanish) History Mathematics	World Languages: (French, German, Spanish) Instrumental Music Vocal/Choral Music Physical Education

was one of four programs recognized in the nation. All certification programs offered through the teacher education department are aligned with the No Child Left Behind (NCLB) Act of 2001.

Certifications or Proficiencies

A summary of special requirements for Teacher Education undergraduate students in general may be noted:

1. ESEC majors are not required to earn additional majors or minors.
2. Those earning P-12 certification in world languages, music or physical education and those earning secondary certification in English/language arts, or history/social science are not required to earn additional majors or minors.
3. All ESEC majors must take additional math and science courses.
4. All students earning certification must successfully pass an exit examination, currently Praxis II in content area.
5. All students earning certification must successfully pass the Alabama Prospective Teacher Testing Program (APTPP)

Admission to Teacher Education

Requirements for admission to Teacher Education undergraduate programs are:

1. Minimum ACT score of 20.
2. Grade of C- or better required in all courses.
3. Formal application for admission.
4. Successful completion of EDUC 221 and EDUC 222.
5. Completion of 60 credits of coursework with a GPA of at least 3.00. Students entering Samford University Fall 2000 or later must have a cumulative GPA of 3.00 for admission, retention, and certification in Teacher Education.
6. Completion of projected schedule and agreement form.
7. Completion of an interview with a faculty member in the OBB School of Education and Professional Studies.
8. Two letters of recommendation for ESEC majors.
9. Three letters of recommendation for Secondary Education or P-12 from either the head of the student's major department and/or a professor in their major area.
10. Completion of signed document verifying ABI and FBI criminal background checks.
11. Passing score on the Alabama Prospective Teacher Testing Program (APTPP) examination.
12. Demonstration of satisfactory potential for teaching, including evidence of emotional stability and a satisfactory record as to conduct, character, and mental health, to the effect that the applicant does not have any personal qualities prejudicial to satisfactory performance as a teacher.

Acceptance is contingent upon the recommendation of the Admissions Panel, which meets twice yearly. Applicants will be notified in writing of their acceptance or rejection. Transfer students follow the same admission policies. Education courses may not be transferred into the Teacher Education Program without permission from the department chair.

Retention in Teacher Education

Once admitted to Teacher Education, students are expected to meet the requirements of the program. Failure to maintain a cumulative 3.00 GPA and a 3.00 GPA in the major teaching and professional fields prevents a student from enrolling in specific education courses until the GPA is 3.00. No grade below C- in any course is permitted; in case of a lower grade, the course must be repeated. These GPA requirements also pertain to graduation and certification.

Any student who, in the opinion of the OBB School of Education and Professional Studies Hearing Board, is judged to have developed dispositions or characteristics, academic or otherwise, deemed undesirable for the profession may, after appropriate review, be dropped from the program.

Students wishing to take courses from other colleges must obtain permission beforehand. Please note that education courses may not be transferred into the Teacher Education Program, and independent studies will not be offered. Also, if students take a course through Metro Programs, they will be billed additional tuition equivalent to the day rate per credit.

Students must complete their program within four years of being admitted to Teacher Education or must reapply for admission to the program. Grievances related to grades may be brought before the Teacher Education Academic Review Board. See the department chair in OBB Room 210 for specific procedures.

Clinical Requirements

All teacher education majors are required to complete a wide variety of clinical experiences. These begin in the first semester of the education curriculum and extend throughout the program. ESEC majors will complete a minimum of 30 weeks. This includes one three-week Jan Term experience and observing a first day of school. Secondary majors will complete a minimum of 24 weeks. This includes one three-week Jan Term experience and two weeks of independent experience. Students must maintain satisfactory evaluations of performance in all clinical experiences in order to progress through the Teacher Education Program.

Professional Semester

The student-teaching semester is the final experience in Teacher Education. The internship experience includes 15 weeks of student teaching and may be taken in the fall or spring semester.

Students planning on student teaching in the fall must submit the student-teaching application during the preregistration period of the preceding fall. Students planning on student teaching in the spring must submit the student-teaching application during the preregistration period of the preceding spring. Applications must be turned in to the Office of Clinical Experience in OBB Room 311.

To be eligible for student teaching, a student must have been admitted to Teacher Education, be in good academic standing, have demonstrated necessary dispositions to be a successful teacher, have successfully completed the required clinical experience, completed 56 of the required 64 convocation credits, and must have had a complete records check. To be in good academic standing, a student must have completed all EDUC-prefix courses and all essential teaching-field courses, have removed all Incompletes from all courses, and have maintained a 3.00 GPA overall and in each teaching field. Students are referred to the Clinical Handbook for a complete explanation of the required clinical experience.

Student teachers must observe the guidelines established by Samford University and all the rules set by the school in which the student teaching is done. Failure to do so can result in the student being dropped from the professional semester or removed from his/her school placement. A student may only repeat the student-teaching semester one time.

Students should consult the Clinical Handbook for additional information.

Completion of Program

Students who successfully complete a prescribed program at the baccalaureate level in Teacher Education will be eligible for the Alabama Class B teacher certificate in their area(s) of specialization. Completion of the program is contingent upon achieving a 3.00 GPA in the area or areas of specialization, in the professional components, in the higher education GPA, and performing satisfactorily as a teacher during the professional semester. Students must also demonstrate professional dispositions as explained in the departmental dispositions policy. In order to receive certification, all students must be fingerprinted. Students enrolled in EDUC 221/222 will be informed of the ABI and FBI fingerprinting procedures and of the new Alabama Prospective Teacher Testing Program (APTTP).

Students must also pass an exit examination (currently PRAXIS II) and the APTTP in order to receive certification. If a student successfully completes all program requirements, he/she may graduate, but certification may not be received until the exit examination is passed.

University Core Curriculum and General Education Requirements

See University Core Curriculum in the Howard College of Arts and Sciences introductory pages for a list of required courses. General Education Requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult pp. 60 and 145 for a list of applicable courses. For ESEC and history/social science majors, LOND 202 is an acceptable substitution for the fine arts general education requirement.

Special Program for Students Interested in Teaching Overseas

Students interested in serving as missionary teachers or in some other capacity in a foreign culture may fulfill all requirements for an Alabama teaching certificate while earning a minor in missions education. Most countries now expect missionary teachers to hold a teaching certificate from the U.S. or the host country.

The minor in missions education is available only to students earning a teaching certificate. Course requirements are listed on p. 156, and students interested in this program may apply some of these courses toward the regular requirements in Teacher Education.

ESEC Major

The following requirements apply for a combined major in: early childhood education (Grades P-3); early childhood special education (Grades P-3); elementary education (Grades K-6); elementary collaborative education (Grades K-6).

ESEC Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			22
General Education Requirements:			34
Natural and Computational Sciences			12
BIOL 105	Principles of Biology <i>or</i>	4	
BIOL 107	Contemporary Biology <i>or</i>		
BIOL 110	Human Biology <i>or</i>		
BIOL 111	Animal Biology <i>or</i>		
BIOL 205	Biology in Great Britain		
IDSC 201	Scientific Methods <i>or</i>	4	
GEOG 214	Physical Geography		
PHYS 100	Physics for Society <i>or</i>	4	
PHYS 108	Exploring Physics for Education <i>or</i>		
PHYS 150	Introduction to Astronomy		
Social Sciences			4
GEOG 101	World Regional Geography	4	
Mathematics			12
MATH 110	Contemporary Mathematics <i>or</i>	4	
MATH 150	Precalculus <i>or</i>		
MATH 240	Calculus I		
MATH 107	Mathematics for Elementary Teachers	4	
MATH 210	Elementary Statistics	4	
Fine Arts (select one course)			2
ART 200	Art Appreciation	2	
MUSC 200	Music Appreciation	2	
THEA 200	Theatre Appreciation	2	
Humanities (select one course)			4
HIST 217	Early America to 1877	4	
HIST 218	Modern America since 1865	4	
ESEC Major:			84
Major and Professional Courses*			22
ART 206	School Art	2	
EDUC 221	Issues within the Educational Culture	4	
EDUC 222	Clinical Experiences-Educational Culture	4	
EDUC 223	Introduction to Technology	1	
EDUC 373	Practical Classroom Experience	1	
MUSC 309	School Music	2	
PHED 202	Physical Education for Elementary Schools	2	
PHED 231	Personal and Community Health	4	
PHED 321	Motor Development (Non-Majors)***	2	
Education (formal admission required before taking the following courses)			62
EDUC 311	The Development of the Young Child	2	
EDUC 312	Principles of Early Learning	6	
EDUC 313	Application of Early Learning	6	
EDUC 316	Practical Teaching & Learning	2	
EDUC 323W	Overview of Child Development	2	
EDUC 324	The Arts Curriculum	6	
EDUC 329	The Science Curriculum	6	
EDUC 330	Curriculum Application	2	
EDUC 413	Classroom Management	2	
EDUC 414W	Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415	Technology across the Curriculum	2	
EDUC 416	The Professional Educator	2	
EDUC 417	Educational Practices in Action	6	
EDUC 418	Collaboration in Educational Practices	4	
EDUC 474	Student Teaching in the ESEC	12	
Total Required Credits			140

* A minimum GPA of 3.00 is required.

** Subject to change if state and/or federal requirements are revised.

*** While PHED 321 is sometimes offered as a 1-credit course, ESEC majors must take it for 2 credits.

Secondary Education and P-12 Majors

Curriculum requirements for secondary education and P-12 Education Requirements may be obtained from the certification officer/advisor, OBB Room 322; or the head of the academic department involved. All secondary education majors are required to meet with the certification officer/advisor, OBB Room 322 upon admission to the University. This meeting could be during regular Orientation Program. Subject to change if state and/or federal requirements are revised.

History/Social Science Major (B.S.E. w/Teacher Certification)

History/Social Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		24
Natural and Computational Sciences		8
Social Sciences		4
SOCI 100 Introduction to Sociology	4	
Mathematics		4
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		4
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
ENGL 210 American Literature	4	
LAST 201 Latin American Studies	4	
PHIL 241 Introduction to Philosophy	4	
RELG 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Doctrine	4	
Physical Activity		2
History/Social Science Major:*		112
History		40
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300W The Historian's Craft	4	
Six upper-level History courses	24	
Political Science		12
POLS 200 Introduction to Political Science	4	
POLS 205 Introduction to American Politics <i>or</i>	4	
POLS 312 State and Local Government	4	
POLS 310W U.S. Foreign Relations <i>or</i>	4	
POLS 319W International Relations since WW II <i>or</i>	4	
POLS 322 Latin American Politics <i>or</i>	4	
POLS 351W Major European Governments	4	
Economics and Geography		15
ECON 201 Principles of Macroeconomics	4	
ECON 202 Principles of Microeconomics	3	
GEOG 101 World Regional Geography	4	
Geography Elective	4	
Professional Courses**		17
EDUC 213 Adolescent Development-Educ Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 305 Teaching in the Middle School	4	
EDUC 373 Practical Classroom Experience	1	
Education (formal admission required before taking the following courses)		28
EDUC 223 Introduction to Technology	1	
EDUC 315W Teaching/Learning-Secd Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 414W Reading/Writing/Assessment-Curric Area	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 428 Professional Secd Hist/Social Sci Teacher	3	
EDUC 475 Student Teaching Grades 6-12	12	
Total Required Credits		158

*A minimum GPA of 3.00 is required.

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

English/Language Arts Major (B.S.E. w/Teacher Certification)

English/Language Arts Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		24
Natural and Computational Sciences		8
Social Sciences		4
JMC 200 Mass Media and Society	4	
Mathematics		4
MATH 210 Elementary Statistics	4	
Fine Arts		2
THEA 200 Theatre Appreciation	2	
Humanities		4
ENGL 205 Fiction and Film	4	
Physical Activity		2
English/Language Arts Major:*		117
English		44
ENGL 210 American Literature	4	
ENGL 301W British Literature to 1798	4	
ENGL 302W British Literature since 1798	4	
ENGL 310W Approaches to Literature	4	
ENGL 328W Minority Literature	4	
ENGL 340W Shakespeare	4	
ENGL 400W History of the Language	4	
ENGL 410W Senior Thesis	4	
Literary Forms (select one course)	4	
ENGL 300W Creative Writing	4	
ENGL 303W Poetry <i>or</i>	4	
ENGL 304W Short Story <i>or</i>	4	
ENGL 305 Novel <i>or</i>	4	
ENGL 306W Drama <i>or</i>	4	
ENGL 307W Film	4	
Literature in its Own Time (select two courses)	8	
ENGL 308 American Literary Movements <i>or</i>	4	
ENGL 320W Medieval to 1485 <i>or</i>	4	
ENGL 321 Renaissance 1485-1660 <i>or</i>	4	
ENGL 322W Restoration and Eighteenth Century <i>or</i>	4	
ENGL 323W Romantic <i>or</i>	4	
ENGL 324W American Renaissance <i>or</i>	4	
ENGL 325W Victorian <i>or</i>	4	
ENGL 326W Twentieth Century British <i>or</i>	4	
ENGL 327W Twentieth Century American	4	
Communication Studies, Journalism, and Theatre		28
COMS 215 Oral Communication	4	
COMS 221 Interpersonal Communication	4	
COMS 319 Argumentation and Debate	4	
JMC 310 Mass Media Production	6	
THEA 212 Acting I	2	
THEA 242 Fundamentals of Technical Theatre	2	
THEA 322 Beginning Directing	2	
THEA 415 Creative Dramatics	4	
Professional Courses**		17
EDUC 213 Adolescent Development-Educ Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 305 Teaching in the Middle School	4	
EDUC 373 Practical Classroom Experience	1	
Education (formal admission required before taking the following courses)		28
EDUC 223 Introduction to Technology	1	
EDUC 315W Teaching/Learning-Secd Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 414W Reading/Writing/Assessment-Curric Area	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 426 Professional Secd Engl/Lang Arts Teacher	3	
EDUC 475 Student Teaching Grades 6-12	12	
Total Required Credits		163

*A minimum GPA of 3.00 is required.

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

Missions Education Minor

Missions Education Minor Required Courses		Course Credits	Total Required Credits
EDUC 407	Cross-Cultural Practicum* <i>or</i>	3-4	
EDUC 409	Meeting Success in a Diverse World		
GEOG 101	World Regional Geography	4	
RELG 210	Foundations of Congregational Studies	4	
RELG 201	Introduction to World Religions	4	
UCBP 101	Biblical Perspectives	4	
Total Required Credits			19-20

*While EDUC 407 is offered for variable credit (1-4 credits), the School of Education requires their majors/minors to take the course for 3 or 4 credits. Cannot take for 1 or 2 credits.

Undergraduate Courses

EDUC 201 Sign Language I (1)

Introduction to finger spelling as well as American Sign Language issues pertaining to the deaf community.

EDUC 204 Tutoring Experiences in Education (2)

Provides an introductory field experience opportunity for undergraduates interested in pursuing a career in teaching. Offered: Fall and Spring.

EDUC 213 Adolescent Development within the Educational Culture (2-4)

Study of the life span between childhood and adulthood, a time when major adaptations are made in the total organism. Emphasis on these adjustments, including modifications of a physiological, physical, psychosocial, sexual, moral, and cognitive nature. Special consideration given to education of the adolescent, including gender differences, learning styles, learning theories, and motivation. Primary focus on how adolescents are impacted by these changes, how they deal with them, and how this is reflected in their behavior within the educational environment, plus implications for the educator. Clinical experiences included for secondary teacher education students, who should take course for 4 credits. Students not involved in clinical experiences should take the course for 2 credits. Offered: Fall and Spring.

EDUC 221 Issues within the Educational Culture (4)

Exploration of contemporary educational issues for prospective teachers. Students examine philosophical and historical bases of education as a profession and apply an understanding of such frameworks to an analysis of current issues in education. Emphasis on assigned readings and analyses of cases drawn from real-life situations in order to challenge students to view the educational process from many perspectives and to begin their journey as reflective decision-makers. Students will develop an informed personal philosophy of education, which they will continue to challenge throughout their educational program.

EDUC 222 Clinical Experiences in the Educational Culture (4)

Intensive field experiences (45 hours) in urban, rural and suburban educational settings. Focus on student development of a personal philosophy of teaching/learning based on observation of sound teaching practices and strategies. Reflective decision-making skills developed through observational journal writing and actual classroom teaching experience. Methodologies include field experience, lecture, journals, case studies, and problem-solving sessions. Designed for prospective P-12 teachers.

EDUC 223 Introduction to Technology (1)

Introduction to currently available technology for prospective teachers. Includes instruction on how students can use various media in their classrooms, in their own education, and in their own professional careers. Emphasis on how multi-media can be used to meet the needs of various learning styles.

EDUC 305 Teaching in the Middle School (4)

Study of middle school philosophy and objectives. Emphasis on curriculum plans and activities for meeting the educational needs of preteens and early teenagers. Offered: Spring.

EDUC 307 Foundations of Leadership (4)

Introduction to the foundations of leadership and the importance of principled leadership in all areas of life. Offered: Fall and Spring.

EDUC 311 The Development of the Young Child (2)

Introduction to the developmental characteristics of the child from conception to age eight, or the end of the primary grades. Special consideration given to developmental dynamics of the following areas as they relate to working with this age child: physical, social, psychological, emotional, cognitive, moral, and psycholinguistic. Additional coverage includes instructional planning and strategies for children with special needs.

EDUC 312 Principles of Early Learning (6)

Introduction to the principles of early learning in preschool, kindergarten, and primary grades for the prospective teacher. Emphasis on development of an integrated curriculum in content areas, assessment, classroom management, teaching to divergent cultures, and inclusion of students with special needs. Class members are expected to apply knowledge of these principles of early learning as they analyze case studies and develop lesson plans. Students are also required to create an integrated, thematic unit and teach lesson plans they have written and evaluated. Co-req: EDUC 316.

EDUC 313 Application of Early Learning (6)

Application of early learning principles through problem-based decision cases that focus on self-reflection and decision-making, plus the technology that supports the instructional process. Includes seminars with classroom teachers and interactive clinical experiences. Designed for prospective teachers of children from infancy through age eight.

EDUC 315W Teaching and Learning in Secondary Classrooms (4)

Introduction to methods of teaching, classroom management, and the creation of effective learning environments for pre-adolescent and adolescent students with a goal of appreciating the great diversity that exists among students today. Emphasis is upon developing reflective practitioners who draw upon an array of solutions to classroom challenges as represented in literature, research, and informed practice in the field of secondary education. Offered: Fall.

EDUC 316 Practical Teaching and Learning (2)

Early childhood field experience as a prelude to the professional semester. Emphasis on curriculum development and implementation, plus reflective decision-making and integrated teaching/learning strategies within the framework of a multicultural educational and special needs setting. Designed for elementary and early childhood education majors contemplating a P-6 teaching career. Co-req: EDUC 312.

EDUC 323W Overview of Child Development (2)

Establishment of a comprehensive knowledge base of developmental characteristics regarding the child of elementary school age (nine to eleven). Includes major developmental theories related to the areas of cognition, learning, motivation, communication, language acquisition, physical, social, psychological, and moral development.

EDUC 324 The Arts Curriculum (6)

Establishment of a foundation of content and application relative to an arts-based P-6 curriculum emphasizing reflective decision-making and integrated-teaching/learning strategies. Methodologies utilized include discussion, lecture, field experiences, projects and research. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

EDUC 329 The Science Curriculum (6)

Study of the materials and methods used in teaching science, math, social studies, and technology. Emphasis on curriculum development, construction of knowledge, problem-solving techniques, and practical application to promote optimum teaching and learning. Emphasis also on reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized include discussion, lab experience, case studies, lecture, field experience, and curriculum (unit/lesson) development. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

EDUC 330 Curriculum Application (2)

Elementary field experience as a prelude to the professional semester. Emphasis on curriculum development and implementation to promote optimum teaching and learning. Emphasis also on reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

EDUC 331 Curriculum Applications in Secondary Classrooms (4)

Application of conceptions of curriculum, instruction, classroom management and discipline, multimedia, and human resources, and assessment in the context of an actual classroom. Prospective secondary education teachers design and teach a week's unit using problem-based learning techniques, and analyze assessment data collected in the field to determine the effectiveness of their teaching. Emphasis on developing reflective classroom practitioners who consider a wide array of classroom variables in analyzing a particular educational context.

EDUC 373 Practical Classroom Experience (1)

Intensive clinical experiences in a public or private school classroom, focusing on methodologies and strategies for successful classroom performance. Designed for P-12 teacher education majors. Offered: Jan Term.

EDUC 407 Cross-Cultural Practicum (1-4)

Practicum experience involving a sustained-direct relationship with people of different cultural groups. Students complete assigned tasks under supervision, after making a thorough study of the culturally different groups. See advisor.

EDUC 409 Meeting Success in a Diverse World (3)

Examination of the richness of cultural differences evidenced by students in a pluralistic modern society and of the ways these differences may be utilized in instruction to bring about achievement of all students. See advisor.

EDUC 413 Classroom Management (2)

Establishment of a foundation of content and application relative to classroom management and discipline. Emphasis on reflective decision-making and integrated-teaching/learning strategies. Methodologies utilized include discussion, lecture, field experiences, projects and research. Designed for elementary and early childhood education majors contemplating a P-6 teaching career. Offered: Fall.

EDUC 414W Reading, Writing, and Assessment across the Curriculum Areas (2)

Introduction to a variety of teaching strategies that encourage reading and writing across the curriculum areas. Includes assistance with identification of problems related to educational assessment, strategies for effective measurement of teacher performance, and an understanding of standardized testing, including selection, administration, scoring, and interpretation of instrumentation.

EDUC 415 Technology across the Curriculum (2)

Introduction to the wide variety of applications for multimedia in the classroom and to techniques for evaluating educational software and hardware. Emphasis on ways in which technology can be used effectively to teach a wide variety of subjects and meet the needs of multiple learning styles and special needs. Students are expected to be creative in the use of available resources and to develop ways to keep abreast of the constantly changing technological environment.

EDUC 416 The Professional Educator (2)

Review of major issues related to becoming a professional educator. Students explore and reflect on expectations of, and relationships with, principals, parents, and teaching colleagues. Course also serves as a culmination of the teacher education focus on problem-based learning, including exploration of the role of facilitator in a problem-based learning classroom. Students facilitate cases with other students entering the Teacher Education program and design and teach an open-ended problem in a classroom. Offered: Fall.

EDUC 417 Educational Practices in Action (6)

Application of sound educational practices within clinical settings as a means to facilitate student learning. Emphasis on developing the ability of prospective teachers to become reflective decision-makers and problem-solvers in the classroom as they practice the adaptation, implementation, and assessment of lessons for children with special needs. Includes experiences in inclusive and collaborative settings and opportunities to apply problem-based learning and classroom management techniques. Offered: Fall.

EDUC 418 Collaboration in Educational Practices (4)

Study of the principles of early childhood special education and elementary collaborative teaching. Emphasis on communication and involvement with families of children with special needs, avenues by which prospective teachers can access community and family resources, and teaching strategies appropriate for meeting individual needs of children. Case studies, seminars with community and educational leaders, and technology serve as vehicles for reflection and provide opportunities to develop decision-making skills necessary to make appropriate curricular and instructional choices for children with diverse needs. Designed for prospective teachers of children from infancy through grade six. Offered: Fall.

EDUC 426 The Professional Secondary English/Language Arts Teacher (3)

Field-based advanced preparation of secondary level language arts/English teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as language arts/English teachers.

EDUC 427 The Professional Secondary Mathematics Teacher (3)

Field-based advanced preparation of secondary level mathematics teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as mathematics teachers.

EDUC 428 The Professional Secondary History/Social Science Teacher (3)

Field-based advanced preparation of secondary level history/social science teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as history/social science teachers.

EDUC 429 The Professional Secondary French/German/Spanish Teacher (3)

Field-based advanced preparation of secondary level French, German, or Spanish teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as French, German, or Spanish teachers.

EDUC 443 Creative Classroom Materials (3)

Development of creative teaching materials that may be used in the preschool, elementary, or secondary school classroom. See advisor.

EDUC 474 Student Teaching in the ESEC (12)

Supervised field internship for prospective teachers of ESEC students, grades P-6.

EDUC 475 Student Teaching Grades 6-12 (12)

Supervised field internship for prospective teachers of middle and secondary students, grades 6-12.

Graduate Programs and Requirements

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

Early Childhood Education
Elementary Education
Educational Administration
Music Education

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

Early Childhood Education
Elementary Education
Educational Administration

Doctoral Program (Ed.D.)

Doctor of Education in Educational Leadership

Graduate programs in education are offered in three areas (early childhood education, elementary education, and educational administration) and at two levels of certification: Master of Science in Education (M.S.E.) degree with Class A certification and an Education Specialist degree with Class AA certification. For graduate programs in music education, refer to Associate Dean, School of Music.

Requests for information about graduate programs or an application to a graduate program should be addressed to the Director of Graduate Programs, Department of Teacher Education, Samford University. This office is located in OBB Room 226. For the Fifth Year Non-Traditional Program, requests should be addressed to the Advisement Counselor, Department of Teacher Education, Samford University, OBB Room 322.

Graduate Admission Standard for Traditional and Fifth Year Non-Traditional Program

Admission Requirements

1. Completion of application and payment of application fee.
2. Receipt of official college transcript.
3. Satisfactory score on Miller Analogies Test (MAT) or Graduate Record Exam (GRE) admissions test.
4. Alabama Class B or Class A certification (except for Fifth Year Non-Traditional Program).
5. Three letters of reference (character, education, employment).
6. Written critique of one article (completed on site).

Levels of Admission

Formal Admission

1. Minimum GPA of 3.00 for all college work attempted.
2. Minimum of 40 on MAT (prior to October 2004) or minimum of 396 on MAT (after October 2004) or 800 on GRE.
3. Satisfactory performance on critique of article as reviewed by faculty in degree area.
4. Completion of undergraduate prerequisites (Fifth Year Non-Traditional Program only).

Conditional Admission

1. Completion of all but two of the required prerequisite courses (Fifth Year Non-Traditional Program only).

Transfer Credit

In the traditional graduate programs, a student may transfer up to six semester hours (credits) of graduate credit from an accredited four-year college or university which has a state-approved graduate program in the major and in teacher education. Transfer credits will be evaluated by the Director of the Graduate Program for applicability to the Samford program after application to the graduate program is received in the graduate office. Each graduate transfer student will be asked to bring the catalog of the college where the courses were taken during the interview with the Director of the Graduate Program. Transfer credits more than six years old will not be accepted. These policies apply to each graduate program. Please note: courses may not be transferred into the Fifth Year Non-Traditional Program or the Doctoral Program.

Graduate Tuition Scholarships

Tuition scholarships in the amount of \$87 per semester credit are available to all students at the M.S.E. and Ed.S. level who have been accepted for graduate study. These scholarships are available for courses in education throughout the year. Please note that this scholarship is not available for doctoral students.

In addition to the tuition scholarship, one or two Beeson Graduate Assistantships may be awarded each year to deserving students. Application forms may be obtained from the office of the Department of Teacher Education. Deadline for application is March 15. Selection is by a faculty committee.

Retention and Completion

Students must maintain a GPA of 3.50 throughout their graduate programs. They must follow a prescribed course of study specified in their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. All graduate students in a degree program must take and pass a comprehensive exit examination for each certification area following completion of their coursework. Students whose GPA falls below 3.50 during any semester may not continue in the program.

Graduate Advisement

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

Requests for information about graduate programs or an application to a graduate program should be addressed to the Director of Graduate Programs, Department of Teacher Education, Samford University. This office is located in OBB Room 226. For further information, refer to the Teacher Education Graduate Admission and Completion Requirements Handbook, available in the advisement counselor's office.

Class A Certification

Class A Certification – Master of Science in Education

The Master of Science in Education (M.S.E.) program is open to students who hold the Class B certificate from the Alabama State Department of Education. Completion requires 30 credits beyond a bachelor's degree.

All students completing the requirements for the M.S. degree and meeting eligibility requirements as specified by the Alabama State Department of Education will, upon recommendation of the Dean of the School of Education and Professional Studies, be eligible for the Alabama Class A certificate in the appropriate area.

Class A Certification - Early Childhood Education

This major is designed to give further preparation to those who meet basic certification (Class B) requirements in early childhood education (P-3). Upon successful completion of this program, the candidate is eligible for the Class A certificate in early childhood education, provided other requirements of the Alabama State Department of Education have been met. Please contact the Director of Graduate Programs, OBB 226, for the Class A Early Childhood and Elementary Programs.

Class A Certification - Elementary Education

This major is designed to give further preparation to those who are certified at the Class B level as elementary school teachers. Upon successful completion of this program the candidate is eligible for Class A certification in elementary education, provided all requirements of the Alabama State Department of Education have been met. Please contact the Director of Graduate Programs, OBB 226, for the Class A Early Childhood and Elementary Programs.

Class A Certification - Early Childhood/Elementary Education

Class A Certification Early Childhood Education OR Elementary Education Required Courses		Course Credits	Total Required Credits
EDUC 509	Advanced Techniques for the Diagnosis and Remediation of Reading Problems	3	
EDUC 510	Instructional Adaptation for Student Diversity	3	
EDUC 513	Instructional Design for Optimal Student Learning	3	
EDUC 514	Social Dynamics and Student Learning	3	
EDUC 515	Standards-Driven Teacher Leadership	3	
EDUC 517	Effective Curriculum Design	3	
EDUC 518	Action Research: Theory and Techniques	3	
EDUC 519	Field-Based Action Research	2	
Electives (with approval of advisor)		8	
Total Required Credits			31

Class A Certification - Educational Administration

Class A Certification is available in Educational Administration. Please contact the Director of Graduate Programs, OBB Room 226.

Class A Certification Educational Administration Required Courses		Course Credits	Total Required Credits
EDUC 520	Educational Leadership	3	
EDUC 521	Issues in School Finance	3	
EDUC 522	School Management	3	
EDUC 526	Law and Personnel: Theory and Practice	3	
EDUC 527	Field Experience in Educational Administration	3	
EDUC 528	Internship in Educational Administration	3	
EDUC 529	Curriculum Design and Instructional Leadership	3	
Electives (with approval of advisor)		9	
Total Required Credits			30

Class A Masters Endorsement Program Educational Administration Required Courses		Course Credits	Total Required Credits
EDUC 520	Educational Leadership	3	
EDUC 522	School Management	3	
EDUC 526	Law and Personnel: Theory and Practice	3	
EDUC 527	Field Experience in Educational Administration	3	
EDUC 528	Internship in Educational Administration	3	
EDUC 529	Curriculum Design and Instructional Leadership	3	
Total Required Credits			18

Class AA Certification**Class AA Certification - Educational Specialist**

The Educational Specialist (Ed.S.) program is open to students who hold the Class A certificate from the Alabama State Department of Education. Its completion requires 30 credits beyond a master's degree. All students completing the requirements for the Ed.S. degree and meeting eligibility requirements as specified by the Alabama State Department of Education will, upon recommendation of the Dean of the School of Education and Professional Studies, be eligible for the Alabama Class AA certificate in the appropriate area.

Class AA Certification - Early Childhood Education

This program is designed to prepare specialists in the field of education of young children (grades P-3) and is open to students who hold a master's degree and Class A certification in early childhood education.

Class AA Certification Early Childhood Education Required Courses		Course Credits	Total Required Credits
EDUC 607	Early Childhood Exemplary Programs	3	
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies & Tactics	3	
EDUC 624	Learning Theories: The Pursuit of Knowledge	3	
EDUC 625	Legal and Policy Issues in Education	3	
EDUC 627	Professional Development & Mentor Training for Quality Education	3	
EDUC 628	Advanced Eval. of Teaching and Learning	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 630	Quality Improvement Practicum in Education	3	
Electives (with approval of advisor)		3	
Total Required Credits			30

Class AA Certification - Elementary Education

A program designed to prepare specialists in the field of elementary education (grades 1-6). The program described here is for students who hold a master's degree in elementary education.

Class AA Certification Elementary Education Required Courses		Course Credits	Total Required Credits
EDUC 608	Elementary Education Programs	3	
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies and Tactics	3	
EDUC 624	Learning Theories: The Pursuit of Knowledge	3	
EDUC 625	Legal and Policy Issues in Education	3	
EDUC 627	Professional Development and Mentor Training for Quality Education	3	
EDUC 628	Advanced. Eval. of Teaching and Learning	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 630	Quality Improvement Practicum in Education	3	
Electives (with approval of advisor)		3	
Total Required Credits			30

Class AA Certification - Educational Administration

The Educational Administration program is available to students who hold a master of science degree from a regionally accredited institution. The graduate program in educational administration is designed to prepare administrators and supervisors for public and private school leadership. Principles of Total Quality Education are included in the program. Upon successful completion of this program, the candidate is eligible for Class AA certification provided the current certification requirements of the Alabama State Department have been met. Please consult the Director of Graduate Programs for requirements and additional information in OBB Room 226.

Class AA Certification Educational Administration Required Courses		Course Credits	Total Required Credits
EDUC 621	Educational Business Management	3	
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies & Tactics	3	
EDUC 624	Learning Theories: The Pursuit of Knowledge	3	
EDUC 625	Legal and Policy Issues in Education	3	
EDUC 626	Social Problems of Children and Youth	3	
EDUC 627	Professional Development & Mentor Training for Quality Education	3	
EDUC 628	Advanced. Eval. of Teaching and Learning	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 630	Quality Improvement Practicum in Education	3	
Total Required Credits			30

Graduate Courses

EDUC 505 Independent Study (3)

Individual research project carried out under the supervision of a faculty advisor. Permission from the dean may be required. See advisor.

EDUC 509 Advanced Techniques for the Diagnosis and Remediation of Reading Problems (3)

Designed for teachers and/or administrators seeking the Master of Science 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 Classroom Management Techniques for the Elementary Teacher (3)

Emphasis on modern classroom discipline and management techniques.

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 (2)

Implementation of action research and evaluation of a special research project that focuses upon improving teaching and learning in diverse early childhood and elementary classrooms.

EDUC 520 Educational Leadership (3)

Survey of selected theoretical and operational bases for decision making related to the responsibilities, duties, and problems of the effective K-12 leader. Designed for students seeking Class A certification in educational administration.

EDUC 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.

EDUC 522 School Management (3)

In-depth study of knowledge skills and experiences necessary to become a successful reflective manager of schools in the next decade.

EDUC 526 Law and Personnel: Theory and Practice (3)

In-depth study of the theory and practice of organizational patterns and personnel functions within the legal framework of the public school system.

EDUC 527 Field Experience in Educational Administration (3)

Field experience in the day-to-day activities of a school administrator. Focus on supervised experiences in administrative tasks at the elementary, middle, and high school levels, and at the school system central office. Offered: Summer I.

EDUC 528 Internship in Educational Administration (3)

Practical experience in curriculum and instruction, professional staff development, student services, leadership skills, school and community relations, management skills, and legal responsibilities. Includes reflective seminars for the purpose of reviewing and evaluating internship experiences, interacting with university staff and practicing administrators, participating in class discussion, and engaging in case study analysis and decision making. Three hundred (300) clock hours required under the direction of practicing administrator. Offered: Fall.

EDUC 529 Curriculum Design and Instructional Leadership (3)

Development of curriculum and instructional leaders who are able to lead teachers in decisions about planning, presenting, and assessing functions of teaching.

EDUC 531 Child Growth and Learning within the Educational Culture (6)

Integrated course of study within historical educational periods regarding interrelationships among educational systems, developmental concerns, and the learning domain culminating in the use of a case study to help train teachers to be better problem-solvers.

EDUC 532 Early Childhood and Elementary Education Programs (6)

Emphasis on the study of exemplary early childhood and elementary programs. Examination of developmentally appropriate curricula design, implementation, and assessment for infant and toddler, preschool, kindergarten, primary and elementary programs.

EDUC 533 The Arts: Curriculum and Instruction in the Early Childhood and Elementary Grades (8)

Integrated course of study dealing with the teaching of reading, diagnosis, and remediation of reading problems, language arts, and fine arts.

EDUC 534 The Sciences: Curriculum and Instruction in the Early Childhood and Elementary Grades (6)

Integrated course of study dealing with the teaching of mathematics, natural and physical sciences, and social studies. Primary components include curriculum design, educational assessment, case studies, and media/technology.

EDUC 535 Current Issues in Education (4)

Review of emerging issues impacting schools and classrooms, and how to acquire the skills needed to participate effectively in creating an effective educational improvement. Focus on educational reform and restructuring, the impact of technological change on the classroom of the future, the impact of the standards movement on classroom instruction, dealing with controversial issues and special interest groups, reflective decision-making with a multicultural emphasis, and legal issues that affect the classroom teacher.

EDUC 546 Teaching Reading in the Content Area (3)

Overview of philosophies and methods of teaching reading skills in the middle and high school. Music education majors only. Co-req: EDUC 329

EDUC 592 Student Teaching (12)

(Fifth Year Non-Traditional)

Supervised field internship for prospective teachers in early childhood and elementary, grades P-6.

EDUC 595 Computer-Based Technologies for Educators (3)

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 ways to enhance their teaching strategies with computer-based technologies. First in a series of three.

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. Second in a series of three.

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. Third in a series of three.

NOTE: Courses numbered 600 or above are open to post-master's degree students.

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 620 Practicum in Quality Leadership: Theory and Application of School Improvement Processes (3)

Review of knowledge and skills necessary to lead a school in the process of continuous improvement. Includes instruction in the tools and techniques of school improvement planning using concepts from continuous quality improvement and from professional learning communities. Students plan and implement a school improvement project in their school and/or classroom that engages them in the practical application of the theories and concepts of professional learning communities.

EDUC 621 Educational Business Management: Strategic Planning and Policy Analysis (3)

Development of skills and understanding necessary for successful management of educational enterprise. Focus on study of re-engineering organizations, strategic planning and decision making, the economics of education, finance and taxation, including the issues of equity and adequacy, the use of technology in managing the educational organization, and creating customer-focused schools and school systems.

EDUC 622 Seminar in Instructional Leadership (3)

Development of expertise as leaders of a collaborative planning process in which reflective decisions are made for the improvement of school designing, developing, and implementing school programs that support the learning of all students to a high degree of proficiency.

EDUC 623 Organizational Innovation: Strategies and Tactics (3)

In-depth study into the processes involved, and the skills required, to lead change in complex organizations. Emphasis on inquiry into organizational culture, group leadership, conflict management, and administrator-staff relationships.

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 625 Legal and Policy Issues in Education (3)

In-depth study of legal and policy issues inherent in instructional, non-instructional, and administrative positions throughout the education profession. Special attention given to legal and policy issues in the field of special education, personnel, policy development, and specific political issues that impact upon the role and direction of education in America.

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 627 Professional Development and Mentor Training for Quality Education (3)

Preparation for those who want to become effective mentors, providing guidance and professional support. Emphasis on reflective decision making concerning the strengths and needs of the mentoree.

EDUC 628 Advanced Evaluation of Teaching and Learning (3)

Review of methods of research especially suited for active involvement of practicing school administrators in scientific inquiry related to school problems. Emphasis on stimulating school leaders to think reflectively about current problems facing American schools at all levels, the methods available for collecting data about these problems, and how to seek solutions.

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

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

EDUC 630 Quality Improvement Practicum in Education (3)

Using concepts and tools learned in EDUC 629, students improve a process in a K-12 school or system and develop a plan to improve a curricular/instructional system for better student learning.

EDUC 636 Formative Leadership Theory (3)

Exploration and development of knowledge, skills, attitudes, and competencies required for successful leadership in twenty-first century organizations. Learning activities include study of the theoretical basis for formative leadership and application of principles in a clinical setting.

EDUC 681 Research in Certification Field (3)

Expansion of research skills already developed in student's certification area(s). Development, implementation, and reporting of original research required.

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

Curriculum

The Ed.D. program requires 60 semester credits above the Master of Science degree. Students first complete a 30 semester-credit educational specialist program and then begin 30 semester credits of coursework for the Ed.D. degree. The coursework is organized in the following five categories as recommended by the National Council for the Accreditation of Teacher Education (NCATE):

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

A program leading to the Doctor of Education (Ed.D.) degree is offered in the area of educational leadership. The doctoral program is designed for students interested in leadership issues, as applied to educational institutions. A master of science degree from an accredited institution is required for admission along with other criteria designed to select those students who provide evidence of previous academic success, exhibit leadership skills, have excellent teaching and/or administrative abilities, and show creative energy for solving educational problems.

Admission decisions will be based on a combined evaluation of the candidate's GPA or previous graduate work, qualifying scores on the MAT or the GRE, results of a writing sample, written recommendations, and a personal interview. The following requirements are required for admittance:

1. The candidate shall have earned a master of science degree from an accredited college or university.
2. The candidate shall have earned a 3.70 GPA on all previous graduate work.
3. The candidate shall have scored a minimum of 46 on the MAT (prior to October 2004) or a minimum of 405 (after October 2004) or 1000 on the GRE.
4. Each candidate shall submit writing samples for the purpose of assessing the candidate's ability to meet graduate school standards.
5. Each candidate must be recommended by his/her immediate supervisor (superintendent, principal) or by a professor knowledgeable of the student's previous academic and/or work experience.
6. Each candidate must submit a minimum of two additional references, one of which shall be a peer or professional colleague and the other a person knowledgeable of the candidate's character.
7. Each candidate will participate in an interview with the cohort mentor team for the purpose of assessing the candidate's leadership abilities and motivation for graduate work.

Admission to the program will be competitive. Decisions will be based on advice from the cohort mentor team and the candidate's ability to meet admission criteria.

Doctoral-Level Courses

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

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

EDLD 732 Foundations of Educational Inquiry (3)

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

Ed.D. Program Instructional Leadership Courses		Course Credits	Total Required Credits
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 624	Learning Theories: The Pursuit of Knowledge	3	
EDUC 626	Social Problems of Children and Youth	3	
EDUC 628	Advanced Evaluation of Teaching & Learning	3	
Total Required Credits			12

Ed.D. Program Strategic Leadership Courses		Course Credits	Total Required Credits
EDUC 627	Professional Development & Mentor Training for Quality Education	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 630	Quality Improvement Practicum in Education	3	
EDLD 734	Strategic Planning	3	
EDLD 744	The Emerging School Superintendency: The Practice of Paradoxical Leadership	3	
Total Required Credits			15

Ed.D. Program Organizational Leadership Courses		Course Credits	Total Required Credits
EDUC 621	Educational Business Management: Strategic Planning and Policy Analysis	3	
EDUC 623	Organizational Innovation: Strategies and Tactics	3	
EDLD 737	Organizational Dynamics: Creating the School of the Future	3	
EDLD 738	The Learning Organization	3	
Total Required Credits			12

Ed.D. Program Political and Community Leadership Courses		Course Credits	Total Required Credits
EDUC 625	Legal and Policy Issues in Education	3	
EDLD 731	Educational Policy Development & Analysis: The Political Dimension of Schooling	3	
EDLD 735	Ethical Issues in Education: The Moral Dimension of Schooling	3	
Total Required Credits			9

Ed.D. Program Field-Based Research Courses		Course Credits	Total Required Credits
EDLD 732	Foundations of Educational Inquiry	3	
EDLD 733	Field-Based Inquiry: Authentic Problems of Practice	3	
EDLD 739	Foundations of Qualitative Inquiry	3	
EDLD 741	Directed Doctoral Study	2	
EDLD 743	Seminar in Educational Leadership	1	
Total Required Credits			12

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

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

EDLD 734 Strategic Planning (3)

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

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

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

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

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

EDLD 738 The Learning Organization (3)

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

EDLD 739 Foundation of Qualitative Inquiry (3)

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

EDLD 740 Dissertation Seminar (3)

Exploration of doctoral research and dissertation writing. Review of exemplary research practice, current research topics, and effective research methodologies. Students complete a formal proposal for completion of the dissertation. Designed for doctoral students preparing to engage in dissertation research.

EDLD 741 Directed Doctoral Study (2)

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

EDLD 742 Dissertation Research (1)

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

EDLD 743 Seminar in Educational Leadership (1)

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

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

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

Legal Assistant Certificate Program

The offices of the Legal Assistant Certificate Program may be contacted by calling (205) 726-2783 in the Orlean Bullard Beeson School of Education and Professional Studies.

Legal Assistant Certificate Program

Samford University's Legal Assistant Certificate Program is the oldest Legal Assistant Program in Alabama. It was the first Alabama program to achieve American Bar Association approval. Samford University has replaced the degree previously offered in Paralegal Studies with a ten-course Legal Assistant Certificate Program. American Bar Association (ABA) guidelines require participants to either currently hold or concurrently pursue at least an associate degree. **Students who currently have an associate or bachelor's degree may take the ten legal assistant courses described below and earn the Legal Assistant Certificate. However, all legal assistant courses are offered for academic credit and may apply towards a degree.** Students who do not currently have an associate or bachelor's degree should refer to Track 2: Legal Assistant Certificate/Administration of the Administrative/Community Services Concentration in the Metro Programs section of this catalog. All instructors in the Legal Assistant Certificate Program are licensed attorneys.

The program is committed to producing well-educated, capable, and ethically aware graduates who, although they cannot practice law, are prepared for careers as legal assistants to attorneys in private, public, and corporate settings. Legal assistants are professionals trained both in the substance of the law and in legal procedure who use that knowledge and those skills to provide a broad range of legal services under the supervision and direction of an attorney. Specifically, the program goals are:

1. To train students in a practical way for careers as legal assistants to attorneys.
2. To promote a basic understanding of legal concepts and terms on subjects that are important to those engaged in general practice or in specialized areas of law and to equip students with legal writing and research skills that will enable graduates to perform as skilled members of a legal team.
3. To provide a general understanding of the principles of ethical and professional responsibility as these relate to lawyers and legal assistants.
4. To provide a broad background in general education for development of educated, socially, morally, and ethically aware individuals.
5. To constantly upgrade and adjust the program to fulfill the needs of the community by seeking input from local attorneys, legal assistants, and students.

Legal Assistant Certificate Program

Legal Assistant Certificate Program Required Courses		Course Credits	Total Required Credits
Legal Assistant Courses			30
MCPG 121	Introduction to Legal Assistants	3	
MCPG 226	Business Associations	3	
MCPG 227	Estates and Trusts	3	
MCPG 228	Real Estate Law	3	
MCPG 229	Litigation	3	
MCPG 300W	Business Law for Paralegals	3	
MCPG 301	Employment Law <i>or</i>	3	
MCPG 307	Criminal Law		
MCPG 304	Family Law	3	
MCPG 306	Debtor-Creditor Law	3	
MCPG 323	Legal Research and Writing	3	
Total Required Credits			30

See Metro Programs section for MCPG course descriptions.

Cumberland School of Law



Administration

John L. Carroll, Dean, Ethel P. Malugen Professor
Henry C. Strickland, Associate Dean, Professor
James N. Lewis, Jr., Vice Dean
Laurel R. Clapp, Law Librarian, Professor
LaVone R. Warren, Assistant Dean, Assistant Professor
Mitzi S. Davis, Assistant Dean
Cassandra Adams, Director, Cumberland Community Mediation Project
M. Giselle Gauthier, Director of Admissions
Karen H. Hubbard, Director of Law Student Records
Patricia G. Muse, Director of Continuing Legal Education
Pam Nelson, Coordinator of Student Services

Faculty

Joseph W. Blackburn, Whelan W. and Rosalie T. Palmer Professor
Charles D. Cole, Lucille S. Beeson Professor
T. Brad Bishop, Professor
Alexander J. Bolla, Jr., Professor
Michael E. DeBow, Professor
Jill E. Evans, Professor
Michael D. Floyd, Professor
Robert J. Goodwin, Professor
Paul Kuruk, Professor
Edward C. Martin, Professor
Leonard J. Nelson, Professor
William G. Ross, Professor
David M. Smolin, Professor
Joseph A. Snoe, Professor
R. Thomas Stone, Jr., Professor
Howard P. Walthall, Professor
Deborah Young, Professor
Donald Q. Cochran, Associate Professor
Brannon P. Denning, Associate Professor
Elizabeth C. Burch, Assistant Professor
Alyssa A. DiRusso, Assistant Professor
Marcia L. McCormick, Assistant Professor
Belle H. Stoddard, Assistant Professor
David J. Langum, Research Professor

Cumberland School of Law, founded in 1847 as part of Cumberland University in Lebanon, Tennessee, was acquired by Howard College, now Samford University, in 1961. The Law School is accredited by the American Bar Association and is a member of the Association of American Law Schools.

The Cumberland School of Law offers two degree programs. The core program is a 90-credit course of study leading to a Juris Doctor (J.D.) degree. In addition to the J.D. program, the Law School offers a Master of Comparative Law (M.C.L.). To apply to the J.D. program, an undergraduate degree and a satisfactory Law School Admissions Test (LSAT) score are required. Admission is competitive.

The Law School sponsors seven joint-degree programs in connection with the J.D. degree: Law/Accounting (J.D./M.Acc.), Law/Business Administration (J.D./M.B.A.), Law/Divinity (J.D./M.Div.), Law/Environmental Management (J.D./M.S.E.M.), Law/Public Administration (J.D./M.P.A.), Law/Public Health (J.D./M.P.H.), and Law/Theological Studies (J.D./M.T.S.).

Cumberland School of Law offers a program that prepares students for satisfying and rewarding careers in the law. 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. Many Cumberland graduates settle in the Southeast, but the school has alumni living and working in more than 46 states and a number of foreign countries.

The environment is both challenging and nurturing. Cumberland offers everything required for a first-rate legal education. The faculty are drawn from two dozen of the country's best law schools. They bring to the classroom a rich mix of academic achievement, experience in the practice of law, and public service. They are committed to excellence in the classroom. They also produce an impressive amount of scholarship, ranging from the practical to the theoretical. The size of the school and a low student/faculty ratio facilitate meaningful interaction

between the students and the faculty.

The beautiful Samford campus provides an environment most conducive to the study of law. In particular, the School of Law benefits from its state-of-the-art research facility, the Lucille Stewart Beeson Law Library.

The school enjoys a cordial relationship with the outstanding bench and bar in Birmingham and throughout the Southeast. Each year, Cumberland hosts a number of events, bringing to campus some of the country's leading lawyers, judges, and legal academics to share their experiences and ideas with students and faculty. The school supports numerous activities, journals, moot courts, trial competitions, and student organizations focused on particular areas of the law or public policy, which enrich the quality of life at the school and help equip students for the professional lives awaiting them on graduation.

For additional information, you may contact our admissions office:

Office of Admission
Cumberland School of Law
Samford University
Birmingham, Alabama 35229
Tel: (205)726-2702 or (800)888-7213
E-mail: law.admissions@samford.edu

The M.C.L. program is a graduate law program. Enrollment is limited to students who have earned their first law degree outside the United States. For further information about this program, please contact Professor Charles D. Cole, the program director. More information is available at the law school's Web site: <http://cumberland.samford.edu>.

CUMBERLAND SCHOOL OF LAW TUITION AND FEES FOR ACADEMIC YEAR 2006-2007

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
Tuition				
Less than 10 credits	Part-time Law Students	Deposit nonrefundable See Refund Policies	\$857/credit	\$150 initial deposit due April 1; \$500 deposit due June 15, remainder on or before e-bill payment due date*
10 to 16 credits	Full-time Law Students	Deposit nonrefundable See Refund Policies	\$13,095/semester	\$150 initial deposit due April 1; \$500 deposit due June 15; remainder on or before e-bill payment due date*
More than 16 credits	Full-time Law Students		\$857/credit	\$150 initial deposit due April 1; \$500 deposit due June 15; remainder on or before e-bill payment due date*
Joint Degree	Joint Degree Law Students	See Refund Policies	By Classification	On or before e-bill payment due date
Full-Time Summer Term	Second-Year and Third-Year Law Students		\$857/credit	
Summer Term	Entering Law Admitted for Fall Term		\$4,365	\$150 initial deposit due April 1; \$500 deposit waived
Summer Abroad Program	All Law Students	Deposit nonrefundable See Refund Policies	\$2,000	
Master of Comparative Law (M.C.L.)	Graduate Law Students	Deposit nonrefundable See Refund Policies	\$4,000	
Fees				
Application Fee for Law School Admission	All Law Students	Nonrefundable	\$50	At time of application submission
Reapplication Fee	All Law Students	Nonrefundable	\$50	At time of reapplication submission
Books and Supplies	All Law Flex (8 hrs) Students		\$590 (estimate)	Cash/check/credit card at time of purchase
Books and Supplies	All Law Flex (9 hrs) Students		\$650 (estimate)	Cash/check/credit card at time of purchase
Books and Supplies	All Law Fall/Spring Students		\$1,500 (estimate)	Cash/check/credit card at time of purchase

* Fall Semester: First-year payment due on or before e-bill payment due date. Second-year and third-year payments due on or before e-bill payment due date.

Spring Semester/Summer: Payment due on or before e-bill payment due date.

NOTE: See p. 32 for a list of General Miscellaneous Fees that apply to ALL students.

(1) Charges incurred after the e-bill has been generated for the semester/term are due on or before the e-bill due date (see Payment Due Date Schedule on p. 33 for e-bill generation date and payment due date). Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.

Ida V. Moffett School of Nursing



*"Caring is the shining
thread of gold
that holds together
the tapestry of life."*

Mrs. Ida V. Moffett





Administration

Nena F. Sanders, Ralph W. Beeson Dean and Professor
Jane S. Martin, Assistant Dean, Graduate Program, Professor
Joy H. Whatley, Assistant Dean, Undergraduate Program, Professor
Gretchen McDaniel, Director, NurCE, Professor
Theresa Culpepper, Director, Nurse Anesthesia Clinical Services

Faculty

Margaret P. Findlay, Professor
Sharron P. Schlosser, Professor
Janet G. Alexander, Associate Professor
Geri W. Beers, Associate Professor
Arlene Hayne, Associate Professor
Cynthia G. Berry, Assistant Professor
Judy Ann Bourrand, Assistant Professor
Terri M. Cahoon, Assistant Professor
Jennifer J. Coleman, Assistant Professor
Jill L. Cunningham, Assistant Professor
Wendy W. Kendrick, Assistant Professor
D. Beth Babin Leverett, Assistant Professor
Elaine M. Marshall, Assistant Professor
Darlene P. Mathis, Assistant Professor
Nina E. McLain, Assistant Professor
Barbara J. Money, Assistant Professor
Audrey Oyama, Assistant Professor
Leigh Ann Poole, Assistant Professor
Vicki W. Rochester, Assistant Professor
Gloria T. Russell, Assistant Professor
Judith A. Vinzant, Assistant Professor
Debra K. Walker, Assistant Professor
Rebecca Warr, Assistant Professor
Connie S. Hataway, Instructor

History

The Ida V. Moffett School of Nursing was founded as a hospital diploma program in 1922. In 1955, it was the first program in the state of Alabama accredited by the National League for Nursing (NLN). The program transferred to Samford University in 1973 following a merger agreement with Baptist Medical Centers to offer associate and baccalaureate degrees. In 1988, the school moved into new facilities on the Samford campus. In 1995, the school began a Master of Science in Nursing degree program. The Associate of Science in Nursing degree program closed in 2000. Currently, the Ida V. Moffett School of Nursing offers programs that meet the requirements for the Bachelor of Science in Nursing degree and the Master of Science in Nursing degree.

Accreditation and Approval

The Ida V. Moffett School of Nursing's baccalaureate and master's degree programs are accredited by The Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036-1120; telephone (202) 887-6791. In addition, the nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Suite 304, Park Ridge, Illinois, 60068-4010; telephone (847) 692-7050. The School of Nursing is also approved by the Alabama Board of Nursing.



Curricular Options

The Ida V. Moffett School of Nursing offers a unique curricular approach, which allows students several choices in pursuing their nursing education. These options are:

Baccalaureate Degree: The goal of nursing is directing, maintaining, and reinforcing the adaptation of individuals, families, and groups toward optimal health. Students enrolled in the Bachelor of Science in Nursing program in the School of Nursing are prepared to meet this goal as they use knowledge, critical thinking skills and practice skills obtained from both nursing and liberal arts to provide professional care in a variety of settings. Upon completion of this program, the student is eligible to write the licensing examination for registered nurses (NCLEX-RN).

Second Degree B.S.N. (Bachelor of Science in Nursing) Program: The second degree B.S.N. program is an accelerated opportunity for individuals who already hold a baccalaureate degree in a field of study other than nursing. Upon graduation with a B.S.N. degree, the student is eligible to write the licensing examination for registered nurses (NCLEX-RN).

B.S.N./Pre-Medicine Option: The B.S.N./Pre-medicine option offers students a unique curricular approach in pursuing their nursing education. Students interested in this option enroll in science and math courses that meet general education requirements for the B.S.N. degree and also prepare them to take the MCAT during their junior year of study. Upon graduation with a Bachelor of Science in Nursing degree, the student is eligible to write the licensing examination for registered nurses (NCLEX-RN).

Master of Science in Nursing (M.S.N.) Degree: The M.S.N. program prepares advanced practice nurses in a variety of specialty areas. Graduates are prepared as family nurse practitioners, nurse anesthetists, nurse educators, nurse managers, and nurse administrators.

RN to M.S.N.: The RN-M.S.N. option provides an opportunity for associate degree and diploma-prepared nurses to obtain the M.S.N. The curriculum is flexible and recognizes the diversity of the students enrolled.

Post-Master of Science in Nursing Certificate: The Post Master's certificate is available to those who already possess the M.S.N. degree but wish to receive additional graduate level instruction.

Program Goals

The goals of the Ida V. Moffett School of Nursing are as follows:

1. Recruit qualified nurse educators and staff who are committed to the mission and philosophy of Samford University and the Ida V. Moffett School of Nursing.
2. Promote professional development of faculty through mentoring and collegial relationships and administrative support.
3. Recruit and retain qualified students who have demonstrated high standards of scholarship, outstanding personal character, and serious educational aims.
4. Maintain a qualified and diversified student body by mentoring students and providing financial aid support.
5. Provide an environment that promotes scholarship, critical thinking, and responsiveness to community needs.
6. Create a Christian environment in which diverse student populations may develop an academic and social network that supports their uniqueness and promotes professionalism and lifelong learning.
7. Integrate the liberal arts, sciences, and professional nursing education in order for graduates to make positive contributions to society.
8. Develop individuals who are competent in the application of knowledge and skills and who possess values and attitudes consistent with the nursing profession.
9. Prepare graduates to contribute to the advancement of professional nursing and the improvement of the health care system.

Code of Ethical and Professional Conduct

Students in the School of Nursing must adhere to standards of conduct specified in the Samford University Student Handbook as well as the Samford University Student Guide to Academic Integrity and certain standards of behavior appropriate for all health professionals. Students shall comply with legal, moral, and legislative standards that determine acceptable behavior of the nurse. Noncompliance may be cause for suspension/dismissal from the School of Nursing and denial of permission by the Alabama Board of Nursing to take the NCLEX-RN Examination.

Students documented to have demonstrated unethical, unprofessional, or unsafe conduct merit immediate probation or dismissal from the School of Nursing. Grievances, which result from students failing to adhere to appropriate personal and professional conduct, will be considered by utilizing the grievance process in the Ida V. Moffett School of Nursing Student Handbook and the University Catalog.

School of Nursing Expenses

In addition to tuition and room and board costs (as described in this catalog), other costs are involved in beginning nursing courses. Costs include uniforms, books, medical equipment, and yearly physical examinations, required immunizations, required drug testing, and required health insurance. Additional expenses for undergraduates include costs associated with application for licensure, and may include costs for the School of Nursing pin.

Graduate students who are enrolled in specialty tracks can expect additional expenses. These include certification examination fees, computer products, and specific software programs. For further information, contact the Graduate Program Office. Students are responsible for providing transportation between campuses and clinical agencies for scheduled classes.

Liability/Personal Health Insurance

Personal health insurance is required for both undergraduate and graduate students; evidence of coverage must be presented. Personal liability insurance for clinical practice, while not required, is highly recommended for all undergraduate nursing students.

Professional liability insurance is required for all graduate students. Those in nurse anesthesia will be billed for their portion of a group policy secured by the Ida V. Moffett School of Nursing.

Clinical Resources

Clinical experiences for the School of Nursing are provided in the following facilities: Baptist Health System, The Children's Hospital of Alabama, Jefferson County Health Department, other area hospitals, and selected community health clinics. All clinical facilities are accredited by the appropriate agencies. In addition, a wide variety of agencies are utilized for graduate student experiences including, but not limited to primary care facilities, schools of nursing, acute care facilities, and managed care organizations.

Required Health Data

In order to register for any nursing course, except NURS 110 (Health Care Perspectives), the following health data must be currently on file:

1. **Health Form:** Prior to entering the clinical area, the undergraduate student must have a **health form (updated yearly) on file in the School of Nursing**. Graduate students must also have this form on file to register for classes.
2. **Basic Cardiac Life Support (BCLS) Certification:** BCLS is a requirement for all clinical nursing courses. **Certification must be updated every two years**. This certification may be obtained through the American Heart Association. This certification must include one-rescuer and two-rescuer cardiopulmonary resuscitation (CPR) of adult, child, and infant. Evidence of certification is required. Graduate students must have evidence of BCLS certification on file to register for classes.
3. **Rubella immunity:** Each student must submit evidence of rubella immunity.
4. **Varicella (Chicken Pox):** Students who have not had the Chicken Pox must complete the two-step Varicella vaccine prior to completing the first clinical course in order to progress to the second clinical nursing course. If a student refuses the vaccine, a waiver must be completed, signed, and a copy filed in the School of Nursing.
5. **Hepatitis B:** The School of Nursing requires each student to take the Hepatitis B vaccine. Student Health Services offers the vaccine, or the student may consult a physician or local Health Department for the vaccination. If a student refuses the vaccination series, a waiver form must be completed, signed, and a copy filed in the School of Nursing.

- 6. Mantoux Tuberculin Skin Test:** The School of Nursing requires each student to have a Mantoux tuberculin skin test **annually**. Students who test positive must meet current CDC guidelines regarding annual chest x-rays.
- 7. Drug Testing:** All students are required to submit to drug testing prior to beginning clinical nursing. Additionally, students may be tested if drug use/abuse is suspected. Students are responsible for all costs associated with drug testing. (See School of Nursing Student Handbook for Substance Abuse Policy and Procedure.)
- 8. Additional Requirements:** Clinical agencies may place additional health requirements on students affiliating with that agency. Clinical instructors will notify students when applicable.

Undergraduate Programs and Requirements

Curricular Options

Bachelor of Science in Nursing
Second Degree B.S.N. Program
B.S.N./Pre-Medicine

The goal of nursing is directing, maintaining, and reinforcing the adaptation of individuals, families, and groups toward optimal health. Students enrolled in the Bachelor of Science in Nursing (B.S.N.) program in the Ida V. Moffett School of Nursing are prepared to meet this goal as they use knowledge, critical thinking skills and practice skills obtained from both nursing and liberal arts to provide professional care in a variety of settings. Upon completion of this program, the student is eligible to write the licensing examination for registered nurses (NCLEX-RN).

The second degree B.S.N. program is an accelerated opportunity for individuals who already hold a baccalaureate degree in a field of study other than nursing. Upon graduation with a B.S.N. degree, the student is eligible to write the licensing examination for registered nurses (NCLEX-RN).

The B.S.N./Pre-medicine option offers students a unique curricular approach in pursuing their nursing education. Students interested in this option enroll in science and math courses that meet general education requirements for the B.S.N. degree and also prepare them to take the MCAT during their junior year of study. Upon graduation with a bachelor of science in nursing degree, the student is eligible to write the licensing examination for registered nurses (NCLEX-RN).

Admission Policies

All prospective undergraduate students who desire to enter the Ida V. Moffett School of Nursing must:

- Be accepted for admission to Samford University.
- Complete an application to the School of Nursing and submit it to the Student Recruitment and Admissions Administrator. (Denial of admission to the School of Nursing does not affect an applicant's status at Samford.)
- Meet the following academic requirements:
 - Achieve a minimum composite score of 21 on the ACT or 1000 on the SAT.
 - High school graduates must have a cumulative GPA of 3.00 or above, have completed four units of English, two units of math, and two units of lab sciences with a grade of C (2.00) or better
- Transfer students must:
 - Submit official transcripts from all previous schools.
 - Submit a letter of recommendation from the Dean or Program Director of all nursing schools attended. The letter must include a statement regarding the individual's eligibility to continue and/or to be readmitted to the nursing program for which the administrator is responsible. A student who received a D or F in a nursing course from another institution will not be considered for admission.
 - Have a cumulative GPA of 2.70 or above in all coursework and have at least a C- (1.70) on general education courses required for the nursing curriculum.
 - For any transfer student with multiple grades in a given course, the GPA will be calculated using all grades obtained.
 - Cumulative GPAs of all transfer students will be calculated without consideration of plus or minus designation.
- Be recommended by the School of Nursing Student Affairs Committee. The Committee reviews all completed admission folders and makes recommendations to the Dean regarding applicant's admission to the School of Nursing.
- Admission requirements for the Second Degree B.S.N. Program include:
 - Hold a minimum of a baccalaureate degree in another discipline/field.
 - Meet all criteria for admission and receive formal acceptance to Samford University.
 - Complete and submit a formal application for admission to School of Nursing.
 - Have a minimum cumulative GPA of 2.70 on all college work attempted, a 2.30 GPA on required science courses (chemistry, anatomy, physiology, and microbiology), and have at least a 2.00 GPA on general education courses required for the nursing curriculum.
- Admission requirements for the nursing pre-med option include:
 - Achieve a minimum composite score of 23 on the ACT or 1040 on the SAT.
 - High school graduates must have a cumulative GPA of 3.50 or above and have a high school science GPA of 3.00 or above.
 - Transfer students must achieve a minimum composite ACT score of 23 or 1040 on the SAT, and have a cumulative GPA of 3.00.

Transfer Credit and Placement

- Credit through the College Level Examination Program (CLEP) is available. Contact the Office of Student Records for information.
- A student wishing to transfer to the School of Nursing from another division within Samford University must file a completed application with the School of Nursing and follow the same procedure as other applicants. Appropriate forms, obtained from the Office of Student Records, for change of major and change of advisor must be completed and submitted.
- The student who voluntarily withdraws from the School of Nursing and remains out for 12 months or longer must apply for readmission. The student who left in good standing may be readmitted but must meet all current criteria for admission and adhere to current progression and graduation requirements. All other applicants will be considered on an individual basis.

Progression Policies

In order to progress in the undergraduate program in the School of Nursing, the student must:

- Have a completed Health Data Record (with all required immunizations) updated annually and on file in the School of Nursing.
- Submit negative results on urine drug screen.
- Have a signed Confidentiality Statement on file.
- Make a grade of C (2.00) or better in each required or prescribed course in the School of Nursing curriculum. Note: a grade of D or F constitutes failure in any required or prescribed course in the curriculum. The School of Nursing accepts a C- in any required General Education course in the nursing curriculum.
- Maintain a Samford cumulative GPA of at least 2.00 for progression in nursing. This policy applies to students attempting to enroll in the first clinical nursing course after the student's first semester at Samford. A Samford GPA of 2.00 is required for graduation from Samford University.
- Must achieve at least a 2.30 GPA on all required science courses (chemistry, anatomy, physiology, and microbiology).
- Students may D-repeat up to 8 credits in only the core and general education courses.
- Satisfy all prerequisites as prescribed in this catalog.
- Adhere to the following policies regarding course failure:
 - A student who fails one nursing course in which a grade of D or F was received may repeat the failed course the following semester. A student may not enroll in additional nursing courses while repeating the failed course
 - A student who fails either one nursing course twice or two nursing courses with grades of D or F will be terminated from the School of Nursing.
 - A student who fails three or more nursing courses with grades of D or F will be permanently terminated from the School of Nursing and is not eligible to be considered for readmission.

- d. A student who is terminated from the School of Nursing due to failure of either one nursing course twice or two nursing courses with grades of D or F is responsible for petitioning the Student Affairs ad hoc Progression Committee for an individualized plan of remediation which must be completed before application for readmission will be considered.
 - 1) A student terminated from the School of Nursing must remain out of the program for a minimum of one full semester (summer not included) during which time remediation is being completed. After completion of required remediation, the student may make reapplication. The Student Affairs Committee will review the application for consideration for readmission.
 - 2) Students seeking readmission must meet current admission criteria and readmission is contingent upon approval from the Student Affairs Committee and the Dean.
 - 3) Those readmitted must enroll in and successfully complete all clinical nursing courses.
 - 4) After readmission due to academic failure, one failure in a required nursing course results in permanent termination from the School of Nursing.
- e. A student may enroll in the same nursing course no more than twice.
10. The student must adhere to the Code of Ethical/Professional Conduct as specified in this catalog, School of Nursing section.
11. A student who fails to maintain progression standards may continue as a Samford student but will be terminated from the School of Nursing.
12. The student with an incomplete (INC) in any nursing course may not progress in the nursing curriculum until the incomplete is removed. All prerequisites must be satisfied as prescribed in this catalog.
13. In order to progress in the Second Degree B.S.N. Program, the student must meet all progression policies listed above.

Bachelor of Science in Nursing

Student Objectives

Graduates with a B.S.N. from Ida V. Moffett School of Nursing will be prepared to:

1. Synthesize and apply knowledge gained from nursing, the humanities, and from the biological, physical, and behavioral sciences to provide safe, compassionate, and therapeutic nursing care.
2. Practice in a caring, responsible, and accountable manner in accordance with professional ethics, legal boundaries, and accepted standards of nursing practice.
3. Utilize professional values and value-based behaviors that guide interactions with patients, colleagues, other professionals, and the public.
4. Demonstrate independent and/or collaborative decision-making, utilizing critical-thinking, clinical judgment, and negotiation skills.
5. Utilize research findings and plan strategies for evaluating patient care outcomes.
6. Apply health promotion and disease prevention strategies to assist individuals in achieving and maintaining an optimal level of wellness across the life span and population groups.
7. Develop an understanding of the global environment in which health care is provided.
8. Analyze how health care delivery systems are organized and financed and how related economic, legal, and political factors influence the delivery of health care.
9. Design, manage, coordinate, and provide nursing care to meet the changing health care needs of a culturally diverse, complex society.
10. Engage in professional and personal activities that evidence a commitment to lifelong learning and a contribution to society.

General Requirements for the Bachelor of Science in Nursing

1. Completion of overall general University graduation requirements for the Baccalaureate degree.
2. Completion of the required curriculum of 128 credits.
3. Maintenance of a cumulative GPA of 2.00 in courses at Samford.
4. Transfer students must follow the University policy for resident credit as outlined in this catalog.
5. Transfer students must complete a minimum of 54 nursing credits.
6. Nursing students may pursue a minor in a field other than nursing. It is not required that nursing students complete a minor, and there is no limitation on the selected minor. Non-nursing students may not pursue a minor in nursing.

Nursing Major (B.S.N.)

Nursing Major (B.S.N.) Required Courses		Course Credits	Total Required Credits
University Core Curriculum			22
General Education Requirements			28
Natural and Computational Sciences			16
BIOL 217	Principles of Human Anatomy	4	
BIOL 218	Principles of Human Physiology	4	
BIOL 225	Microbiology for Allied Health Sciences	4	
CHEM 108	General, Organic & Biological Chemistry <i>or</i>	4	
CHEM 203	General Chemistry I <i>or</i> an introductory chemistry course		
Social Sciences			8
PSYC 101	General Psychology	4	
PSYC 205	Life-Span Development	4	
Mathematics (choose one)			4
MATH 110	Contemporary Mathematics <i>or</i>	4	
MATH 150	Precalculus <i>or</i> higher mathematics		
Nursing Major:			74
NURS 230	Introduction to Nursing	3	
NURS 332	Pharmacology in Nursing	3	
NURS 232	Statistics for Health Care Professionals	3	
NURS 334	Cultural/Spiritual Aspects of Nursing Practice	3	
NURS 343	Pathophysiology	4	
NURS 344	Psychiatric Mental Health Nursing	4	
NURS 345W	Research Basic to Nursing Interventions	4	
NURS 351	Childbearing Family	5	
NURS 371	Foundations for Clinical Nursing Practice	7	
NURS 372	Adult Health I	7	
NURS 448	Senior Seminar & Clinical Preceptorship	4	
NURS 452	The Childrearing Family	5	
NURS 461W	Community Health Nursing	6	
NURS 464	Management for Nurses	6	
NURS 473	Adult Health II	7	
	Nursing Elective	3	
General Electives (Non-Nursing)			4
Total Required Credits			128

Nursing Major (Second Degree B.S.N.)

Nursing Major Second Degree B.S.N. Required Courses	Course Credits	Total Required Credits
General Education Requirements:		37-40
Natural Sciences/Applied Sciences		25-26
Mathematics* - college algebra or higher	3	
Statistics	3	
Anatomy	4	
Pathophysiology	3-4	
Physiology	4	
Microbiology	4	
Introduction to Chemistry or higher	4	
Social Sciences		6
Introduction to Psychology	3	
Developmental Psychology	3	
Humanities		3-4
Religion, Old or New Testament	3-4	
Research		3-4
Nursing Major:		60
NURS 230 Introduction to Nursing	3	
NURS 332 Pharmacology in Nursing	3	
NURS 334 Cultural/Spiritual Aspects of Nursing Practice	3	
NURS 344 Psychiatric Mental Health Nursing	4	
NURS 351 Childbearing Family	5	
NURS 371 Foundations for Clinical Nursing Practice	7	
NURS 372 Adult Health I	7	
NURS 448 Senior Seminar & Clinical Preceptorship	4	
NURS 452 The Childrearing Family	5	
NURS 461W Community Health Nursing	6	
NURS 464 Management for Nurses	6	
NURS 473 Adult Health II	7	
Total Required Credits		97-100

*Samford University course MATH 110 or 150.

Nursing Major with Pre-Medicine Option (B.S.N.)

Nursing Major with Pre-Medicine Option (B.S.N.) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		48
Natural and Computational Sciences		36
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences		8
PSYC 101 General Psychology	4	
PSYC 205 Life-Span Development	4	
Mathematics		4
MATH 150 Precalculus	4	
Nursing Major:		71
NURS 230 Introduction to Nursing	3	
NURS 332 Pharmacology in Nursing	3	
NURS 232 Statistics for Health Care Professionals	3	
NURS 334 Cultural/Spiritual Aspects-Nursing Practice	3	
NURS 343 Pathophysiology	4	
NURS 344 Psychiatric Mental Health Nursing	4	
NURS 345W Research Basic to Nursing Interventions	4	
NURS 351 Childbearing Family	5	
NURS 371 Foundations for Clinical Nursing Practice	7	
NURS 372 Adult Health I	7	
NURS 448 Senior Seminar & Clinical Preceptorship	4	
NURS 452 The Childrearing Family	5	
NURS 461W Community Health Nursing	6	
NURS 464 Management for Nurses	6	
NURS 473 Adult Health II	7	
Total Required Credits		141

Nursing Electives

Course Number/Name	Credit Hrs
NURS 110 Health Care Perspectives	1
NURS 300 Bioterrorism Awareness	3
NURS 301 Camp Nursing	3
NURS 302 Informatics	3
NURS 303 Exploring International Health	3
NURS 305 Independent Study	1
NURS 306 Independent Study	2
NURS 307 Independent Study	3
NURS 308 High-Risk Neonatal Nursing	3
NURS 309 Perioperative Nursing	3
NURS 310 Ethical Considerations in Nursing	3
NURS 313 Labor and Delivery Nursing	3
NURS 315 Health Care Needs of the Hispanic Migrant/ Seasonal Farm Worker	3
NURS 318 Intensive Care/Emergency Nursing	3
NURS 319 Introduction to Developmental Disabilities	3
NURS 320 Eating and Body Image Disorders	3
NURS 402 Nursing in the British Isles	3
NURS 403 Missions Nursing	3
NURS 405 Health Care in Diverse Cultures	3
NURS 411 Pediatric Oncology Nursing	3

Undergraduate Courses**NURS 230 Introduction to Nursing (3)**

Initiation to the process of socialization to nursing. Emphasis on the evolution of modern nursing as part of the health care delivery system and on the concepts basic to contemporary nursing practice. LEC 3. Prereqs: Admission to Samford University and the Ida V. Moffett School of Nursing.

NURS 232 Statistics for Health Care Professionals (3)

Study of descriptive statistics as well as basic parametric and nonparametric statistical tests. These statistics are necessary for a beginning understanding of factual information and probability decision-making required to critique and utilize research in nursing. LEC 3. Prereq: College algebra or higher.

NURS 332 Pharmacology in Nursing (3)

Study of pharmacology in nursing based on a collaborative interdisciplinary approach. Emphasis on developing a broad base of knowledge of major drug classifications. Includes key concepts, basic medication facts, and dosage calculations. LEC 3. Prereq: NURS 343.

NURS 334 Cultural and Spiritual Aspects of Nursing Practice (3)

Study of world religions and major cultural groups with an application to nursing practice using Leininger's Transcultural Nursing Theory. LEC 3. Prereq: Sophomore standing.

NURS 343 Pathophysiology (4)

Study of disruptions in homeostasis across the life span. Content stresses the pathophysiology of cellular alteration and function. LEC 4. Prereqs: BIOL 217, BIOL 218, and CHEM 108.

NURS 344 Psychiatric Mental Health Nursing (4)

Examination of psychiatric mental health needs of individuals, families, and groups across the life span, emphasizing communication, neurobiology and psychosocial nursing with clinical experiences in acute and community mental health care settings. LEC 2, LAB 6. Prereq: NURS 343.

NURS 345W Research Basic to Nursing Interventions (4)

Exploration of the interrelationship of research and theory through participation in the research process through assessing, assembling, utilizing and evaluating research findings. The problem-based learning (PBL) methodology is used to employ the research process as a framework to increase critical thinking and synthesis of research findings. LEC 4. Prereq: NURS 333.

NURS 351 Childbearing Family (5)

Development of skills and the acquisition of knowledge and professional values to prepare the student for the role of health care provider for the childbearing family. Clinical experiences provide a variety of in-patient and community-based learning opportunities. LEC 2.5, LAB 7.5. Prereq: NURS 371.

NURS 371 Foundations for Clinical Nursing Practice (7)

Study of clinical nursing skills needed for safe practice in primary, secondary, and tertiary care with clients of all ages. LEC 3, LAB 12. Prereq: NURS 343. Co-req: NURS 332. Pre-req/Co-req: NURS 230.

NURS 372 Adult Health I (7)

Application of theoretical concepts of therapeutic modalities to manage adult medical/surgical clients in secondary health care settings. Emphasis on acute well-defined health stressors and their effect on the whole person. LEC 4, LAB 9. Prereqs: NURS 344 and NURS 371.

NURS 448 Senior Seminar and Clinical Preceptorship (4)

Refinement of clinical skills, organizational principles, and care for a small number of clients. LEC 1, LAB 120 practicum hours last three weeks of semester. Grading is pass/fail. Prereqs: NURS 452 and NURS 473. Co-reqs: NURS 461W and NURS 464.

NURS 452 The Childrearing Family (5)

Examination of health needs of families from birth through adolescence. Refinement of critical thinking and decision-making skills as students care for the pediatric client and family experiencing simple, complex and/or multiple health stressors. LEC 2.5, LAB 7.5. Prereqs: NURS 351 and NURS 372.

NURS 461W Community Health Nursing (6)

Study of the nursing concepts as well as the social, ethical, political, environmental, and legal issues which impact the community health nurse. Uses the problem-based learning methodology to conduct a capstone project. LEC 3.5, LAB 10 hours per week for 12 weeks. Prereqs: NURS 473 and NURS 452. Co-reqs: NURS 448 and NURS 464.

NURS 464 Management for Nurses (6)

Study of concepts, principles, and theories as a basis for developing an entry-level manager in a health care organization. Utilization of critical thinking skills to problem-solve and effect change in the clinical setting. LEC 3.5, LAB 10 hours per week for 12 weeks. Prereqs: NURS 452, 473, and nursing elective. Co-reqs: NURS 448 and NURS 461W.

NURS 473 Adult Health II (7)

Study of nursing priorities in adult clients experiencing complex and multisystem health stressors. Emphasis on case management of acute and critically ill adult clients. Multidimensional approach for small client groups and case types as students learn to become managers of care for high acuity patients. LEC 4, LAB 9. Prereqs: NURS 351 and NURS 372.

NURSING ELECTIVES

NURS 110 Health Care Perspectives (1)

Examination of basic understanding of human beings, health care consumerism, decision-making, career opportunities, and health care issues pertinent to nursing. LEC 1. Open to non-nursing majors. Offered: Spring.

NURS 300 Bioterrorism Awareness (3)

Examination of clinical information on bioterrorism and chemical warfare response. Nursing education and preparedness is essential to provide quality nursing care, prevent occupational exposure, and combat terrorism. Discussion of early recognition and essential facts needed to cope with the most likely biological warfare possibilities, including clinical manifestations and appropriate clinical response from a global perspective. LEC 3. Prereqs: NURS 332, 371, or permission of the instructor. Offered: Summer.

NURS 301 Camp Nursing (3)

Examination of collaborative practice as members of an interdisciplinary health care team in a residential camp setting. Explores education and health care of children age 6 to 17 years who are affected with a chronic illness. Students utilize knowledge of principles of growth and development as they assist children with risk reduction and health promotion strategies. Students engage in direct interaction with individuals and small groups and act as patient advocates, while anticipating, planning, and managing developmentally appropriate care. Prereqs: NURS 344, 372, and permission of the instructor. Offered: Summer 1.

NURS 302 Informatics (3)

Study of informatics and computer use in health care settings. Addresses concepts relevant to nursing informatics and the use of computerized information systems in health care organizations as well as the use of computer applications to support clinical and administrative decision making. LEC 3. Prereq/Co-req: NURS 371 or permission of the instructor. Offered: Fall.

NURS 303 Exploring International Health (3)

Exploration of demographics, health indicators, environmental influences, approaches to health education, major diseases/conditions, local customs and beliefs related to health care. Comparisons of health status between people living in industrialized nations with those living in developing nations also included. LEC 3.

NURS 305 Independent Study (1)

Content varies with the needs and interests of the student. Prereqs: Permission of the instructor and assistant dean of the School of Nursing.

NURS 306 Independent Study (2)

Content varies with the needs and interests of the student. Prereqs: Permission of the instructor and assistant dean of the School of Nursing.

NURS 307 Independent Study (3)

Content varies with the needs and interests of the student. Prereqs: Permission of the instructor and assistant dean of the School of Nursing.

NURS 308 High-Risk Neonatal Nursing (3)

Study of high-risk neonates and their families, including genetic abnormalities, preventive measures, and long-term sequelae associated with birth of these neonates. Exploration of the roles of the nurse and other health care professionals. Prereqs: NURS 351, 372, or permission of the instructor. Offered: Jan Term.

NURS 309 Perioperative Nursing (3)

Examination of the role of the nurse and other health care professionals involved in the care of the patient undergoing surgical intervention. Emphasis on the nursing care of the patient in the operating room as well as the preoperative and post anesthesia recovery areas. Prereqs: NURS 371 and permission of the instructor. Offered: Jan Term.

NURS 310 Ethical Considerations in Nursing (3)

Examination of legal, ethical, and moral issues relative to the profession of nursing. Attention to classical and contemporary ethical theories, principles, and philosophical considerations. Exploration of ethical decision making and problem solving in the context of providing ethically appropriate nursing care consistent with personal and professional values. LEC 3. Prereq: NURS 371 or permission of the instructor.

NURS 313 Labor and Delivery Nursing (3)

Opportunities for the student to gain additional theoretical knowledge and clinical skills related to the labor and delivery process. The student will complete a preceptor clinical experience with a registered nurse in a labor and delivery setting. LEC 1.5, LAB 4.5. Prereq: NURS 351.

NURS 315 Health Care Needs of the Hispanic Migrant/Seasonal Farm Worker (3)

Introduction to the Hispanic farm worker, with emphasis on identifying health risks and defining culturally competent nursing care. Prereq: NURS 371 or permission of the instructor.

NURS 318 Intensive Care/Emergency Nursing (3)

Examination of the clinical specialty role in intensive/emergency nursing utilizing the preceptor model in area hospital settings. Prereqs: NURS 372 and/or permission of the instructor. Offered: Jan Term and Summer 2.

NURS 319 Introduction to Developmental Disabilities (3)

Prepares the student to work with individuals with developmental disabilities and their families. Community experiences are planned to provide a variety of learning opportunities. Open to all students at the University, but an emphasis will be placed on disciplines that provide direct services for individuals with disabilities, e.g., nursing, education, nutrition sciences, psychology, and sociology. LEC 3. Prereq: NURS 371 or permission of instructor.

NURS 320 Eating and Body Image Disorders (3)

Examination of complex health issues related to eating and body image disorders across the life span with emphasis on sociocultural perspectives and the role of the nurse in promoting healthful lifestyles. LEC 3. Prereq: NURS 344 or permission of the instructor.

NURS 402 Nursing in the British Isles (3)

Observation of the role of the nurse in the British Health Care System with emphasis on historical influence on professional nursing. London serves as the setting for the course. Prereq: Permission of the instructor. Offered: Jan Term.

NURS 403 Missions Nursing (3)

Examination of health care delivery across the life span in a cross-cultural environment. Practicum provides the opportunity to plan and participate in nursing activities related to domestic and foreign missions. Special emphasis on how health and human behavior is affected by culture, race, religion, gender, age, political, and economic conditions. Open to graduate nursing students. Prereq: Third-level standing or permission of the instructor.

NURS 405 Health Care in Diverse Cultures (3)

Study and observation of health care and other cultural experiences worldwide. Co-listed as NURS 505. Prereq: Third-level standing or permission of the instructor.

NURS 411 Pediatric Oncology Nursing (3)

Focus on health needs of children and their families who are affected with devastating illnesses. Students collaborate with interdisciplinary care teams to provide safe nursing care and refine critical decision-making skills in a preceptor model of learning. LEC .5, LAB 6.5. Prereq: NURS 452; permission of instructor.

Graduate Programs and Requirements**Curricular Options**

Master of Science in Nursing

Education Track

Family Nurse Practitioner Track

Management Track

Nurse Anesthesia

Joint-Degree Program

Nurse Executive Track (M.S.N./M.B.A.)

RN to M.S.N.

Education Track

Family Nurse Practitioner Track

Management Track

Nurse Executive Track (M.S.N./M.B.A.)

Post-Master of Science in Nursing Certificate

Education Track

Family Nurse Practitioner Track

Management Track

The Ida V. Moffett School of Nursing offers flexible, innovative tracks in a program leading to a Master of Science in Nursing degree. Graduates are prepared to practice in an advanced role to meet and/or manage health care needs of families across the life span. The graduate will be prepared to practice in a variety of settings with a functional focus in one of the following areas: (a) family nurse practitioner practice, (b) nursing education, (c) management, (d) administration with a dual degree: M.S.N./M.B.A., or (e) nurse anesthesia. In addition, the School of Nursing provides the experienced registered nurse who currently holds an Associate of Science in Nursing or a hospital diploma the opportunity to earn an M.S.N. through a nontraditional path.

A Post-Master of Science in Nursing Certificate is available in Education, Family Nurse Practitioner (FNP), and Management. Students completing the Post-M.S.N./FNP track will have fulfilled the educational requirements to take the Family Nurse Practitioner Certification Examinations.

MSN Student Objectives

Graduates with a Master of Science in Nursing from the Ida V. Moffett School of Nursing will be prepared to:

1. Apply theoretical concepts and research findings as bases for clinical organizational decision-making in order to provide compassionate care, initiate change, and improve nursing practice.
2. Demonstrate proficient utilization of research including the evaluation of research, problem identification within the clinical practice setting, awareness of practice outcomes, and the clinical application of research.
3. Develop an understanding of health care policy, organization and health care financing in order to provide quality cost-effective care, participate in the design and implementation of care in a variety of health care systems, and assume a leadership role in the management of health care resources.
4. Integrate ethical principles, personal beliefs, and Christian values to provide a framework for advanced nursing practice (ANP) and ethical decision-making as it affects the community, society, and health care delivery system.
5. Implement advanced nursing practice and work effectively in interdisciplinary relationships or partnerships, recognizing the uniqueness and similarities among various health care providers.
6. Provide care that is culturally responsive to individuals or population groups based on an understanding and appreciation for human diversity in order to encourage health promotion and wellness strategies that maximize one's quality of life.
7. Assume responsibility and accountability for the health promotion, risk reduction, assessment, diagnosis, and management of patient problems across the life span.
8. Interpret the environment in which health care is provided and modify patient care and health care delivery in response to global environmental factors.
9. Participate in political and professional organizations to influence health policy, improve health care, and advance the profession of nursing.
10. Engage in professional and personal activities that evidence a commitment to lifelong learning and a contribution to society.

Master of Science in Nursing: Core Courses

Master of Science in Nursing Required Core Courses for All Tracks		Course Credits	Total Required Credits
NURS 523	Statistical Methods	2	
NURS 524	Cultural/Spiritual Aspects of ANP	2	
NURS 526	Health Promotion for ANP	2	
NURS 532	Research and Theories for ANP	2	
NURS 534	Research for ANP	2	
NURS 535	Leadership and Fiscal Management of Healthcare Systems	2	
NURS 536	Healthcare Policy and Economics	2	
Total Required Credits			14

ANP=Advanced Nursing Practice

Master of Science in Nursing: Education Track

Master of Science in Nursing Education Track Required Courses		Course Credits	Total Required Credits
Core Course Requirements			14
Advanced Practice Courses - Education Track			23
NURS 530	Curriculum Development-Nursing Education	3	
NURS 533	Adv Physiology and Pathophysiology	3	
NURS 556	Theory & Practice in Educational Evaluation	3	
NURS 630	Seminar in Nursing Education	3	
NURS 637	Teaching Strategies	3	
NURS 656	Seminar in Educational Evaluation	2	
NURS 660	Nursing Education Practicum I	3	
NURS 661	Nursing Education Practicum II	3	
Total Required Credits			37

Master of Science in Nursing: Family Nurse Practitioner Track

Master of Science in Nursing: Family Nurse Practitioner (FNP) Track Required Courses		Course Credits	Total Required Credits
Core Course Requirements			14
Advanced Practice Courses - FNP Track			29
NURS 533	Advanced Physiology and Pathophysiology	3	
NURS 633	Pharmacotherapeutics for ANP	3	
NURS 641	Advanced Health Assessment	4	
NURS 642	Primary Care of Adults I	4	
NURS 651	Primary Care of Adults II	5	
NURS 652	Primary Care of Children/Pregnant Women	5	
NURS 653	Primary Care Practicum	5	
Total Required Credits			43

Master of Science in Nursing: Management Track

Master of Science in Nursing: Management Track Required Courses		Course Credits	Total Required Credits
Core Course Requirements			14
Advanced Practice Courses - Management Track			23
NURS 540	Managing within a Health Care Organization	3	
NURS 541	Nursing Management of Clinical Systems	3	
NURS 542	Nursing Management of Human Resources	3	
NURS 543	Introduction to Health Care Finance	3	
NURS 544	Finance & Budgeting for Nursing Systems	3	
NURS 644	Nursing Management Seminar	3	
NURS 657	Nursing Management Practicum	5	
Total Required Credits			37

M.S.N. Program

Admission to the Education, Family Nurse Practitioner, Management, and Joint M.S.N./M.B.A. Tracks

Applications for the M.S.N. Degree Program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing Graduate Program upon submission of the following required material:

1. Samford University School of Nursing Graduate Program Application and \$25 application fee.
2. Official transcripts of all colleges and universities previously attended.
3. Three professional references.
4. Evidence of current unencumbered license as a registered nurse.
5. Official test scores from the GRE or MAT.
6. International applicants or American citizens who learned English as a second language must score at least 500 on the Test of English as a Foreign Language (TOEFL).
7. One undergraduate course in nursing research with a grade of C (2.00) or better.
8. One undergraduate health assessment course with a grade of C (2.00) or better (for FNP students only).

Levels of Admission

A. Unconditional Admission

An applicant may be admitted on an unconditional basis under the following circumstances:

1. Bachelor of science in nursing degree or bachelor of science degree with a major in nursing from a NLNAC or CCNE accredited program.
2. Undergraduate cumulative grade point average of at least 3.00 on a 4.00 scale.
3. Miller Analogies Test (MAT) score of 44 or 402; or Graduate Record Examination (GRE) score of 450 verbal, 520 quantitative, and 4 analytical writing. Note: Applicants desiring the M.S.N./M.B.A. or nurse anesthesia admission should take the GRE.
4. Personal interview with member of the graduate faculty.

B. Conditional Admission

Should any of the above conditions not be met, the applicant may be considered on an individual basis for conditional admission.

In the event of conditional admission, the applicant must complete the first eight credits of the required Graduate Nursing Curriculum at Samford University with a B or better in each course attempted. Failure to meet the requirement as stated will prevent progression in the School of Nursing Graduate Program.

Academic Policy and Progression

Transfer Credit

Graduate students are permitted to transfer a maximum of twelve hours of graduate credit from an 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 Assistant Dean of the Graduate Program for applicability to the graduate program.

Progression Policies

In order to progress in the graduate program in the School of Nursing, the student must:

1. Have a completed Health Data Record (with all required immunizations) on file in Student Health Services; information must be kept current.
2. Document and keep current the following requirements:
 - a. Personal health insurance
 - b. Professional liability insurance
 - c. BCLS certification
3. Adhere to the Code of Ethical/Professional Conduct as specified in this catalog.
4. Possess a current unencumbered Registered Nursing License.
5. Submit to drug testing prior to entering the first clinical or specialty course in each graduate nursing track.
6. Students in the M.S.N. program must maintain a cumulative GPA of 3.00 or higher throughout the program. The GPA in any one semester may fall below 3.00, but if the cumulative GPA remains 3.00 or higher, the student will be considered in good academic standing. If the **cumulative GPA** falls below a

3.00 the student will be placed on "academic probation." To be removed from academic probation, a student's cumulative GPA must be at least 3.00 after the completion of eight additional credits. Students must have a 3.00 cumulative GPA to graduate.

Dismissal/Termination Policy

The graduate student will be dismissed from the school if:

1. His/her cumulative GPA remains below 3.00 after the completion of eight additional credits after being placed on academic probation.
2. His/her cumulative GPA falls below 3.00 after completion of eight credits if admitted on conditional status.
3. He/she earns an unacceptable grade as defined in the syllabus of that course for a second time in any course.
4. He/she earns an unacceptable grade as defined in the syllabus of that course in more than two courses.
5. He/she does not adhere to the Code of Ethical/Professional Conduct as specified in this catalog, School of Nursing section.

Program Interruptions and Readmissions

Students in good academic standing, who interrupt the program for any reason, must reapply if the absence exceeds one academic year. Students who are not in good academic standing at the time they left the program may reapply after a lapse of one academic year.

Students who need more than five years to complete the program, may petition the IVMSOON graduate program to request an additional year for completion (a total of six years for completion).

RN to M.S.N. Option

RN to M.S.N. Option Courses	Course Credits	Total Required Credits
General Education Requirements:		43
Natural Sciences/Applied Sciences		22
College Algebra or higher-level math	3	
Anatomy	4	
Physiology	4	
Microbiology	4	
Intro to Chemistry or higher-level Chemistry	4	
Introductory computer course	3	
Social Sciences		9
Intro to Psychology	3	
Developmental Psychology	3	
Speech	3	
Humanities		6
English Composition I and II	6	
Other Liberal Arts courses*		6
RN to M.S.N. Bridge Courses		14
NURS 510 Transition-Professional Nursing Practice	3	
NURS 511 Health Assessment	4	
NURS 512 Healthcare Research & Intro to Statistics	3	
NURS 513 Leadership, Mgt, & Community Health	4	
Core Course Requirements**		14
Selected Track: Advanced Practice Courses**		23-29
Education Track	23	
Family Nurse Practitioner Track	29	
Management Track	23	
Total Required Credits		94-100

* Remaining credit may be chosen from political science, history, English literature, foreign languages, philosophy, biology, chemistry, psychology, sociology, geography, economics, religion, and either art, music, or theatre appreciation (no more than three credits may be in appreciation courses).

** See M.S.N. tables on p. 174 for course requirements.

RN TO M.S.N Option

The School of Nursing offers the Master of Science in Nursing (M.S.N.) degree through a nontraditional pathway. The program provides the experienced RN who holds an associate of science in nursing degree or hospital diploma an opportunity to earn a master's degree within one program of study.

In the RN to M.S.N. option, the graduate does not earn a bachelor's degree. Should an individual not complete the requirements for the M.S.N., whether for personal or academic reasons, no B.S.N. is awarded nor academic credit transferred to the B.S.N. program.

The RN to M.S.N. option consists of four bridge courses, which can be completed in one semester. Successful completion of all four bridge courses (NURS 510, 511, 512, and 513) must be accomplished in order to progress to the M.S.N. core courses. When taken full time and in sequence, the length of the RN to M.S.N. option is approximately five semesters, or two and a half years. General education courses may be completed at another college or university and then transferred to Samford University prior to enrolling in the RN to M.S.N. option.

Admission Criteria

1. Completed School of Nursing application form.
2. Transcripts from every college/university attended.
3. Provide proof of current unencumbered license to practice as a registered nurse.
4. Submit three professional references.
5. Complete scheduled interview with track coordinator.
6. Miller Analogies Test (MAT) score of 44 or 402; or Graduate Record Examination (GRE) score of 450 verbal, 520 quantitative, and 4 analytical writing.
7. International applications or American citizens who learned English as a second language must score at least a 500 on the Test of English as a Foreign Language (TOEFL).
8. Cumulative GPA minimum of 2.70.

RN to M.S.N. Progression Policies

1. Have a completed Health Data Record (with all required immunizations) on file in Student Health Services.
2. Adhere to all Ida V. Moffett School of Nursing policies and procedures, as well as the Code of Ethical/Professional Conduct.
3. Evidence of one year of nursing experience since earning the associate degree or diploma.
4. Make a grade of B (3.00) or better in each RN to M.S.N. bridge course in the School of Nursing curriculum.
5. Maintain a Samford University graduate cumulative GPA of at least 3.00 for progression to the master's core courses.
6. Validation of 34 nursing credits must occur in NURS 510 (Transition to Professional Nursing Practice).
7. To progress from the final RN to M.S.N. bridge course to the core courses, all 43 credits of General Education courses must be completed.

Department of Nurse Anesthesia

Admission requirements are as follows:

1. Completed School of Nursing Graduate Program application
2. Completed Department of Nurse Anesthesia application
3. Nonrefundable \$25 fee and a current photo (optional)
4. Current unencumbered Alabama license as a registered nurse
5. Bachelor of Science in Nursing from an NLN or CCNE accredited program
6. Minimum one year full time acute care experience as a registered nurse
7. Four letters of recommendation
8. Official transcripts from all colleges and universities attended (should provide proof of B.S.N.)
9. Prerequisite courses are as follows: anatomy, physiology, general chemistry, organic chemistry, and research.
10. Official GRE score of 450 verbal, 520 quantitative, and a 4 on the analytical writing section. The MAT is not accepted.
11. Cumulative GPA of 3.00 on a 4.00 scale.

Admission decisions are based on GPA, GRE scores, letters of recommendation, personal interview, and the duration and type of work experience.

Master of Science in Nursing – Nurse Anesthesia

Master of Science in Nursing Nurse Anesthesia Required Courses	Course Credits	Total Required Credits
Nurse Anesthesia Core		54
MSNA 523 Statistical Methods	2	
MSNA 524 Cultural/Spiritual Aspects-Nursing Practice	2	
MSNA 532 Research and Theories for ANP	2	
MSNA 534 Research for Advanced Nursing Practice	2	
MSNA 560 Physiology I	3	
MSNA 561 Physiology II	3	
MSNA 563 Human Anatomy for Anesthesia	3	
MSNA 564 Biochemistry	4	
MSNA 565 Neuroscience	3	
MSNA 571 Principles of Anesthesia I	3	
MSNA 572 Principles of Anesthesia II	3	
MSNA 610 Regional Anesthesia	2	
MSNA 611 Pharmacology II	2	
MSNA 629 Advanced Health Assessment	3	
MSNA 633 Pharmacotherapeutics for ANP	3	
MSNA 672 Anesthesia Techniques	3	
MSNA 674 Obstetric Anesthesia	3	
MSNA 675 Pediatric Anesthesia	2	
MSNA 688 Anesthetic Pharmacology I	3	
MSNA 689 Anesthetic Pharmacology II	3	
Anesthesia Seminars		10
MSNA 676 Anesthesia Seminar I	1	
MSNA 677 Anesthesia Seminar II	1	
MSNA 678 Anesthesia Seminar III	1	
MSNA 679 Anesthesia Seminar IV	1	
MSNA 680 Anesthesia Seminar V	2	
MSNA 681 Anesthesia Seminar VI	2	
MSNA 682 Anesthesia Seminar VII	2	
Clinical Practicums		26
MSNA 690 Clinical Practicum I	2	
MSNA 691 Clinical Practicum II	4	
MSNA 692 Clinical Practicum III	4	
MSNA 693 Clinical Practicum IV	4	
MSNA 694 Clinical Practicum V	4	
MSNA 695 Clinical Practicum VI	4	
MSNA 696 Clinical Practicum VII	4	
Total Required Credits		90

ANP=Advanced Nursing Practice

Joint-Degree Program

Joint-Degree Program Admissions

Students pursuing the Nurse Executive Track joint M.S.N./M.B.A. degrees must be admitted on an independent basis by both the Ida V. Moffett School of Nursing and the School of Business. M.S.N./M.B.A. applicants will be required to take the GRE for consideration for admission to both the School of Nursing and the School of Business. If the applicant's GRE score is not sufficient for admission to the School of Business, the applicant may be required to take the GMAT for admission to the M.B.A. program.

Master of Science in Nursing/ Master of Business Administration Required Courses	Course Credits	Total Required Credits
Core Course Requirements		14
Advanced Practice Courses - MSN/MBA		48
Business		39
ACCT 511 Foundations of Accounting*	3	
ACCT 519 Accounting for Decision Making	3	
BUSA 514 Foundations of Finance*	3	
BUSA 515 Foundations of Management & Marketing*	3	
BUSA 516 Foundations of Operations Management*	3	
BUSA 521 Managerial Finance	3	
BUSA 533 MIS and Communications Technology	3	
BUSA 541 Marketing in the Global Environment	3	
BUSA 561 Strategic Management	3	
ECON 512 Foundations of Economics*	3	
ECON 520 The Economics of Competitive Strategy	3	
Business Electives from BUSA 590-599**	6	
Nursing		9
NURS 645 Nurse Executive Seminar	4	
NURS 658 Nursing Executive Practicum	5	
Total Required Credits		62

*Students may be exempt from courses if they have completed appropriate undergraduate courses within the last 10 years at a regionally accredited institution.

**Joint degree students are exempt from BUSA 513 (Foundations of Business Statistics-3 credits), two BUSA elective courses (6 credits), and three NURS courses (9 credits).

Post-Master of Science in Nursing Program

Admission Policies

Applications for the Post-M.S.N. certificate admission 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 Ida V. Moffett School of Nursing Graduate Program upon submission of the following required material:

1. Samford University School of Nursing Graduate Program P-MSN Application and \$25 application fee.
2. Official transcripts of all prior college work, documenting a Master of Science in Nursing degree from an accredited (NLNAC or CCNE) program.
3. Three professional references.
4. International applicants or American citizens who learned English as a second language must score at least 500 on the Test of English as a Foreign Language (TOEFL).
5. Evidence of current unencumbered license to practice as a RN.
6. Personal interview with a member of the graduate Faculty.
7. Evidence of one graduate-level pathophysiology course with a grade of B or better (students pursuing Education or FNP certificates, only).

Post-Master of Science in Nursing: Education Track Required Courses		Course Credits	Total Required Credits
NURS 530	Curriculum Development in Nursing Ed	3	
NURS 556	Theory & Practice-Educational Evaluation	3	
NURS 637	Teaching Strategies	3	
NURS 664	Role Transition & Practicum in Nursing Educ	2-4	
Total Required Credits			11-13

Post-Master of Science in Nursing: Family Nurse Practitioner Track Required Courses		Course Credits	Total Required Credits
NURS 526	Health Promotion for ANP	2	
NURS 633	Pharmacotherapeutics for ANP	3	
NURS 641	Advanced Health Assessment	4	
NURS 642	Primary Care of Adults I	4	
NURS 651	Primary Care of Adults II	5	
NURS 652	Primary Care of Children/Pregnant Women	5	
NURS 653	Primary Care Practicum	5	
Total Required Credits			28

ANP=Advanced Nursing Practice

Post-Master of Science in Nursing: Management Track Required Courses		Course Credits	Total Required Credits
NURS 540	Managing within Health Care Organization	3	
NURS 541	Nursing Management of Clinical Systems	3	
NURS 542	Nursing Management of Human Resources	3	
NURS 543	Introduction to Health Care Finance	3	
NURS 544	Finance & Budgeting for Nursing Systems	3	
NURS 644	Nursing Management Seminar	3	
NURS 657	Nursing Management Practicum	5	
Total Required Credits			23

Graduate Courses

NURSE ANESTHESIA

MSNA 523 Statistical Methods (2)

Study of parametric and nonparametric inferential statistical tests with an emphasis on the hypothesis testing process. Includes power analysis and graphing techniques. These statistics are necessary to critique, utilize, and conduct nursing research. Co-listed as NURS 523. Prereq: Undergraduate statistics course. Offered: Spring Term A.

MSNA 524 Cultural/Spiritual Aspects of Nursing Practice (2)

Exploration of theories, concepts, and research in transcultural and spiritual nursing for application in various advanced practice roles. The impact of cultural differences on health behaviors and health promotion activities as well as the impact of the provider's culture, values, beliefs, and religious practices on health care delivery also examined. Co-listed as NURS 524. Offered: Fall Term A and Spring Term A.

MSNA 532 Research and Theories for Advanced Nursing Practice (2)

Critical analyses of theory and research and their uses for advanced nursing practice. The inter-relationship among theory, practice, and research is examined along with the nature of nursing's scientific body of knowledge. Various methods for developing scientific knowledge for practice also examined. Content includes selected theories from nursing and related fields which serve as a framework for research for advanced nursing practice. Co-listed as NURS 532. Prereqs: Admission to the graduate program and MSNA 523. Offered: Spring Term B and Summer.

MSNA 534 Research for Advanced Nursing Practice (2)

Builds upon content in MSNA 532 to promote an evidence-based approach through exploration of the research process, relevant theories, and application to advanced practice. Co-listed as NURS 534. Prereqs: MSNA 523 and MSNA 532. Offered: Summer.

MSNA 560 Physiology I (3)

First of two courses that provide 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. Related material from biochemistry, cell biology, and pathophysiology presented to provide an understanding of mechanisms of function. Emphasis on structure and function of cells and tissues; homeostasis and control theory, nervous, muscular, autonomic, gastrointestinal, reproductive, and endocrine systems. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Fall Term A.

MSNA 561 Physiology II (3)

Emphasis on communication and integration structure-function relationships at the micro and macro organizational levels, under normal and abnormal conditions. Related material from biochemistry, cell biology and pathophysiology are presented to provide students a more complete understanding of mechanisms of function. Emphasis on blood, cardiovascular, lymphatic, respiratory, renal, immune systems and acid base balance. Prereq: MSNA 560. Offered: Fall Term B.

MSNA 563 Human Anatomy for Anesthesia (3)

Survey of gross human anatomy with special emphasis for the nurse anesthetist. Provides the foundation needed in other basic and clinical science courses in the nurse anesthesia curriculum. Muscles, skeletal elements, vascular and neural supply and significant supporting connective tissues from clinically important anatomical regions are studied. Method of instruction is an equal mixture of lecture and instructor guided laboratory cadaver dissections. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Summer.

MSNA 564 Biochemistry (4)

Lecture series describing composition, structure, and function of chemical components of the living cell. Examination of the physiological chemistry of the cell in health and disease including study of chemical transformations involved in genetics, macromolecule synthesis, intermediary metabolism, respiration, excretion, nutrition, endocrine function, and homeostasis. Emphasis on topics especially relevant to anesthesia such as hemoglobin synthesis, degradation, and gas interactions, and the biochemical basis of pain modulation. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Summer.

MSNA 565 Neuroscience (3)

Scientific foundations of mechanisms of action of general anesthesia, provision of regional anesthesia, acute and chronic pain perception, pain management, and pre- and post-anesthetic neurologic assessment. Development of basic understanding of gross and ultrastructural anatomy of the human nervous system, including relation of neuroanatomy, membrane biophysics, synaptic transmissions, and neural systems with human cognitive function in health and disease. Also covered: the neuroanatomical and neurophysiological substrates that underlie arousal, sleep, perception, pain, and analgesia. Prereqs: MSNA 563, 560, and 561. Offered: Spring Term B.

MSNA 571 Principles of Anesthesia I (3)

First in a two-course series exploring principles of anesthesia and related technologies in detail. Includes three general areas: physics, monitoring, and anesthesia delivery systems. Anesthesia delivery section includes extensive laboratory practice with several types of anesthesia machines. Prereq: Enrollment in Nurse Anesthesia. Offered: Fall Term B.

MSNA 572 Principles of Anesthesia II (3)

Second in a two-course series exploring principles and theories of anesthesia delivery including pre- and post-anesthetic evaluation, formulation of anesthesia management plans, premedication, anesthesia techniques and procedures, equipment use and requirements, monitoring, and record keeping. Prereq: MSNA 571. Co-req: MSNA 675. Offered: Spring Term A.

MSNA 610 Regional Anesthesia (2)

Exploration of the principles and techniques involved in anesthesia and analgesia of a portion of the body. Topics include local anesthetic pharmacology and various regional techniques including subarachnoid, epidural, brachial plexus, and intravenous regional blocks. Peripheral extremity and single nerve blocks also covered. Prereq: MSNA 565. Offered: Spring Term B.

MSNA 611 Pharmacology II (2)

Companion general pharmacology course to MSNA 633. Examines the impact that physiology, pathology and dosage formulation have on the effects of medications in patients. Includes: advanced pharmacokinetics, drug distribution and redistribution, renal and hepatic effects, principles of medicinal chemistry, and theories of the treatment of acute and chronic pain. Examination of drugs by pharmacologic category is continued from the first course. Prereq: MSNA 633. Offered: Fall Term A.

MSNA 629 Advanced Health Assessment (3)

Comprehensive advanced health and physical assessment. Emphasis on learning how to take comprehensive histories and perform accurate physical exams. Includes health promotion and disease prevention. Prereq: Admission to the Department of Nurse Anesthesia. Offered Fall Term A.

MSNA 633 Pharmacotherapeutics for Advanced Nursing Practice (3)

Study of the concepts of pharmacology and pharmacotherapeutics used as a means of assessing and analyzing the need for medication, as well as planning, implementing, and evaluating the therapeutic effect of medication. Selected drugs within categories are compared and contrasted for indications, efficacy, therapeutic, and adverse effects, monitoring parameters, dosing principles, and common drug interactions. Includes legal/ethical implications of pharmacotherapeutics as well as elements of prescription writing. Co-listed as NURS 633. Offered: Summer Term.

MSNA 672 Anesthesia Techniques (3)

Advanced anesthetic management covering specialized surgical procedures and integrating consideration of coexistent patient pathology into anesthetic management. Emphasis on laparoscopic, trauma, outpatient, orthopedic, neurosurgical, ENT, head and neck, gynecologic, thoracic, cardiovascular, urologic, transplant, and plastic surgical procedures. Prereqs: MSNA 571 and MSNA 572. Offered: Summer.

MSNA 674 Obstetric Anesthesia (3)

Builds upon principles of anesthesia with study of obstetric anesthesia emphasizing techniques for labor analgesia and operative delivery. Topics include changes in anatomy, physiology, pharmacokinetics, and pharmacodynamics during pregnancy; necessary adjustments in anesthetic techniques, the maternal-fetal interface, and neonatal effects of maternal anesthetic interventions. Offered: Spring Term B.

MSNA 675 Pediatric Anesthesia (2)

Principles of anesthetic management in the pediatric patient population. Includes differences in anatomy, physiology, pathophysiology and pharmacology and their impact on anesthetic management. Prereq: MSNA 571. Co-req: MSNA 572. Offered: Spring Term A.

MSNA 676-682 Anesthetic Seminar I-VII

Seven part seminar series accompanying the clinical portion of the nurse anesthesia curriculum. The series has three broad underlying goals: 1) to assist graduate nurse anesthesia students to correlate basic and clinical science with clinical anesthesia practice, 2) to habituate knowledge seeking and critical thinking, and 3) to establish lifelong learning as mechanism by which anesthetist remains current in clinical knowledge and seeks solutions to clinical problems.

MSNA 676 Anesthesia Seminar I (1)

First in a series of seven seminars that focuses specifically on cognitive and practical application in the areas of pre-anesthetic assessment, formulating a safe and effective anesthetic plan, and post-anesthetic evaluation of care. The seminar also provides an opportunity to discuss issues surrounding the graduate student's adjustment to the clinical anesthesia environment. Offered: Summer.

MSNA 677 Anesthesia Seminar II (1)

Second in a series of seven seminars that focuses specifically on clinical application of foundational sciences. Includes cognitive and practical application of pre-anesthetic assessment, formulation of a safe and effective anesthetic plan, and post-anesthetic evaluation of care. Offered: Fall Term A.

MSNA 678 Anesthesia Seminar III (1)

Third in a series of seven seminars that focuses specifically on evidence-based practice and clinical problem solving. Continues cognitive and practical application of pre-anesthetic assessment, formulation of a safe and effective anesthetic plan, and post-anesthetic evaluation of care. Offered: Fall Term B.

MSNA 679 Anesthesia Seminar IV (1)

Fourth in a series of seven seminars that focuses specifically on advanced clinical topics. Includes review of evidence-based practice and clinical problem-solving, especially as related to the challenges of advanced clinical topics. Offered: Spring Term A.

MSNA 680 Anesthesia Seminar V (2)

Fifth in a series of seven seminars; divided into two parts. Part one encompasses credit for ongoing work on the Capstone Project, which the graduate students accomplishes one-on-one with a faculty mentor. The second part focuses specifically on organizational and professional aspects of clinical anesthesia practice. These areas include, but are not limited to, continuous quality improvement and risk management, ethics, product evaluation, drug evaluation, professional discipline, institutional credentialing, and institutional governance. Offered: Spring Term B.

MSNA 681 Anesthesia Seminar VI (2)

Sixth in a series of seven seminars. Provides opportunity to critically examine the role and scope of nurse anesthesia practice and the organizational and environmental context in which it's practiced. Includes analysis of key problems, issues, and trends related to health care delivery systems, financing, reimbursement, and policy. Additionally, course examines the financial, legal, and regulatory forces impacting health care delivery systems, patient care delivery, and the professional practice of nurse anesthetists. Credit included for work on the Capstone Project, which the graduate student accomplishes one-on-one with a faculty mentor. Offered: Summer.

MSNA 682 Anesthesia Seminar VII (2)

Last in a series of seven seminars that focuses specifically on teamwork, collaboration, and the group processes necessary to practice entry as a Certified Registered Nurse Anesthetist (CRNA). During the course, students edit and finalize presentations for their Capstone Project, a graduation requirement, by working one-on-one with a faculty mentor. Offered: Fall Term A.

MSNA 688 Anesthetic Pharmacology I (3)

Third of four pharmacology courses in the nurse anesthesia curriculum. The first two courses, MSNA 633 and 611, cover general foundations of pharmacology. Topics in this course include pharmacokinetics, pharmacodynamics, and clinical application with emphasis on neuromuscular blocking agents, their antagonists, intravenous anesthetic agents, analgesics, and anesthetic adjuncts in detail. Prereq: MSNA 611. Offered: Fall Term B.

MSNA 689 Anesthetic Pharmacology II (3)

Last of four pharmacology courses and builds on study of general pharmacologic principles with in-depth study of anesthetic agents. Topics include pharmacokinetics, pharmacodynamics, clinical application with emphasis on inhaled anesthetic agents, uptake and distribution, and drugs used to control cardiovascular function in detail. Renal and hepatic implications and substance abuse also addressed. Prereq: MSNA 688. Offered: Spring Term A.

MSNA 690-696 Clinical Practicum I-VII

Seven-part practicum series designed to provide operating room experience for application of theoretical principles of anesthesia management to clinical practice.

MSNA 690 Clinical Practicum I (2)

First in a series of seven clinical courses. Emphasis on pre-anesthetic assessment, equipment utilization, and airway management. Prereqs: Successful completion of all previous didactic coursework in the nurse anesthesia curriculum and current Advanced Cardiac Life Support certification. Offered: Summer.

MSNA 691 Clinical Practicum II (4)

Second in a series of seven clinical courses. Emphasis on more advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills. Prereqs: MSNA 690 and current Advanced Cardiac Life Support certification. Offered: Fall Term A.

MSNA 692 Clinical Practicum III (4)

Third in a series of seven clinical courses. Emphasis on more advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills. Prereqs: MSNA 691 and current Advanced Cardiac Life Support certification. Offered: Fall Term B.

MSNA 693 Clinical Practicum IV (4)

Fourth in a series of seven clinical courses. Emphasis on more advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills across specialized patient populations. Prereqs: MSNA 692 and current Advanced Cardiac Life Support certification. Offered: Spring Term A.

MSNA 694 Clinical Practicum V (4)

Fifth in a series of seven clinical courses. Emphasis on continuing to acquire depth in the clinical management of the patient's anesthesia experience through direct patient care and demonstrating substantial progress toward self direction and independence in clinical practice. Prereqs: MSNA 693 and current Advanced Cardiac Life Support certification. Offered: Spring Term B.

MSNA 695 Clinical Practicum VI (4)

Sixth in a series of seven clinical courses. Emphasis on continuing to acquire depth in the clinical management of the patient's anesthesia experience through direct patient care and demonstrating substantial progress toward self direction and independence in clinical practice. Prereqs: MSNA 694 and current Advanced Cardiac Life Support certification. Offered: Summer.

MSNA 696 Clinical Practicum VII (4)

Last in a series of seven clinical courses. Emphasis on completion of all clinical requirements of the Department of Nurse Anesthesia, IVMSON, and the Council on Accreditation of Nurse Anesthesia Educational Programs which would qualify the graduate for certification by the Council on Certification and the Board of Nursing in Alabama or their chosen state of practice. Prereqs: MSNA 695 and current Advanced Cardiac Life Support certification. Offered: Fall Term A.

MSNA 698 Clinical Practicum-Independent Study (1-4)

Guided clinical independent study in nurse anesthesia. Arranged with permission of the Director of Clinical Anesthesia Services. Prereq: Current Advanced Cardiac Life Support certification.

MSNA 699 Independent Study in Nurse Anesthesia (1-3)

Content varies with the needs and interests of the student. Credits determined by student and faculty. Offered: TBA.

NURSING**NURS 502 Advanced Practice Nursing in the British Isles (3)**

Study opportunity and observation of the role of the advanced practice nurse in the British Health Care System. Historical influences on nursing and advanced practice nursing also examined. Prereq: Graduate-level standing or permission of the instructor. Offered: TBA.

NURS 505 Health Care in Diverse Cultures (3)

Examination of the cultural opportunity to observe, study, and participate in classes on health care and other cultural experiences worldwide. Co-listed as NURS 405. Offered: TBA.

NURS 510 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 Term A.

NURS 511 Health Assessment (4)

Second RN to MSN transition course. Course content promotes the development of essential professional registered nursing skills and expansion of knowledge base through the study of physical assessment, health promotion and disease prevention strategies, complimentary alternatives, pathophysiology, and cultural spiritual concepts. Prereq/Co-req: NURS 510. Offered: Spring Term A, online.

NURS 512 Healthcare Research and Introduction to Statistics (3)

Professional role development through an introduction to the research process and descriptive statistics. Also, 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: NURS 510 and NURS 511. Offered: Spring Term B, online.

NURS 513 Leadership, Management, and Community Health (4)

Study of theories, concepts, and principles basic to professional nursing practice as a leader and manager in an entry level position, including the creation of a safe environment. Discussion of the provision of nursing to populations in the community. Includes the development of healthcare policy, and the organization and financing of healthcare systems. Prereqs: NURS 510 and NURS 511. Offered: Spring Term B.

NURS 515 Primary Health Care of the Hispanic Migrant Farm Worker and Their Families (2)

Examination of special issues related to providing health care for migrant Hispanic farm workers and their families. Emphasis on health promotion and screening for this special population. Prereq: Graduate level standing or permission of the instructor. Offered: Summer.

NURS 523 Statistical Methods (2)

Study of parametric and nonparametric inferential statistical tests with an emphasis on the hypothesis testing process. Includes power analysis and graphing techniques. These statistics are necessary to critique, utilize, and conduct nursing research. Co-listed as MSNA 523. Prereq: Undergraduate statistics course. Offered: Fall Term B and Spring Term B.

NURS 524 Cultural/Spiritual Aspects of Advanced Nursing Practice (2)

Exploration of theories, concepts, and research in transcultural and spiritual nursing for application in various advanced practice roles. The impact of cultural differences on health behaviors and health promotion activities as well as the impact of the provider's culture, values, beliefs, and religious practices on health care delivery are also examined. Co-listed as MSNA 524. Offered: Fall Term A and Spring Term A.

NURS 526 Health Promotion for Advanced Nursing Practice (2)

Examination of a broad concept that is designed to assist and encourage individuals, groups, and populations to engage in healthy living. Students study health promotion programs currently in place and develop a new health screening program. Local, national, and international population, mortality, and morbidity statistics are examined, as well as ethical principles, administration, planning models, and appropriate funding sources for health promotion program planning. Offered: Fall Term A and Spring Term B.

NURS 530 Curriculum Development in Nursing Education (3)

Introduction for 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. Prereq: All M.S.N. core courses or permission of the instructor. Offered: Fall Term A.

NURS 531 Basic Preparation for Parish Nurses (3)

Study of concepts basic to the practice of parish nursing, including integration of faith and health; roles of the parish nurse in a health ministry; and congregational assessment, planning, implementation, and evaluation of a health ministry. Prereq: Permission of the instructor. Offered: TBA.

NURS 532 Research and Theories for Advanced Nursing Practice (2)

Critical analyses of theory and research and their uses for advanced nursing practice. The inter-relationship among theory, practice, and research is examined along with the nature of nursing's scientific body of knowledge. Various methods for developing scientific knowledge for practice also examined. Content includes selected theories from nursing and related fields which serve as a framework for research for advanced nursing practice. Co-listed as MSNA 532. Prereqs: Admission to the graduate program and NURS 523. Offered: Spring Term B and Summer.

NURS 533 Advanced Physiology and Pathophysiology (3)

Study of physiologic concepts, adaptations, and alterations that occur in selected-disease processes using a systems approach. Building upon previously learned principles of physiology and pathophysiology, knowledge gained in this course serves as a basis for understanding the rationale for assessment and evaluation of therapeutic interventions learned in advanced clinical nursing courses. Required for all students in the advanced practice nursing courses (FNP) and all educator students. Offered: Spring Term A.

NURS 534 Research for Advanced Nursing Practice (2)

Builds upon content in NURS 532 to promote an evidence-based approach through exploration of the research process, relevant theories, and application to advanced practice. Co-listed as MSNA 534. Prereqs: NURS 523 and NURS 532. Offered: Spring.

NURS 535 Leadership and Fiscal Management of Healthcare Systems (2)

Management and leadership theories applied to the Advanced Practice Nurse Role are reviewed. Resource management experience is accomplished through the development of a healthcare business budget. Analysis and monitoring of the financial impact of decisions are explored in a business specific to the student's advance practice role. A system concept of quality is developed for the advance practice role. Offered: Fall and Spring, online.

NURS 536 Healthcare Policy and Economics (2)

Ethical, legal, financial, social, and other issues and trends related to the development of health care policy are reviewed. Economic theory and the financing of health care are discussed. Relevant research is analyzed and summarized in order to develop a position on a specific healthcare policy and determine the policy's impact on education, research, and practice. Policy and politics in the government, professional organizations, the community, and the workplace are reviewed. Offered: Fall and Spring, online.

NURS 540 Managing within a Health Care Organization (3)

Study of behaviors, design, and management functions of organizations based on classic and contemporary theories. Leadership behaviors and the unique role of the nurse manager are explored. Emphasis on the communicating tools of persuading, negotiating, conflict resolution and team building and listening. Theory and techniques of changing and improving organizations also examined. Ideal foundational course for the management student. Offered: Fall Term A, online.

NURS 541 Nursing Management of Clinical Systems (3)

Review of patient care delivery models within the context of clinical systems and the medical staff. Legal, regulatory, and ethical issues affecting the administration of clinical systems and clinical research are discussed. Includes review of accreditation requirements, physical plant, and materials management. Also includes exploration of the relationship between evidenced-based practice, continuous quality improvement, outcomes, patient satisfaction, and evaluation. Impact of technology also discussed. Prereqs: All core nursing courses. Offered: Fall Term A, online.

NURS 542 Nursing Management of Human Resources (3)

Review of work force planning, job design, legal requirements, benefits and human resource polices and procedures. Recruitment and retention strategies are discussed in detail. Employee benefits and assistance programs also reviewed. Includes examination of metrics of human resource management, including turnover and vacancy rates and the relationship between staff satisfaction and patient satisfaction. Competencies, performance evaluation, career planning and coaching are reviewed in detail. Prereqs: All core nursing courses. Offered: Fall Term B, online.

NURS 543 Introduction to Health Care Finance (3)

Examination of finance and accounting principles as they relate specifically to the financing of healthcare. The role of the finance department within the health care organization is presented. Includes review of ways to measure and evaluate the financial condition of a health care organization and how to understand and analyze financial statements. Short and long term financing needs and strategies of a health care organization are discussed. Profitability, price and the cost of health care also examined. Prereq: NURS 535. Offered: Spring Term A, online.

NURS 544 Finance and Budgeting for Nursing Systems (3)

Examination of revenue and expense aspects of managing nursing and clinical systems, including building an operating and capital budget. Includes detailed exploration of productivity, patient classification systems and staffing. In addition to labor expenses, non labor expenses also reviewed as well as how to understand variance reporting in order to identify causes. Prereqs: Core and NURS 543. Offered: Fall Term B.

NURS 556 Theory and Practice in Educational Evaluation (3)

Introduction to the general evaluation principles and theories 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/Co-req: NURS 530. Offered: Fall Term A.

NURS 630 Seminar in Nursing Education (3)

Examination of role theory in preparation for advanced practice roles in nursing education, including the study of legal/ethical aspects of nursing education, student/faculty relationships, trends and issues in nursing education, and role transition. Prereq: NURS 530. Co-req: NURS 660. Offered: Spring Term A.

NURS 633 Pharmacotherapeutics for Advanced Nursing Practice (3)

Study of the concepts of pharmacology and pharmacotherapeutics as a means of assessing and analyzing the need for medication, as well as planning, implementing, and evaluating the therapeutic effect of medication. Selected drugs within categories are compared and contrasted for indications, efficacy, therapeutic, and adverse effects, monitoring parameters, dosing principles, and common drug interactions. Includes legal/ethical implications of pharmacotherapeutics as well as elements of prescription writing. Co-listed as MSNA 633. Offered: Summer Term.

NURS 637 Teaching Strategies (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. Open to students in all MSN tracts in the School of Nursing and to graduate students in other disciplines. Prereq: NURS 530 or permission of the instructor. Offered: Fall Term B.

NURS 641 Advanced Health Assessment (4)

First clinical course for students in the Family Nurse Practitioner Track. Primary focus on comprehensive advanced health/physical assessment of individuals and families. Emphasis on health promotion and disease prevention across the life span. Prereqs: Core curriculum and NURS 633. Offered: Fall Term A.

NURS 642 Primary Care of Adults I (4)

Second clinical course in the Family Nurse Practitioner (FNP) track. Students will use concepts of family-centered care and wellness promotion as they identify developmental concerns of children, adults, and families with emphasis on adult populations. Application of concepts in the advanced practice role to identify and manage common health care problems across the lifespan. Emphasis on designing holistic care while managing health problems in collaboration with multiple disciplines. Clinical assessment and decision-making in the provision of direct care within the defined scope of practice of the family nurse practitioner are essential elements of this course. Prereqs: NURS 633 and NURS 641. Offered: Fall Term B.

NURS 644 Nursing Management Seminar (3)

Analysis and evaluation of complex organization and clinical systems, integrating previous course work. The use of technology in implementing and facilitating the role of the nurse manager is discussed. The use of nursing languages in the clinical setting is also reviewed. Prereq: Completion of graduate core courses. Co-req: Final course in the School of Business and NURS 645. Offered: Fall Term A or Spring Term A.

NURS 645 Nurse Executive Seminar (4)

Analysis and evaluation of complex organizational and clinical systems, integrating previous course work. The use of technology in implementing and facilitating the role of the nurse executive is discussed. The use of nursing languages in the clinical setting also reviewed. Prereq: Completion of graduate core courses. May be taken after or concurrently with BUSA 561. Co-req: NURS 658. Offered: Fall Term A or Spring Term A.

NURS 651 Primary Care of Adults II (5)

Third clinical course in the Family Nurse Practitioner (FNP) track. Continuation of content dealing with common health problems across the lifespan, with emphasis on an adult population. Emphasis also on providing holistic care while managing health problems in collaboration with the health care team. Prereqs: NURS 633 and NURS 642. Offered: Spring Term A.

NURS 652 Primary Care of Children and Pregnant Women (5)

Fourth clinical course in the Family Nurse Practitioner (FNP) track. Emphasis on diagnosing and treating common health problems experienced by children, adolescents, and pregnant women. Additionally, theoretical concepts and clinical experiences related to the care of children and pregnant women in the primary setting are provided. These theoretical concepts and practice experiences enable the student to acquire the clinical competencies necessary in the role of the FNP. Prereqs: NURS 633 and NURS 651. Offered: Spring Term B.

NURS 653 Primary Care Practicum (5)

Fifth clinical course in the Family Nurse Practitioner (FNP) track that provides the culminating experience for the student to practice in the role of FNP. Synthesizing, practical experience in the development and implementation of the advanced role as FNP. Designed to encourage application and integration of knowledge and skills gained from previous courses, with emphasis on health promotion and disease prevention as well as the management of health care problems. Prereqs: NURS 633 and NURS 652. Offered: Summer.

NURS 656 Seminar in Educational Evaluation (2)

Practical application of evaluation theory and principles with emphasis on quality management and development of the Capstone Project proposal. Offered: Fall Term B.

NURS 657 Nursing Management Practicum (5)

Practice within an organization provides an arena for the synthesis and application of knowledge and skills learned in previous courses. Course includes a 300-hour practicum requirement in an organization that facilitates the student's individualized learning objectives, and builds on the student's previous experiences and career goals. Students become actively involved in the role of the nurse manager and are expected to assume responsibility for, or participate in, organizational-level projects under the direction of the preceptor. Prereqs/Co-reqs: Completion of graduate core nursing courses and NURS 644. Offered: Fall Term A and B.

NURS 658 Nursing Executive Practicum (5)

Practice within an organization provides an arena for the synthesis and application of knowledge and skills learned in previous courses. Course includes a 300-hour practicum requirement in an organization that facilitates the student's individualized learning objectives, and builds on the student's previous experiences and career goals. Students become actively involved in the role of the nurse executive and are expected to assume responsibility for, or participate in, organizational-level projects under the direction of the preceptor. May be taken after or concurrently with BUSA 561. Prereq: Completion of graduate core courses. Co-req: NURS 645. Offered: Fall Term B and Spring Term B.

NURS 660 Nursing Education Practicum I (3)

Synthesis, refinement, and application of nursing, educational, and evaluation theory in a variety of educational settings. Emphasis on development of lesson plans and implementation of classroom and clinical learning experiences. Prereqs: NURS 530, 556, 637, and 656. Co-req: NURS 630. Offered: Spring Term A.

NURS 661 Nursing Education Practicum II (3)

Synthesis, refinement, and application of nursing, educational, and evaluation theory continue in this second education practicum course with emphasis on development of the teaching portfolio and completion of the capstone project. Prereq: NURS 660. Offered: Spring Term B.

NURS 664 Role Transition and Practicum in Nursing Education (2-4)

Examination of role theory for transition to advanced practice roles in nursing education. Includes study of legal-ethical aspects of nursing education, trends and issues in nursing education, and role expectations for both classroom and clinical teaching. Open only to students in post-master's education certificate program. Prereqs: NURS 530, 556, and 637. Offered: Online, TBA.

NURS 699 Independent Study in Nursing (1-3)

Credits determined by student and faculty. Offered: TBA.

School of Performing Arts





Administration

TBA

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, both in the Division of Music and the Department of Theatre.

Mission

The mission of the Division of Music at Samford University is to nurture persons by developing musical skills, knowledge, and understanding appropriate to their vocational objectives and personal needs, within the framework of curricula and extra-curricular activities provided at this institution, and to contribute to the fulfillment of the broader mission of the University.

Departments	Page
Music Division	184
Theatre	197

Music Division

Faculty

Bill J. Strickland, Director, Undergraduate Studies, Professor
 Paul A. Richardson, Director, Graduate Studies, Professor
 Timothy Paul Banks, Professor
 G. William Bugg, Professor
 James A. Jensen, Professor
 W. Randall Richardson, Professor
 Donald C. Sanders, Professor
 Betty Sue Shepherd, Professor
 Kathryn Fouse, Associate Professor
 Sharon L. Lawhon, Associate Professor
 Jeffrey Z. Flaniken, Assistant Professor
 Moya L. Nordlund, Assistant Professor
 Rebecca D. Remley, Assistant Professor
 Bradley K. Sargent, Assistant Professor
 Grant B. Dalton, Instructor

Undergraduate Programs and Requirements

Majors

Church Music
 Music
 Music Education
 Instrumental
 Vocal/Choral
 Musical Theatre
 Performance
 Piano
 Piano, with Emphasis in Piano Pedagogy
 Organ
 Instrumental Music
 Voice
 Theory/Composition

Minor

Music

General Information

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

The Division of Music of the School of Performing Arts is an accredited institutional member of the National Association of Schools of Music, and the teacher education program is accredited by the Alabama State Department of Education. In addition to the academic program, a wide variety of ensembles offer to both music majors and non-music majors opportunities for meaningful experiences in music making. University ensembles include A Cappella Choir, Band, OperaWorks, University Chorale, Orchestra, Musical Theatre Ensemble, and numerous chamber ensembles.

Majors

The Division of Music of the School of Performing Arts offers programs which meet the requirements for the Bachelor of Arts in Music; the Bachelor of Science in Music; the Bachelor of Music, with majors in church music, music education, musical theatre, performance (instrumental music, organ, piano, voice), and theory/composition; the Master of Music in Church Music; and the Master of Music Education degrees.

The **Bachelor of Arts in Music** degree is designed for students desiring to major in music within the framework of a liberal arts degree. This degree is intend-

ed to serve the needs of undergraduate students who are interested in a broad program of general studies and wish also to develop their musical skills and knowledge.

The **Bachelor of Science in Music** degree is designed for students who would like to combine premedical studies with concentrated studies in music.

The **Bachelor of Music in Church Music** degree is designed for students committed to vocational ministry as a church musician. The program includes study as performer, conductor, and minister.

The **Bachelor of Music in Music Education** degree is designed for students who wish to prepare for a career as a music educator at either the elementary or secondary level. Practical experiences in teaching music are provided in the greater Birmingham area.

The **Bachelor of Music in Musical Theatre** degree is designed for students who wish to pursue a career in musical theatre. This restricted enrollment degree will provide inter-related educational experiences in music, theatre, and dance appropriate to this vocational objective.

The **Bachelor of Music in Performance** degrees (piano, organ, instrumental music, and voice) are designed for students highly motivated toward excellence in performance. The student combines studies in basic musicianship and music history with concentrated emphasis in the major performance area.

The **Bachelor of Music in Piano Performance, with Emphasis in Piano Pedagogy**, is designed for piano majors who have a strong interest in teaching as well as performance.

The **Bachelor of Music in Theory/Composition** degree is designed for students pursuing a career in the field of music theory and/or composition. Most students in this field continue their study with graduate-level work in the discipline.

Admission Policies

Students desiring to major in music must be admitted to the Division of Music in addition to gaining admission to the University. All prospective music majors must audition in their principal performance area(s) and take a music theory placement examination.

Appointments for auditions and placement examinations must be made in advance by writing to the Dean, School of Performing Arts, Samford University, Birmingham, AL 35229. Those applicants who participate in the annual music scholarship auditions will fulfill these requirements at that time. Students will be notified by mail of the results of the auditions and will be admitted for registration as music majors only if they have acceptance notices sent by the Dean of the School of Performing Arts.

Transfer students desiring to major in music must audition in the principal performance area(s) and take a placement examination in music theory to determine both acceptance and transfer of credit. Transfer of credit for other music courses is determined by either placement examinations or review of the student's previous work in an equivalent course.

Non-music majors desiring instruction in applied music may register for private or group instruction only with the permission of the Dean.

Certification/Proficiencies

Recital Attendance. All music majors and minors are required to attend student, guest artist, and faculty recitals each semester in residence. Weekly attendance at Music Activity Hour is also required. Music majors must complete seven semesters of MUSC 099 (Music Activity Hour). Musical theatre majors must substitute two semesters of THEA 201 (Theatre Production) for two semesters of MUSC 099. Music minors must complete four semesters of the same course. (*See the Division of Music Handbook for details.*)

Performance. One of the most important aspects of a music major's educational experience is the area of performance. The requirements for number of credits in performance appear in the curricular tables for the various degrees in music. Listed below are the minimum recital requirements:

- a. Bachelor of Music in Performance
 - 1/2 hour junior recital
 - 1 hour senior recital
- b. Bachelor of Music in Church Music
 - 1/2 hour recital
- c. Bachelor of Music in Music Education
 - 1/2 hour recital

- d. Bachelor of Music in Musical Theatre
1/2 hour recital
- e. Bachelor of Music in Theory/Composition
1/2 hour composition recital
1/2 hour performance recital
- f. Bachelor of Arts in Music
1/2 hour recital
- g. Bachelor of Science in Music
1/2 hour recital

Piano Proficiency. All non-keyboard majors must pass a piano proficiency examination before graduating. Such students must enroll for piano study each semester until the piano proficiency examination has been passed. All degree candidates must complete piano proficiency requirements before auditioning for a senior recital. Music education majors must complete all piano proficiency requirements before enrolling for student teaching.

Student Accompanying. All keyboard principals are required to complete a minimum of two semesters of supervised accompanying. One credit will be given in ensemble for each semester of accompanying completed.

Grade Restrictions. No grade below C- in music courses required for a Bachelor of Music degree will count toward fulfillment of degree requirements. For students pursuing a Bachelor of Arts or Bachelor of Science degree with a major in music, no grade below C- in MUSC 101-102, MUSC 101L-102L, MUSC 201-202, or MUSC 201L-202L will count toward fulfillment of music major requirements.

Ensembles

Students with an undergraduate major in music must register for at least one major ensemble each semester in residence. At Samford University the following groups are defined as major ensembles: University Chorale, A Cappella Choir, OperaWorks, Band, and Orchestra.

The following guidelines apply to participation by music majors:

1. Music education students should participate in ensembles in the area in which they plan to student-teach.
2. Vocal/choral music education and church music majors may substitute two credits in OperaWorks or Musical Theatre Ensemble for two credits in a major choral ensemble.
3. Vocal performance majors must take a minimum of two semesters of OperaWorks and four semesters of a choral ensemble (either A Cappella Choir or University Chorale). The other two credits may be chosen from any of these ensembles.
4. Organ performance majors, piano performance majors, and music education and church music majors with keyboard emphasis must fulfill two of the eight credits of ensemble requirements by taking MUSC 167 (Accompanying) for two semesters. Organ performance majors and piano performance majors may fulfill two additional credits of ensemble requirements by taking two additional credits of MUSC 167.
5. Students with keyboard emphasis pursuing the B.M. degree with a major in theory/composition, the B.A. degree with a major in music, or the B.S. degree with a major in music may fulfill two of the eight credits of ensemble requirements by taking MUSC 167 (Accompanying) for two semesters.
6. Church music majors with instrumental performance emphasis must take at least two semesters of choral ensemble (either A Cappella Choir or University Chorale).
7. Musical theatre majors must take a minimum of two semesters of Musical Theatre Ensemble and four semesters of a choral ensemble (either A Cappella Choir or University Chorale). The other two credits may be chosen from the two choral ensembles, OperaWorks, or the Musical Theatre Ensemble.

University Core Curriculum and General Education Requirements

See University Core Curriculum in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. General Education Requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult pp. 60 and 145 for a list of applicable courses.

Church Music Major

Church Music Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			22
General Education Requirements:			22
Social Sciences			4
Mathematics or Natural Science (choose one)			4
IDSC 201	Scientific Methods	4	
MATH 110	Contemporary Mathematics	4	
MATH 150	Precalculus	4	
MATH 210	Elementary Statistics	4	
MATH 240	Calculus I	4	
Fine Arts			4
Humanities			4
Physical Activity			2
Other General Ed: Religion			4
Church Music Major:			87-92
Music			65
MUSC 101	Theory I	3	
MUSC 102	Theory II	3	
MUSC 101L	Theory Lab I	1	
MUSC 102L	Theory Lab II	1	
MUSC 107	Basic Conducting	2	
MUSC 174	Introduction to Music Technology	2	
MUSC 181	Diction for Singers I	1	
MUSC 182	Diction for Singers II	1	
MUSC 201	Theory III	3	
MUSC 202	Theory IV	3	
MUSC 201L	Theory Lab III	1	
MUSC 202L	Theory Lab IV	1	
MUSC 301	Form and Analysis	3	
MUSC 302	Orchestration	3	
MUSC 307	Choral Conducting	2	
MUSC 310	Methods and Materials	3	
MUSC 366W	Introduction to Music Literature	2	
MUSC 367	Music History I	4	
MUSC 368W	Music History II	4	
MUSC 370	Introduction to Music Ministry	2	
MUSC 401	Counterpoint	3	
MUSC 470	Hymnology	2	
MUSC 471	Survey of Choral Literature	2	
MUSC 472	Church Music Internship	1	
MUSC 475	Music and Worship	2	
MUSC 478	Senior Seminar in Music	2	
Ensemble* (two credits each year)		8	
Performance Concentration (choose one):			22-27
Keyboard Concentration (26 hrs)			
Principal (four credits each year)		16	
Secondary		4	
MUSC 203	Keyboard Harmony I	1	
MUSC 204	Keyboard Harmony II	1	
MUSC 375	Service Playing I	1	
MUSC 376	Service Playing II	1	
MUSC 481	Organ (2) <i>or</i>	2-3	
MUSC 485	Piano Pedagogy (3)		
Voice Concentration (22 hrs)			
Principal (four credits each year)		16	
Secondary**		4	
MUSC 483	Vocal Pedagogy	2	
Instrumental Concentration (22 hrs)			
Principal (four credits each year)		16	
Secondary**		4	
Music Elective		2	
Total Required Credits			131-136

*One credit recommended in OperaWorks.

**Piano proficiency examination required for minimum requirement. Otherwise, additional study will be necessary.

Music Major (Bachelor of Arts)

Music Major for a Bachelor of Arts Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		30-42
Natural and Computational Sciences		8
IDSC 201 Scientific Methods	4	
Any lab science course	4	
Social Sciences		4
Mathematics		4
World Languages		4-16
Fine Arts		4
Humanities		4
Physical Activity		2
Music Major (Bachelor of Arts):		59
Music		57
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 301 Form and Analysis	3	
MUSC 307 Choral Conducting <i>or</i> MUSC 308 Instrumental Conducting	2	
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
Performance Area Principal: First Year (4), Second Year (4), and Third Year (4)	12	
Secondary**	2	
Major Ensembles	8	
Supplementary Performance Requirements:		2
Voice Concentration		
MUSC 181 Diction for Singers I	1	
MUSC 182 Diction for Singers II	1	
Keyboard/Piano Concentration		
MUSC 203 Keyboard Harmony I	1	
MUSC 204 Keyboard Harmony II	1	
Keyboard/Organ Concentration		
MUSC 375 Service Playing I	1	
MUSC 376 Service Playing II	1	
Orchestral Instruments Concentration		
MUSC 487 Survey of Symphonic Literature	2	
General Electives		5-17
Total Required Credits		128

* If the principal instrument is not piano, the student will register for class piano until proficiency requirements are successfully completed.

Music Major (Bachelor of Science)

Music Major for a Bachelor of Science Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		58
Natural and Computational Sciences		36
BIOL 110 Human Biology	4	
Select two courses from the following: BIOL 301 Mammalian Anatomy (4) BIOL 302 Mammalian Physiology (4) BIOL 325 General Microbiology (4) BIOL 333 Genetics (4) BIOL 405W Cell and Molecular Biology (4)	8	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
CHEM 302 Organic Chemistry II	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences		4
Mathematics		8
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Fine Arts		4
Humanities		4
Physical Activity		2
Music Major (Bachelor of Science):		59
(See Bachelor of Arts table for major requirements)		
Total Required Credits		139

* If the principal instrument is not piano, the student will register for class piano until proficiency requirements are successfully completed.

Music Theory/Composition Major

Music Theory/Composition Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		18
Social Sciences		4
Mathematics or Natural Science (choose one)		4
IDSC 201 Scientific Methods	4	
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Fine Arts		4
Humanities		4
Physical Activity		2
Music Theory/Composition Major:		91
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 203 Keyboard Harmony I	1	
MUSC 204 Keyboard Harmony II	1	
MUSC 273 Composition I	2	
MUSC 274 Composition II	2	
MUSC 301 Form and Analysis	3	
MUSC 302 Orchestration	3	
MUSC 307 Choral Conducting <i>or</i> MUSC 308 Instrumental Conducting	2	
MUSC 343* Class Strings	1	
MUSC 345* Class Woodwinds	1	
MUSC 347* Class Brass	1	
MUSC 349* Class Percussion	1	
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
MUSC 373 Composition III/Electronic Music Comp	3	
MUSC 374 Composition IV	3	
MUSC 401 Counterpoint	3	
MUSC 473 Composition V	3	
MUSC 474 Composition VI	3	
MUSC 478 Senior Seminar in Music	2	
Music Literature (select one course) MUSC 482 Survey of Organ Literature <i>or</i> MUSC 484 Survey of Vocal Literature <i>or</i> MUSC 486 Survey of Piano Literature <i>or</i> MUSC 487 Survey of Symphonic Literature	2	
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), and Fourth Year (2)	14	
Secondary**	2	
Major Ensembles (two credits each year)	8	
Total Required Credits		131

*May be waived for proficiency by faculty committee.

**If the principal instrument is not piano, the student will register for class piano until proficiency requirements are completed.

Musical Theatre Major

Musical Theatre Major for a Bachelor of Music Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		22
Social Sciences		4
Mathematics or Natural Science (choose one)		4
IDSC 201 Scientific Methods	4	
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
World Languages		8
Two courses in either French or German	8	
Humanities		4
Physical Activity		2
Musical Theatre Major (Music Dept):		86
Music		64
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 181 Diction for Singers I	1	
MUSC 182 Diction for Singers II	1	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 257 Voice	16	
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
MUSC 478 Senior Seminar in Music	2	
MUSC 489 American Musical Theatre	2	
Piano*	4	
Ensembles (two each year)	8	
Theatre		16
THEA 101-102 Introduction to Theatre	2	
THEA 212 Acting I	2	
THEA 241 Makeup for the Theatre	2	
THEA 322 Beginning Directing	2	
THEA 412 Acting II	4	
THEA 413 Acting III	4	
Dance**		6
DANC 101 Ballet I	1	
DANC 102 Ballet II	1	
DANC 201 Jazz I	1	
DANC 202 Jazz II	1	
DANC 301 Modern Dance I	1	
DANC 302 Modern Dance II	1	
Total Required Credits		130

*Proficiency required for minimum requirement. Otherwise, additional study will be necessary.

**Students demonstrating proficiency in one or more areas of dance may use these hours as theatre electives.

Music Education Major: Instrumental

Music Education Major: Instrumental Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		17
Natural and Computational Sciences		8
IDSC 201 Scientific Methods	4	
Any Lab Science Course	4	
Social Sciences		4
Mathematics		4
MATH 110 Contemporary Mathematics	4	
Physical Activity		1
Music Education Major (Instrumental):		102
Education		14
EDUC 213 Adolescent Dev. within Ed Culture	2	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences in the Educ Culture	4	
EDUC 311 Development of the Young Child	2	
EDUC 323 Overview of Child Development	2	
Music		88
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 301 Form and Analysis	3	
MUSC 308 Instrumental Conducting	2	
MUSC 310 Elementary Methods and Materials	3	
MUSC 315 Music Education Practicum	1	
MUSC 343** Class Strings	1	
MUSC 345** Class Woodwinds	1	
MUSC 347** Class Brass	1	
MUSC 349** Class Percussion	1	
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
MUSC 369 Vocal Techniques	1	
MUSC 391 Material and Methods of Instrumental Music in the Secondary Grades	3	
MUSC 402 Student Teaching	12	
MUSC 404 Assessment of Music Teaching/Learning	2	
MUSC 405 Instrumental Arranging	2	
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), and Fourth Year (2)	14	
Secondary*	4	
Major Ensembles (Seven semesters participation required.): First Year (2), Second Year (2), Third Year (2), and Fourth Year (1).	7	
Total Required Credits		141

*Proficiency required for minimum requirement. Otherwise, additional study will be necessary.

**May be waived for proficiency by faculty committee.

Music Education Major: Vocal/Choral

Music Education Major: Vocal/Choral Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		17
Natural and Computational Sciences		8
IDSC 201 Scientific Methods	4	
Any Lab Science Course	4	
Social Sciences		4
Mathematics		4
MATH 110 Contemporary Mathematics	4	
Physical Activity		1
Music Education Major (Vocal/Choral):		103
Education		14
EDUC 213 Adolescent Dev. within Ed Culture	2	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences in the Educ Culture	4	
EDUC 311 Development of the Young Child	2	
EDUC 323 Overview of Child Development	2	
Music		89
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 181-182 Diction for Singers I & II <i>or</i> MUSC 203-204 Keyboard Harmony I & II	2	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 301 Form and Analysis	3	
MUSC 307 Choral Conducting	2	
MUSC 310 Elementary Methods and Materials	3	
MUSC 311 Choral Arranging	2	
MUSC 313 Instrumental Techniques I	1	
MUSC 314 Instrumental Techniques II	1	
MUSC 315 Music Education Practicum	1	
MUSC 359 Materials and Methods of Choral Music in Secondary Grades	3	
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
MUSC 402 Student Teaching	12	
MUSC 404 Assessment of Music Teaching & Learning	2	
MUSC 483 Vocal Pedagogy	2	
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), and Fourth Year (2)	14	
Secondary*	4	
Major Ensembles (Seven semesters participation required.): First Year (2), Second Year (2), Third Year (2), and Fourth Year (1).	7	
Total Required Credits		142

*Proficiency required for minimum requirement. Otherwise, additional study will be necessary.

Performance: Instrumental Major

Performance: Instrumental Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		22
Mathematics or Natural Science (choose one)		4
IDSC 201 Scientific Methods	4	
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Fine Arts, Humanities, and Social Sciences (Choose two areas below and complete four credits in each.)		8
Fine Arts	4	
Humanities	4	
Social Science	4	
World Languages		8
Two courses in either French or German	8	
Physical Activity		2
Performance-Instrumental Major:		84
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 301 Form and Analysis	3	
MUSC 302 Orchestration	3	
MUSC 308 Instrumental Conducting	2	
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
MUSC 401 Counterpoint	3	
MUSC 478 Senior Seminar in Music	2	
MUSC 480 Instrumental Pedagogy	1	
MUSC 487 Symphonic Literature	2	
Performance Area Principal: First Year (4), Second Year (6), Third Year (6), and Fourth Year (6)	22	
Secondary*	4	
Major Ensembles: First Year (2), Second Year (2), Third Year (2), and Fourth Year (2).	8	
Chamber Ensembles	2	
Music elective	2	
Total Required Credits		128

*Proficiency examination required for minimum requirement. Otherwise, additional study will be necessary.

Performance: Organ Major

Performance: Organ Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		22
Mathematics or Natural Science (choose one)		4
IDSC 201 Scientific Methods	4	
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Fine Arts, Humanities, and Social Sciences (Choose two areas below and complete four credits in each.)		8
Fine Arts	4	
Humanities	4	
Social Science	4	
World Languages		8
Two courses in either French or German	8	
Physical Activity		2
Performance-Organ Major:		93
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 203 Keyboard Harmony I	1	
MUSC 204 Keyboard Harmony II	1	
MUSC 301 Form and Analysis	3	
MUSC 302 Orchestration	3	
MUSC 307 Choral Conducting <i>or</i> MUSC 308 Instrumental Conducting	2	
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
MUSC 375 Service Playing I	1	
MUSC 376 Service Playing II	1	
MUSC 401 Counterpoint	3	
MUSC 470 Hymnology	2	
MUSC 475 Music and Worship	2	
MUSC 478 Senior Seminar in Music	2	
MUSC 481 Organ Pedagogy	2	
MUSC 482 Survey of Organ Literature	2	
Performance Area Principal: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Secondary	6	
Major Ensembles: First Year (2), Second Year (2), Third Year (2), and Fourth Year (2).	8	
Total Required Credits		137

Performance: Piano Major

Performance: Piano Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		22
Mathematics or Natural Science (choose one)		4
IDSC 201 Scientific Methods	4	
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Fine Arts, Humanities, and Social Sciences (Choose two areas below and complete four credits in each.)		8
Fine Arts	4	
Humanities	4	
Social Science	4	
World Languages		8
Two courses in either French or German	8	
Physical Activity		2
Performance-Piano Major:		88
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 203 Keyboard Harmony I	1	
MUSC 204 Keyboard Harmony II	1	
MUSC 301 Form and Analysis	3	
MUSC 302 Orchestration	3	
MUSC 307 Choral Conducting <i>or</i>	2	
MUSC 308 Instrumental Conducting		
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
MUSC 401 Counterpoint	3	
MUSC 478 Senior Seminar in Music	2	
MUSC 485 Piano Pedagogy I	3	
MUSC 486 Survey of Piano Literature	2	
Performance Area Principal*: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Secondary*: First Year (4), Second Year (2)	6	
Major Ensembles: First Year (2), Second Year (2), Third Year (2), and Fourth Year (2).	8	
Total Required Credits		132

*All piano majors must select two semesters of organ, two credits each.

Performance: Piano Major with Pedagogy Emphasis

Performance: Piano Major with Pedagogy Emphasis Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		22
Mathematics or Natural Science (choose one)		4
IDSC 201 Scientific Methods	4	
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Fine Arts, Humanities, and Social Sciences (Choose two areas below and complete four credits in each.)		8
Fine Arts	4	
Humanities	4	
Social Science	4	
World Languages		8
Two courses in either French <i>or</i> German	8	
Physical Activity		2
Performance-Piano Major with Pedagogy Emphasis:		92
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 203 Keyboard Harmony I	1	
MUSC 204 Keyboard Harmony II	1	
MUSC 301 Form and Analysis	3	
MUSC 307 Choral Conducting <i>or</i>	2	
MUSC 308 Instrumental Conducting		
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
MUSC 401 Counterpoint	3	
MUSC 478 Senior Seminar in Music	2	
MUSC 485 Piano Pedagogy I	3	
MUSC 495 Piano Pedagogy II	3	
MUSC 486 Survey of Piano Literature	2	
MUSC 488 Piano Pedagogy Practicum I	3	
MUSC 490 Piano Pedagogy Practicum II	3	
MUSC 497 Senior Recital	0	
Performance Area Principal*: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Secondary: Organ (2 semesters, 2 credits each)	4	
Major Ensembles: First Year (2), Second Year (2), Third Year (2), and Fourth Year (2).	8	
Total Required Credits		136

Performance: Voice Major

Performance: Voice Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		26
Natural and Computational Sciences		4
IDSC 201 Scientific Methods	4	
Fine Arts, Humanities, and Social Sciences (Choose two areas below and complete four credits in each.)		8
Fine Arts	4	
Humanities	4	
Social Science	4	
World Languages		12
Two courses in either French or German	8	
One course in either French, German, or Italian	4	
Physical Activity		2
Performance-Voice Major:		83
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 107 Basic Conducting	2	
MUSC 174 Introduction to Music Technology	2	
MUSC 181 Diction for Singers I	1	
MUSC 182 Diction for Singers II	1	
MUSC 201 Theory III	3	
MUSC 202 Theory IV	3	
MUSC 201L Theory Lab III	1	
MUSC 202L Theory Lab IV	1	
MUSC 301 Form and Analysis	3	
MUSC 302 Orchestration	3	
MUSC 307 Choral Conducting	2	
MUSC 366W Introduction to Music Literature	2	
MUSC 367 Music History I	4	
MUSC 368W Music History II	4	
MUSC 401 Counterpoint	3	
MUSC 478 Senior Seminar in Music	2	
MUSC 483 Vocal Pedagogy	2	
MUSC 484 Survey of Vocal Literature	2	
Performance Area Principal: First Year (4), Second Year (6), Third Year (6), and Fourth Year (6)	22	
Secondary*	4	
Major Ensembles: (two credits each year)	8	
Total Required Credits		131

*Proficiency examination required for minimum requirement. Otherwise, additional study will be necessary.

Music Minor

Students must register for two credits for each semester of study in the principal performance area and must take a jury examination at the end of each semester. The ensemble credits must be in major ensembles.

Music Minor Required Courses	Course Credits	Total Required Credits
MUSC 101 Theory I	3	
MUSC 102 Theory II	3	
MUSC 101L Theory Lab I	1	
MUSC 102L Theory Lab II	1	
MUSC 366W Introduction to Music Literature*	2	
Principal Performance Area	4	
Ensemble	4	
Music Electives	6	
Total Required Credits		24

*MUSC 366W meets the general education requirement of MUSC 200 for music minors.

Undergraduate Courses**CHURCH MUSIC****MUSC 370 Introduction to Music Ministry (2)**

Introduction to basic aspects of church music ministry for students preparing for vocational service in that field. Offered: Spring 2007.

MUSC 375-376 Service Playing (1 each course)

Study of organ structure, registration, and repertoire; hymn playing; ornamentation; anthem accompaniment; conducting from the console. This course is required of all church music keyboard majors. Offered: Fall (375); Spring (376).

MUSC 470 Hymnology (2)

Survey of the historical development of congregational song in the Western church, with primary attention to texts. Emphasis is placed on the use of this literature in worship. Offered: Spring 2008.

MUSC 472 Church Music Internship (1)

Combination of supervised practical field work with class readings and discussion of ministry experiences. Offered: Fall.

MUSC 475 Music and Worship (2)

Study of the development of liturgical and free church forms of Christian worship, correlated with sacred music. Includes field trips for observation. Offered: Fall 2006.

CONDUCTING**MUSC 107 Basic Conducting (2)**

Study of the rudimentary mechanical and expressive aspects of conducting gesture, with emphasis upon development of students' individual skills. Prereq: Music major. Offered: Fall.

MUSC 307 Choral Conducting (2)

Builds upon concepts covered in MUSC 107, with particular emphasis upon conducting choral groups. Prereq: MUSC 107. Offered: Spring.

MUSC 308 Instrumental Conducting (2)

Builds upon concepts covered in MUSC 107, with particular emphasis upon conducting instrumental groups. Prereq: MUSC 107. Offered: Fall.

MUSIC EDUCATION**MUSC 309 School Music (2)**

Study of basic concepts in teaching music, designed for education majors who are not music majors. (MUSC 200 and MUSC 309 meet the four-hour certification requirement for teachers.) Offered: Fall and Spring.

MUSC 310 Materials and Methods of Teaching Music in the Elementary Grades (3)

Introduction to Orff, Kodaly, and other teaching methodologies appropriate for teaching music in the elementary grades. Course content includes observation in actual classroom settings. Offered: Fall.

MUSC 313 Instrumental Techniques I (1)

Overview of techniques used to perform and teach the playing of woodwind and string instruments at the elementary, middle school, and high school levels, with emphasis on beginning-level pedagogy. Offered: Fall.

MUSC 314 Instrumental Techniques II (1)

Overview of techniques used to perform and teach the playing of brass and percussion instruments at the elementary, middle school, and high school levels, with emphasis on beginning-level pedagogy. Offered: Spring.

MUSC 315 Music Education Practicum (1)

Observation and assistance in school settings, for the purpose of broadening students' understanding of the classroom environment. Designed for music education majors, students in this practicum spend three weeks in an elementary or secondary music classroom, observing and helping a teacher. Students observe the learning environment, teaching strategies, students' interactions, classroom management techniques, and ways in which instruction is differentiated for diverse learners, especially for children with special needs. Offered: Jan Term.

MUSC 359 Materials and Methods of Choral Music in the Secondary Grades (3)

Survey of methodologies, materials, and processes used in teaching choral music in the secondary grades. Emphasis is placed upon vocal development and choral techniques. Offered: Spring.

MUSC 369 Vocal Techniques (1)

Overview of the structure, function, and care of the human voice as it is used in singing. Offered: Fall.

MUSC 391 Materials and Methods of Teaching Instrumental Music in the Secondary Grades (3)

Survey of methodologies, materials, and processes used in teaching instrumental music in the secondary grades. Emphasis is placed upon instrumental techniques and the development of instrumental programs. Offered: Fall.

MUSC 402 Student Teaching Grades P-12 (12)

Supervised-teaching experiences. Offered: Fall and Spring.

MUSC 404 Assessment of Music Teaching and Learning (2)

Study of the purpose and process of evaluation in music education. Trains pre-service music teachers to quantify and interpret assessment results to make informed judgments in the reflective teaching process. Offered: Spring 2008.

MUSC 466 Special Studies in Music Education (1-6)

Directed, independent studies in music education.

MUSIC HISTORY AND LITERATURE

MUSC 200 Music Appreciation (2)

Introduction to historical and stylistic developments in music for non-music majors. Emphasis is placed upon listening, through recordings and live concerts.

MUSC 304 World Music (2)

Survey of music outside the European-American classical tradition, with special attention to how culture shapes music and how music shapes culture. Offered: Fall and Spring.

MUSC 366W Introduction to Music Literature (2)

Introduction to historical and stylistic developments in music for entering music majors. While focus is on the Western cultivated tradition, aspects of the music of non-Western cultures and of vernacular genres are also included. Emphasis is placed upon listening, through both recordings and live concerts. Offered: Fall.

MUSC 367 Music History I (4)

Survey of music from the early Christian era until the mid-eighteenth century that examines the role of music in relation to political, religious, and other artistic developments. Compositions themselves are analyzed, both visually and aurally, to provide an understanding of the evolution of musical style. Prereq: MUSC 366W. Offered: Fall.

MUSC 368W Music History II (4)

Survey of music from the second half of the eighteenth century until the present that examines the role of music in relation to political, religious, and other artistic developments. Emphasis is upon the Western cultivated tradition, but some general aspects of non-Western cultures and of vernacular genres (especially jazz) are considered. Prereq: MUSC 366W. Offered: Spring.

MUSC 463 Special Studies in Music History (1-6)

Directed, independent studies in music history.

MUSC 471 Survey of Choral Literature (2)

Study of choral forms and literature from c. 1450 to the present. Offered: Spring 2008.

MUSC 478 Senior Seminar in Music (2)

Integrative study of connections between historical and theoretical aspects of music at an advanced level. Offered: Spring.

MUSC 482 Survey of Organ Literature (2)

Study of major contributors to organ literature and their compositions.

MUSC 484 Survey of Vocal Literature (2)

Study of major contributors to solo vocal literature and their compositions. Offered: Spring 2008.

MUSC 486 Survey of Piano Literature (2)

Study of major contributors to piano literature and their compositions.

MUSC 487 Survey of Symphonic Literature (2)

Study of major developments in symphonic literature, with emphasis upon major contributors and their compositions.

MUSC 489 American Musical Theatre (2)

Overview of the art and craft of American musical theatre as seen in landmark productions, songs, and evolution. Offered: Spring 2007.

MUSIC THEORY AND COMPOSITION

MUSC 100 Music Fundamentals (2)

Study of the fundamentals of music theory: major and minor scales, key signatures, intervals, and triads. This course is required of entering freshmen with a deficiency in music fundamentals. Offered: Fall.

MUSC 100L Music Fundamentals Lab (1)

Study of the fundamentals of sight singing and ear training: major and minor scales, intervals, simple and compound meters. This course is required of entering freshman music majors and minors with a deficiency in music fundamentals. Offered: Fall.

MUSC 101-102 Theory I and II (3 each course)

Study of scale construction, intervals, notation practices, major and minor key signatures, rhythm and meter. The second part of this course focuses on the fundamentals of diatonic part-writing and voice leading, culminating with the introduction of secondary dominants. Offered: Fall and Jan Term (101); Spring (102).

MUSC 101L-102L Theory Lab I and II (1 each course)

Courses that emphasize development of basic sight-singing and ear-training skills. Offered: Fall and Jan Term (101L); Spring (102L).

MUSC 174 Introduction to Music Technology (2)

Introduction to basic aspects of the use of computers in music. This course includes a brief history of computer music, introductory hands-on experience with computer notation, electronic sound production, and sequencing. Offered: Fall.

MUSC 201-202 Theory III and IV (3)

Study of chromatic harmony and binary/ternary part forms to include: secondary functions, modulation and tonicization, borrowed chords, the Neapolitan chord, and augmented sixth chords. The course concludes with the study of the expanded tonal language of the late nineteenth century and an introduction to practices of twentieth-century music. Prereq: MUSC 102. Offered: Fall (201); Spring (202).

MUSC 201L-202L Theory Lab III and IV (1 each course)

Continuing development of sight-singing and ear-training skills begun in MUSC 101L-102L, with added emphasis upon improvisation. Prereq: MUSC 102L. Offered: Fall (201L); Spring (202L).

MUSC 203-204 Keyboard Harmony I and II (1 each course)

Offered: Fall (203); Spring (204).

MUSC 273-274 Composition I and II (2 each course)

Study of the fundamentals of modal composition using the traditional modal scales and also covers contemporary approaches to rhythm and meter. MUSC 274 introduces chord structures in twentieth-century music: superimposed thirds, added note chords, tertian polychords, nontertian sonorities, and mirror chords. Offered: Fall (273); Spring (274).

MUSC 301 Form and Analysis (3)

Study of the common microstructural phenomena in music. Emphasis is given to the growth process culminating in the macrostructure exhibited in compound forms and the common single movement forms: the binary and ternary principle, imitative procedures, variation procedures, sonata-allegro form, and the rondo principle. Prereq: MUSC 202. Offered: Fall.

MUSC 302 Orchestration (3)

Study of the fundamentals of instrumentation and orchestration: history and development of the symphonic orchestra, ranges and transposition of orchestral instruments, practical exercises in idiomatic writing for strings, woodwinds, brass, percussion, and scoring for full orchestra. Offered: Spring.

MUSC 373 Composition III: Electronic Music Composition (3)

Study of the use of computers in the compositional process, including an overview of electronic sound and acoustics; discussion of synthesis methods, digital sampling and hybrid techniques; the use of MIDI; tape and audio basics; and the computer as a compositional tool. Prereq: MUSC 174. Offered: Spring.

MUSC 374 Composition IV (3)

Study of advanced twentieth-century compositional techniques, including thematic metamorphosis, imitative procedures, atonality, composition with serialized pitch, indeterminate procedures, aleatory music, sound mass, and proportional notation. Offered: Fall.

MUSC 401 Counterpoint (3)

Study of contrapuntal technique in eighteenth century style, including practical exercises in species counterpoint in two parts, canon, invertible counterpoint, two-part invention, three voice counterpoint, three-part invention, and the fugue. Prereq: MUSC 202. Offered: Fall.

MUSC 405 Instrumental Arranging (2)

Practical experience in the craft of arranging for instruments. Offered: Spring 2007.

MUSC 411 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 473-474 Composition V and VI (3 each course)

Advanced compositional approaches to multimovement structures. Preparation of the composition portfolio, final editing of scores and parts culminating in the Senior Composition Recital. Offered: Fall (473); Spring (474).

MUSC 499 Senior Composition Recital (0)

Certification of satisfactory completion of senior composition recital for music theory/composition majors. Registration for this requirement should be done the same semester the recital will be given.

PERFORMANCE-RELATED COURSES**MUSC 181-182 Diction for Singers I and II (1 each course)**

Introduction to IPA and its application to Italian, English, German, and French diction for singers. Offered: Fall (181); Spring (182).

MUSC 298 Piano Proficiency (0)

Certification of completion of piano proficiency requirements for non-keyboard music majors. Such students must enroll for piano study each semester until the piano proficiency examination has been passed. Registration for this requirement should be done in the same semester as registration for MUSC 242 or in the semester immediately after the examination has been completed.

MUSC 480 Instrumental Pedagogy (1)

Study of pedagogical techniques for instrumental performance majors in the student's major instrument. This course is taught in directed study format.

MUSC 481 Organ Pedagogy (2)

Introduction to pedagogical techniques that enable students to teach organ to persons who already have basic keyboard skills.

MUSC 483 Vocal Pedagogy (2)

Overview of the physiology and acoustics of singing and the application of this information to the teaching of singers. Offered: Fall.

MUSC 485 Piano Pedagogy I (3)

Examination of the various aspects involved in teaching piano in individual lessons, from elementary to advanced levels of study. Offered: Fall 2006.

MUSC 488 Piano Pedagogy Practicum I (3)

Observation and assistance with qualified piano instructors in studio settings. This course is designed for students majoring in piano performance with an emphasis in piano pedagogy in order to broaden their experience in individual piano instruction. Offered: Fall 2007.

MUSC 490 Piano Pedagogy Practicum II (3)

Observation and assistance with qualified instructors in class piano settings. This course is designed for students majoring in piano performance with an emphasis in piano pedagogy in order to broaden their experience in group piano instruction. Offered: Spring 2008.

MUSC 495 Piano Pedagogy II (3)

Examination of the various aspects involved in teaching piano in a class setting—from teaching groups within an independent studio experience to the teaching of class piano courses at the college level. Offered: Spring 2007.

MUSC 497 Senior Performance Recital (0)

Certification of completion of senior performance recital for all music majors. Registration for this requirement should be done the same semester the recital will be given.

ENSEMBLES**MUSC 167 Accompanying (1)****MUSC 185 Chamber Ensembles (1)**

Secondary Ensembles include Jazz Ensemble, Bells of Buchanan, Brass Quintet, Brass Choir, Percussion Ensemble, and other instrumental groups. Grading is pass/fail.

The following courses are designated for freshman and sophomore music majors and all non-music majors:

MUSC 187 Marching Band (1)

Note: One semester of Marching Band will be credited for one physical activity course.

MUSC 188 Wind Ensemble (1)**MUSC 189 Orchestra (1)****MUSC 195 A Cappella Choir (1)****MUSC 197 University Chorale (1)****MUSC 198 Music Theatre Ensemble (1)****MUSC 199 OperaWorks (1)**

The following courses are designated for junior and senior music majors only:

MUSC 387 Marching Band (1)

Note: One semester of Marching Band will be credited for one physical activity course.

MUSC 388 Wind Ensemble (1)**MUSC 389 Orchestra (1)****MUSC 395 A Cappella Choir (1)****MUSC 397 University Chorale (1)****MUSC 398 Music Theatre Ensemble (1)****MUSC 399 OperaWorks (1)****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 undergraduate performance study, the first number of the course indicates the amount of course credits: i.e., MUSA 111 Violin (1); MUSA 211 Violin (2); MUSA 311 Violin (3).

MUSA 111 Violin**MUSA 113 Viola****MUSA 115 Cello****MUSA 117 String Bass****MUSA 119 Harp****MUSA 120 Percussion****MUSA 121 Trumpet****MUSA 123 Trombone****MUSA 125 French Horn****MUSA 127 Tuba****MUSA 129 Euphonium****MUSA 131 Saxophone****MUSA 133 Flute****MUSA 135 Oboe****MUSA 137 Bassoon****MUSA 139 Clarinet****MUSA 148 Harpsichord****MUSA 151 Piano****MUSA 153 Organ****MUSA 157 Voice****MUSA 159 Private Voice****MUSA 179 Classical Guitar****CLASS INSTRUCTION****MUSC 141 Class Piano I****MUSC 142 Class Piano II****MUSC 159 Class Voice****MUSC 241 Class Piano III****MUSC 242 Class Piano IV****MUSC 343 Class Strings****MUSC 345 Class Woodwinds****MUSC 347 Class Brass****MUSC 349 Class Percussion**

Graduate Programs and Requirements

Majors

Church Music
Music Education

The Master of Music in Church Music degree is designed to prepare persons for ministry through music in a church setting. The degree program includes studies in performance and research, in addition to academic and professional coursework in church music and supervised experience in ministry. The degree concludes with a recital and an oral comprehensive examination.

The Master of Divinity with emphasis in Church Music, offered through collaboration between the School of Performing Arts and the Beeson School of Divinity, is designed for persons who desire a stronger foundation in biblical, historical, theological, and ministry studies as preparation for ministry through music. This program includes all of the music components of the Master of Music in Church Music degree, combined with core requirements from the Master of Divinity degree. The degree concludes with a recital and an oral comprehensive examination.

The Master of Music Education degree is designed to prepare students for increasing responsibilities in the field of music teaching. Completion of this degree qualifies the individual for an Alabama Class A Teaching Certificate. Two distinct programs are offered. The traditional program (Pattern 1 in the listing of curricular outlines) is for persons who hold an Alabama Class B Teaching Certificate or its equivalent. The Fifth Year Non-Traditional program (Pattern 2 in the listing of curricular outlines) is for persons whose previous education does not make them eligible for an Alabama Class B Teaching Certificate. Both programs conclude with an oral comprehensive examination.

Admission

For admission to a graduate degree program in the Division of Music of the School of Performing Arts, a bachelor of music (B.M.) or bachelor of music education (B.M.E.) degree, or an equivalent degree from a regionally accredited institution, is required. Unconditional admission requires an undergraduate grade point average of 3.00 in music courses and 2.50 in the degree as a whole.

A complete application includes:

1. The application form and fee (\$25).
2. An official transcript from each institution attended since high school.
3. A score, not more than five years old, on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Applicants whose native language is not English may substitute the Test of English as a Foreign Language (TOEFL), on which a minimum score of 550 is required.
4. Scores on examinations in music theory and music history administered by the School of Performing Arts.
5. A copy of an Alabama Class B Teaching Certificate in music education or a score on the Alabama Basic Skills Test (for programs in music education only).
6. An audition in the solo performance area (for programs in church music only).
7. An interview with either the Dean of the School of Performing Arts or the Assistant Dean for Graduate Studies.

Master of Divinity with Emphasis in Church Music

Master of Divinity with Emphasis in Church Music Required Courses	Total Required Credits
Master of Divinity Core Requirements*	69
Music, Church Music, Performance**	27
Total Required Credits	96

* This program requires the completion of all core courses listed in this catalog for the Master of Divinity degree. Courses in Worship Leadership and Supervised Ministry are counted in the cluster below.

** The requirements in these areas are the same as the required courses listed above (omit the music electives) for the Master of Music in Church Music degree.

Master of Music in Church Music

Master of Music in Church Music Required Courses	Course Credits	Total Required Credits
Music		14
MUSC 505 Analytical Techniques	2	
MUSC 507 Research in Music Education	3	
MUSC 511 Advanced Choral Conducting <i>or</i> MUSC 513 Seminar in Choral Conducting	2	
MUSC 590 Handbell Techniques	1	
MUSC 481G Organ Pedagogy <i>or</i> MUSC 483G Vocal Pedagogy <i>or</i> MUSC 485G Piano Pedagogy	2	
Music Electives	4	
Music Ministry		11
MUSC 510 Colloquium in Church Music (take three times)	3	
MUSC 589 Music Ministry with Children	2	
MUSC 592 Philosophy of Music Ministry	2	
MUSC 593 Church Music Administration	2	
MUSC 594 Supervised Ministry I	1	
MUSC 595 Supervised Ministry II	1	
Divinity		7
DVPR 701 Worship Leadership	2	
DVTH 601 Christian Theology I	3	
Divinity Electives	2	
Performance		6
Solo Performance Instruction*	4	
MUSC 599 Graduate Recital	0	
Ensemble	2	
Total Required Credits		38

*Study in this area requires a minimum of four credits at the 500 level and culminates in a 30-minute recital.

**Master of Music Education
Pattern 1: Traditional Program**

Master of Music Education Pattern 1: Traditional Program Required Courses	Course Credits	Total Required Credits
Education:		10-12
Education Core		6
EDUC 515 Standards-Driven Teacher Leadership	3	
EDUC 597 Curriculum Integration of Technology	3	
Education Electives		4-6
(choose two 500-level EDUC courses)		
Music:		10-12
Music Core		4
MUSC 505 Analytical Techniques	2	
MUSC 511 Advanced Choral Conducting <i>or</i>	2	
MUSC 512 Advanced Instrumental Conducting <i>or</i>		
MUSC 513 Seminar in Choral Conducting		
Music Electives (choose 6-8 credits from the following)		6-8
MUSC 405G Instrumental Arranging	2	
MUSC 411G Choral Arranging	2	
MUSC 480G Instrumental Pedagogy	1	
MUSC 481G Organ Pedagogy	2	
MUSC 483G Vocal Pedagogy*	2	
MUSC 485G Piano Pedagogy I	3	
MUSC 489G American Musical Theatre	2	
MUSC 495G Piano Pedagogy II	3	
MUSC 589 Music Ministry with Children	2	
Solo Performance Instruction** (500-level)	1-2	
Graduate Ensembles (500-level)***	1	
Music Education:		10-12
Music Education Core		6
MUSC 507 Research in Music Education	3	
MUSC 514 Foundations and Curricular Trends in American Music Education	3	
Music Education Electives (choose 4-6 credits)		4-6
MUSC 404G Assessment-Music Teaching & Learning †	2	
MUSC 466G Special Studies in Music Education	1-6	
MUSC 569 Vocal Techniques ††	1	
MUSC 551 Orff-Schulwerk, Level I	3	
MUSC 590 Handbell Techniques	1	
Total Required Credits		30-36

- * Students pursuing vocal/choral certification who have not previously completed a course in vocal pedagogy must take MUSC 483G.
- ** Two semesters must be completed for credit to be applied toward the degree. No more than four credits of solo performance can be counted toward the degree.
- *** No more than two credits of ensembles can be counted toward the degree.
- † Students who have not previously completed a course in assessment must take MUSC 404G.
- †† Students pursuing instrumental certification who have not previously completed a course in vocal techniques must take MUSC 569.

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

**Master of Music Education
Pattern 2: Fifth Year Non-Traditional Program**

Master of Music Education Pattern 2: Fifth Year Non-Traditional Program Required Courses	Course Credits	Total Required Credits
Education:		10-12
Education Core		6
EDUC 515 Standards-Driven Teacher Leadership	3	
EDUC 597 Curriculum Integration of Technology	3	
Education Electives		4-6
(choose two 500-level EDUC courses)		
Music Education:		26-31
Music Education Core		19-24
MUSC 404G Assessment-Music Teaching & Learning †	2	
MUSC 505 Analytical Techniques	2	
MUSC 507 Research in Music Education	3	
MUSC 514 Foundations and Curricular Trends in American Music Education	3	
MUSC 541 Curriculum/Teaching in the Elem School	3	
MUSC 555 Student Teaching	6	
MUSC 543* Class Strings	1	
MUSC 545* Class Woodwinds	1	
MUSC 547* Class Brass	1	
MUSC 549* Class Percussion	1	
MUSC 569 Vocal Techniques ††	1	
Vocal/Choral or Instrumental Emphasis:		7
Vocal/Choral Emphasis		
MUSC 542 Curric/Teaching in the Secd School: Choral	3	
(Choose 4 credits from the following)	4	
MUSC 411 Choral Arranging (2)		
MUSC 466G Special Studies–Music Education (1-3)**		
MUSC 471G Survey of Choral Literature (2)		
MUSC 483G Vocal Pedagogy (2) †††		
MUSC 489G American Musical Theatre (2)		
MUSC 503 OperaWorks (1)***		
MUSC 511 Advanced Choral Conducting (2)		
MUSC 513 Seminar in Choral Conducting (2)		
MUSC 551 Orff-Schulwerk, Level I (3)		
MUSC 585 Graduate Ensemble (1-2)***		
Solo Performance Instruction (2-4)†		
Instrumental Emphasis		
MUSC 591 Curric/Teaching in the Secd School: Instru	3	
(Choose 4 credits from the following)	4	
MUSC 405G Instrumental Arranging (2)		
MUSC 466G Special Studies–Music Education (1-3)**		
MUSC 480G Instrumental Pedagogy (1)		
MUSC 512 Advanced Instrumental Conducting (2)		
MUSC 551 Orff-Schulwerk, Level I (3)		
MUSC 585 Graduate Ensemble (1-2)***		
Solo Performance Instruction (2-4)†		
Total Required Credits		36-43

- * May be waived by proficiency examination.
 - ** No more than three credits of Special Studies can be counted toward the degree.
 - *** No more than two credits of OperaWorks and/or Ensemble can be counted toward the degree.
 - † No more than four credits of performance can be counted in this cluster.
 - †† Students pursuing instrumental certification who have not previously completed a course in vocal techniques must take MUSC 569.
 - ††† Required for candidates who have not completed a course in vocal pedagogy.
- NOTE: Program subject to change if state and/or federal requirements are revised.

Graduate Courses

CHURCH MUSIC

MUSC 510 Colloquium in Church Music (1)

Development of critical thinking, clear writing, and effective speaking about church music, based on disciplined study of a particular topic each semester. Offered: Fall and Spring.

MUSC 589 Music Ministry with Children (2)

Study of the philosophy and practice of the church's ministry through music with preschool and elementary children. Offered: Spring 2008.

MUSC 590 Handbell Techniques (1)

Practicum that teaches potential handbell directors to organize, communicate, and practice the art of handbell ringing. Offered: Spring 2007.

MUSC 592 Philosophy of Music Ministry (2)

Exploration of philosophies which support the role of music in the life of the church and philosophical foundations for the varied components of music ministry. Offered: Fall 2007.

MUSC 593 Church Music Administration (2)

Survey of administrative aspects of church music ministry, to include organizational structure, budgeting, promotion, and planning. Offered: Spring 2008.

MUSC 594-595 Supervised Ministry I and II (1 each course)

Supervised experience in a music ministry leadership role. Offered: Fall (594); Spring (595).

CONDUCTING

MUSC 511 Advanced Choral Conducting (2)

Advanced studies in choral conducting and choral techniques. Offered: Spring 2007.

MUSC 512 Advanced Instrumental Conducting (2)

Advanced studies in instrumental conducting.

MUSC 513 Seminar in Choral Conducting (2)

Integrated study of score analysis, choral styles, rehearsal techniques, and conducting gesture. Permission of the instructor is required. Offered: Spring 2008.

MUSIC EDUCATION

MUSC 507 Research in Music Education (3)

Study of bibliographical material and research techniques directed specifically toward music education objectives. Offered: Fall.

MUSC 514 Foundations and Curricular Trends in American Music Education (3)

Comprehensive review of the internal components (what, when, how, why) and external impact of music curricula, with special demands of writing and implementing curricula for the future.

MUSC 541 Curriculum and Teaching in the Elementary School (3)

Survey of methodologies and techniques for teaching elementary age children. This course is designed for graduate music education students pursuing the Master of Music Education degree (Fifth Year Non-Traditional Program). Offered: Fall.

MUSC 542 Curriculum and Teaching in the Secondary School: Choral (3)

Survey of methodologies and techniques for teaching secondary vocal/choral students, with emphasis upon vocal development and choral techniques. This course is designed for graduate music education students pursuing the Master of Music Education degree (Fifth Year Non-Traditional Program). Offered: Spring.

MUSC 551 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 555 Student Teaching Grades P-12 (6)

Supervised teaching experiences. Offered: Fall and Spring.

MUSC 569 Vocal Techniques (1)

Overview of the structure, function, and care of the human voice as it is used in singing. Offered: Fall.

MUSC 591 Curriculum and Teaching in the Secondary School: Instrumental (3)

Survey of methodologies and techniques for teaching secondary instrumental students, with emphasis upon building curricular models for instrumental students, developing administrative skills, and creating a healthy environment for music learning. This course is designed for graduate music education students pursuing the master of music education degree (Fifth Year Non-Traditional Program). Offered: Fall.

MUSIC THEORY AND COMPOSITION

MUSC 505 Analytical Techniques (2)

Graduate-level studies in analyzing music from major periods of music history, beginning with the medieval period. Offered: Fall 2007.

PERFORMANCE-RELATED COURSES

MUSC 599 Graduate Recital (0)

Certification of completion of graduate performance recital. Registration for this requirement should be done the same semester the recital will be given. Grading is pass/fail.

ENSEMBLES

MUSC 503 OperaWorks (1)

MUSC 585 Graduate Ensemble (1)

MUSC 596 A Cappella Choir (1)

PERFORMANCE INSTRUCTION

For performance courses offered for graduate credit, the 500 level will be used, with the amount of credit varying according to study requirements.

MUSA 511 Violin

MUSA 513 Viola

MUSA 515 Cello

MUSA 517 String Bass

MUSA 520 Percussion

MUSA 521 Trumpet

MUSA 523 Trombone

MUSA 525 French Horn

MUSA 527 Tuba

MUSA 529 Euphonium

MUSA 531 Saxophone

MUSA 533 Flute

MUSA 535 Oboe

MUSA 537 Bassoon

MUSA 539 Clarinet

MUSA 551 Piano

MUSA 553 Organ

MUSA 557 Voice

MUSA 579 Classical Guitar

CLASS INSTRUCTION

MUSC 543 Class Strings

MUSC 545 Class Woodwinds

MUSC 547 Class Brass

MUSC 549 Class Percussion

Theatre

Faculty

Don T. Sandley, Chair, Professor
 Eric E. Olson, Professor
 Renee E. Butcher, Assistant Professor
 Mark J. Castle, Assistant Professor

Undergraduate Programs and Requirements

Majors

Theatre
 Musical Theatre

Minor

Theatre

The Department of Theatre in the School of Performing Arts offers degrees in theatre and musical theatre that lead to a bachelor of arts. Much of the training is accomplished by practical experience that also provides cultural and intellectual stimuli to campus and community life. These activities include main-stage theatre productions, experimental plays, workshops, visiting artists, and sponsorship of many theatre productions. Students seeking admission to either the B.A. in theatre or B.A. in musical theatre degree programs should contact the theatre department to arrange for an audition and interview.

Theatre students are required to complete oral examinations each spring semester covering the prescribed reading list. Students will also display a current portfolio at the end of the spring semester and upon approval will be advanced to the next level courses.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses.

Theatre Minor

Theatre Minor Required Courses	Course Credits	Total Required Credits
Theatre Core		8
THEA 212 Acting I	2	
THEA 242 Fundamentals of Technical Theatre	2	
THEA 331W History of Theatre <i>or</i> THEA 333W Dramatic Literature	4	
Theatre Electives *		14
Total Required Credits		22

*Twelve (12) credits must be in upper-level courses.

Theatre Major

Theatre Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
Theatre Major:		42
Theatre Core		26
THEA 101-102 Introduction to Theatre	2	
THEA 201 Theatre Production	0	
THEA 212 Acting I	2	
THEA 241 Makeup for the Theatre	2	
THEA 242 Fundamentals of Technical Theatre	2	
THEA 322 Beginning Directing	2	
THEA 331W History of Theatre, Architecture, Production Practices, and Persons: Origins to the Present	4	
THEA 333W Dramatic Literature: History, Genre, Plays, & Playwrights <i>or</i> ENGL 340W Shakespeare	4	
THEA 341 Set Design <i>or</i> THEA 343 Lighting Design <i>or</i> THEA 345 Costume Design <i>or</i> THEA 347 Stage Management	4	
THEA 450W Capstone Course	4	
Theatre Electives: (see note)*		16
Theatre Design Track		
THEA 342 Scenic Painting for the Theatre	4	
THEA 343 Lighting Design	4	
THEA 345 Costume Design	4	
THEA 380 History of Fashion and Costume	4	
THEA 455 Directed Studies in Theatre	4	
Acting/Directing Track		
THEA 323 Advanced Directing	4	
THEA 412 Acting II	4	
THEA 413 Acting III	4	
THEA 414W Playwriting	4	
THEA 415 Creative Dramatics	4	
THEA 455 Directed Studies in Theatre	4	
General Electives		22-34
Total Required Credits		128

*Select up to four upper-level theatre courses. Design/tech specialists should concentrate on the design curriculum. Acting/directing specialists should concentrate on the acting/directing curriculum. Generalists can choose from either category.

Musical Theatre Major

The musical theatre degree, as offered through the Department of Theatre, prepares students for production of musical theatre in the professional, academic, and community theatre environments. The degree follows the liberal arts tradition and emphasizes the performance elements of theatre, music, and dance.

Musical Theatre Major for a Bachelor of Arts Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements:		27-39
Natural and Computational Sciences		8
Social Sciences		4
Mathematics		4
World Languages		4-16
Fine Arts (select one course)		2
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
Humanities		4
Physical Activity		1
Musical Theatre Major (Theatre Dept):		45
Theatre		24
THEA 101-102 Introduction to Theatre	2	
THEA 212 Acting I	2	
THEA 241 Makeup for the Theatre	2	
THEA 322 Beginning Directing	2	
THEA 331W History of Theatre, Architecture, Production Practices, and Persons: Origins to the Present <i>or</i>	4	
THEA 333W Dramatic Literature: History, Genre, Plays & Playwrights <i>or</i>		
ENGL 340W Shakespeare		
THEA 412 Acting II	4	
THEA 413 Acting III	4	
THEA 450W Capstone Course	4	
Dance		8
DANC 101 Ballet I	1	
DANC 102 Ballet II	1	
DANC 201 Jazz I	1	
DANC 202 Jazz II	1	
DANC 301 Modern Dance I	1	
DANC 302 Modern Dance II	1	
DANC 401 Choreography	2	
Music		13
MUSA 157 Voice	2	
MUSA 257 Voice (take twice)	4	
MUSC 100 Music Fundamentals	2	
MUSC 198 Musical Theatre Ensemble <i>or</i> MUSC 199 OperaWorks	1	
MUSC 181 Diction for Singers I	1	
MUSC 182 Diction for Singers II	1	
MUSC 489 American Musical Theatre	2	
General Electives		22-34
Total Required Credits		128

Courses

DANCE

DANC 100 Ballet Fundamentals (1)

Fundamentals of ballet dance technique for students new to the discipline and those with little formal training. A movement class which includes barre, floor, and center work; dance vocabulary; and discussions of the origins of ballet. Offered: Fall and Spring.

DANC 101 Ballet I (1)

Instruction of ballet dance technique. Emphasis on proper body alignment of all movements through the sequential training of the muscles, thereby reducing injuring and increasing ability. Students will improve movement memory and musicality, and increase personal fitness while developing self-discipline and self-awareness.

DANC 102 Ballet II (1)

Continuation of DANC 101. Prereq: DANC 101 or instructor permit.

DANC 201 Jazz I (1)

Instruction of jazz dance technique. Emphasis on the elements of attitude, focus, energy, music, projection, and the combining of those elements with the dancer's own personal style. Students will develop performance quality, the ability to learn movement quickly and remember combinations, and the ability to move with the rhythm of a musical composition.

DANC 202 Jazz II (1)

Continuation of DANC 201. Prereq: DANC 201 or instructor permit.

DANC 301 Modern Dance I (1)

Instruction of modern dance technique. Emphasis on the techniques of modern dance pioneers of the early twentieth century, and how this art form is similar yet very different from classical ballet. Students learn the physical aspects of alignment, succession, opposition, potential and kinetic energy, fall, weight, recovery and rebound, suspension, and isolation. Students will also strengthen muscles, increase flexibility, and increase coordination while developing self-discipline and self-awareness.

DANC 302 Modern Dance II (1)

Continuation of DANC 301. Prereq: DANC 301 or instructor permit.

DANC 401 Choreography (2)

Basic approach to the choreographic process, from the beginnings of the choreographic impulse to the completion of the dance, and including the costuming, staging and performance of the student-created work. Emphasis on using dance as a way to communicate through movement, with students applying and demonstrating critical and creative-thinking skills through self and peer evaluations. Includes coverage of National Dance Content Standards, which are necessary for the application of teaching dance in grades K-12.

THEATRE

THEA 101-102 Introduction to Theatre I and II (1 credit each course)

Team-taught introduction to theatre arts including elements of directing/acting, technical/design, and play reading/analysis. Required of all theatre majors. Offered: Fall (101); Spring (102).

THEA 200 Theatre Appreciation (2)

Study of the historical and literary significance of theatre through the ages. This course follows the development of the theatre, engaging students through practical theatre production exercises and attendance of live performances. Satisfies two credits of the general education fine arts requirement for most majors. Offered: Fall and Spring.

THEA 201 Theatre Production (0)

Theatre activity participation course; required of all theatre majors. Students are assigned responsibility on a scenic, lighting, costume, or makeup crews and must demonstrate proficiency in the assigned area of theatrical production by the end of the course. Other students are evaluated for acting roles and/or directing and stage management responsibility. Theatre majors must complete seven semesters of THEA 201. Grading is noncredit pass/fail. Offered: Fall and Spring.

THEA 203 Performance of Literature (4)

Analysis and public performance of literature, with students performing recitations from a variety of literary genres, including drama, prose, fiction, nonfiction, and poetic forms.

THEA 212 Acting I (2)

Introduction to the basic principles and techniques of acting, with emphasis on script analysis, play structure, movement techniques, and voice work audition techniques. Offered: Fall (for theatre majors); Spring (for non-theatre majors interested in employing actor training in professions such as ministry, law, and business).

THEA 241 Makeup for the Theatre (2)

Practical study of the principles and uses of stage makeup and masks, with emphasis on student participation and projects. Required of all theatre majors. Offered: Fall.

THEA 242 Fundamentals of Technical Theatre (2)

Introduction to the skills required to function as a technician at a basic level in the theatre. Course objectives include mastery of all basic scenic, lighting, sound, and property techniques will be mastered; lab work included. Required of all theatre majors. Prerequisite: Permission of the instructor. Offered: Fall.

THEA 322 Beginning Directing (2)

Study of the principles and methods of play directing. Also includes training in selecting and analyzing scripts, experience in casting and conducting rehearsals from the director's point of view, and participation in the workshop program. Required of all theatre majors. Offered: Fall.

THEA 323 Advanced Directing (4)

Practical application of skills learned in THEA 322 (Beginning Directing), with focus advanced studies in scene analysis and play structure, continued-blocking techniques, and working with the actor. Additional emphasis placed on designing the rehearsal period, working with designers, and complete preparation for directing a full-length, main-stage production. Prereq: THEA 322. Offered: Spring.

THEA 331W History of Theatre, Architecture, Production Practices, and Persons; Origins to the Present (4)

Survey of the history of the theatre from the origins to the present day. Enlivened by extensive slides, videos, and live re-creations of historic persons, this course examines the predominate influences and staging practices of each period. Required of all theatre majors. This course may also count as a theatre appreciation requirement with instructor's consent. Prereq: Junior standing. Offered: Spring.

THEA 333W Dramatic Literature; Historic Genre, Plays, and Playwrights (4)

Study of the evolution of dramatic literature from the beginnings to Ibsen, with an overview of genres, major playwrights, texts, and criticism. Required of all theatre majors. Prereq: Junior standing. Offered: Spring.

THEA 341 Set Design (4)

Study of the theory and practice of scenic design for the stage. Problems in set design involving sketching, drafting, and scale model-making comprise this course of study. Particular emphasis is given to the process of design conceptualization and communication. Prereq: THEA 242 or permission of the instructor. Offered: Fall, on rotation.

THEA 342 Scene Painting for the Theatre (4)

Introduction to the skills required to function as a scenic artist in the theatre scenic studio. Reproduction of works of fine art, practical exercises, and work on actual productions comprise the bulk of the student's work. Prereq: Permission of the instructor. Offered: Spring, on rotation.

THEA 343 Lighting Design (4)

Examination of the art of stage lighting from a theoretical and practical point of view. Concentration will be in areas of conceptualization, communication, and equipment application. Prereq: THEA 242. Offered: Fall, on rotation.

THEA 345 Costume Design (4)

Study of the elements of costume design and the graphic interpretation of characters from plays. Includes a practical explanation of the basic construction of stage costumes. Prereq: Permission of the instructor. Offered: Spring.

THEA 347 Stage Management and Safety (4)

Examination of the craft of stage management from a theoretical and practical point of view. Course objectives include comprehension and implementation of comprehensive theatre safety procedures from a practical viewpoint. Concentration will be in areas of organization, rehearsal and performance processes, plus safety applications. Prereq: THEA 242 or permission of the instructor. Offered: Fall, on rotation.

THEA 380 History of Fashion and Costume (4)

Study of historical clothing as dress and as stage costuming, from primitive apparel to present fashion. Prereq: THEA 101, 242, or permission of the instructor. Co-listed as ART 380. Offered: Jan Term, on rotation, in London.

THEA 412 Acting II (4)

Study of advanced problems in movement, perception of characters, and acting methods including Stanislavski, Meisner, and Adler. Prereq: THEA 212 or permission of the instructor. Offered: Spring.

THEA 413 Acting III (4)

Practical study in acting styles of the most influential dramatic periods to include Greek, Medieval, Commedia Dell'Arte, Shakespeare, Neo-Classic, Restoration, Naturalism, Epic, and Non-Realistic. Prereq: THEA 212 or permission of the instructor. Offered: Spring, on rotation.

THEA 414W Playwriting (4)

Seminar and workshop in writing for the stage. Readings emphasize plays from a range of literary eras and playwriting theory texts. Writing assignments include weekly exercises and the execution of a one-act play. Prereqs: UCCA 102; UCCP 101 and 102. Offered: Spring, on rotation.

THEA 415 Creative Dramatics (4)

Study of the history of children's theatre and creative dramatics. In addition to in-class work and lectures, students gain hands on experience with in-school teaching and play production. Prereqs: THEA 101, 102, and 212. Offered: Spring.

THEA 450W Capstone Course (4)

Reading and study of works listed on the departmental reading list. An oral examination must be passed. Required of all theatre majors. Prereqs: Senior standing, completion of major requirements, and mentor choice on record.

THEA 424 Theatre Internship (4)

Independent study in which students gain practical experience while working in a theatre-related venue.

THEA 455 Directed Studies in Theatre (4)

Advanced study of a specific area of theatre or related field. This course involves written, oral, and other forms of communication, including a required paper, oral presentation, and/or other major presentation. Designed to meet a variety of needs, this course can be structured as an individual directed study or as a group seminar. Can be repeated for up to eight credits. Prereq: Permission of the instructor.

McWhorter School of Pharmacy





Administration

Bobby G. Bryant, Fred E. McWhorter Dean and Professor
H. Anthony McBride, Associate Dean, Professor
Susan P. Alverson, Assistant Dean for Student and Alumni Affairs, Assistant Professor
Charles D. Sands, III, Chair, Pharmacy Practice, Associate Professor
Robert P. Henderson, Vice Chair, Pharmacy Practice, Professor
Pamela J. Sims, Chair, Pharmaceutical, Social and Administrative Sciences, Professor
Stuart A. Capper, Director, Institute for Public Health and Pharmacy, Professor
Timothy R. Covington, Director, Managed Care Institute,
Anthony and Marianne Bruno Professor of Pharmacy
Michael G. Kendrach, Director, Global Drug Information Center, Associate Professor
Mary R. Monk-Tutor, Director, Academic Programs, Associate Professor
Andrew A. Webster, Director, Samford University Pharmacokinetics Center, Professor
Bruce D. White, Director, Healthcare Ethics and Law Institute, Affiliate Professor

Faculty

Marshall E. Cates, Professor
Renee M. DeHart, Professor
Roger D. Lander, Professor
T. Sam Roe, Professor
John G. Sowell, Professor
Timothy E. Welty, Professor
C. Scott Asbill, Associate Professor
Kim W. Benner, Associate Professor
John D. Bowman, Associate Professor
Amy E. Broeseker, Associate Professor
Robert M. Riggs, Associate Professor
Robert H. Schrimsher, Associate Professor
Condit F. Steil, Associate Professor
Paula A. Thompson, Associate Professor
Mary Worthington, Associate Professor
Jennifer W. Beall, Assistant Professor
Gary W. Bumgarner, Assistant Professor
Maisha Kelly Freeman, Assistant Professor
Michael D. Hogue, Assistant Professor
Stacy A. Lauderdale, Assistant Professor
David Robert Luthin, Assistant Professor
Patricia Baldone Naro, Assistant Professor
Valerie T. Prince, Assistant Professor
D'Andrea F. Skipwith, Assistant Professor
Alan R. Spies, Assistant Professor
Angela Roberts Thomason, Assistant Professor
Bruce A. Waldrop, Assistant Professor
Emily I. Warren, Assistant Professor
Teresa A. Willborn, Assistant Professor
Mark W. Todd, Affiliate 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 of Samford University in recognition of the generous support of alumnus R. Clayton McWhorter ('55) and his family. In 2002, the School celebrated its 75th year of operation.

Mission and Vision

The Mission of the Samford University McWhorter School of Pharmacy is to nurture and prepare pharmacists by providing exemplary education to improve society's health and the well being of humankind, as provided in a Christian context and shown through example, scholarship, and service to others.

The Vision of the Samford University McWhorter School of Pharmacy is to challenge pharmacists continually to improve the health of society by exhibiting the highest standards of quality in teaching, scholarship, and service and to assume the leadership role among schools of pharmacy in meeting the challenges of health care in the future.

Accreditation

The McWhorter School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago IL 60602, telephone (312) 664-3575. Web address: www.acpe-accredit.org.

Resources

World Wide Web – Students are invited to visit the McWhorter School of Pharmacy Web pages (www.samford.edu/schools/pharmacy.html) for additional information regarding faculty, admissions, curriculum and other useful student information. Centers of Excellence are listed at this Web site, among other topics.

Students may also visit the Samford University main Web page (www.samford.edu) for additional university information such as campus life, admissions, financial aid, and many other useful topics.

Global Drug Information Center – The DI Center serves as a resource center, a drug advisory source for practitioners, and an information retrieval center for students, faculty, and practitioners. In addition to a variety of journals, books, and other printed materials, major pharmaceutical and medical databases and many reference materials are available via CD-ROM and the Internet. The University's Davis Library also provides an Online Reference Service.

Managed Care Institute – A university-based professional and business entity providing leading-edge consultative services in drug benefit design and management to a variety of clients throughout the U.S. who are seeking optimal health outcomes at reasonable costs. The mission of the Managed Care Institute is to promote the safe, appropriate, effective and economical use of prescription and nonprescription drugs, to assist in producing optimal therapeutic outcomes by fostering precision in drug therapy management, and to foster the evolution of highly cognitive, outcome-oriented pharmaceutical care by maximizing the benefit of drug therapy and disease management, while operating to identify, resolve and prevent drug-related problems and therapeutic misadventures.

Pharmacokinetics Center – A research and service program that provides assays for therapeutic drug monitoring, performs clinical pharmacokinetics consultations, and conducts clinical research. It functions to involve faculty and students in interdisciplinary, revenue generating, research projects that provide critical training in a variety of research techniques.

Student Computer Facilities – Houses approximately 25 state-of-the-art Pentium computers that contain various drug information databases for course work and research. The University also has several computer labs on campus. The Campus Media Center is also equipped to produce many kinds of visual materials.

Personal Digital Assistant (PDA) – All students are provided a PDA for their use during the four years they are enrolled at McWhorter School of Pharmacy. They are a helpful resource in the classroom setting, in Early Practice Experiences (EPE) and Advanced Practice Experiences (APE).

McWhorter School of Pharmacy Organizations

Academy of Managed Care Pharmacy
Alabama Society of Health Systems Pharmacists
APhA-Academy of Student Pharmacists
Christian Pharmacy Fellowship
Kappa Psi Pharmacy Fraternity
National Community Pharmacists Association
Phi Lambda Sigma (Leadership)
Rho Chi (Scholarship)
Students of the National Pharmaceutical Association

Academic Program and Requirements

Major

Doctor of Pharmacy (Pharm.D.)

Admission Policies

All communications regarding admission should be directed to the Director of External Relations and Pharmacy Admissions in the School of Pharmacy. Applications are considered on a competitive basis by the School of Pharmacy Admissions Committee. The Committee meets regularly beginning in January and notifies applicants as decisions are made. No student can be considered for admission to the program until 20 semester credits of core math and science coursework and 45 credits of total coursework have been completed. Applicants must have completed the first course in organic chemistry to be considered. Dual-enrollment courses, those courses taken while in high school for both college and high school credit, will not be accepted by the MSOP as fulfilling any admission prerequisites. Except as provided in the description of the Pre-Pharmacy Curriculum in this catalog, applicants to the School of Pharmacy must have a 2.75 grade point average (GPA) overall at the time of application and complete all coursework in the Pre-Pharmacy Curriculum with at least a 2.75 GPA both overall and in required math and science courses to meet admissions standards. A prior baccalaureate degree is preferred. Students with better admissions profiles are given admissions priority. 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.

For an applicant to be considered for admission, all admission materials must be submitted by **February 1**. 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. This online process allows the applicant to apply to approximately 50 pharmacy schools throughout the nation. Official transcripts, essay, and PCAT scores are sent to PharmCAS and then forwarded to every pharmacy school the applicant designates. A supplemental application and credentials (personal references, etc.) are required by the McWhorter School of Pharmacy prior to an admission decision. These forms should be acquired from our Web site: www.samford.edu/schools/pharmacy.html. The PCAT and ACT **or** SAT score are required. The ACT/SAT score should be sent directly to the MSOP and **not** PharmCAS. Waiver of the ACT/SAT is granted to the applicant who has earned a prior B.S. or B.A. degree, is over thirty years of age, or if English is the applicant's second language. After an applicant is notified of acceptance, but before he or she enrolls in the McWhorter School of Pharmacy, official transcripts must be sent directly to Samford University. Applicants are encouraged to visit the school while their applications are under consideration. An interview on campus at the applicant's expense is required for applicants invited for admission consideration.

Final decisions regarding admission are made by May 15. Students may be accepted from a rank-ordered alternate list approved for admission after this date if previously accepted students decline the opportunity to enter the program. Students who are notified of acceptance to the McWhorter School of Pharmacy must return a deposit of \$450 within a specified period of time to reserve a place in the class. The \$450 deposit is not refundable but will apply toward tuition for the first semester in residence.

Students who have been accepted by the McWhorter School of Pharmacy may be denied admission to the School of Pharmacy just prior to or at the time of enrollment for: (1) failure to submit final transcripts of all college work completed at another institution, (2) a significant drop in grade point average, or (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.

Students are expected to be competent in a word processing and a spreadsheet program prior to entrance into the school. Samford University supports the Microsoft Office Suite software. After notification of admission to the McWhorter School of Pharmacy, students are expected to learn medical terminology on a self-study basis and be prepared for a proficiency examination during the introductory week at the start of the Fall Semester.

Required Health Data

All pharmacy students accepted into the program will receive a Student Health Services Samford University Health Form and Immunization Record which must be completed and returned to Student Health Services before registering for classes. This includes a physical exam performed by a physician or mid-level provider, laboratory work, and immunization history. Immunization requirements include:

- **Tetanus Diphtheria Booster** within the last 10 years.
- **Measles, Mumps, Rubella (MMR)** unless born before 1957.
- **Tuberculosis (TB) Screening** - A chest x-ray is required if PPD is positive. A second screening must be repeated in the second semester of the third professional year.
- **Hepatitis B** - Three series of injections. The first of the three must be obtained before registering for classes. The second and third doses are given at one and six months after the first dose, respectively.

All required health data must be submitted to Student Health Services at Samford University. Failure to meet these requirements will prevent the student from registering for the second semester.

Students are eligible to utilize Student Health Services once their Health Forms and Immunization Record have been completed and received in their office. Please contact them for their list of services offered.

Alabama State Board of Pharmacy Registration

All students, regardless of home state, must register with the Alabama State Board of Pharmacy for an intern/extern license after class begins in the first year. Applications can be found in the Pharmacy Student Handbook, at www.Albop.com, or from the Office of the Assistant Dean. This registration will be discussed during orientation for incoming students.

Academic Policies

In order to receive a degree, candidates must satisfy all requirements of the McWhorter School of Pharmacy and other applicable requirements of Samford University. A student must complete the MSOP Doctor of Pharmacy curriculum within six academic years from the original date of matriculation. Candidates who transferred pre-pharmacy hours to Samford University and do not hold a prior bachelor's degree from an accredited university in the United States, must pass the Writing Proficiency Exam (WPE) by the second professional year. However, candidates who took Communication Arts II (UCCA 102) at Samford University and earned a grade of C- or above are exempt from this requirement. (See Bachelor's Degree Requirements in the Admission Policies and Regulations section.) A faculty-student advisory system attempts to inform students of these requirements, but it is the responsibility of the individual student to ensure that all requirements have been met.

Satisfactory academic progress is required of all students to remain in the McWhorter School of Pharmacy. Academic standing is determined by the GPA in the professional curriculum; therefore, grades earned in all PHRD courses at the School will be used in calculating the GPA. After matriculation in the McWhorter School of Pharmacy, courses in the professional curriculum taken at other academic institutions, with prior approval, will be counted toward the professional cumulative GPA.

Unless otherwise stated in the course syllabus, grades are assigned by instructors in the school according to the following scale: 92-100 = A, 90-91 = A-, 88-89 = B+, 82-87 = B, 80-81 = B-, 78-79 = C+, 70-77 = C, 67-69 = D, and below

67 = F. The minimum passing grade in Advanced Practice Experience (APE) courses is a C. Other letter grades that may be assigned and the quality point system utilized by the University are described in this catalog.

All coursework must be completed at the McWhorter School of Pharmacy. Availability of courses is limited to those published in the catalog and offered during the fall and spring semesters.

A student who fails a course or whose cumulative professional GPA is below 2.00 in any academic term will be placed on academic probation. The student is cautioned that additional failed coursework or failure to achieve and maintain a cumulative GPA of at least 2.00 at the end of all remaining academic terms will result in dismissal from the McWhorter School of Pharmacy, either by academic suspension or expulsion, as delineated below.

Any student who fails two courses or whose cumulative GPA is below 2.00 for two academic terms will be suspended, which results in dismissal from the pharmacy program. A student academically dismissed may apply in writing to the Admissions Committee for readmission. The letter should explain the reasons for his/her academic difficulty and what measures have been taken to ensure his/her ability to raise the GPA. Should admission be granted, the student is cautioned that additional failed coursework or failure to achieve and maintain a cumulative GPA of at least 2.00 for all remaining academic terms will result in academic expulsion from the McWhorter School of Pharmacy. Expulsion from the McWhorter School of Pharmacy is without recourse. Expelled students desiring to remain at Samford University will become subject to University policies on academic progression and retention.

Any student who fails three or more courses or who fails the same course twice or whose cumulative GPA falls below 2.00 for any three academic terms, either sequential or non-sequential, will be expelled, which results in permanent dismissal from the school.

Since the level of a student's academic difficulty, i.e., probation, suspension, and expulsion may be determined by the quantity of failed coursework, multiple failed courses in a given academic term may preclude the need for probation or suspension. In any regard, Samford University rules on continued enrollment at the University prevail.

A student may not take a course until all prerequisites for that course have been successfully completed. A student must successfully complete the entire prescribed curriculum within six academic years from the original date of matriculation and have a final GPA of at least 2.00 in order to be eligible for the degree.

Students on academic probation and students suspended from the McWhorter School of Pharmacy shall not be allowed to serve as officers or committee members in any campus organization, participate in any extracurricular activity sponsored by Samford University which involves the expenditure of an appreciable amount of time, or be employed by any department on the Samford campus. Outside employment for such students is also discouraged. Students must achieve at least a 2.00 GPA in the professional curriculum before entering the Advanced Practice Experience (APE) courses in the fourth professional year.

Tuition and Financial Aid

Students may apply for federal and private financial aid through the University's financial aid office. The McWhorter School of Pharmacy has additional but limited funds available for loans and scholarships. Three types of loan programs are available: a short-term emergency loan administered by the school; a no-interest, revolving-loan fund (The Bernice Cohron Pharmacy Student Loan Fund); and a long-term loan administered by the National Community Pharmacy Association. A number of pharmacy scholarships is available and awarded on the basis of both merit and need. Part-time work in School of Pharmacy laboratories is also available for a limited number of students. Students interested in the above financial aid opportunities should complete the proper application forms in the Office of the Assistant Dean for Student and Alumni Affairs in the McWhorter School of Pharmacy.

Students who wish to take non-PHRD 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. The McWhorter School of Pharmacy will not allow a student to take a course which interferes with pharmacy coursework.

Tuition in the last professional year is paid in two equal installments for the fall and spring semesters, regardless of the number of hours taken.

Student Athletes and ROTC Candidates

The MSOP will cooperate with student athletes and ROTC candidates to accommodate class scheduling to the fullest extent possible. The MSOP cannot, however, alter its program schedule for these students and the MSOP schedule takes precedence with any scheduling conflicts.

Professional Electives*		
The Doctor of Pharmacy curriculum requires two (2) credits of electives to be completed during the third professional year of study. Didactic electives may be selected from the courses listed below, provided prerequisites are fulfilled. Courses taken prior to enrollment in the McWhorter School of Pharmacy cannot be counted toward elective requirements in the professional curriculum.		
Course Number/Name		Credit Hrs
PHRD 325	Contemporary Topics in Pharmacy	2
PHRD 409	Immunology and Vaccines in Pharmacy Practice	2
PHRD 422	Establishing & Developing a Professional Community Practice	2
PHRD 423	Radiopharmaceuticals	2
PHRD 426	Managed-Care Pharmacy	2
PHRD 430	Research	2
PHRD 431	Research	3
PHRD 528	Current Topics in Pediatric Pharmacotherapy	2
PHRD 529	Chemical Dependency	2

* These electives may be offered in fall or spring, based on availability of the instructor and students' request of each course.

Pre-Pharmacy Curriculum

The Doctor of Pharmacy Degree at Samford University requires a minimum of six years of college work consistent with the standards set by the Accreditation Council for Pharmacy Education (ACPE). Candidates have the option of enrolling in Samford University for the entire program or completing up to two years of pre-Pharmacy studies elsewhere and then completing the professional curriculum at Samford. Pre-Pharmacy courses equivalent to those listed on the following pages may be completed at any accredited junior college, community college, college, or university. Students entering Samford University as freshmen and enrolling in the Pre-Pharmacy Program must follow the Samford Pre-Pharmacy Curriculum, which includes the core curriculum courses unique to Samford University. Students enrolling at other institutions and expecting to transfer to the McWhorter School of Pharmacy should complete the Pre-Pharmacy Curriculum for Transfer Students. Pre-Pharmacy students at other institutions are encouraged to work closely with the pre-Pharmacy or Health Sciences advisor to assure the courses they take are consistent with the Pre-Pharmacy Curriculum. Students are encouraged to contact the Director of External Relations and Pharmacy Admissions at the McWhorter School of Pharmacy for answers to specific questions at (205) 726-2982 or (205) 726-4242. It is the student's responsibility to satisfy all prerequisite coursework requirements.

The Pre-Pharmacy Curriculum includes courses in the arts, humanities, and sciences in order to provide students with a well-rounded liberal arts education. All pre-Pharmacy courses must be completed prior to entry into the McWhorter School of Pharmacy. Applicants holding a B.S. or B.A. degree and who have completed all mathematics and science requirements in the Pre-Pharmacy Curriculum shall only be required to satisfy the speech and statistics requirement.

Veterans, students over thirty (30) years of age, and students with physical disabilities may petition for special consideration concerning physical education requirements.

Pre-Pharmacy Curriculum for Transfer Students Required Courses	Course Credits	Total Required Credits
Humanities		12
English Composition	6	
English or American Literature	3	
Religion, New or Old Testament*	3	
Natural and Applied Sciences		38
College Algebra or Precalculus	3	
Calculus	3	
Principles of Biology	4	
Anatomy and Physiology**	4	
Microbiology with Lab***	4	
Inorganic Chemistry	8	
Organic Chemistry	8	
Statistics (Math Dept)	4	
Social Sciences		6-9
Speech	3	
World History (3) or Western Civilization (3) or U. S. History (6)	3-6	
Liberal Arts		12
Sociology or Psychology	3	
Other Liberal Arts †	9	
Physical Activity		2
Two physical activity courses	2	
Total Required Credits		70-73

* For students transferring more than 30 hours/credits, a religion course is not required. However, religion course credit may be applied to the Other Liberal Arts requirement.

** If Anatomy and Physiology is not available, Zoology may be applied.

*** Some schools offer only three hours of credit.

† The remaining credits may be chosen from political science, history, English literature, foreign languages, philosophy, psychology, sociology, geography, economics, religion, and either art, music, or drama appreciation (no more than three credits may be in appreciation courses).

Pre-Pharmacy Curriculum for Samford Students Required Courses	Course Credits	Total Required Credits
Fall Semester I		18
BIOL 110 Human Biology	4	
CHEM 203 General Chemistry I	4	
UCCA 101 Communication Arts I	4	
UCCP 101 Cultural Perspectives I	4	
UCFH 120 Concepts in Fitness and Health	2	
Spring Semester I		16
BIOL 217 Principles of Human Anatomy	4	
CHEM 204 General Chemistry II	4	
UCCA 102 Communication Arts II	4	
UCCP 102 Cultural Perspectives II	4	
Summer Term		8
Liberal Arts*	8	
Fall Semester II		16
BIOL 225 Microbiology	4	
CHEM 301 Organic Chemistry I	4	
MATH 150 Precalculus	4	
UCBP 101 Biblical Perspectives	4	
Spring Semester II		16
BIOL 218 Principles of Human Physiology	4	
CHEM 302 Organic Chemistry II	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Total Required Credits		74

* Choose either SOCI 100 (Introduction to Sociology) or PSYC 101 (General Psychology) for one of the Liberal Arts requirements. The remaining four credits may be chosen from courses in political science, history, foreign languages, philosophy, psychology, sociology, geography, economics, and either art, music, or theatre appreciation.

Professional Pharmacy Curriculum Required Courses Summary-All Years	Total Required Credits
Year I, Total Required Credits	40
Year II, Total Required Credits	38
Year III, Total Required Credits	36
Year IV, Total Required Credits	34
Total Required Credits for All Years	148

Professional Pharmacy Curriculum

The Professional Pharmacy Curriculum is designed to inculcate 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 provides basic educational preparation required to provide pharmaceutical care and perform managerial functions.

The curriculum is a lock-step program requiring completion of prerequisite coursework in a satisfactory manner before continuation to a higher-level coursework. The professional curriculum includes 148 semester credits of didactic and laboratory instruction with approximately 40 weeks (1520 contact hours) of supervised training in various practice settings. All courses in the professional curriculum, including required Early Practice Experiences (EPE) and Advanced Practice Experiences (APE), are to be completed at Samford University. On rare occasions, and for compelling reasons, a required course in the professional curriculum, excluding selectives, taken at another accredited school or college of pharmacy may be substituted for a Samford University course provided the course to be substituted is determined to be equivalent by the Academic Standards and Curriculum Committee of the school, and a grade of C or better is achieved. A grade of F in a course taken at another institution, which is a repeat of a course taken in the School of Pharmacy, will result in dismissal from the School of Pharmacy. After matriculation in the McWhorter School of Pharmacy, courses in the professional curriculum taken at other academic institutions, with prior approval, will be counted toward the School of Pharmacy GPA. Students may not enroll in professional coursework unless specified prerequisites have been satisfied.

The professional curriculum requires 32 credits of APE, beginning in June or immediately following the successful completion of all coursework prior to the fourth professional year in the McWhorter School of Pharmacy curriculum. No student may enroll in an APE unless all required courses at the PHRD 300-500 level have been completed. APEs that must be completed by all students include: PHRD 605 (Ambulatory Care); PHRD 606 (Drug Information); PHRD 607 (Adult Medicine I); PHRD 608 (Adult Medicine II) or PHRD 629 (Medicine Subspecialty); and four additional 600-level APEs. The choice of these may be limited in a given semester due to availability of training sites and preceptors.

The School uses active learning (AL) and problem-based learning (PBL) concepts in many of its courses, with the percentage of time devoted to AL/PBL dependent upon the adaptability of the course material to these learning methodologies. Certain courses utilize a minimum of AL/PBL activity, while other courses are extensively or totally delivered by AL/PBL methodologies. Students in each professional year are divided into teams/groups of six to eight students, and team/group work is periodically assigned. The percentage of the final grade for the course from team/group work varies but is clearly stated in the syllabus for each course.

The maximum load for a pharmacy student is 21 semester hours. Full-time status is granted for students taking 12 semester hours. If, for compelling reasons, a student is enrolled in less than 12 semester hours, the university will classify the student as part-time. A student taking less than 12 hours will pay tuition at the hourly rate specified in the Financial Section of this catalog.

The Professional Pharmacy Curriculum of the McWhorter School of Pharmacy follows the Samford University undergraduate calendar as much as possible, but the School incorporates January in its spring semester. Students enrolled in the Professional Pharmacy Curriculum cannot take courses offered in the university's Jan Term due to class conflicts. Furthermore, the fall semester of the fourth professional year begins the first working day in June. Consequently, students enrolled in the last year of the professional curriculum cannot take courses offered during the summer terms at Samford or another university. Tuition for the fall semester is due and payable on or before June 1 for students in their fourth or last year.

Professional Pharmacy Curriculum Required Courses	Course Credits	Total Required Credits
Year I, Fall		19
PHRD 303 Information Systems	1	
PHRD 304 Calculations	2	
PHRD 305 U. S. Health Care Systems	2	
PHRD 306 Physiological Chemistry	4	
PHRD 308 Physiology and Pathophysiology I	6	
PHRD 310 Pharmacy Dosage Forms Tech I	4	
Year I, Spring I		17
PHRD 307 Clinical Communications	2	
PHRD 309 Physiology and Pathophysiology II	6	
PHRD 311 Pharmacy Dosage Forms Tech II	4	
PHRD 312 Sterile Products	2	
PHRD 313 Infectious Disease I	3	
Year I, Spring II		4
PHRD 301 Early Practice Experience I (EPE)	3	
PHRD 302 Pharmacy Practice	1	
Year I Total Required Credits		40
Year II, Fall		18
PHRD 400 Legal Principles of Pharmacy Practice	2	
PHRD 403 Pharmacology I	5	
PHRD 405 Medicinal Chemistry I	4	
PHRD 407 Therapeutic Drug Management I	4	
PHRD 413 Infectious Disease II	3	
Year II, Spring I		3
PHRD 401 Early Practice Experience II (EPE)	3	
Year II, Spring II		17
PHRD 404 Pharmacology II	5	
PHRD 406 Medicinal Chemistry II	4	
PHRD 408 Therapeutic Drug Management II	4	
PHRD 410 OTC Medications I	2	
PHRD 414 Infectious Disease III	2	
Year II Total Required Credits		38
Year III, Fall		18
PHRD 502 Advanced Pharmacy Practice	2	
PHRD 510 OTC Medications II	3	
PHRD 521 Therapeutics I	6	
PHRD 524 Fiscal Management	3	
PHRD 527 Drug Literature Evaluation*	1	
PHRD 550 Physical Assessment*	1	
Elective	2	
Year III, Spring I		18
PHRD 522 Therapeutics II	4	
PHRD 523 Therapeutics III	6	
PHRD 525 Human Resources Management	3	
PHRD 527 Drug Literature Evaluation*	2	
PHRD 550 Physical Assessment*	1	
PHRD 551 Ethics in Christianity and Health Care	2	
Year III Total Required Credits		36
Year IV, June-May**		
Required Advanced Practice Experiences (APE)		20
PHRD 605 Ambulatory Care	4	
PHRD 606 Drug Information	4	
PHRD 607 Adult Medicine I	4	
PHRD 608 Adult Medicine II <i>or</i> a medicine subspecialty APE	4	
PHRD 600-level Selective Experience	4	
Elective APE		12
600-level Experience	4	
600-level Experience	4	
600-level Experience	4	
Professional Seminars		2
PHRD 615 Professional Seminar I	1	
PHRD 616 Professional Seminar II	1	
Year IV Total Required Credits		34
Total Required Credits		148

*Both PHRD 527 and PHRD 550 are split over the course of an academic year: one portion is offered in the fall semester; the other portion is offered in the spring.

**Students are required to take eight APEs in ten possible time periods offered during the fourth year.

Advanced Practice Experiences (APE)

Enrollment in 600-level courses is based on availability of training sites and preceptors for each course. Successful completion of all coursework prior to the fourth professional year in the pharmacy curriculum is a prerequisite for all 600-level courses. Refer to APE Manual for additional information.

Course Number/Name	Credit Hrs
PHRD 605 Ambulatory Care	4
PHRD 606 Drug Information	4
PHRD 607 Adult Medicine I	4
PHRD 608 Adult Medicine II	4
PHRD 609 Association Management	4
PHRD 610 Adult Medicine III	4
PHRD 612 Community Pharmacy I	4
PHRD 614 Institutional Pharmacy I	4
PHRD 617 Institutional Pharmacy II	4
PHRD 618 Geriatric Pharmacy	4
PHRD 620 Pediatric Pharmacy	4
PHRD 622 Drug Information II	4
PHRD 624 Poison Information/Toxicology	4
PHRD 626 Metabolic Support	4
PHRD 628 Advanced Adult Medicine	4
PHRD 629 Medicine Subspecialty	4
PHRD 630 Ambulatory Care II	4
PHRD 631 Medical Critical Care	4
PHRD 632 Geriatric Pharmacy II	4
PHRD 633 Surgical Critical Care	4
PHRD 634 Pediatric Pharmacy II	4
PHRD 635 Cardiac Critical Care	4
PHRD 636 Pharmacokinetics	4
PHRD 637 Neurological Critical Care	4
PHRD 638 Clinical Pharmacy Research	4
PHRD 640 Managed-Care Pharmacy	4
PHRD 642 Advanced Community Pharmacy	4
PHRD 643 Advanced Community Pharmacy II	4
PHRD 644 Home Infusion Therapy	4
PHRD 646 Psychiatric Pharmacy	4
PHRD 648 Pharmacy Management	4
PHRD 650 Renal Medicine	4
PHRD 651 Neurology	4
PHRD 652 Hematology/Oncology	4
PHRD 653 Infectious Disease	4
PHRD 654 Cardiology	4
PHRD 656 Neonatology	4
PHRD 660 Pedagogics	4
PHRD 690 Nuclear Pharmacy	4

Courses**PHRD 301 and 401 Early Practice Experience (EPE) I-II (3 each course)**

A course sequence designed to give the student a pharmacy practice experience early in his/her career. Offered: Spring.

PHRD 302 Pharmacy Practice (1)

This course presents basic practice-related information. Demonstration of how pharmacy practice systems should interface with physiological concepts of disease processes and chemical features of drug therapy for effective pharmacy service are presented. Relevant calculations, computer systems, and other related technology are included to present the application to basic prescription service and pharmacy practice. Offered: Spring.

PHRD 303 Information Systems (1)

An introduction to information systems available to the practicing pharmacist. Students are introduced to information retrieval systems in the Davis Library and the Samford University Global Drug Information Center. Offered: Fall.

PHRD 304 Calculations (2)

This course presents the basic elements of applied pharmaceutical mathematics including weights and measures, calculation of doses, methods of expressing concentration, and interconversion between units. Offered: Fall.

PHRD 305 U. S. Health Care Systems (2)

This course introduces first-year students to the "big picture" of health care in this country. Several aspects of patient care, such as societal, financial, organizational, and governmental influences, are addressed. The pharmacist's role in various aspects of the health care system is a major focus of the course. Offered: Fall.

PHRD 306 Physiological Chemistry (4)

This course deals with the chemistry associated with physiological processes. Attention is given to the various classes of biochemical compounds; amino acids, proteins, carbohydrates, enzymes, lipids, and nucleic acids, and also serves to introduce the student to the concept of producing drugs by biotechnology. At appropriate points, the action of drugs on the biological system is introduced. Offered: Fall.

PHRD 307 Clinical Communications (2)

A course designed to acquaint the student with the fundamentals of patient counseling. Communication between the pharmacist and other health professionals is also addressed. Offered: Spring.

PHRD 308 and 309 Physiology and Pathophysiology I-II (6 each course)

This two-course series introduces the concepts of molecular biology, physiology, immunology, and anatomy. The physiology of each organ system is followed by the pathophysiology so that the student is aware of normal and abnormal conditions. Prereq for PHRD 309: PHRD 308. Offered: Fall (308); Spring (309).

PHRD 310 and 311 Pharmacy Dosage Forms Technology I-II (4 each course)

This course sequence presents the theory, technology, and techniques involved in the development, formulation, and preparation of pharmaceutical dosage forms. One laboratory exercise is included each week, demonstrating practical applications. These courses must be taken in sequence.

Co-req for PHRD 310: PHRD 304.

Prereqs for PHRD 311: PHRD 304 and PHRD 310.

Offered: Fall (310); Spring (311).

PHRD 312 Sterile Products (2)

A course designed to acquaint the student with aseptic technique and the production of sterile products. The course includes hands-on experiences and the use of vertical and horizontal laminar-flow hoods. Prereq: PHRD 304. Offered: Spring.

PHRD 313, 413, and 414 Infectious Disease I-II-III (3, 3, and 2, respectively)

A three-course sequence designed to introduce the student to the concepts of microbiology and human pathogens. Emphasis is placed on the pathophysiology and treatment of infections of bacterial, fungal, and viral origin in humans.

Co-req for PHRD 413: PHRD 403 and PHRD 405.

Prereq for PHRD 413: PHRD 306, 308, 309, and 313.

Prereq for PHRD 414: PHRD 413.

Offered: Fall (413); Spring (313, 414).

PHRD 400 Legal Principles of Pharmacy Practice (2)

This course presents the legal basis of pharmacy practice by examining state and federal laws, regulations, and court decisions dealing with drug manufacturing and distribution, professional liability, and handling of medicinals, poisons, and controlled substances. Offered: Fall.

PHRD 403 and 404 Pharmacology I-II (5 each course)

This course sequence presents basic principles of pharmacology and the pharmacology of therapeutic agents. Emphasis is placed on mechanisms of action, therapeutic indications, side effects, and toxicity.

Prereqs for PHRD 403: PHRD 306 and PHRD 309.

Prereqs for PHRD 404: PHRD 403.

Offered: Fall (403); Spring (404).

PHRD 405 and 406 Medicinal Chemistry I-II (4 each course)

This course sequence presents the chemistry of biologically active compounds of natural, synthetic, and semisynthetic origin.

Prereqs for PHRD 405: PHRD 306, 308, 309, 310, and 311.

Co-req for PHRD 406: PHRD 404.

Prereq for PHRD 406: PHRD 405.

Offered: Fall (405); Spring (406).

PHRD 407 and 408 Therapeutic Drug Management I-II (4 each course)

These courses examine pharmaceutical and physiological factors influencing the bio-availability of drugs from various dosage forms. Pharmacokinetic principles governing drug disposition and drug therapy are presented, and emphasis is placed on the application of pharmacokinetic principles and patient-specific data in optimizing therapeutic outcomes and overall patient management.

Prereqs for PHRD 407: PHRD 303, 304, 306, 308, 309, 310, 311, 312, and 313.

Prereq for PHRD 408: PHRD 407.

Offered: Fall (407); Spring (408).

PHRD 410 and 510 Nonprescription Drug Therapy I-II (2 and 3, respectively)

A two-course sequence designed to prepare pharmacists to function effectively as therapeutic advisors to patients in the selection, use, and monitoring of nonprescription medication.

Prereqs for PHRD 410: PHRD 403 and PHRD 407.

Prereqs for PHRD 510: PHRD 404, 408, and 410.

Offered: Fall (510); Spring (410).

PHRD 502 Advanced Pharmacy Practice (2)

This course reviews basic concepts in pharmacy practice with inclusion of legal issues in drug distribution, storage, and record keeping. Pharmacy services in long-term care are included in the course. Emerging roles in pharmacy practice (immunization provision, ambulatory infusion, DME service, pharmaceutical care, and disease management) are merged with traditional roles in pharmacy practice to present comprehensive pharmacy practice models. Offered: Fall.

PHRD 521, 522, and 523 Therapeutics I-II-III (6, 4, and 6, respectively)

This three-course sequence is designed to develop applied knowledge of the more commonly occurring acute and chronic diseases with emphasis on therapeutic drug management. Prereqs for PHRD 521: PHRD 403 and PHRD 404. Offered: Fall (521); Spring (522, 523).

PHRD 524 Fiscal Management (3)

Fiscal Management is designed to cover fiscal concepts and theories encountered in all practice settings. The course focuses on making wise decisions about obtaining and using financial resources in order to increase the value of the organization. Prereqs: PHRD 305 and completion of second professional year of study. Offered: Fall.

PHRD 525 Human Resources Management (3)

Human Resources Management is designed to cover organizational structure and behavior in all pharmacy practice settings. The planning process, the implementing process, and the analyzing process, as related to personnel are emphasized. Prereq: Completion of second professional year of study. Offered: Spring.

PHRD 527 Drug Literature Evaluation (3)

This two-semester course is designed to prepare pharmacists to evaluate biomedical literature and drug advertising and to discuss pharmacoeconomics. Drug utilization evaluation and drug utilization review procedures will be presented. Prereq: PHRD 303. Offered: Fall and Spring, in this sequence.

PHRD 550 Physical Assessment (2)

This hands-on, two-semester course introduces students to basic physical assessment with emphasis on monitoring for optimal drug therapy. Mini-lectures are supported by labs that provide opportunities to practice skills. A grade of IP (in progress) will be issued at the end of the fall semester; this does not affect the GPA for the fall semester. A final grade reflecting progress in the entire course will be issued at the end of the spring semester. Offered: Fall and Spring, in this sequence.

PHRD 551 Ethics in Christianity and Health Care (2)

This course is based around six character traits of ethical persons, as biblical perspectives and health care perspectives on each of these traits are addressed. Classroom lectures are supplemented by small-group discussions during which ethical issues and viable options are discussed. The course is facilitated by faculty trained in pharmacy, nursing, religion, and philosophy. Offered: Spring.

PHRD 605 Ambulatory Care (4)

A clinical APE designed to provide experience in providing clinical pharmacy services to ambulatory patients in a community pharmacy setting and/or selected outpatients of a general medicine/family practice ambulatory care service. Offered: Fall and Spring.

PHRD 606 Drug Information (4)

A clinical APE designed to enhance knowledge and skill in preparing for the pharmacist's role as a pharmacotherapy advisor and consultant. Offered: Fall and Spring.

PHRD 607, 608, and 610 Adult Medicine I-II-III (4 each course)

A sequence of clinical APEs designed to enhance knowledge and skill in providing clinical pharmacy services to adult populations. Prereqs for PHRD 610: PHRD 608. Offered: Fall and Spring.

PHRD 609 Association Management (4)

An APE focusing on development of knowledge, skills, and attitudes necessary for professional association management. Experiences provided include budgeting, publication coordination, membership activities, legislative activities, and meeting planning. Offered: Fall and Spring.

PHRD 612 Community Pharmacy I (4)

An APE focusing on development of clinical and managerial skills in a community pharmacy/ambulatory care setting. Offered: Fall and Spring.

PHRD 614 Institutional Pharmacy I (4)

An APE focusing on development of knowledge and skills in institutional pharmacy management and application of such systems in various practice environments. Offered: Fall and Spring.

PHRD 615 and 616 Professional Seminar I-II (1 each course)

This two-course sequence is designed to give students opportunities to develop and defend a research proposal or to research a drug, therapeutic controversy, or management problem and make an oral presentation to fellow students and faculty. These courses are taken during APEs in the fourth professional year. Offered: Fall and Spring.

PHRD 617 Institutional Pharmacy II (4)

An APE designed to enhance knowledge and skill in institutional pharmacy management and application of such systems in various practice environments. Prereq: PHRD 614. Offered: Fall and Spring.

PHRD 618 Geriatric Pharmacy (4)

A clinical APE providing the student an opportunity to develop his/her knowledge and skills in serving the unique drug therapy needs of a geriatric population. Offered: Fall and Spring.

PHRD 620 Pediatric Pharmacy (4)

A clinical APE providing the student an opportunity to develop his/her knowledge and skills in serving the unique drug therapy needs of a pediatric population. Offered: Fall and Spring.

PHRD 622 Drug Information II (4)

An APE providing the student an opportunity to develop his/her knowledge and skills in the operation of a Drug Information Center, formulary programs, DUE/DUR, managed care, Continuous Quality Improvement, and antibiotic management programs. Prereq: PHRD 606. Offered: Fall and Spring.

PHRD 624 Poison Information/Toxicology (4)

A clinical APE providing the student an opportunity to enhance knowledge and skills in assessing and managing drug-induced toxicity and poisoning. Offered: Fall and Spring.

PHRD 626 Metabolic Support (4)

A clinical APE providing the student an opportunity to enhance fundamental knowledge in the provision of metabolic (nutritional) support through parenteral and enteral routes. Offered: Fall and Spring.

PHRD 628 Advanced Adult Medicine (4)

An advanced clinical APE providing the student an opportunity to enhance his/her skills in the application of pharmaceutical knowledge to adult patients. Prereqs: PHRD 607, 608, and 610. Offered: Fall and Spring.

PHRD 629 Medicine Subspecialty (4)

An APE providing the student an opportunity to develop his/her knowledge and skills in serving the unique drug therapy needs of patients in a medicine subspecialty setting. Offered: Fall and Spring.

PHRD 630 Ambulatory Care II (4)

An advanced clinical APE designed to provide in-depth experiences in the provision of clinical pharmacy services to ambulatory patients in a community pharmacy setting and/or selected in-patients of a general medicine/family practice ambulatory care service. Prereq: PHRD 605. Offered: Fall and Spring.

PHRD 631 Medical Critical Care (4)

An APE designed to enhance knowledge and skill in providing clinical pharmacy services to critically ill adult populations. Offered: Fall and Spring.

PHRD 632 Geriatric Pharmacy II (4)

An advanced clinical APE providing the student an opportunity to enhance his/her skills in the application of pharmaceutical knowledge to geriatric patients. Prereq: PHRD 618. Offered: Fall and Spring.

PHRD 633 Surgical Critical Care (4)

An APE designed to enhance knowledge and skill in providing clinical pharmacy services to critically ill adult populations. Offered: Fall and Spring.

PHRD 634 Pediatric Pharmacy II (4)

An advanced clinical APE providing the student an opportunity to enhance his/her skills in the application of pharmaceutical knowledge to pediatric patients. Prereq: PHRD 620. Offered: Fall and Spring.

PHRD 635 Cardiac Critical Care (4)

An APE designed to enhance knowledge and skill in providing clinical pharmacy services to critically ill adult populations. Offered: Fall and Spring.

PHRD 636 Pharmacokinetics (4)

An APE designed to enhance knowledge and skill in the direct application of pharmacokinetic principles to patient drug therapy management. Offered: Fall and Spring.

PHRD 637 Neurological Critical Care (4)

An APE designed to enhance knowledge and skill in providing clinical pharmacy services to critically ill adult populations. Offered: Fall and Spring.

PHRD 638 Clinical Pharmacy Research (4)

This APE provides the opportunity to enhance knowledge and skills in planning and conducting research. Students will be introduced to research design, protocol development, regulatory requirements, data collection, and data analysis. Offered: Fall and Spring.

PHRD 640 Managed-Care Pharmacy (4)

This APE provides the opportunity to enhance knowledge and skill in managed-care pharmacy while assisting in the development of higher-order thinking skills in the student through real time analysis and application in a managed-care environment. Enrollment may be limited by availability of training sites and preceptors. Offered: Fall and Spring.

PHRD 642 Advanced Community Pharmacy (4)

A clinical APE designed to provide experience in providing clinical pharmacy services to patients in a community pharmacy. Offered: Fall and Spring.

PHRD 643 Advanced Community Pharmacy II (4)

An APE designed to enhance knowledge and skill in providing clinical pharmacy services to patients in a community pharmacy. Prereq: PHRD 642.

PHRD 644 Home Infusion Therapy (4)

An APE designed to provide experience in preparing intravenous preparations including chemotherapy, antimicrobials, and total parenteral nutrition. Students will also provide drug information, patient counseling, and in some cases, visit patients in the home. Offered: Fall and Spring.

PHRD 646 Psychiatric Pharmacy (4)

This APE provides the opportunity to enhance knowledge and skill in the delivery of pharmaceutical care in the psychiatric setting. It is designed to assist in the development of higher-order thinking skills. Enrollment may be limited by availability of training sites and preceptors. Offered: Fall and Spring.

PHRD 648 Pharmacy Management (4)

This APE experience provides the opportunity to enhance knowledge and skills in pharmacy management including such topics as financial planning and analysis, budgeting, pricing, capital investment, inventory control, organizational design, personnel development and administration, and legal aspects of pharmacy management. Enrollment may be limited by availability of training sites and qualified preceptors. Offered: Fall and Spring.

PHRD 650 Renal Medicine (4)

An APE that will give the student an opportunity to gain experience and skills in the provision of pharmaceutical care to adult patients with renal disease. Offered: Fall and Spring.

PHRD 651 Neurology (4)

An APE designed to enhance knowledge and skill in providing clinical pharmacy services to patients with neurological diseases. Offered: Fall and Spring.

PHRD 652 Hematology and Oncology (4)

An APE that will expose students to the care of patients with malignant disorders. The student will gain experience in optimizing the pharmacotherapy of patients with malignant diseases. Offered: Fall and Spring.

PHRD 653 Infectious Disease (4)

An APE designed to enhance knowledge and skill in providing clinical pharmacy services to patients with infectious diseases. Offered: Fall and Spring.

PHRD 654 Cardiology (4)

A clinical APE designed to advance the student's knowledge in caring for critically ill adult patients with particular emphasis in cardiology. Offered: Fall and Spring.

PHRD 656 Neonatology (4)

An APE designed to provide the student with basic skills and the knowledge base needed to provide pharmaceutical care to the neonate. Offered: Fall and Spring.

PHRD 660 Pedagogics (4)

An APE designed to develop knowledge and skill in various aspects of teaching. Students will have the opportunity to be exposed to and participate in didactic teaching, including active-learning techniques and experiential teaching. Offered: Fall and Spring.

PHRD 690 Nuclear Pharmacy (4)

An APE providing the student with the opportunity to expand knowledge and skills in the area of radiopharmaceuticals. Offered: Fall and Spring.

PHARMACY ELECTIVES**PHRD 325 Contemporary Topics in Pharmacy (2)**

These elective courses provide the student with the opportunity to discuss contemporary topics of interest in the profession of pharmacy. Multiple or single topics may be considered. Offered: Fall or Spring.

PHRD 409 Immunology and Vaccines in Pharmacy Practice (2)

This elective course examines principles of immunology and gives in-depth coverage to vaccines and vaccine-preventable diseases. The student will learn of the pharmacist's role in vaccine-preventable disease prevention. Intramuscular and subcutaneous injection technique will be taught as well. Particular emphasis is placed on implementing a vaccine service into pharmacy practice. Offered: Fall or Spring.

PHRD 422 Establishing and Developing a Professional Community Practice (2)

This elective project-oriented course focuses on the establishment and development of a professional community practice. Consideration is given initially to the pros and cons of choosing an existing practice versus establishing a new practice. Records establishment and maintenance, cost-to-dispense determination, marketing aspects, and use of other areas of health care to complement a prescription practice are also considered. Prereq: PHRD 524. Offered: Spring.

PHRD 423 Radiopharmaceuticals (2)

This elective course provides an introduction to radiopharmaceuticals and the practice of nuclear pharmacy. Consideration is given to the properties, methods of measurement and detection, preparation, storage, administration, and diagnostic and therapeutic applications of radioactive pharmaceuticals. Prereq: PHRD 405. Offered: Fall or Spring.

PHRD 426 Managed-Care Pharmacy (2)

This elective course is designed to provide for the development of fundamental knowledge and skill in the delivery of pharmaceutical care in a managed-health care environment, primarily serving ambulatory patients. Emphasis is placed upon drug benefit management from a fiscal and clinical perspective. Prereq: Completion of second professional year of study or permission of course coordinator. Offered: Fall or Spring.

PHRD 430 Research (2)

An elective course designed to apply literature and laboratory techniques or other methods of scientific investigation to pharmaceutical problems. The student may choose to study and investigate a suitable problem with any of the departments in the School of Pharmacy. Prereqs: Consent of instructor directing the research and a professional GPA of at least 2.50. Offered: Fall or Spring.

PHRD 431 Research (3)

See PHRD 430 for description. Offered: Fall or Spring.

PHRD 528 Current Topics in Pediatric Pharmacotherapy (2)

This elective course provides a basic overview of pediatric pharmacotherapy. The course will focus on treatment and therapeutic monitoring of the more common pediatric diseases. Prereq: Completion of second professional year of study or permission of course coordinator. Offered: Fall or Spring.

PHRD 529 Chemical Dependency (2)

This course is designed to facilitate learning by pharmacy students in the field of addiction. Through participation in class-directed activities, the student will learn about multiple aspects of the disease of chemical dependency with an emphasis on the impact of addiction on the health care professions. Offered: Fall or Spring.

McWhorter School of Pharmacy Calendar for Academic Year 2006-2007

Fall Semester 2006

June 1	APE begin for fourth-year students (Q session)
June 30	Last day for PM4 to withdraw from semester without academic penalty
July 4	Independence Day Holiday; no classes meet
August 21-25	Faculty in residence for the academic session.
August 24-25	Orientation for EP students
August 28	Classes begin for first, second, and third-year students.
August 29	University Convocation
September 1	Last day to add or drop a course(s) without financial penalty.
September 4	Labor Day, all classes meet; no holiday.
September 14	McWhorter School of Pharmacy Picnic
October 6	White Coat Ceremony
October 13	Last day to withdraw from a course without academic penalty.
October 16-17	Fall Break, for PM1, PM2, and PM3 students.
Oct 25 - Nov 17	Registration for Spring Semester
November 16	Last day to completely withdraw from semester without academic penalty.
November 22-24	Thanksgiving Holidays, no classes meet.
December 8	Classes end.
December 11-14	Final Examinations
December 16	Commencement

Spring Semester 2007

January 3	Early Practice Experience (EPE) begins for second-year students. APE begins for fourth-year students. Classes begin for first and third-year students.
January 10	Last day to add or drop a course(s) without financial penalty.
January 15	Martin Luther King, Jr. Holiday, no classes meet.
January 23	EPE ends for second-year students.
January 29	Classes begin for second-year students.
January 30	University Convocation
March 16	Last day to withdraw from a course without academic penalty.
March 19-23	Spring Break, for PM1, PM2, and PM3 students.
April 3-27	Registration for Fall Semesters
April 5	Last day for first- and fourth-year students to completely withdraw from semester without academic penalty.
April 9	Easter Monday Holiday, no classes meet.
April 13	Classes end for PM1 students
April 16-19	Final examinations for first-year students
April 23	EPE and PHRD 302 begin for first-year students
April 26	Last day for second and third-year students to completely withdraw from semester without academic penalty.
May 15	Classes end for second and third-year students
May 16	Study Day, no classes meet
May 17-18; 21-22	Final Examinations
May 18	EPE and PHRD 302 end for first-year students.
May 25-26	Commencement Weekend for School of Pharmacy program

Note:

The McWhorter School of Pharmacy Calendar for Academic Year 2007-2008 was unavailable at press time. Please check the following Web site for an updated calendar: <http://www.samford.edu/groups/sturec/acadcalendar.html>.

MCWHORTER SCHOOL OF PHARMACY TUITION AND FEES FOR ACADEMIC YEAR 2006-2007

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
Tuition				
Less than 12 credits	Part-time Pharmacy Students	Deposit nonrefundable See Refund Policies	\$905/credit	\$450 deposit upon acceptance and remainder on or before e-bill payment due date
12 to 21 credits	Full-time Pharmacy Students	Deposit nonrefundable See Refund Policies	\$11,140/semester	\$450 deposit upon acceptance and remainder on or before e-bill payment due date
More than 21 credits	Full-time Pharmacy Students	Deposit nonrefundable See Refund Policies	\$905/credit	On or before e-bill payment due date
Joint Degree	Joint Degree Pharmacy Students	See Refund Policies	By Classification	On or before e-bill payment due date
Residence Hall Fees, Double Occupancy*				
Beeson Woods, West Campus	Pharmacy Students starting June	See Refund Policies	\$2,635/Fall semester	On or before e-bill payment due date
Evergreen Hall	Pharmacy Students starting June	See Refund Policies	\$2,555/Fall semester	On or before e-bill payment due date
Ramsey Hall	Pharmacy Students starting June	See Refund Policies	\$2,500/Fall semester	On or before e-bill payment due date
Beeson Woods, West Campus	Pharmacy Students starting Aug	See Refund Policies	\$1,545/Fall semester	On or before e-bill payment due date
Evergreen Hall	Pharmacy Students starting Aug	See Refund Policies	\$1,465/Fall semester	On or before e-bill payment due date
Ramsey Hall	Pharmacy Students starting Aug	See Refund Policies	\$1,410/Fall semester	On or before e-bill payment due date
Student Apartments	Pharmacy Students starting Aug	See Refund Policies	\$1,175/Fall semester	On or before e-bill payment due date
Beeson Woods, West Campus	Pharmacy Students Spring sem	See Refund Policies	\$1,705/Spring semester	On or before e-bill payment due date
Evergreen Hall	Pharmacy Students Spring sem	See Refund Policies	\$1,620/Spring semester	On or before e-bill payment due date
Ramsey Hall	Pharmacy Students Spring sem	See Refund Policies	\$1,570/Spring semester	On or before e-bill payment due date
Student Apartments	Pharmacy Students Spring sem	See Refund Policies	\$1,335/Spring semester	On or before e-bill payment due date
Board				
19 meals/week + \$100 declining balance	Pharmacy Students starting June	See Refund Policies	\$2,425/Fall semester	On or before e-bill payment due date
12 meals/week + \$100 declining balance	Pharmacy Students starting June	See Refund Policies	\$2,090/Fall semester	On or before e-bill payment due date
19 meals/week + \$100 declining balance	Pharmacy Students starting Aug	See Refund Policies	\$1,485/Fall semester	On or before e-bill payment due date
12 meals/week + \$100 declining balance	Pharmacy Students starting Aug	See Refund Policies	\$1,330/Fall semester	On or before e-bill payment due date
7 meals/week + \$100 declining balance	Pharmacy Students starting Aug	See Refund Policies	\$ 940/Fall semester	On or before e-bill payment due date
19 meals/week + \$100 declining balance	Pharmacy Students Spring sem	See Refund Policies	\$1,735/Spring semester	On or before e-bill payment due date
12 meals/week + \$100 declining balance	Pharmacy Students Spring sem	See Refund Policies	\$1,555/Spring semester	On or before e-bill payment due date
7 meals/week + \$100 declining balance	Pharmacy Students Spring sem	See Refund Policies	\$1,110/Spring semester	On or before e-bill payment due date
London Programs at Daniel House, Samford's London Study Centre, Fees (subject to change)				
Pharmacy Externship (12 weeks)	Pharmacy Students	See Refund Policies	TBD	Due at registration
Pharmacy Externship (8 weeks)	Pharmacy Students	See Refund Policies	TBD	Due at registration
Pharmacy Participation Fee	Pharmacy Students	See Refund Policies	\$150	Due at registration
Fees				
Application Fee for School of Pharmacy Admission	All Pharmacy Students	Nonrefundable	\$50/application	At time of application submission
Books and Supplies	All Pharmacy Students		\$1,200 (estimate)	Cash/check/credit card at time of purchase

* Double rooms assigned for single occupancy are 150% of the rate for double-occupancy rooms.
NOTE: See p. 32 for a list of General Miscellaneous Fees that apply to ALL students.

(1) Charges incurred after the e-bill has been generated for the semester/term are due on or before the e-bill due date (see Payment Due Date Schedule on p. 33 for e-bill generation date and payment due date). Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.

Metro Programs



Administration

Cindy Formanek Kirk, Executive Director, Metro Programs
 Sherry Gottlieb, Director of Adult Learning Services
 Katie Crenshaw, Director of Samford After Sundown



Metro Programs

Samford University's Metro Programs provide opportunities for personal and professional growth over the lifespan through rigorous academic programs and relationships in a Christian community. Metro acts as a bridge between the community and Samford University, identifying and addressing the educational needs of the local workforce and introducing the values and meaning of the University to those with whom we connect.

Two programs are administered to serve the needs of the community: the adult degree program and Samford After Sundown. The **adult degree program** offers undergraduate college credit courses for working adults with the options to complete the bachelor of science in interdisciplinary studies (B.S.I.S.), the associate degree (A.S.), and/or two certificate programs. Courses are conveniently scheduled in the evenings and on the weekends. Students may be admitted to begin courses in any one of the five nine-week terms offered throughout the year. Metro's faculty is composed of members chosen from the full-time Samford faculty and practitioners who are experts in their fields.

Through **Samford After Sundown**, noncredit programs are offered that respond to the educational needs of individuals, businesses, industries, and governmental agencies in the metropolitan area as well as to professional groups within the region. Depending on content, courses may meet for one evening or over several months. Most Samford After Sundown courses do not have entrance requirements.

Portfolio Credit

Because adults often have achieved competencies beyond those of traditional undergraduate students, the Samford University faculty may award up to 30 credits for college-level learning. This nontraditional learning may come from military training or other professional experiences. This may be presented to faculty through a portfolio that is prepared by the student or evaluated through credit recommendation reference guides such as the American Council on Education's National Guide for Educational Credit for Training Programs. Both methods are coordinated through Metro. Students should apply for this credit during the first term at the University. Metro will provide guidelines for portfolio preparation to all interested students. Portfolio credit does not count toward the residency requirement at Samford University. Students must earn at least 50 percent of their total credit hours through courses taken at Samford.

Programs	Page
Adult Degree Programs	
Academic Regulations .....	.214
Admission Procedures .....	.214
Bachelor's Degree Requirements .....	.215
General Education Requirements .....	.216
Administrative/Community Services Concentration .....	.216
Counseling Foundations Concentration .....	.217
Human Resource Development Concentration .....	.218
Liberal Studies Concentration .....	.218
Associate of Science Degree .....	.218
Certificate Programs	
Geographic Information Systems Certificate .....	.219
Legal Assistant Certificate Program .....	.219
Samford After Sundown (noncredit courses) .....	.226



Programs

Bachelor's Degree Concentrations

Administrative/Community Services
 Track 1: Administrative
 Track 2: Legal Assistant Certificate
 Counseling Foundations
 Human Resource Development
 Liberal Studies

Associate Degrees

Administrative/Community Services

Nondegree Credit Programs

Geographic Information Systems Certificate
 Legal Assistant Certificate

Non-Credit Programs

Samford After Sundown (professional and personal development)
 Black & White Photography Certificate
 Color Photography Certificate
 Healthcare Interpreter Training Certificate
 Pharmacy Technician Certificate
 Miscellaneous Online and On-Campus Courses

The Orlean Bullard Beeson School of Education and Professional Studies awards the bachelor of science in interdisciplinary studies (B.S.I.S.) degree with concentrations in administrative/community services, counseling foundations, human resource development, and liberal studies. The associate of science degree (A.S.) is offered in administrative/community services. The School of Education also offers two nondegree certificate programs: geographic information systems and legal assistant.

A minimum of 64 credits must be taken at Samford University in order to meet residency requirements for the bachelor of science in interdisciplinary studies degree. With a minimum of 64 credits, an associate of science degree may be earned in administrative/community services. A minimum of 32 credits must be taken at Samford University in order to meet residency requirements for the associate of science degree.

These bachelor of science in interdisciplinary studies programs are the most flexible of all awarded by the University and are designed specifically for adult students. The responsibility for determining the suitability of these concentrations and their applicability to particular conditions rests with the individual student. Students planning to pursue post-baccalaureate studies should review the requirements of the targeted graduate program to determine whether undergraduate-level prerequisites exist.

Certificate programs allow students to develop specific career-related skill sets. Courses in the geographic information systems (GIS) certificate program and the legal assistant certificate program are offered for college credit. Professionals who have completed at least the associate degree may complete certificate requirements, along with any prerequisites, and earn the certificate without completing an entire degree. In addition, credit earned in GIS and legal assistant certificate courses may be applied to the B.S.I.S. degree. Certificate programs offered through Samford After Sundown are not offered for college credit and generally do not require completion of any degree or prerequisite courses.

Academic Regulations

Unless stated otherwise, Metro students are bound by the same academic regulations as other undergraduates; these regulations are found in the Academic Policies and Regulations section of this catalog.

Admission Procedures for the Adult Degree Program

It is expected that students who enter this program have been out of high school for at least three years and are unable to enroll in the day program due to work schedules, family concerns or other reasons. Metro is the administrative office that serves Adult Degree Programs. Applications for admission are accepted each term. To apply online, visit www.applyweb.com/apply/samforda/menu.html. To download an application form, visit www.samford.edu/schools/metro/index.html.

Admission as an Entering Freshman (No previous college credit)

Students should submit the following items to the Office of Admission:

1. Your High School Transcript*: This must be mailed from the high school directly to the Samford University Office of Admission.
2. An official ACT or SAT score report (unless you graduated from high school five or more years ago.) American College Testing or the College Board must send score reports directly to the Samford University Office of Admission.
3. Application fee: \$35 (nonrefundable)
4. Admission application, completed in full, including reference forms and essay.
5. One reference. Please use the reference form included with the application.
6. Admission essay: No longer than two typed or handwritten pages.

*If you have a GED, please review the High School Equivalency information in Admission Procedures and Policies section of this catalog.

Admission as a Transfer Student

If you have attended another college or university and wish to apply to Samford University, please submit the following information to the Office of Admission:

1. One official transcript from each college that you attended. Transcripts must be mailed directly from your former institution's records office to the Office of Admission. If you earned fewer than 24 semester or 36 quarter hours of credit at other institutions, you must provide the documents required of Entering Freshmen (see above), in addition to your college transcripts.
2. Application fee: \$35 (nonrefundable)
3. Admission application, completed in full.
4. One reference. Please use the reference form included with the application.
5. Admission essay: No longer than two typed or handwritten pages.

Reference Considerations

The reference form should be completed by a nonfamily member well acquainted with your capabilities, motivation, and initiative. Employers, former employers, or former instructors are recommended.

Essay Considerations

Whether typed or handwritten, in two pages or less, please tell us about yourself, your academic background, and collegiate ambitions. We are particularly interested in why you are applying to Samford University. Please attach the essay to the application. The essay is required unless applying under the special status classification.

Admission under the Special Status Classification

Special status is a nondegree-seeking classification. You may wish to consider the special status option for one of the following reasons:

1. Time constraints prevent the completion of the regular application process prior to the beginning of a desired term.
2. You have a desire to take courses for credit but are not interested in earning a bachelor's degree at the present time (regardless of whether or not you already have a bachelor's degree).

To apply as a special status student, please submit the following items to the Office of Admission:

1. Special Status application, completed in full. The application may be submitted without the reference forms and essay.
2. Application fee: \$35 (nonrefundable)
3. If you attended college within the last 12 months, please request a letter of good standing from the institution. Otherwise, no transcripts are required to apply under the special status classification.

Reclassification

Most students admitted under the special status classification may wish to eventually change their status to a regular, degree-seeking classification. In order to initiate a change of status, you must complete a Change of Status form and submit it to the Office of Admission. (Forms may be obtained through the Metro Programs office.) In order to be reclassified, you must meet the admission conditions of either a transfer student or an entering freshman and provide the additional required information and documents to the Office of Admission.

Restrictions of the Special Status Admission 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. If you enroll under this admission option in the Fall B or Spring B term, you will be unable to change this status until the beginning of Fall A or Spring A term and will therefore be ineligible to receive financial aid for one whole semester period.
3. You must have been graduated from high school for three or more years.
4. 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.
5. Credit earned as a special status student will not count towards a graduate degree.

Admission as an Audit Student

Students may also apply under audit status. See Audit Student Applicant in Admission Procedures and Policies in this catalog.

Tuition, Fees, and Financial Aid

Because evening students commute to and from classes, do not receive meal plans, and do not have access to the full range of degrees designed for traditional day students, the tuition fee is substantially below the day rates. (See Tuition and Fees Chart.) Courses taken during the daytime carry the full-tuition rate.

Although University scholarships are not available to Metro students, they should apply for non-University scholarships. Also, residents of the state of Alabama are eligible to receive the Alabama Student Grant if they meet the eligibility requirements. Evening students may also apply for other types of federal financial aid programs such as Pell grants and student loans. Financial Aid Applications may be requested by calling the Office of Financial Aid at (205) 726-2905.

There are few additional fees associated with evening classes aside from the cost of textbooks. Most major credit cards are accepted. (See the General Miscellaneous Fees chart on p. 32 for a list of additional fees that may apply.)

Parking

All evening students must register their automobiles with the Office of Safety and Security. There is a minimal annual charge for parking on campus.

Class Registration and Policies

Metro students are limited to six credits per term without the executive director's approval. Under no circumstances may a Metro undergraduate student register for more than ten credits in any term, regardless of session length, location, or method of delivery.

Bachelor's Degree Requirements

General Education Requirements

All bachelor degree programs require a minimum of 128 total credits that include 40 credits of upper-level (300-400) coursework, 3 credits of computer literacy, 18 credits of upper-level coursework in the concentration, and a minimum of two "W" (writing intensive) courses. Specific requirements for each concentration are outlined below. A total of 64 credits should be earned outside the concentration. **MCEN 101 and MCEN 102 should be taken as part of a student's first 18 credits at Samford.** Furthermore, all students who transfer English 102 to Samford must pass the writing proficiency exam to graduate. **This exam should be taken during the first regularly scheduled opportunity after enrolling at Samford, either in the fall or spring terms.** Unless otherwise specified, credits that have been used to satisfy General Education Requirements may not be counted as part of any concentration.

Metro Bachelor of Science in Interdisciplinary Studies Required Courses	Course Credits	Total Required Credits
General Education Requirements:*		69
Natural/Computational Sciences & Mathematics	17	
Social Sciences	15	
World Languages	8	
Fine Arts	6	
Humanities	18	
Physical Education	5	
Concentration:**		50-59
Administrative/Community Services: Tracks 1 & 2	51	
Counseling Foundations	50	
Human Resource Development	57	
Liberal Studies	59	
General Electives***		0-9
Total Required Credits		128

* See General Education Requirements table for required/applicable courses.

** Hours for each concentration includes MCIS 401 (Senior Capstone), a 3-credit required course. See individual concentration tables for required/applicable courses.

*** General Elective credits vary depending on concentration chosen.

UNDERGRADUATE EVENING STUDIES PROGRAM - METRO PROGRAMS STUDENT TUITION AND FEES FOR ACADEMIC YEAR 2006-2007

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
Tuition				
All credits - Metro	All Evening Students	See Refund Policies	\$278/credit	On or before e-bill payment due date
Audit - Metro	All Evening Students	See Refund Policies	\$278/credit	On or before e-bill payment due date
Fees				
Application Fee for Undergrad Admission	All Evening Students	Nonrefundable	\$35/application	At time of application submission
Books and Supplies	All Evening Students		\$1,015 (estimate)	Cash/check/credit card at time of purchase

NOTE: See p. 32 for a list of General Miscellaneous Fees (Vehicle Registration/Decal, ID Replacement, etc.) that apply to ALL students.

(1) Charges incurred after the e-bill has been generated for the semester/term are due on or before the e-bill due date (see Payment Due Date Schedule on p. 33 for e-bill generation date and payment due date). Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.

Metro General Education Requirements Required Courses	Course Credits	Total Required Credits
Natural/Computational Sciences & Mathematics:		17
MCCO 100 Introduction to Computing	3	
MCMA 110 Contemporary Mathematics	3	
MCMA 210 Statistics	3	
Two laboratory sciences	8	
Social Sciences:*		15
History (select two courses)		
MCHI 101 World History I	3	
MCHI 102 World History II	3	
MCHI 217 Early America to 1877	3	
MCHI 218 Modern America since 1865	3	
Political Science/Psychology/Sociology		
MCPO 211 American National Government	3	
MCPS 101 General Psychology	3	
MCSO 100 Introductory Sociology	3	
World Languages		8
101 and 102 of any foreign language	8	
Fine Arts: (select two courses)		6
MCAR 300 Art Appreciation	3	
MCMU 200 Music Appreciation	3	
MCTH 300 Theatre Appreciation	3	
Humanities:		18
Humanities Core		
MCEN 101 Oral and Written Communication I	3	
MCEN 102 Oral and Written Communication II	3	
MCCS 215 Oral Communication	3	
English Literature (select one course)**		
MCEN 201 Major British and Irish Authors	3	
MCEN 209 Special Topics in Literature	3	
MCEN 211 Major American Authors	3	
Religion (select two courses)		
MCRE 101 Old Testament Survey	3	
MCRE 102 New Testament Survey	3	
MCRE 201 Introduction to World Religions	3	
MCRE 300 Contemporary Ethical Issues	3	
Physical Education:***		5
MCPE 122 Fitness Walking and Strength Training	2	
MCPE 231 Personal and Community Health	3	
Total Required General Education Credits		69

* Transfer credits classified as social science may count here.

** Other literature courses may be taken with advisor's approval.

*** Transfer credits classified as physical education may count here.

Administrative/Community Services Concentration

Students may select between two tracks for the administrative/community services concentration: Track 1: Administrative; Track 2: Legal Assistant Certificate. In Track 2, students earn an American Bar Association-approved Legal Assistant Certificate along with a B.S.I.S. or associate degree.

Metro Administrative/Community Service Concentration Track 1: Administrative Required Courses	Course Credits	Total Required Credits
General Education Requirements		69
Admin/Community Svcs Concentration (Track 1):*		51
Administrative/Business (select ten courses)		30
MCAC 200 Survey of Accounting	3	
MCEC 200 Survey of Economics	3	
MCFI 300 Survey of Finance	3	
MCMG 300W Survey of Management	3	
MCMK 300 Survey of Marketing	3	
MCBL 352 Legal Environment of Business	3	
MCMG 470 Negotiation/Conflict Resolution	3	
MCMG 471 Advertising/Public Relations	3	
MCMG 472 Leadership: Paradigms & Roles	3	
MCMG 473 Human Resource Management	3	
MCPI 401 Business Ethics	3	
Other Required Courses (select at least six courses)		18
MCCN 350 Small-Group Process (<i>recommended</i>)	3	
MCCS 453W Writing in the Professions	3	
MCHR 361 The Injured and Absent Employee	3	
MCPG 301 Employment Law (<i>recommended</i>)	3	
Counseling Foundations (MCCN)		
Legal Assistant (MCPG)		
Capstone Course		3
MCIS 401 Senior Capstone	3	
General Electives**		8
Total Required Credits		128

* Acceptable transfer work in business, education, and legal assistant courses may apply to the 51 required credits in Track 1.

** Credits chosen to enhance required courses.

Metro Administrative/Community Service Concentration Track 2: Legal Assistant Certificate Required Courses		Course Credits	Total Required Credits
General Education Requirements			69
Admin/Community Services Concentration (Track 2):			51
Legal Assistant Courses			30
MCPG 121	Introduction to Legal Assistants	3	
MCPG 226	Business Associations	3	
MCPG 227	Estates and Trusts	3	
MCPG 228	Real Estate Law	3	
MCPG 229	Litigation	3	
MCPG 300W	Business Law for Paralegals	3	
MCPG 304	Family Law	3	
MCPG 306	Debtor-Creditor Law	3	
MCPG 301	Employment Law <i>or</i>	3	
MCPG 307	Criminal Law		
MCPG 323	Legal Research and Writing	3	
Administrative/Business			18
MCAC 200	Survey of Accounting	3	
MCEC 200	Survey of Economics	3	
MCMG 300W	Survey of Management	3	
Elective Credits within Concentration:*		9	
MCCS 453W Writing in the Professions (3)			
MCHR 361 Injured and Absent Employee (3)			
MCPI 401 Business Ethics (3)			
Administrative/Business (various prefixes; see p. 220)			
Counseling Foundations (MCCN)			
Capstone Course			3
MCIS 401	Senior Capstone	3	
General Electives**			8
Total Required Credits			128

* Other electives may apply; see department advisor for details.

** Credits chosen to enhance required courses.

Counseling Foundations Concentration

This concentration is useful for persons working in human services professions but does not apply toward professional counseling certification.

Metro Counseling Foundations Concentration Required Courses		Course Credits	Total Required Credits
General Education Requirements			69
Counseling Foundations Concentration:			50
Counseling Foundations Core			27
MCCN 202	Marriage and the Family	3	
MCCN 245	Intro to the Helping Professions	3	
MCCN 247	Basic Counseling Theory and Practice	3	
MCCN 342W	Case Studies	3	
MCCN 343	Human Development	3	
MCCN 349	Basic Psychopathology	3	
MCCN 350	Small-Group Process	3	
MCCN 446W	Intro to Tests and Measurements	3	
MCCN 448	Field Experience in the Helping Professions	3	
Counseling Foundations Electives (select at least seven courses from the list below)			20
MCCN 300	Death and Dying	3	
MCCN 331W	Family Dynamics	3	
MCCN 332	Directed Studies in Counseling	3	
MCCN 344	Industrial Counseling	3	
MCCN 441W	Personal Growth & Development	3	
MCCN 442W	Life Crisis Management	3	
MCCN 450W	Issues in Counseling	3	
MCCN 456	Special Topics in Counseling	1-3	
MCCS 221	Interpersonal Communication	3	
Capstone Course			3
MCIS 401	Senior Capstone	3	
General Electives*			9
Total Required Credits			128

*Credits chosen to enhance required courses.

Human Resource Development Concentration

This concentration is designed for those preparing for human resource management positions or for those who wish to increase their interpersonal effectiveness as managers.

Metro Human Resource Development Concentration Required Courses		Course Credits	Total Required Credits
General Education Requirements			69
Human Resource Development Concentration:			57
Interpersonal Relations*			24
MCP205	Life-Span Development	3	
MCP203	Psychology of Adjustment <i>or</i>	3	
MCP411	Special Topics in Psychology <i>or</i>		
MCCN441W	Personal Growth and Development		
MCSO401	Social Psychology	3	
MCCN245	Introduction to the Helping Professions	3	
MCCN247	Basic Counseling Theory and Practice	3	
MCCN344	Industrial Counseling	3	
MCCN350	Small-Group Process	3	
MCCN446W	Introduction to Tests & Measurements	3	
Administration/Business (select ten courses)**			30
MCAC200	Survey of Accounting	3	
MCEC200	Survey of Economics	3	
MCFI300	Survey of Finance	3	
MCMG300W	Survey of Management	3	
MCMK300	Survey of Marketing	3	
MCBL352	Legal Environment of Business	3	
MCHR361	The Injured and Absent Employee	3	
MCMG470	Negotiation/Conflict Resolution	3	
MCMG471	Advertising/Public Relations	3	
MCMG472	Leadership: Paradigms and Roles	3	
MCMG473	Human Resource Management	3	
MCPI401	Business Ethics	3	
Capstone Course			3
MCIS401	Senior Capstone	3	
General Electives***			2
Total Required Credits			128

* Some counseling/psychology course substitutions may occur with advisor approval.

** Other electives may apply; see department advisor for details.

*** Acceptable transfer credits unused in other areas may apply here. Electives should be courses chosen to enhance required courses.

Liberal Studies Concentration

This concentration is designed for students who want maximum flexibility in their courses of study and/or who do not wish to focus in one of the regular B.S.I.S. concentrations.

Metro Liberal Studies Concentration Required Courses		Course Credits	Total Required Credits
General Education Requirements			69
Liberal Studies Concentration:*			59
At least 40 credits within the concentration must be upper-division (300-400 level)			
Capstone Course			3
MCIS401	Senior Capstone	3	
Total Required Credits			128

*To be selected in consultation with an advisor.

Associate of Science Degree Requirements

A minimum of 64 credits is required for the Associate of Science degree in administrative/community services. Transfer students are required to complete a minimum of 32 credits at Samford University, including at least 12 credits in General Education Requirements.

Each associate degree student should declare their degree intention by the beginning of the sophomore year. This information must be on file in the Office of Student Records.

A GPA of 2.00 in the Samford University (SU) average (calculated on work done at Samford) is required. A student must have at least a 2.00 GPA in the area of concentration. (See Definitions for a description of how the GPA is calculated.) All students who transfer English 102 to Samford must pass the writing proficiency exam as part of the associate degree program.

Metro Associate of Science Degree Required Courses		Course Credits	Total Required Credits
General Education Requirements:			36
Natural Sciences & Mathematics			10
MCCO100	Introduction to Computing	3	
MCMA110	Contemporary Mathematics	3	
One laboratory science course		4	
Social Sciences* (select two courses)			6
MCHI101	World History I	3	
MCHI102	World History II	3	
MCHI217	Early America to 1877	3	
MCHI218	Modern America since 1865	3	
Fine Arts (select one course)			3
MCAR300	Art Appreciation	3	
MCMU200	Music Appreciation	3	
MCTH300	Theatre Appreciation	3	
Humanities:			12
Humanities Core			
MCEN101	Oral and Written Communication I	3	
MCEN102	Oral and Written Communication II	3	
Religion (select two courses)			
MCRE101	Old Testament Survey	3	
MCRE102	New Testament Survey	3	
MCRE201	Introduction to World Religions	3	
MCRE300	Contemporary Ethical Issues	3	
Physical Education**			5
MCPE122	Fitness Walking and Strength Training	2	
MCPE231	Personal and Community Health	3	
Courses within Concentration***			24
See Administrative/Community Services tables			
General Electives outside Concentration			4
Total Required Credits			64

*Transfer credits classified as social science may count here.

**Transfer credits classified as physical education may count here.

***Choose from the following areas/prefixes: administration/business (MCAC, MCBL, MCEC, MCFI, MCHR, MCMG, MCMK), counseling foundations (MCCN), and legal assistant (MCPG). Communication studies (MCCS) and philosophy (MCPI) may also count. NOTE: Students pursuing the Legal Assistant Certificate as part of their associate degree must complete 30 credits.

Geographic Information Systems (GIS) Certificate Program

Geographic Information Systems is a rapidly growing field, and the Geographic Information Systems (GIS) Certificate Program is a professional development track that can add value to a bachelor's degree. GIS is a multidisciplinary tool for spatial analysis and has proven useful for a wide range of applications in fields as diverse as urban and regional planning, natural resource management, marketing and retail location analysis, transportation planning, health and human services, and public safety systems management.

Samford University's GIS Certificate Program provides foundation experience in the mapping sciences for individuals interested in geographic information system careers. The Samford certificate program is committed to the highest standards in geographic information systems education. Students must have prerequisite coursework in mathematics, computer science, and statistics. Students who currently have an associate or bachelor's degree and who have completed the prerequisite courses may take the five GIS courses and earn the GIS Certificate. All GIS courses are offered for academic credit and may apply toward an undergraduate degree. The natural and environmental sciences and the liberal studies concentrations are related undergraduate degree programs.

Program Goals:

- 1) Train students in the fundamentals of maps and map making.
- 2) Develop a solid foundation in basic concepts and issues of GIS.
- 3) Gain competency in using major GIS software platforms.
- 4) Maintain pace with technological (hardware/software) advances in GIS.
- 5) Develop analytical skills suitable for problem-solving in GIS.
- 6) Explore multimedia applications in interactive mapping.
- 7) Develop computer-programming skills for customizing GIS applications.
- 8) Maintain close relations with the professional GIS community.

Certificate in Geographic Information Systems (GIS)

Metro Certificate in Geographic Information Systems Required Courses		Course Credits	Total Required Credits
GIS Prerequisites or Co-requisites			9
MCCO 100	Introduction to Computing	3	
MCMA 110	Contemporary Mathematics (or a higher level mathematics course)	3	
MCMA 210	Statistics	3	
Geographic Information Systems Core			15
MCGS 216	GIS I: Spatial Data	3	
MCGS 270	GIS II: Analytical Mapping	3	
MCGS 300	Remote Sensing	3	
MCGS 371	Geographic Visualization	3	
MCGS 405	Managing GIS	3	
Total Required Credits			24

Legal Assistant Certificate Program

Samford University's Legal Assistant Certificate Program is the oldest Legal Assistant Program in Alabama. It was the first Alabama program to achieve American Bar Association approval. Samford University has replaced the degree previously offered in Paralegal Studies with a ten-course Legal Assistant Certificate Program. American Bar Association (ABA) guidelines require participants to either currently hold or concurrently pursue at least an associate degree. **Students who currently have an associate or bachelor's degree may take the ten legal assistant courses described below and earn the Legal Assistant Certificate. However, all legal assistant courses are offered for academic credit and may apply towards a degree.** Students who do not currently have an associate or bachelor's degree should refer to Track 2: Legal Assistant Certificate/Administration of the administrative/community services concentration. All instructors in the Legal Assistant Certificate Program are licensed attorneys.

The program is committed to producing well-educated, capable, and ethically aware graduates who, although they cannot practice law, are prepared for careers as legal assistants to attorneys in private, public, and corporate settings. Legal assistants are professionals trained both in the substance of the law and in legal procedure who use that knowledge and those skills to provide a broad range of legal services under the supervision and direction of an attorney. Specifically, the program goals are:

1. To train students in a practical way for careers as legal assistants to attorneys.
2. To promote a basic understanding of legal concepts and terms on subjects that are important to those engaged in general practice or in specialized areas of law and to equip students with legal writing and research skills that will enable graduates to perform as skilled members of a legal team.
3. To provide a general understanding of the principles of ethical and professional responsibility as these relate to lawyers and legal assistants.
4. To provide a broad background in general education for development of educated, socially, morally, and ethically aware individuals.
5. To constantly upgrade and adjust the program to fulfill the needs of the community by seeking input from local attorneys, legal assistants, and students.

The offices of the Legal Assistant Certificate Program may be contacted by calling (205) 726-2783 in the Orlean Bullard Beeson School of Education and Professional Studies.

Legal Assistant Certificate Program

Legal Assistant Certificate Program Required Courses		Course Credits	Total Required Credits
Legal Assistant Courses			30
MCPG 121	Introduction to Legal Assistants	3	
MCPG 226	Business Associations	3	
MCPG 227	Estates and Trusts	3	
MCPG 228	Real Estate Law	3	
MCPG 229	Litigation	3	
MCPG 300W	Business Law for Paralegals	3	
MCPG 301	Employment Law <i>or</i>	3	
MCPG 307	Criminal Law		
MCPG 304	Family Law	3	
MCPG 306	Debtor-Creditor Law	3	
MCPG 323	Legal Research and Writing	3	
Total Required Credits			30

Credit Courses

ART

MCAR 256 Basic Photography (3)

Provides a basic understanding of photography as a medium of expression. Includes the history of photography, working knowledge of 35mm cameras, and basic darkroom printing techniques in black and white.

MCAR 300 Art Appreciation (3)

Enables the student to understand artistic terms, methods, and philosophy, to recognize styles in periods of art history, and to develop aesthetic experiences that will better prepare the student for living in society.

ADMINISTRATION/BUSINESS

MCAC 200 Survey of Accounting (3)

Introduction to the preparation and interpretation of accounting information with special emphasis on the needs of non-business majors. Course covers both the use and reporting of accounting information generated for external audiences (creditors and the investing public) as well as that developed for internal decision-making. Offered: Summer and Fall.

MCBL 352 Legal Environment of Business (3)

Study of the fundamental areas of law that impact business and the government's role in the development of those laws. Through the use of cases and lectures, the interrelationship of these two dominant institutions of society is analyzed. Specific areas to be addressed include the regulation of employment, the law of contracts, torts, bankruptcy, and several areas of the Uniform Commercial Code (UCC). Offered: Fall and Spring.

MCEC 200 Survey of Economics (3)

Survey of the macroeconomic theories that explain the behavior of the world economy and the national economies that comprise it. Course covers the micro-economic relationships that explain the operations of individual consumer/supplier markets. Offered: Fall and Spring.

MCFI 300 Survey of Finance (3)

Introduction to financial management concepts and methods of analysis. Students gain comprehension of the central tenets of financial management including: 1) analyzing the risk return tradeoff, 2) evaluating the time value of money, 3) cash flow examination and valuation, 4) applying capital market efficiency theory to case applications, and 5) the analysis and understanding of the financial health of an organization. Prereqs: MCAC 200, MCEC 200, and MCMA 210. Offered: Spring.

MCHR 361 The Injured and Absent Employee (3)

Introduction to the human resources professional's role in the laws and regulations affecting injured and absent employees. Focus on the states' various approaches to workers' compensation (i.e., medical benefits and limited compensation), the Family and Medical Leave Act (FMLA) and the Americans with Disabilities Act (ADA). Also covered: various other aspects of state and federal law the human resources professional will need knowledge of to administer to injured and absent employees. Prereqs: MCMG 473 and MCBL 352, or equivalent. Offered: Summer.

MCMG 300W Survey of Management (3)

Examination of the content, skills, and organizational and societal settings of management duties. Exploration of the sources of managerial expertise and their links to the performance of all types of organizations. Prereqs: MCAC 200 and MCEC 200. Offered: Fall and Spring.

MCMG 470 Negotiation/Conflict Resolution (3)

Overview of contemporary theories and ideas in the field of negotiation. Emphasizes the practical application of negotiation in the business world and/or everyday life. Prereqs: MCAC 200 and MCEC 200. Offered: Fall and Spring.

MCMG 471 Advertising/Public Relations (3)

Overview of the advertising and public relations process, including the strategies behind successful campaigns. Focuses on real world settings as they relate to account management, creative development, production, media, and client service. Evaluation of creative executions and their potential impact on the end user. Prereqs: MCAC 200, MCEC 200, and MCMK 300. Offered: Fall.

MCMG 472 Leadership: Paradigms and Roles (3)

Examination of leadership, the influencing of others to accomplish something you think is important. Leadership theories, applications, and examples will be reviewed. Prereqs: MCAC 200 and MCEC 200. Offered: Summer.

MCMG 473 Human Resource Management (3)

Study of one or more of the challenges arising from changes in the business environment that managers face. Content is adapted by the instructor to conform to the challenges of the day. Prereqs: MCAC 200 and MCEC 200. Offered: Spring.

MCMK 300 Survey of Marketing (3)

Introduction to the concepts of marketing management with emphasis on a balance between theory and practice. Individual topics include demand analysis, marketing research, distribution channels, product policy, and marketing strategy. Prereqs: MCAC 200 and MCEC 200. Offered: Fall and Spring.

BIOLOGY

MCBI 105 Principles of Biology (4)

Study of the principles of life common to all living organisms. LEC, LAB.

MCBI 107 Contemporary Biology (4)

Designed for non-biology majors. Study of the interactions of humans within the biological world. Includes laboratory.

MCBI 110 Human Biology (4)

Study of the biological principles of the human body from a human biological anatomical, physiological, and an ecosociological perspective. May be used as a prerequisite for upper-level biology courses. Includes laboratory.

MCBI 111 Animal Biology (4)

Study of animal life from a cellular to an organismal level with emphasis on animal taxonomy and environmental relationships. May be used as a prerequisite for upper-level biology courses. Includes laboratory.

MCBI 112 Plant Biology (4)

Study of the form, function, and classification of the plant kingdom. Includes laboratory. Prereq: BIOL 105 or equivalent.

MCBI 201 Chemistry of the Environment (4)

Creation of a general foundation of chemistry basics and application of these basics to explore the major areas of environmental chemistry, including that of air, soil, water, and pollution. Laboratory exercises support and enhance the lecture and textbook material.

MCBI 324 Introduction to Toxicology (4)

Designed for the nonscientist and especially for those in the business and legal assistant concentrations. Acquaints the student with the scope and history of toxicology, provides basic information on home and workplace health and safety, and covers OSHA/EPA regulations relevant to citizens' rights-to-know with respect to toxicants in their communities and workplaces. Includes laboratory. Prereq: Any 100-level biology.

MCBI 325 General Microbiology (4)

Study of the form and function of microbial organisms, especially bacteria, and of their relation to man. Prereq: One year biology.

MCBI 326 Introduction to Environmental Science (4)

Study of the relationship of humans with the environment and current environmental problems. Prereq: Any 100-level biology.

MCBI 327 Conservation Ecology (4)

Study of the basic principles of ecology that relate to the utilization and conservation of the earth's biological resources. Includes ecosystem dynamics, population ecology, wildlife and fisheries techniques, the economics of conservation, and issues relating to the protection of endangered species. Prereq: Any 100-level biology.

MCBI 403 Invertebrate Field Zoology (4)

Study of the classification, morphology, physiology, and natural history of the vertebrate phyla. Includes laboratory. Prereq: Any 100-level biology class.

MCBI 410 Environmental Ethics and Values (3)

Examination of the question, "Is there a moral/immoral demeanor by which humans interact with the environment?" A philosophical, theological, and scientific approach is used to define past and present attitudes of humankind toward natural environments. Prereqs: Thirty-nine (39) hours of natural and environmental science core and elective coursework.

MCBI 416 Vertebrate Field Zoology (3)

Field study of the classification and identification of the major groups of vertebrate animals. Includes laboratory. Prereq: Any 100-level biology course.

MCBI 436 Ecology (4)

Study of the interactions of organisms and their environment with emphasis on the dynamics of natural communities. Prereq: One course in biological sciences.

MCBI 438W Natural and Environmental Sciences Seminar (3)

Natural and environmental sciences capstone course emphasizing critical thinking and scientific writing/speaking. Prereqs: Completion of natural and environmental sciences core and either the environmental studies or the GIS emphasis.

CLASSICS**MCLA 101 Elementary Latin I (3)**

Introduction to the Latin language and culture, aimed at developing the ability to understand Latin through speaking, listening, reading, and writing.

MCLA 102 Elementary Latin II (3)

Introduction to the Latin language and culture, aimed at developing the ability to understand Latin through speaking, listening, reading, and writing. Prereq: MCLA 101 or equivalent.

MCLA 103 Elementary Latin III (3)

Introduction to the Latin language and culture, aimed at developing the ability to understand Latin through speaking, listening, reading, and writing. Prereq: MCLA 102 or equivalent.

MCLA 453 Directed Readings in Latin (3)

Advanced reading course designed for secondary teachers or prospective teachers. Course includes discussion of appropriate secondary teaching assignments.

COMMUNICATION STUDIES**MCCS 215 Oral Communication (3)**

Study of the techniques governing speeches to inform, convince, and actuate. Course covers speech composition, delivery, and audience analysis. Course includes an overview of interviewing and a discussion of the basic elements of business communications.

MCCS 221 Interpersonal Communication (3)

Projects, experiments, readings, and class participation designed to help students to identify interpersonal communication in human relationships, to appreciate its effectiveness, and to develop skills in its use.

MCCS 415 Persuasion (3)

Analysis of persuasion as a decision-making tool in a democratic society. Various theories of persuasion are analyzed with attention given to factors such as attention, perception, needs, values, credibility, winning belief, and ethics. Prereq: MCCS 215 or permission of the instructor.

MCCS 453W Writing in the Professions (3)

Study of theories and research of rhetorical strategies as practiced in various professional discourse communities. Applications of theory are made to a number of writing contexts, including business and technical communication. Prereq: MCEN 102.

COUNSELING FOUNDATIONS**MCCN 202 Marriage and the Family (3)**

Study of the relationships in modern personal and family living. Covers dating, marriage, stages of family life, and intra-family relationships including husband-wife, parenting, and extended family. Offered: Spring, on rotation.

MCCN 245 Introduction to the Helping Professions (3)

Study of the fundamentals of basic human relations and an introduction to the basic principles, techniques, and theories of the counseling process. Offered: Fall.

MCCN 247 Basic Counseling Theory and Practice (3)

Study of the stages and factors involved in the process of counseling. Practical applications of counseling form the basics of instruction with emphasis given to the relationships of counseling to the counselor and counselee. Prereq: MCCN 245. Offered: Fall.

MCCN 256 Becoming a Self-Regulated Learner (3)

Designed to assist adult learners returning to academic study to acquire learning and memory strategies and tactics. Provides students with research information and individual assessment feedback to develop a learner profile contributing to more effective information management. Offered: Summer.

MCCN 300 Death and Dying (3)

Development of personal death awareness and introduction to some of the aspects associated with counseling clients that are facing death, as well as the concerns of members of their families who go through the grief process. Offered: Spring.

MCCN 331W Family Dynamics (3)

Analysis of family functioning, strengths, and weaknesses, as well as how family members relate to each other. The importance of family roles and expectations, the impact of family origin on self-esteem and life choices, patterns of communication and conflict management are highlighted. Prereq: MCEN 102. Offered: Fall.

MCCN 332 Directed Studies in Counseling (3)

Students obtain individual guidance in researching a special area of interest in counseling, organizing the research, and sharing it with the class. Involves library research, independent reading, and reporting. Offered: Spring, on rotation.

MCCN 342W Case Studies (3)

Students learn from the process and techniques of developing case studies as well as their appropriate uses. A portfolio of case studies is developed with special emphasis given to family problems. Prereqs: MCCN 245 and MCEN 102. Offered: Spring, on rotation.

MCCN 343 Human Development (3)

In-depth study of physical, mental, and personality development across the life span from conception to death, and the influences of the environment on development. Emphasis on preschool years as well as the characteristics and needs at different development stages. Offered: Fall.

MCCN 344 Industrial Counseling (3)

Introduction to the role of the counselor and the psychologist in the modern industrial or business setting. Emphasis on human relationships. Offered: Spring.

MCCN 349 Basic Psychopathology (3)

Investigation of the major categories of disorders associated with personality pathology. Addresses symptomatology, therapeutic approaches and prognosis associated with specific disorders, anxiety-based disorders, somatoform disorders, dissociative disorders, psychoses, organic brain disorders, and psychophysiological disturbances. Offered: Spring, on rotation.

MCCN 350 Small-Group Process (3)

Introduction to various applications of group therapy, as well as other group problem-solving activities. Group dynamics and group management techniques are introduced. Attention is given to legal and ethical factors related to managing groups. Offered: Fall and Spring.

MCCN 441W Personal Growth and Development (3)

Introduction to basic areas of growth and adjustment encountered by members of our culture. Emphasis is placed on developing a well-integrated personality, self-adjustment, and self-management. Prereq: MCEN 102. Offered: Summer and Spring.

MCCN 442W Life Crisis Management (3)

Students learn how to help an individual cope with an unforeseen crisis in life including divorce and/or separation, chronic conditions, and death. Prereq: MCEN 102. Offered: Summer, on rotation.

MCCN 446W Introduction to Tests and Measurements (3)

Study of the measurements used in psychology for evaluation purposes. Attention is given to scoring, validity, reliability, individual and group tests, interest inventories, personality measurement, and an assessment of personality. Prereq: MCEN 102. Offered: Fall.

MCCN 448 Field Experience in the Helping Professions (3)

Designed to supplement knowledge and skills acquired in the classroom by applying academic principles in a practical setting. Includes participation in an externship as well as on-campus seminar meetings with the instructor. Students are enrolled only by permission of the instructor.

MCCN 450W Issues in Counseling (3)

A study of the historical issues that have influenced counseling as well as the current issues in the profession. Problems and possible solutions are addressed. Prereq: MCEN 102. Offered: Spring.

MCCN 456 Special Topics in Counseling (1-3)

Weekend or special seminar courses. Topics vary. May be taken up to three times.

ENGLISH

MCEN 101 Oral and Written Communication I (3)

Introduction to written and oral communications. Students gain proficiency in the composing process and in verbal presentations. Students must pass this course with a grade of C- or better to advance to MCEN 102.

MCEN 102 Oral and Written Communication II (3)

Continuation of MCEN 101 with additional practice in composition and verbal communication. Special emphasis is placed on learning how to apply critical thinking skills to the process of reading and incorporating sources into their documents. A major project in this course is the academic research paper. Students must pass this course with a grade of C- or better to advance to sophomore literature courses. Prereq: MCEN 101 with a grade of C- or better.

MCEN 201 Major British and Irish Authors (3)

Study of one or two major authors from each century (16th to the 20th) and includes drama (Shakespeare), prose fiction (Jane Austen), and poetry (William Wordsworth, Elizabeth Barrett Browning, and others). Provides depth of study on a few great authors, rather than a broad survey. Prereq: MCEN 102 with grade of C- or better.

MCEN 209 Special Topics in Literature (3)

Exploration of literary works (prose fiction and drama) and films that are connected thematically. Current offerings include "Literature of the Family" that explores relationships between family members and "The Cross-Cultural Experience" that presents works in which the protagonist interacts with people of another race or culture, resulting in situations that produce cultural misunderstandings and a variety of conflicts. Prereq: MCEN 102 with grade of C- or better.

MCEN 211 Major American Authors (3)

Study of American literature from its beginnings to the present, emphasizing major authors and major literary trends, such as the American Renaissance and the Harlem Renaissance. Prereq: MCEN 102 with grade of C- or better.

MCEN 300W Creative Writing (3)

Survey of styles, techniques, and trends in current fiction and poetry with emphasis on learning the craft of imaginative writing. Prereqs: MCEN 101, MCEN 102, and a literature course.

MCEN 307 Film (3)

Examination of film and investigation of representative texts and multiple practitioners in order to deepen competencies in interpreting literature and evaluating secondary sources. Prereqs: MCEN 101 and MCEN 102.

EXERCISE SCIENCE AND SPORTS MEDICINE

MCPE 122 Fitness Walking and Strength Training (2)

Designed to incorporate two aspects of positive health and fitness: strength training to enhance muscular strength and endurance, and fitness walking to develop the cardiorespiratory system. Other topics include stress management, behavior modification, body composition, common fitness injuries, and flexibility.

MCPE 222 Relaxation/Stress Management (3)

Discussion of the nature of stress, the relationship between stress and the body, mind, and soul, as well as effective coping strategies for handling stress. Techniques such as relaxation, imagery, meditation, cognitive restructuring, and time management are demonstrated and practiced.

MCPE 231 Personal and Community Health (3)

Teaches basic fundamentals of general health. Emphasis is placed on such topical areas as personal fitness, nutrition, mental and emotional health, and community and environmental health.

GEOGRAPHY AND GEOGRAPHIC INFORMATION SYSTEMS

MCGS 214 Physical Geography (4)

Introduction to components of the earth's surface environment with emphasis on the structure and dynamic nature of landform features and processes, and on mechanics of the earth's atmosphere, including the study of meteorological principles and climatological patterns.

MCGS 216 GIS I: Spatial Data (3)

Introduction to theory and use of digital map data in Geographic Information Systems (GIS). Topics include scale and resolution, map projections and coordinate systems, vector and raster data models, vector data input and editing, attribute data input and management, and cartographic map output.

MCGS 270 GIS II: Analytical Mapping (3)

Extended exploration into theory and concepts of Geographic Information Systems (GIS), focusing on analytical operations. Topics include vector data query, feature establishment, map overlay, feature buffering, raster data analysis, terrain mapping, spatial interpolation, spatial modeling, and network analysis. Prereq: MCGS 216.

MCGS 300 Remote Sensing (3)

Introduction to remote sensing principles and applications in various fields. Includes how the electromagnetic spectrum interacts with the earth to create the visible world. Introduction in the interpretation of aerial photographs and an introduction to active (RADAR) and passive (Earth Observation Satellite) sensor systems. Prereqs or Co-reqs: MCMA 110 and MCMA 210.

MCGS 371 Geographic Visualization (3)

Focus on statistical information design, particularly as related to the display and representation of geographic data. Multimedia cartographic output will involve both print and electronic formats to include experience developing interactive and animated map products. Prereqs: MCGS 216 and MCGS 270.

MCGS 405 Managing GIS (3)

Development of GIS projects with emphasis on organizational management and software customization. Includes exploration of computer programming and scripting languages for enhanced geoprocessing capabilities. Prereqs: MCGS 216 and MCGS 270.

HISTORY

MCHI 101 World History I (3)

Survey of selected cultures from prehistory to 1500 within their political, economic, and social frameworks.

MCHI 102 World History II (3)

Survey of selected cultures from the Renaissance to the present within their political, economic, and social frameworks.

MCHI 217 Early America to 1877 (3)

Social, cultural, and political overview of American history from its colonial beginnings through the end of Reconstruction. Required of majors.

MCHI 218 Modern America since 1865 (3)

Social, cultural, and political overview of American history from 1865 through the present.

MCHI 445W Constitutional History of the United States (3)

Narrative of the development of the basic concepts of American Constitutional Law. Co-listed as MCPO 445W. Prereq: MCEN 102.

MCHI 499 Special Topics in History (3)

Unique, one-time offerings.

INTERDISCIPLINARY STUDIES

MCI 401 Senior Capstone (3)

Students seeking a degree in Interdisciplinary Studies (B.S.I.S.) are required to complete the senior seminar course. Students will demonstrate ability to critically analyze a problem related to their interdisciplinary program by completing a senior project related to their concentration and/or career. In addition, students will compile a portfolio that documents current educational accomplishments and projected learning needs. Prereq: Senior status; student must be within 12 hours of completing degree requirements. Offered: Fall and Spring.

LEGAL ASSISTANT

MCPG 121 Introduction to Legal Assistant (3)

Examination of the concept, qualifications, and role of the legal assistant. Selected topics include legal terminology, the levels of government, court structure and operation, the structure of the American legal system, basic interviewing and investigative techniques, the ethical considerations governing the lawyer-legal assistant-client-public relationships, and the role of the legal assistant in several substantive law areas.

MCPG 226 Business Associations (3)

Examination of the substantive law of business organizations, including the Uniform Partnership Act and the Model Business Corporation Act. Student drafts partnership agreements, corporate documents, and limited-liability company documents.

MCPG 227 Estates and Trusts (3)

Examination of the substantive and procedural law of wills, trusts, and estate administration. The student drafts a will and a trust, and prepares administration documents.

MCPG 228 Real Estate Law (3)

Examination of the substantive law of real property. Training in the study of the law of real estate transactions. Topics include general principles of real estate law, conveyancing, loan-closing procedure, sale of real estate and sales contracts, title examination, deed preparation, foreclosures, leasing of real estate, option contracts, and recordation of various instruments.

MCPG 229 Litigation (3)

Examination of the process of litigation. Special emphasis is placed on the pre-trial stage including pleading and discovery. The student performs tasks commonly performed by litigation legal assistants.

MCPG 300W Business Law for Paralegals (3)

Introduction to the legal environment of business; learn the law of contracts and its effects on business; become familiar with the law regarding personal property, prepare documents in connection with commercial paper and secured transactions under the Uniform Commercial Code, prepare contracts for employment, business, and real property.

MCPG 301 Employment Law (3)

The student will become familiar with transactions and will prepare documentation for the state and federal laws with respect to employment, sexual harassment, employment discrimination under Title VII and state law, litigation in the state and federal courts regarding employment matters, the Americans with Disabilities Act and its effect on employment, and the Family and Medical Leave Act and its effect on employment.

MCPG 304 Family Law (3)

Examination of the substantive law of domestic relations. Topics covered include annulment, divorce, custody, and adoption. The student will learn the procedures used in this area and will prepare commonly filed documents and pleadings.

MCPG 306 Debtor/Creditor Law (3)

Examination of the most frequently occurring topics of Debtor-Creditor law as they occur in a general law practice. Topics include Creditor Collection Devices, Article 9 of the UCC, and Bankruptcy.

MCPG 307 Criminal Law (3)

The student will learn the common law and statutory definitions of crimes (including crimes against persons and property), how to apply defenses to crimes, the application of the constitutional rights of the accused, and the procedures of criminal prosecution.

MCPG 323 Legal Research and Writing (3)

The student will acquire basic techniques and practical skills required in the use of legal materials. Problem assignments require the student to use many of the standard legal written authorities. Students will use the Cumberland School of Law library in the preparation of case briefs, memoranda, and appellate briefs.

MATHEMATICS AND COMPUTING

MCCO 100 Introduction to Computing (3)

Survey course that includes a history of computing, description of system components, programming fundamentals, discussion of programming languages, processing methods, and applications. Introductory hands-on experience with word processing, spreadsheet, database, and communications software and hands-on exposure to the processes of problem-solving and programming.

MCCO 101 Software Applications (3)

Conceptual understanding of the four major types of business software applications, including word processing, spreadsheet, database, and presentation software. The course covers unique qualities of each (strengths and weaknesses), proper usage of each, and interconnections among them. Prereq: MCCO 100.

MCCO 110 Introduction to Programming (3)

Introduction to the fundamental techniques of programming as a foundation for more advanced study of computer science and as a tool for other disciplines. Includes introduction to object-oriented programming using Java. Focus on development of effective software engineering practice, emphasizing such principles as design, decomposition, encapsulation, procedural abstraction, testing, and software reuse. Topics include programming constructs, problem-solving strategies, the concept of an algorithm, recursion, fundamental data structures, and an introduction to machine representation, graphics, networking, and interactive development environments. Prereqs: MCMA 110, or equivalent, and MCCO 100, or equivalent.

MCMA 100 Algebra Concepts (3)

Skills development course to prepare for higher level mathematics courses. This course does not satisfy any mathematics requirement for graduation at Samford University.

MCMA 101 College Algebra (3)

Review of fundamentals: functions, linear and quadratic equations, inequalities, and systems of equations. Prereqs: MCCO 100 or one year of high school algebra, and satisfactory score on the math placement test.

MCMA 110 Contemporary Mathematics (3)

Develops problem-solving skills by studying a wide range of contemporary applications of mathematics. Connections between contemporary mathematics and modern society are stressed. Prereq: Suitable score on placement exam.

MCMA 210 Statistics (3)

Designed as an algebra-based introductory course in statistics. Covers descriptive and inferential statistics with probability decision-making skills necessary for today's complex civilization. Covers frequency, probability, binomial, normal, chi-square and sampling distributions, estimation, hypothesis testing for one and two populations, linear correlation and regression, and analysis of variance. Uses the graphing calculator and statistical computing packages. Prereqs: MCMA 110, 111, or equivalent; and suitable score on placement exam.

MUSIC

MCMU 200 Music Appreciation (3)

Introduction to historical and stylistic developments in music for non-music majors. Emphasis is placed upon listening, through both recordings and live concerts.

PHILOSOPHY

MCPI 311 Philosophy of Religion (3)

Investigation of philosophical issues in religious thought, including such issues as proofs and disproves of God's existence, the meaning of religious language, truth claims in different religions and related matters.

MCPI 401 Business Ethics (3)

Examination of the application of ethics to business, specifically how to think and act ethically in business. Concentrates on ethical analyses of moral issues involved with the foundations and operations of business. Become familiar with the main tenets of thinking ethically, of virtue-based ethics, deontological ethics, and utilitarianism, and how to apply these insights toward and ethical evaluation of business. Offered: Fall.

POLITICAL SCIENCE

MCPO 211 American National Government (3)

Introduction to the political process in America with a focus on national political institutions.

MCPO 375 Environmental Politics and Policy (3)

Study of the structure and processes of environmental policy making and the resulting laws and regulations. While significant attention will be given to global issues, the bulk of the course addresses domestic institutions and processes. The course is divided into four sections: 1) Politics and Policy Environment; 2) Institutions and Agencies; 3) Public Policy; 4) Global Issues. Prerequisites: 39 hours of Natural and Environmental Science core and elective coursework.

MCPO 445W Constitutional History of the United States (3)

Narrative of the development of the basic concepts of American Constitutional Law. Also listed as MCHI 445W. Prereq: MCEN 102.

MCPO 499W Special Topics in Political Science (3)

Unique, one-time courses offered either by visiting professors or as experimental advanced courses by members of the department.

PSYCHOLOGY

MCPS 101 General Psychology (3)

Comprehensive overview of the scientific study of behavior and mental processes. Topics include physiology, sensation and perception, learning, cognition, development, personality, and social psychology. This course is a prerequisite for all other courses in psychology.

MCPS 203 Psychology of Adjustment (3)

Study of the adjustment process of the normal personality, designed to enhance personal growth. Attention is directed to discussion of common problems encountered in daily life. Prereq: MCPS 101.

MCPS 205 Life-Span Development (3)

Survey of human thought and behavior from conception to death. Emphasis is placed on physical, moral, social, emotional, and cognitive development at each stage of life span. Prereq or Co-req: MCPS 101.

MCPS 411 Special Topics in Psychology (3)

Examination of a particular topic in psychology. Students may take the course more than once, if the topics are different, with permission of department chair. Prereq: Upper-level standing or permission of department chair.

RELIGION

MCRE 101 Old Testament Survey (3)

Survey of the history and writings of the Old Testament, seeking to sensitize students to the Old Testament's moral and cultural significance.

MCRE 102 New Testament Survey (3)

Survey of the history and writings of the New Testament, seeking to sensitize students to the New Testament's moral and cultural significance.

MCRE 201 Introduction to World Religions (3)

Investigation of the world's major living religions of both the Eastern and Western worlds. Prereq: MCEN 102.

MCRE 300 Contemporary Ethical Issues (3)

Study of critical and ethical issues confronting Christians in today's world, with attention to ethical decision-making.

MCRE 321 Psalms (3)

Examination of the literary character and function of the Psalms in Israel, analysis of the literary masterpiece and spiritual classic known as Job, and consideration of the other poetical books of the Old Testament.

MCRE 331 Prophets (3)

Exploration of the background and message of Israel's great preachers, major and minor prophets of the Old Testament, and the relevance of their insights for today. Prereq: MCEN 102.

MCRE 342W Life and Letters of Paul (3)

Study of the life, letters, and teachings of Paul against the background of the church in the Greco-Roman world. Prereq: MCEN 102.

MCRE 351W Contemporary Theology (3)

Examination of the important theological movements of the modern era with an emphasis on church-related theologies.

MCRE 433W Baptists: Their History and Theology (3)

Study of Baptist beginnings and the Baptist movement from then until today. Prereq: MCEN 102.

SOCIOLOGY

MCSO 100 Introductory Sociology (3)

Basic sociological concepts are used in the analysis of contemporary and past social life.

MCSO 201 Sociology of Family (3)

Examination of the family as a social group within the larger society. It is the objective of the course that you understand how sociological theory can be applied to the family. You will consider the many types of families that exist in society.

MCSO 203 Contemporary Social Problems (3)

Analysis of such current social issues as population growth, crime, poverty, war, and agedness.

MCSO 401 Social Psychology (3)

Examination of the interaction between the individual and the social environment as a major factor in human behavior.

MCSO 406 Race and Ethnic Relations (3)

Description and analysis of the phenomena that arises when groups of people who differ racially and/or culturally come into contact with one another.

THEATRE

MCTH 300 Theatre Appreciation (3)

Study of the historical and literary significance of drama through the ages. The course follows the development of the theatre, paying particular attention to literary examples of each period and current trends of the modern theatre.

WORLD LANGUAGES AND CULTURES

Many language courses are offered in the evenings. These courses are offered in a full-semester format. See the World Languages and Cultures section within the Howard College School of Arts and Sciences.



Samford After Sundown Professional and Personal Development

.....

The mission of Samford University is to nurture persons, offering learning experiences and relationships within a Christian community. Samford After Sundown contributes to the fulfillment of the mission of the University by offering noncredit programs that respond to the educational needs of individuals, businesses, industries, and government agencies in the Birmingham metropolitan area, as well as to professional groups within the region. Samford After Sundown connects the Birmingham community and Samford University, identifying and addressing the education needs of our local workforce and introducing the values and meaning of the University to the individuals we serve.

The noncredit curriculum encompasses two programmatic thrusts: professional development and personal/intellectual enrichment. Noncredit programs are offered on a quarterly basis and include courses, conferences, workshops, and seminars. Depending on content, programs may meet once or over several months. Fees charged for registration in a Samford After Sundown program vary as well. Most programs are open to everyone without entrance restrictions. However, in some cases prior knowledge in a related subject is beneficial, and a few courses require the completion of prerequisites. Instructors teaching in Samford After Sundown programs include both full-time Samford University faculty members and community members with significant expertise in a particular field. In addition, as a bridge between Samford University and the surrounding areas, Samford After Sundown programs are particularly beneficial in building coalitions with community organizations with established ties to local groups requiring educational support.

Noncredit programs employ a variety of methods to deliver learning material. Many courses are offered on campus, taking advantage of Samford University's state-of-the-art classroom and laboratory facilities. Other courses are offered online, with twenty-four hour access to virtual classrooms from the convenience of students' homes or offices. Samford After Sundown also works with local business and non-profit organizations to design and administer customized training programs on-site. These training solutions strategically satisfy the specific learning needs of the

organization's employees with the goals and objectives of the organization in mind, and ultimately give the employees the knowledge, skills, and abilities necessary to help their organization grow.

Noncredit courses offered as a means of personal development span a wide array of topics such as art and music, computers and technology, fitness and recreation, languages, personal finance, and relationship skills. Noncredit certificate programs in other selected areas provide comprehensive professional training. Samford After Sundown offers certificates in four fields: Black & White Photography, Color Photography, Pharmacy Technician Training, and Healthcare Interpreter Training.

The **Black & White Photography Certificate** requires completion of courses in Black & White Photography, Levels I, II, and III; Introduction to Light Measurement; Darkroom Design; and three additional elective courses appropriate for the medium.

The **Color Photography Certificate** requires completion of courses in Color Photography I, II, and III; Introduction to Light Measurement; Color Printing; and three additional elective courses appropriate for the medium. After completion of all required courses, a student pursuing a photography certificate selects an instructor to serve as his/her advisor. The advisor supervises the preparation of the student's final portfolio and the statement of purpose for submission to Samford After Sundown for scoring and certificate presentation at the quarterly photography review.

The **Healthcare Interpreter Training Certificate**, the first of its kind in the southeastern United States, is designed to train bilingual and bicultural students to develop the awareness, knowledge, and skills necessary for effective language interpretation in healthcare settings. Through academic preparation, practical skills training, and service in community-based healthcare settings, certificate candidates learn the roles and responsibilities of a healthcare interpreter, basic knowledge of common medical conditions, treatments and procedures, language and cultural nuances for specific communities, and advanced interpreting skills. The nine-month program consists of over two-hundred hours of course work taught one evening each week and on two weekend days each month. In order to qualify for admission, prospective students must have completed at least a high school diploma and must be bilingual in English and Spanish. Pretests are administered to determine language proficiency.

The **Pharmacy Technician Certificate Program** prepares students to become part of the fastest growing profession in the healthcare industry. Pharmacy technicians assist pharmacists with technical tasks, such as filling prescriptions, record entry and patient support, allowing pharmacists to spend more time counseling and educating patients. Community and hospital pharmacies, prescription processing companies, home care organizations and other pharmaceutical industries employ pharmacy technicians. Samford's Pharmacy Technician program, taught by Samford pharmacy faculty and registered pharmacists, introduces the necessary clerical, business, and technical aspects of the industry. This includes the role of the pharmacy technician and standards of the industry, pharmacy law, understanding a prescription, pharmacology and therapeutics, sterile products, pharmacy math, inventory management, business management, patient communication, prescription processing, and pharmacy records. Students will be prepared to take the national certification examination offered by the Pharmacy Technician Certification Board to become a Certified Pharmacy Technician (CPhT), but most importantly, will get hands-on experience in sterile compounding and processing prescriptions in Samford's state-of-the-art laboratories.

Continuing Education Units (CEUs) are awarded to each person who satisfactorily completes a noncredit activity. One CEU corresponds to ten contact hours of participation in an organized continuing education experience. A permanent record of CEUs is maintained electronically, and a transcript of CEUs earned at Samford University may be obtained upon request.

For more information about Samford After Sundown, call (205) 726-2739 or visit www.samford.edu/sundown.

Boards, Administration, and Faculty



Board of Trustees (2005-2006)***Officers of the Board**

William J. Stevens, Chairman (2009)	Birmingham, Alabama
C. Thomas Houser, Vice Chairman (2006)	Huntsville, Alabama
John M. Floyd, Secretary (2009)	Birmingham, Alabama
D. Warren Bailey, Assistant Secretary (2008)	Birmingham, Alabama

Trustees

Gerald A. Anderson, II, D.M.D. (2007)	Selma, Alabama
David R. Belcher (2006)	Birmingham, Alabama
John E. Bell, Jr. (2006)	Birmingham, Alabama
Donald C. Brabston (Life)	Birmingham, Alabama
Lev H. Bragg, M.D. (2007)	Birmingham, Alabama
Harry B. Brock, Jr. (Life)	Birmingham, Alabama
Harry B. Brock, III (2006)	Birmingham, Alabama
Terry J. Bunn (2009)	Cottondale, Alabama
The Reverend Dr. Charles T. Carter (2008)	Birmingham, Alabama
Jenna K. Cassese (2009)	Birmingham, Alabama
The Reverend Barney E. Champion, III (2007)	Decatur, Alabama
Boyd E. Christenberry (Life)	Montgomery, Alabama
Ronald A. DeVane (2009)	Birmingham, Alabama
S. Earl Dove (2007)	Dothan, Alabama
Michael P. Dunn (2006)	Montgomery, Alabama
H. Hobart Grooms, Jr. (2006)	Birmingham, Alabama
G. Truett Guffin, M.D. (2007)	Birmingham, Alabama
J. Carey Gwin, M.D. (Life)	Jasper, Alabama
The Reverend Dr. Gerald C. Hallmark (2008)	Alexander City, Alabama
Elmer B. Harris (2007)	Birmingham, Alabama
Ben F. Harrison (Life)	Greenville, Alabama
James A. Head, Sr. (Honorary)	Birmingham, Alabama
Robert Holmes, Jr. (2008)	Birmingham, Alabama
Richard D. Horsley (2008)	Birmingham, Alabama
Charles W. Lancaster (2006)	Gadsden, Alabama
Wynema J. Lowry (2007)	Cullman, Alabama
Wallace D. Malone, Jr. (Life)	Birmingham, Alabama
Jerry A. Newby (2009)	Montgomery, Alabama
Victor E. Nichol, Jr. (2008)	Birmingham, Alabama
Harry M. Philpott (Honorary)	Auburn, Alabama
John C. Pittman (Life)	Birmingham, Alabama
Judge T. Virgil Pittman (Life)	Mobile, Alabama
W. Randall Pittman (2009)	Birmingham, Alabama
The Reverend Dr. John T. Porter (2006)	Birmingham, Alabama
Mazen M. Sahawneh, O.D. (2008)	Mobile, Alabama
Albert L. Shumaker (2008)	Centre, Alabama
Dale Splawn (2007)	Birmingham, Alabama
The Reverend Dr. William K. Stephenson (Honorary)	Hartselle, Alabama
James C. Stivender, (Life)	Gadsden, Alabama
Barbara D. Thorne (2006)	Jasper, Alabama
Ronnie L. Watkins (2009)	Gadsden, Alabama
W. Clark Watson (2007)	Birmingham, Alabama
Joan W. Williams (2008)	Birmingham, Alabama
The Reverend Dr. Jay L. Wolf (2009)	Montgomery, Alabama
The Reverend Dr. Rick L. Lance (<i>ex officio</i>)	Montgomery, Alabama
The Reverend Dr. Henry H. Cox (<i>ex officio</i>)	Bay Minette, Alabama

*Board terms run from December to December.

Board of Overseers (2005-2006)***Officers of the Board**

John W. Duren, Chairman (2007)	Savannah, Georgia
Sandra H. Ray, Vice Chairman (2007)	Tuscaloosa, Alabama
Jack D. Stewart, Secretary (2006)	Louisville, Kentucky

Overseers

Albert D. Bevill (2007)	Birmingham, Alabama
David H. Chestnut, M.D. (2006)	LaCrosse, Wisconsin
William J. Christenberry, D.V.M. (2008)	Birmingham, Alabama
Carlton R. Cook (2007)	Birmingham, Alabama
Gary M. Cooney (2007)	Birmingham, Alabama
A. Derrill Crowe, M.D. (2008)	Birmingham, Alabama
Andrew B. Cundiff (2008)	Birmingham, Alabama
Willard L. Dean (2009)	Birmingham, Alabama
Carolyn P. Drennen (2006)	Birmingham, Alabama
William W. Featheringill (2008)	Birmingham, Alabama
J. Wayne Flynt (2009)	Auburn, Alabama
Lonnie W. Funderburg, M.D. (2006)	Birmingham, Alabama
Brenda M. Hackney (2008)	Birmingham, Alabama
Pete M. Hanna (2009)	Birmingham, Alabama
J. Kevin Helfner, M.D. (2006)	Little Rock, Arkansas
Gregory R. Hodges (2008)	Birmingham, Alabama
Lawrence J. Lemak, M.D. (2009)	Birmingham, Alabama
Denton Lotz (2006)	Falls Church, Virginia
R. Clayton McWhorter (2007)	Franklin, Tennessee
Malcolm K. Miller, Jr. (2009)	Birmingham, Alabama
A. Charles Money, M.D. (2006)	Birmingham, Alabama
Frank O. Page, M.D. (2008)	Birmingham, Alabama
Edward R. Pascoe (2009)	Birmingham, Alabama
Lenora W. Pate (2006)	Birmingham, Alabama
C. Duane Randleman, M.D. (2007)	Birmingham, Alabama
Edward L. Robinson (2008)	Birmingham, Alabama
Robert E. Sasser (2008)	Montgomery, Alabama
Senator Jeff B. Sessions (2009)	Mobile, Alabama
Jacquelyn S. Shaia (2007)	Birmingham, Alabama
Lisa J. Sharp (2006)	Birmingham, Alabama
R. Waid Shelton, Jr., M.D. (2008)	Birmingham, Alabama
Kenneth O. Simon (2009)	Birmingham, Alabama
Nathan B. Smith, M.D. (2008)	Birmingham, Alabama
Jeffrey I. Stone (2008)	Birmingham, Alabama
Jason C. Swanner, M.D. (2007)	Birmingham, Alabama
Bonnie B. Swearingen (2009)	Chicago, Illinois
Chris A. Verlander (2007)	Jacksonville Beach, Florida
William J. Ward (2008)	Birmingham, Alabama
Elouise W. Williams (2006)	Birmingham, Alabama
Gary C. Wyatt (2008)	Birmingham, Alabama
Ronnie J. Wynn (2007)	Montgomery, Alabama
Thomas D. Armstrong (<i>ex officio</i>)	Birmingham, Alabama

*Board terms run from December to December.

Administration

Officers

President

Andrew Westmoreland

B.A., Ouachita Baptist University
M.A., University of Arkansas at Fayetteville
Ed.D., University of Arkansas at Little Rock

Provost

J. Bradley Creed

B.A., Baylor University
M.Div., Ph.D., Southwestern Baptist Theological Seminary

Vice President and General Counsel

Joseph W. Mathews, Jr.

B.A., Birmingham-Southern College
J.D., Vanderbilt University
LL.M., University of Florida

Vice President and Dean of Students

Richard H. Franklin

A.A., Anderson College
B.A., Furman University
M.Div., The Southern Baptist Theological Seminary
Ed.D., University of North Carolina

Vice President for University Relations

Michael D. Morgan

B.A., Baylor University
M.A., Southwestern Baptist Theological Seminary
Ph.D., University of North Texas

Vice President for Facilities

Don M. Mott

B.S., B.S.E.E., M.B.A., Mississippi State University

Deans

Howard College of Arts and Sciences

David W. Chapman, Dean and Professor

B.A., The University of Oklahoma
M.A., The University of Tulsa
Ph.D., Texas Christian University

School of Business

Beck A. Taylor, Dean and Professor

B.B.A., Baylor University
M.S., Ph.D., Purdue University

Beeson School of Divinity

Timothy F. George, Ralph W. Beeson Dean and Professor

A.B., The University of Tennessee at Chattanooga
M.Div., Th.D., Harvard University

Orlean Bullard Beeson School of Education and Professional Studies

Jean A. Box, Dean and Professor

B.S., Auburn University
M.A., Ph.D., University of Alabama at Birmingham

Cumberland School of Law

Judge John L. Carroll, Dean and Professor

B.A., Tufts University,
J.D., Samford University
LL.M., Harvard University

Ida V. Moffett School of Nursing

Nena F. Sanders, Ralph W. Beeson Dean and Professor

B.S.N., M.S.N., D.S.N., University of Alabama at Birmingham

School of Performing Arts

TBA

McWhorter School of Pharmacy

Bobby G. Bryant, Fred E. McWhorter Dean and Professor

B.S., Pharm.D., The University of Tennessee
M.S., University of Michigan

Administrative Staff

Academic Affairs

Associate Provost J. Mark Bateman
Associate Provost and Chief Information Officer Alan D. Hargrave
Dean of Academic Services/Registrar Paul G. Aucoin
Director of Center for Teaching, Learning, & Scholarship. Mary Sue Baldwin
Director of The Christian Women's Leadership Center Carol Ann Vaughn
Director of Freshman Life Dana K. Basinger
Director of Institutional Research Sarah C. Latham
Director of Law Library Laurel R. Clapp
Director of International Programs Marigene Chamberlain
Director of Samford University Library M. Jean Thomason

Office of Admission

Dean of Admission and Financial Aid R. Phil Kimrey
Director of Admissions TBA
Director of Financial Aid Lissa Burleson

Business Affairs

Director of Athletics Robert L. Roller
Director of Business Services H. Michael McCormack
Director of Finance Clayton G. Fogg, Jr.
Director of Human Resources Fred Rogan
Director of Investments Lisa C. Aday
Manager of Accounting and Financial Services K. Randy McKinney

Student Affairs

Associate Dean of Student Services and Values Advocacy Lisa D. Skelton
Director of Campus Recreation Nick Madsen
Director of Campus Safety Bobby N. Breed
Director of Career Development Center Alice B. Martin
Director of Counseling Services Marcia W. Hamby
Director of Greek Life and Student Organizations Frank R. Parsons
Director of Residence Life Garry W. Atkins
Director of Student Activities Jennifer Dunn Hall
Director of Student Health Services Shauna N. Yelton
Minister to Students, Campus & Community Involvement April L. Robinson
Minister to the University Matt Kerlin

University and Public Relations

Director of Annual Giving J. Montgomery Hogewood
Director of Development Systems Judith F. Aucoin
Director of Gift and Estate Planning C. Stanley Davis
Director of Media and Public Relations William A. Nunnelley
Executive Director of Communications Philip Poole

Facilities

Director of Energy and Utility Management D. Mark Fuller
University Engineer David T. Whitt

Faculty

Ables, Linda Wood

Instructor, World Languages and Cultures (1995)
A.B., Samford University
M.A., The University of Alabama

Alexander, Janet G.

Associate Professor, Nursing (1991)
B.S.N., M.S.N., University of Alabama at Birmingham
Ed.D., Samford University

Allgood, Myralyn F.

Professor, World Languages and Cultures (1963)
A.B., Samford University
M.A., Ph.D., The University of Alabama

Alverson, Susan P.

Assistant Dean, Assistant Professor, Pharmacy (1993)
B.S. in Pharmacy, University of Wisconsin
M.S., Medical College of Virginia
M.P.A., D.P.A., University of Southern California

Angel, James B.

Associate Dean of Budget and Operations, Professor,
Exercise Science and Sports Medicine (1984)
B.S., U.S. Naval Academy
M.A., University of Alabama at Birmingham
Ph.D., The University of Tennessee

Asbill, C. Scott

Associate Professor, Pharmaceutical Sciences (2000)
B.S., Ph.D., University of South Carolina

Ashmore, Beth E.

Assistant Librarian, Samford University Library (2003)
B.A., Loyola University-Chicago
M.S., University of Illinois

Atkinson, Becky M.

Assistant Professor, Education (2005)
B.A., Pomona College
M.A., Stanford University

Atkinson, Bruce W.

Chair, Professor, Mathematics and Computer Science (1995)
B.A., Pomona College
Ph.D., University of California, San Diego

Aucoin, Paul G.

Dean of Academic Services/Registrar (1997)
B.S., M.B.A., Nicholls State University

Baber, R. Maxwell

Associate Professor, Geography (2001)
B.S., M.A., Georgia State University
Ph.D., The University of Georgia

Baggett, John Mark

Associate Professor, English, Law (1987)
B.A., M.A., J.D., The University of Alabama
Ph.D., The University of North Carolina at Chapel Hill

Bains, David R.

Associate Professor, Religion (1999)
B.A., University of Virginia
A.M., Ph.D., Harvard University

Baldwin, Mary Sue

Director, Center for Teaching, Learning and Scholarship (2002)
B.S.N., University of Michigan
M.S.N., University of Alabama at Birmingham
Ed.S., Samford University

Banks, Timothy Paul

Professor, Music (1976)
B.M., Samford University
M.M., D.M.A., University of Colorado

Barnette, James R.

Associate Professor, Religion (1994)
B.A., Samford University
M.Div., Ph.D., The Southern Baptist Theological Seminary

Basinger, Dana K.

Director, Freshman Life,
Instructor, Co-neXus Program (2001)
B.A., M.A., The University of Alabama

Bass, S. Jonathan

Associate Professor, History (1998)
B.A., M.A., University of Alabama at Birmingham
Ph.D., The University of Tennessee

Bateman, J. Mark

Associate Provost, Associate Professor, Teacher Education (2004)
B.A., Carson-Newman College
M.A., Bowling Green State University
Ed.D., Indiana University

Batson, Jerry W.

Associate Professor, Divinity (1989)
B.A., Samford University
M.Div., Th.D., Southwestern Baptist Theological Seminary

Beall, Jennifer W.

Assistant Professor, Pharmacy Practice (2000)
B.S., Pharm.D., Samford University

Beers, Geri W.

Associate Professor, Nursing (1991)
B.S.N., M.S.N., University of Alabama at Birmingham
Ed.D., Samford University

Belski, William H.

Assistant Professor, Business (2004)
B.A., Washington and Jefferson College
M.B.A., University of Notre Dame
Ph.D., Virginia Polytechnic Institute and State University

Benner, Kimberly W.

Associate Professor, Pharmacy (1997)
B.S., University of Alabama at Birmingham
B.S., Pharm.D., Samford University

Berry, Cynthia G.

Assistant Professor of Nursing (2002)
B.S.N., University of Bridgeport
M.S.N., University of Alabama at Birmingham

Biggio, Nancy C.

Assistant Professor, Co-neXus Program (2004)
B.A., Drew University
M.A., Ph.D., The University of Alabama

Bishop, T. Brad

Professor, Law (1971)
B.A., Samford University
M.A., The University of Alabama
J.D., Samford University

Blackburn, Joseph W.

Whelan W. and Rosalie T. Palmer Professor of Law (1976)
B.S., University of Kentucky
J.D., University of Virginia

Blanchard, Paul D.

Professor, Biology (1990)
B.S., M.P.A., Auburn University at Montgomery
B.A., Union College
M.B.A., University of Missouri
Ph.D., University of Alabama at Birmingham

Bolden-Frazier, Millicent A.

Associate Professor, World Languages and Cultures (2000)
B.A., Lake Forest College
M.A., Ph.D., The University of North Carolina at Chapel Hill

Bolla, Alexander J., Jr.

Professor, Law (1976)
B.A., B.S., J.D., The Ohio State University

Borden, Amanda W.

Associate Professor, Communication Studies (1989)
A.B., M. A., The University of Alabama
Ph.D., The University of Illinois at Urbana-Champaign

- Bourrand, Judy Ann**
Assistant Professor, Nursing (1978)
B.A., Samford University
B.S.N., M.S.N., University of Alabama at Birmingham
- Bowman, John D.**
Associate Professor, Pharmacy (1992)
B.S., The University of Alabama
B.S., M.S., Auburn University
- Box, Jean Ann**
Ralph W. Beeson Dean, Professor, Teacher Education (1989)
B.S., Auburn University
M.A., Ed.S., Ph.D., University of Alabama at Birmingham
- Brammer, Charlotte D.**
Assistant Professor, Communication Studies (2004)
B.A., Hollins College
M.A., University of Alabama at Birmingham
Ph.D., The University of Alabama
- Bray, Gerald L.**
Research Professor, Divinity (1994)
B.A., McGill University
Maitrise en lettres classiques, Doctorat de troisieme cycle en lettres classiques, University de Paris-Sorbonne
- Brazil, Ken**
Associate Professor, Interior Design (1998)
B.S., M.S., Oklahoma State University
- Broeseker, Amy E.**
Associate Professor, Pharmacy (1994)
B.S.N., Pharm.D., University of Florida
Ph.D., The University of Alabama
- Brown, James S., Jr.**
Professor, History (1971)
A.B., Tennessee Technological University
M.A., Ph.D., Vanderbilt University
- Bryant, Bobby G.**
Fred E. McWhorter Dean and Professor, Pharmacy (2006)
B.S., Pharm.D., The University of Tennessee
M.S., University of Michigan
- Bugg, G. William**
Professor, Music (1977)
B.A., Furman University
M.C.M., The Southern Baptist Theological Seminary
D.M.A., Memphis State University
- Bumgarner, Gary W.**
Assistant Professor, Pharmaceutical Sciences (2001)
B.S., The Ohio State University
Ph.D., Mercer University
- Bunch, Wilton H.**
Professor, Divinity (2004)
B.A., Walla Walla College
M.B.A., The University of Chicago
M.Div., Church Divinity School of the Pacific
M.D., Loma Linda University
Ph.D., University of Minnesota
- Burch, Elizabeth C.**
Assistant Professor, Law (2006)
B.A., Vanderbilt University
J.D., Florida State University
- Butcher, Renee E.**
Technical Director, Supervisor of Scene Shop
Assistant Professor, Theatre (2003)
B.A., State University of New York-Genesco
M.F.A., University of Memphis
- Cahoon, Terri M.**
Assistant Professor, Nurse Anesthesia (2003)
B.S.N., Auburn University
B.S., University of Alabama at Birmingham
M.S.N., University of Central Arkansas
- Cameron, Robert P.**
Assistant Professor, Chemistry (1993)
B.S., The University of Southern Mississippi
Ph.D., University of New Orleans
- Capper, Stuart A.**
Professor, Pharmacy (2006)
Director, Institute for Public Health and Pharmacy
B.S., M.P.H., D.P.H., Tulane University
- Carroll, John L.**
Dean, Ethel P. Malugen Professor, Cumberland School of Law (2001)
B.A., Tufts University,
J.D., Samford University
LL.M., Harvard University
- Carson, Charles M., IV**
Assistant Professor, Business (2004)
B.P.A., M.B.A., Mississippi State University
Ph.D., University of Mississippi
- Cartledge, Barbara H.**
Director, Undergraduate Program
Assistant Professor, Business (2003)
B.S., Vanderbilt University
M.B.A., Samford University
- Castle, Mark J.**
Assistant Professor, Theatre (2005)
B.A., Leeds University
M.F.A., University of Memphis
- Cates, Marshall E.**
Professor, Pharmacy (1995)
B.S., Rhodes College
Pharm.D., The University of Tennessee
- Cecil, Cheryl**
Assistant Librarian (2005)
B.M., Samford University
M.L.I.S., The University of Alabama
- Chamberlain, Marigene**
International Studies Director, Instructor of Spanish (2005)
B.A., Samford University
M.A., Vanderbilt University
- Chapman, David W.**
Dean, Howard College of Arts and Sciences,
Professor, Communication Studies (1990)
B.A., The University of Oklahoma
M.A., The University of Tulsa
Ph.D., Texas Christian University
- Cherry, C. Edward**
Associate Librarian, Samford University Library (1986)
B.A., Samford University
M.L.S., The University of Alabama
- Chew, Stephen L.**
Chair, Professor, Psychology (1993)
B.A., The University of Texas at Austin
Ph.D., University of Minnesota
- Childs-Bowen, Deborah**
Director of the Institute for Teaching and Student Achievement
Assistant Professor, Education (2001)
B.S., M.Ed., Howard University
Ed.D., Nova Southeastern University
- Clapp, Douglas C.**
Assistant Professor, Classics (2001)
B.A., Dartmouth College
M.A., Ph.D., The University of North Carolina at Chapel Hill
- Clapp, Laurel R.**
Director and Librarian, Law Library, Professor, Law (1975)
B.A., David Lipscomb College
J.D., Mercer University
M.L.Lib., University of Washington

Clemmensen, Jon

Professor, Journalism and Mass Communication (1985)
 A.B., Rutgers University
 M.S.J., Northwestern University
 Ed.D., University of South Carolina

Cochran, Donald Q.

Associate Professor, Law (2002)
 B.A., J.D., Vanderbilt University

Cole, Charles D.

Lucille S. Beeson Professor of Law (1966, 1981)
 B.S., Auburn University
 J.D., Samford University
 LL.M., New York University

Coleman, Charlotte L.

Assistant Professor, World Languages and Cultures (1976)
 B.A., Samford University
 M.A., The University of Alabama

Coleman, Jennifer J.

Assistant Professor, Nursing (1999)
 B.S.N., University of Alabama at Birmingham
 M.S.N., Samford University

Collins, William P.

Professor, Political Science (1987)
 A.B., Ph.D., Florida State University

Coulter, Benjamin B.

Instructor, Communication Studies (1999)
 B.A., Baylor University
 M.A., Wayne State University

Covington, Timothy R.

Anthony and Marianne Bruno Professor of Pharmacy (1986)
 B.S., M.S., The University of Texas
 Pharm.D., University of Michigan

Craig, Edward L., Jr.

Librarian, Law Library (1988)
 B.A., Ohio Northern University
 M.A., University of Missouri-Columbia
 J.D., The University of Tennessee

Creed, J. Bradley

Provost, Professor, Religion (2001)
 B.A., Baylor University
 M.Div., Ph.D., Southwestern Baptist Theological Seminary

Crider, Barbara W.

Instructor, World Languages and Cultures (1995)
 B.S., Samford University
 M.A., The University of Alabama
 Diploma in Spanish Studies, Universidad de Navarra, Spain

Cunningham, Jill L.

Assistant Professor, Nursing (2005)
 B.S.N., M.S.N., University of Alabama at Birmingham

Dalton, Grant B.

Instructor, Music (2001)
 B.S., David Lipscomb University
 M.M., The Ohio State University

Darby, Della H.

Catalog Unit Coordinator, Associate Librarian,
 Samford University Library (2000)
 B.S., Spalding University
 M.L.I.S., University of South Carolina

Davenport, Lawrence

Professor, Biology (1985)
 B.A., Miami University (Ohio)
 M.S., Ph.D., The University of Alabama

Davidson, Theresa C.

Assistant Professor, Sociology (2005)
 B.A., University of Arizona
 M.A., Northern Arizona University
 Ph.D., Louisiana State University

Davis, J. Roderick

Professor, English (1990)
 B.A., Samford University
 M.A., Boston University
 M.Div., Yale University
 Ph.D., Columbia University

Davis, Jonathan

Assistant Professor, Family Studies (2002)
 B.E.E., Georgia Institute of Technology
 M.M.F.T., Abilene Christian University
 Ph.D., Purdue University

Day, J. Norfleete

Associate Professor, Divinity (1996)
 B.A., M.Div., Samford University
 M.L.S., University of Alabama at Birmingham
 Ph.D., Baylor University

Dean, Carol D.

Chair, Associate Professor, Teacher Education (1992)
 B.A., M.E., University of Montevallo
 M. Ed., Ed.D., University of Alabama at Birmingham

DeBow, Michael E.

Professor, Law (1988)
 B.A., M.A., The University of Alabama
 J.D., Yale University

Dedo, David R.

Associate Professor, Communication Studies (1990)
 B.A., M.A., Indiana University of Pennsylvania
 Ph.D., Purdue University

DeHart, Renee M.

Professor, Pharmacy Practice (1994)
 Pharm.D., University of Florida

Dendy, Richard R.

Professor, Art (1998)
 B.A., Auburn University
 M.V.A., Georgia State University

Denning, Brannon P.

Associate Professor, Law (2003)
 B.A., The University of the South
 J.D., The University of Tennessee
 LL.M., Yale University

DiRusso, Alyssa A.

Assistant Professor, Law (2005)
 B.S., Carnegie Mellon University
 J.D., The University of Texas at Austin

Dobbins, Elizabeth G.

Assistant Professor, Biology (1999)
 B.A., Auburn University
 M.S., Ph.D., University of California, Los Angeles

Donaldson, Steven F.

Associate Professor, Mathematics and Computer Science (2001)
 B.S., Samford University
 B.S., M.S., Ph.D., University of Alabama at Birmingham

Donnelly, Patrice R.

Instructor, Exercise Science and Sports Medicine (2001)
 B.S., Samford University
 M.A.E., University of Alabama at Birmingham

Dorsett, Lyle W.

Billy Graham Professor of Evangelism, Divinity (2005)
 B.A., M.A., University of Missouri-Kansas City
 Ph.D., University of Missouri-Columbia

Duffey, Christina H.

Associate Professor, Chemistry (1989)
 B.S., Samford University
 M.S., University of Washington
 Ph.D., University of Alabama at Birmingham

Dunaway, Donna L.

Professor, Exercise Science and Sports Medicine (1979)
 B.S., University of Montevallo
 M.A., Ed.D., The University of Alabama

- Edwards, Sylvia W.**
Assistant Professor, Nursing (2004)
B.S.N., Case Western Reserve University
M.S., The Ohio State University
- Ennis, Les S.**
Associate Professor and Director of Legal Assistant
Certificate Program (2000)
B.A., Samford University
M.Div., Ed.D., The Southern Baptist Theological Seminary
J.D., Samford University
- Epley, Steven**
Associate Professor, English (1992)
B.A., The University of Tennessee at Chattanooga
M.A., Ph.D., Columbia University
- Evans, Jill E.**
Professor, Law (1994)
B.A., University of California, Irvine
M.M., J.D., Northwestern University
- Feenker, Cherie D.**
Acquisitions Librarian, Law Library (2003)
B.A., University of Montevallo
J.D., Birmingham School of Law
M.L.S., The University of Alabama
- Ferguson, Angela D.**
Assistant Professor, World Languages and Cultures (2004)
B.A., University of Southern Mississippi
M.A., Ph.D., University of Texas-Austin
- Findlay, Margaret P.**
Professor, Nursing (2001)
B.S.N., M.S.N., Ph.D., University of Alabama at Birmingham
- Finn, David M.**
Associate Professor, Teacher Education (1998)
B.S., M.A., Ed.D., The University of Alabama
- Fisk, Rosemary Mims**
Associate Dean, Howard College Arts and Sciences
Associate Professor, English (1984)
B.A., Samford University
M.A., Duke University
Ph.D., Rice University
- Fisk, Scott**
Assistant Professor, Art (2001)
B.F.A., Henderson State University
M.F.A., Memphis College of Art
- Flaniken, Jeffrey Z.**
Assistant Professor, Music (1997)
B.M., Philadelphia College of Performing Arts
M.M., University of Cincinnati
- Floyd, H. Hugh**
Chair, Professor, Sociology (1993)
B.A., Ouachita University
Ph.D., The University of Georgia
- Floyd, Michael D.**
Professor, Law (1991)
A.B., Princeton University
M.S., New York University
J.D., Emory University
- Flynt, Shannon R.**
Assistant Professor, Classics (2002)
B.S., Samford University
M.A., The University of Alabama
- Ford, Charles L.**
Instructor, Interior Design (2005)
B.G.S., Samford University
M.Ed., Regent University
Ed.S., Samford University
- Foreman, David L.**
Associate Professor, Mathematics and Computer Science (1986)
B.A., Baylor University
M.A., Indiana University
Ph.D., Louisiana State University
- Fournier, Eric J.**
Chair, Associate Professor, Geography (1997)
B.S., Syracuse University
M.A., Ph.D., The University of Georgia
- Fouse, Kathryn**
Associate Professor, Music (2002)
B.M., Baylor University
M.M., Southern Illinois University-Edwardsville
D.M.A., University of North Texas
- Freeman, Charlotte**
Professor, Teacher Education (1977)
B.A., Mobile College
M.A., University of South Alabama
Ph.D., The University of Alabama
- Freeman, Maisha**
Assistant Professor, Pharmacy Practice (2003)
B.S., Winston-Salem State University
Pharm.D., The University of North Carolina-Chapel Hill
- Frost, Ginger S.**
Professor, History (1996)
B.A., Texas Woman's University
M.A., Louisiana State University
Ph.D., Rice University
- Fuller, Thomas L.**
Director of Doctor of Ministry Studies, and SEM (2000)
B.A., Samford University
M.Div., D.Min., The Southern Baptist Theological Seminary
- Galloway, Ryan W.**
Assistant Professor, Communication Studies (2005)
B.A., George Mason University
M.A., Baylor University
Ph.D., The University of Georgia
- Garrett, J. Michael**
Theological Librarian and Director of Research and Media Services,
Divinity (2002)
B.A., Union University
M.Div., Samford University
M.L.I.S., The University of Alabama
- Garza, David G.**
Associate Professor, Chemistry (1998)
B.S., Georgia Institute of Technology
Ph.D., University of South Carolina
- George, Timothy F.**
Ralph W. Beeson Dean and Professor, Divinity (1988)
A.B., The University of Tennessee at Chattanooga
M.Div., Th.D., Harvard University
- Gerhardt, Clara E.**
Chair, Associate Professor, Family Studies (1998)
B.A., M.A., Ph.D., University of Pretoria, South Africa
M.B.A., Samford University
- Gignilliant, Mark S.**
Assistant Professor, Divinity (2005)
B.A., Bob Jones University
M.Div., Reformed Theological Seminary
Ph.D., University of St. Andrews
- Gillespie, Christopher A.**
Assistant Professor, Exercise Science and Sports Medicine (1984)
B.S., Mississippi College
M.Ed., North Louisiana University
- Glotfelty, Henry W.**
Professor, Physics (1978)
B.S., University of Missouri
M.S., Ph.D., The University of Kansas

- Gold, Ralph R., Jr.**
 Assistant Professor, Exercise Science and Sports Medicine (1986,1995)
 B.A., Clearwater Christian College
 M.Ed., The University of Tampa
 Ed.S., University of Alabama at Birmingham
- Goldstein, Jacqueline**
 Professor, Psychology (1991)
 B.A., Samford University
 Ph.D., University of Alabama at Birmingham
- Goodwin, Robert J.**
 Professor, Law (1983)
 B.A., University of Missouri-Columbia
 J.D., Washington University
- Goss, Harold, Jr.**
 Assistant Librarian, Samford University Library (2006)
 B.A., The University of Georgia
 M.L.S., Clark Atlanta University
- Gregory, Brian W.**
 Associate Professor, Chemistry (2002)
 B.S., M.S., Furman University
 Ph.D., University of Georgia
- Gregory, Denise J.**
 Assistant Professor, Chemistry (2005)
 B.S., Jackson State University
 Ph.D., Georgia Institute of Technology
- Haggard, James H.**
 Professor, Chemistry (1971)
 B.S., M.S., Ph.D., Auburn University
- Haralson, Michele K.**
 Director, Curriculum Materials and Technology Center (2002)
 B.S., Georgetown College
 M.B.A., University of Miami
 M.L.S., Ph.D., The University of Alabama
- Hargrave, Alan D.**
 Associate Provost and Chief Information Officer (1996)
 Associate Professor, Physics
 B.S., M.S., Trinity University
 Ph.D., Baylor University
- Harper, Larron C.**
 Director, Graduate Program
 Assistant Professor, Business (1991)
 B. Comm., University of the Witwatersrand
 Honors B. Comm., University of South Africa
 M.B.A., University of Alabama at Birmingham
- Harris, John W., Jr.**
 Director, Special Projects (1989)
 Orlean Bullard Beeson Professor, Teacher Education
 B.A., David Lipscomb University
 M.Ed., The University of North Carolina at Chapel Hill
 Ed.D., The University of Tennessee
- Hataway, Connie S.**
 Instructor, Nursing (2005)
 B.A., Brenau College
 M.S.N., Samford University
- Hayne, Arlene N.**
 Associate Professor, Nursing (2002)
 B.S.N., University of Cincinnati
 M.S.N., D.S.N., University of Alabama at Birmingham
- Heaton, Jason L.**
 Instructor, Biology (2005)
 B.S., University of South Alabama
 M.A., Indiana University
- Henderson, Robert P.**
 Vice Chair, Professor, Pharmacy Practice (1985)
 B.S., The Ohio State University
 Pharm.D., The University of Tennessee
- Hendon, Fred N.**
 Dwight Moody Beeson Professor, Business (1964)
 B.S., M.S., Ph.D., The University of Alabama
- Hensarling, Robert W., Jr.**
 Instructor, Exercise Science and Sports Medicine (1995)
 B.S., Samford University
 M.S., The University of Southern Mississippi
 Ed.S., Samford University
- Hiles, N. Jane**
 Associate Professor, English (1992)
 B.A., M.A., The University of Texas at El Paso
 Ph.D., Emory University
- Hilsmier, Amanda C. Strong**
 Assistant Professor, Teacher Education (2004)
 B.A., Mercer University
 M.E., Mississippi College
 Ph.D., Vanderbilt University
- Hogue, Michael D.**
 Assistant Professor, Pharmacy (2004)
 B.S., Pharm D., Samford University
- Holloway, Betsy B.**
 Assistant Professor, Business (2002)
 B.A., Vanderbilt University
 M.B.A., Samford University
 Ph.D., The University of Alabama
- Holloway, Paul**
 Associate Professor, Religion (1998)
 A.B., The University of Texas
 M.A., Rice University
 Ph.D., University of Chicago
- Horn, Randolph C.**
 Associate Professor, Political Science (1996)
 B.A., University of the South
 M.A., Ph.D., University of Florida
- House, Paul R.**
 Associate Dean, Professor, Divinity (2004)
 B.A., Southwest Baptist University
 M.A., University of Missouri-Columbia
 M.Div., Ph.D., The Southern Baptist Theological Seminary
- Hull, William E.**
 Research Professor (1987)
 B.A., Samford University
 M.Div., Ph.D., The Southern Baptist Theological Seminary
- Humphreys, Fisher H.**
 Professor, Divinity (1990)
 B.A., Mississippi College
 M.A., Loyola University
 M.Litt., Oxford University
 B.D., Th.D., New Orleans Baptist Theological Seminary
- Hunsinger, Ronald N.**
 Chair, Professor, Biology (1984)
 B.S., M.S., Mississippi State University
 Ph.D., The University of Mississippi
- Hutto, Rebecca M.**
 Catalog Librarian, Law Library (1978)
 B.S., M.L.S., The University of Alabama
- Hynds, Emily A.**
 Associate Professor, Mathematics and Computer Science (2000)
 B.S., Furman University
 M.S., Ph.D., Emory University
- Jackson, Allison J.**
 Instructor, Exercise Science and Sports Medicine (2005)
 B.S., M.Ed., Auburn University at Montgomery
- Jackson, Sharon S.**
 Assistant Professor, Business (1997)
 B.S., Auburn University
 M.B.A., Auburn University at Montgomery
- Janas, Michael J.**
 Associate Professor, Communication Studies (1993)
 B.A., Boston College
 M.A., The University of Georgia
 Ph.D., The University of Iowa

- Jeane, D. Gregory**
Professor, Geography (1989)
A.B., Ph.D., Louisiana State University
- Jenkins, Ronald L.**
Professor, Biology (1988)
B.S., Carson-Newman College
M.S., Ph.D., Auburn University
- Jensen, James A.**
Professor, Music (1968)
B.M., M.M., Pittsburgh State University
D.M.A., Florida State University
- Jensen, Kelly C.**
Associate Professor, World Languages and Cultures (2000)
B.A., M.A., Ph.D., The University of Georgia
- Jentsch, Lynda J.**
Acting Chair, Associate Professor, World Languages and Cultures (1992)
B.A., Kutztown State College
M.A., Ph.D., Vanderbilt University
- Johnson, Bryan M.**
Associate Professor, English (1999)
B.A., M.A., Mississippi State University
Ph.D., University of Denver
- Johnson, Myrtis A.**
Instructor and Clinical Coordinator, Teacher Education (2005)
B.S., University of Alabama
M.S., Alabama A&M University
- Jones, Brenda K.**
Librarian, Law Library (1995)
B.S., Mississippi State University
J.D., University of Houston
M.L.I. S., Louisiana State University
- Jones, Dennis R.**
Associate Professor, Journalism and Mass Communication (1991)
B.S., Manchester College
M.A., Ph.D., University of South Carolina
- Jones, Steven T.**
Associate Professor, Business (2001)
B.A., Huntingdon College
M.B.A., Vanderbilt University
Ph.D., University of Cincinnati
- Jung, Alan P.**
Assistant Professor, Exercise Science and Sports Medicine (2006)
B.S., James Madison University
M.S., Appalachian State University
Ph.D., The University of Alabama
- Karaman, Tatyana A.**
Assistant Professor, Political Science (2005)
B.A., Far Eastern State University
M.S., Ph.D., University of Wisconsin-Milwaukee
- Kawell, Gregory A.**
Instructor, Mathematics and Computer Science (2004)
B.A., University of Wisconsin-Eau Claire
M.C.S., Colorado State University
- Keller, George E. III**
Assistant Dean, Howard College of Arts and Sciences
Associate Professor, Biology (1993)
B.S., Centre College
M.S., Ph.D., West Virginia University
- Kendrach, Michael G.**
Associate Professor, Pharmacy (1993)
B.S., The University of Toledo
Pharm.D., University of Kentucky
- Kendrick, Wendy W.**
Assistant Professor, Nursing (2005)
B.S.N., M.S.N., University of Alabama at Birmingham
- Kennedy, Janie A.**
Assistant Professor, Mathematics and Computer Science (1997)
B.S., Samford University
M.S., Ph.D., Auburn University
- King, Raymond L.**
Professor, Teacher Education (1972)
B.S., Samford University
M.A., Vanderbilt University
Ed.D., The University of Alabama
- Kirby, R. Kenneth**
Assistant Professor, Co-neXus Program (2004)
B.A., Auburn University
M.A., University of Alabama at Birmingham
Ph.D., Indiana University
- Kirk, Cindy F.**
Executive Director, Metro Programs (1999)
B.A., Luther College
M.A., The University of Iowa
Ph.D., University of Alabama at Birmingham
- Krumdieck, Jeannie**
Chair, Associate Professor, Interior Design (1992)
B.S., Mississippi State University
M.S., The University of Alabama
- Kuruk, Paul**
Professor, Law (1995)
LL.B., University of Ghana
B.L., Ghana Law School
LL.M., Temple University
S.J.D., Stanford University
- Lander, Roger D.**
Professor, Pharmacy Practice (1986)
B.S., Pharm.D., University of Missouri-Kansas City
- Langum, David J.**
Research Professor, Law (1985)
A.B., Dartmouth College
M.A., San Jose State University
J.D., Stanford University
LL.M., S.J.D., University of Michigan
- Latham, Sarah C.**
Director, Institutional Research (2002)
B.S., University of Alabama at Birmingham
M.S., Ph.D., Florida State University
- Lauderdale, Stacy A.**
Assistant Professor, Pharmacy (2004)
Pharm.D., University of Missouri-Kansas City
- Lawhon, Sharon Leding**
Associate Professor, Music (1994)
B.M., Belmont University
M.C.M., D.M.A., The Southern Baptist Theological Seminary
- Leverett, D. Beth Babin**
Assistant Professor, Nursing (2004)
B.S.N., Indiana University
M.S.N., University of Alabama at Birmingham
- Little, David C.**
Associate Professor, Teacher Education (1988)
B.S., M.S., University of Montevallo
Ed.D., The University of Alabama
- Lockamy, Archie, III**
Margaret Gage Bush Professor, Business (2000)
B.Ch.E., Georgia Institute of Technology
M.B.A., Atlanta University
Ph.D., The University of Georgia
- Lohrke, Cynthia F.**
Associate Professor, Business (2000)
B.B.A., Loyola University
M.S., Ph.D., Drexel University
- Lohkre, Franz T.**
Associate Professor, Business (2006)
B.A., Flagler College
M.B.A., University of Iowa
Ph.D., Louisiana State University

- Loudon, David L.**
Professor, Business (2005)
B.S., M.B.A., Ph.D., Louisiana State University
- Luthin, David Robert**
Assistant Professor, Pharmaceutical Sciences (2006)
B.A., Ph.D., Southern Illinois University
- Marler, Penny L.**
Professor, Religion (1993)
B.S., Auburn University
M.Div., Ph.D., The Southern Baptist Theological Seminary
M.S.S.W., University of Louisville
- Marshall, Elaine M.**
Assistant Professor, Nursing (1996)
B.S.N., Samford University
M.S.N., University of Alabama at Birmingham
- Marshall, Jennings B.**
Professor, Business (1985)
B.A., Kentucky Southern College
M.A., Ph.D., University of Kentucky
- Martin, Edward C.**
Professor, Law (1983)
B.S., J.D., The University of Tennessee
- Martin, Jane S.**
Assistant Dean, Graduate Program, Professor, Nursing (1996)
B.S.N., M.S.N., University of Alabama at Birmingham
Ph.D., Auburn University
- Mathews, Kenneth A.**
Professor, Divinity (1989)
B.A., Dallas Baptist University
Th.M., Dallas Theological Seminary
M.A., Ph.D., University of Michigan
- Mathis, Darlene P.**
Assistant Professor, Nursing (1999)
B.S.N., Auburn University
M.S.N., Samford University
- Mayfield, John**
Chair, Professor, History (1995)
B.A., Columbia University
Ph.D., Johns Hopkins University
- McAlister, Richard S.**
Assistant Professor, Aerospace Studies (2004)
B.S., Samford University
M.S., University of Southern California
- McBride, H. Anthony**
Associate Dean, Professor, Pharmacy (1972)
B.S., The University of Tennessee
Ph.D., The University of Mississippi
- McCormick, Marcia L.**
Assistant Professor, Law (2005)
B.A., Grinnel College
J.D., The University of Iowa
- McCullough, Mary E.**
Associate Professor, World Languages and Cultures (2001)
B.A., Virginia Commonwealth University
M.A., Ph.D., Michigan State University
- McDaniel, Gretchen S.**
Professor, Nursing (1997)
B.S.N., M.S.N., D.S.N., University of Alabama at Birmingham
- McGinnis, T. Scott**
Assistant Professor, Religion (2002)
B.S., Samford University
M.B.A., The University of Alabama
M.A., Southwestern Baptist Theological Seminary
M.A., Ph.D., University of North Carolina-Chapel Hill
- McLain, Nina E.**
Assistant Professor, Nursing (2005)
B.S., University of Southern Mississippi
M.S., Xavier University
- McLaughlin, Ellen W.**
Professor, Biology (1967)
B.S., State University of New York at Albany
M.S., The University of North Carolina
Ph.D., Emory University
- McNally, James J.**
Professor, Aerospace Studies (2003)
B.A., University of Notre Dame
M.A., Webster University
- Metress, Christopher**
Professor, English (1993)
B.A., St. Mary's University
M.A., Ph.D., Vanderbilt University
- Miller, Calvin A.**
Professor, Divinity (1999)
B.S., Oklahoma Baptist University
M.Div., D.Min., Midwestern Baptist Theological Seminary
- Mohan, T.N.**
Director, Digital Video Center (2005)
B.S., Kanpur University
Diploma, Film and Television Institute of India
M.A., Andrews University
- Money, Barbara J.**
Assistant Professor, Nursing (1983)
B.S.N., Samford University
M.S.N., University of Alabama at Birmingham
- Monk-Tutor, Mary**
Director, Academic Programs
Associate Professor, Pharmacy (1996)
B.S., Auburn University
M.S., Ph.D., The University of Mississippi
- Montgomery, P. Andrew**
Assistant Professor, Classics (2004)
B.A., Georgia State University
M.A., University of Washington
Ph.D., The University of Iowa
- Moore, Walter A.**
Instructor, World Languages and Cultures (2005)
B.A., M.A., The University of Alabama
- Nance, Marione E.**
Instructor, Biology (1974)
B.S., M.S., Samford University
- Naro, Patricia B.**
Assistant Professor, Pharmacy (2004)
B.S., Samford University
Pharm.D., Auburn University
- Nelson, Leonard J.**
Professor, Law (1984)
B.A., University of Washington
J.D., Gonzaga University
LL.M., Yale University
- Nordlund, Moya L.**
Assistant Professor, Music (2001)
B.M., M.A., Eastman School of Music of The University of Rochester
D.Ed., The University of Alabama
- Northrup, Lori D.**
Reference Coordinator, Assistant Librarian,
Samford University Library (2002)
B.A., Troy State University
M.L.I.S., The University of Alabama
- Norton, Dennis S.**
Assistant Professor, Aerospace Studies (2004)
B.S., East Carolina University
M.A., Webster University
- Olson, Eric E.**
Professor, Theatre (1974)
B.S., University of Montevallo
M.F.A., The University of North Carolina at Greensboro

Outlaw, Patricia A.

Associate Professor, Divinity (2001)
 B.A., M.A., Towson State University
 M.A.Th., St. Mary's Seminary and University
 D.Min., Samford University
 Ph.D., University of Maryland

Owusu-Ansah, Angela O.

Assistant Professor, Teacher Education (2002)
 B.A., University of Ghana
 M.Ed., College of New Jersey
 Ph.D., The University of Southern Mississippi

Oyama, Audrey

Assistant Professor, Nursing (2004)
 B.S.N., University of Alabama at Birmingham
 M.S.N., Samford University

Park, M. Sydney

Assistant Professor, Divinity (2006)
 B.A., University of Chicago
 M.Div., Fuller Theological Seminary
 Th.M., Trinity Evangelical Divinity School
 Ph.D., University of Aberdeen

Parker, Rhonda G.

Chair, Professor, Communication Studies (2002)
 B.S., The University of Southern Mississippi
 M.A., Ph.D., The University of Georgia

Parnell, Kathy C.

Instructor, Co-neXus Program (2002)
 B.A., B.S., Jacksonville State University
 M.A., Auburn University

Persall, J. Maurice

Professor, Teacher Education (1993)
 B.A., St. Bernard College
 M.A., The University of Alabama
 Ed.D., Auburn University

Peterson, Suzanne J.

Collection Management Coordinator, Associate Librarian,
 Samford University Library (1992)
 B.A., M.L.S., University of Michigan

Pickett, Terry H.

Professor, World Languages and Cultures (2000)
 B.A., The University of Georgia
 M.A., The University of Alabama
 Ph.D., Vanderbilt University

Pipatchaipoom, Onsurang

Assistant Professor, Business (2006)
 B.E., Thammasat University
 M.A., Wichita State University
 Ph.D., Florida State University

Ponder, Morgan S.

Chair, Professor, Chemistry (1989)
 B.S., University of Missouri-Columbia
 Ph.D., University of California, Berkeley

Poole, Leigh Ann

Assistant Professor, Nursing (2002)
 B.S.N., The University of Alabama
 M.S.N., University of Alabama at Birmingham

Powell, Jeffrey S.

Assistant Professor, Mathematics and Computer Science (2006)
 B.S., Furman University
 Ph.D., Emory University

Price, Dennis W.

Assistant Professor, Business (2003)
 B.S., M.T.A., J.D., The University of Alabama

Prince, Valerie T.

Assistant Professor, Pharmacy (1994)
 Pharm.D., Mercer University

Putt, B. Keith

Professor, Philosophy (2002)
 B.A., Blue Mountain College
 M.Div., Ph.D., Southwestern Baptist Theological Seminary
 M.A., Ph.D., Rice University

Ralls, Martha B.

Professor, Teacher Education (1987)
 B.A., Baylor University
 M.A., University of Alabama at Birmingham
 Ed.D., The University of Georgia

Reburn, James P.

Associate Dean, Professor, Business (1996)
 B.S., M.Ac., Southern Illinois University
 D.B.A., Louisiana Tech University

Remley, Rebecca D.

Assistant Professor, Music (1992)
 B.M., Ouachita Baptist University
 M.M., North Texas State University

Richardson, Paul A.

Director of Graduate Studies, Professor, Music (1995)
 B.M., Mars Hill College
 M.C.M., D.M.A., The Southern Baptist Theological Seminary

Richardson, W. Randall

Professor, Music (1980)
 B.M., Samford University
 M.M., D.M.A., Louisiana State University

Riggs, Robert M.

Associate Professor, Pharmacy (1994)
 B.S., Ph.D., Purdue University

Rikard, Marlene H.

Professor, History (1973)
 B.A.A., Auburn University
 M.A., Samford University
 Ph.D., The University of Alabama

Roberts, Robin W.

Associate Professor, Sociology (1992)
 B.A., Rollins College
 M.S., Georgia State University
 Ph.D., Emory University

Rochester, Vicki W.

Assistant Professor, Nursing (2005)
 B.S., Auburn University
 B.S.N., M.S.N., University of Alabama at Birmingham

Robinson, Barry M.

Assistant Professor, History (2005)
 B.A., The University of North Carolina at Charlotte
 M.A., Ph.D., Vanderbilt University

Roe, T. Sam

Professor, Pharmacy (1965)
 B.S., Seoul National University
 A.B., Huntingdon College
 B.S., M.B.A., Samford University
 Ph.D., Seoul National University

Ross, Allen P.

Beeson Professor, Divinity (2002)
 B.A., Bob Jones University
 Th.M., Th.D., Dallas Theological Seminary
 Ph.D., University of Cambridge

Ross, William G.

Professor, Law (1988)
 A.B., Stanford University
 J.D., Harvard University

Roxburgh, Kenneth B.E.

Chair, S. Louis and Ann W. Armstrong Professor, Religion (2003)
 B.A. (Hons) C.N.A.A., London Bible College
 M.Th., Aberdeen University
 Ph.D., Edinburgh University

- Russell, Gloria T.**
Assistant Professor, Nursing (1995)
B.S.N., Samford University
- Sanders, Donald C.**
Professor, Music (1974)
B.M., University of South Carolina
M.M., Michigan State University
Ph.D., The University of Kansas
- Sanders, Nena F.**
Ralph W. Beeson Dean and Professor, Nursing (1999)
B.S.N., M.S.N., D.S.N., University of Alabama at Birmingham
- Sandifer-Stech, Dan M.**
Associate Director, SIM
Associate Professor, Family Studies (1997)
B.A., Baylor University
M.Div., The Southern Baptist Theological Seminary
Ph.D., Virginia Polytechnic Institute and State University
- Sandley, Don T.**
Chair, Professor, Theatre (1997)
B.A., East Texas Baptist College
M.A., Southwestern Baptist Theological Seminary
Ph.D., Louisiana State University
- Sandley, Lynette M.**
Instructor, Co-neXus Program (1999)
B.S., The University of Texas at Tyler
M.A., University of Central Oklahoma
- Sands, Charles D., III**
Chair, Pharmacy Practice, Associate Professor (1997)
B.S., Pharm D., University of Florida
- Sands, Charles D., IV**
Chair, Associate Professor, Exercise Science and Sports Medicine (1999)
B.S., Samford University
M.A., Ph.D., University of Alabama at Birmingham
- Sansom, Dennis L.**
Chair, Professor, Philosophy (1988)
B.A., Baylor University
M.A., Washington University
M.Div., Ph.D., Southwestern Baptist Theological Seminary
- Sargent, Bradley K.**
Assistant Professor, Music (2000)
B.S., The University of Alabama
M.M., D.M.A., The University of North Carolina at Greensboro
- Schlosser, Sharron P.**
Professor, Nursing (1975)
B.S.N., The University of Alabama
M.S.N., D.S.N., University of Alabama at Birmingham
- Schrimsher, Robert H.**
Associate Professor, Pharmacy Librarian (1997)
B.S., Lamar University
M.Ed., Stephen F. Austin State University
M.L.S., The University of Alabama
Ed.D., The Catholic University of America
- Scrivner, Joseph F.**
Instructor, Religion (2002)
B.A., Crichton College
M.A., Reformed Theological Seminary
- Service, Robert W.**
Associate Professor, Business (1993)
B.S., Mississippi College
M.B.A., Ph.D., The University of Texas at Arlington
- Shepherd, Betty Sue**
Professor, Music (1955)
A.B., Judson College
M.M., The University of Alabama
D.H.L., Judson College
- Shepherd, Frederick M.**
Chair, Associate Professor, Political Science (1993)
B.A., Amherst College
Ph.D., Georgetown University
- Shipley, David S.**
Chair, Associate Professor, Journalism and Mass Communication (1993)
A.B.J., M.A., The University of Georgia
Ph.D., Louisiana State University
- Siegfried, Nicole**
Assistant Professor, Psychology (2001)
B.A., The University of Alabama
M.A., St. Mary's University
M.S., Ph.D., Oklahoma State University
- Simms, Grace L.**
Computer Services Librarian, Law Library (2001)
B.A., Birmingham-Southern College
M.L.S., The University of Alabama
- Sims, Pamela J.**
Chair, Pharmaceutical Sciences, Professor (1989)
B.S., University of Florida
Pharm.D., Mercer University
Ph.D., University of Colorado
- Skipwith, D'Andrea F.**
Assistant Professor, Pharmacy Practice (2000)
B.S., University of Alabama at Birmingham
Pharm.D., Xavier University of Louisiana
- Smith, Douglas L.**
Assistant Professor, Business (2000)
B.B.A., Georgia State University
M.B.A., Fairleigh-Dickinson University
M.Ac., Ph.D., University of Alabama at Birmingham
- Smith, Robert, Jr.**
Associate Professor, Divinity (1997)
B.S., Cincinnati Bible College
M.Div., Ph.D., The Southern Baptist Theological Seminary
- Smolin, David M.**
Professor, Law (1987)
B.A., University of South Florida
J.D., University of Cincinnati
- Snoe, Joseph A.**
Professor, Law (1988)
B.B.A., J.D., The University of Texas at Austin
- Snyder, Robin D.**
Acting Chair, Assistant Professor, Art (2001)
B.S., University of South Alabama
M.S., Florida State University
- Sowell, John G.**
Professor, Pharmacy (1979)
B.A., Murray State University
B.S., Samford University
M.S., Ph.D., The University of Tennessee
- Spies, Alan R.**
Assistant Professor, Pharmaceutical Sciences (2003)
B.S., Southwestern Oklahoma State University
J.D., M.B.A., University of Oklahoma
Ph.D., The University of Mississippi
- Stanley, Sonya S.**
Associate Professor, Mathematics and Computer Science (1996)
B.S., Judson College
M.S., Auburn University
Ph.D., Vanderbilt University
- Steil, Condit F.**
Associate Professor, Pharmacy (1994)
B.S., Pharm.D., University of Kentucky
- Steward, Julie Sims**
Associate Professor, English (1996)
B.A., Austin College
M.A., Ph.D., Rice University
- Stiles, Robert A.**
Professor, Biology (1972)
B.A., Transylvania University
B.D., Vanderbilt University
M.S., Ph.D., The University of Tennessee

- Stoddard, Belle H.**
Assistant Professor, Law (2001)
B.A., University of South Carolina
J.D., Samford University
- Stone, R. Thomas, Jr.**
Professor, Law (1978)
B.S., Virginia Polytechnic Institute and State University
J.D., Emory University
Ph.D., The University of Tennessee
LL.M., The University of Illinois at Urbana-Champaign
- Strickland, Billy J.**
Director of Undergraduate Studies in Music
Professor, Music (1977)
B.M., M.M., Samford University
Ph.D., The University of Alabama
- Strickland, Henry C.**
Associate Dean, Professor, Law (1988)
B.A., Presbyterian College
J.D., Vanderbilt University
- Szurek, Jaroslaw**
Assistant Librarian, Samford University Library (2003)
M.A., Jagiellonian University
M.S., University at Albany-SUNY
- Tarvin, John T.**
Chair, Professor, Physics (1993)
B.S., Samford University
M.S., Ph.D., The University of Kansas
- Tate, N. Melissa**
Assistant Professor, Journalism and Mass Communication (1997)
B.S., The University of Alabama
M.A., Birmingham-Southern College
Ph.D., The University of Alabama
- Taylor, Beck A.**
Dean, Professor, Business (2005)
B.B.A., Baylor University
M.S., Ph.D., Purdue University
- Taylor, Jennifer R.**
Assistant Librarian, Samford University Library (1999)
B.A., Mississippi State University
M.L.I.S., The University of Southern Mississippi
- Terry, Patricia Hart**
Associate Professor, Exercise Science and Sports Medicine (1990)
B.S., M.S., The University of Alabama
Ph.D., Texas Woman's University
- Thielman, Frank S.**
Beeson Professor, Divinity (1989)
B.A., Wheaton College
B.A., M.A., University of Cambridge
Ph.D., Duke University
- Thomason, Angela D.**
Assistant Professor, Pharmacy (2004)
Pharm.D., Samford University
- Thomason, M. Jean**
Director, Librarian, Samford University Library (1980)
B.S., Samford University
M.R.E., Southwestern Baptist Theological Seminary
M.L.S., The University of Alabama
- Thompson, Paula A.**
Associate Professor, Pharmacy (1994)
B.S., Mississippi University for Women
M.S., Duke University
B.S., Pharm.D., Samford University
- Thornton, Jeremy P.**
Assistant Professor, Business (2004)
B.A., Asbury College
M.S., Eastern University
Ph.D., University of Kentucky
- Todd, Candace H.**
Instructor, Mathematics and Computer Science (1998)
B.S., Carson-Newman College
M.S., Ph.D., Baylor University
- Todd, Mark W.**
Affiliate Professor, Pharmacy (1999)
B.S., Pharm D., Auburn University
- Todd, Stephen R.**
Chair, Professor, Classics (1998)
B.A., Furman University
M.A., Ph.D., Vanderbilt University
- Tompkins, Perry A.**
Professor, Physics (1998)
B.S., University of Houston
M.S., Ph.D., Texas A&M University
- Toone, Brian R.**
Assistant Professor, Mathematics and Computer Science (2005)
B.S., Clemson University
M.S., Ph.D., University of California-Davis
- Vann, Lowell C.**
Professor, Art (1970)
A.B., Samford University
M.F.A., The University of Alabama
Ph.D., Florida State University
- Vaughn, Carol Ann**
Director, The Christian Women's Leadership Center
Assistant Professor, Women and Leadership (2000)
B.A., University of Alabama at Huntsville
M.A., Ph.D., Auburn University
- Venable, John M.**
Assistant Professor, Business (1992)
B.S., University of Virginia
M.B.A., Dartmouth College
- Vinzant, Judith A.**
Assistant Professor, Nursing (1992)
B.S.N., The University of Southern Mississippi
M.S.N., The University of Mississippi
- Waddell, Carla T.**
Assistant Librarian, Samford University Library (2000)
B.A., University of Montevallo
M.L.I.S., The University of Alabama
- Waldrop, Bruce A.**
Assistant Professor, Pharmacy (2003)
B.S., Samford University
Ph.D., University of Kentucky
- Walker, Debra K.**
Assistant Professor, Nursing (2002)
B.S., M.S.N., The University of Southern Mississippi
- Wallace, W. Jason**
Assistant Professor, Co-neXus Program (2004)
B.A., Auburn University
M.Div., Westminster Theological Seminary
Ph.D., University of Virginia
- Walthall, Howard P.**
Professor, Law (1975)
A.B., LL.B., Harvard University
- Warr, Rebecca**
Assistant Professor, Nursing (1981)
B.S.N., M.S.N., University of Alabama at Birmingham
- Warren, Emily I.**
Assistant Professor, Pharmacy (2004)
Pharm.D., The University of Mississippi
- Warren, LaVone R.**
Assistant Dean, Assistant Professor, Law (1986)
B.A., The University of Alabama
J.D., The University of Mississippi
- Webster, Andrew A.**
Professor, Pharmacy (1992)
B.S., Ph.D., Temple University

Wells, Elizabeth C.

Special Collection Coordinator, Librarian, Samford University Library (1975)
 B.A., Judson College
 M.A., Auburn University
 M.L.S., The University of Alabama

Welty, Timothy E.

Professor, Pharmacy (1999)
 B.S., Butler University
 M.A., Trinity Evangelical Divinity
 Pharm.D., University of Minnesota

West, Heather A.

Assistant Professor, World Languages and Cultures (1997)
 B.A., Birmingham-Southern College
 M.A., Mississippi State University
 M.A. Education, University of Alabama at Birmingham

Whatley, Joy H.

Assistant Dean, Undergraduate Program, Professor, Nursing (1975)
 B.S.N., M.S.N., D.S.N., University of Alabama at Birmingham

Wheeler, Ruric E.

Research Professor, Mathematics and Computer Science (1953)
 A.B., Western Kentucky University
 M.S., Ph.D., University of Kentucky

Whitt, Nancy M.

Chair, Professor, English (1973)
 B.A., M.A., Ph.D., The University of Alabama

Wilborn, Teresa A.

Assistant Professor, Pharmaceutical Sciences (2002)
 B.S., University of Florida
 Pharm.D., Mercer University
 Ph.D., University of Alabama at Birmingham

Williamson, Lanie P.

Serials Librarian, Law Library (2002)
 B.A., Birmingham-Southern College
 M.L.I.S., The University of North Carolina at Greensboro

Willis, A. Sandra

Professor, Psychology (1995)
 B.S., Virginia Commonwealth University
 M.S., Ph.D., Tulane University

Wood, Olivia K.

Circulation Unit Coordinator, Associate Librarian,
 Samford University Library (1978)
 B.A., Mississippi University of Women
 M.L.S., The University of Alabama

Woolley, Thomas W.

Professor, Business (1993)
 B.S., M.S., Ph.D., Florida State University

Workman, Charles E.

Instructor, World Languages and Cultures (2002)
 B.A., Samford University
 M.A., Auburn University

Workman, Charles T.

Professor, English (1967)
 B.A., Samford University
 M.A., The University of Alabama
 Ph.D., Tulane University

Worthington, Mary A.

Associate Professor, Pharmacy (1995)
 B.S., Pharm.D., The Ohio State University

Young, Deborah

Professor, Law (1997)
 B.A., University of Kentucky
 J.D., University of Michigan

Part-Time Adjunct Faculty

Abrams, Keith R.

Assistant Professor, Psychology
 B.A., Stanford University
 M.A., Ph.D., The Ohio State University

Aler-Lopez, Beatriz

Instructor, World Languages and Cultures
 B.A., Universidade da Coruna

Arendall, April

Instructor, Education
 B.S., Birmingham Southern
 M.S.E., Samford University

Armstrong, John L.

Assistant Professor, Exercise Science and Sports Medicine
 B.S., Samford University
 M.A., The University of Alabama

Arnold, Diane N.

Instructor, Education
 M.A., Ed.S., The University of Alabama

Atchison, Debra

Assistant Professor, Education
 B.S., M.S., Ed.D., The University of Alabama
 M.A., University of Alabama at Birmingham

Barineau, Leslie R.

Professor, Law
 B.S., Georgia Southern University
 J.D., Samford University

Bass, Debra L.

Assistant Professor, Religion
 B.A., M.Phil., Ph.D., Drew University
 M.Div., Princeton University

Bassett, Jeffrey E.

Instructor, Geography
 B.S., M.A., Bowling Green State University
 Ph.D., University of Kentucky-Fort Knox

Bateman, Lori B.

Instructor, Co-neXus Program
 B.A., Carson-Newman College
 M.S.E., Baylor University

Baty, John A.

Adjunct Professor, Law
 B.S., Auburn University
 J.D., The University of Alabama

Beckham, Lisa L.

Instructor, Education
 B.S., M.A., University of Alabama at Birmingham
 Ed.S., Ed.D., Samford University

Benser, Cynthia L.

Instructor, Family Studies
 B.S., Stephen F. Austin State University

Berry, Jack W.

Assistant Professor, Psychology
 B.S., University of Alabama at Birmingham
 Ph.D., The Wright Institute

Bingham, Benjamin E.

Instructor, Exercise Science and Sports Medicine
 B.S., Samford University
 M.A., The University of Alabama

Blair, Jamie

Instructor, Education
 B. S., Troy State University
 M.A., Auburn University
 Ed.D., The University of Alabama

Bodenhamer, Richard

Instructor, Family Studies
 B.A., M.B.A., Samford University

- Boliek, Robert G., Jr.**
Instructor, Law
B.A., Auburn University
M.F.A., J.D., The University of Alabama
- Bondurant, Jennifer E.**
Instructor, Nursing
A.S.N., B.S.N., M.S.N., Samford University
- Borden, Lee**
Assistant Professor, Business
B. A., The University of Alabama
J.D., The University of Illinois
M.B.A., University of Alabama at Birmingham
- Bowden, Susan L.**
Instructor, Nursing
M.S.N., Samford University
- Bowman, Daniel G.**
Assistant Professor, Exercise Science and Sports Medicine
B.A., Davidson College
Ph.D., The University of Alabama
- Braasch, Kimberly T.**
Instructor, Education
B.S., M.S., The University of Alabama
- Brashier, Reina W.**
Instructor, Family Studies
B.S., Auburn University
M.A., University of Alabama at Birmingham
- Brewer, Albert P.**
Distinguished Professor of Law and Government
A.B., J.D., The University of Alabama
- Brice, Dorothy G.**
Instructor, Exercise Science and Sports Medicine
B.S., Samford University
M.S., University of Alabama at Birmingham
- Bridgewater, Diane**
Instructor, Education
B.S., Michigan State University
M.B.A., University of Alabama at Birmingham
- Brown, Roger A.**
Adjunct Professor, Law
B.A., J.D., Samford University
- Brunson, Ronald R.**
Adjunct Professor, Law
B.S., Jacksonville State University
J.D., Birmingham School of Law
- Burroughs, Bob L.**
Associate Professor, Music
B.M.E., Oklahoma Baptist University
M.C.M., Southwestern Baptist Theological Seminary
- Calhoun, Gene G.**
Instructor, Metro Programs - Administrative/Community Services
B.S., The University of Alabama
M.B.A., The University of Southern Mississippi
- Carlisle, Karen D.**
Assistant Professor, Exercise Science and Sports Medicine
B.S., Samford University
M.S., University of Alabama at Birmingham
- Carlisle, Margaret L.**
Instructor, Co-neXus Program
B.A., Birmingham-Southern College
M.A., University of Montevallo
- Carter, Charles T.**
James H. Chapman Fellow of Pastoral Ministry, Professor, Divinity
B.A., Howard College (Samford University)
M.Div., The Southern Baptist Theological Seminary
- Carter, James Alan**
Associate Professor, Divinity
B.S., Mississippi State University
C.E., M.Div., Reformed Theological Seminary
M.A., Western Kentucky University
Ph.D., University of Notre Dame
- Chandler, Kristie B.**
Assistant Professor, Family Studies
B.A., M.A., Mississippi State University
Ph.D., University of North Texas
- Chappell, Patrick K.**
Instructor, Education
B.S., University of Montevallo
M.A.E., University of Alabama at Birmingham
Ed.S., Samford University
- Christian, Christy**
Instructor, Education
B.A., Converse College
M.S.Ed., Ed.S., Samford University
- Christopher, Gayle K.**
Assistant Professor, Biology
B.S., University of Mississippi
M.S. Clemson University
Ph.D., Auburn University
- Clark, Reba M.**
Instructor, Family Studies
B.S., M.A., Ed.S., The University of Alabama
- Coggins, Jo Anne**
Assistant Professor, Psychology
B.S., Auburn University
M.A., University of Alabama at Birmingham
M.A., University of Montevallo
Ed.D., The University of Alabama
- Cole, Candia Gann**
Instructor, Exercise Science and Sports Medicine
B.A., Samford University
- Coleman, John J., III**
Professor, Law
A.B., J.D., Duke University
- Cook, Gus T.**
Instructor, Chemistry
B.S., Murray State University
M.S., University of Arkansas
- Cornelius, Henry B., Jr.**
Assistant Professor, Law
B.S., University of Alabama at Birmingham
J. D., The University of Alabama
- Cornelius, Staci G.**
Professor, Law
B.A., J.D., The University of Alabama
- Covington, Anne S.**
Assistant Professor, Education
B.S., M.S., Samford University
- Coyne, Edward J., Sr.**
Assistant Professor, Business
B.S., Louisiana State University
M.B.A., Nova Southeastern University
Ph.D., University of Bradford (U.K.)
- Cramer, Catherine**
Instructor, World Languages and Cultures
B.A., The University of Alabama
M.Ed., University of Alabama at Birmingham
- Crider, Robert F.**
Assistant Professor, Religion
B.A., M.A., Samford University
B.D., New Orleans Baptist Theological Seminary
Ph.D., Florida State University

Crocker, Carolyn

Instructor, World Languages and Cultures
B.A., Birmingham-Southern College
M.A., University of Alabama at Birmingham

Crockett, Charles T.

Instructor, Legal Assistant Program
B.S., The University of Alabama
J.D., Samford University

Culotta, Mary Ann

Instructor, Art
B.A., Samford University
M.A., University of Alabama at Birmingham
Ph.D., Florida State University

Cumbee, Janet J.

Instructor, Education
B.A., M.S.Ed., Troy State University
Ed.S., University of Montevallo
Ed.D., Samford University

Cundiff, David E.

Assistant Professor, Exercise Science and Sports Medicine
B.S., Union University
M.S., Ph.D., University of Illinois-Urbana

Currie, Billye

Instructor, Communication Arts
B.A., Brenau College
M.A., University of Louisville

Davis, Russell Ray

Instructor, Sociology
B.S., M.S., The Ohio State University

Dedo, Jae Young

Assistant Professor, Family Studies
M.S., Suk Mung Women's University
M.Ed., Indiana University of Pennsylvania
Ph.D., Purdue University

DiGiorgio, Mark W.

Instructor, Exercise Science and Sports Medicine

Donaldson, Frank W.

Professor Emeritus, Law
B.S., Samford University
J.D., The University of Alabama

Doss, Laura J.

Instructor, Music
B.M., Samford University
M.Ed., University of Montevallo

Doyle, Brian

Instructor, Music
B.M., Oberlin College
M.M., Rice University

Duke, Joey D.

Instructor, Legal Assistant Program
B.A., University of Alabama at Birmingham
J.D., Samford University

Duncan, Robin C.

Instructor, Education
B.S., Ed.S., Ed.D., Samford University
M.A., The University of Alabama

Ekholm, Dwight Allan

Professor, Divinity
B.A., University of Minnesota
Th.M., Dallas Theological Seminary
Th.D., University of Basel

Emmons, Elizabeth

Instructor, Co-neXus Program
B.A., James Madison University
M.A., University of Nevada at Las Vegas

Esposito, Richard

Instructor, Biology
B.S., M.S., Auburn University
M.S., Samford University

Evans, Jay B.

Instructor, Music
B.M., Morningside College
M.M., North Texas State University

Eversull, Lori G.

Instructor, Biology
B.S., M.S., Ph.D., Louisiana State University

Fenton, Gary Dale

Associate Professor, Divinity
M.Div., Southwestern Baptist Theological Seminary
D.Min., Midwestern Baptist Theological Seminary

Finkel, Joe M.

Instructor, Chemistry
B.A., Vanderbilt University
M.S.C.L.S., University of Alabama at Birmingham

Flaniken, Angela M.

Instructor, Music
B.M.Ed., University of Louisville
M.M., Boston University

Foster, Sandra

Instructor, Biology
B.G.S., M.S.E.M., Samford University

Fourie, Anton

Assistant Professor, Divinity
B.A., University of the Orange Free State
M.Div., D.Min., Samford University

Foust, Dennis W.

Assistant Professor, Religion
B.S., Oakland City University
M.R.E., Ph.D., The Southern Baptist Theological Seminary

Fowler, Robert P.

Adjunct Professor, Biology
B.S., J.D., Samford University

Fry, Rachel B.

Instructor, Psychology
B.A., Samford University
M.A., Ph.D., The University of Alabama

Furr, Gary A.

Assistant Professor, Religion
B.A., Carson-Newman College
M.Div., Southeastern Baptist Theological Seminary
Ph.D., Baylor University

Gaede, Anton H.

Professor, Law
B.S., Yale University
LL.B., Duke University

Gage, Jarrod R.

Instructor, Nursing
A.A., Central Florida Community College
B.S.N., University of Central Florida
M.S.N., University of Alabama at Birmingham

Garza, Gene G.

Assistant Professor, Mathematics and Computer Science
B.S., University of Montevallo
Ph.D., The University of Georgia

Gibbs, Lisa E.

Instructor, Theatre
B.A., Birmingham-Southern College
M.A., University of Alabama at Birmingham

Gilbert, Joel I.

Instructor, Biology
B.S., M.S., Samford University
J.D., The University of Alabama

- Godfrey, Linda**
Instructor, Exercise Science and Sports Medicine
B.S., The University of Tennessee
M.S., The University of Alabama
- Goldsmith, Dennis A.**
Instructor, Education
B.S., The University of Alabama
M.A., University of Alabama at Birmingham
Ed.D., The University of Alabama
- Goodman, Patricia A.**
Instructor, Chemistry
B. S., Mississippi University for Women
M.S., University of Mississippi
- Graham, Lisa G.**
Assistant Professor, Psychology
B.A., Emory University
M.S., The University of Tennessee at Chattanooga
- Graphos, Lori L.**
Instructor, Co-neXus Program
B.S., Auburn University
M.A., University of Alabama at Birmingham
- Greene, Andrew R.**
Instructor, Law
A.B., Georgetown University
J.D., The Catholic University of America
- Gurley, Lisa E.**
Instructor, Nursing
B.S.N., M.S.N., Samford University
- Habeishi, Beth L.**
Instructor, Co-neXus Program
B.A., M.Ed., University of Montevallo
- Haikala, Madeline Hughes**
Professor, Law
B.A., Williams College
J.D., Tulane University
- Halbert, John B., Jr.**
Instructor, Geography
B.S., The University of Alabama
- Harlow, Chris**
Instructor, Communication Studies
B.S., M.B.A., New York University
- Harris, Ellen H.**
Instructor, Education
B.S., M.A., University of Alabama at Birmingham
- Hartin, Nancy B.**
Instructor, Business
B.S.B.A., Samford University
M.A., The University of Alabama
- Hathcock, Charles Barrett**
Instructor, Co-neXus Program
B.A., Rhodes College
M.F.A., The University of Alabama
- Haygood, Emory Langston**
Professor, Divinity
B.A., Belhaven College
B.D., Th.M., Columbia Theological Seminary
D.Min., Westminster Theological Seminary
Ph.D., The University of Alabama
- Hebert, Charles D.**
Assistant Professor, Biology
M.S., Louisiana State University
Ph.D., The University of North Carolina-Chapel Hill
- Hester, Donna**
Professor, Exercise Science and Sports Medicine
B.S., M.A., Ph.D., The Ohio State University
- Hicks, Judith S.**
Instructor, Music
B.M., Cleveland Institute of Music
M.M., Eastman School of Music
- Hill, Celeste H.**
Assistant Professor, Family Studies
M.A., The University of Alabama
- Hinkle, C. Logan**
Adjunct Professor, Law
B.S., The University of Alabama
J.D., Samford University
LL.M., New York University
- Hoaglund, Amy**
Instructor, Education
B.S., Jacksonville State University
M.S.E., Ed.D., Samford University
- Hodge, Patricia H.**
Instructor, Education
A.B., M.Ed., University of Montevallo
Ed.S., Ed.D., The University of Alabama
- Howard, William J.**
Assistant Professor, Sociology
B.A., Lincoln Memorial University
M.S., University of Tennessee
- Hubbs, Mike**
Instructor, Interior Design
B.S., University of Arkansas
B.A., Auburn University
M.S., Georgia Institute of Technology
- Hughes, Nancy C.**
Professor, Law
B.A., University of Alabama at Birmingham
J.D., Samford University
- Hull, David W.**
Instructor, Divinity
B.A., Vanderbilt University
T.H.M., D.Min., The Southern Baptist Theological Seminary
- Johnson, Raymond L., Jr.**
Professor, Law
B.A., J.D., Howard University
- Johnson, Tamara H.**
Adjunct Professor, Law
B.A., Spelman College
J.D., Howard University
- Johnstone, Seth W.**
Instructor, Geography
B.A., The University of Georgia
M.A., Florida State University-Tallahassee
- Jones, Ronald L.**
Assistant Professor, Education
B.S., University of North Alabama
M.A., The University of Alabama
Ed.D., Mississippi State University
- Joseph, Anthony A.**
Adjunct Professor, Law
B.S., Vanderbilt University
J.D., Samford University
- Kelley, Jacqueline A. Henderson**
Assistant Professor, Divinity
B.A., University of Texas at Arlington
M.Div., D.Min., Texas Christian University
- King, Kelly L.**
Instructor, Exercise Science and Sports Medicine
B.S., Samford University
M.A., University of Alabama at Birmingham

King, Melodie S.

Instructor, Music
B.M., Samford University
M.M., The University of Alabama

Knierim, Victoria S.

Instructor, Core Curriculum
B.A., Tennessee State University
M.A., Middle Tennessee State University

Kozak, Kevin J.

Instructor, Music
B.S., Glassboro State College
M.M., Manhattan School of Music

Kozak, Sophie

Instructor, Classics
B.A., College of Mount St. Vincent
M.A., Fordham University

Langum, Virginia

Instructor, Core Curriculum
M.A., Trinity College
M.S., Columbia University General Study

Lee, Ronda

Instructor, Communication Studies
B.S., Auburn University
M.A., University of Montevallo

Lewis, Mary B.

Instructor, Exercise Science and Sports Medicine
B.S., Samford University

Liem, Stella L.

Instructor, Exercise Science and Sports Medicine
M.S., Samford University
M.S., University of Alabama at Birmingham

Lindsey, Kay P.

Instructor, Education
B.S., Jacksonville State University
M.A., University of Alabama at Birmingham
Ed.S., Samford University

Love, Betty Jane

Instructor, Family Studies
B.S., The University of Alabama

Lyons, Alan D.

Instructor, Biology
B.S., M.S., The University of Tennessee
M.S., Samford University

Lungu, Anca

Assistant Professor, Physics
Ph.D., University of South Carolina

Macon, Connie

Instructor, Music
B.M., Samford University
M.M., Southern Methodist University

Mann, Timothy C.

Instructor, Music
B.S., Baylor University
M.M., Southwestern Baptist Theological Seminary

Martin, Suzanne S.

Instructor, Education
B.A., Samford University
M.Div., The Southern Baptist Theological Seminary
Ph.D., Regent University

Martin, W. Ben

Instructor, Education
B.S., M.A., University of Alabama at Birmingham

Massey, James Earl

Professor, Divinity
B.R.E., Detroit Bible College
M.A., Oberlin College

Mathews, Melinda M.

Adjunct Professor, Law
B.A., Birmingham-Southern College
M.A.T., Vanderbilt University
J.D., Samford University
LL.M., University of Florida

McCurley, Robert L.

Associate Professor, Law
B.S.I.E., J.D., The University of Alabama

McGinnis, Margaret E.

Instructor, Music
B.M., Samford University
M.M., Texas Christian University
Ph.D., University of North Carolina at Chapel Hill

McGuire, Charles, II

Instructor, Sociology
B.S., Troy State University
M.P.A., Jacksonville State University

McKee, Bruce J.

Professor, Law
B.A., The University of Alabama
J.D., Columbia University
LL.M., University of Virginia

McNeil, I. Howard, III

Instructor, Metro Programs - Administrative/Community Services
B.B.A., University of Montevallo
M.T.A., The University of Alabama

McWhorter, Douglas L.

Assistant Professor, Business
B.A., M.B.A., J.D., Samford University
LL.M., The University of Mississippi

Melvin, William Michael

Assistant Professor, Education
B.S., M.S., The University of Southern Mississippi
Ed.D., Auburn University

Miller, E. Ray

Instructor, Mathematics and Computer Science
B.S.E.E., Mississippi State University
M.S., University of Alabama at Birmingham

Miller, William A.

Instructor, Music
B.M., M.M., De Paul University

Mills, Richard S.

Instructor, Biology
B.A., Earlham College
M.A., Miami University-Oxford

Mohon, Scott

Instructor, Family Studies
B.G.S., Samford University
M.A., University of Alabama at Birmingham

Monroe, Amy H.

Instructor, Education
B.S., M.S., Samford University

Monroe, L. Beth

Instructor, Education
B.S., M.S., Ed.S., Ed.D., Samford University

Moore, Catherine

Instructor, World Languages and Cultures
B.A., University of Alabama at Birmingham
M.H.S., Auburn University

Moore, Christa O.

Instructor, Nursing
B.S.N., The University of Alabama
M.S.N., Samford University

- Morgan, Brooke**
Instructor, Education
B.S., Auburn University
M.S., Ed.S., Jacksonville State University
Ed.D., Samford University
- Morgan, Randall N.**
Instructor, Business
B.A., M.B.A., Samford University
M.A., The University of Alabama
- Mullis, Norma Kay**
Instructor, World Languages and Cultures
B.A., Samford University
M.A., The University of Alabama
- Mungenast, Dana**
Assistant Professor, Education
B.A., Auburn University
M.S.E., Samford University
- Murphy, James H.**
Assistant Professor, Business
B.S., M.B.A., Syracuse University
- Nelson, Christoher W.**
Instructor, Theatre
B.A., Samford University
M.F.A., Indiana University
- Northrup, Jeffrey**
Assistant Professor, History
B.A., University of Alabama in Huntsville
M.A., M.L.S., The University of Alabama
- O'Kelley, James L.**
Adjunct Professor, Law
B.A., Auburn University
J.D., Samford University
- Obradovic, V. Michelle**
Adjunct Professor, Law
B.A., Trinity College
J.D., Samford University
- Oliver, Thomas L., III**
Professor, Law
B.S., Auburn University
J.D., Samford University
- Ott, John E.**
Assistant Professor, Law
B.A., University of Central Florida/Florida Tech
J.D., Samford University
- Oyama, Yasuhiko**
Instructor, Exercise Science and Sports Medicine
J.D., Meiji University of Tokyo
- Parrish, Sherry**
Instructor, Education
B.S., Samford University
M.A.E., University of Alabama at Birmingham
- Parsons, Frank Ray, Jr.**
Assistant Professor, Communication Studies
B.A., M.Comm., Auburn University
Ed.D., The University of Alabama
- Pate, James G.**
Adjunct Professor, Law
B.A., University of Alabama at Birmingham
J.D., Samford University
- Patterson, Debbie**
Instructor, Education
B.S., M.A., Ph.D., The University of Alabama
- Patty, Rebecca E.**
Instructor, Legal Assistant Program
B.A., Jacksonville State University
J.D., Samford University
- Pennington, Heather Burk**
Instructor, Exercise Science and Sports Medicine
B.S.E., Samford University
M.A., University of Alabama at Birmingham
- Perrine, James B.**
Professor, Law
B.S., University of Alabama at Birmingham
J. D., The University of Alabama
LL.M., S.J.D., Yale University
- Petro, Laura**
Professor, Law
B.A., Vanderbilt University
J.D., Samford University
- Phares, Jane E.**
Instructor, Core Curriculum
B.A., M.A., University of Montevallo
M.A., University of Alabama at Birmingham
- Phillips, Ann**
Assistant Professor, Education
B.S., M.A., The University of Alabama
Ed.D., Auburn University
- Pickett, Mary Frances**
Instructor, Business
B.B.A., Samford University
M.T.Acct., The University of Alabama
- Pilkinton, J. Kim**
Assistant Professor, Family Studies
B.A., Samford University
M.Div., D.Min., The Southern Baptist Theological Seminary
- Pilon, Patricia Jean**
Instructor, Music
B.A., University of South Florida
M.M., The University of Memphis
- Privett, Caryl P.**
Professor, Law
B.A., Vanderbilt University
J.D., New York University
- Putnam, T. Michael**
Adjunct Professor, Law
B.A., J.D., The University of Alabama
- Raines, Janet L.**
Instructor, Exercise Science and Sports Medicine
B.A., Auburn University
M.S., University of Alabama at Birmingham
- Rankin, Don**
Assistant Professor, Art
B.A., Samford University
Ph.D., The Union Institute
- Rawls, Bruce**
Professor, Law
B.S., The University of Alabama
J.D., Samford University
LL.M., New York University School of Law
- Rees, Mary B.**
Assistant Professor, Co-neXus Program
B.A. M.A., University of Southern Mississippi
Ph.D., Georgia State University
- Renzi-Callaghan, Paula**
Instructor, Communication Studies
B.G.S., University of Maryland, College Park
M.F.A., The University of Mississippi
- Richardson, Mark L.**
Instructor, Education
B.A., The University of Alabama
M.Ed., Auburn University at Montgomery
Ed.S., Ed.D., Samford University

Richardson, Wayne O.

Instructor, Education
B.A., M.S., Ed.S., Ed.D., Samford University

Richardson, Yvette

Associate Professor, Education
B.S., Miles College
M.S., Ed.S., Samford University
Ed.D., The University of Alabama

Riley, Richard J.

Assistant Professor, Business
B.A., Cumberland University
J.D., Samford University

Ringler, William S.

Instructor, Mathematics
B.S., Waynesburg
M.B.A., University of Pittsburgh

Robb, Jason B.

Instructor, Interior Design
B.S., Auburn University

Rogan, Fred

Instructor, Metro Programs - Administrative/Community Services
B.A., Auburn University
M.A., University of Alabama at Birmingham

Rogers, H. Elizabeth (Betsy)

Instructor, Education
B.S., M.S.Ed., Ed.S., Ed.D., Samford University

Rohling, Thomas P.

Instructor, Exercise Science and Sports Medicine
B.A., Samford University

Rose, Bridget C.

Instructor, Co-neXus Program
B.A., University of Mobile
M.T.S., Samford University

Rosenblum, William M.

Professor, Physics
B.S., University of Miami
M.S., Florida State University-Tallahassee
Ph.D., Tufts University

Ruden, Warren

Assistant Professor, Business
B.S., New York University
M.B.A., Long Island University

Sakurai, Kazuyo

Instructor, Interior Design
B.A., M.S., The University of Alabama

Sanders, Tommy J.

Instructor, Business
B.S., University of Montevallo
M.S., University of Alabama at Birmingham
M.B.A., Samford University

Sargent, Ann M.

Instructor, Music
B.M., M.M., University of Miami
D.M.A., University of North Carolina at Greensboro

Scott, Keaton L.

Instructor, Music
B.M., M.M., The University of Alabama

Seibels, Donna

Assistant Professor, Exercise Science and Sports Medicine
B.S., Auburn University
M.S., The University of Alabama

Senasi, Karlo

Instructor, Music
B.M., Birmingham-Southern College

Shadinger, Tamara V.

Assistant Professor, Psychology
M.A., Ph.D., The University of Alabama

Shamsi-Basha, Karim

Instructor, Journalism and Mass Communication
B.S., The University of Tennessee

Sharp, Jack Douglas

Instructor, Music
B.M., The University of Alabama
M.M., Indiana University at Bloomington

Simpson, Wayne Scott

Assistant Professor, Law
B.A., University of Florida
J.D., Samford University

Smith, Linda H.

Instructor, History
B.S., University of Mobile
M.A., University of Alabama at Birmingham

St. Clair, Jay D.

Professor, Law
B.S., The University of Tennessee
J.D., Yale University

Taft, C. Winslow

Instructor, Art
B.S., Samford University

Tally, Jacqueline G.

Instructor, Exercise Science and Sports Medicine
B.S., University of Montevallo
M.A., The University of Alabama

Tanner, Cathryn

Instructor, Exercise Science and Sports Medicine
B.S., M.S.E., Samford University

Tedrow, Klari B.

Professor, Law
B.S., Lenoir Rhyne College
J.D., Samford University

Teel, Michael C.

Assistant Professor, Business
B.B.A., Southern Methodist University
J.D., M.B.A., University of Missouri

Theodorou, Konstantinos

Instructor, Mathematics
B.S., M.S., The University of Alabama

Thompson, Nita S.

Instructor, Education
B.S., Kansas Wesleyan University
Ed.S., Samford University
M.A.E., University of Alabama at Birmingham

Tibbs, Harry E.

Professor, Music
B.M., University of Rochester
M.M., D.M.A., University of Michigan-Ann Arbor

Tidwell, Beverly B.

Associate Professor, Nursing
B.S.N., The University of Alabama
M.S.N., University of Florida
D.S.N., University of Alabama at Birmingham

Turner, Ashley M.

Instructor, Nursing
B.S.N., M.S.N., Samford University

VanPelt, Lewanda K.

Adjunct Professor, Law
B.S., J.D., Samford University
LL.M., University of Missouri

Vinter, David W.

Instructor, Biology
B.S., M.S., Ph.D., University of Michigan

Wales, Michelle M.

Assistant Professor, Business and Instructor, Legal Assistant Program
B.A., J.D., Samford University

Watson, Erin Jean

Assistant Professor, Biology
 B.A., Western Washington University
 Ph.D., Louisiana State University

Ware, Donna

Instructor, Mathematics
 B.S., University of Montevallo
 M.Ed., The University of Mississippi

Warren, Mark A.

Instructor, Music
 B.M., University of Southern Mississippi
 M.M., Florida State University

Webb, Carole R.

Instructor, Sociology
 B.A., M.A., University of Alabama at Birmingham

Whatley, Maria D.

Instructor, World Languages and Cultures
 B.A., Central University of Ecuador
 M.A., University of South Carolina

White, Mary E.

Assistant Professor, Art
 B.A., Samford University
 M.F.A., The University of Alabama

Whittington, John P.

Adjunct Professor, Law
 B.A., Guilford College
 J.D., Samford University

Wienhold, Lisa Jane

Instructor, Music
 B.M., M.M., Johns Hopkins University

Williams, Julie Kay

Assistant Professor, Journalism and Mass Communication
 B.A., Principia College
 M.A., A.B.D., The University of Alabama

Wilson, James C.

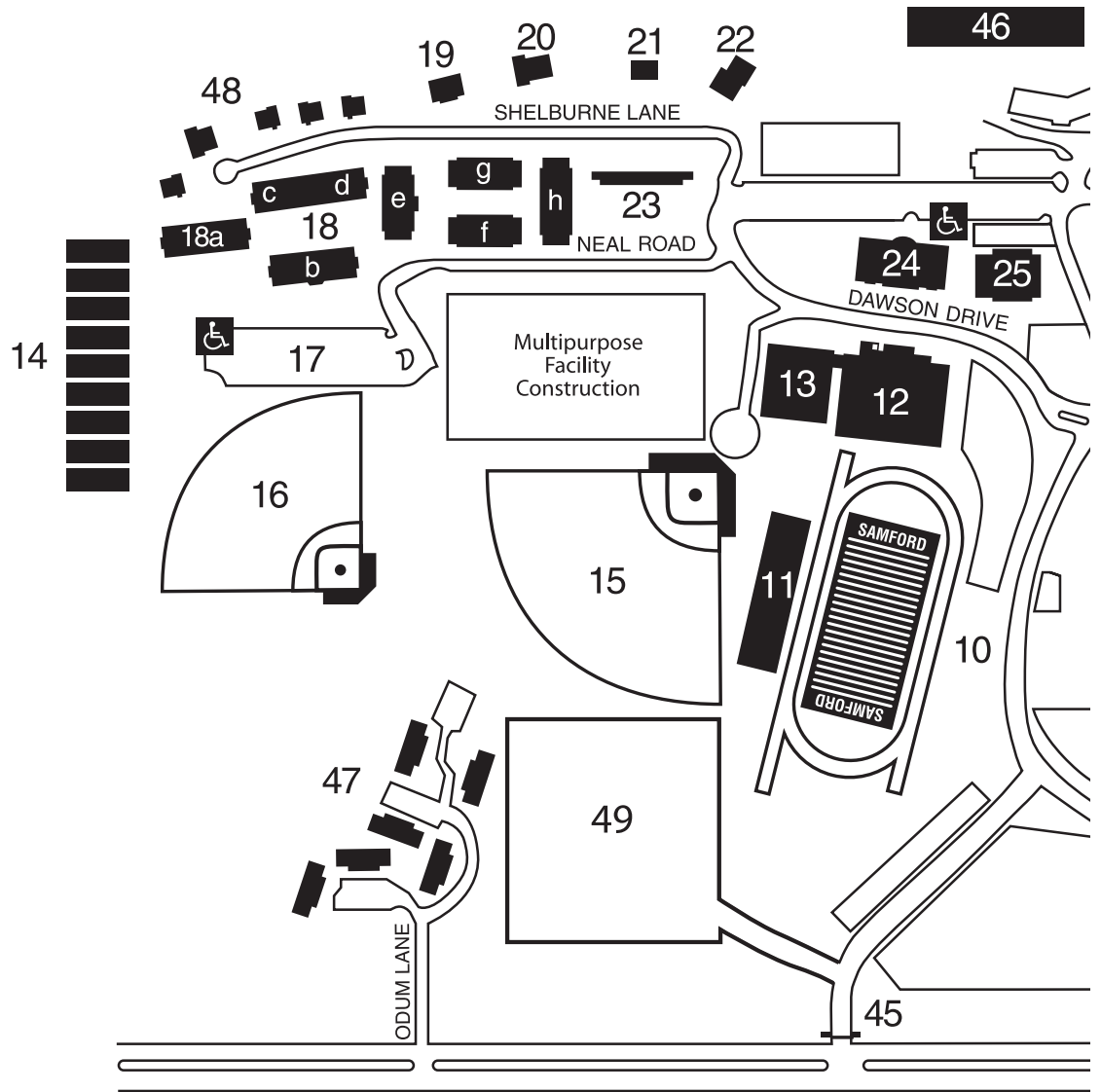
Associate Professor, Law
 B.A., J.D., Tulane University

Winchester, Katherine A.

Assistant Professor, Education
 B.S., M.Ed., Ph.D., Auburn University

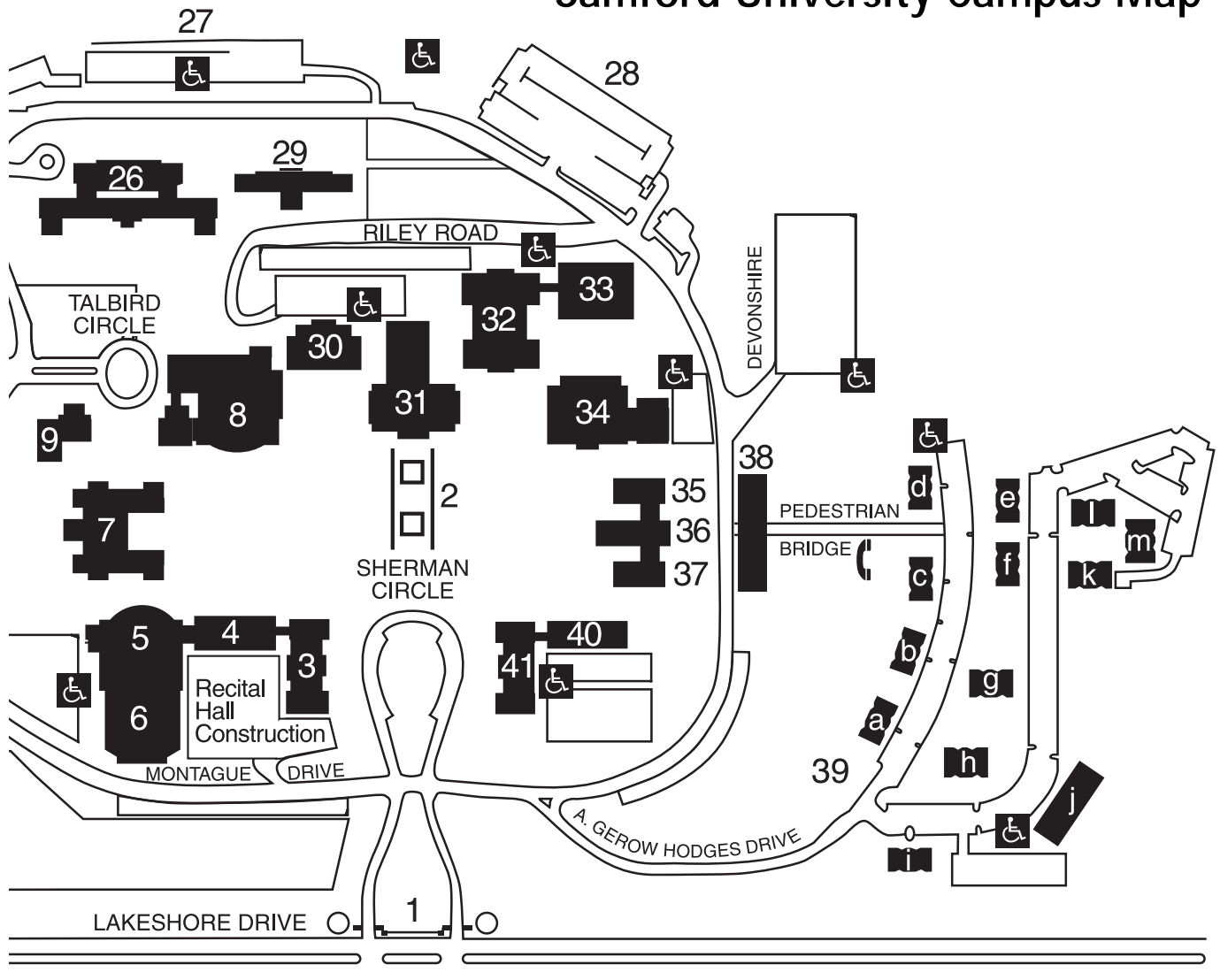
Wright, Dorothy A.

Instructor, Education
 B.S., M.S.Ed., Ed.S., Jacksonville State University
 Ed.D., Samford University



- | | |
|---|---|
| 1. Main Gate | 18b. Mountain View |
| 2. Centennial Walk | 18c. Sigma Nu |
| 3. Frank Park Samford Hall (Administration) | 18d. Alpha Omicron Pi |
| 4. John H. Buchanan Hall (Performing Arts) | 18e. Phi Mu |
| 5. Benjamin F. Harrison Theatre | 18f. Chi Omega |
| 6. Leslie S. Wright Center Concert Hall | 18g. Alpha Delta Pi |
| 7. Divinity Hall (Divinity) | 18h. Zeta Tau Alpha |
| 8. Ralph W. Beeson University Center | 19. Pi Kappa Phi House |
| 9. J. D. Pittman Hall | 20. Air Force ROTC Detachment |
| 10. F. Page Seibert Stadium | 21. Athletic Annex |
| 11. Leo E. Bashinsky Press Tower | 22. Lambda Chi Alpha House |
| 12. F. Page Seibert Hall | 23. Erskine Ramsey Student Apartments |
| 13. Leo E. Bashinsky Fieldhouse | 24. Dwight M. and Lucille S. Beeson Center for the Healing Arts (Nursing) |
| 14. Tennis Courts (Future Relocation) | 25. Orlean Bullard Beeson Hall (Education and Professional Studies) |
| 15. Joe Lee Griffin Baseball Field | 26. Lena Vail Davis Residence Hall |
| 16. Softball Field | 27. North Campus Parking |
| 17. West Campus Parking Deck | 28. Northeast Parking Deck |
| 18. West Campus Residence Halls | 29. Mamie Mell Smith Residence Hall |
| 18a. Sigma Chi | 30. Dwight M. Beeson Hall (Business) |

Samford University Campus Map



- 31. Samford University Library
- 32. Memory Leake Robinson Hall (Law)
- 33. Lucille Stewart Beeson Law Library
- 34. Elinor Messer Brooks and Marion Thomas Brooks Hall
- 35. Percy Pratt Burns Hall
- 36. A. Hamilton Reid Chapel
- 37. James Horton Chapman Hall
- 38. Sciencenter
- 39. Beeson Woods Residence Halls
 - 39a. James Hall
 - 39b. Luther Hall
 - 39c. Malcolm Hall
 - 39d. Wesley Hall
 - 39e. Ralph Hall
 - 39f. Orlean Hall
 - 39g. Dwight Hall
 - 39h. Lucille Hall
 - 39i. Treetop Hall
 - 39j. Evergreen Hall

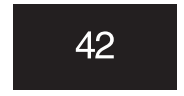
44



43



42



- 39k. Rosa Hall
- 39l. Ethel Hall
- 39m. Marvin Hall
- 40. Thomas D. Russell Hall
- 41. Robert I. Ingalls, Sr. Hall (Pharmacy)
- 42. Children's Learning Center
- 43. Soccer/Intramural Fields
- 44. Alpine Tower
- 45. West Entrance
- 46. Facility Services
- 47. Student Apartments
- 48. Facilities Service Houses
- 49. South Stadium Lot

Abridged Campus Directory

For further information about Samford University or correspondence with the offices below
visit the Web site at www.samford.edu or write to Samford University, 800 Lakeshore Drive, Birmingham, Alabama 35229.
For all other campus telephone numbers, call (205) 726-2011.

Admissions

Office of Admission
Samford Hall, First Floor
1-800-888-7218 (toll-free)
(205) SAMFORD [726-3673]

Associate Provost

Samford Hall, Room 215
(205) 726-2315

Athletics

Seibert Gym
(205) 726-2966

Bookstores

Main Campus Bookstore
Beeson University Center
(205) 726-2834

The Mouse Pad Computer Store

Beeson University Center
(205) 726-4105

Beeson Divinity Bookstore
(205) 726-2286

Bursar

Samford Hall, First Floor
1-800-888-7214 (toll-free)
(205) 726-2816

Business, School of

Dean's Office
Dwight Beeson Hall, Room 326
(205) 726-2364

Calendar and Campus Events

(205) 726-2752

Career Development

Beeson University Center, Room 205
(205) 726-2980

Computer Services

Personal Technology Support
(205) 726-2662

Concert Hall Box Office

(205) 726-2462

Divinity, Beeson School of Divinity

Admissions
Beeson School of Divinity, Room S114
1-800-888-8266 (toll-free)
(205) 726-2066

Education and Professional Studies, Orlean Bullard Beeson School of

Dean's Office
Orlean Bullard Beeson Hall, Room 207
(205) 726-2745

Extension Division, Beeson School of Divinity

(205) 726-2731

Financial Aid

Office of Financial Aid
Samford Hall, First Floor
1-800-888-7245 (toll-free)
(205) 726-2905

Global Center

Beeson School of Divinity
(205) 726-2170

Housing, On-Campus

Residence Life
Beeson University Center, Room 106
(205) 726-2956

Howard College of Arts and Sciences

Dean's Office
Brooks Hall, Room 128
(205) 726-2771

Human Resources

Samford Hall, Room 302
(205) 726-2809
(205) 726-2103 (Jobline)

Information Center

(205) 726-2752

International Studies

Brooks Hall, Room 125
(205) 726-2239

Language Study Abroad Programs

Chapman Hall, Room 112B
(205) 726-2747

Law, Cumberland School of Law

Admissions Office
Robinson Hall, Room 107
1-800-888-7213 (toll-free)
(205) 726-2702

Libraries

Samford University Library
(205) 726-2748
(205) 726-4015 (Hours)

Beeson Law Library
(205) 726-2714

London Programs

Brooks Hall, Room 130
(205) 726-2741

Metro Programs

Executive Director's Office
Dwight Beeson Hall, Room 101
(205) 726-2898

Nursing, Ida V. Moffett School of

Dean's Office
Center for the Healing Arts, Room 304
(205) 726-2861

Performing Arts, School of

Dean's Office
Buchanan Hall, Room 210
(205) 726-2778

Pharmacy, McWhorter School of

Dean's Office
Ingalls Hall, Room 205
(205) 726-2820

President

Samford Hall, Room 201
(205) 726-2727

Provost

Samford Hall, Room 217
(205) 726-2718

ROTC

Air Force (205) 726-2859
Army (205) 934-7215 @ UAB

Safety, Campus

Beeson University Center, Room 202
(205) 726-2020

Samford After Sundown

(205) 726-2739

Student Affairs

Dean's Office
Beeson University Center, Room 114
(205) 726-2736

Student Health Services

Pittman Hall, Lower Level
(205) 726-2835

Student Involvement, Office of

Beeson University Center, Room 116
(205) 726-2345

Student Ministries

Burns Hall, Room 207
(205) 726-2927

Student Records

Samford Hall, Second Floor
1-877-726-2911 (toll-free)
(205) 726-2911

Telephone Services

(205) 726-2996

Theatre Box Office

(205) 726-2853

Transcript Requests

(205) 726-2911

University Relations

1-877-782-5867 (toll-free)

Wright Concert Hall

(205) 726-2615

NOTE: While this file includes bookmarks to aid in navigation, it is not linked to any other PDFs.

Index

A	
academic calendars (see calendars, academic)	
academic	
achievement recognition (undergraduate)	24
departments	20
dismissal	16
integrity	24
progress	26
records (transfer student)	15
academic policies and regulations	
Metro Programs	214
Pharmacy, McWhorter School of	202-204
Samford University	19-27
Academic Renewal Student Applicant	
admission procedures and policies	15-16
definition	14, 24
academic warning	26
accounting major (undergraduate)	121
accounting major (graduate)	129
accreditation	
Arts and Sciences, Howard College of	59
Business, School of	120, 128
Interior Design Program	151
Law, Cumberland School of	165
Nursing, Ida. V. Moffett School of	167
Pharmacy, McWhorter School of	202
Samford University	11
activity fees	31
adding a course	30
additional bachelor's degrees	23
administration	229
administrative/community service concentration (Metro)	216-217
administrative staff	229
admission procedures and policies	13-18
(see also academic discipline/major for specific requirements)	
graduate	18
London Program, Daniel House	42-43
Metro Programs	214-215
pre-law program	44
undergraduate	13-18
Adult Evening Student (see also Metro Programs)	
admission procedures and policies	214-215
definition	14
advanced placement	17
Advanced Practical Experiences (APE)	206
aerospace studies minor (ROTC)	46
Air Force ROTC	45-46
scholarships	38, 45
appeal procedures	37
applicants	
Early Admission Freshman Applicant	14
Evening Student Applicant	15
First-Time Applicant	14
Freshman Applicant	14
International Student Applicant	15
applicants (cont'd)	
Metro Programs Applicant	214-216
Special Category Applicants	
Academic Renewal Applicant	15-16
Audit Student Applicant	16
Readmission Student Applicant	16
Special Status Student Applicant	214-215
Transient Student Applicant	16
Transfer Student Applicant	15
application process/procedures	14
Army ROTC	47
scholarships	38
Art, Department of	61-63
art minor	62
required for interior design major	152
Arts and Sciences, Howard College of	58-117
honors organizations	24
Asian studies interdisciplinary concentration	84
Asian studies minor	85
associate degree	
majors/concentrations	20, 218
requirements	22, 218
Athletics, Department of	49
intercollegiate athletics	49
scholarships	49
athletic training major (non-teaching)	138-140
attendance, class	25
Audit Student Applicant	
admission procedures and policies	16
definition	14
guidelines	16, 25
automobiles on campus	50
B	
BACHE	41
bachelor's degree	
majors/concentrations	20
requirements, general	22
band, university	53
Beeson School of Divinity (see Divinity)	
biblical languages (religion)	106
biochemistry interdisciplinary concentration	66, 73
Biology, Department of	64-71
graduate program requirements	69-70
undergraduate program requirements	64
biology major	64
with an emphasis in marine science	65
biology minor	64
black and white photography certificate (noncredit)	226
board (meal plan)	
dining services	52
fees	35, 211
payment policies	29
refund policies	30-31

- Board of Overseers 228
- Board of Trustees 228
- books and supplies 31
- bookstores 50
- Bursar's Office 29
- Business, School of 118-131
- honors organizations 24
- business administration major (graduate) 130
- business minor, general 123
- C**
- cafeteria (see dining services)
- calendars, academic
- 2006-2007
- Environmental Management 7
- Graduate Business 7
- Graduate Day 6
- Graduate Evening 7
- Graduate Nursing 7
- Metro Programs 7
- Pharmacy School 210
- Undergraduate Day 6
- campus bookstores 50
- campus directory 250
- campus life/facilities/services 48-57
- campus events 55
- campus map 248-249
- Campus Portal Services 51
- campus recreation 50
- campus safety and regulations 50
- Career Development Center 44, 51
- library 53
- Center for Teaching, Learning, and Scholarship 53
- certificates
- black and white photography (noncredit) 226
- color photography (noncredit) 226
- geographic information science (GISc-day program) 82
- geographic information systems (GIS-Metro Programs) 219
- healthcare interpreter training (noncredit) 226
- legal assistant (Metro Programs) 163, 219
- pharmacy technician (noncredit) 226
- certificates offered 21
- certification
- music 184
- teacher education (Class A, AA) (graduate) 158-160
- teacher education (undergraduate) 153-156
- check-cashing services 52
- Chemistry, Department of 72-73
- chemistry major 72
- chemistry minor 72
- choirs/chorales 53
- Christian Women's Leadership Center 40
- Christianity, women and leadership studies minor (CWLS) 40
- church ministry and missions minor 106
- church music major (graduate) 194
- church music major (undergraduate) 185
- class (see also course)
- attendance 25
- load (undergraduates) 25
- registration and policies 25, 215
- schedules (School of Business, graduate) 128
- class honors medals 24
- Classics, Department of 74-76
- classics major 74
- classics minor 75
- classification (see student classification)
- clubs and organizations 51
- general 51
- Greek (Fraternalities/Sororities) 51
- membership fees 31
- professional/educational-graduate 202
- professional/educational-undergraduate 51
- religious 51
- service 51
- social 51
- Code of Values 50
- college entrance examinations 14
- College-Level Examination Program (CLEP) 17
- colleges and schools 20
- color photography certificate (noncredit) 226
- commencement (see also graduation)
- attendance 25
- requirements 25
- Communication Studies, Department of 76-78
- communication studies major 77
- communication studies minor 77
- Computer Science, Department of Mathematics and (see Mathematics)
- computer science major 91
- computer science minor 91
- computer services and resources 51-52
- concentration
- definition 22
- selection of 22
- concentrations offered 20
- congregational studies concentration 105
- Connections 44
- continuing education units (CEUs)
- Divinity-Extension Division 134
- Samford After Sundown 226
- convocation requirements 23, 57
- Cooperative Education Program 40
- Core Curriculum (see University Core Curriculum)
- core values, university 9
- counseling foundations concentration (Metro Programs) 148, 217
- Counseling Services, Office of 44, 52
- course (see also class)
- adding 30
- dropping 25-26, 30
- withdrawal 25-26, 30
- course descriptions
- accounting (graduate) 130-131
- accounting (undergraduate) 124
- administration (Metro) 220

course descriptions (cont'd)

Arabic	117
art (day)	62-63
art (Metro)	220
biblical languages	106
biology (day)	66-68
biology (Metro)	220-221
business (day-graduate)	130-131
business (day-undergraduate)	125-127
business (Metro)	220
chemistry	73
Chinese	117
Christianity, women and leadership studies (CWLS)	40
class instruction, music	193
classics (day)	74-75
classics (Metro)	221
communication studies (day)	78
communication studies (Metro)	221
computer science (day)	93-94
computing (Metro)	224
core curriculum	23, 60
counseling foundations (Metro)	221-222
dance	198
economics (graduate)	130-131
economics (undergraduate)	127-128
education (see course descriptions, teacher education)	
English (day)	80
English (Metro)	222
ensembles, music	193
environmental management	70-71
exercise science and sports medicine (day)	144-147
exercise science and sports medicine (Metro)	222
family studies	149-150
French	113-114
geography (day)	82-83
geography and geographic information systems (Metro)	223
German	114-115
Greek	75-76
health education	144
Hebrew	106
Hindi	117
history (day)	86-87
history (Metro)	223
honors	47
interdisciplinary science (IDSC)	66, 73, 97
interdisciplinary studies (Metro)	223
interior design	151-152
Italian	117
Japanese	117
journalism and mass communication	88-90
Latin	76
Latin American studies	115
legal assistant (Metro)	223-224
London courses	43
marine science	68-69
mathematics (day)	91-93
mathematics (Metro)	224

course descriptions (cont'd)

Metro Programs	220-225
music (day-graduate)	196
music (day-undergraduate)	191-193
music (Metro)	224
nurse anesthesia	177-179
nursing (graduate)	179-181
nursing (undergraduate)	171-173
nutrition and dietetics	144-145
performance instruction, music	193
pharmacy	206-209
philosophy (day)	95
philosophy (Metro)	224
physical activity	145
physical activity, professional (ESSM)	146-147
physics	97-98
political science (day)	100-102
political science (Metro)	224
Portuguese	117
pre-law	45
psychology (day)	103-104
psychology (Metro)	225
religion (day)	106-107
religion (Metro)	225
ROTC (Air Force)	46
Russian	117
sociology (day)	108-110
sociology (Metro)	225
Spanish	116-117
Swahili	117
teacher education (doctoral)	162-163
teacher education (graduate)	160-161
teacher education (undergraduate)	156-157
Thai	117
theatre (day)	198-199
theatre (Metro)	225
world languages and culture (WLAC)	113-117
course repeats	
definition	22
requirements	26
credit by examination policies	17-18
credits	
earned	22
limitations	18
total	22
transfer	15
Critical Languages Program (CLP)	117
cross registration	25
Cumberland School of Law (see Law)	
Curriculum Materials and Technology Center	53
D	
Daniel House London Study Centre	42-43
dean's list	24
definitions	
areas of study/general terms	22

- definitions (cont'd)
 semester/term system 5
 student classifications 14, 25
 terms used in financial policies 30
 degree completion times 23
 degrees offered
 graduate/professional 21
 undergraduate 20
 departments, academic 20
 Disability Support Services 44, 52
 discipline 50
 dining services 52
 divinity major (graduate-divinity) 133
 divinity major (graduate-music) 194
 Divinity, Beeson School of 132-135
 library (Global Center) 53, 134
 doctoral programs
 divinity 134
 education 162-163
 law 164-165
 pharmacy 202-205
 double majors 22
 dropping a course 25-26, 30
 dual-degree engineering program (undergraduate) 90-91, 96
 dual degrees 22
 dual enrollment 15
- E**
- Early Admission Freshman Applicant
 admission procedures and policies 14
 definition 14
 early childhood education majors 154, 158-159
 e-bill schedule 32
 economics major 121
 economics minor 123
 Education and Professional Studies,
 Orlean Bullard Beeson School of 136-163
 honors organizations 24
 library (Curriculum Materials and Technology Center) 53
 educational organizations
 for undergraduates 51
 university membership in 11
 EGIS interdisciplinary concentration 66, 81
 elementary education majors 154, 158-159
 emergencies, medical 56
 engineering (see dual-degree engineering program)
 engineering physics major 97
 English, Department of 79-80
 English major 79
 English major with concentration in film studies 79
 English minor 79
 English/language arts major (teacher education) 155
 ensembles, music 185, 193
 environmental management graduate program 69-70
 environmental science major 65
 ESEC major (teacher education) 154
- Evening Student Applicant 15
 Evening Studies (see Metro Programs)
 events on campus 55
 examinations 26
 Exercise Science and Sports Medicine, Department of 138-147
 exercise science major 141
 Extension Division (Beeson School of Divinity) 134
 tuition and fees 135
- F**
- Facebook 54
 faculty (full-time) 230-240
 faculty (part-time) 240-247
 facts, university 11
 Family Educational Rights and Privacy Act (FERPA) 27
 Family Studies, Department of 148-150
 family studies major 148
 with child life concentration 148-149
 family studies minor 149
 federal assistance programs 37
 fee refunds 30-31
 fees (see financial information, tuition and fees)
 film studies concentration (English major) 79
 finance concentration (management major) 122
 financial information 28-35
 board 35, 211
 miscellaneous expenses 31
 payment policies 29
 residence hall fees 31, 34, 211
 tuition and fees 32, 34-35, 42, 135, 165, 211, 215
 financial aid/assistance (see also grants, loans) 32, 36-38
 federal assistance programs 37
 Metro Programs 215
 pharmacy students 202
 scholarships 38, 45, 158
 state assistance programs 37
 Veteran's Administration 38
 financial services 52
 fine arts major 61
 with a concentration in graphic design 61-62
 fitness and health promotion major 141
 and nutrition and dietetics dual major 142
 Foundations (Freshman Adjustment Course) 44
 fraternities 51
 French language (WLAC) 113-114
 and literature major 111
 minor 113
 teacher certification 153-155
 frequently asked questions 12
 freshman
 admission procedures and policies 13-18, 214-215
 definition 14
 Early Admission Freshman Applicant 14
 Foundations Freshman Adjustment Course 44
 Freshman Life, Office of 43-44

- G**
- GED (high school equivalency) 14
 - general business minor 123
 - General Education Curriculum
 - (see also academic discipline/major for specific requirements)
 - Metro Programs 215-216
 - transfer of 15
 - requirements 23, 25, 60
 - general miscellaneous fees 32
 - general military course (GMC-ROTC) 45
 - geographic information science minor/certificate 82
 - geographic information systems certificate 219
 - Geography, Department of 81-83
 - geography major 81
 - geography minor (traditional) 82
 - German language (WLAC) 114-115
 - and literature major 111
 - minor 113
 - teacher certification 153-155
 - Global Center 53, 134
 - Global Drug Information Center 53, 2002
 - grade point average (GPA)
 - definition 22
 - general 22
 - grade changes 26
 - grades, transfer of 27
 - grading system
 - letter system 27
 - pass/fail system 26
 - graduate degrees offered 21
 - graduate programs/graduate studies
 - admission procedures and policies 18
 - divinity 133-134
 - business 128-131
 - education 158-161
 - environmental management 69-71
 - law 164-165
 - music 194-196
 - nursing 173-181
 - pharmacy 202-205
 - scholarships (certified teachers) 38
 - tuition and fees 32
 - graduation (see also commencement)
 - attendance 25
 - requirements 25
 - with honors 24
 - grants 37
 - graphic design concentration (fine arts major) 61-62
 - Greek major 74
 - Greek minor 75
 - Greek Organizations 51
- H**
- health care interpreter training certificate (noncredit) 226
 - health form requirements 55
 - health professions
 - academic program 41
 - student loan program 37
 - health services, student 55-56
 - high school curriculum 14
 - high school dual enrollment 15
 - high school equivalency 14
 - History, Department of 83-87
 - history major 84
 - history minor 85
 - history/social science major (teacher education) 155
 - history of university/schools 59, 133, 165, 167, 183, 202
 - honors at graduation 24
 - honors curriculum
 - definition 22
 - general 47
 - honors medals 24
 - honors organizations 24
 - Howard College of Arts and Sciences (see Arts and Sciences)
 - human resource development concentration (Metro Programs) 218
- I**
- Ida V. Moffett School of Nursing (see Nursing)
 - identity, university 9
 - immunization record and health form requirements 55
 - Information Center 52
 - institutional codes for ACT and SAT 14
 - instrumental groups 53
 - insurance
 - medical 31, 55
 - personal property 31
 - Inter-Campus Exchange Program (BACHE) 41
 - interdisciplinary concentrations
 - Asian studies 84
 - biochemistry 66, 72
 - environmental science/geographic information systems 66, 81
 - international relations 84, 100
 - language and world trade 112
 - Latin American studies 85, 112
 - public administration 99
 - interdisciplinary concentrations offered 20
 - interdisciplinary minors
 - Asian studies 85
 - Latin American studies 85, 113
 - interdisciplinary minors offered 21
 - Interior Design, Department of 151-152
 - interior design major 152
 - International Baccalaureate
 - definition 14
 - International Baccalaureate Program 18
 - international programs/study 41-43
 - graduate business 128
 - Hong Kong (Hong Kong Baptist University) 41
 - language study abroad (WLAC) 42
 - Law, Cumberland School of (various locations) 41
 - London (Daniel House Study Centre) 42-43

- international programs/study (cont'd)
 South Korea (Seoul Women's University) 42
 teaching overseas 154
 international relations interdisciplinary concentration 84, 100
 International Student Applicant
 admission procedures and policies 15
 definition 14
 intramural sports 50
 instrumental concentration (music education major) 188
 instrumental major, music performance 189
- J**
 Jan Term, definition 5
 in London 42-43
 joint degrees offered 21
 business 128
 divinity 134
 graduate 21
 law 165
 nursing 176
 Journalism and Mass Communication, Department of 88-90
 journalism and mass communication major 88
 journalism and mass communication minor 88
 juris doctor degree 164-165
- L**
 language and literature major (French, German or Spanish) 111
 language and world trade interdisciplinary concentration (WLAC) 112
 language minor (French, German or Spanish) 113
 language study abroad (WLAC) 42
 Latin American studies
 interdisciplinary concentration 85, 112
 interdisciplinary minor 85, 113
 Latin major 74
 Latin minor 75
 Law, Cumberland School of Law 164-165
 international study program 41
 library (Lucille Stewart Beeson Law Library) 53
 pre-law program 44
 tuition and fees 165
 LEAD Program 52
 legal assistant certificate program 163, 219
 liberal studies concentration (Metro Programs) 218
 libraries
 Career Development Center Library 53
 Center for Teaching, Learning, and Scholarship 53
 divinity (Global Center) 53, 134
 education (Curriculum Materials Center) 53
 general library resources 52
 law (Lucille Stewart Beeson Law Library) 53
 pharmacy (Global Drug Information Center) 53, 202
 university (Samford University Library) 53
 loans 37
 London Study Centre, Daniel House 42-43
 tuition and fees 34, 42
 Lucille Stewart Beeson Law Library 53
- M**
 magazine, student (Sojourn) 54
 major
 definition 22
 selection of 22
 majors, double 22
 majors offered 20
 Managed Care Institute (Pharmacy) 202
 management major 122
 with finance concentration 122
 with marketing concentration 123
 map, campus 248-249
 marine science minor 64
 marketing concentration (management major) 123
 masters degrees offered 21
 Mathematics and Computer Science, Department of 90-94
 dual-degree engineering program 90-91, 96
 mathematics major 91
 mathematics minor 91
 McWhorter School of Pharmacy (see Pharmacy)
 meal plan (see board)
 medical
 emergencies 56
 forms55
 insurance 31, 55
 membership fees 31
 mentoring program 43
 Metro Programs 212-226
 admission procedures 214-215
 calendar 2006-2007 7
 concentrations 214
 financial aid 215
 general education requirements 215-216
 honors organizations 24
 Samford After Sundown 226
 Special Status classification 214
 tuition and fees 215
 military call to active duty 31
 minister dependent scholarships 38
 ministerial scholarships 38
 ministries
 university 56-57
 minor
 definition 22
 selection of 22
 minors offered 21
 mission, university 9
 missions education minor 156
 music 53
 Music, Division of 184-196
 scholarships 38
 music education majors (graduate) 195
 music education majors (undergraduate) 188
 music major (undergraduate) 186

music minor	191
music theory/composition major	187
musical theatre majors	187, 198

N

newspaper, student (The Samford Crimson)	54
nondegree programs	
Divinity-Extension Division	134
geographic information systems (Metro Programs)	219
legal assistant certificate (Metro Programs)	219
Samford After Sundown (Metro Programs)	226
Nurse Anesthesia, Department of	176
nurse anesthesia major (graduate)	176
Nursing, Ida V. Moffett School of	166-181
nursing major (graduate)	174-177
nursing major (undergraduate)	170-171
nutrition and dietetics major	142
and fitness and health promotion dual major	142
nutrition and dietetics minor	143

O

Office of Freshman Life	43-45
organ major, music performance	189
organizations	51
orientation	44
Orlean Bullard Beeson	
School of Education and Professional Studies (see Education)	
Overseers, Board of	228

P

P-12 education majors	153
paralegal (see Legal Assistant Certificate Program)	
payment due date schedule	33
payment policies	29
Performing Arts, School of	182-199
honors organizations	24
performance majors (music)	189-191
personal health insurance	168
personal property insurance	31
Pharmacokinetics Center (Pharmacy)	202
Pharmacy, McWhorter School of Pharmacy	200-211
Advanced Practical Experiences	206
calendar 2006-2007	210
clubs/organizations	202
honors organization	24
library (Global Drug Information Center)	53, 202
tuition and fees	203, 211
pharmacy technician certificate program (noncredit)	226
Philosophy, Department of	94-95
philosophy and religion major	95
philosophy major	94
philosophy minor	95
physical activity course requirements	23
physical activity program	145

physical education major	143
with athletic training option	143
Physics, Department of	96-98
dual-degree engineering program	90-91, 96
physics major	96-97
physics minor	96
piano major, music performance	190
piano major with pedagogy emphasis, music performance	190
Political Science, Department of	99-102
political science major	99
political science minor	100
portfolio credit	213
post office/postal services	53
post-master of science in nursing	177
pre-law program/curriculum	44
pre-pharmacy curriculum	
for Samford student	204
for transfer students	204
pre-medicine option, nursing (BSN)	171
privacy rights	27
Problem-Based Learning (PBL)	
definition	22
in ESSM program	138
professional degrees offered	21
professional development	226
professional/educational organizations	51, 202
professional officer course (POC-ROTC)	45
professional pharmacy curriculum	205
Psychology, Department of	102-104
psychology major	103
psychology minor	103
public administration interdisciplinary concentration	99
publications	54

Q

quality credits	22
-----------------	----

R

radio station, campus	54
rate classification	29
Readmission Student Applicant	
admission procedures and policies	16
definition	14
recreation (see campus recreation, sports)	
refund policies	30-31
London Program, Daniel House	43
refund schedule	32
registration, cross	25
Religion, Department of	105-107
religion major	105
religion minor	106
residence hall fees	
Pharmacy, McWhorter School of	210
undergraduate day	31, 34

residence halls/resident life	
Community Standards Council	54
network access	52
regulations	54
RN to MSN Option	175
ROTC (Air Force and Army)	45-47
and pharmacy	204
scholarships	38, 45

S

safety (see campus safety)	
Samford After Sundown	226
Samford Card	52
Samford Pre-Law Society	44
Samford Sunday	55
scholarships	
athletics	49
general	38
ROTC	38, 45
secondary education majors	155
second degree nursing (BSN)	171
semester/term system	5
Sociology, Department of	108-110
sociology major	108
sociology minor	108
sororities	51
Spanish language (WLAC)	116-117
and literature major	111
minor	113
teacher certification	153-155
Special Status Student Applicant	
admission procedures and policies	214-215
definition	14
Metro Programs	214-215
sports	
clubs	50
intercollegiate (see also Athletics)	49
intramural	50
sports medicine major	144
state assistance programs	37
Student Affairs, Office of	55
student classification definitions	14, 25
Student Government Association (SGA)	55
student loans (see loans or grants)	
Student Health Services	55-56
Student Involvement, Office of	44, 56
student athletes	204
study abroad (see international programs/study)	

T

Teacher Education, Department of	153-163
certification	
graduate	158-160
undergraduate	153-156
doctoral program	162-163

Teacher Education (cont'd)	
graduate program	158-161
scholarships (graduate)	37, 158
undergraduate program	153-156
telephone service/billing	31
television channel, campus	55
Theatre, Department of	197-199
theatre, university	56
theatre major	197
theatre minor	197
theft/property damage	50
theological studies	133
Title IV funds refund policy	31
transcripts	
for admission	14
Transfer Student Applicant	
admission procedures and policies	15, 214-215
definition	14
transfer of courses/grades/credits	15, 27
(see also academic discipline/major for specific info on transfer credit)	
Transient Student Applicant	
admission procedures and policies	16
definition	14
Trustees, Board of	228
tuition and fees	
Divinity, Beeson School of	135
general miscellaneous fees	32
graduate	32
Law, Cumberland School of	165
London Program	34, 42
Metro Programs	215
Nurse Anesthesia Program	32
Pharmacy, McWhorter School of	203, 211
special course	35
undergraduate day	34

U

undeclared major	22
Undergraduate	
academic progress standards	37
admission procedures and policies	13-18
(see also academic discipline/major for specific admission requirements)	
degrees offered	20
University-Wide Academic Opportunities	39-47
Christian Women's Leadership Center/Studies	40
Cooperative Education Program	40
Health Professions Program	41
Inter-Campus Exchange Program/BACHE	41
International Programs	41-43
Office of Freshman Life	43-44
Pre-Law Program	44
Reserve Officer Training Corps (ROTC)	45-47
University Honors Curriculum	47
University-Wide Honors Organizations	24

University Core Curriculum	
courses	23, 60
definition	22, 23
requirements	23, 25
transfer of	15
University Honors Program (see Honors)	
University library	53
University Ministries	56-57

V

Veteran's Administration educational benefits	38
vision, university	9
vocal/choral concentration (music education major)	188
voice major, music performance	191
voice/vocal groups	53

W

withdrawal	
complete	30
course	25-26, 30
elective/voluntary	25-26, 30
policy	30-31
required	25-26
work-study program	37
world language and cultures minor	113
world language and literature major	111
World Languages and Cultures (WLAC), Department of	110-117
writing minor	77
writing proficiency requirement	22

Y

yearbook (Entre Nous)	54
---------------------------------	----

NOTES