

# Samford University

Catalog  
2004-2005  
Academic Year



Birmingham, Alabama U.S.A. 35229  
(205) 726-2011  
[www.samford.edu](http://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.

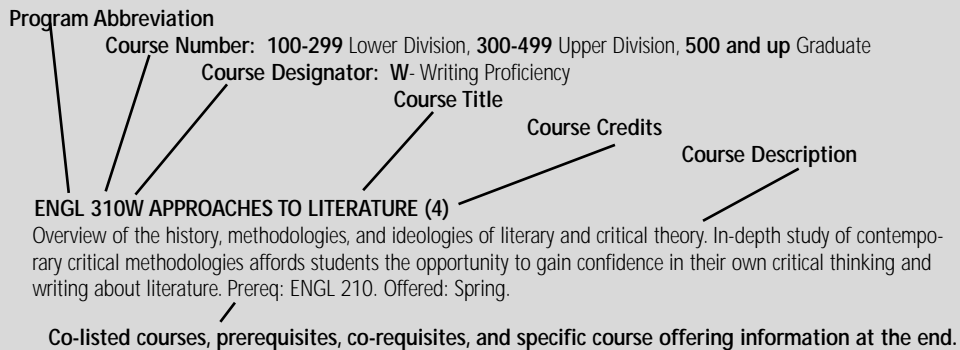
Colleges and Universities have specific requirements which must be met before a degree can be obtained. These requirements involve particular courses and curricula, residence on campus, and grade point averages. Advisers and deans are happy, upon request, to help students meet these requirements and 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**





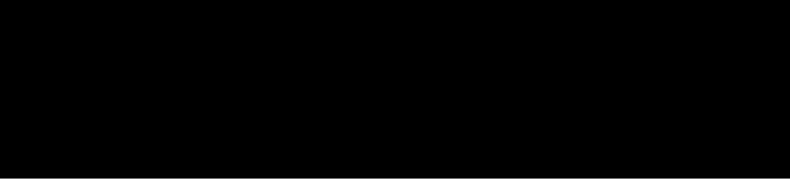
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# Academic Calendars and Critical Deadlines





*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.

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

## **Evening Students**

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

### **Term System**

Evening classes for undergraduate and graduate accounting, business administration, graduate nursing and environmental management evening 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.



# Day Calendar for Academic Year 2004-2005\*

## JUNE 2004

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 2004

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 2004

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 2004

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 2004

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 2004

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 2004

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	

## Summer I Term 2004

June 7	Advising, registration, and payment for students not registered
June 7	Classes begin
June 7-8	New Student Orientation
June 9	Last day to add or drop a course(s) without financial penalty
June 9	Deadline to submit Course Repeat form in semester repeated course is taken
June 10-11	New Student Orientation
June 21	Last day to withdraw from a course(s) without academic penalty
June 21-22	New Student Orientation
June 24-25	New Student Orientation
June 30	Last day to completely withdraw from term without academic penalty
July 5	Independence Day Holiday; no classes meet
July 8	Classes end
July 9	Final Examinations

## Summer II Term 2004

July 12	Advising, registration, and payment for students not registered
July 12	Classes begin
July 14	Last day to add or drop a course(s) without financial penalty
July 14	Deadline to submit Course Repeat form in semester repeated course is taken
July 26	Last day to withdraw from a course(s) without academic penalty
August 4	Last day to completely withdraw from term without academic penalty
August 11	Classes end
August 12	Final Examinations

## Fall Semester 2004

August 23-26	Faculty in residence for the academic session
August 25-26	New Student Orientation (fifth session)
August 25-29	Connections
August 27	Advising, registration and payment for students not registered
August 30	Classes begin
August 31	University Convocation
September 3	Last day to add or drop a course(s) without financial penalty
September 3	Deadline to submit Course Repeat form in semester repeated course is taken
September 6	Labor Day - All classes meet: no holiday
September 29	All 9:15 a.m. classes cancelled for Global Missions Week Convocation
October 15	Last day to withdraw from a course(s) without academic penalty
October 25-26	Fall Break: no classes meet
Oct 27-Nov 19	Registration for Jan Term and Spring Semester
November 18	Last day to completely withdraw from semester without academic penalty
November 24-26	Thanksgiving Holidays, no classes meet
December 10	Classes end
December 13-16	Final Examinations
December 18	Commencement

## Jan Term 2005

January 3	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 17	Martin Luther King, Jr. Holiday; no classes meet
January 18	Last day to withdraw from a course(s) or withdraw from term without academic penalty
January 20	Classes end
January 21	Final Examinations

## Spring Semester 2005

January 25	Advising, registration and payment for students not registered
January 26	Classes begin
January 27	University Convocation
February 1	Last day to add or drop a course(s) without financial penalty
February 1	Deadline to submit Course Repeat form in semester repeated course is taken
March 14	Last day to withdraw from a course(s) without academic penalty
March 25	Good Friday Holiday; no classes meet
March 21-25	Spring Break Holidays; no classes meet
March 28	Easter Monday Holiday; no classes meet
April 5-29	Registration for Summer Terms and Fall Semester
April 14	Award and Recognition Convocation
April 27	Last day to completely withdraw from semester without academic penalty
May 11	Classes end
May 12	Study Day; no classes and no examinations
May 13, 16-18	Final Examinations
May 20-21	Commencement Weekend

\*For the McWhorter School of Pharmacy Academic Calendar for 2004-2005, 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](http://www.samford.edu/schools/business/index.htm)  
For graduate business, graduate nursing, environmental management and Metro College, see the Evening Calendar.

# Evening Calendar for Academic Year 2004-2005

- ◆ Graduate Business
- ◆ Graduate Nursing
- ◆ Environmental Management
- ◆ Metro College

Evening classes meet for five nine-week terms a year.  
All adult evening programs of study follow this format.

## Summer Term 2004

June 7	Advising, registration and payment for students not registered
June 7	Classes begin
June 9	Last day to add a course(s)
June 9	Deadline to submit Course Repeat form in semester repeated course is taken
June 11	Last day to drop a course(s) without financial penalty
July 2	Last day to withdraw from a course(s) without academic penalty
July 5	Independence Day Holiday, no classes meet
July 21	Last day to completely withdraw from term without academic penalty
August 4	Classes end
August 5-7	Final Examinations

## Fall Term A 2004

August 9	Advising, registration and payment for students not registered
August 9	Classes begin
August 11	Last day to add a course(s)
August 11	Deadline to submit Course Repeat form in semester repeated course is taken
August 13	Last day to drop a course(s) without financial penalty
September 1	Last day to withdraw from a course(s) without academic penalty
September 6	Labor Day - All classes meet, no holiday
September 27	Last day to completely withdraw from term without academic penalty
October 8	Classes end
October 11-12	Final Examinations

## Fall Term B 2004

October 13	Advising, registration and payment for students not registered
October 13	Classes begin
October 15	Last day to add a course(s)
October 15	Deadline to submit Course Repeat form in semester repeated course is taken
October 19	Last day to drop a course(s) without financial penalty
Oct 27-Nov 19	Registration for Spring Terms A and B
November 3	Last day to withdraw from a course(s) without academic penalty
November 23	Last day to completely withdraw from term without academic penalty
November 24-26	Thanksgiving Holidays, no classes meet
December 14	Classes end
December 15-16	Final Examinations
December 18	Commencement

## Spring Term A 2005

January 3	Advising, registration and payment for students not registered
January 3	Classes begin
January 5	Last day to add a course(s)
January 5	Deadline to submit Course Repeat form in semester repeated course is taken
January 7	Last day to drop a course(s) without financial penalty
January 17	Martin Luther King, Jr. Holiday; no classes meet
January 27	Last day to withdraw from a course(s) without academic penalty
February 16	Last day to completely withdraw from term without academic penalty
March 2	Classes end
March 3-5	Final Examinations

## Spring Term B 2005

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 11	Last day to drop a course(s) without financial penalty
March 21-25	Spring Holidays; no classes meet
April 5-29	Registration for Summer Term and Fall Terms A and B
April 7	Last day to withdraw from a course(s) without academic penalty
May 2	Last day to completely withdraw from term without academic penalty
May 12	Classes end
May 14-17	Final Examinations
May 20-21	Commencement Weekend

## JANUARY 2005

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23	24	25	26	27	28	29
30	31					

## FEBRUARY 2005

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20	21	22	23	24	25	26
27	28					

## MARCH 2005

S	M	T	W	T	F	S
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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 2005

S	M	T	W	T	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

## MAY 2005

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15	16	17	18	19	20	21
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## JUNE 2005

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19	20	21	22	23	24	25
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## JULY 2005

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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.*





# Mission

*We nurture persons—for God, for learning, forever.*

The mission of Samford University is to nurture persons, offering learning experiences and relationships in a Christian community, so that each participant may develop personal empowerment, academic and career competency, social and civic responsibility, and ethical and spiritual strength, and continuously to improve the effectiveness of the community.

***At Samford we expect to develop personal empowerment as we:***

- work, participate, cooperate, and serve because we are accountable for our own actions.
- think, listen, speak, and write because the ability to communicate is a responsibility as well as a gift.
- encourage physical and mental well-being, sharing our triumphs and tragedies, because there is strength in community.

***At Samford we expect to develop academic and career competency as we:***

- read books, utilize technology, experience the arts, discuss ideas, and develop ideals.
- reason, measure, and research to engage the issues of our time and our world.
- identify and cultivate our talents, develop career goals, and participate in meaningful work.

***At Samford we expect to develop social and civic responsibility as we:***

- exercise civility, tolerance, fairness, and compassion by respecting both individual convictions and cultural differences.
- become good stewards of the opportunities entrusted to us.
- act with global awareness, use resources responsibly, and practice peacemaking.

***At Samford we expect to develop ethical and spiritual strength as we:***

- forge personal integrity in classroom and community life, in relation to God and to persons.
- discern right and wrong, good and evil, the consequences of actions and words, and shape a purpose in life that includes but exceeds “making a living.”
- grow in grace and in the knowledge of Jesus Christ.

# 1841

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



# 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.



# 1842

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



# 1965

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



# 1887

Relocated to the East Lake campus in Birmingham, Alabama



# 1970

Elevated the Department of Music to the School of Music.



# 1914

Established Teacher Education Division



# 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.



# 1920

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



# 1984

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



# 1927

Established Division of Pharmacy



# 1988

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



# 1947

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



# 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.



# 1957

Relocated to the current Homewood campus with eight buildings



# 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.



# 1961

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



# 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

- **Fifth** in the South for the **2003** 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
- **13:1** 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
- **Seven** National Merit Scholars enrolled as entering freshmen for **Fall 2003**
- **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
- Samford University Library houses **1,018,965** 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 2003**, **4,440** men and women enrolled from more than **44** states and there were foreign students from **33** countries.
- There are **264** full-time faculty who hold degrees from more than **180** colleges and universities; more than 80 percent have earned the highest degree in their field
- Samford offers **23** degree programs in more than **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-five percent** of **2003** entering freshmen were in the top 25 percent of their high school class. The average ACT score of **2003** 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  
 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 paralegal studies 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 Academy for Liberal Education  
 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

## New Student Information

### Horizons Freshman Adjustment Course

The first semester at any university is a crucial determinant as to whether a student decides to remain on campus, drop out, or transfer. Many issues come into play that may deter the student from having a successful first semester. Dating, professor-student interactions, grades, tests, study habits, roommate issues, and management of stress, time, and money are but a few of the many adjustments that students must face their first year on campus.

Horizons is a voluntary program that will assign you a highly trained and caring mentor to help you make the necessary adjustments to college life. You will attend a small-group session one day a week for 50 minutes. A variety of topics dealing with the life of a Samford freshman will be thoroughly explored during the semester. More importantly, you will have the opportunity to bond with a Samford instructor who genuinely cares about your success and happiness as a first-year student.

Registration for the Horizons Program is held during Freshman Orientation. Students are awarded one credit for successful completion of this course.

### The Office of Freshman Life

Operated by the Director of Freshman Life, the office provides a number of services that are of particular interest to new students:

1. Academic advising and guidance toward a major of all undeclared majors
2. Administration of the SSuccess Program that mentors freshmen admitted conditionally to the University during their first semester
3. Early identification and intervention with freshmen having academic difficulty within the first semester of their freshman year
4. Administration of a program in the spring semester of the freshman year for students placed on probation after the fall semester
5. Assistance in securing tutors for students having academic difficulty.

#### Office of Freshman Life Administration:

Director of Freshman Life, Dana K. Basinger

Secretary, Donna Phillips

Advising Staff: Mr. Ben B. Coulter, Mrs. Carrie Anna Hild,

Mr. Peter F. Neuberger, and Mr. Chris Scott.

SSuccess Mentors: Mr. Ben B. Coulter

Mr. Doug Hamilton, Mrs. Carrie Anna Hild,

Ms. Brent W. Latta, Mrs. Alice B. Martin, Ms. Heather M. Mitchell,

Mr. Peter F. Neuberger, and Mr. Chris Scott.

#### Location and Contact Information for The Office of Freshman Life:

103 Dwight Beeson Hall

Telephone: (205) 726-2216

FAX: (205)726-2495

## Frequently Asked Questions

### 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](http://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 conducted by the Director of Freshman Life, Dana K. Basinger, and the Dean of Students, Dr. Richard H. Franklin, and is held during the summer for freshmen and transfer students and their parents prior to the fall semester. (See the Academic Calendar for 2004-2005 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 adviser and course registration. It is a time to relax, get acquainted with Samford, have questions answered, and meet faculty, administration, and classmates.

### 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](http://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 seven 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 User Services in Computer and Telecommunication Services for more detailed information at (205) 726-2662 or e-mail [support@samford.edu](mailto: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 more than 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 graduate and professional degrees offered.

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

The Office of the Director 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 under 20 years of age 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

### Brief Definitions

**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 \$200 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 **2003** Freshman Class possessed an ACT composite middle 50 percent range of 23-28; their SAT-I middle 50 percent range was 1040-1250. The average high school grade point average of the entering class was 3.62. 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, for short) are required. Samford's institutional codes are: 0016 (ACT) and 1302 (SAT). Scores received via other means will not be accepted as official.

#### 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 \$25 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](http://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 College is the administrative office that serves Evening Students. (See Metro College section of this catalog.) Metro College 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 \$25 (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) or 213 (computer) 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.

## 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

Curriculum. 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).

### 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 College 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 \$25 nonrefundable application fee.
3. Include one letter of recommendation, typically from a professor or adviser.
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

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### 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. Also, 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 \$25 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 \$25 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. An application for readmission is available in the Office of Admission. The completed application and a letter requesting consideration are required. The letter should contain:

1. Student's evaluation of previous academic performance.
2. Explanation of readiness to resume a college program, including specific steps taken to improve chances for doing well academically.
3. Description of activities during absence from Samford, such as work, marriage, military service, etc.

The student's application is presented to the University's Admission Committee for review and decision.

#### 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 Evening Studies Program, Metro College.

### 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 Special Academic Programs 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	3	3
Art, Studio: 3D	3	3
Biology (105)	3	4
Environmental Science (BIOL 107)	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
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
Physics B (100 or 101)	3	4
Physics C	no credit	no credit
Psychology (101)	3	4
Spanish Language (102)	3	4
Spanish Language (201–202)	4	8
Spanish Literature (302)	4	4

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

### CLEP

College-level credit is awarded for scores of 50 or higher in most subject areas. CLEP credit is not acceptable for University Core Curriculum courses.

### 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 College 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.

\*Beginning in the 2006-07 academic year, credit that is applied to a high school diploma will not be awarded college credit at Samford.

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

# 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](http://www.samfordsports.com).

### Schedules

Schedules for all sports are distributed across campus and posted on the Web site at [www.samfordsports.com](http://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 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](http://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 track 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. Facilities are generally closed weekend nights. A schedule of specific hours of availability can be picked up from the Exercise Science and Sports Medicine Office, Seibert Hall, Room 317, at the beginning of each semester.

Student IDs are required to use all recreational facilities. Random 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. Dependents of students may apply for a guest pass in Seibert Hall, Room 317.

### Intercollegiate Athletics Administration and Staff

Director of Athletics	Robert L. Roller
Senior Associate Director	Peter F. Neuberger
Associate Athletics Director	C. Alan Verlander
Assistant Athletics Director	Joelle R. Akridge
Assistant Athletics Director	Chris M. Scott
Director of Athletic Training	Wayne M. Kendrick
Sports Information	Joey Mullins
Equipment Manager	James R. Carlson
Strength and Conditioning Coach	Thomas P. Rohling

### Head Coaches for Men's Sports

Baseball	Timothy M. Parenton
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	Ashley McCraven
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## 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, and Carolina Climbing Wall. 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. Classes include step aerobics, kick boxing, body toning, and cross training.

**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, ping pong, billiards, golf, tennis, racquetball, inner tube, water polo, and kick ball. 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 adviser. The Men's Soccer Club holds a Soccer Tournament in the spring. The Outdoor Adventure Club organizes outdoor recreational trips, seminars on outdoor sports topics, and community service projects.

## Campus Bookstores

The main campus bookstore is located in the Beeson University Center and is owned and operated by the University. Classroom books, 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.

Adjacent to the bookstore is the University's computer resource store, The Mouse Pad. It carries computer hardware, software, and supplies. Knowledgeable staff are ready to assist students and parents with computer purchases. Samford University has partnered with Dell Computer and Dell Financial Services to offer students Dell's leading technology with competitive pricing and affordable payment options. The student may choose to purchase or lease the equipment through The Mouse Pad.

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.

Graduating students have the opportunity to participate and receive information about various interviewing events. Resumes of students with completed files are referred to inquiring, prospective employers.

## 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	Nurses' Christian Fellowship
American Chemical Society	Phi Delta Kappa
Arnold Air Society	Phi Mu Alpha Sinfonia (men, music)
Association for Women in Communications	Samford Accounting Society
Association of World Language Majors	Samford Pre-Law Society
Delta Omicron (women, music)	Sojurn
F.A.C.E.S. Club (Fitness Awareness Club for Exercise Science)	Spanish Club
French Club	Speakers Forum at Samford
German Club	Student Athletic Trainer's Association
Interior Design Student Organization	The Reconcilers
National Council on Family Relations (Student Chapter)	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 and Student 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 Computer and Telecommunication Services.

### Computing Assistance

Computer assistance is available from the Office of User Services in Computer and Telecommunication Services, Room 326, Brooks Hall. User Services is open 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](http://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](http://www.samford.edu/support).

The Office of User Services 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 User Services (205) 726-2662 or e-mail [support@samford.edu](mailto:support@samford.edu).

### 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. For computer purchase information, visit the Samford University computer store, The Mouse Pad, located in the Beeson University Center. (See Campus Bookstores section of this catalog.)

### 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 docu-

mentation. 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 first year resident students are required to purchase the 19 meal plan. Students who have successfully completed 32 semester hours may purchase either the 12 meal plan or the 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 purchase a declining cash card, minimum \$25, 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) which is made and maintained 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, and library card and as 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, drink and snack machines. Several campus laundry rooms are equipped to accept the card in lieu of cash. The Samford Card works very similarly to a checking account in that your deposited accounts are debited each time a student makes a purchase.

### Check-Cashing Services

Using a valid photo ID, 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.

A student who presents a check to Samford University that is not subsequently honored by the bank on which the check is drawn 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. After three returned checks in any office of Samford University, all check-cashing privileges are revoked.

## 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 the book and periodical collections, 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 and Southeastern history, Baptist records, Irish history, and Samford University Archives. Reference tools that include CD-ROM, online databases, and World Wide Web access enhance the resources available to all patrons. Individualized and group instruction in the use of library resources is provided on a regular basis by librarians.

An extensive renovation of the Harwell Goodwin Davis library building and the addition of the Frank W. and Clara C. Hudnall Library have afforded an expanded computer laboratory, a computer classroom, the addition of individual and group study rooms, new multimedia viewing and listening rooms, meeting rooms with advanced presentation and conferencing capabilities, and a patron-lounge area.

University Library is home to the Alabama Men's Hall of Fame, whose mission is to recognize those men native to or identified most closely with the State of Alabama who have made significant contributions on a state, national, or international scale within their professional fields of activity and concern. Bronze plaques commemorate these role models and their contributions.

### 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.

tion 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 in the Orlean Bullard Beeson School of Education and Professional Studies provides materials and resources for curriculum development in P-12 education. Resources include the Make-and-Take Laboratory for the creation of curriculum materials and the Problem-Based Learning Center, which provides computers, instructional software, and materials to facilitate problem-solving for case studies in the field of education. The center is staffed to provide technical services and assistance to 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.

## 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, including Metro College 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 advisers.

### 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*

The *Entre Nous* is an annual two-issue set of publications, which also serves as the student yearbook. *Entre Nous Faces*, the first issue of *Entre Nous*, is a pictorial directory that is distributed during the early part of the fall semester. Prior to the end of the spring semester, students receive the second issue, *Entre Nous Voices*. This issue is a recap of student activities during the past academic year. All full-time undergraduate day students receive copies of these publications.

The editor, art director, and photographic editor are compensated for their work, but the publication does draw heavily from volunteer contributors from the entire campus. The staff is comprised primarily of students involved in the study of journalism, graphic design, and photography. It is an excellent way to build a portfolio and gain real-world experience.

## 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 advisers 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. In some instances, a few freshmen female students are housed in Evergreen Hall, located in Beeson Woods.

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. Charges for long-distance service are billed to each student monthly. (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 Manager prior to doing so.

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.

## 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. 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, career development, convocation schedule, emergency announcements, inclement weather announcements, weekly weather forecasts, pool and weight room hours, computer lab hours, and sporting events.

## 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

The mission of Student Health Services is to promote and maintain those conditions that will permit students, faculty, and staff to realize optimum physical, emotional, intellectual, and spiritual well-being.

Student Health Services is located at the rear ground level of Pittman Hall. The clinic is open Monday through Friday from 8:00 a.m.-12pm and 1:00p.m.-4:30 p.m. and provides outpatient health services to students attending the University. It is staffed by a full-time Physician Assistant (PA), Registered Nurse (RN), and secretary/receptionist. The PA provides primary healthcare and functions similar to a physician while working closely with a supervising physician. The clinic provides primary-care services including assessment and treatment of acute illnesses and injuries, well-woman exams, immunizations, laboratory services, and health education. Allergy injections are administered with written approval from the prescribing physician. The services of the PA or RN for treatment rendered at the clinic are provided at no charge. However, charges for any lab services, vaccines, medications, or supplies utilized during an individual's visit are billed to the student's account. Any charges incurred for off-campus medical care or pharmacy services are the student's responsibility.

**Health Forms:** All undergraduate students and full-time graduate students are required to submit a Health Form and Immunization Record prior to registering for classes. These include a physical exam performed by a physician or mid-level provider, laboratory work, and immunization history. Student athletes should note that their athletic physical will not be accepted in lieu of the required health forms. Students are only eligible to utilize Student Health Services once their forms have been received in their entirety. Part-time graduate students may opt to complete an Immunization Record only. In so doing, they will only be eligible to utilize laboratory and immunization services performed at the clinic.

**Insurance:** (See Medical Insurance for Students in the Financial Information section of this catalog.)

**Emergencies and Serious Illness:** The University is closely located to excellent local hospitals and acute-care facilities. In addition, emergency medical technicians are available at all hours. Resident students may contact a Residence Life staff member in their residence hall or the Department of Campus Safety for emergency needs during hours that Student Health Services is closed. The University believes students with a serious illness or contagious disease are best served at home or in the hospital. No inpatient facilities are available on campus.

## 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 advisers 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.

**Convocation and Chapel.** 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 professional 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.

**Cadres:** Cadres serve as opportunities for students and faculty to interact, with the purpose of gaining a greater understanding of the intersection of faith with one's personal and academic life.





**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 50 years old, and it serves as a vital link between Samford and Alabama Baptist churches.

## Student Ministries

Student Ministries exists to nurture persons through a holistic ministry; facilitating the spiritual development of students through an inclusive fellowship, which provides opportunities for worship, spiritual formation, and service in the global and local community. Both individually and corporately, Student Ministries strives to engage heart, mind, soul and strength in the pursuit of knowing God and making Him known.

### Worship

**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.

**Chapel:** Students are invited to participate in chapel through song, prayer, or the reading of Scripture. Contact Student Ministries if interested.

**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 semester.

**GRACE:** This interpretative dance group uses creative movement to enhance worship in settings, such as chapel, Covenant, and the local church.

**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.

**Impact Teams:** These teams specialize in youth ministry, bringing preaching, music, drama, and recreation to special events and retreats for churches.

### Spiritual Formation

**Spiritual Formation Groups:** These groups are dedicated to helping students explore and develop their faith. Topics and meeting times vary each semester. Sign-ups are held at the beginning of 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.

**Christian Emphasis Week:** Each spring, a week is devoted to exploring what it means to be a follower of Jesus Christ. Guest speakers challenge students to consider their faith and the depth of their commitment to living out the Gospel.

**Cadres:** These small groups are lead by faculty during the chapel hour for the purpose of theological discussion and spiritual formation. Sign-ups are at the beginning of each semester.

**Wanahasi Project:** Swahili for "life together", this project is an opportunity for students to live in an intentional Christian community within the Samford context in order to gain a holistic understanding of how faith shapes their relationships, convictions and choices.

**Spiritual Formation Retreat:** This fall 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.

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

### Global Involvement

**Spring Break Mission Trip:** 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. Look for destination and sign-up information in February.

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

**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 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.

**Career Missions Workshop:** Students are given an opportunity to hear from vocational missionaries about discerning calling and the practical implications of living that calling out on the mission field.

**Mu Kappa:** "By MK's for MK's." Committed to 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.

**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.

**Impact Teams:** These teams minister to youth through preaching, music, drama, and recreation. They lead youth events and retreats for churches.

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

**STARS (Seniors, They Are Real Special):** 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.

**International Ministry:** Students are offered a variety of opportunities to expand their worldview—right here in Birmingham. Opportunities include ESL ministry, Buddy Program and International Bible Studies.

**Urban Missions Emphasis Week:** 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 Concern and Cultural Awareness

**Target Earth:** 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.

**Hope for Hunger:** Each semester students are given an opportunity to forfeit a meal in the cafeteria as a means of fighting hunger on a local and global scale.

**Bursting the Bubble:** An educational effort to move students beyond the comfort of campus by highlighting cultural, political, social and spiritual issues and how students might respond in word and deed.

## 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](http://www.samford.edu/stumin) for details on how to get involved.



# Academic Policies and Regulations





# Colleges & Schools



## **Arts and Sciences—Howard College of Arts and Sciences**

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

## **Business—School of Business**

Accounting  
Management

## **Divinity—Beeson School of Divinity**

Extension Division

## **Education and Professional Studies— Orlean Bullard Beeson School of Education and Professional Studies**

Exercise Science and Sports Medicine  
Family Studies  
Interior Design  
Nutrition and Dietetics  
Teacher Education  
Legal Assistant Certificate

## **Law—Cumberland School of Law**

## **Nursing—Ida V. Moffett School of Nursing**

Nurse Anesthesia

## **Performing Arts—School of Performing Arts**

Music  
Theatre

## **Pharmacy—McWhorter School of Pharmacy**

Pharmaceutical Sciences  
Pharmacy Practice

## **Evening Studies Program—Metro College**

## Majors and Undergraduate Degrees Offered\*

### Associate of Science (A.S.)\*\*

(Metro College only)

#### Concentrations

- Administrative/Community Services
- Natural/Environmental Sciences

### Bachelor of Arts (B.A.)

#### Majors

- Classics
- Communication Studies
- English
- 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 General Studies (B.G.S.)

(Metro College only)

#### Concentrations

- Administrative/Community Services
- Counseling Foundations
- Human Resource Development
- Liberal Studies
- Natural/Environmental Sciences

### Bachelor of Music (B.M.)<sup>†</sup>

#### 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

- Biology
- Biology with an Emphasis in Marine Science
- Chemistry
- Computer Science
- Engineering and Mathematics (Dual-Degree)<sup>\*\*\*</sup>
- Engineering and Physics (Dual-Degree)<sup>\*\*\*</sup>
- Engineering Physics
- Environmental Science
- Fine Arts
- Fine Arts with a Concentration in Graphic Design
- Geography
- Mathematics
- Music
- Nutrition and Dietetics
- Physics

#### Interdisciplinary Concentrations

- Biochemistry
- Environmental Science/Geographic Info Science

### Bachelor of Science in Business

Administration (B.S.B.A.)

#### Majors

- Accounting
- Management
- Management with a Finance Concentration
- Management with a Marketing Concentration

### Bachelor of Science in Education

(B.S.E.)<sup>†</sup>

#### Majors

- Athletic Training (Non-Teaching)
- Biology/General Science
- English/Language Arts
- Exercise Science (Pre-Physical Therapy)
- Fitness and Health Promotion
- Fitness & Health Promotion and Nutrition & Dietetics (Dual Major)
- History/Social Science
- Physical Education
- Physical Education with Athletic Training Option
- Sports Medicine (Pre-Medicine)
- Early Childhood/Special Ed/Elem/Collaborative Teacher
- Secondary Education
- P-12 Education

Teacher Education<sup>††</sup>

### Bachelor of Science in Nursing (B.S.N.)<sup>†</sup>

#### 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 Evening Studies Program, Metro College for details.

\*\*\*The student will receive the B.S. 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.

## 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 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 Evening Studies Program–Metro College 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 Special Academic Programs section of this catalog.

**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 adviser 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 take 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.

**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 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. A student may register and receive credit, to meet the general education requirement, only once for the same activity course.

### 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.

### Synopsis of Undergraduate Degree Requirements and Normal Completion Times

Degree	Minimum Requirements (Credit Hours)	Normal Completion Times
Associate/Associate of Science	64	2 years full-time
Associate of Science	64	3 years part-time
Baccalaureate degrees	128	4 years full-time
Bachelor of General Studies	128	6 years part-time

### 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 advisers 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)

##### UCCP 101 Cultural 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. This course builds upon Cultural Perspectives I and II and is typically taken the second year. 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 Special Academic Programs 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 College

Alpha Sigma Lambda

## 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

## 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 next regular semester (fall or spring). (See Readmission Student Applicant in the Undergraduate Admission Procedures and Policies section of this catalog for application procedures.) Students may not attend other institutions during their period of withdrawal.

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.

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. Metro College 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 advisers 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

### 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.

## 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, and who has earned a grade point average of 2.70 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 requirement for graduation other than 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 adviser before registering for pass/fail credit.)

### Course Repeats

Upon the recommendation of the adviser 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 and the instructor's department head. 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 <b>because of an emergency</b> , and the work can be completed <b>without further class attendance</b> .	0.00
IP	Indicates that a course remains In Progress and ends after the semester's/term's final grade deadline.	0.00
Z	Represents No Grade. It is given when a faculty member does not assign a grade. Instructor must change the Z to 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 adviser, 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 College 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/](http://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.

## 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 Dual and Joint Degrees Offered<sup>+</sup>

- Arts & Sciences—Biology/Environmental Management**  
Environmental Management/Law (M.S.E.M./J.D.)
- Business**  
Accountancy/Law (M.Acc./J.D.)  
Business Administration/Accountancy (M.B.A./M.Acc.)  
Business Administration/Divinity (M.B.A./M.Div.)  
Business Administration/Law (M.B.A./J.D.)  
Business Administration/Nursing (M.B.A./M.S.N.)
- Divinity**  
Divinity/Business Administration (M.Div./M.B.A.)  
Divinity/Education (M.Div./M.S.E.)  
Divinity/Law (M.Div./J.D.)  
Divinity/Music (M.Div./M.M.)
- Education**  
Education/Divinity (M.S.E./M.Div.)
- Nursing**  
Nursing/Business Administration [M.S.N./M.B.A.]
- Law**  
Law/Accountancy (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.)++

+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.



*Tuition and fees cover about 60 percent of Samford's educational and general expenditures. Earnings from endowment accounts provide additional funding in supporting quality programs at Samford. 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, and gifts and grants from alumni, individuals, businesses, foundations, and other supporters.*

*The University makes every effort to avoid tuition increases or to hold the increases to the lowest figure possible while providing quality programs of good value. 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

**Full-Time Undergraduate Day (U) Students:** Tuition paid by students classified as undergraduate (U) admits them only to courses in the regular (day) curriculum. Full-time (U) students paying flat-rate tuition in the regular (day) program are permitted to take 12–18 credits in this day curriculum without further charge. All courses taken over 18 credits or outside the day curriculum are charged additional tuition at the per-credit day rate. Courses in the Metro College (evening) program may be taken by full-time (U) students only upon payment of additional tuition at the per-credit day rate, over and above the flat rate, even though the student is registered for 12-18 credits in the day curriculum.

**Part-Time Undergraduate Day (U) Students:** Part-time regular (day) (U) students will pay the per-credit day rate for all credits.

**Undergraduate Evening (UE) Students:**— Tuition paid by students classified as Undergraduate Evening (UE) admits them only to courses in Metro College (evening) program. Metro College (UE) students who enroll in day courses will pay the per-credit day rate for regular (day) courses.

**Graduate (G) and Professional (P) Degree Students:** Tuition paid by students classified as Graduate (G) or Professional (P) admits them only to courses within the program.

## 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.

### Medical Insurance for Students

An accident and sickness insurance plan is available to all students. It is required for international students. Except for motor vehicle injuries, the plan protects the insured student 24 hours a day, is effective during holiday periods, and is payable in addition to any other coverage the student may have. Additional information may be obtained from Student Health Services located on the lower level of Pittman Hall, (205) 726-2835.

### Membership Fees

Some student organizations have an annual membership fee. The average is estimated to be \$30. In addition, Greek organizations have monthly dues along with an initiation fee.

### 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 check-out. 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. Resident students can dial

any local or intra-campus call with no additional charge. Telephones are not included and must be provided by the student.

Long-distance calls may be made from the residence hall rooms with the use of a calling card or by using Samford long distance facilities. In order to place a 1-800, operator-assisted, or 1+ call, students must have an authorization code which allows access to the system.

For more information regarding telephone service, contact Computer and Telecommunication Services at (205) 726-2996.

### Long-Distance Authorization Code

The authorization code is a unique number that enables the University telephone system to charge a student's long-distance calls to the student's account. Each student is responsible for the protection of his or her personal telephone authorization code number. A student should not allow any individual to use his or her code. If the card is lost or if unauthorized use is suspected, the problem should be reported to the Office of Telephone Services immediately at (205) 726-2996.

### Student Telephone Billing

The billing period ends on the 25th of each month. At the end of each billing period, resident students will receive a telephone bill itemizing long-distance calls for the previous month. Payments are made at the Office of the Bursar.

## Payment Policies

### Payment Terms for All Students

All e-bills (electronic statements) are sent to students via Samford University e-mail. The University no longer provides paper statements. The University's e-mail system remains the official means of communication with students. Students are advised to check their e-mail regularly. This financial policy as well as the payment schedule, information from Financial Aid and Student Records is posted at <http://www.samford.edu/parents>.

Registered students will receive an e-bill approximately three to four weeks prior to the payment due date before the start of the term or semester. E-bills reflect activity as of the e-bill date. Account activity occurring after the e-bill date can be viewed by selecting "View Activity Since Last Statement" (e-bill option) or through the on-line Account Summary. Students registering after the e-bill date will need to view their account information via the on-line Account Summary.

Payment for each term/semester is due five (5) days prior to the first day of class as published in the Academic Calendar. Enrollment in classes may be cancelled for nonpayment by the due date.

Students will also receive monthly e-bills. Amounts unpaid by the payment due date go into past due status. Students with a past due amount will not receive grades or transcripts, and are not allowed to participate in commencement until the past due amount is cleared.

It is the student's responsibility to ensure that payments are made timely. 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.

Pursuant to sections 8-8-1.1 and 8-8-8 of the Code of Alabama, the University may charge interest on all amounts past due. Past due accounts assigned to a collection agency will be reported to the credit bureaus.

### Payment Options and Contact Information for the Bursar's Office

#### Electronic Payment Options for Students:

- A) From the on-line Account Summary:
  1. Log into the Samford University Portal at <http://sup.samford.edu/>
  2. Select "Student Self Services"
  3. Select "Account Summary"
  4. Select the desired billing term
  5. Select either "Credit Card Payment" or "E-check Payment"
  6. Complete the necessary information and submit your payment
- B) From the e-bill (Electronic Statement):
  - Click on the link (<https://secure.samford.edu/ebill/web/index.jsp>) in the e-mail

UNDERGRADUATE DAY STUDENT (FULL-TIME AND PART-TIME) TUITION AND FEES FOR ACADEMIC YEAR 2004-2005				
Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
<b>Tuition</b>				
Less than 12 credits	Part-Time Undergraduate (Day)	Deposit nonrefundable See Refund Policies.	\$463/credit	\$200 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.	\$6,972/semester	\$200 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.	\$463/credit	\$200 deposit upon acceptance and remainder on or before e-bill payment due date
All credits - Summer School	Undergraduate (Day) Summer School	Deposit nonrefundable See Refund Policies.	\$388/credit	\$200 deposit upon acceptance and remainder on or before e-bill payment due date
Audit	Degree Seeking	Deposit nonrefundable See Refund Policies.	\$463/credit	\$200 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.	\$300/credit as space is available	\$200 deposit upon acceptance and remainder on or before e-bill payment due date
<b>London Programs at Daniel House, Samford's London Study Centre, Fees*</b>				
Jan Term	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).	\$1,675**	\$200 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	Full-Time Undergraduate, except Freshmen, not on academic or disciplinary probation, and 2.00 GPA or greater.	Same as Jan Term	\$7,070***	\$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.
Summer Term	Same as Semester Abroad	Same as Jan Term	\$2,630** (Summer 2004)	\$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.
<b>Special Course Fees</b>				
Music—Applied Instruction	All Students	See Course Drops and Adds.	\$45/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.	\$125	
Books and Supplies	Full-Time Undergraduate		\$936 est/academic year	Cash, check or credit card at time of purchase
<b>Residence Hall Fees, Double Occupancy*</b>				
Beeson Woods, West Campus	All Students except Pharmacy	See Refund Policies.	\$1,472/student/sem	On or before e-bill payment due date
Evergreen Hall	All Students except Pharmacy	See Refund Policies.	\$1,393/student/sem	On or before e-bill payment due date
Vail-Davis, Smith, Pittman, & Ramsay Halls	All Students except Pharmacy	See Refund Policies.	\$1,341/student/sem	On or before e-bill payment due date
Student Apartments	All Students except Pharmacy	See Refund Policies.	\$1,119/semester	On or before e-bill payment due date
Summer Housing	All Students except Pharmacy	See Refund Policies.	\$520/student/Sum Term	On or before e-bill payment due date
Jan Term**	All Students except Pharmacy	See Refund Policies.	\$150/student/Jan Term	On or before e-bill payment due date

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
<b>Board</b>				
19 meals/week + \$100 declining balance.	Mandatory for all EFR and students who have earned less than 24 credits	See Refund Policies.	\$1,412/Fall and Spring semesters	On or before e-bill payment due date
12 meals/week + \$100 declining balance.	Resident Students who have earned 24 credits or more, or on second year of residency	See Refund Policies.	\$1,264/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.	\$894/Fall and Spring semesters	On or before e-bill payment due date
19 meals/week for Summer Term	Mandatory for Freshmen	See Refund Policies.	\$448/Summer Term	On or before e-bill payment due date
12 meals/week for Summer Term	Resident Students who have earned 24 credits or more	See Refund Policies.	\$364/Summer Term	On or before e-bill payment due date
19 meals/week for Jan Term	All Resident Students, mandatory for Freshmen	See Refund Policies.	\$240	On or before e-bill payment due date
12 meals/week for Jan Term	Resident Students who have earned 24 credits	See Refund Policies.	\$214	On or before e-bill payment due date
<b>General Miscellaneous Fees</b>				
Application Fee for Undergraduate Admission	All Undergraduate Students	Nonrefundable	\$25/application	At time of application submission
Auto Decal	All Students	Nonrefundable	\$20/academic year	
Auto Decal (subsequent)	All Students	Nonrefundable	\$5	
ID Replacement Fee (first time)	All Students	Nonrefundable	\$5	
ID Replacement Fee (subsequent)	All Students	Nonrefundable	\$10	
Portfolio Evaluation Fee	All Students	Nonrefundable	\$100/credit	
Returned Check Fee	All Students	Nonrefundable	\$28	
Stop Check Fee	All Students	Nonrefundable	\$28	
Transcript Fee	All Students	Nonrefundable	\$7/copy faxed	
Transcript Fee	All Students	Nonrefundable	\$15/copy faxed international	
Room Deposit	All students requiring housing	Nonrefundable	\$250/academic year (non-refundable)	

\* Contact 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. **EFR = Entering Freshmen.**

**(1) Charges incurred after semester e-bill date are due on or before the first day of class as published in the Academic Calendar.**

**Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.**

Please refer to p. 45 for e-bill disbursement and payment due date schedule.

### 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 section 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 section 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 Refund Policies in this section and the School Withdrawal section in Academic Policies and Regulations.

message you receive when your e-bill is sent. Payment may be made by credit card or e-check.

Students **MUST** access the e-bill system and set up those 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 you receive a copy of the e-bill as an Authorized User: Click on the link(<https://secure.samford.edu/e-bill/web/index.jsp>) in the e-mail message. Payment may be made by credit card or e-check.

**Before this option can be used, the student MUST access the e-bill system and set up those 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.**

B) If you know the student ID, student date of birth and amount due: Use the following link ([www.samford.edu/parentpay](http://www.samford.edu/parentpay)) to make a credit card payment. Due to privacy restrictions, no financial information will be provided.

C) If you know the student ID and password: Log in to the student's Samford University Portal account and follow the online Account Summary instructions for students listed above.

#### Other Payment Options

The Bursar's Office continues to accept payment by check and credit card through the mail as well as in person. Payment must be received in the Bursar's Office on or before the payment due date.

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

Monday	12 a.m.–10 p.m.
Tuesday–Friday	6 a.m.–10 p.m.
Saturday	6 a.m.–12 a.m.
Sunday	all day

Should you encounter log-in problems, please contact User Services at (205) 726-2662.

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

## GRADUATE TUITION AND FEES FOR ACADEMIC YEAR 2004-2005

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
<b>Tuition</b>				
All credits	All Graduate and Graduate Audit Students	See Refund Policies.	\$457/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 Nurse Anesthesia (10-21 credits)	All MSN-NA Students	See Refund Policies	\$3,682/9-week term	On or before e-bill payment due date
Master of Science in Nurse Anesthesia	All MSN-NA Students	See Refund Policies	\$491/credit	On or before e-bill payment due date
<b>General Miscellaneous Fees</b>				
Application Fee for Graduate Admission	All Graduate Students	Nonrefundable	\$25/application	At time of application submission
Auto Decal	All Students	Nonrefundable	\$20/academic year	
Auto Decal (subsequent)	All Students	Nonrefundable	\$5	
ID Replacement Fee (first time)	All Students	Nonrefundable	\$5	
ID Replacement Fee (subsequent)	All Students	Nonrefundable	\$10	
Portfolio Evaluation Fee	All Students	Nonrefundable	\$100/credit	
Returned Check Fee	All Students	Nonrefundable	\$28	
Stop Check Fee	All Students	Nonrefundable	\$28	
Books and Supplies	All Graduate Students		\$1,108 est/academic yr	Cash, check or credit card at time of purchase

(1) Charges incurred after semester e-bill date are due on or before the first day of class as published in the Academic Calendar.

Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.

Please refer to p. 45 for e-bill disbursement and payment due date schedule.

2004-2005 E-BILL SCHEDULE		
Term/Semester/Monthly e-bill	e-bill Distribution Date	Payment Due Date
<b>Undergraduates, Doctor of Ministry, and all Graduate students on the Day Calendar</b>		
Summer Term 1 2004 e-bill	May 6, 2004	June 2, 2004
Summer Term 2 2004 e-bill	June 11, 2004	July 7, 2004
Fall Semester 2004 e-bill	July 30, 2004	August 25, 2004
September 2004 monthly e-bill	September 7, 2004	October 8, 2004
October 2004 monthly e-bill	October 12, 2004	October 29, 2004
November 2004 monthly e-bill	November 3, 2004	November 30, 2004
Jan Term 2005 e-bill	December 2, 2004	December 29, 2004
Spring Semester 2005 e-bill	January 7, 2005	January 21, 2005
February 2005 monthly e-bill	February 3, 2005	March 2, 2005
March 2005 monthly e-bill	March 4, 2005	March 31, 2005
April 2005 monthly e-bill	April 5, 2005	April 29, 2005
<b>Metro College, Environmental Management, Graduate Nursing, &amp; Graduate Business on the Evening Calendar</b>		
Summer Term 2004 e-bill	May 6, 2004	June 2, 2004
Fall Term 1 2004 e-bill	July 9, 2004	August 4, 2004
Fall Term 2 2004 e-bill	September 7, 2004	October 8, 2004
November 2004 monthly e-bill	November 3, 2004	November 30, 2004
Spring Term 1 2005 e-bill	December 3, 2004	December 29, 2004
Spring Term 2 2005 e-bill	February 3, 2005	March 2, 2005
April 2005 monthly e-bill	April 5, 2005	April 29, 2005
<b>Cumberland School of Law</b>		
Summer Term 2004 e-bill	May 4, 2004	May 27, 2004
Fall Semester 2004 e-bill (first-year students)	July 14, 2004	August 11, 2004
Fall Semester 2004 e-bill (second- and third-year students)	July 15, 2004	August 18, 2004
September 2004 monthly e-bill	September 7, 2004	October 8, 2004
October 2004 monthly e-bill	October 12, 2004	October 29, 2004
November 2004 monthly e-bill	November 3, 2004	November 30, 2004
Spring Semester 2005 e-bill	December 10, 2004	January 5, 2005
February 2005 monthly e-bill	February 3, 2005	March 2, 2005
March 2005 monthly e-bill	March 4, 2005	March 31, 2005
April 2005 monthly e-bill	April 5, 2005	April 29, 2005
<b>McWhorter School of Pharmacy</b>		
Fall Semester 2004 e-bill (fourth-year students)	May 4, 2004	May 27, 2004
Fall Semester 2004 e-bill (first-, second- and third-year students)	July 30, 2004	August 25, 2004
September 2004 monthly e-bill	September 7, 2004	October 8, 2004
October 2004 monthly e-bill	October 12, 2004	October 29, 2004
November 2004 monthly e-bill	November 3, 2004	November 30, 2004
Spring Semester 2005 e-bill	December 7, 2004	December 29, 2004
February 2005 monthly e-bill	February 3, 2005	March 2, 2005
March 2005 monthly e-bill	March 4, 2005	March 31, 2005
April 2005 monthly e-bill	April 5, 2005	April 29, 2005

## Refund Policies

### Course Drops and Adds

Drops and adds are changes in a schedule that do not involve complete withdrawal from school. (See Elective Withdrawal in Academic Regulations section.) During the drop/add period of any semester or term, 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 of any semester or term, dropping course(s) will not result in a reduction of charges for tuition or fees. Complete withdrawal from the University is covered under the withdrawal policies on p. 46.

Charges will be adjusted according to these financial policies and the credits taken by the student.

### Course Withdrawals

A student desiring to withdraw from a course after the "Drop or Add" date must

secure an official Withdrawal Form from the Office of Student Records. This policy applies to all semesters and terms, including summer terms, Jan Term, and nine-week sessions. **No financial reimbursement is available.** (See p. 37.)

### 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 at any time must secure an official Withdrawal Form from the Office of Student Records and submit the completed 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.)

### Refunds 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 the 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) shall be calculated on a pro rata basis.

### Refunds 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 add 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) shall be calculated on a pro rata basis.

### Refunds 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.

### 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 the application of the policy. To appeal, the student or parent should contact:

Dean of Academic Services  
Office of Student Records  
Samford University  
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 by the instructor with the final grade sheet for each course.

### 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.

# 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 on the Internet at [www.fafsa.ed.gov](http://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, which is a minimum of 12 credits per semester. Half-time enrollment is 6 to 11 credits per semester. Awards will be adjusted should the student enroll for fewer than 12 credits.



## 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.

### 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 registration. There are two types of Federal Stafford loans: subsidized and unsubsidized. Need-based Stafford loans are subsidized (interest is paid by the federal government); on 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.

### 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.

### Work-Study

Federal Work-Study provides on-campus and off-campus employment to students on a need basis. 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. The following standards will prevail for enrollment periods beginning on or after June 1, 1997.

Eligibility for federal aid-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. In the spring of 2004, the future of the Alabama State Grant program was in doubt, due to dire financial circumstances of the State of Alabama.

## 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 2.50 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.

### Early Admission - Baptist Assistance (EABA)

A special program of financial assistance, EABA is an additional way of marking the historic and current relationship between Samford University and the Alabama Baptist State Convention. Under this program, a limited number of students whose first choice is Samford University are assured prior to January 1 that their financial need will be met for enrollment in the succeeding fall semester and academic year. EABA recipients are members of churches cooperating with the Alabama Baptist State Convention, and admitted to Samford, who meet specified deadlines. They receive an early assurance that their financial assistance will be sufficient to meet room, board, tuition, and fees payable to the University (books, transportation, personal, and discretionary expenses are not included in the assurance). Financial need is based upon the "expected family contribution," as determined by filing the Free Application for Federal Student Aid (FAFSA). All available assistance from University and other sources is bundled to meet the need as calculated by subtracting the "expected family contribution" (determined by results of the FAFSA) from the total room, board, tuition, and fees payable to the University. Any EABA award may not exceed the total cost of room, board, tuition, and fees payable directly to the University. A separate leaflet describing the EABA Program is available upon request in the Offices of Admission and Financial Aid.

### 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.

# 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, bachelor of science, and bachelor of general studies (through Metro College, the Evening Studies Program). A master's degree is offered in environmental management (see Biology Department).

### 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 Adviser in the Orlean Bullard Beeson School of Education and Professional Studies (OBB 322).

### Accreditation

All Samford degrees are fully accredited. In addition to university accreditation by the Southern Association of Colleges and Schools, the Howard College of Arts and Sciences has been accredited by the American Association for Liberal Education, which promotes "the acquisition of useful and important knowledge, the development of foundational abilities in reasoning and communication, and the formation of habits that give rise to a lifelong love of learning."

## Howard College of Arts and Sciences

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Biology . . . . .	56
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History . . . . .	74
Journalism and Mass Communication . . . . .	78
Mathematics and Computer Science . . . . .	80
Philosophy . . . . .	84
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Political Science . . . . .	88
Psychology . . . . .	91
Religion . . . . .	93
Sociology . . . . .	95
World Languages and Cultures . . . . .	97

## University Core and General Education Curriculum Requirements

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. This course builds upon Cultural Perspectives I and II and is typically taken the second year.

### 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 Requirements

Total Required Credits: 30 – 42

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

\*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 requirements for natural 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, and Swahili are also available through the Critical Languages Program.

\*\*\*Select two 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.

Study Abroad courses in London and other international settings may meet the General Education Requirements for Humanities, Social Science, and Natural 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

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

## 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 page 52 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>28-42</b>
Natural Sciences		8
Social Sciences		4
Mathematics		4
World Languages		4-16
Fine Arts*		2-4
Humanities		4
Physical Activity		2
<b>Fine Arts Major:</b>		<b>42-45</b>
<b>Fine Arts</b>		<b>8</b>
ART 101 Structure I	4	
ART 102 Structure II	4	
<b>Drawing</b> (select two courses)		<b>6</b>
ART 221 Drawing I	3	
ART 322 Drawing II	3	
ART 323 Drawing III	3	
<b>Painting</b> (select two courses)		<b>6</b>
ART 231 Painting I	3	
ART 232 Painting II	3	
ART 333 Painting III	3	
ART 334 Painting IV	3	
<b>Art History</b> (select two courses)		<b>8</b>
ART 381W Art History I	4	
ART 382W Art History II	4	
ART 383W Art History III	4	
<b>ART 450 Senior Portfolio</b>		<b>3-6</b>
<b>Art Electives</b> (in consultation with adviser)		<b>11</b>
<b>General Electives</b>		<b>19-36</b>
<b>Total Required Credits</b>		<b>128</b>

\*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 (Bachelor of Science)

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

\*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.S.)

Fine Arts Major with a Concentration in Graphic Design for a Bachelor of Science Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>24-26</b>
Natural Sciences		8
Social Sciences		4
Mathematics		4
Fine Arts*		2-4
Humanities		4
Physical Activity		2
<b>Fine Arts Major-Graphic Design Concentration:</b>		<b>81-82</b>
<b>Fine Arts - Basic Courses</b>		<b>32</b>
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	
<b>Graphic Design and Concepts - Advanced Courses</b>		<b>29-30</b>
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	
<b>Art Electives</b> (in consultation with adviser)		<b>20</b>
<b>Total Required Credits</b>		<b>128-130</b>

\*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.)**

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

**Art Minor**

<b>Art Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Art Core:</b>		<b>18</b>
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	
<b>Art Electives (minimum)</b>		<b>5</b>
<b>Total Required Credits</b>		<b>23</b>

**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 only.

**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 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-requisite: 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 Terms.

# Biology

## Faculty

Ronald N. Hunsinger, Chair, Professor  
 Paul D. Blanchard, Professor  
 Lawrence Davenport, Professor  
 W. Mike Howell, Professor  
 Ronald L. Jenkins, Professor  
 Ellen W. McLaughlin, Professor  
 Robert A. Stiles, Professor  
 George E. P. Keller, Associate Professor  
 Elizabeth G. Dobbins, Assistant Professor  
 Allison L. Jones, 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 is the general education social science requirement for the EGIS concentration.

### Biology Minor

Biology Minor Required Courses	Course Credits	Total Required Credits
<b>Biology Core*</b>		<b>12</b>
BIOL 105 Principles of Biology	4	
BIOL 111 Animal Biology	4	
BIOL 112 Plant Biology	4	
<b>Biology Electives</b> (Select two upper-level courses, excluding BIOL 438W, 439, 440, and 441.)		<b>8</b>
<b>Total Required Credits</b>		<b>20</b>

\*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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>38-56</b>
<b>Natural Sciences:</b>		<b>16-22</b>
<b>Chemistry</b> (Select three courses.†)	<b>12</b>	
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	
<b>Physics</b> (choose one option)	<b>4-10</b>	
PHYS 100 Physics for Society (4, min. req.) or PHYS 101 or 101-102 General Physics I and II (4-8) or PHYS 203 or 203-204 Physics I and II (5-10)		
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
<b>World Languages</b>		<b>4-16</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Biology Major:</b>		<b>36</b>
<b>Biology Core**</b>		<b>20</b>
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 year.)	4	
<b>Biology Electives***</b>		<b>16</b>
<b>General Electives</b>		<b>14-32</b>
<b>Total Required Biology Credits</b>		<b>128</b>

\*Selection should be made with the help of an academic adviser.

\*\*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
<b>Marine Science*</b>		<b>20</b>
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	
<b>Total Required Credits</b>		<b>20</b>

\*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.

<b>Biology Major with an Emphasis in Marine Science Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>46-62</b>
<b>Natural Sciences:</b>		<b>20-22</b>
<b>Chemistry</b>	<b>12</b>	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
<b>Physics</b> (choose one combination)	<b>8-10</b>	
PHYS 101-102 General Physics I and II (8) or PHYS 203-204 Physics I and II (10)		
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>8</b>
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
<b>World Languages</b>		<b>4-16</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Biology Major-Marine Science Emphasis:</b>		<b>36</b>
<b>Biology</b>		<b>20</b>
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	
<b>Marine Science*</b>		<b>16</b>
MARS 403 Marine Invertebrate Zoology	4	
MARS 411 Marine Vertebrate Zoology	4	
MARS 412 Marine Botany	4	
MARS 436 Marine Ecology	4	
<b>General Electives</b>		<b>8-24</b>
<b>Total Required Credits</b>		<b>128</b>

\*Substitutions of other marine science courses must be approved by program director.

### Environmental Science Major

<b>Environmental Science Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>58-70</b>
<b>Natural Sciences:</b>		<b>32</b>
<b>Chemistry</b>	<b>20</b>	
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	
<b>Geography</b>	<b>4</b>	
GEOG 214 Physical Geography	4	
<b>Physics</b>	<b>8</b>	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>8</b>
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
<b>World Languages</b>		<b>4-16</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Environmental Science Major:</b>		<b>44</b>
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 433W Environmental Science Seminar or BIOL 438W Biology Seminar	4	
BIOL 436 Ecology	4	
<b>General Electives</b>		<b>0-8</b>
<b>Total Required Credits</b>		<b>132-136</b>

**Biochemistry Interdisciplinary Concentration**

<b>Biochemistry Interdisciplinary Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements</b>			<b>30-42</b>
<b>Natural Sciences</b>			<b>8</b>
PHYS 203	Physics I	4	
PHYS 204	Physics II	4	
<b>Social Sciences</b>			<b>4</b>
<b>Mathematics</b>			<b>4</b>
MATH 240	Calculus I	4	
<b>World Languages</b>			<b>4-16</b>
<b>Fine Arts</b>			<b>4</b>
<b>Humanities</b>			<b>4</b>
<b>Physical Activity</b>			<b>2</b>
<b>Biochemistry Interdisciplinary Concentration:</b>			<b>48</b>
<b>Biology</b>			<b>16</b>
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	
<b>Chemistry</b>			<b>28</b>
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	
<b>Mathematics</b>			<b>4</b>
MATH 260	Calculus II	4	
<b>General Electives</b>			<b>16-28</b>
<b>Total Required Credits</b>			<b>128</b>

\*BIOL 438W Biology Seminar may be substituted.

**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 requirements for natural 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. 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.

**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.

<b>EGIS Interdisciplinary Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements:</b>			<b>42-54</b>
<b>Natural Science:</b>			<b>16</b>
<b>Chemistry</b>		<b>12</b>	
CHEM 203	General Chemistry I	4	
CHEM 204	General Chemistry II	4	
CHEM 301	Organic Chemistry I	4	
<b>Physics</b>		<b>4</b>	
PHYS 100	Physics for Society	4	
<b>Social Sciences</b>			<b>4</b>
ECON 201	Economics I (macro)	4	
<b>Mathematics</b>			<b>8</b>
MATH 110	Contemporary Mathematics	4	
MATH 210	Elementary Statistics	4	
<b>World Languages</b>			<b>4-16</b>
<b>Fine Arts</b>			<b>4</b>
<b>Humanities</b>			<b>4</b>
<b>Physical Activity</b>			<b>2</b>
<b>EGIS Interdisciplinary Concentration:</b>			<b>60</b>
<b>Biology</b>			<b>36</b>
BIOL 203	Foundations of Biology I	4	
BIOL 204	Foundations of Biology II	4	
BIOL 325	General Microbiology	4	
BIOL 326	Environmental Science or	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 433W	Environmental Science Seminar or	4	
BIOL 438W	Biology Seminar	4	
<b>Geography</b>			<b>24</b>
GEOG 214	Physical Geography	4	
GEOG 216	Introduction to Cartography	4	
GEOG 270	GIS I: Geographic Information Science	4	
GEOG 300	Remote Sensing	4	
GEOG 371	GIS II: Spatial Analysis & Visualization	4	
GEOG 405	GIS III: Applied Geographical Info Science	4	
<b>General Electives</b>			<b>0-4</b>
<b>Total Required Credits</b>			<b>128-136</b>

**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. 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. 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 bio-technology. 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. 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 226 Environmental Applications of Global Positioning System (GPS) (4)**

Introduction to the fundamentals of the Global Positioning System (GPS). Field exercises are used to apply knowledge acquired in the classroom. Co-listed as GEOG 226. Offered: Jan Term only, as needed.

**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 only.

**BIOL 301 Mammalian Anatomy (4)**

Anatomical and histological study of the mammalian and human organ systems. Strongly recommended for students intending to pursue a biomedical graduate program. Includes laboratory. Prereq: One year of biology

**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: One year of biology. 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 only.

**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: One year of biology. Offered: Spring only.

**BIOL 314 Embryology (4)**

Comparative study of the origin and development of vertebrate embryos, emphasizing developmental principles. Prereq: One year of biology. Offered: Fall only.

**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 only.

**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 College only as MCBI 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: One year biology. Offered: Fall and spring.

**BIOL 326 Environmental Science (4)**

Study of the relationship of humans to the environment on current environmental problems. Prereq: One year of biology.

**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 College only as MCBI 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: One year of biology.

**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 pre-health professionals beyond the material covered in introductory or general microbiology courses. Prereq: BIOL 225 or BIOL 325. Offered: Jan Term only.

**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 only.

**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: One year of biology. Offered: Jan Term only.

**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 371 Great Biology Experiments for School Teachers (2)**

Hands-on experience in teaching biology laboratory experiments for students planning to teach at elementary or middle school levels. Students research, organize, order materials from suppliers, and teach ten laboratory experiments which have been collected as the favored experiments from several biology educators. Prereq: Major in elementary or middle school endorsement. Offered: Fall only.

**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 only.

**BIOL 403 Invertebrate Field Zoology (4)**

Study of the classification, morphology, physiology, and natural history of invertebrate phyla. LEC/LAB. Prereq: One year of biology. Offered: Fall only.

**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: One year of biology. Offered: Fall only.

**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: One year of biology. Offered: Spring only.

**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: One year of biology. Offered: Spring only.

**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 only.

**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 the instructor. Offered: Spring, only.

**BIOL 432 Internship in Environmental Science (4)**

Supervised work experience in a local organization dealing with the environment. Offered: As needed.

**BIOL 433W Environmental Science Seminar (4)**

Examination of various environmental problems and the ways human knowledge and technology can be applied to solving these problems. Taken during the senior year. 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: One year biology. Offered: Fall only.

**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 441W 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 a 3.00 GPA in all graduate work. If a student's 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. The student will be dropped from the program if less than a B average is obtained on nine or more credits. Students earning a grade of D, F, or WF will NOT be allowed to continue graduate study within 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.

## Environmental Management Graduate Program

<b>Environmental Management Graduate Program Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Environmental Management Core</b>		<b>12</b>
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	
<b>Environmental Management Electives (choose eight courses)</b>		<b>24</b>
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 and 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 and 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	
<b>Total Required Credits</b>		<b>36</b>

## Graduate Courses

### ENVIRONMENTAL MANAGEMENT

NOTE: The environmental management graduate program follows the Evening Student/Metro College 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

## 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 science requirement.

## Information for Non-Chemistry Majors Taking Chemistry Courses

The portion of the chemistry curriculum that is taken by most non-chemistry majors is largely based on a "two-path" approach. It is recommended that a student taking either path take the courses in the order listed.

In the first approach, there is one path through the curriculum that involves one-semester survey courses:

CHEM 203 General Chemistry I  
 CHEM 301 Organic Chemistry I  
 CHEM 345 Nutritional Biochemistry or  
 CHEM 350 Biochemistry I

If a student needs more depth in any of these areas, a second semester of each is offered that builds upon the survey course. The courses in the second path are as follows:

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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>30-42</b>
<b>Natural Sciences:</b>		<b>8</b>
PHYS 203 Physics I	4	
PHYS 204 Physics II	4	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics:</b>		<b>4</b>
MATH 240 Calculus I	4	
<b>World Languages</b>		<b>4-16</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Chemistry Major:</b>		<b>48</b>
<b>Chemistry</b>		<b>44</b>
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	
<b>Mathematics</b>		<b>4</b>
MATH 260 Calculus II	4	
<b>General Electives</b>		<b>16-28</b>
<b>Total Required Credits</b>		<b>128</b>

## Biochemistry Interdisciplinary Concentration

Biochemistry Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>30-42</b>
<b>Natural Sciences:</b>		<b>8</b>
PHYS 203 Physics I	4	
PHYS 204 Physics II	4	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics:</b>		<b>4</b>
MATH 240 Calculus I	4	
<b>World Languages</b>		<b>4-16</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Biochemistry Interdisciplinary Concentration:</b>		<b>48</b>
<b>Biology</b>		<b>16</b>
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	
<b>Chemistry</b>		<b>28</b>
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	
<b>Mathematics</b>		<b>4</b>
MATH 260 Calculus II	4	
<b>General Electives</b>		<b>16-28</b>
<b>Total Required Credits</b>		<b>128</b>

\*BIOL 438W Biology Seminar maybe substituted.



## 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 or	4	
CHEM 325	Quantitative Analysis or		
CHEM 380	Scientific Methods of Computer-Based Instrumentation or		
CHEM 445	Advanced Inorganic Chemistry		
<b>Total Required Credits</b>			<b>24</b>

\*This course also satisfies general education natural science requirements.

## 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 requirements for natural 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 science general education requirements for most other majors. 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 sciences and is a prerequisite for all higher-numbered chemistry courses. LEC. 3, LAB. 3. 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. 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 204 and 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 only.

### 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 only.

### 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 only.

### 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 only.

### CHEM 345 Nutritional Biochemistry (4)

Survey of the chemistry of biological systems, with emphasis on applications to allied health fields. Students other than exercise science or nutrition and dietetics majors need instructor's permission to enroll. LEC. 4. Prereq: Grade of C- or better in CHEM 301. Offered: Fall only.

### CHEM 350 Biochemistry I (4)

Survey of the chemistry of biological systems. LEC. 3, LAB. 3. Prereq: Grade of C- or better in CHEM 301. Offered: Fall only.

### CHEM 360W Biochemistry II (4)

Amplification of CHEM 350. LEC. 3, LAB. 3. Prereq: Grade of C- or better in CHEM 302 and CHEM 350. Offered: Spring only.

### 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 only.

### CHEM 460 Senior Seminar (4)

Capstone course. Includes research project selected by the student. Prereq: Grade of C- or better in CHEM 340W or permission of instructor. Offered: Fall and Spring, with schedule arranged on an individual basis.

# Classics

## Faculty

Stephen R. Todd, Chair, Professor  
 Douglas C. Clapp, Assistant Professor  
 Shannon R. Flynt, Instructor

## 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.

### Classics Major

Classics Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
<b>Classics Major:</b>		<b>36</b>
<b>Classical Languages</b> (select three courses; one at 300 or 400 level)		<b>12</b>
GREK 201-454	4-12	
LATN 201-454	4-12	
<b>Classical History</b>		<b>8</b>
HIST 421W Ancient Near East and Greece	4	
HIST 422W The Roman Republic and Empire	4	
<b>Classical Civilization</b>		<b>8</b>
CLAS 200 Rediscovery of the Classical World	4	
CLAS 495 Senior Capstone: Research & Writing	4	
<b>Classical Electives</b> (select two courses)		<b>8</b>
ART 381W History and Theory of Art I	4	
CLAS 304 Eternal Rome	4	
GREK 201-454	4-8	
LATN 201-454	4-8	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
<b>General Electives</b>		<b>28-40</b>
<b>Total Required Credits</b>		<b>128</b>

### Greek Major

Greek Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
<b>Greek Major:</b>		<b>32</b>
<b>Greek</b> (six courses at 200, 300 or 400 level)		<b>24</b>
<b>History and Classics</b>		<b>8</b>
HIST 421W Ancient Near East and Greece	4	
CLAS 495 Senior Capstone: Research & Writing	4	
<b>General Electives</b>		<b>32-44</b>
<b>Total Required Credits</b>		<b>128</b>

### Latin Major

Latin Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		22
General Education Requirements		30-42
<b>Latin Major:</b>		<b>32</b>
<b>Latin</b> (six courses at 200, 300 or 400 level)		<b>24</b>
<b>History and Classics</b>		<b>8</b>
HIST 422W The Roman Republic and Empire	4	
CLAS 495 Senior Capstone: Research & Writing	4	
<b>General Electives</b>		<b>32-44</b>
<b>Total Required Credits</b>		<b>128</b>

### Classics Minor

Classics Minor Required Courses	Course Credits	Total Required Credits
<b>Classical Languages</b> (select one course)		<b>4</b>
GREK 300-454	4	
LATN 300-454	4	
<b>Classical Electives</b> (select four courses)		<b>16</b>
ART 381W History and Theory of Art I	4	
CLAS 200 Rediscovery of the Classical World	4	
CLAS 304 Eternal Rome	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	
<b>Total Required Credits</b>		<b>20</b>

### Greek Minor

Greek Minor Required Courses	Course Credits	Total Required Credits
<b>Classical Languages</b> (select two courses)		<b>8</b>
GREK 300-454	8	
<b>Classical Electives</b> (select three courses)		<b>12</b>
ART 381W History and Theory of Art I	4	
CLAS 200 Rediscovery of the Classical World	4	
CLAS 304 Eternal Rome	4	
GREK 201-454	4-12	
LATN 201-454	4-12	
HIST 421W Ancient Near East and Greece	4	
HIST 422W The Roman Republic and Empire	4	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
<b>Total Required Credits</b>		<b>20</b>

## Latin Minor

Latin Minor Required Courses	Course Credits	Total Required Credits
<b>Classical Languages</b> (select two courses)		<b>8</b>
LATN 300-454	8	
<b>Classical Electives</b> (select three courses)		<b>12</b>
ART 381W History and Theory of Art I	4	
CLAS 200 Rediscovery of the Classical World	4	
CLAS 304 Eternal Rome	4	
GREK 201-454	4-12	
LATN 201-454	4-12	
HIST 421W Ancient Near East and Greece	4	
HIST 422W The Roman Republic and Empire	4	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
<b>Total Required Credits</b>		<b>20</b>

## 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. Prereq: Permission of the instructor. Offered: Jan Term, 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. Prereq: Permission of the instructor. Offered: Jan Term, on rotation.

#### CLAS 495 Senior Capstone: Research and Writing (4)

Reading, discussion, and writing about a range of selected topics. Course equips students with a measure of breadth over the whole of classical antiquity, including Greek and Roman literature, history, art, and archaeology, and allows students to put specific aspects of classical antiquity into proper context. Designed to synthesize skills acquired and knowledge gained in previous coursework, this seminar culminates in a research and writing project that develops a thesis, proposes a solution to a problem, or produces a creative work. Prereq: 300-level Greek or Latin or permission.

### 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)

Continued study of the Greek language, providing students the opportunity to read, with appropriate assistance, adapted and unadapted passages of Greek from original authors. Through the study of these texts, combined with a systematic review of the basic vocabulary and grammar covered in GREK 101 and 102, students further develop the ability to read, understand, and interpret ancient Greek. 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 Independent Study (1, 2, 3, and 4, respectively)

Directed, independent study of selected texts and/or topics. Prereq: One 300-level Greek course.

### LATIN

#### LATN 101 and 102 Elementary Latin I and II (4 each course)

Introduction to Latin language and culture, aimed at developing understanding, speaking, reading, and writing Latin. Three class meetings and two laboratory sessions per week. Offered: Fall (101) and spring (102).

#### LATN 201 and 202 Intermediate Latin I and II (4 each course)

Systematic review of Latin with continued emphasis on developing proficiency in understanding, speaking, reading, writing, and culture. Includes selected readings and two laboratory sessions per week. Prereq: LATN 101 and 102, two years of high school Latin, or the equivalent. 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, and 454 Special Studies (1, 2, 3, and 4, respectively)**  
Mentor-guided independent study in language, culture, or literature. Prereq: At least one upper-level course or equivalent and 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  
 Benjamin B. Coulter, Instructor

## Undergraduate Programs and Requirements

<b>Major</b>	<b>Minors</b>
Communication Studies	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.

### 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 Minor

Communication Studies Minor Required Courses	Course Credits	Total Required Credits
<b>Communication Studies Core</b>		<b>4</b>
COMS 221 Interpersonal Communication or COMS 311W Rhetorical Criticism or COMS 325 Small Group/Organizational Comm.	4	
<b>Communication Studies Electives*</b>		<b>16</b>
<b>Total Required Credits</b>		<b>20</b>

\*Twelve credits must be in upper-level courses.

### Writing Minor

Writing Minor Required Courses	Course Credits	Total Required Credits
<b>Writing</b>		<b>20</b>
COMS 333W Internship	4	
COMS 350W Technical Writing	4	
COMS 454W Literary Non-Fiction	4	
COMS 455W Computers and Writing	4	
COMS 460W Language in Society	4	
<b>Total Required Credits</b>		<b>20</b>

### 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 GPA of 2.70.

Communication Studies Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Communication Studies Major:</b>		<b>36</b>
<b>Communication Studies Core</b>		<b>24</b>
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 490 Senior Seminar	4	
<b>Communication Studies Electives (select three courses)</b>		<b>12</b>
COMS 319 Argumentation and Debate	4	
COMS 325 Small Group/Organizational Comm	4	
COMS 333W Internship	4	
COMS 350W Technical Writing	4	
COMS 351W Business Writing	4	
COMS 352W Writing Across the Discipline	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 452W Introduction to Composition Theory	4	
COMS 454W Literary Non-Fiction	4	
COMS 455W Computers and Writing	4	
COMS 456 Directed Studies	4	
COMS 460W Language in Society	4	
<b>General Electives</b>		<b>28-40</b>
<b>Total Required Credits</b>		<b>128</b>

\*With adviser's approval only.

## 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 211 Preaching (4)

Study of methods of sermon preparation and delivery as practiced by selected preachers, with emphasis on the place of preaching in ministry and worship, and as a means of good communication. Videotaping, teacher, and class critiques are used. Co-listed as RELG 211. Offered: On rotation.

### 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 300 Intercultural Communication (4)**

Study of intercultural communication, focusing on its central topics, theories, concepts, and themes. Examination of environmental, perceptual, and socio-relational contexts that comprise intercultural communication and the verbal and nonverbal codes that make such communication possible. Prereqs: UCCA 102 and UCCP 102.

**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 only.

**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 only.

**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 only.

**COMS 325 Small Group/Organizational Communication (4)**

Examination of perspectives that define the communication discipline's study of small-group and organizational 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 and organizational settings. Prereq: COMS 215. Offered: Fall only.

**COMS 333W Internship (4)**

Learning experience for advanced students working under the supervision of qualified professionals in an academic or professional setting. Prereqs: Junior standing and permission of the instructor. Offered: As needed.

**COMS 350W Technical Writing (4)**

Principles and practices in scientific and technical forms of communication, including correspondence, research, and computer-mediated communication. Prereqs: UCCA 102. Offered: Spring, on rotation.

**COMS 351W Business Writing (4)**

Review of and practice in business communication, including memos, letters, proposals, and reports. Prereqs: UCCA 102. Offered: Jan Term and Fall.

**COMS 352W Writing Across the Disciplines (4)**

Study of theories and research of rhetorical strategies as practiced in various academic and professional discourse communities. Applications of theory are made to a number of writing contexts. Prereqs: UCCA 102. Offered: Spring, on rotation.

**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 only.

**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 only.

**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 only.

**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 only.

**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 only.

**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 454W Literary Non-Fiction (4)**

Development of advanced writing techniques, including an understanding of form and genre (e.g., the personal essay, nature writing, religious/inspirational writing). Prereqs: UCCA 102. Offered: Fall, on rotation.

**COMS 455W Computers and Writing (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.

**COMS 456 Directed Studies (4)**

Guided examination of a specialized topic leading to a major paper and presentation. 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 490 Senior Seminar (4)**

Integration of knowledge and experience gleaned from lower-level communication studies courses in a senior capstone experience. Includes creation of a portfolio documenting the student's learning throughout the major. Students write a senior thesis or conduct an applied communication project. A minimum final grade of C is required or the student must repeat the course. Prereqs: COMS 311W, COMS 321, and senior standing. Offered: Spring only.

# English

## Faculty

Nancy M. Whitt, Chair, Professor  
 J. Roderick Davis, Professor  
 Janice M. Lasseter, Professor  
 Charles T. Workman, Professor  
 J. Mark Baggett, Associate Professor  
 Steven Epley, Associate Professor

Rosemary M. Fisk, Associate Professor  
 N. Jane Hiles, Associate Professor  
 Christopher Metress, Associate Professor  
 Julie Sims Steward, Associate Professor  
 Bryan M. Johnson, Assistant Professor

## Undergraduate Programs and Requirements

**Major** English  
**Minor** English

The Department of English offers a major in English 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. English majors and minors cannot use ENGL 205 (Fiction and Film) to meet the general education humanities requirement.

### 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>English Major:</b>		<b>44</b>
<b>English</b>		<b>28</b>
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	
<b>Literary Forms (select one course)</b>		<b>4</b>
ENGL 300W Creative Writing or	4	
ENGL 303W Poetry or	4	
ENGL 304W Short Story or	4	
ENGL 305W Novel or	4	
ENGL 306W Drama or	4	
ENGL 307W Film	4	
<b>Literature in its Own Time (select two courses)</b>		<b>8</b>
ENGL 320W Medieval to 1485 or	4	
ENGL 321W Renaissance 1485-1660 or	4	
ENGL 322W Restoration and Eighteenth Century or	4	
ENGL 323W Romantic or	4	
ENGL 324W American Renaissance or	4	
ENGL 325W Victorian or	4	
ENGL 326W Twentieth Century Britain or	4	
ENGL 327W Twentieth Century American or	4	
ENGL 328W Minority Literature	4	
<b>English Elective (300-400 level)</b>		<b>4</b>
<b>General Electives</b>		<b>20-32</b>
<b>Total Required Credits</b>		<b>128</b>

## English Minor

English Minor Required Courses	Course Credits	Total Required Credits
<b>English</b>		<b>20</b>
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	
<b>Total Required Credits</b>		<b>20</b>

## 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 literary texts in conversation with re-tellings and their translations into theatre and film. Course includes formal analysis (close readings) of literature in contexts (i.e., cultural, historical, biographical, economic, political) that inform and are shaped by them.

### 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.

### 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 nonclassical, 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 305W 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. Offered: Spring, on rotation.

**ENGL 309W 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 320W Medieval to 1485****ENGL 321W 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 330W Junior Seminar (4)**

In-depth study of the work of a single author or exploration of a special topic. Offered: As needed.

**ENGL 331 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: Spring.

**ENGL 333W 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

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## Faculty

Eric J. Fournier, Chair, Associate Professor

D. Gregory Jeane, Professor

R. Maxwell Baber, Assistant Professor

## Undergraduate Programs and Requirements

### Major

Geography

### Minors

Traditional Geography

Certificate in Geographic Information Science

## Interdisciplinary Concentration

Environmental Science/Geographic Information Systems (EGIS)

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 is the general education social science requirement for the EGIS concentration.

## Geography Major

Geography Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Geography Major:</b>		<b>45</b>
<b>Geography</b>		<b>21</b>
GEOG 101 World Regional Geography	4	
GEOG 210 Principles of Human Geography	4	
GEOG 214 Physical Geography	4	
GEOG 216 Introduction to Cartography	4	
GEOG 299 The Craft of Geography	1	
GEOG 499W Senior Seminar	4	
<b>Geography Systematic Courses (select two courses)</b>		<b>8</b>
GEOG 305 Economic Geography	4	
GEOG 360 Urban Geography	4	
GEOG 415W Historical Geography of North America	4	
GEOG 451 Geography of International Affairs	4	
<b>Geography Regional Courses (select two courses)</b>		<b>8</b>
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	
<b>Geography Applied Courses (select two courses)</b>		<b>8</b>
GEOG 270 GIS I: Geographic Information Science	4	
GEOG 300 Remote Sensing	4	
GEOG 371 GIS II: Spatial Analysis and Visualization	4	
GEOG 405 GIS III: Applied Geographic Information Sci.	4	
<b>General Electives</b>		<b>19-31</b>
<b>Total Required Credits</b>		<b>128</b>

## 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.

<b>EGIS Interdisciplinary Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>42-54</b>
<b>Natural Science:</b>		<b>16</b>
<b>Chemistry</b>	<b>12</b>	
CHEM 203 General Chemistry I	4	
CHEM 204 General Chemistry II	4	
CHEM 301 Organic Chemistry I	4	
<b>Physics</b>	<b>4</b>	
PHYS 100 Physics for Society	4	
<b>Social Sciences</b>		<b>4</b>
ECON 201 Economics I (macro)	4	
<b>Mathematics</b>		<b>8</b>
MATH 110 Contemporary Mathematics	4	
MATH 210 Elementary Statistics	4	
<b>World Languages</b>		<b>4-16</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>EGIS Interdisciplinary Concentration:</b>		<b>60</b>
<b>Biology</b>		<b>36</b>
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 325 General Microbiology	4	
BIOL 326 Environmental Science or	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 433W Environmental Science Seminar or	4	
BIOL 438W Biology Seminar		
<b>Geography</b>		<b>24</b>
GEOG 214 Physical Geography	4	
GEOG 216 Introduction to Cartography	4	
GEOG 270 GIS I: Geographic Information Science	4	
GEOG 300 Remote Sensing	4	
GEOG 371 GIS II: Spatial Analysis & Visualization	4	
GEOG 405 GIS III: Applied Geographical Info Science	4	
<b>General Electives</b>		<b>0-4</b>
<b>Total Required Credits</b>		<b>128-136</b>

## 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 210 Principles of Human Geography (4)

Study of human use of the earth reflected through the imprint of culture in political, economic, religious, and other landscape patterns. Offered: Fall only.

### 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 Introduction to Cartography (4)

Broad overview of practices and theory associated with map use and production. Emphasis on hands-on experience with interpretation, analysis, and representation of geographic data. Offered: Fall only.

### GEOG 226 Environmental Applications of Global Positioning System (GPS) (4)

Introduction to the fundamentals of the Global Positioning System (GPS). Field exercises are used to apply knowledge acquired in the classroom. Co-listed as BIOL 226. Offered: Jan Term only.

### GEOG 270 GIS I: Geographic Information Science (4)

Initial exploration into theory and application of Geographic Information Science (GISc), a technological approach for management and analysis of spatial data. State-of-the-art GIS software is used to compile, manage, and analyze cartographic and attribute databases. Prereq: GEOG 216. Offered: Spring only.

### 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 only.

### 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 301W 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. Offered: Spring, on rotation.



## 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,

### Traditional Geography Minor

<b>Traditional Geography Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Geography Core</b>		<b>9</b>
GEOG 210 Principles of Human Geography	4	
GEOG 214 Physical Geography	4	
GEOG 299 The Craft of Geography	1	
<b>Geography Electives</b> (Select three upper-level geography courses.)		<b>12</b>
<b>Total Required Credits</b>		<b>21</b>

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.

### Certificate in Geographic Information Science\*

<b>Certificate in Geographic Information Science Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Geography</b>		<b>25-29</b>
GEOG 214 Physical Geography	4	
GEOG 216 Introduction to Cartography	4	
GEOG 270 GIS I: Geographic Information Science	4	
GEOG 299 The Craft of Geography	1	
GEOG 300 Remote Sensing	4	
GEOG 371 GIS II: Spatial Analysis and Visualization	4	
GEOG 405 GIS III: Applied Geog Information Science	4	
GEOG 460 Geography Internship (recommended)	4	
<b>Total Required Credits</b>		<b>25-29</b>

\*Prerequisites for the certificate are: COSC 110, MATH 150, and MATH 210.

#### GEOG 362 The Geography of London (4)

Field-based exploration of the geography of London, taught during Jan Term. Students explore the city and its environs, investigating topics such as economic development, urban design, urban revitalization, and the intersection between globalization and urbanization. Prereq: Intro-level social science (GEOG 101, POLS 200, SOCI 100) or permission of the instructor. Offered: Jan Term only.

#### GEOG 371 GIS II: Spatial Analysis and Visualization (4)

Extended exploration into theory and application of Geographic Information Science (GISc). Includes spatial modeling in three dimensions, interactive and animated mapping, and statistical analysis of geographic phenomena. Prereq: GEOG 216 and GEOG 270. Offered: Fall only.

#### GEOG 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 HIST 391. Offered: Summer 1, 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 III: Applied Geographic Information Science (4)

Advanced project development and management techniques in Geographic Information Science (GISc). Includes computer programming or custom application design and directed experience with real-world GIS projects. Prereq: GEOG 371. Offered: Spring only.

#### GEOG 415W Historical Geography of North America

Survey of the progress of settlement of North America, particularly the United States and Canada. Typically 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 415. Offered: Fall, on rotation.

#### GEOG 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 HIST 451W and POLS 451W. Offered: Spring only.

#### 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 only.

# History

## Faculty

John Mayfield, Chair, Professor  
 James S. Brown, Jr., Professor  
 Marlene H. Rikard, Professor  
 S. Jonathan Bass, Associate Professor  
 Ginger S. Frost, Associate Professor  
 Marjorie A. Walker, Assistant Professor  
 W. Jason Wallace, Instructor

## Undergraduate Programs and Requirements

**Major** History  
**Minor** History

### 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 Minor

History Minor Required Courses	Course Credits	Total Required Credits
<b>History Core</b>		<b>12</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
<b>History Electives</b> (select three history courses at or above the 300-level.)		<b>12</b>
<b>Total Required Credits</b>		<b>24</b>

### 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>History Major:</b>		<b>44</b>
<b>I. Foundations</b>		<b>16</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300 The Historian's Craft	4	
<b>II. Advanced Surveys and Special Studies*</b>		<b>24</b>
Select six upper-division courses at the 300- or 400-level. Excludes HIST 495 and HIST 497.	24	
<b>III. Capstone**</b>		<b>4</b>
HIST 495 Senior Seminar or HIST 497W Independent Research	4	
<b>General Electives</b>		<b>20-32</b>
<b>Total Required Credits</b>		<b>128</b>

\*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 advisers to achieve a suitable balance of 300- and 400-level courses.

\*\*A history major is expected to enroll in a Senior Seminar (HIST 495). With permission of the instructor and department chair, a student with a special project may substitute Independent Study (HIST 497) for this requirement.

### 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
<b>University Core Curriculum</b>	<b>22</b>
<b>General Education Requirements</b>	<b>30-42</b>
<b>IREL Interdisciplinary Concentration:</b>	<b>68-76</b>
Economics	4
World Language	16
History	20
Political Science	20
Recommended Electives*	8-16
<b>General Electives</b>	<b>0-8</b>
<b>Total Required Credits</b>	<b>128-140</b>

\*Eight to 16 foreign language credits are recommended. This option gives students the equivalent of a foreign language major.

### Asian Studies Interdisciplinary Concentration

Through an intercampus exchange program, the Birmingham Area Consortium for Higher Education (BACHE), students may obtain an interdisciplinary major 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.

#### Bachelor of Arts in Asian Studies

<u>Asian Studies Major Required Courses</u>	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		22
<b>General Education Requirements*</b>		30-42
<b>Asian Studies Major:</b>		40
<b>Asian Studies</b>		4
HIST 463W Monsoon Asia: Survey of Cultural History	4	
<b>History Electives</b> (East Asia, South-Southeast Asia courses**)		36
HIST 395 Asia: Land and People	4	
HIST 441 History of China to 1644	4	
HIST 442 History of China since 1644	4	
HIST 443 History of Modern Japan	4	
HIST 444 Asia's Response to the West	4	
HIST 456W Vietnam: An American Watershed	4	
<b>General Electives</b>		24-36
<b>Total Required Credits</b>		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, and Japanese; 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.

#### Asian Studies Minor

<u>Asian Studies Minor Required Courses</u>	Course Credits	Total Required Credits
<b>Asian Studies</b>		4
HIST 463W Monsoon Asia: Survey of Cultural History	4	
<b>History</b>		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 443 History of Modern Japan	4	
HIST 444 Asia's Response to the West	4	
HIST 456W Vietnam: An American Watershed	4	
<b>Total Required Credits</b>		28

### 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.

<u>Latin American Studies Interdisciplinary Concentration Required Courses</u>	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		22
<b>General Education Requirements</b>		30-42
<b>Latin American Studies Interdisciplinary Concentration:</b>		52
<b>I. Language</b>		16
PORT 101 Elementary Portuguese I	4	
PORT 102 Elementary Portuguese II	4	
SPAN 301 Conversation/Composition/Grammar	4	
SPAN 302 Conversation/Composition/Reading	4	
<b>II. Interdisciplinary Course</b>		4
LAST 201 Latin American Studies	4	
<b>III. Discipline-Based Courses:</b>		20
<b>A. Social Science</b> (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>B. Literature</b> (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	
<b>C. Civilization/Culture</b>		
SPAN 316 Latin American Civilization	4	
<b>IV. Study Abroad in Latin America</b> (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	
<b>V. Latin America in Global Perspective</b> (select one of the following):		4
BIOL 326 Environmental Science	4	
GEOG/HIST/POLS 451W Geography of Int'l Affairs	4	
POLS 319W International Relations	4	
POLS 363W Politics of Developing Nations	4	
<b>VI. Capstone Experience**</b>		4
<b>General Electives (chosen with adviser's approval)</b>		12-24
<b>Total Required Credits</b>		128

\*Topics 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 adviser and the seminar professor.

## 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 300 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 307W The Great Depression and the New Deal, 1918-1945 (4)

Examination of American social, cultural, and political history during the 1920s and 1930s.

### HIST 308W America since 1945: Media and Politics (4)

Survey of media, politics, and culture since the end of World War II. Co-listed as JMC 308W.

### 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 317W Nationalism (4)

Advanced study of nineteenth-century and twentieth-century European history focusing on the rise of nationalism and its consequences.

### HIST 322W 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 323W 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 345W 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 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 409W History of Alabama (4)

Political, social, and cultural examination of Alabama in a regional and national context.

### 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 415. 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 424W 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 429W 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 443 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 447W The Development of American Law (4)**

Review of the development of American Law. Co-listed as POLS 447W.

**HIST 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 POLS 451W. Offered: Spring only.

**HIST 454W Economic Transformation and American Society (4)**

Survey of major changes in the American economy from the colonial period to the present, and examination of the impact of these changes in American society. Study of the roles of business and government in economic change.

**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 463W 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 497W 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 499W 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, Assistant 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 adviser.

### Admission to the Department of JMC

**Admitted Freshman Majors:** Must achieve a JMC GPA of 2.75 or better upon completing JMC 200 (Mass Communication and Society) and JMC 202 (Mass Media Writing). 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 210 (Elementary Statistics) to fulfill the general education mathematics requirement.

### Journalism and Mass Communication Minor

Journalism and Mass Communication Minor Required Courses		Course Credits	Total Required Credits
<b>Journalism and Mass Communication Core</b>			<b>8</b>
JMC 200	Mass Communication & Society	4	
JMC 202	Mass Media Writing	4	
<b>Journalism Specialization</b> (Choose one of the specializations from the major table and complete all courses listed.)			<b>12</b>
<b>Total Required Credits</b>			<b>20</b>

### Journalism and Mass Communication Major

Journalism and Mass Communication Major Required Courses		Course Credits	Total Required Credits
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements:</b>			<b>30-42</b>
<b>Natural Sciences</b>			<b>8</b>
<b>Social Sciences</b>			<b>4</b>
<b>Mathematics</b>			<b>4</b>
MATH 210	Elementary Statistics	4	
<b>World Languages</b>			<b>4-16</b>
<b>Fine Arts</b>			<b>4</b>
<b>Humanities</b>			<b>4</b>
<b>Physical Activity</b>			<b>2</b>
<b>Journalism &amp; Mass Communication Major:</b>			<b>40</b>
<b>Journalism &amp; Mass Communication Core</b>			<b>20</b>
JMC 200	Mass Communication & Society	4	
JMC 202	Mass Media Writing	4	
JMC 222	Sophomore Seminar	2	
JMC 301	Ethics in Mass Media	2	
JMC 331	Externship in Mass Media	2	
JMC 404	Law of Mass Media	2	
JMC 484W	Applied-Communication Research or	4	
JMC 494W	Senior Thesis		
<b>Journalism &amp; Mass Communication Electives</b>			<b>8</b>
<b>Journalism Specialization</b> (Choose one of the specializations below and complete all courses listed.)			<b>12</b>
<b>Advertising</b>			
JMC 315	Publication Design	4	
JMC 345W	Advertising/Public Relations Writing	4	
JMC 410	Advertising Practicum	4	
<b>Electronic Journalism</b>			
JMC 325	Fundamentals of Production	4	
JMC 335W	Journalistic Writing	4	
JMC 420	Television Practicum	4	
<b>Print Journalism</b>			
JMC 315	Publication Design	4	
JMC 335W	Journalistic Writing	4	
JMC 430	Magazine Practicum	4	
<b>Public Relations</b>			
JMC 315	Publication Design	4	
JMC 345W	Advertising/Public Relations Writing	4	
JMC 440	Public Relations Practicum	4	
<b>Required Minor or Cognate</b>			<b>20</b>
<b>General Electives</b>			<b>4-16</b>
<b>Total Required Credits</b>			<b>128</b>

## Courses

### JMC 200 Mass Communication 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: Fall only.

### JMC 202 Mass Media Writing (4)

Introduction to the practical application of journalistic fundamentals in preparing copy for all forms of messages for the mass media. Prereqs: JMC 200; UCCA 101 or its equivalent, with a C+ or better; and ability to type 30 words per minute. Offered: Fall and spring.

### JMC 222 Sophomore Seminar (2)

Introduction to media literacy and scholarly research, with emphasis on library and research skills. Includes discussion of contemporary mass media topics, job interviewing skills, résumé building, and employment networking. Prereq: JMC 200. Offered: Fall, Jan Term and spring.

### 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 only.

### JMC 301 Ethics of Mass Media (2)

Review of the basic principles of professional ethics and social responsibility in the mass media. Prereq: JMC 222. Offered: Summer 1 and spring.

**JMC 307 Principles and Practices of Advertising and Public Relations (2)**

Introduction and overview of principles, practices, context, and structure of persuasive mass communication through advertising and public relations. Prereqs: JMC 200 and JMC 202.

**JMC 308W America since 1945: Media and Politics (4)**

Survey of media, politics, and culture since the end of World War II. Co-listed as HIST 308W.

**JMC 315 Publication Design (4)**

Examination of theoretical and practical factors involved in planning, organizing, and designing visual components of the mass media message. Emphasis on layout and design fundamentals, graphics, typography, and the use of color. Intermediate skills course. Prereq: JMC 202. Offered: Fall and spring.

**JMC 325 Fundamentals of Production/Editing (4)**

Examination of theoretical and practical factors involved in planning, organizing, and designing visual components of the mass media message in broadcast applications. Includes basic principles and operation of audio/video editing equipment for use in corporate, commercial, and educational television operations. Intermediate skills course. Prereq: JMC 202. Offered: Spring only.

**JMC 331 Externship in Mass Media (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 335W or JMC 345W. Offered: Fall, spring, and Summer 2.

**JMC 335W Journalistic Writing (4)**

Instruction and practice in the essentials of news and feature reporting, writing, and editing for the print and electronic media. Includes information-gathering (interviewing techniques and reporting principles); processing (writing and editing skills); and disseminating (presentation and delivery). Prereq: JMC 202. Offered: Fall only.

**JMC 345W Advertising/Public Relations Writing (4)**

Practical application of advertising and public relations principles, focusing on writing effective copy and planning documents to meet clients' needs. Prereq: JMC 202. Offered: Fall only.

**JMC 352 Web Page Communication (2)**

Study of format and production of messages for distribution via the World Wide Web. Includes the how-tos of creating and publishing software packages, HTML, tables, and animated GIFs. Prereq: JMC 315.

**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 382W 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 only.

**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 404 Law of Mass Media (2)**

Study of mass media law with an emphasis on libel, access, privacy, contempt, copyright, and freedom of information. Prereq: JMC 222. Offered: Fall only.

**JMC 410 Advertising 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. Prereqs: JMC 315 or 325, and JMC 335W or 345W. Offered: Spring only.

**JMC 420 Television 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 315 or 325, and JMC 335W or 345W. Offered: Fall only.

**JMC 430 Magazine Practicum (4)**

Practical application in magazine production. Students write articles, edit, design, market, and publish a magazine. Prereqs: JMC 315 or 325, and JMC 335W or 345W. Offered: Spring only.

**JMC 440 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. Prereqs: JMC 315 or 325, and JMC 335W or 345W. Offered: Spring only.

**JMC 452 Seminar in Media Practices (2)**

In-depth study of the roles of the advertising, broadcasting, journalism, and public relations practitioner in the daily practice of the craft. Prereqs: Junior standing and/or permission of the instructor. Offered: Fall, Jan Term, and spring.

**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 222.

**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 315. Offered: Fall only.

**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 325.

**JMC 482 Independent Study (1-4)**

Directed-reading, research, and analysis involving a particular field of interest resulting in a project or paper. Prereq: Junior standing and/or permission of the instructor.

**JMC 484W 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. A research project is required. Prereqs: Senior standing and MATH 210. Offered: Fall only.

**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. Prereq: JMC 222.

**JMC 494W Senior Thesis (4)**

Capstone experience that includes design, analysis, implementation, testing, and documentation of an original research project. Prereq: Senior standing. Offered: Fall only.

# Mathematics and Computer Science

## Faculty

Bruce W. Atkinson, Chair, Professor  
 Ruric E. Wheeler, Research Professor  
 David L. Foreman, Associate Professor  
 Steven F. Donaldson, Assistant Professor  
 Emily A. Hynds, Assistant Professor  
 Janie A. Kennedy, Assistant Professor

Michael Z. Spivey, Assistant Professor  
 Sonya S. Stanley, Assistant Professor  
 Gregory A. Kawell, Instructor  
 Roy H. Swatzell, Jr., 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Mathematics Major:</b>		<b>44</b>
<b>Mathematics</b>		<b>32</b>
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 or MATH 440 Introductory Real Analysis	4	
MATH 490W Senior Seminar	4	
<b>Mathematics Upper-Level Electives</b> (At least four credits must be at the 400 level.)		<b>8</b>
<b>Computer Science</b>		<b>4</b>
COSC 110 Introduction to Programming	4	
<b>General Electives</b>		<b>20-32</b>
<b>Total Required Credits</b>		<b>128</b>

## Computer Science Major

In conjunction with the standard major, the department supports special interdisciplinary tracks in neuroinformatics 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Computer Science Major:</b>		<b>48</b>
<b>Computer Science</b>		<b>44</b>
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 or COSC 315 Databases & Information Management	4	
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	
<b>Mathematics</b>		<b>4</b>
MATH 240 Calculus I	4	
<b>General Electives*</b>		<b>16-28</b>
<b>Total Required Credits</b>		<b>128</b>

\*Must include 16 hours in an approved Applications Area. This is another discipline or plan of study defined with a student's adviser 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.



## Mathematics Minor

<b>Mathematics Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Mathematics Core</b>		<b>16</b>
MATH 240 Calculus I	4	
MATH 260 Calculus II	4	
MATH 270 Calculus III	4	
MATH 280 Intro to Advanced Mathematics	4	
<b>Mathematics Upper-Level Elective</b>		<b>4</b>
<b>Computer Science</b>		<b>4</b>
COSC 110 Introduction to Programming	4	
<b>Total Required Credits</b>		<b>24</b>

## Computer Science Minor

<b>Computer Science Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Computer Science Core</b>		<b>12</b>
COSC 110 Introduction to Programming	4	
COSC 200 Discrete Structures for Computer Science	4	
COSC 210 Data Structures and Algorithms	4	
<b>Computer Science Electives</b>		<b>12</b>
<b>Total Required Credits</b>		<b>24</b>

## Courses

### MATHEMATICS

#### MATH 100 Intermediate Algebra (4)

Review of intermediate-level algebra, this course is designed primarily as a remedial course for freshmen whose curriculum requirements include precalculus. Does not satisfy any mathematics requirement for graduation at Samford University. Offered: Fall only.

#### 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 only.

#### 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 only.

#### 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 only.

#### 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 and spring only.

#### 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 and spring only.

#### 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 only.

**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 only.

**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 490W Senior Seminar (4)**

Seminar with three components: 1) Topic selected by instructor and presented in the "Moore style" (i.e., list of results distributed to students, students responsible for proving results in class). Past topics: fractals, game theory, wavelets, cryptography, combinatorics, and graph theory. 2) Students write a paper surveying a major area in mathematics. 3) Students complete a term project in the form of a Mathematica notebook. Project involves extensive writing, programming in Mathematica, and numerical/graphical examples using Mathematica. Students also required to present their projects in class and to take the Major Field Test (MFT). Prereqs: At least one 400-level mathematics course. Offered: Fall and spring only.

**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  
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. Philosophy majors and minors cannot use PHIL 241 (Introduction to Philosophy) to meet the general education humanities requirement. Philosophy and religion majors cannot use PHIL 241, RELG 200 (Christian Ethics), or RELG 221 (Christian Doctrine) to meet the general education humanities requirement.

### 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 adviser 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Philosophy Major:</b>		<b>36</b>
<b>Philosophy Core</b>		<b>24</b>
PHIL 301 History of Philosophy: Ancient and Medieval	4	
PHIL 302 History of Philosophy: Modern and Contemporary	4	
PHIL 314W Ethics: Why be Moral?	4	
PHIL 328 Metaphysics: What is Real?	4	
PHIL 351 Logic	4	
PHIL 498 Senior Seminar	4	
<b>Philosophy/Political Science Electives</b> (Select at least four courses.)		<b>12</b>
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 494 Readings in Philosophy	1,2,3 or 4	
POLS 314W Topics in Political Theory	4	
POLS 315W Topics in Political Theory	4	
<b>General Electives</b>		<b>28-40</b>
<b>Total Required Credits</b>		<b>128</b>

### Philosophy Minor

Philosophy Minor Required Courses	Course Credits	Total Required Credits
<b>Philosophy Core</b>		<b>8</b>
PHIL 301 History of Philosophy: Ancient and Medieval	4	
PHIL 351 Logic	4	
<b>Philosophy Electives*</b>		<b>12</b>
<b>Total Required Credits</b>		<b>20</b>

\*Students may also take either POLS 314W or POLS 315W.

### Philosophy and Religion Major

Philosophy and Religion Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Philosophy &amp; Religion Major:</b>		<b>36</b>
<b>Philosophy Core</b>		<b>16</b>
PHIL 301 History of Philosophy: Ancient and Medieval	4	
PHIL 302 History of Philosophy: Modern and Contemporary	4	
PHIL 311 Philosophy of Religion: Is God Knowable? or PHIL 328 Metaphysics: What is Real?	4	
PHIL 351 Logic	4	
<b>Philosophy Elective</b>		<b>4</b>
<b>Religion</b>		<b>16</b>
RELG 200 Christian Ethics	4	
RELG 301W World Religions	4	
RELG 441W Early Biblical Interpretation	4	
RELG/PHIL 498 Senior Seminar	4	
<b>General Electives</b>		<b>28-40</b>
<b>Total Required Credits</b>		<b>128</b>

### 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 494 Readings in Philosophy (1, 2, 3, and 4, respectively)

Offered: As needed.

#### PHIL 498 Seminar (4)

Correlation of the various studies within the philosophy major, focusing on a senior assessment paper or subject. Offered: Spring.

# Physics

## Faculty

Perry A. Tompkins, Chair, Associate Professor  
 Henry W. Glotfelty, Professor  
 John T. Tarvin, Professor  
 Alan D. Hargrave, Associate Professor, Associate Provost and  
 Chief Information Officer

## Undergraduate Programs and Requirements

### Majors

Physics (BS)  
 Engineering Physics (BS)  
 Physics (BA)  
 Dual-Degree Engineering Program

### Minor

Physics

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 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>30-42</b>
<b>Natural Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 240 Calculus I	4	
<b>World Languages</b>		<b>4-16</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Physics Major (Bachelor of Science):</b>		<b>71-74</b>
<b>Physics Core</b>		<b>30</b>
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
PHYS 310 Mechanics	3	
PHYS 311 Mechanics Laboratory	1	
PHYS 330 Intermediate Electricity & Magnetism	3	
PHYS 331W Intermediate Electricity & Magnetism Lab	1	
PHYS 350 Modern Physics	3	
PHYS 351 Modern Physics Laboratory	1	
PHYS 491 Seminar (complete four times)	4	
PHYS 499 Senior Thesis	4	
<b>Physics Electives</b> (select three upper-level courses [300 and above] with lab, if offered)		<b>9-12</b>
<b>Mathematics and Computer Science Core</b>		<b>20</b>
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	
<b>Mathematics and Computer Science Electives</b> (select at least three)		<b>12</b>
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	
<b>General Electives</b>		<b>0-5</b>
<b>Total Required Credits</b>		<b>128-138</b>

\*COSC 200 (Discrete Structures for Computer Science) may be used to fulfill this requirement.

**Physics Major (Bachelor of Arts)**

Physics Major (BA) Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>18-22</b>
<b>General Education Requirements:</b>		<b>30-42</b>
Natural Sciences		8
Social Sciences		4
Mathematics		4
MATH 240 Calculus I	4	
<b>World Languages</b>		<b>4-16</b>
Fine Arts		4
Humanities		4
Physical Activity		2
<b>Physics Major (Bachelor of Arts):</b>		<b>49-50</b>
<b>Physics Core</b>		<b>26</b>
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
PHYS 310 Mechanics	3	
PHYS 311 Mechanics Laboratory	1	
PHYS 330 Intermediate Electricity & Magnetism	3	
PHYS 331W Intermediate Electricity & Magnetism Lab	1	
PHYS 350 Modern Physics	3	
PHYS 351 Modern Physics Laboratory	1	
PHYS 491 Seminar (complete four times)	4	
<b>Physics Electives</b> (select one upper-level course [300 and above] with lab, if offered)		<b>3-4</b>
<b>Mathematics and Computer Science</b>		<b>20</b>
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	
<b>General Electives</b>		<b>14-31</b>
<b>Total Required Credits</b>		<b>128</b>

\*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.

**Physics Minor**

Physics Minor Required Courses	Course Credits	Total Required Credits
<b>Physics Core</b>		<b>10</b>
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
<b>Physics Electives*</b> (Select three upper-level courses [300 and above] with lab, if offered)		<b>9-12</b>
<b>Total Required Credits</b>		<b>19-22</b>

\*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
<b>University Core Curriculum</b>		<b>18-22</b>
<b>General Education Requirements:</b>		<b>30-42</b>
Natural Sciences		8
Social Sciences		4
Mathematics		4
MATH 240 Calculus I	4	
<b>World Languages</b>		<b>4-16</b>
Fine Arts		4
Humanities		4
Physical Activity		2
<b>Engineering Physics Major:</b>		<b>74-78</b>
<b>Physics Core</b>		<b>26</b>
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
PHYS 310 Mechanics	3	
PHYS 311 Mechanics Laboratory	1	
PHYS 330 Intermediate Electricity & Magnetism	3	
PHYS 331W Intermediate Electricity & Magnetism Lab	1	
PHYS 350 Modern Physics	3	
PHYS 351 Modern Physics Laboratory	1	
PHYS 491 Seminar (complete four times)	4	
<b>Physics Electives</b> (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.)		<b>12-16</b>
<b>Mathematics and Computer Science Core</b>		<b>20</b>
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	
<b>Mathematics and Computer Science Electives</b> (select at least four)		<b>16</b>
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	
<b>General Electives</b>		<b>0-6</b>
<b>Total Required Credits</b>		<b>128-142</b>

\*MATH 280 (Intro to Advanced Mathematics) may be used to fulfill this requirement.

## 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 requirements for natural sciences. 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 (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 Laboratory (1)

Laboratory companion course to PHYS 310. Co-req: PHYS 310. Offered: Fall, on rotation.

### PHYS 330 Intermediate Electricity and Magnetism (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 331W Intermediate Electricity and Magnetism 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 (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 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 Seminar (4)

Seminar 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 Theoretical Mechanics (3)

Continuation of PHYS 310 (Mechanics). Prereq: PHYS 310 and MATH 330. Offered: See department chair.

### PHYS 420 Thermodynamics, Kinetic Theory, and Statistical Mechanics (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 Advanced Electricity and Magnetism (3)

Continuation of PHYS 330 (Intermediate Electricity and Magnetism). 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, Associate Professor  
 Randolph C. Horn, Associate Professor  
 Nancy C. Biggio, Assistant Professor

## Undergraduate Programs and Requirements

### Major

Political Science

### Minor

Political Science

### Interdisciplinary Concentrations

International Relations  
 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.

### Political Science Major

Political Science Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Political Science Major:</b>		<b>40</b>
<b>I. Foundation Courses</b>		<b>12</b>
POLS 200 Introduction to Political Science	4	
POLS 205 Introduction to American Politics	4	
POLS 301 Methods & Practice of Political Science	4	
<b>II. Upper-Level Courses in Special Field (select three)</b>		<b>12</b>
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.		
<b>III. Upper-Level Courses outside Special Field</b>		<b>8</b>
Select one course each in two subfields other than the student's Special Field. These courses must be taught by political science faculty.		
<b>IV. Upper-Level Elective</b>		<b>4</b>
Select one upper-level course in any subfield.		
<b>V. Capstone</b>		<b>4</b>
POLS 465 Senior Seminar	4	
<b>General Electives</b>		<b>24-36</b>
<b>Total Required Credits</b>		<b>128</b>

### International Relations Interdisciplinary Concentration

International Relations Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>IREL Interdisciplinary Concentration:</b>		<b>68-76</b>
<b>Economics</b>		<b>4</b>
ECON 201 Economics I (macro)	4	
<b>World Languages</b>		<b>16</b>
Select four courses of language beyond intermediate.	16	
<b>History Core</b>		<b>8</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877 or HIST 218 Modern America since 1865	4	
<b>History Electives (select three from the following)</b>		<b>12</b>
HIST 316W The Age of Revolutions	4	
HIST 317W Nationalism	4	
HIST 322W Early Twentieth Century Europe	4	
HIST 323W 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 424W Early Modern England	4	
HIST 425W Modern England	4	
HIST 426W The Modern Middle East	4	
HIST 429W 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 443 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 463W Monsoon Asia: Survey of Cultural History	4	
HIST 490W War and Society	4	
<b>Political Science Core</b>		<b>8</b>
POLS 205 Introduction to American Politics	4	
POLS 319W International Relations since World War II	4	
<b>Political Science Electives (select three from the following)</b>		<b>12</b>
POLS 200 Introduction to Political Science	4	
POLS 310W U.S. Foreign Relations	4	
POLS 314W or 315W Topics in Political Theory	4	
POLS 322 Latin American Politics	4	
POLS 333 Genocide	4	
POLS 351W Major European Governments	4	
POLS 363W Politics of Developing Nations	4	
POLS 370 Women and World Politics	4	
POLS 392W Africa: Land and People	4	
POLS 461W Research and Writing	4	
POLS 462W International Studies	4	
POLS 465 Senior Seminar in Political Science	4	
POLS 499 Special Topics in Political Science	4	
<b>Cross-Listed Electives (The following courses can count for either history or political science credit, but not both.)</b>		
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 451 Geography of International Affairs or HIST/POLS 479 Rise of the British State	4	
<b>Recommended Electives*</b>		<b>8-16</b>
<b>General Electives</b>		<b>0-8</b>
<b>Total Required Credits</b>		<b>128-140</b>

\*Eight to 16 foreign language credits are recommended. This option gives students the equivalent of a foreign language major.



**Political Science Minor**

<b>Political Science Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Political Science Core</b>		<b>8</b>
POLS 200 Introduction to Political Science	4	
POLS 205 Introduction to American Politics	4	
<b>Upper-Level Courses in Special Field</b> Select three upper-level courses, one in each of the subfields below:		<b>4</b>
American Politics	4	
Political Theory	4	
World Politics	4	
<b>Total Required Credits</b>		<b>12</b>

**Public Administration Interdisciplinary Concentration**

<b>Public Administration Interdisciplinary Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Public Administration Interdisciplinary Concentration:</b>		<b>43-47</b>
<b>Political Science Core</b>		<b>12-16</b>
POLS 305 American National Government	4	
POLS 316W Public Administration	4	
POLS 460 Internship (pass/fail)	4-8	
<b>Political Science Electives</b> (Select three 300/400-level courses.)		<b>12</b>
<b>Business*</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
BUSA 252 Legal Environment of Business	3	
BUSA 303 Principles of Management	3	
BUSA 454W Business Law	3	
ECON 201 Economics I (macro)	4	
ECON 202 Economics II (micro)	3	
<b>General Electives</b>		<b>17-33</b>
<b>Total Required Credits</b>		<b>128</b>

\*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.

**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.

**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 Relations (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, with emphasis upon Alabama. Subfield: American Politics.

**POLS 314W and 315W Topics in Political Theory (4-8)**

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 POLS 314W and 315W, respectively. Subfield: Political Theory.

**POLS 316W Public Administration (4)**

Overview of the scope and methods of public administration, emphasizing political aspects. Course reviews the growth and development of public administration as a field of intellectual inquiry; considers the role of administration in the political process, especially policy-making theories; 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 322 Latin American Politics (4)**

Examination of the politics of Latin America, including attempt to draw contrasts and similarities among nations from the Caribbean, and North, Central, and South America. Course 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.

**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 337 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 to 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 The Impeachment of Bill Clinton (4)**

Study of the impeachment of President William Jefferson Clinton by the United States House of Representatives and trial by the United States Senate. Course is structured along the chronology of events from September 9, 1998 (when The Starr Report, prepared by the Office of Independent Counsel Kenneth Starr, was submitted to the House of Representatives) to February 12, 1999, when the Senate voted to acquit. Offered: Jan Term. Subfield: American Politics.

**POLS 351W Major European Governments (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. Offered: Jan Term and summer only. 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. Offered: Spring. Subfield: American Politics.

**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 435 Legislative Process (4)**

Study of the behavior 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 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 447W The Development of American Law (4)**

Review of the development of American Law. Co-listed as HIST 447W. Subfield: American 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 only. 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 465 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 I]), 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 adviser 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 Minor

Psychology Minor Required Courses	Course Credits	Total Required Credits
<b>Psychology Core</b>		<b>24</b>
PSYC 101 General Psychology	4	
<b>Psychology Electives</b> (Include two upper-level [300-400] courses.)		<b>20</b>
<b>Total Required Credits</b>		<b>24</b>

### Psychology Major

Psychology Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Psychology Major:</b>		<b>40</b>
<b>I. Fundamental Knowledge and Skills</b>		<b>12</b>
PSYC 101 General Psychology	4	
PSYC 305 Statistics for the Social Sciences	4	
PSYC 306W Research Methods	4	
<b>II. Human Development and Interaction</b> (Select two courses.)		<b>8</b>
PSYC 205 Life-Span Development	4	
PSYC 215 Abnormal Psychology	4	
PSYC 304 Social Psychology	4	
<b>III. Experimental Psychology</b> (Select two courses.)		<b>8</b>
PSYC 308 Physiological Psychology	4	
PSYC 408 Theories of Learning	4	
PSYC 409 Cognitive Psychology	4	
<b>IV. Electives*</b> (Select two courses.)		<b>8</b>
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 and Psychotherapy	4	
PSYC 405 Measurement and Assessment	4	
PSYC 411 Special Topics in Psychology	2-4	
<b>V. Capstone Experience</b> (Select one course.)		<b>4</b>
PSYC 410W Directed Research	4	
PSYC 412W Senior Seminar	4	
<b>General Electives</b>		<b>24-36</b>
<b>Total Required Credits</b>		<b>128</b>

\*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.

### 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 tools 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, Associate Professor  
 David R. Bains, Assistant Professor  
 Paul Holloway, Assistant Professor  
 Joseph F. Scrivner, Instructor  
 T. Scott McGinnis, Visiting Assistant Professor

## 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) or RELG 221 (Christian Doctrine) 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 the Senior Seminar in Congregational Ministry.

### Church Ministry and Missions Minor

For the minor in church ministry and missions, students must take RELG 354 (Pastoral Theology) and three other courses from Area IV for a total of 16 hours. Senior Seminar in Congregational Ministry may be substituted for one Area IV requirement **with permission of the professor**.

### Church Ministry & Missions Minor

Church Ministry & Missions Minor Required Courses	Course Credits	Total Required Credits
<b>Religion Core</b>		<b>4</b>
RELG 354 Pastoral Theology	4	
<b>Religion Electives (from Area IV: Practice of Ministry)</b>		<b>12</b>
(Select three courses)		
RELG 204 Formation of Christian Ministry	4	
RELG 210 Foundations of Congregational Studies	4	
RELG/COMS 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	
<b>Total Required Credits</b>		<b>16</b>

## Religion Major

Religion Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Religion Major:</b>	<b>36</b>	
<b>Religion Core</b>	<b>16</b>	
RELG 300W Ritual/Myths in World Religions or RELG 301W Traditions in the Modern World	4	
RELG 320 Studies in the Law-Torah or RELG 350 Jesus and the Gospels	4	
RELG 371W Research/Writing in Religious Studies	4	
RELG 498W Senior Seminar	4	
<b>Choose one course each from three of the following four areas:</b>	<b>12</b>	
<b>Area I. Jewish and Christian Scriptures</b>		
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 341W Martyrdom and Apocalypticism	4	
RELG 342W Life and Letters of Paul	4	
RELG 343 The Johannine Writings		4
RELG 350 Jesus and the Gospels	4	
RELG 441W Early Biblical Interpretation	4	
<b>Area II. Historical/Cultural Studies</b>		
RELG 300W Rituals/Myths in World Religions	4	
RELG 301W Traditions in the Modern World	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 and Theology	4	
<b>Area III. Theological/Ethical Studies</b>		
RELG 200 Christian Ethics	4	
RELG 221 Christian Doctrine	4	
RELG 312 Christian Worship: History & Theology*	4	
RELG 314W Christian Spirituality	4	
RELG 351W Contemporary Theology	4	
RELG 354 Pastoral Theology**	4	
<b>Area IV. Practice of Ministry</b>		
RELG 204 Formation for Christian Ministry	4	
RELG 210 Foundations of Congregational Studies	4	
RELG/COMS 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	
<b>Religion Electives (choose two)</b>		<b>8</b>
<b>General Electives</b>		<b>28-40</b>
<b>Total Required Credits</b>		<b>128</b>

\*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**

<b>Religion Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Religion Core</b>		<b>8</b>
RELG 300W Ritual/Myths in World Religions or RELG 301W Traditions in the Modern World	4	
RELG 320 Studies in the Law-Torah or RELG 350 Jesus and the Gospels	4	
<b>Religion Electives</b> (Select three religion courses. At least one course must be at the 300 level or above.)		<b>12</b>
<b>Total Required Credits</b>		<b>20</b>

**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). This course builds upon Cultural Perspectives I and II and is typically taken the second year.

**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 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, using videotaping as well as teacher and class critiques. Co-listed as COMS 211. Prereqs: UCBP 101, UCCA 102, and UCCP 102. Offered: Spring.

**RELG 221 Christian Doctrine (4)**

Study of the main teachings of Christian faith and how these relate to life. Offered: Fall.

**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 301W World Religions: Traditions in the Modern World (4)**

Investigation of the world's major religions, emphasizing their distinctive histories, beliefs, and practices. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Fall.

**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.

**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 2005.

**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 341W 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 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 361J 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: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Fall.

**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, revolutionary, and early national America, 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: Fall.

**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

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## Faculty

H. Hugh Floyd, Chair, Professor

Robin W. Roberts, Associate Professor

Darlene R. Wright, 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
<b>Sociology Major:</b>		<b>48</b>
<b>Sociology Core:</b>		<b>16</b>
SOCI 100 Introduction to Sociology	4	
SOCI 320W Research Methods in Sociology	4	
SOCI 410W Sociological Theory	4	
SOCI 430W Senior Seminar	4	
<b>Sociology Electives</b>		<b>28</b>
<b>Mathematics</b>		<b>4</b>
MATH 210 Elementary Statistics	4	
<b>General Electives</b>		<b>16-28</b>
<b>Total Required Credits</b>		<b>128</b>

### Sociology Minor

Sociology Minor Required Courses	Total Required Credits	
<b>Sociology Electives</b>	<b>8</b>	
<b>Sociology Electives</b> (select from 300 or 400 level courses)	<b>12</b>	
<b>Total Required Credits</b>		<b>20</b>

## 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 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 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 347W 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 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 430W 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

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**Faculty**

Myralyn F. Allgood, Chair, Professor, Spanish  
 Thomas M. Hines, Professor, and Program Director, French  
 Terry H. Pickett, Professor, and Program Director, German and Critical Languages  
 Millicent A. Bolden-Frazier, Associate Professor, Spanish  
 Lynda J. Jentsch, Associate Professor and Program Director, Spanish  
 Charlotte L. Coleman, Assistant Professor, Spanish and Director, General Education  
 Angela D. Ferguson, Assistant Professor, German  
 Kelly C. Jensen, Assistant Professor, Spanish  
 Mary E. McCullough, Assistant Professor, French  
 Heather A. West, Assistant Professor, French, and Assistant Director of Laboratories  
 Linda W. Ables, Instructor, Spanish, and Language Missions Coordinator  
 Barbara W. Crider, Instructor, Spanish, and Director of Laboratories  
 Charles E. Workman, Instructor, Spanish, and Technical Director of Laboratories

## Undergraduate Programs and Requirements

**Majors**

French  
 German  
 Spanish

**Minors**

French  
 German  
 Spanish  
 World Languages

**Interdisciplinary Concentrations**

Language and World Trade with speciality in French, German, Spanish or  
 World Languages  
 Latin American Studies

**Teacher Certification:****Middle School, Secondary, P-12**

French  
 German  
 Spanish

All world languages and cultures majors receive the bachelor of arts degree.

**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.

**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, and Swahili. 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 110, 210, 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.

**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** or Accelerated Intermediate French or Spanish 203**	(4)* (4)* or (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
<b>Total Required Credits</b>		<b>128</b>

\*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.

**French, German, or Spanish**

**Language and Literature Major (Two Languages)**

French, German, or Spanish Language and Literature Major (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** or Accelerated Intermediate French or Spanish 203**	(8)* (8)* or (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
<b>Total Required Credits</b>		<b>128</b>

\*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.

**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.

**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
<b>I. Language</b>		<b>16</b>
PORT 101 Elementary Portuguese I	4	
PORT 102 Elementary Portuguese II	4	
SPAN 301 Conversation/Composition/Grammar	4	
SPAN 302 Conversation/Composition/Reading	4	
<b>II. Interdisciplinary Course</b>		<b>4</b>
LAST 201 Latin American Studies	4	
<b>III. Discipline-Based Courses:</b>		<b>20</b>
<b>A. Social Science</b> (choose two)		
Geography: GEOG/POLS 396 Latin Amer: Land/People	4	
History: HIST 461W Latin American History	4	
Political Science: POLS 322 Latin American Politics	4	
<b>B. Literature</b> (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	
<b>C. Civilization/Culture</b>		
SPAN 316 Latin American Civilization	4	
<b>IV. Study Abroad in Latin America</b>		<b>4</b>
(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	
<b>V. Latin America in Global Perspective</b>		<b>4</b>
(select one of the following):		
BIOL 326 Environmental Science	4	
GEOG/HIST/POLS 451W Geography of Int'l Affairs	4	
POLS 319W International Relations	4	
POLS 363W Politics of Developing Nations	4	
<b>VI. Capstone Experience**</b>		<b>4</b>
General Electives (chosen with adviser's approval)		12-24
<b>Total Required Credits</b>		<b>128</b>

\*Topics 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 adviser and the seminar professor.

## 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.

<b>Language and World Trade Interdisciplinary Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30-42</b>
<b>Language &amp; World Trade Interdisciplinary Concentration:</b>		<b>72-76</b>
<b>Language Courses</b>		<b>40</b>
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202**	(4)*	
or	(4)*	
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 370	4	
French, German, Spanish 470	4	
One year of a second language	8	
<b>Business and Mathematics Courses</b>		<b>29</b>
<b>Group I (to be completed first):</b>	<b>18</b>	
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 160 Computer Competency Assessment	1	
ECON 201 Economics I (macro)*	(4)*	
ECON 202 Economics II (micro)	3	
MATH 210 Elementary Statistics	4	
<b>Group II</b> (Prereq.: Junior standing and completion of Group I)	<b>15</b>	
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	
<b>Electives:</b> (Select from list below, or other electives can be taken with adviser's permission.)		<b>3-7</b>
COMS 215 Oral Communication (strongly recommended)	4	
COMS 351W Business Writing (strongly recommended)	4	
GEOG 101 World Regional Geography	4	
GEOG/POLS/HIST 393 Europe: Land and People	4	
GEOG/POLS/HIST 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	
RELG 301W World Religions: Trad. in Modern World	4	
<b>Total Required Credits</b>		<b>128-136</b>

\*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, 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 adviser.

<b>WLAC Minors French, German, Spanish, World Languages Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>French, German, or Spanish</b>		<b>20</b>
Elementary French, German, or Spanish 101	(4)*	
Elementary French, German, or Spanish 102	(4)*	
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202**	(4)* (4)*	
or	or	
Accelerated Intermed. French, German, or Spanish 203**	(4)*	
300- and 400-level courses	20	
<b>Total Required Credits</b>		<b>20</b>

\*These credits are included in the General Education Requirements.

\*\*Students who score high enough on placement criteria may register for these courses.

## 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 110 Elementary 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 FREN 101, 102, or the equivalent; and permission of program director. Offered: Upon request.

#### 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 only.

#### FREN 210 Intermediate 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 FREN 201, 202, or the equivalent; and permission of program director. Offered: Upon request.

**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 only.

**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 only.

**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 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 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 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 432 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 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 110 Elementary 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. Prereq: Successful completion of GER 101, 102, or the equivalent; and permission of program director. Offered: Upon request.

**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 210 Intermediate 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 201, 202, or the equivalent; and permission of program director. Offered: Upon request.

**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 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 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 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 432 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 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 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.

## 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, abroad).

### SPAN 110 Elementary 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 101, 102, or the equivalent; and permission of program director. Offered: Jan Term.

### 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 only.

### SPAN 210 Intermediate 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 201, 202, or the equivalent, and permission of program director. Offered: Jan Term.

### 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. Prereq: SPAN 202, 203, or the equivalent. Offered: Fall only.

### 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 present day. Spanish is actively used in presentations, interactive class discussion, and writing assignments. Prereq: SPAN 202, 203, or the equivalent. Offered: Spring only.

### 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 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.

### 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 only.

**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 and spring.

**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 432 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 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 only.

**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-speaking 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, and Swahili. Course sequences are as follows:

**ARAB/CHIN/HIND/ITAL/JAPN/PORT/RUSS/SWAH 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 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 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 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 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 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

Marlene M. Reed, Acting Dean, Professor  
James P. Reburn, Area Coordinator  
Marlene M. Reed, Area Coordinator  
Barbara H. Cartledge, Director, Undergraduate Studies  
Larron C. Harper, Director, Graduate Studies  
Carrie Anna Hild, Director, Academic Internship Program

## Faculty

Fred N. Hendon, Dwight Moody Beeson Professor  
Marlene M. Reed, Margaret Gage Bush Professor  
Archie Lockamy III, Professor  
Jennings B. Marshall, Professor  
James P. Reburn, Professor  
Thomas W. Woolley, Professor  
Steven T. Jones, Associate Professor  
James E. King, Jr., Associate Professor  
Cynthia F. Lohrke, Associate Professor  
Robert W. Service, Associate Professor  
Larron C. Harper, Assistant Professor  
Betsy Bugg Holloway, Assistant Professor  
Sharon S. Jackson, Assistant Professor  
Dennis W. Price, Assistant Professor  
Douglas L. Smith, Assistant Professor  
John M. Venable, Assistant Professor  
William H. Belski, Instructor  
Charles M. Carson IV, Instructor  
Barbara H. Cartledge, Instructor  
Jeremy P. Thornton, Instructor



## Undergraduate Programs and Requirements

### Accreditation

The School of Business is accredited by the AACSB International – The Association to Advance Collegiate Schools of Business. The School of Business is accredited by SACS – the Southern Association of Colleges and Schools (<http://www.aacsb.edu/>).

### Curricular Options

- B.S.B.A – Accounting
- 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 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 Management** will be:

- 1) Prepared in general knowledge of core functional areas of business.
- 2) Equipped for immediate entry-level positions in functional areas and industries of choice.
- 3) Trained for potential long-term goal of higher level management positions.

Graduates with a **B.S.B.A in Management** will be prepared to pursue careers in finance or 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 Policies

In order to progress in the undergraduate program in the School of Business, the student must:

- 1) Attain an average 2.00 GPA in Pre-Business curriculum, which includes the following:
 

ACCT 211	ECON 201	BUSA 100	BUSA 130
ACCT 212	ECON 202	BUSA 160	BUSA 231
- 2) Complete all of the Pre-Business curriculum and maintain 2.00 GPA in business before taking any 300- or 400-level Business Core courses.

In order to progress in the undergraduate program in the School of Business, the student must:

- Maintain an average of C (2.00) in required pre-business courses.
- Maintain a business cumulative GPA of at least 2.00 for progression in business.

Students may repeat a D/F course up to eight credits in core, general education or business courses. Probation: If an undergraduate student's business GPA falls below 2.00, the student will be placed on academic probation. The student will be required to show progress in improving the GPA within two terms. Otherwise, the student shall be dismissed from the business program.

Note: Current University policy allows students to repeat courses under certain circumstances, the effect of which may be an increase in their GPA. See "Academic Policies and Regulations" in this catalog.

### Exceptions

Approval of course substitutions, prerequisite waivers, or other exceptions to the degree requirements are rare and made only under extreme circumstances. The 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 and management majors must take ECON 201 (Economics I-Macro) as their general education social science requirement and MATH 150 (Precalculus) as their general education mathematics requirement.

## 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 Masters 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 Graduate Studies Office, (205) 726-2251.

### Accounting Major

Accounting Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements*</b>		<b>32</b>
<b>Natural Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
ECON 201 Economics I (macro) (Pre-Business)	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>World Languages</b>		<b>8</b>
101 and 102 of any foreign language	8	
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Accounting Major:</b>		<b>68</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 160 Computer Competency Assessment	1	
BUSA 231 Quantitative Methods II	3	
ECON 202 Economics II (micro)	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Accounting Core</b>		<b>24</b>
ACCT 310 Income Tax I	3	
ACCT 311 Financial Accounting & Reporting I	3	
ACCT 312 Financial Accounting & Reporting II	3	
ACCT 313 Cost Accounting	3	
ACCT 420 Auditing I	3	
BUSA 454W Business Law	3	
Business Electives (select two from list provided)***	6	
<b>General Electives</b>		<b>6</b>
<b>Total Required Credits</b>		<b>128</b>

\*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.

\*\*\*Business Electives (six total credits; choose two courses):  
 ACCT 410: Income Tax II (offered Fall Term B, Fall-Senior)  
 ACCT 415: Governmental & Not-for-Profit Accounting (offered Spring Term B, Spring-Senior)  
 ACCT 496: Accounting Internship (3 credits) (offered Spring Term A and Summer, Spring-Senior)  
 Business Elective (3 credits)

**Important Note:** To qualify for graduation, accounting majors must earn a 2.00 or better in all accounting courses and must complete five of the six upper level accounting courses at Samford.

Senior Year for Spring A Accounting Internships		
Fall	Spring A	Spring B
Systems	Internship	Government (elective)
Tax II (elective)		Auditing
Other courses		Managerial Values

**Management Major**

<b>Management Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements*</b>		<b>32</b>
<b>Natural Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
ECON 201 Economics I (macro) (Pre-Business)	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>World Languages</b>		<b>8</b>
101 and 102 of any foreign language	8	
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Management Major:</b>		<b>68</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 160 Computer Competency Assessment	1	
BUSA 231 Quantitative Methods II	3	
ECON 202 Economics II (micro)	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Management Core</b>		<b>24</b>
BUSA 332 Quantitative Methods III	3	
BUSA 404 Human Resource Management	3	
BUSA 405 Leadership	3	
BUSA 485W Entrepreneurship	3	
Business Electives (Select four from list provided)***	12	
<b>General Electives</b>		<b>6</b>
<b>Total Required Credits</b>		<b>128</b>

\*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.

\*\*\*Business Electives (12 total credits; choose four courses): Any 300 or 400 level business course not previously taken to meet a stated requirement.

**Management Major — Finance Concentration**

<b>Management Major - Finance Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements*</b>		<b>32</b>
<b>Natural Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
ECON 201 Economics I (macro) (Pre-Business)	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>World Languages</b>		<b>8</b>
101 and 102 of any foreign language	8	
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Management Major with Finance Concentration:</b>		<b>68</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 160 Computer Competency Assessment	1	
BUSA 231 Quantitative Methods II	3	
ECON 202 Economics II (micro)	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Finance Core</b>		<b>24</b>
ACCT 311 Intermediate Accounting I	3	
BUSA 332 Quantitative Methods III	3	
BUSA 429 Business Finance II	3	
BUSA 496W Business Internship or BUSA 498 Senior Research Project	3	
Business Electives (Select two from list provided)***	6	
Finance Electives (Select two from list provided)****	6	
<b>General Electives</b>		<b>6</b>
<b>Total Required Credits</b>		<b>128</b>

\*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.

\*\*\*Business Electives (six total credits; choose two courses): Any 300 or 400 level business course not previously taken to meet a stated requirement.

\*\*\*\*Finance Electives (six total credits; choose two courses):

ACCT 310 Income Tax I	BUSA 424 Investments
ACCT 313 Cost Accounting	BUSA 427 Risk Management
ECON 401 Money and Banking	BUSA 428 Financial Institutions
ECON 402 Managerial Economics	

**Management Major — Marketing Concentration**

Management Major - Marketing Concentration Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:*</b>		<b>32</b>
<b>Natural Sciences</b>		<b>8</b>
<b>Social Sciences:</b>		<b>4</b>
ECON 201 Economics I (macro) (Pre-Business)	4	
<b>Mathematics:</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>World Languages:</b>		<b>8</b>
101 and 102 of any foreign language	8	
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Management Major with Marketing Concentration:</b>		<b>68</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 160 Computer Competency Assessment	1	
BUSA 231 Quantitative Methods II	3	
ECON 202 Economics II (micro)	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Marketing Core</b>		<b>24</b>
BUSA 332 Quantitative Methods III	3	
BUSA 496W Business Internship or BUSA 498 Senior Research Project	3	
Business Electives (select three from list provided)***	9	
Marketing Electives (select three from list provided)****	9	
<b>General Electives</b>		<b>6</b>
<b>Total Required Credits</b>		<b>128</b>

\*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.

\*\*\*Business Electives (nine total credits; choose three courses): Any 300 or 400 level business course not previously taken to meet a stated requirement.

\*\*\*\*Marketing Electives (nine total credits; choose three courses):

- BUSA 414 Marketing Research
- BUSA 415 Marketing Communications
- BUSA 416 Consumer Behavior
- BUSA 418 Sales Management
- BUSA 419 Service Marketing
- BUSA 421 International Marketing
- BUSA 485 Entrepreneurship

**General Business Minor\***

General Business Minor* Required Courses	Course Credits	Total Required Credits
<b>Group I</b> (needs to be completed before starting Group II):		<b>13</b>
ACCT 211 Accounting Concepts I**	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
ECON 201 Economics I (macro)	4	
<b>Group II</b> (can be completed in any order):		<b>9</b>
BUSA 303 Principles of Management**	3	
BUSA 311 Marketing Management	3	
BUSA 321 Financial Management	3	
<b>Total Required Credits</b>		<b>22</b>

\*General business minors must complete 6 credits at 300-400 level and maintain a 2.00 SU GPA.

\*\*Prerequisites not required.

**Business Electives**

OFFERED ONCE EACH ACADEMIC YEAR  
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
BUSA 401 Organizational Behavior Concepts	3
<b>BUSA 404-409 Topics in Management:</b>	
BUSA 404 Human Resource Management	3
BUSA 405 Leadership	3
BUSA 407 Personal Finance	3
BUSA 408 Website Design for Business Use	3
BUSA 409 Managing Innovation	3
<b>BUSA 414-421 Topics in Marketing:</b>	
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
<b>BUSA 424-429 Topics in Finance:</b>	
BUSA 424 Investments	3
BUSA 427 Risk Management	3
BUSA 428 Financial Institutions	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 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 312 Economic Transition of the Czech Republic	3
ECON 401 Money and Banking	3
ECON 402 Managerial 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: Fall.

#### 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: Spring.

#### ACCT 470 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 accounting area coordinator.

### BUSINESS ADMINISTRATION

#### IBUSA 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: Fall and 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 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 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 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 404-409 Topics in Management (3)**

(Offered at least once during an academic year.)

Study of specific management topics of current interest, providing additional depth of knowledge in an area of interest to the student. Topics include organizational development and change, negotiations, leadership, and specific topics within human resources management such as training and development. Prereq: BUSA 303.

**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 414-421 Topics in Marketing (3)**

Study of specific marketing topics of current interest, providing additional depth of knowledge in such areas as consumer behavior, marketing communication, marketing research, services marketing, retail management, sports marketing, and sales force management. Prereq: BUSA 311. Offered at least once during an academic year.

**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. Offered: On rotation.

**BUSA 424-429 Topics in Finance (3)**

Study of specific finance topics of current interest, providing additional depth of knowledge in an area of interest to the student. Topics include investments, financial services, financial statement analysis, and international financial issues. Prereq: BUSA 321. Offered at least once during an academic year.

**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 427 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 428 Financial Institutions (3)**

Study of the various types of financial institutions—banks, insurance companies, brokerage firms, and mutual funds—and the regulatory and competitive environment in which they exist. Specific areas addressed include: the role of government in financial markets, the changing competitive boundaries of financial services firms, the markets for various financial instruments, and the measurement and management of risk among financial institutions. 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: BUSA 303.

**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 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 Economics I (macro) (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 Economics II (micro) (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: BUSA 160, MATH 150, and ECON 201. Offered: Fall, spring, and summer.

### ECON 312 The Economic Transition of the Czech Republic (3)

Observation and discussion of challenges the Czech Republic has faced in the transition from a command to a market economy. The course includes several meetings at Samford, prior to departing for Prague, to discuss some of the pertinent cases and the format of the lectures. In Prague, students attend lectures by Czech economists, business leaders, and entrepreneurs, and visits various businesses in that city and surrounding areas. Prereq: Junior standing. Offered: Summer.

### 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: BUSA 321, ECON 201, and ECON 202.

### ECON 402 Managerial Economics (3)

Study of microeconomic principles as applied to management of the business firm and other organizations of society. Emphasis on the use of theory as a guide to problem-solving and decision-making. Liberal use of problems, cases, and outside reading reinforce the managerial perspective of the course. Prereqs: BUSA 321, ECON 201, and ECON 202.

## Graduate Programs and Requirements

### Degrees

Master of Accountancy  
Master of Business Administration

### Joint-Degree Programs

Accountancy/Law  
Business Administration/Accountancy  
Business Administration/Divinity  
Business Administration/Law  
Business Administration/Nursing

The Master of Accountancy (M.Acc.) program prepares graduates to succeed as advisers 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 dual-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.

### Accreditation

The School of Business is accredited by the AACSB International – The Association to Advance Collegiate Schools of Business.

### Class Schedules

The School of Business offers students an evening program that consists of five nine-week terms per year. Evening classes 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. See specific program materials for study locations.



## Graduate Admission Criteria and Enrollment Requirements

Samford University's Graduate Programs 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; see below), 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. Two completed Recommendation Forms and attached letters of recommendation, written by people familiar with the applicant's work and abilities, sent directly to the Office of Graduate Studies. (See Recommendation Forms.)
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 resume.
7. For International Students Only: A Test of English as a Foreign Language (TOEFL) score and an international transcript equivalency statement. A minimum total TOEFL score of 550 is expected. 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. Of these 30 credits, at least 15, but not more than 21, must be in graduate accounting courses. At least 24 credits must be taken in courses open only to graduate students. Of these 24, at least 12 must be in accounting courses taken at Samford University. Students must have a 3.00 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 the 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.)

<b>Master of Accountancy Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Accounting Core</b>		<b>15</b>
ACCT 510 Income Tax II*	3	
ACCT 515 Governmental/Not-for-Profit Accounting*	3	
ACCT 520 Auditing II	3	
ACCT 525 Applied Professional Research	3	
ACCT 540 Financial Accounting & Reporting III*	3	
<b>Required Business Course</b>		<b>3</b>
BUSA 533 MIS and Communications Technology	3	
<b>Required Business Electives (Non-Accounting)</b>		<b>6</b>
Business Courses (Select two from MBA Table)	6	
<b>Accounting or Business Electives** (Select two)</b>		<b>6</b>
ACCT 514 Tax Research	3	
ACCT 550 Managerial Accounting Seminar	3	
ACCT 555 Internship	3	
ACCT 560 Accounting Theory	3	
ACCT 570 Special Topics	3	
Business Courses (Select two from MBA Table)	6	
<b>Total Required Credits</b>		<b>30</b>

\*Course may be waived with appropriate undergraduate credit.

\*\*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 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 cumulative GPA to graduate.

<b>Master of Business Administration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Foundation Courses*</b>		<b>18</b>
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	
<b>MBA Core Courses (To be completed by all students.)</b>		<b>30</b>
ACCT 519 Accounting for Decision Making	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	
BUSA Electives (select four courses)	12	
ECON 520 Economics of Competitive Strategy	3	
<b>Total Required Credits</b>		<b>30-48</b>

\*These Foundation Courses may be omitted based on exemption policies.

## 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. Offered: Fall Term A 2004, Spring Term A 2005.

##### 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. Offered: Summer 2004.

##### 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. Offered: Fall Term B 2004.

##### 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). Prereqs: ACCT 511, BUSA 513, and ECON 512. (BUSA 513 may be taken concurrently with BUSA 515) Offered: Fall Term A 2004.

##### 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. Offered: Summer 2004, Fall Term B 2004, Spring Term B 2005.

##### 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. Offered: Summer 2004 and Spring Term A 2005.

#### MBA CORE COURSES (REQUIRED)

##### 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. Offered: Fall Term A 2004 and Spring Term A 2005.

##### 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. Offered: Summer 2004, Fall Term B 2004, and Spring Term B 2005.

**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. Offered: Fall Term A 2004 and Spring Term A 2005.

**BUSA 541 Marketing in the Global Environment (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. Offered: Summer 2004, Fall Term B 2004, and Spring Term B 2005.

**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. Offered: Summer 2004, Fall Term B 2004, and Spring Term B 2005.

**BUSA 590-599 Business Electives**

Prereqs: Electives are designed to be 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 micro-economic 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. Offered: Fall Term A 2004 and Spring Term A 2005.

**MASTER OF ACCOUNTANCY CORE COURSES (REQUIRED)****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. Offered: Fall 2004.

**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. Offered: Spring 2005.

**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. Offered: Summer 2004.

**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. Offered: Fall 2004.

**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. Offered: Fall 2004.

**ACCOUNTING ELECTIVES (Students must complete at least one.)****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.

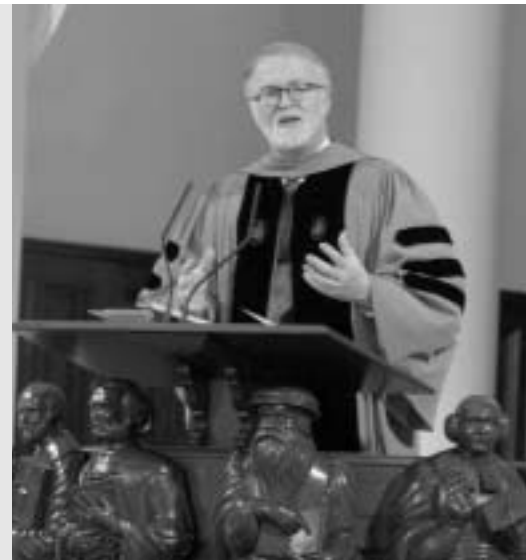
**ACCT 560 Accounting Theory (3)**

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

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# Beeson School of Divinity

## Administration

Timothy F. George, Ralph W. Beeson Dean and Professor  
 Paul R. House, Associate Dean and Professor  
 Wallace A. C. Williams, Associate Dean for Vocation and Spiritual Direction,  
 Associate Professor, and Director of Admissions and Recruitment  
 Mark R. Elliott, Director, Global Center, Professor  
 Bridget C. Rose, Curator of the Chapel  
 Thomas L. Fuller, Director, Doctor of Ministry Studies and Director, Ministry  
 Leadership Development  
 Jerry W. Batson, Pastoral Leadership Specialist and Associate Professor  
 James T. Prince, Director of External Relations  
 James C. Pounds, Jr., Director of the Extension Division  
 J. Michael Garrett, Theological Librarian and Director of Research and Media  
 Services

## Faculty

Gerald L. Bray, Beeson Professor  
 Wilton H. Bunch, Professor of Divinity  
 Charles T. Carter, James H. Chapman Fellow of Pastoral Ministry  
 Fisher H. Humphreys, Professor  
 Kenneth A. Mathews, Professor  
 Calvin A. Miller, Professor  
 Allen P. Ross, Beeson Professor  
 Frank S. Thielman, Beeson Professor  
 J. Norfleete Day, Associate Professor  
 Patricia A. Outlaw, Associate Professor  
 Robert Smith Jr., Associate 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.)  
 Doctor of Ministry (D.Min.)

Below 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
<b>Introduction to Theological Studies</b>		<b>1</b>
<b>Biblical Studies</b>		<b>32</b>
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	
<b>Historical and Theological Studies</b>		<b>15</b>
Church History	6	
Christian Theology	6	
Christian Ethics	3	
<b>Ministry Studies</b>		<b>33</b>
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	
<b>Senior Seminar</b>		<b>1</b>
<b>Electives</b>		<b>14</b>
<b>Total Required Credits</b>		<b>96</b>

## 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
<b>Introduction to Theological Studies</b>		<b>1</b>
<b>Biblical Studies</b>		<b>21-24</b>
Survey of Old Testament	6	
Survey of New Testament	6	
Hebrew and/or Greek	9-12	
<b>Historical and Theological Studies</b>		<b>15</b>
Church History	6	
Church Theology	6	
Christian Ethics	3	
<b>Spiritual Formation</b>		<b>2</b>
<b>Missions Course</b>		<b>2</b>
<b>Electives</b>		<b>16-19</b>
<b>Total Required Credits</b>		<b>60</b>

### 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.

<b>Doctor of Ministry Required Courses</b>	<b>Total Required Credits</b>
<b>On-Campus Seminars</b>	
First Year – Two two-week Foundation Seminars	<b>12</b>
Second Year – Two one-week Ministry-Related Seminars One two-week Foundation Seminar	<b>12</b>
Third Year – Two one-week Ministry-Related Seminars One one-week Project Proposal Writing Seminar	<b>9</b>
<b>Three Semesters of Approved-Field Supervision Concurrent with Seminars</b>	<b>3</b>
<b>Ministry Research Project Written Project Report (Dissertation)</b>	<b>6</b>
<b>Total Required Credits</b>	<b>42</b>

### 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 184 to 154. 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.

### 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; and distributing print and audio resources on Christian missions.

#### For additional information please contact:

Dr. Mark R. Elliott, Director  
The Global Center  
Beeson School of Divinity  
Samford University  
Birmingham, Alabama 35229-2268  
Phone: (205)726-2170  
Fax: (205)726-2271  
E-Mail: mellioott@samford.edu  
Web site: <http://www.samford.edu/groups/global/>

BEESON SCHOOL OF DIVINITY TUITION AND FEES FOR ACADEMIC YEAR 2004-2005*				
Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
<b>Tuition - Master's Degree</b> Less than 9 credits	Masters Degree Divinity Students Part-time	Deposit nonrefundable See Refund Policies.	\$417/credit	\$200 Deposit upon acceptance and remainder on or before e-bill payment due date
9 to 16 credits	Masters Degree Divinity Students Full-time	Deposit nonrefundable See Refund Policies.	\$4,393/semester	\$200 Deposit upon acceptance and remainder on or before e-bill payment due date
More than 16 credits	Masters Degree Divinity Students Full-time	Deposit nonrefundable See Refund Policies.	\$417/credit	\$200 Deposit upon acceptance and remainder on or before e-bill payment due date
<b>Tuition - Doctor of Ministry</b> Per-credit	Doctor of Ministry Students	Deposit nonrefundable See Refund Policies.	\$239/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
<b>Extension Division*</b> Regular and Institute Program	All Extension Division Students	See Refund Policies.	\$40/course	On or before e-bill payment due date
<b>General Miscellaneous Fees</b> 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.
Auto Decal	All Students	Nonrefundable	\$20/academic year	
Auto Decal (Subsequent)	All Students	Nonrefundable	\$5	
ID Replacement Fee (First Time)	All Students	Nonrefundable	\$5	
ID Replacement (Subsequent)	All Students	Nonrefundable	\$10	
Portfolio Evaluation Fee	All Students	Nonrefundable	\$100/credit	
Return Check Fee	All Students	Nonrefundable	\$28	
Stop Check Fee	All Students	Nonrefundable	\$28	
Books and Supplies (Divinity)	All Divinity Students		\$1,038 est/academic yr	Cash, check, or credit card at time of purchase
Books and Supplies (Doctor of Ministry)	All Doctor of Ministry Students		\$734 est/academic yr	Cash, check, or credit card at time of purchase
Books and Supplies (Master of Divinity)	All Master of Divinity Students		\$1,038 est/academic yr	Cash, check, or 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.

**(1) Charges incurred after semester e-bill date are due on or before the first day of class as published in the Academic Calendar.**  
**Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.**  
 Please refer to the Financial Information section, p. 45, for e-bill disbursement and payment due date schedule.

# Orlean Bullard Beeson School of Education





# and Professional Studies



## Administration

- Ruth C. Ash, Dean, and Ralph W. Beeson Professor  
James B. Angel, Associate Dean of Operations,  
Chair, Professor, Exercise Science and Sports Medicine  
Jean Ann Box, Associate Dean of Academic Affairs,  
Chair, Associate Professor, Teacher Education  
Jeannie Krumdieck, Chair, Associate Professor, Interior Design  
J. Maurice Persall, Director of Graduate Programs, Professor, Teacher Education  
Dan Sandifer-Stech, Chair, Associate Professor, Family Studies  
Patricia Hart Terry, Chair, Associate Professor, Nutrition and Dietetics

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# Exercise Science and Sports Medicine

## Faculty

James B. Angel, Chair, Professor  
 Donna L. Dunaway, Professor  
 Christopher A. Gillespie, Assistant Professor  
 Ralph R. Gold Jr., Assistant Professor

Patricia R. Donnelly, Instructor  
 Robert W. Hensarling, Jr., Instructor  
 Wayne Kendrick, Instructor  
 Charles D. Sands, IV, Assistant Professor

## Undergraduate Programs and Requirements

### Majors

Athletic Training  
 Exercise Science (Pre-Physical Therapy)  
 Fitness and Health Promotion  
 Physical Education  
 Sports Medicine (Pre-Medicine)

### Minors

Sport Psychology (ESSM Major)  
 Sport Psychology (Non-ESSM Major)

### Dual Major

Fitness and Health Promotion and Nutrition and Dietetics

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), physical education (PHED), and sports medicine (pre-med) (SPMD) leading to a bachelor of science in education degree. A double major in fitness and health promotion and nutrition/dietetics and athletic training/physical education is also available. See department chair for details. A minimum grade of C- must be achieved in all PHED prefix courses.

### 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. 126 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 National Athletic Trainers' Association (NATA) Board of Certification requirements. Samford University has received undergraduate program curriculum accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

### 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 director for copy.)
8. 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.
9. 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.
10. 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.

### 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, 401, 473, 476, 477, 478, 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. 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.
8. 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.
9. 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.

<b>Athletic Training Major (Non-Teaching) Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>32</b>
<b>Natural Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course)</b>		<b>4</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
<b>Physical Activity</b>		<b>2</b>
<b>Athletic Training Major:</b>		<b>74</b>
<b>Physical Education Core</b>		<b>66</b>
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 400 Research Methods	2	
PHED 401 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	
<b>Nutrition and Physics</b>		<b>8</b>
NTDT 216 Personal Nutrition	4	
PHYS 101 General Physics I	4	
<b>General Electives (directed by adviser)</b>		<b>4</b>
<b>Total Required Credits</b>		<b>132</b>

### Exercise Science Major

The purpose of the exercise science major is to prepare students for the entry-level master's 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 advisers monitor student progress to maximize acceptance into physical therapy schools.

<b>Exercise Science Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>32</b>
<b>Natural Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course)</b>		<b>4</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
<b>Physical Activity</b>		<b>2</b>
<b>Exercise Science Major:</b>		<b>80</b>
<b>Physical Education Core</b>		<b>52</b>
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 400 Research Methods	2	
PHED 401 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	
<b>Biology (select two courses)</b>		<b>8</b>
BIOL 225 Microbiology for Allied Health Sciences	4	
BIOL 333 Genetics	4	
BIOL 405W Cell and Molecular Biology	4	
BIOL 425 Basic Pathology	4	
<b>Chemistry and Physics</b>		<b>12</b>
CHEM 204 General Chemistry II	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Psychology (select two courses; one must be 300-level)</b>		<b>8</b>
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	
<b>Total Required Credits</b>		<b>134</b>

### 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).

<b>Fitness and Health Promotion Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>32</b>
<b>Natural Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 108 General, Organic & Biological Chemistry	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course)</b>		<b>4</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
<b>Physical Activity</b>		<b>2</b>
PHED 109 Strength Training-Physical Conditioning	1	
Any physical activity course	1	
<b>Fitness and Health Promotion Major:</b>		<b>80</b>
<b>Physical Education Core</b>		<b>72</b>
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 400 Research Methods	2	
PHED 401 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	
<b>Nutrition and Psychology</b>		<b>8</b>
NTDT 216 Personal Nutrition	4	
PSYC 205 Life-Span Development	4	
<b>Total Required Credits</b>		<b>134</b>

\*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.

<b>Fitness and Health Promotion and Nutrition and Dietetics Dual Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements*</b>		<b>32</b>
<b>Fitness and Health Promotion/ Nutrition and Dietetics Dual Major:</b>		<b>120</b>
<b>Physical Education Core</b>		<b>56</b>
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 400 Research Methods	2	
PHED 401 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	
<b>Nutrition &amp; Dietetics</b>		<b>44</b>
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	
<b>Biology and Chemistry</b>		<b>12</b>
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 301 Organic Chemistry I	4	
CHEM 350 Biochemistry I	4	
<b>Economics and Psychology</b>		<b>8</b>
ECON 201 Economics I (macro)	4	
PSYC 101 General Psychology	4	
<b>General Electives (directed by adviser)</b>		<b>2</b>
<b>Total Required Credits</b>		<b>176</b>

\*See Fitness and Health Promotion Major, General Education Requirements.

\*\*Health Fitness Instructor track will substitute PHED 460 for one 4-credit PHED 340.

### 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>27</b>
<b>Natural Sciences:</b>		<b>12</b>
<b>Biology</b> (complete both courses)	<b>8</b>	
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
<b>Chemistry and Physics</b> (select one course)	<b>4</b>	
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	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts</b> (select one course)		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities and Social Sciences</b> (select one course)		<b>4</b>
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	
<b>Physical Activity</b>		<b>1</b>
PHED 133-138 or Scuba	1	
<b>Physical Education Major:</b>		<b>86</b>
<b>Physical Education Core</b>		<b>76</b>
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 400 Research Methods	2	
PHED 401 Senior Seminar in Exercise Sci & Sports Med	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	
<b>Education</b>		<b>10</b>
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	
<b>Total Required Credits</b>		<b>135</b>

### Physical Education Major with Athletic Training Option

Physical Education Major with Athletic Training Option* Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>31</b>
<b>Physical Education Major*</b>		<b>86</b>
(See Physical Education Major table for major requirements)		
<b>Athletic Training Option:</b>		<b>26</b>
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	
<b>Total Required Credits</b>		<b>165</b>

### 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 adviser in addition to the health professions adviser 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.

Sports Medicine Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>32</b>
<b>Natural Sciences</b>		<b>12</b>
CHEM 203 General Chemistry I	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 210 Elementary Statistics	4	
Select one Calculus course: MATH 150 Precalculus or MATH 240 Calculus I or MATH 260 Calculus II	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course)</b>		<b>4</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
<b>Physical Activity</b>		<b>2</b>
<b>Sports Medicine Major:</b>		<b>84</b>
<b>Physical Education Core</b>		<b>48</b>
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 400 Research Methods	2	
PHED 401 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	
<b>Biology</b>		<b>16</b>
<b>Select two courses:</b>	<b>8</b>	
BIOL 110 Human Biology	4	
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
<b>Select two courses:</b>	<b>8</b>	
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	
<b>Chemistry and Nutrition</b>		<b>20</b>
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	
<b>Total Required Credits</b>		<b>138</b>

### Sport Psychology Minor (ESSM Major)

Sport Psychology Minor (ESSM Major) Required Courses	Course Credits	Total Required Credits
PHED 478 Sport Psychology	4	
PHED 479 Behavioral Issues of the Athlete A Sports Medicine Perspective	4	
PHED 480 Applications of Sport Psychology	4	
PSYC 205 Life-Span Development	4	
PSYC 215 Abnormal Psychology	4	
PSYC 304 Social Psychology	4	
<b>Total Required Credits</b>		<b>24</b>

### Sport Psychology Minor (Non-ESSM Major)

Sport Psychology Minor (Non-ESSM Major) Required Courses	Course Credits	Total Required Credits
PHED 141 Intro to ESSM & Related Technology	4	
PHED 322W Motor Development (Majors)	4	
PHED 473W Exercise Physiology	4	
PHED 478 Sport Psychology	4	
PHED 479 Behavioral Issues of the Athlete A Sports Medicine Perspective	4	
PHED 480 Applications of Sport Psychology	4	
<b>Total Required Credits</b>		<b>24</b>

## 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)

### 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 118 Tennis-Pickleball (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 473W Exercise Physiology (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.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

**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 only.

**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 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 only.

**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 only.

**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 only.

**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 only.

**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 only.

**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 only.

**PHED 400 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 401 Senior Seminar in Exercise Science and 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 400 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 1.

**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 only.

**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 only.

**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 only.

**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 only.

**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 only.

**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 only.

**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 only.

**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 only.



# Family Studies

## Faculty

Dan M. Sandifer-Stech, Chair, Associate Professor  
 Clara E. Gerhardt, 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](http://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](http://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 College

The FAMS department also directs a bachelor of general studies [BGS] degree with an area concentration in counseling foundations. This program is part of the evening program of adult studies. Detailed requirements and a listing of all courses for this program are described in the Metro College 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. 52 and 126 for a list of applicable courses.

### Family Studies Major

Family Studies Major Required Courses		Course Credits	Total Required Credits
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements:</b>			<b>38-50</b>
<b>Natural Sciences</b>			<b>4</b>
BIOL 110	Human Biology*	4	
<b>Social Sciences</b>			<b>8</b>
PSYC 101	General Psychology	4	
SOCI 100	Introduction to Sociology	4	
<b>Mathematics</b>			<b>8</b>
MATH 110	Contemporary Mathematics or	4	
MATH 150	Precalculus		
MATH 210	Elementary Statistics	4	
<b>World Languages (200 level required)</b>			<b>4-16</b>
<b>Fine Arts</b>			<b>4</b>
<b>Humanities</b>			<b>4</b>
RELG 200	Christian Ethics	4	
<b>Physical Activity</b>			<b>2</b>
<b>Other General Education</b>			<b>4</b>
COMS 221	Interpersonal Communication	4	
<b>Family Studies Major:</b>			<b>50</b>
<b>Family Studies Core</b>			<b>46</b>
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) or	2-4	
PSYC 324	Human Sexuality (4)		
FAMS 400	Family Law and Public Policy	4	
FAMS 483W	Senior Research	2	
<b>Family Studies Electives (select one course)</b>			<b>4</b>
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 331W	Sociology of Aging	4	
SOCI 333	Sociology of Religion	4	
SOCI 345	Juvenile Delinquency	4	
SOCI 349	Sociology of Children and Youth	4	
<b>General Electives</b>			<b>6-18</b>
<b>Total Required Credits</b>			<b>128</b>

\*Note: Additional math and science courses are required for admission to Samford's masters in education degree program.

## Family Studies with Child Life Concentration

<b>Family Studies Major with Child Life Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>46</b>
<b>Natural Sciences</b>		<b>8</b>
BIOL 110 Human Biology	4	
IDSC 201 Scientific Methods*	4	
<b>Social Sciences</b>		<b>12</b>
PSYC 101 General Psychology	4	
PSYC 203 Psychology of Adjustment	4	
SOCI 100 Introduction to Sociology	4	
<b>Mathematics</b>		<b>8</b>
MATH 110 Contemporary Mathematics or MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>World Languages</b>		<b>8</b>
101 and 102 of any foreign language	8	
<b>Fine Arts</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Other General Education</b>		<b>4</b>
COMS 221 Interpersonal Communication	4	
<b>Family Studies Major w/Child Life Concentration:</b>		<b>52-56</b>
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	
<b>General Electives</b>		<b>4-8</b>
<b>Total Required Credits</b>		<b>128</b>

\*Note: Additional math and science courses are required for admission to Samford's master in education degree program.

## Family Studies Minor

<b>Family Studies Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Family Studies Core</b>		<b>8</b>
FAMS 202 Marriage and the Family	4	
FAMS 331W Family Dynamics	4	
<b>Family Studies Electives</b>		<b>12</b>
Select three upper-level courses (300-400)		
<b>Total Required Credits</b>		<b>20</b>

## 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

**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 only.

**FAMS 360 Infant and Child Development (4)**

Study of quality care for infants, preschoolers, and benefit caregivers in both home and child-care centers settings. Quality care includes establishing a trusting relationship and providing a developmentally appropriate environment and care with respect. Includes principles from Resources for Infant Educators and a child-centered approach, different aspects of infant and preschooler development, social relationships, and developmental assessments for normal and at-risk infants and preschoolers. Students receive first-hand experience participating in the Samford Children's Learning Center. Prereq: FAMS 202. Offered: Fall only.

**FAMS 365 Adolescent and Adult Development (4)**

Examination of adolescent development and the family dynamics of parenting an adolescent. Includes discussion of specific adolescent issues and values from a family systems perspective. Also addresses effective strategies and resources for youth workers, child life specialists, teachers, and parents of adolescents. Prereq: FAMS 202. Offered: Spring only.

**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 only.

**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 adviser.

**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 only.

**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 only.

**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 only.

**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 only.

**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 only.

**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 only.

**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 only.

# Interior Design

## Faculty

Jeannie Krumdieck, Chair, Associate Professor  
 Ken Brazil, Associate Professor

## Undergraduate Programs and Requirements

### Major

Interior Design (with a 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 use 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. 126 for a list of applicable activity courses.

### Interior Design Major

**Note:** Attendance at a series of seminars is required during the freshman year. These seminars will include delineation of the course of study, the purpose of the art minor, current professional trends and directions, and career opportunities.

**Portfolio Review:** Because the B.A. in interior design (INTD) presupposes a certain level of professional competence, at the end of the sophomore year each design major will submit a portfolio of works from each area studied for evaluation by the major and minor faculty in order to determine general strengths and weaknesses, eligibility to continue in the INTD program, eligibility for senior exhibit, and eligibility for scholarships.

Interior Design Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>32</b>
<b>Natural Sciences</b> (select one course)		<b>4</b>
IDSC 201 Scientific Methods	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Social Sciences</b>		<b>8</b>
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
<b>Mathematics</b>		<b>4</b>
MATH 110 Contemporary Mathematics	4	
<b>World Languages</b>		<b>8</b>
101 and 102 of any foreign language	8	
<b>Fine Arts:</b> (select one course)		<b>2</b>
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Physical Activity</b>		<b>2</b>
<b>Other General Education</b> (select one course)		<b>4</b>
COMS 215 Oral Communication	4	
COMS 221 Interpersonal Communication	4	
COMS 351W Business Writing	4	
<b>Interior Design Major:</b>		<b>53</b>
<b>Interior Design Core</b>		<b>49</b>
INTD 122 Technical Drawing	2	
INTD 215 Building Codes	2	
INTD 221 CAD I	2	
INTD 222 CAD II	2	
INTD 223 Construction Documents/Building 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	
<b>Interior Design Electives</b> (select four credits)		<b>4</b>
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	
<b>Art Minor (Required):</b>		<b>26</b>
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	
<b>Total Required Credits</b>		<b>133</b>

## 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.

### 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 adviser.

### 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 adviser.

### 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 adviser.

### 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 adviser.

# Nutrition and Dietetics

## Faculty

Patricia Hart Terry, Chair, Associate Professor

## Undergraduate Programs and Requirements

### Major

Nutrition and Dietetics

### Dual Major

Fitness and Health Promotion and Nutrition and Dietetics

### Minor

Nutrition and Dietetics

Nutrition and dietetics (NTDT) majors earn a bachelor of science degree. A dual major in fitness/health promotion and nutrition/dietetics is also available, leading to a bachelor of science in education. Program requirements for the dual major are listed under exercise science and sports medicine (ESSM); contact the ESSM department chair for details.

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 NTDT program is approved by the American Dietetic Association. Students seeking a degree in NTDT 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.

A minor requiring 20 credits is offered in nutrition and dietetics.

### 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. 126 for a list of applicable activity courses.

## Nutrition and Dietetics Major

<b>Nutrition and Dietetics Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>24</b>
<b>Natural Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 203 General Chemistry I	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics (select one course)</b>		<b>4</b>
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Physical Activity</b>		<b>2</b>
<b>Nutrition and Dietetics Major:</b>		<b>79-80</b>
<b>Nutrition and Dietetics Core</b>		<b>60</b>
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	
<b>Biology, Chemistry, Economics, and Mathematics</b>		<b>19-20</b>
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 301 Organic Chemistry I	4	
CHEM 350 Biochemistry I	4	
ECON 201 Economics I (macro)	4	
MATH 210 Elementary Statistics (4) or NURS 333 Statistics for Health Care Professionals (3)	3-4	
<b>General Electives</b>		<b>8</b>
<b>Total Required Credits</b>		<b>133-134</b>

## Nutrition and Dietetics Minor

<b>Nutrition and Dietetics Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Nutrition and Dietetics Core</b>		<b>12</b>
NTDT 110 Principles of Food Preparation	4	
NTDT 216 Personal Nutrition	4	
NTDT 300 Foundations of Nutrition	4	
<b>Nutrition and Dietetics Electives</b>		<b>8</b>
Select two courses from the following list:		
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	
<b>Total Required Credits</b>		<b>20</b>

## Courses

### 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 only.

### 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 only.

### 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 only.

### NTDT 300 Foundations of Nutrition (4)

Study of fundamental principles of normal nutrition and their relation to the health and physical fitness of individuals. Prereq: NTDT 216. Offered: Fall only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 350. Offered: Spring only.

### 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 only.

### 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 only.

### 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 adviser.

# Teacher Education

## Faculty

Jean Ann Box, 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  
 Angela Owusu-Ansah, Assistant Professor, Director of Assessment  
 Martha B. Ralls, Professor  
 David M. Finn, Associate Professor, Faculty Director, Children's Learning Center  
 David C. Little, Associate Professor  
 Deborah Childs Bowen, Assistant Professor, Director of Institute for Teaching and Student Achievement  
 Carol D. Dean, Associate Professor  
 Amanda C. Strong, Assistant Professor  
 Michele K. Haralson, Director of Curriculum Materials and Technology Center  
 Regina Thompson, Teacher-in-Residence  
 Mary Alice Newell, Coordinator of Clinical Experiences

## Undergraduate Programs and Requirements

### Majors

Biology/General Science  
 Early Childhood/Special Education/Elementary/Collaborative (ESEC)  
 English/Language Arts  
 History/Social Science  
 P-12 Education  
 Secondary 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 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.

Most recently, the Department of Teacher Education won an "Award for Effective Teacher Preparation" given by the U.S. Department of Education. The department 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.

### Teacher Certification Subject Areas Offered

Composite Subject Areas (6-12)	Major Subject Areas (6-12)	Major Subject Areas (P-12)
Biology/General Science 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

### 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 biology/general science, 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.
5. All students earning certification must successfully pass the Alabama Prospective Teacher Testing Program (APTTP)

### 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 (APTTP) 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 College, 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. 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 (APTPP).

Students must also pass an exit examination (currently PRAXIS II) and the APTPP 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. 52 and 126 for a list of applicable courses.

**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 below, and students interested in this program may apply some of these courses toward the regular requirements in Teacher Education.

<b>Missions Education Minor Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 409	Meeting Success in a Diverse World or Practicum	3	
GEOG 101	World Regional Geography	4	
RELG 210	Foundations of Congregational Studies	4	
RELG 301W	World Religions: Traditions in Modern World	4	
UCBP 101	Biblical Perspectives	4	
<b>Total Required Credits</b>			<b>19</b>

**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).

<b>ESEC Major Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements:</b>			<b>34</b>
<b>Natural Sciences</b>			<b>12</b>
BIOL 105	Principles of Biology or	4	
BIOL 107	Contemporary Biology		
IDSC 201	Scientific Methods	4	
Select one of the following:		4	
PHYS 100	Physics for Society or		
PHYS 150	Introduction to Astronomy or		
PHYS 108	Exploring Physics for Education or		
CHEM 203	General Chemistry I		
<b>Social Sciences</b>			<b>4</b>
GEOG 101	World Regional Geography	4	
<b>Mathematics:</b>			<b>12</b>
MATH 107	Mathematics for Elementary Teachers	4	
MATH 110	Contemporary Mathematics	4	
MATH 210	Elementary Statistics	4	
<b>Fine Arts (select one course)</b>			<b>2</b>
ART 200	Art Appreciation	2	
MUSC 200	Music Appreciation	2	
THEA 200	Theatre Appreciation	2	
<b>Humanities (select one course)</b>			<b>4</b>
HIST 217	Early America to 1877	4	
HIST 218	Modern America since 1865	4	
<b>ESEC Major:</b>			<b>83</b>
<b>Major and Professional Courses*</b>			<b>20</b>
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	
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)	1	
<b>Education</b>			<b>63</b>
<b>(Formal admission required before taking the following courses)</b>			
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 323	Overview of Child Development	2	
EDUC 324W	The Arts Curriculum	6	
EDUC 329	The Science Curriculum	6	
EDUC 330	Curriculum Application	2	
EDUC 373	Practical Classroom Experience	1	
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	
<b>Total Required Credits</b>			<b>139</b>

\*A minimum GPA of 3.00 is required.

\*\*Subject to change if state and/or federal requirements are revised.

### Secondary Education and P-12 Majors

Curriculum requirements for secondary education and P-12 Education Requirements may be obtained from the certification officer/adviser, OBB Room 322; or the head of the academic department involved. All secondary education majors are required to meet with the certification officer/adviser, 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.

### Biology/General Science Major Bachelor of Science with Teacher Certification

Biology/General Science Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>20</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Biology/General Science Major:*</b>		<b>112</b>
<b>Biology</b>		<b>44</b>
BIOL 105 Principles of Biology	4	
BIOL 111 Animal Biology	4	
BIOL 112 Plant Biology	4	
BIOL 302 Mammalian Physiology	4	
BIOL 326 Environmental Science	4	
BIOL 333 Genetics	4	
BIOL 403 Invertebrate Field Zoology or Marine Science Elective (upper-level)	4	
BIOL 416 Vertebrate Field Zoology	4	
BIOL 422 Plant Taxonomy and Local Flora	4	
BIOL 436 Ecology	4	
Biology Elective, Upper-Level	4	
<b>Chemistry, Geography, and Physics</b>		<b>24</b>
CHEM 203 General Chemistry I	4	
CHEM 345 Nutritional Biochemistry	4	
GEOG 214 Physical Geography	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
PHYS 150 Introduction to Astronomy	4	
<b>Professional Courses*</b>		<b>18</b>
EDUC 213 Adolescent Development within the Educational Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 223 Introduction to Technology	1	
EDUC 305 Teaching in the Middle School	4	
EDUC 373 Practical Classroom Experience	1	
<b>Education (Formal admission required before taking the following courses)</b>		<b>26</b>
EDUC 315W Teaching/Learning-Secondary Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 414W Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 425 The Professional Secondary Teacher	2	
EDUC 475 Student Teaching Grades 6-12	12	
<b>Total Required Credits</b>		<b>154</b>

\*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 Bachelor of Science with Teacher Certification

English/Language Arts Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>24</b>
<b>Natural Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 210 Elementary Statistics	4	
<b>Fine Arts</b>		<b>2</b>
THEA 200 Theatre Appreciation	2	
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>English/Language Arts Major:*</b>		<b>112</b>
<b>English</b>		<b>44</b>
ENGL 210 American Literature	4	
ENGL 300W Creative Writing	4	
ENGL 301W British Literature to 1798	4	
ENGL 302W British Literature since 1798	4	
ENGL 310 Approaches to Literature	4	
ENGL 340W Shakespeare	4	
<b>Literary Forms (select one course)</b>	4	
ENGL 303W Poetry or ENGL 304W Short Story or ENGL 305W Novel or ENGL 306W Drama or ENGL 307W Film		
<b>Literature in its Own Time (select two courses)</b>	8	
ENGL 320W Medieval to 1485 or ENGL 321W Renaissance 1485-1660 or ENGL 322W Restoration and Eighteenth Century or ENGL 323W Romantic or ENGL 324W American Renaissance or ENGL 325W Victorian or ENGL 326W Twentieth Century British or ENGL 327W Twentieth Century American		
<b>English Elective (select one course)</b>	4	
ENGL 328W Minority Literature or ENGL 420W Capstone: Comparative Literature		
ENGL 410 Senior Thesis	4	
<b>Communication Studies, Journalism, and Theatre</b>		<b>26</b>
COMS 203 Performance of Literature	4	
COMS 221 Interpersonal Communication	4	
COMS 319 Argumentation and Debate	4	
COMS 415 Persuasion	4	
JMC 200 Mass Communication and Society	4	
THEA 212 Beginning Acting	2	
THEA 242 Fundamentals of Technical Theatre	2	
THEA 322 Beginning Directing	2	
<b>Professional Courses**</b>		<b>17</b>
EDUC 213 Adolescent Development within the Educational Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 223 Introduction to Technology	1	
EDUC 305 Teaching in the Middle School	4	
<b>Education (Formal admission required before taking the following courses)</b>		<b>27</b>
EDUC 315W Teaching/Learning-Secondary Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 373 Practical Classroom Experience	1	
EDUC 414W Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 425 The Professional Secondary Teacher	2	
EDUC 475 Student Teaching Grades 6-12	12	
<b>Total Required Credits</b>		<b>160</b>

\*A minimum GPA of 3.00 is required.

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

## History/Social Science Major Bachelor of Science with Teacher Certification

History/Social Science Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>24</b>
<b>Natural Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>History/Social Science Major:*</b>		<b>108</b>
<b>History</b>		<b>40</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300 The Historian's Craft	4	
Six upper-level History courses	24	
<b>Political Science</b>		<b>12</b>
POLS 200 Introduction to Political Science	4	
POLS 305 American National Government or POLS 312 State and Local Government	4	
POLS 310W U.S. Foreign Relations or POLS 319W International Relations since WW II or POLS 322W Latin American Politics or POLS 351W Major European Governments	4	
<b>Economics and Geography</b>		<b>12</b>
ECON 201 Economics I (macro)	4	
GEOG 101 World Regional Geography	4	
Geography Elective	4	
<b>Professional Courses**</b>		<b>17</b>
EDUC 213 Adolescent Development within the Educational Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 223 Introduction to Technology	1	
EDUC 305 Teaching in the Middle School	4	
<b>Education</b> (Formal admission required before taking the following courses)		<b>27</b>
EDUC 315W Teaching/Learning-Secondary Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 373 Practical Classroom Experience	1	
EDUC 414W Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 425 The Professional Secondary Teacher	2	
EDUC 475 Student Teaching Grades 6-12	12	
<b>Total Required Credits</b>		<b>154</b>

\*A minimum GPA of 3.00 is required.

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

## Undergraduate Courses

### EDUC 201 Sign Language I (1)

This course is designed to provide students with an introduction to finger spelling and American Sign Language issues pertaining to the deaf community will also be addressed.

### EDUC 213 Adolescent Development within the Educational Culture (2-4)

This course will provide the student with a knowledge-base of the life span between childhood and adulthood. Major adaptations are made in the total organism and are of primary significance during this time. The course emphasizes these adjustments, which include modifications of a physiological, physical, psychosocial,

sexual, moral, and cognitive nature. Special consideration will be given to the education of the adolescent including gender differences, learning styles, learning theories, and motivation. The primary focus of this course involves how the adolescent is impacted by these changes, how they deal with them, and how this is reflected in their behavior within the educational environment along with implications for the educator. Clinical experiences will be included in the course for secondary teacher education students. Students who will not be involved in the clinical experiences will take the course for 2 credits; secondary teacher education students will take the course for 4 credits. Offered: Fall and spring.

### EDUC 221 Issues within the Educational Culture (4)

This course is designed to help prospective teachers develop insight into contemporary educational issues. Students will examine philosophical and historical bases of education as a profession. They will apply an understanding of philosophical and historical frameworks to the analysis of current issues in education. Emphasis will be placed 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 create an informed personal philosophy of education, which they will continue to challenge throughout their educational program. Offered: Fall and spring.

### EDUC 222 Clinical Experiences in the Educational Culture (4)

This course is designed for prospective P-12 teachers. Emphasis is given to intensive field experiences (45 hours) in urban, rural and suburban educational settings. These clinical experiences will focus on allowing students to develop a personal philosophy of teaching/learning based on the observation of sound teaching practices and strategies and through reflective decision-making skills exhibited during observational journal writing and actual classroom teaching experience. Methodologies will include field experience, lecture, journals, case studies, and problem-solving sessions. Offered: Fall and spring.

### EDUC 223 Introduction to Technology (1)

This course is designed to introduce prospective teachers to currently available technology and to prepare them to use various media for their own education as well as in their professional careers. Students are expected to become comfortable in the use of various media and to explore the possibilities for the use of media in the classroom. Emphasis is given to ways in which multimedia can be used to meet the needs of varying learning styles. Offered: Fall and spring.

### EDUC 305 Teaching in the Middle School (4)

The middle school philosophy and objectives. Emphasis is given to curriculum plans and activities for meeting the educational needs of preteens and early teenagers. Offered: Spring only.

### EDUC 307 Foundations of Leadership (4)

An introductory course designed to make students aware of the importance of principled leadership in all areas of life. Offered: Fall and spring.

### EDUC 311 The Development of the Young Child (2)

This course is designed to introduce the developmental characteristics of the child from conception to age eight or the end of the primary grades. Special consideration will be given to the 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 will include instructional planning and strategies for special needs children. Offered: Fall and spring.

### EDUC 312 Principles of Early Learning (6)

This course is designed to introduce prospective teachers to the principles of early learning in preschool, kindergarten, and primary grades. Emphasis is given to development of an integrated curriculum in the content areas, assessment, classroom management, teaching to divergent cultures, and inclusion of special needs students. Class members are expected to apply the knowledge of the principles of early learning to analyze case studies and develop lesson plans. Class members are required to create an integrated, thematic unit and teach lesson plans that they have written and evaluated. Co-req: EDUC 316. Offered: Fall and spring.

### **EDUC 313 Application of Early Learning (6)**

This course is designed for prospective teachers of children from infancy through the age of eight. Emphasis is given to the application of early learning principles through problem-based decision cases that focus on self-reflection and decision-making, and technology that supports the instructional process. Seminars with classroom teachers and interactive clinical experiences will also be included. Offered: Fall and spring.

### **EDUC 315W Teaching and Learning in Secondary Classrooms (4)**

This course is designed to introduce prospective teachers of secondary students to the great diversity that exists among students in postmodern American classrooms so that they appreciate and consider these differences when planning instruction for preadolescent and adolescent students. Prospective teachers are encouraged to apply newly-forming conceptions of learners and varied strategies for managing classrooms, disciplining students, creating learning environments, presenting instruction, grouping students for maximum learning, selecting appropriate resources, and assessing learning outcomes in the creation of a resource unit and lesson plans within their teaching field(s). Emphasis is upon developing reflective practitioners who draw upon a wide array of solutions to classroom challenges represented in literature, research, and informed practice in the field of secondary education. Offered: Fall only.

### **EDUC 316 Practical Teaching and Learning (2)**

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of this course is to provide early childhood field experience as a prelude to the professional semester. Course content will emphasize curriculum development and implementation. This course will emphasize reflective decision-making and integrated teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized will include discussion, lecture, field experience, and curriculum development. Co-req: EDUC 312. Offered: Fall and spring.

### **EDUC 323 Overview of Child Development (2)**

This course is designed to provide a comprehensive knowledge base of developmental characteristics regarding the child of elementary school age (nine to eleven). It will include the major developmental theories related to the areas of cognition, learning, motivation, communication, language acquisition, physical, social, psychological, and moral development. Offered: Spring only.

### **EDUC 324W The Arts Curriculum (6)**

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of the course is to establish 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 will include discussion, lecture, field experiences, projects and research. Offered: Spring only.

### **EDUC 329 The Science Curriculum (6)**

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of this course is to provide materials and methods in the areas of science, math, social studies, and technology. Course content will emphasize curriculum development, construction of knowledge, problem-solving techniques, and practical application to promote optimum teaching and learning. This course will emphasize reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized will include discussion, lab experience, case studies, lecture, field experience, and curriculum (unit/lesson) development. Offered: Spring only.

### **EDUC 330 Curriculum Application (2)**

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of this course is to provide elementary field experience as a prelude to the professional semester. Course content will emphasize curriculum development and implementation that incorporates the efficiencies of time management and the psychological need of stress management techniques to promote optimum teaching and learning. This course will emphasize reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized will include discussion, lecture, field experience, and curriculum (unit/lesson) development. Offered: Spring only.

### **EDUC 331 Curriculum Applications in Secondary Classrooms (4)**

This course is designed to provide prospective secondary teachers opportunities to apply conceptions of curriculum, instruction, classroom management and discipline, multimedia, and human resources, and assessment in the context of an actual classroom. Prospective teachers will 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 in the course is upon developing reflective classroom practitioners who consider a wide array of classroom variables in analyzing a particular educational context. Offered: Spring only.

### **EDUC 373 Practical Classroom Experience (1)**

This course is designed for P-12 teacher education majors. Emphasis is given to intensive clinical experiences in a public or private school classroom. These clinical experiences will focus on methodologies and strategies for successful classroom performance. Offered: Jan Term only.

### **EDUC 407 Cross-Cultural Practicum (1-4)**

An experience involving a sustained-direct relationship with people of different cultural groups. Students will complete assigned tasks under supervision, after making a thorough study of the culturally different groups. See adviser.

### **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 adviser.

### **EDUC 413 Classroom Management (2)**

This course is designed for elementary and early childhood education majors interested in a P-6 teaching career. The purpose of the course is to establish a foundation of content and application relative to classroom management and discipline emphasizing reflective decision-making and integrated-teaching/learning strategies. Methodologies utilized will include discussion, lecture, field experiences, projects and research. Offered: Fall only.

### **EDUC 414W Reading, Writing, and Assessment across the Curriculum Areas (2)**

This course is designed to provide students with an introduction to a variety of teaching strategies that encourages reading and writing across the curriculum areas, assistance with the 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. Offered: Spring only.

### **EDUC 415 Technology across the Curriculum (2)**

This course is designed to introduce prospective teachers to the wide variety of applications for multimedia in the classroom and to techniques for evaluating educational software and hardware. Emphasis is given to 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. Offered: Fall and spring.

**EDUC 416 The Professional Educator (2)**

This course is designed to help students focus on major issues related to becoming a professional educator. Students will explore and reflect on expectations of and relationships with principals, parents, and teaching colleagues. The course will also serve as a culmination of the teacher education focus on problem-based learning. Students will explore the role of facilitator in a problem-based learning classroom. They will have the opportunity to facilitate cases with students entering the Teacher Education program and design and teach an open-ended problem in a classroom. Offered: Fall only.

**EDUC 417 Educational Practices in Action (6)**

The purpose of this course is to prepare prospective P-6 teachers to facilitate student learning by providing opportunities to apply sound educational practices within clinical settings. Emphasis is given to 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 special needs children. Prospective teachers are also provided with experiences in inclusive and collaborative settings and opportunities to apply problem-based learning and classroom management techniques. Offered: Fall only.

**EDUC 418 Collaboration in Educational Practices (4)**

This course is designed for prospective teachers of children from infancy through grade six. The course focus is given to the principles of early childhood special education and elementary collaborative teaching. Emphasis is placed on communication and involvement with families of special needs children, 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 will serve as vehicles for reflection and, in addition, will provide opportunities to develop decision-making skills necessary to make appropriate curricular and instructional choices for children with diverse needs. Offered: Fall only.

**EDUC 425 The Professional Secondary Teacher (2)**

This course is designed to prepare prospective secondary level teachers for their roles as professional educators who are able to assume responsibility for their own lifelong growth and development within their chosen teaching fields. They will examine what it means to be a professional—working collaboratively with fellow teachers, principals, and other supervisors, assuming responsibility for the design and implementation of learning activities for groups of preadolescent and adolescent students, and communicating to students, parents and others the progress of their educational undertakings. Emphasis is upon ways to ensure continuing and lifelong professional growth as teachers. Offered: Fall only.

**EDUC 443 Creative Classroom Materials (3)**

Students are led in the development of creative teaching materials that may be used in the preschool, elementary, or secondary school classroom. See adviser.

**EDUC 474 Student Teaching in the ESEC (12)**

Supervised-field internship for prospective teachers of ESEC students, grades P-6. Offered: Fall and spring.

**EDUC 475 Student Teaching Grades 6-12 (12)**

Supervised-field internship for prospective teachers of middle and secondary students, grades 6-12. Offered: Fall and spring.

**Graduate Programs and Requirements****Master of Science in Education - Class A Certification**

Early Childhood Education  
Elementary Education  
Educational Administration  
Music Education

**Educational Specialist - Class AA Certification**

Early Childhood Education  
Elementary Education  
Educational Administration

**Doctoral Program**

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

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****A. Formal Admission**

1. Minimum GPA of 3.00 for all college work attempted.
2. Minimum of 40 on MAT 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).

**B. 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 – 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**

<b>Class A Certification Early Childhood Education OR Elementary Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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	2	
EDUC 519	Field-Based Action Research	2	
	Electives (with approval of adviser)	8	
<b>Total Required Credits</b>			<b>30</b>

**Class A Certification - Educational Administration**

Class A Certification is available in Educational Administration. Please contact the Director of Graduate Programs, OBB Room 226.

<b>Class A Certification Educational Administration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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 Instructional Leadership	3	
	Electives (with approval of adviser)	9	
<b>Total Required Credits</b>			<b>30</b>

<b>Class A Masters Endorsement Program Educational Administration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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 Instructional Leadership	3	
<b>Total Required Credits</b>			<b>18</b>

**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.

<b>Class AA Certification Early Childhood Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 607	Early Childhood Exemplary Programs	3	
EDUC 620	Practicum in Quality Leadership: Theory and Application of School Improvement Processes	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 & 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	
	Electives (with approval of adviser)	3	
<b>Total Required Credits</b>			<b>30</b>

**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.

<b>Class AA Certification Elementary Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 608	Elementary Education Programs	3	
EDUC 620	Practicum in Quality Leadership: Theory and Application of School Improvement Processes	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	
Electives (with approval of adviser)		3	
<b>Total Required Credits</b>			<b>30</b>

**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.

<b>Class AA Certification Educational Administration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 620	Practicum in Quality Leadership: Theory and Application of School Improvement Processes	3	
EDUC 621	Educational Business Management	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 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	
<b>Total Required Credits</b>			<b>30</b>

**Graduate Courses**

**EDUC 505 Independent Study (3)**

The Dean of the School of Education and Professional Studies may give permission for work on an individual research project to be carried out under the supervision of a faculty adviser.

**EDUC 509 Advanced Techniques for the Diagnosis and Remediation of Reading Problems (3)**

This course is designed for teachers and/or administrators who are seeking Master of Science and Ed.S. degrees in Elementary/Early Childhood Education. Students taking this course should realize the critical importance of being competently trained to locate and correct a wide range of specific and general reading disabilities.

**EDUC 510 Instructional Adaptation for Student Diversity (3)**

Students will explore current legal requirements, best practice in program delivery, and services for special needs students. Special emphasis will be given to the 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)**

Provides emphasis on modern classroom discipline and management techniques.

**EDUC 512 Contemporary Legal Issues for the Classroom Teacher (2-3)**

Provides 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)**

Students will investigate instructional planning related to student achievement in seminar setting.

**EDUC 514 Social Dynamics and Student Learning (3)**

Students will discuss social issues related to their impact on the child and the learning process.

**EDUC 515 Standards-Driven Teacher Leadership (3)**

Prepares classroom teachers to participate effectively in designing and implementing 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)**

Students will discuss the current research linking active learning strategies to authentic learning and retention of knowledge.

**EDUC 517 Effective Curriculum Design (3)**

Development of teachers who are able to make reflective decisions about the design, development, and implementation of curricula to the end that learning environments are created that support the learning of all students to a high degree of proficiency.

**EDUC 518 Action Research: Theory and Techniques (2)**

Provides graduate students with opportunities to read, reflect upon, interpret, and evaluate educational research.

**EDUC 519 Field-Based Action Research (2)**

Provides graduate students an opportunity to implement action research and evaluate a special research project that focuses upon improving teaching and learning in diverse early childhood and elementary classrooms.

**EDUC 520 Educational Leadership (3)**

This course is designed for students who seek Class A certification in educational administration. The purpose of the course is to provide a survey of selected theoretical and operational bases for decision making related to the responsibilities, duties, and problems of the effective K-12 leader.

### **EDUC 521 Issues in School Finance (3)**

This course is designed to provide students with knowledge and understanding of the economic factors relative to the financing of public schools. The course involves an in-depth study of taxation, state school finance systems, the impact of school finance litigation, the budgeting process, and current/emerging issues in school finance policy.

### **EDUC 522 School Management (3)**

This course is designed to provide students an in-depth study of experiences necessary to become a successful reflective manager of schools in the next decade.

### **EDUC 526 Law and Personnel: Theory and Practice (3)**

Provides an 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 educational administration is designed to provide students the opportunity to engage in the day-to-day activities of the school administrator. The program focuses on supervised experiences in administrative tasks at the elementary, middle, and high school levels, and at the school system central office. Offered: Summer I only.

### **EDUC 528 Internship in Educational Administration (3)**

Internship in Educational Administration requires 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 are required under the direction of practicing administrative responsibility. Each student is required to receive practical experience in curriculum and instruction, professional staff development, student services, leadership skills, school and community relations, management skills, and legal responsibilities. Offered: Fall only.

### **EDUC 529 Curriculum Design and Instructional Leadership (3)**

The purpose of the course is to develop 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)**

This course will employ an 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 is given to the study of exemplary early childhood and elementary programs. Developmentally appropriate curricula design, implementation, and assessment will be examined 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)**

This course will employ an integrated course of study dealing with 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)**

This course will employ an integrated study dealing with the teaching of mathematics, natural and physical sciences, and social studies. Curriculum design, educational assessment, case studies, and media/technology will be primary components of this course.

### **EDUC 535 Current Issues in Education (4)**

The purpose of the course is to prepare classroom teachers to understand the impact of emerging issues on their schools' classrooms, and to acquire the skills needed to participate effectively in creating effective educational improvement. Content will focus on a study of 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)**

An 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)**

This is the first course in a series of three to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they explore ways to enhance their teaching strategies with computer-based technologies.

### **EDUC 596 Current and Emerging Instructional Technologies (3)**

This is the second course in a series of three to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they explore opportunities in the classroom.

### **EDUC 597 Curriculum Integration of Technology (3)**

This is the third course in a series of three to familiarize classroom teachers with computer-based instructional technologies as they are applied in the educational environment. This course provides opportunities for teachers to become reflective decision makers as they develop the necessary skills to infuse technology into the curriculum.

**NOTE: Courses numbered 600 or above are open to post-master's degree students.**

### **EDUC 607 Early Childhood Exemplary Programs (3)**

This course is an investigation of the characteristics of exemplary programs in early childhood education. Models of current outstanding programs will be studied.

### **EDUC 608 Elementary Exemplary Programs (3)**

This course is an investigation of the characteristics of exemplary programs in elementary education. Models of current outstanding programs will be studied.

### **EDUC 620 Practicum in Quality Leadership: Theory and Application of School Improvement Processes (3)**

This course is designed to provide students with the knowledge and skills necessary to lead a school in the process of continuous improvement. Students will be instructed in the tools and techniques of school improvement planning using concepts from continuous quality improvement and from professional learning communities. Students will 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)**

This course will provide skills and understanding necessary for successful management of educational enterprise. Course focuses 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)**

The purpose of the course is to develop 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)**

This course provides in-depth study into the processes involved, and the skills required, to lead change in complex organizations. Course content emphasizes inquiry into organizational culture, group leadership, conflict management, and administrator-staff relationships.

**EDUC 624 Learning Theories: The Pursuit of Knowledge (3)**

The purpose of this course is to expose teachers and prospective school leaders to contemporary theories of learning so that the reflective decisions they make 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)**

This course provides an in-depth study of legal and policy issues inherent in instructional, non-instructional, and administrative positions throughout the education profession. Special attention is 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)**

The purpose of the course is to prepare educational leaders to recognize and be able to propose appropriate solutions for the social problems of children and youth which contribute to behavioral and learning difficulties. Emphasis is placed on using acquired knowledge to reflect upon possible causes and solutions and make informed decisions which will assist students and parents deal successfully with societal forces.

**EDUC 627 Professional Development and Mentor Training for Quality Education (3)**

Prepares educational leaders to become effective mentors, providing guidance and professional support, for aspiring future leaders. Emphasis is placed on reflective decision making concerning the strengths and needs of the mentoree.

**EDUC 628 Advanced Evaluation of Teaching and Learning (3)**

The purpose of this course is to expose future school leaders to methods of research especially suited to active involvement of practicing school administrators in scientific inquiry related to school problems. The intention is to stimulate school leaders to think reflectively about current problems facing American schools at all levels and the methods available for collecting data about these problems and seeking solutions to them.

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

This course is designed to provide students the opportunity to engage in a school improvement project utilizing the tools of total quality education process. Emphasis will be on the continuous improvement, identification of the customer/supplier relationship applied to an education setting, working cooperatively in teams, and utilizing data in solving problems.

**EDUC 630 Quality Improvement Practicum in Education (3)**

In the QI Practicum, Ed.S. students will use the concepts and tools learned in EDUC 629 to improve a process in a K-12 school or system and to develop a plan to improve a curricular/instructional system for better student learning.

**EDUC 681 Research in Certification Field (3)**

Extends already developed research skills 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 or 1,000 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.

<b>Ed.D. Program Instructional Leadership Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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 and Learning	3	
<b>Total Required Credits</b>			<b>12</b>

<b>Ed.D. Program Strategic Leadership Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 620	Practicum in Quality Leadership: Theory and Application of School Improvement Processes	3	
EDUC 627	Professional Development & Mentor Training for Quality Education	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDLD 734	Strategic Planning	3	
EDLD 736	Formative Leadership Theory: Strategies for the High-Performing Organization	3	
<b>Total Required Credits</b>			<b>15</b>

<b>Ed.D. Program Organizational Leadership Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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	
<b>Total Required Credits</b>			<b>12</b>

<b>Ed.D. Program Political and Community Leadership Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 625	Legal and Policy Issues in Education	3	
EDLD 731	Educational Policy Development and Analysis: The Political Dimension of Schooling	3	
EDLD 735	Ethical Issues in Education: The Moral Dimension of Schooling	3	
<b>Total Required Credits</b>			<b>9</b>

<b>Ed.D. Program Field-Based Research Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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	
<b>Total Required Credits</b>			<b>12</b>

## Doctoral-Level Courses

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

This course examines the factors that influence the development of school and school system policy. The origin of policy issues, the educational policy infrastructure, and the interrelationship of educational policy to school practice are explored with particular emphasis placed on the political process as the major driving force in the policy-making arena.

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

The purpose of this course is to assist students in developing an awareness of, and appreciation for, educational research as a tool for advancing the educational renewal agenda. Students develop skills in designing and implementing research methodologies, reading and interpreting research reports, and developing strategies for converting research into action.

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

The purpose of this course is to provide the student opportunities to focus on authentic problems of practice in a clinical and/or field-based environment. Through this hands-on clinical process, students will demonstrate leadership, administrative and management skills, as well as 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)

This course is designed to provide students enrolled in the Ed.D. program with the skills and understanding necessary for successful management of the educational enterprise. Course content focuses 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)

The purpose of this course is to educate school leaders in ethical and moral theory and to actively consider the administration of schools as a moral activity. The central focus is to help students articulate an explicit set of values and beliefs to guide their actions. Religious, economic, social, and cultural issues that affect the expectations about schooling are explored in an effort to help school administrators to understand that all administrative decisions have ethical implications.

### EDLD 736 Formative Leadership Theory: Strategies for the High-Performing Organization (3)

This course explores the knowledge, skills, attitudes, and competencies required for successful leadership in the new organization of the twenty-first century. Classroom inquiry into the theoretical basis for formative leadership will be supplemented with hands-on application and opportunity to develop formative leadership skills in a clinical setting.

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

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

### EDLD 738 The Learning Organization (3)

This course is designed to engage students in the art and practice of learning organizations as applied to educational institutions. Students will be 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)**

This course is designed to introduce students to qualitative inquiry. It provides an understanding of qualitative research methods and guidance in designing and implementing a qualitative research project. Students will have the opportunity to design and implement a qualitative study through guided instructions.

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

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

**EDLD 742 Dissertation Research (1)**

This course provides additional support and direction in the completion of doctoral research. The student will work with the dissertation committee to complete research, data analysis, dissertation writing, and dissertation debate. Course can be taken a maximum of three times. Grading is pass/fail only.

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

The seminar in educational leadership is designed to provide doctoral students opportunities to explore current political, economic, and social issues that impact the governance of education. Students will 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)**

This course is designed to engage students in an in-depth understanding of the major tasks and related activities of school superintendents. Students will be provided opportunities to study the complex issues driving the changing role of school superintendents. Problem-based learning, case study analysis, and action research will be used to develop the skills necessary for leading a complex organization operating in a chaotic environment.

**Legal Assistant Certificate Program**

The Legal Assistant Certificate Program is directed by the Orlean Bullard Beeson School of Education and Professional Studies [(205) 726-2783].

**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 College 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**

<b>Legal Assistant Certificate Program Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Legal Assistant Courses</b>		<b>30</b>
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 or MCPG 307 Criminal Law	3	
MCPG 304 Family Law	3	
MCPG 306 Debtor-Creditor Law	3	
MCPG 323 Legal Research and Writing	3	
<b>Total Required Credits</b>		<b>30</b>

See Metro College section for MCPG course descriptions.

# Cumberland School of Law



## Administration

John L. Carroll, Dean, 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  
Francoise Hartley Horn, Assistant Dean, Student Services  
and Public Interest Law Project Director  
M. Giselle Gauthier, Director of Admissions  
Karen H. Hubbard, Director of Law Student Records  
Patricia G. Muse, Director of Continuing Legal Education  
E. Jeanette Rader, Director of Career Services

## Faculty

T. Brad Bishop, Professor  
Joseph W. Blackburn, Whelan W. and Rosalie T. Palmer Professor  
Alexander J. Bolla, Jr., Professor  
Albert P. Brewer, Distinguished Professor of Law and Government  
Charles D. Cole, Lucille S. Beeson Professor  
Michael E. DeBow, Professor  
W. James Ellison, Professor  
Michael D. Floyd, Professor  
Robert J. Goodwin, Professor  
Paul Kuruk, Professor  
David J. Langum, 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 Denning, Associate Professor  
Jill E. Evans, Associate Professor  
Miriam Cherry, Assistant Professor  
Belle H. Stoddard, Instructor

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 six dual-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.), and Law/Public Health (J.D./M.P.H.).

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 2004-2005

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
<b>Tuition</b>				
Less than 10 credits	Part-time Law Students	Deposit nonrefundable See Refund Policies.	\$792/credit	\$150 Initial Deposit due April 1; \$250 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.	\$11,879/semester	\$150 Initial Deposit due April 1; \$250 deposit due June 15; remainder on or before e-bill payment due date*
More than 16 credits	Full-time Law Students		\$792/credit	\$150 Initial Deposit due April 1; \$250 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		\$792/credit	
Summer Term	Entering Law Admitted for Fall Term		\$3,959	\$150 Initial Deposit due April 1; \$250 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	
<b>General Miscellaneous Fees</b>				
Application Fee for Law School Admission	All Law Students	Nonrefundable	\$50	At time of application submission
Reapplication Fee	All Students	Nonrefundable	\$50	At time of reapplication submission
Auto Decal	All Students	Nonrefundable	\$20/academic year	
Auto Decal (subsequent)	All Students	Nonrefundable	\$5	
ID Replacement Fee (first time)	All Students	Nonrefundable	\$5	
ID Replacement Fee (subsequent)	All Students	Nonrefundable	\$10	
Returned Check Fee	All Students	Nonrefundable	\$28	
Stop Check Fee	All Students	Nonrefundable	\$28	
Books and Supplies	All Law Students		\$1,330 estimate	Cash, check or 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.

**(1) Charges incurred after semester e-bill date are due on or before the first day of class as published in the Academic Calendar.**

**Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.**

Please refer to the Financial Information section, p. 45, for e-bill disbursement and payment due date schedule.

# 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  
Michael A. Fiedler, Chair, Department of Nurse Anesthesia, Associate Professor  
Gretchen McDaniel, Director, NurCE, Professor  
Theresa Culpepper, Director, Nurse Anesthesia Clinical Services, Department of Nurse Anesthesia

## Faculty

Marian K. Baur, Professor  
Sharron P. Schlosser, Professor  
Janet G. Alexander, Associate Professor  
Geri Beers, Associate Professor  
Margaret P. Findlay, Associate Professor  
Arlene Hayne, Associate Professor  
Cynthia Berry, Assistant Professor  
Judy Ann Bourrand, Assistant Professor  
Terry Cahoon, Assistant Professor  
Leigh Ann Chandler, Assistant Professor  
Jennifer J. Coleman, Assistant Professor  
Elaine M. Marshall, Assistant Professor  
Darlene P. Mathis, Assistant Professor  
Barbara J. Money, Assistant Professor  
Gloria T. Russell, Assistant Professor  
Judith A. Vinzant, Assistant Professor  
Debra Walker, Assistant Professor  
Rebecca Warr, Assistant Professor  
Lisa Gurley, 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. 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).

**RN Mobility:** This accelerated program recognizes and builds upon the registered nurse's prior educational preparation. It allows students to enhance their knowledge of current nursing theory and practice and to advance their careers.

**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, clinical nurse specialists, 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 Office of Graduate Program. 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, the following health data must be currently on file:

1. **Health Form:** Prior to entering the clinical area, the undergraduate student must have on file in Student Health Services, a yearly updated health form. Graduate students must 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 urine 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.
9. **Licensure:** Students in the RN Mobility and Graduate Programs must show evidence of current, unencumbered Alabama RN licensure prior to enrollment in a nursing course.



## Undergraduate Programs and Requirements

### Curricular Options

Bachelor of Science in Nursing  
 RN Mobility/B.S.N. Program (RN to B.S.N.)  
 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 registered nurse program is an accelerated program that recognizes and builds upon the registered nurse's prior educational preparation. It allows students to enhance their knowledge of current nursing theory and practice and to advance their careers.

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:

1. Be accepted for admission to Samford University.
2. 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.)
3. Meet the following academic requirements:
  - a. Achieve a minimum composite score of 21 (20 prior to Oct., 1989) on the ACT, 1000 on the SAT, or achieve a composite score of 70 on the Nurse Entrance Test (NET) with no less than 65 percent in reading comprehension and 75 percent in computational skills. (The NET is a one-time test.)
  - b. High school graduates must have a cumulative GPA of 2.50 or above, have completed four units of English, two units of math, and one unit of general biology with a grade of C (2.00) or better
  - c. All applicants without a high school diploma, whether freshmen or transfers, must submit GED scores. The minimum acceptable score is 50.
4. Transfer students must:
  - a. Submit official transcripts from all previous schools.
  - b. 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. Note: A student who received a D or F in a nursing course from another institution will be considered on an individual basis upon receipt of all required documentation.
  - c. Have a cumulative GPA of 2.50 or above in all coursework and have at least a C- (1.7) on general education courses required for the nursing curriculum.
  - d. For any transfer student with multiple passing grades in a given course, a C (2.00) or better, the GPA will be calculated using the first grade obtained. If subsequent grades in these courses are D or F, these grades will be calculated in the cumulative GPA along with the initial grade.
  - e. Cumulative GPAs of all transfer students will be calculated without consideration of plus or minus designation.

5. Show evidence of current unencumbered Alabama licensure for entrance into the RN Mobility Program.
6. 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.
7. Applicants who do not meet the stated criteria may be considered on an individual basis for prescriptive admission.
8. Admission requirements for the Second Degree B.S.N. Program include:
  - a. Hold a minimum of a baccalaureate degree in another discipline/field.
  - b. Meet all criteria for admission and receive formal acceptance to Samford University.
  - c. Complete and submit a formal application for admission to School of Nursing.
  - d. Have a minimum cumulative GPA of 2.50 on all college work attempted and have at least a 2.00 GPA on courses required for the nursing curriculum.

### Transfer Credit and Placement

1. Credit through the College Level Examination Program (CLEP) is available. Contact the Office of Student Records for information.
2. 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 adviser must be completed and submitted.
3. Registered Nurses from diploma or associate degree programs in nursing may validate up to 34 credits for all nursing courses, except pathophysiology and pharmacology, that are required in Samford University's curriculum as follows:
  - a. Completion of all General Education Requirements;
  - b. Successful completion of NURS 443. Successful completion of NURS 443 validates the following courses: NURS 230, 344, 371, 372, 373, 351, and 452, and allows progression to the next semester in the RN Mobility Program.
4. Challenge for advanced placement in the RN Mobility Program is available. A maximum of 20 credits may be challenged. Courses may be challenged theoretically, clinically, or in their entirety. No part of the challenge examination process may be repeated. To be eligible for this examination, the applicant must:
  - a. Complete all admission requirements for Samford University.
  - b. Be formally admitted to the School of Nursing.
  - c. Intent to challenge a course for advanced placement must be approved and the Intent to Challenge form must be submitted one month prior to challenge.
5. 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:

1. Have a completed Health Data Record (with all required immunizations) on file in the Student Health Services.
2. Submit negative results on urine drug screen.
3. Have a signed Confidentiality Statement on file.
4. 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.
5. 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.
6. Students may D-repeat up to 8 credits in only the core and General Education courses.
7. Satisfy all prerequisites as prescribed in this catalog.

8. Adhere to the following policies regarding course failure:
  - a. 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
  - b. 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.
  - c. A student who fails three or more nursing courses with grades of D or F in one semester 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.
9. The student must adhere to the Code of Ethical/Professional Conduct as specified in this catalog, School of Nursing section.
10. A student who fails to maintain progression standards may continue as a Samford student but will be terminated from the School of Nursing.
11. 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.
12. 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 22 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.

<b>Bachelor of Science in Nursing Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>28</b>
<b>Natural Sciences</b>		<b>16</b>
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 and Biological Chemistry	4	
<b>Social Sciences</b>		<b>8</b>
PSYC 101 General Psychology	4	
PSYC 205 Life-Span Development	4	
<b>Mathematics (choose one)</b>		<b>4</b>
MATH 110 Contemporary Mathematics or	4	
MATH 150 Precalculus or higher mathematics	4	
<b>Nursing Major:</b>		<b>74</b>
NURS 230 Introduction to Nursing	3	
NURS 332 Pharmacology in Nursing	3	
NURS 333 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	
<b>General Electives</b>		<b>4</b>
<b>Total Required Credits</b>		<b>128</b>

**RN Mobility/B.S.N. Program**

Core and General Education Requirements for the RN Mobility/B.S.N. Program are the same as the core requirements for all B.S.N. majors.

<b>RN Mobility/BSN Program Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>28</b>
(See BSN table for General Education Requirements)		
<b>Validated Credit*</b>		<b>34</b>
<b>Nursing Major:</b>		<b>40</b>
NURS 321 Transition to Professional Nursing I	2	
NURS 332 Pharmacology in Nursing	3	
NURS 333 Statistics for Health Care Professionals	3	
NURS 334 Cultural/Spiritual Aspects of Nursing Practice	3	
NURS 339 Health Assessment and Promotion	3	
NURS 343 Pathophysiology	4	
NURS 345W Research Basic to Nursing Interventions	4	
NURS 421 Transition to Professional Nursing II	2	
NURS 443 Professional Development Seminar*	4	
NURS 461W Community Health Nursing	6	
NURS 464 Management for Nurses	6	
<b>General Electives</b>		<b>4</b>
<b>Total Required Credits</b>		<b>128</b>

\*Successful completion of NURS 443 validates the following courses: NURS 230, 344, 371, 372, 373, 351, and 452.

**Second Degree Bachelor of Science in Nursing**

A student who has received a previous bachelor's degree must complete at least 32 credits at Samford University including four credits of religion beyond the first degree in order to receive an additional bachelor's degree. Also, all curricular and minimum GPA requirements of the second degree must be met. (See University Core Curriculum and General Education Requirements in this catalog.) All policies and procedures outlined in this catalog and the Ida V. Moffett School of Nursing Undergraduate Student Handbook will be applied to students enrolled in the Second Degree B.S.N. Program.

<b>Second Degree Bachelor of Science in Nursing Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education Requirements:</b>		<b>38-40</b>
<b>Natural Sciences/Applied Sciences</b>		<b>26</b>
Mathematics* - college algebra or higher	3	
Statistics	3	
Anatomy	4	
Pathophysiology	4	
Physiology	4	
Microbiology	4	
Introduction to Chemistry or higher	4	
<b>Social Sciences</b>		<b>6</b>
Introduction to Psychology	3	
Developmental Psychology	3	
<b>Humanities</b>		<b>3-4</b>
Religion, Old or New Testament	3-4	
<b>Research</b>		<b>3-4</b>
<b>Nursing Major:</b>		<b>60</b>
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	
<b>Total Required Credits</b>		<b>98-100</b>

\*Samford University course MATH 110 or 150.

**Bachelor of Science in Nursing/Pre-Medicine Option**

<b>Bachelor of Science in Nursing Pre-Medicine Option Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>48</b>
<b>Natural Sciences</b>		<b>36</b>
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	
<b>Social Sciences</b>		<b>8</b>
PSYC 101 General Psychology	4	
PSYC 205 Life-Span Development	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>Nursing Major:</b>		<b>71</b>
NURS 230 Introduction to Nursing	3	
NURS 332 Pharmacology in Nursing	3	
NURS 333 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	
<b>Total Required Credits</b>		<b>141</b>

**Nursing Electives**

<b>Course Number/Name</b>	<b>Credit Hrs</b>
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 315 Health Care Needs of the Hispanic Migrant/Seasonal Farm Worker	3
NURS 318 Intensive Care/Emergency Nursing	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

## Undergraduate Courses

### **NURS 230 Introduction to Nursing (3)**

The process of socialization to nursing is initiated. 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 321 Transition to Professional Nursing I (RN Mobility Program) (2)**

Introduction to theories and concepts necessary for transition into professional nursing. LEC. 2. Prereqs: Admission to School of Nursing and RN Mobility Program; and current, unencumbered Alabama RN license. Offered: Fall, online.

### **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. Prerequisites for generic students: NURS 343. Offered: Fall, online for RN Mobility students.

### **NURS 333 Statistics for Health Care Professionals (3)**

Study of descriptive statistics as well 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. Offered: Fall, online for RN Mobility students.

### **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. Offered: Fall, online for RN Mobility students.

### **NURS 339 Health Assessment and Promotion (RN Mobility Program) (3)**

Examination of the health assessment promotion and education skills required for the practice of professional nursing. LEC. 3. Offered: Fall, online.

### **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. Offered: Fall, online for RN Mobility students.

### **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. RN Mobility Co-reqs: NURS 421, 461W, and 464.

### **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 out-patient 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.

### **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 421 Transition to Professional Nursing II (RN Mobility Program) (2)**

Facilitation of the RN Mobility student's understanding of the professional nurse's role and scope of practice. Identification of opportunities for independent and individual achievement of professional and personal goals. Emphasis on the value of lifelong learning and professional role development. Prereq: Last Semester RN Mobility Program. Co-reqs: NURS 345W, 461W, and 464. Offered: Spring.

### **NURS 443 Professional Development Seminar (RN Mobility Program) (4)**

Examination of the self-reflective process to document collegiate learning experiences achieved by RN Mobility student. Use of adult learning theories, problem-based learning activities, portfolio development, self-directed learning activities, and standardized testing to evaluate, document, and validate learning. LEC. 4. Prereq: Admission to the RN Mobility Program. Offered: Jan Term and summer.

### **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. RN Mobility Co-reqs: NURS 345W, NURS 421, 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. RN Mobility Prereqs: Fall semester required nursing courses. RN Mobility Co-reqs: NURS 345W, 421, and 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)**

Demographics, health indicators, environmental influences, approaches to health education, major diseases/conditions, local customs and beliefs related to health care are explored. Comparisons of health status between people living in industrialized nations with those living in developing nations are 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. Prereq: NURS 351, 372, or permission of the instructor.

**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 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 nurse utilizing the preceptor model in area hospital settings. Prereqs: NURS 372 and/or permission of the instructor. Offered: Jan Term, and Summer 2.

**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.

## Graduate Programs and Requirements

### Curricular Options

Master of Science in Nursing

- Education Track
- Clinical Nurse Specialist Track
- Family Nurse Practitioner Track
- Management Track
- Nurse Anesthesia Department

Joint-Degree Program

Nurse Executive Track (M.S.N./M.B.A.)

RN to M.S.N.

- Education Track
- Clinical Nurse Specialist 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., (e) clinical nurse specialist, or (f) 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 a 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 degree 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.

### M.S.N. Program

#### Admission to the Education, Clinical Nurse Specialist, 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 Alabama Licensure 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 basic statistics with a grade of C (2.00) or better.
8. One undergraduate course in nursing research with a grade of C (2.00) or better.
9. One undergraduate health assessment course with a grade of C (2.00) or better (for FNP and CNS 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 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 six 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 Alabama 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 5 years to complete the program, may petition the IVMSON graduate program to request an additional year for completion (a total of six years for completion).

**Master of Science in Nursing: Core Courses**

<u>Master of Science in Nursing Required Core Courses for All Tracks</u>	Course Credits	Total Required Credits
NURS 521 Theoretical Bases for ANP	2	
NURS 523 Statistical Methods	2	
NURS 524 Cultural/Spiritual Aspects of ANP	2	
NURS 526 Health Promotion for ANP	2	
NURS 532 Research for ANP	3	
NURS 535 Management for ANP	3	
<b>Total Required Credits</b>		<b>14</b>

ANP=Advanced Nursing Practice

**Master of Science in Nursing: Education Track**

<u>Master of Science in Nursing Education Track Required Courses</u>	Course Credits	Total Required Credits
<b>Core Course Requirements</b>		<b>14</b>
<b>Advanced Practice Courses - Education Track</b>		<b>23</b>
NURS 530 Curriculum Development in 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	
<b>Total Required Credits</b>		<b>37</b>

**Master of Science in Nursing: Family Nurse Practitioner Track**

<u>Master of Science in Nursing: Family Nurse Practitioner (FNP) Track Required Courses</u>	Course Credits	Total Required Credits
<b>Core Course Requirements</b>		<b>14</b>
<b>Advanced Practice Courses - FNP Track</b>		<b>29</b>
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	
<b>Total Required Credits</b>		<b>43</b>

ANP=Advanced Nursing Practice

**Master of Science in Nursing: Clinical Nurse Specialist Track**

<u>Master of Science in Nursing: Clinical Nurse Specialist (CNS) Track Required Courses</u>	Course Credits	Total Required Credits
<b>Core Course Requirements</b>		<b>14</b>
<b>Advanced Practice Courses - CNS Track</b>		<b>22</b>
NURS 533 Advanced Physiology and Pathophysiology or NURS 636 Epidemiology*	3	
NURS 633 Pharmacotherapeutics for ANP	3	
NURS 641 Advanced Health Assessment	4	
NURS 646 CNS Advanced Practice I**	4	
NURS 647 CNS Advanced Practice II**	4	
NURS 648 CNS Advanced Practice III**	4	
<b>Total Required Credits</b>		<b>36</b>

\*Students with a CNS focus in Acute Care are required to take NURS 533. Students with a CNS focus in Community Health are required to take NURS 636.

\*\*The student may choose a focus in Acute Care or Community Health.

**Master of Science in Nursing: Management Track**

<u>Master of Science in Nursing: Management Track Required Courses</u>	Course Credits	Total Required Credits
<b>Core Course Requirements</b>		<b>14</b>
<b>Advanced Practice Courses - Nurse Mgt Track</b>		<b>23</b>
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	
<b>Total Required Credits</b>		<b>37</b>

**RN TO M.S.N Option**

The School of Nursing offers the Master of Science in Nursing (M.S.N.) degree through a nontraditional pathway. The program provides the experienced RN who currently holds an associate of science in nursing or hospital diploma an opportunity to earn a master's degree within one program of study.

In the RN to M.S.N. program, no bachelor's degree is awarded. Should an individual not complete the requirements for the M.S.N., whether for personal or academic reasons, he/she may request permission to apply to the baccalaureate degree mobility option. Requests will be considered on an individual basis and are not granted unconditionally.

The entire program, consisting of six pre-M.S.N. courses and approximately 12 M.S.N. courses, requires two full years for completion (four semesters and two summer terms). After the pre-M.S.N. courses are completed, a declaration of intent is made to the graduate program. Certain general education courses are required and must be completed prior to starting the first M.S.N. course. General education courses may be completed at another college or university and then transferred to Samford University.

**Admission Criteria**

1. Completed School of Nursing application form.
2. Transcripts from every school attended.
3. Provide proof of current unencumbered Alabama 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 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 2.50.

**Pre-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 associate degree or diploma. Evidence is provided through the completion of the Verification of Employment form.
4. Make a grade of B (3.00) or better in each pre-M.S.N. course\* in the School of Nursing curriculum.
5. Maintain a cumulative GPA of at least 2.70 for progression within the pre-M.S.N. courses.
6. Validation of 34 credits must occur in NURS 443 Professional Development Seminar.
7. To progress from the final pre-M.S.N. course\* to the first graduate level course, all 54 credits of General Education courses must be completed.
8. Declaration of intent must occur at the end of semester two.
9. Students who do not meet the criteria for unconditional admission to the graduate program following the completion of their final pre-M.S.N. course\* are subject to conditional admission and the requirements thereof.

\*Pre-M.S.N. courses include the following: NURS 333, 343, 345, 443, 461, and 464.

**RN to M.S.N. Option**

General Education and PRE-M.S.N. Courses	Course Credits	Total Required Credits
<b>General Education Requirements:</b>		<b>54</b>
<b>Natural Sciences/Applied Sciences</b>		<b>19</b>
College Algebra or higher-level math	3	
Anatomy	4	
Physiology	4	
Microbiology	4	
Intro to Chemistry or higher-level Chemistry	4	
<b>Social Sciences</b>		<b>12</b>
Intro to Psychology	3	
Developmental Psychology	3	
Speech	3	
World History or Western Civilization	3	
<b>Humanities</b>		<b>12</b>
English Composition	6	
English or American Literature	3	
Religion, New or Old Testament*	3	
<b>Physical Activity (two courses)</b>		<b>2</b>
<b>Other Liberal Arts courses**</b>		<b>9</b>
<b>Pre-MSN Program:</b>		<b>27</b>
<b>Semester One</b>		<b>11</b>
NURS 443 Professional Development Seminar (validation course)	4	
NURS 333 Statistics for Health Care Professionals	3	
NURS 345W Research Basic to Nursing Intervention	4	
<b>Semester Two</b>		<b>16</b>
NURS 343 Pathophysiology	4	
NURS 461W Community Health Nursing	6	
NURS 464 Management for Nurses	6	
<b>Total Required Credits</b>		<b>81</b>

\*For students transferring more than 30 hours/credits, a religion course is not required. However, religion course credits may be applied to the Other Liberal Arts course requirements.

\*\*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).

**Department of Nurse Anesthesia**

Unconditional admission requirements are as follows:

1. Completed School of Nursing Graduate Program application
2. Non-refundable \$25.00 fee
3. Current unencumbered Alabama licensure as a registered nurse
4. Bachelor of Science in Nursing from an NLN or CCNE accredited program
5. Minimum one year full time acute care experience as a registered nurse
6. Four letters of recommendation (forms will be provided when a completed application form is received)
7. Official transcripts from all colleges and universities attended (should provide proof of B.S.N.)
8. Pre-requisite courses are as follows: Anatomy, Physiology, General Chemistry, Organic Chemistry, Research, and Statistics. A grade of B (3.00) or better must be earned in each science course and a C (2.00) or better must be earned in Research and Statistics.
9. Official GRE score of 450 verbal, 520 quantitative, and a 4 on the analytical writing section. The MAT is not accepted.
10. Cumulative GPA of 3.00 on a 4.00 scale.
11. Grade point average in science and math courses of 3.00 on a 4.00 scale.

Admission decisions are based on the overall GPA, math and science GPA, GRE scores, letters of reference, 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
<b>Nurse Anesthesia Core</b>		<b>54</b>
MSNA 523 Statistical Methods	2	
MSNA 524 Cultural/Spiritual Aspects of Nursing Practice	2	
MSNA 532 Research for Advanced Nursing Practice	3	
MSNA 560 Physiology I	3	
MSNA 561 Physiology II	3	
MSNA 563 Human Anatomy for Anesthesia	3	
MSNA 564 Biochemistry	3	
MSNA 565 Neuroscience	3	
MSNA 570 Professional Aspects of Nurse Anesthesia Practice	1	
MSNA 571 Principles of Anesthesia I	3	
MSNA 572 Principles of Anesthesia II	3	
MSNA 603 Principles of Scientific Thought	1	
MSNA 610 Regional Anesthesia	2	
MSNA 611 Pharmacology II	2	
MSNA 629 Advanced Health Assessment	3	
MSNA 633 Pharmacotherapeutics for Advanced Nursing Practice	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	
<b>Anesthesia Seminars</b>		<b>10</b>
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	
<b>Clinical Practicums</b>		<b>26</b>
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	
<b>Total Required Credits</b>		<b>90</b>



## 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.

<b>Master of Science in Nursing/ Master of Business Administration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Core Course Requirements</b>		<b>14</b>
<b>Advanced Practice Courses - MSN/MBA</b>		<b>48</b>
<b>Business</b>		<b>39</b>
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	
Business Electives from BUSA 590-599**	6	
ECON 512 Foundations of Economics*	3	
ECON 520 The Economics of Competitive Strategy	3	
<b>Nursing</b>		<b>9</b>
NURS 645 Nurse Executive Seminar	4	
NURS 658 Nursing Executive Practicum	5	
<b>Total Required Credits</b>		<b>62</b>

\*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 Alabama 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).

<b>Post-Master of Science in Nursing: Education Track Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
NURS 530 Curriculum Development in Nursing Ed	3	
NURS 533 Adv Physiology & Pathophysiology	3	
NURS 556 Theory & Practice-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	
<b>Total Required Credits</b>		<b>23</b>

<b>Post-Master of Science in Nursing: Family Nurse Practitioner Track Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
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	
<b>Total Required Credits</b>		<b>28</b>

ANP=Advanced Nursing Practice

<b>Post-Master of Science in Nursing: Management Track Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
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	
<b>Total Required Credits</b>		<b>23</b>

## 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: Fall Term B and Spring Term B.

#### MSNA 524 Cultural/Spiritual Aspects of Nursing Practice (2)

Theories, concepts, and research in transcultural and spiritual nursing are explored 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 NURS 524. Offered: Fall Term A and Spring Term A.

#### MSNA 532 Research for Advanced Nursing Practice (3)

Exploration of research designs, theoretical frameworks, and procedural steps to conduct a research study. Using the problem-based learning methodology, the focus will be on the critiques, development, utilization, and evaluation of nursing research as a basis for advanced nursing practice. Co-listed as NURS 532. Prereq: MSNA 523. Offered: Spring Term B and summer only

### **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, as well as macro organizational level, 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 only.

### **MSNA 561 Physiology II (3)**

Emphasis on communication and integration structure-function relationships at the micro as well as macro organizational level, under normal and abnormal conditions. Related material from biochemistry, cell biology and pathophysiology are presented to provide the student with 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 only.

### **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 (3)**

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. Graduate students will develop basic understanding of gross and ultrastructural anatomy of human nervous system. They will relate neuroanatomy, membrane biophysics, synaptic transmissions, and neural systems with human cognitive function in health and disease. They will also comprehend the neuroanatomical and neurophysiological substrates that underlie arousal, sleep, perception, pain, and analgesia. Prereqs: MSNA 563, 560, and 561. Offered: Spring Term B.

### **MSNA 570 Professional Aspects of Nurse Anesthesia Practice (1)**

Introduction to professional issues and regulation of anesthesia practiced by Certified Registered Nurse Anesthetists (CRNAs). Emphasizes history of nurse anesthesia, legal recognition of the practice of anesthesia by nurses, relationships between CRNAs and other health care professionals, regulatory agencies and their impact on anesthesia practice, professional organizations, ethics of anesthesia practice, practice options, professional liability insurance and components of malpractice. Offered: Fall Term A only.

### **MSNA 571 Principles of Anesthesia I (3)**

First of 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 only.

### **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. Offered: Spring Term A only.

### **MSNA 603 Principles of Scientific Thought (1)**

Introduces the beginning graduate student to principles of thought essential to advanced study, stressing patterns of thought that facilitate scientific learning throughout one's professional career. Emphasis includes: ways of knowing, scientific "rigor," process of "conceptualization," role of "theory" in scientific thought, recognizing bias and assumptions, critical inquiry and learning, and objective measurement and description. Course is designed to provide a starting point for or amplification of content integrated within one's program of study. Prereq: Graduate standing. Offered: Summer only.

### **MSNA 610 Regional Anesthesia (2)**

This course encompasses 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 are 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 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 only.

### **MSNA 633 Pharmacotherapeutics for Advanced Nursing Practice (3)**

Students use 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 affects, monitoring parameters, dosing principles, and common drug interactions. Legal/ethical implications of pharmacotherapeutics will be studied as well as elements of prescription writing. Co-listed as NURS 633. Offered: Summer Term only.

### **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 only.

### **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 only.

### **MSNA 675 Pediatric Anesthesia (2)**

Principles of anesthetic management in the pediatric patient population; to include differences in anatomy, physiology, pathophysiology and pharmacology and their impact on anesthetic management. Prereqs: MSNA 571 and MSNA 572. Offered: Spring Term A only.

**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. Secondly, the seminar will provide an opportunity to discuss issues surrounding the graduate student's adjustment to the clinical anesthesia environment. Offered: Fall Term A 2004.

**MSNA 677 Anesthesia Seminar II (1)**

Second in a series of seven seminars that focuses specifically on clinical application of foundational sciences. Secondly, cognitive and practical application of pre-anesthetic assessment, formulating a safe and effective anesthetic plan, and post-anesthetic evaluation of care will continue. Offered: Fall Term B 2004.

**MSNA 678 Anesthesia Seminar III (1)**

Third in a series of seven seminars that focuses specifically on evidence based practice and clinical problem solving. Secondly, cognitive and practical application of pre-anesthetic assessment, formulating a safe and effective anesthetic plan, and post-anesthetic evaluation of care will continue. Credit is included for work on the Capstone Project which the graduate student accomplishes one on one with a faculty mentor. Offered: Spring Term A 2005.

**MSNA 679 Anesthesia Seminar IV (1)**

Fourth in a series of seven seminars that focuses specifically on advanced clinical topics in preparation for specialty clinical rotations. Secondly, evidence based practice and clinical problem solving will continue, especially as related to the challenges of advanced clinical topics. Credit is included for work on the Capstone Project which the graduate student accomplishes one on one with a faculty mentor. Offered: Spring Term B 2005.

**MSNA 680 Anesthesia Seminar V (2)**

Fifth in a series of seven seminars; divided into two parts. Part one encompasses credits for ongoing work on the Capstone Project which the graduate student accomplishes one on one with a faculty mentor. The second part focuses specifically on indirect patient care 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 committee work. Offered: Summer 2005.

**MSNA 681 Anesthesia Seminar VI (2)**

Sixth in a series of seven seminars, this is a companion to the earlier course, Professional Aspects of Nurse Anesthesia Practice. This integrative seminar provides an opportunity to critically examine the role and scope of nurse anesthesia practice and the organizational and environmental context within which the role is practiced. The course analyzes key issues and trends related to health care reimbursement, health care policy, and professional practice impacting health care delivery and the practice of nurse anesthetists. An overview of the current health care delivery system will be presented with a focus on the financial, legal, and regulatory forces impacting patient care delivery and nurse anesthetists. Secondly, credit is included for work on the Capstone Project which the graduate student accomplishes one on one with a faculty mentor. Offered: Fall Term A 2005.

**MSNA 682 Anesthesia Seminar VII (2)**

Last in a series of seven seminars; divided into two parts. Part one encompasses completion of the Capstone Project which the graduate student accomplishes one on one with a faculty mentor. The second part focuses specifically on teamwork, collaboration, and the group process in a clinical setting. Offered: Fall Term B 2005.

**MSNA 688 Anesthetic Pharmacology I (3)**

First of two course series that builds on general pharmacology to cover principles of pharmacology directly related to anesthetic agents and adjuvants. Primary topic is uptake and distribution of inhaled anesthetics, their pharmacodynamics, and application. Potent cardiovascular and emergency drugs commonly used in anesthetic practice are also considered. Offered: Fall Term B.

**MSNA 689 Anesthetic Pharmacology II (3)**

Second of two course series continuing study of anesthetic drugs and adjuvant drugs commonly used during course of anesthesia. Emphasis on neuromuscular blocking agents and their antagonists. 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. The emphasis of this course is on pre-anesthetic assessment, equipment utilization, and airway management. Prereq: Successful completion of all previous didactic coursework in the nurse anesthesia curriculum and current Advanced Cardiac Life Support certification. Offered: Fall Term A 2004.

**MSNA 691 Clinical Practicum II (4)**

Second in a series of seven clinical courses. The emphasis of this course is on more advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills. Prereq: MSNA 690 and current Advanced Cardiac Life Support certification. Offered: Fall Term B 2004.

**MSNA 692 Clinical Practicum III (4)**

Third in a series of seven clinical courses. The emphasis of this course is on more advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills. Prereq: MSNA 691 and current Advanced Cardiac Life Support certification. Offered: Spring Term A 2005.

**MSNA 693 Clinical Practicum IV (4)**

Fourth in a series of seven clinical courses. The emphasis of this course is on more advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills across specialized patient populations. Prereq: MSNA 692 and current Advanced Cardiac Life Support certification. Offered: Spring Term B 2005.

**MSNA 694 Clinical Practicum V (4)**

Fifth in a series of seven clinical courses. The emphasis of this course is 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. Prereq: MSNA 693 and current Advanced Cardiac Life Support certification. Offered: Summer 2005.

**MSNA 695 Clinical Practicum VI (4)**

Sixth in a series of seven clinical courses. The emphasis of this course is 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. Prereq: MSNA 694 and current Advanced Cardiac Life Support certification. Offered: Fall Term A 2005.

**MSNA 696 Clinical Practicum VII (4)**

Last in a series of seven clinical courses. The emphasis of this course is 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. Prereq: MSNA 695 and current Advanced Cardiac Life Support certification. Offered: Fall Term B 2005.

**MSNA 699 Independent Study in Nurse Anesthesia (1-3)**

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. The historical influences on nursing and advanced practice nursing will also be 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 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. Special emphasis will be placed on health promotion and screening for this special population. Prereq: Graduate level standing or permission of the instructor. Offered: Summer only.

### **NURS 521 Theoretical Bases for Advanced Nursing Practice (2)**

Concepts of theory and theory building in relation to the advanced nursing practice role. Primarily focuses on implications for theory building for practice and its application to research in nursing. Content will include selected theories from nursing and related fields which will serve as a framework for advanced practice of nursing and the provision of safe, compassionate client care in multiple settings. Offered: Spring Term A only.

### **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)**

Theories, concepts, and research in transcultural and spiritual nursing are explored 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 of the nurse educator student to the process of curriculum and course development including curricular components, philosophical foundation, writing objectives, selection of learning experiences, and factors and issues influencing curriculum development. Prereq: All M.S.N. core courses or permission of the instructor. Offered: Summer only.

### **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; as well as related to congregational assessment, planning, implementation, and evaluation of a health ministry will be discussed. Prereq: Permission of the instructor. Offered: TBA.

### **NURS 532 Research for Advanced Nursing Practice (3)**

Exploration of research designs, theoretical frameworks, and procedural steps to conduct a research study. Using the problem-based learning methodology, the focus will be on the critiques, development, utilization, and evaluation of nursing research as a basis for advanced nursing practice. Co-listed as MSNA 532. Prereq: NURS 523. Offered: Spring Term B and Summer only.

### **NURS 533 Advanced Physiology and Pathophysiology (3)**

Builds upon previously learned principles of physiology and pathophysiology. A systems approach is utilized in the study of physiologic concepts, adaptations, and alterations that occur in selected-disease processes. Knowledge gained in this course serves as a basis for understanding the rationale for assessment and evaluation of therapeutic interventions that are learned in the advanced clinical nursing courses. This course is required for all students in the advanced practice nursing courses (FNP and CNS) and all educator students. Offered: Spring Term A only.

### **NURS 535 Management for Advanced Nursing Practice (3)**

Issues and trends related to health care policy, organization of health care systems and the financing of health care at the national and local level as well as within the role of the advanced practice nurse are explored. Management and leadership skills based on management theory and servant leadership, including an organizational approach to quality and disaster preparedness are also examined. Offered: Fall Term B and Spring Term B.

### **NURS 540 Managing within a Health Care Organization (3)**

Behaviors, design, and management functions of organizations based on classic and contemporary theories make this a foundational course for the management student. Leadership behaviors and the unique role of the nurse manager are explored. Emphasis is given to the communicating tools of persuading, negotiating, conflict resolution and team building and listening. Theory and techniques of changing and improving organizations are also examined. Offered: Fall Term A only.

### **NURS 541 Nursing Management of Clinical Systems (3)**

Patient care delivery models are discussed 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. Accreditation requirements, physical plant and materials management are reviewed. The relationship between evidenced based practice, continuous quality improvement, outcomes, patient satisfaction, and evaluation is explored. The impact of technology is also discussed. Prereqs: All core nursing courses. Offered: Fall Term A only.

### **NURS 542 Nursing Management of Human Resources (3)**

Work force planning, job design, legal requirements, benefits and human resource policies and procedures are reviewed. Recruitment and retention strategies are discussed in detail. Employee benefits and assistance programs are reviewed. Metrics of human resource management, including turnover and vacancy rates are examined. The relationship between staff satisfaction and patient satisfaction is explored. Competencies, performance evaluation, career planning and coaching are reviewed in detail. Prereqs: All core nursing courses. Offered: Fall Term B only.

### **NURS 543 Introduction to Health Care Finance (3)**

Finance and accounting principles as they relate specifically to the financing of healthcare are examined. The role of the finance department within the health care organization is presented. Measuring and evaluating the financial condition of a health care organization is reviewed. Understanding and analyzing the financial statements of an organization is explored. Short and long term financing needs and strategies of a health care organization are discussed. Profitability, price and the cost of health care is examined. Prereqs: NURS 535. Offered: Spring Term A only.

### **NURS 544 Finance and Budgeting for Nursing Systems (3)**

Revenue and expense aspects of managing nursing and clinical systems are the focuses of this course. Building an operating and capital budget is examined. Productivity, patient classification systems and staffing are explored in great detail. In addition to labor expenses, non labor expenses are also reviewed. Understanding variance reporting in order to identify causes is reviewed. Prereqs: Core and NURS 543. Offered: Fall Term B only.

### **NURS 556 Theory and Practice in Educational Evaluation (3)**

Introduction of the nurse educator student to the general evaluation principles and theory necessary for design and development of an evaluation plan in nursing education, including test construction, clinical evaluation, additional data collection instruments, as well as utilization of data in outcomes assessment and management. Prereq: NURS 530. Prereq/Co-req: NURS 630. Offered: Fall Term A only.

### **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. Prereqs: NURS 530. Offered: Fall Term A.

**NURS 633 Pharmacotherapeutics for Advanced Nursing Practice (3)**

Students use 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. Legal/ethical implications of Pharmacotherapeutics will be studied as well as elements of prescription writing. Co-listed as MSNA 633. Offered: Summer Term only.

**NURS 636 Epidemiology (3)**

Explore and apply epidemiological concepts relevant to advanced nursing practice in a community setting. Offered: Summer Term only.

**NURS 637 Teaching Strategies (3)**

Emphasis is 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 and Clinical Nurse Specialist Tracks. The primary focus of this course is comprehensive advanced health/physical assessment of individuals and families. Emphasis is placed 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. Students will apply concepts in the advanced practice role to identify and manage common health care problems across the lifespan. Emphasis will be placed 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. Prereq: NURS 641. Offered: Fall Term B.

**NURS 644 Nursing Management Seminar (3)**

Focus on analyzing and evaluating complex organization and clinical systems provides for the integration of 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 discussed. 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)**

Focus on analyzing and evaluating complex organizational and clinical systems provides for the integration of 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 discussed. Co-req: NURS 658. Prereq: Completion of graduate core courses. May be taken after or concurrently with BUSA 561. Offered: Fall Term A or Spring Term A.

**NURS 646 Clinical Nurse Specialist (CNS) Practice I (4)**

First course in the advanced practice sequence for the CNS Track, designed to provide an introduction to the CNS role and a foundation for the remaining CNS courses. The primary focus of the course is the development of the role and practice dimensions of the CNS. Prereq: NURS 641. Offered: Fall Term B.

**NURS 647 Clinical Nurse Specialist (CNS) Practice II (4)**

Second in a series of clinical courses in the CNS Track. Students enrolled in the course will utilize concepts, knowledge, and skills gained in previous graduate-level courses to impact/influence the care of patients in community or acute care settings. Emphasis will be placed on designing, implementing, and evaluating patient care from a holistic perspective. Prereq: NURS 646. Offered: Spring Term A.

**NURS 648 Clinical Nurse Specialist (CNS) Practice III (4)**

Serves as the culminating experience for the student in the CNS Track. Students will be expected to synthesize knowledge and skills acquired throughout previous graduate courses to practice in the role and subroles of the CNS. The emphasis of the course is on integration of the theoretical, clinical, and role components of an APN in acute care or community settings. Prereq: NURS 647. Offered: Spring Term B.

**NURS 651 Primary Care of Adults II (5)**

Third clinical course in the Family Nurse Practitioner (FNP) track. This course is a continuation of content dealing with common health problems across the lifespan. An adult population is emphasized in this course. Emphasis is placed 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 is placed 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. Provides the culminating experience for the student to practice in the role of the FNP. This course is planned as a synthesizing, practical experience in the development and implementation of the advanced role as FNP. This course is designed to encourage application and integration of knowledge and skills gained from previous courses. Emphasis will be placed on health promotion and disease prevention as well as the management of health care problems. Prereq: NURS 652. Offered: Summer.

**NURS 656 Seminar in Educational Evaluation (2)**

Focus is on the 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. There is a 300 hours practicum requirement in an organization that would facilitate 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. There is a 300 hours practicum requirement in an organization that would facilitate 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. Co-req: NURS 645. Prereq: Completion of graduate core courses. Offered: Fall Term B and Spring Term B.

**NURS 660 Nursing Education Practicum I (3)**

Focus of this course is synthesis, refinement, and application of nursing, educational, and evaluation theory in a variety of educational settings. Emphasis is placed on development of lesson plans and implementation of classroom and clinical learning experiences. Prereqs: NURS 530, 556, 630, 637, and 656. 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 699 Independent Study in Nursing (1-3)**

Credits determined by student and faculty. Offered: TBA.

# McWhorter School of Pharmacy





## Administration

Joseph O. Dean, Jr., Fred E. McWhorter Dean and Professor  
H. Anthony McBride, Associate Dean, Professor  
Susan P. Alverson, Assistant Dean for Student and Alumni Affairs, Assistant Professor  
Mary R. Monk-Tutor, Director, Academic Programs, Associate Professor  
Charles D. Sands III, Chair, Pharmacy Practice, Associate Professor  
Robert P. Henderson, Vice Chair, Pharmacy Practice, Professor  
Pamela J. Sims, Chair, Pharmaceutical Sciences, Professor

## Faculty

Timothy R. Covington, Anthony and Marianne Bruno Professor of Pharmacy,  
Director, Managed Care Institute  
Roger D. Lander, Professor  
Roger E. Parker, Professor  
T. Sam Roe, Professor  
John G. Sowell, Professor  
Mark W. Todd, Affiliate Professor  
Bruce D. White, Affiliate Professor, Director, Healthcare Ethics and Law Institute  
John D. Bowman, Associate Professor  
Amy E. Broeseker, Associate Professor  
Marshall E. Cates, Associate Professor  
Renee M. DeHart, Associate Professor  
Michael G. Kendrach, Associate Professor, Director, Global Drug Information Center  
Robert M. Riggs, Associate Professor  
Robert H. Schrimsher, Associate Professor  
Condit F. Steil, Associate Professor, Director, Center for Advancement  
of Pharmaceutical Care Development in Community Practice  
Paula A. Thompson, Associate Professor  
Andrew A. Webster, Associate Professor,  
Director, Samford University Pharmacokinetics Center  
Timothy E. Welty, Associate Professor  
C. Scott Asbill, Assistant Professor  
Jennifer W. Beall, Assistant Professor  
Kim W. Benner, Assistant Professor  
Gary W. Bumgarner, Assistant Professor  
Maisha Kelly Freeman, Assistant Professor  
Michael D. Hogue, Assistant Professor  
Stacy A. Lauderdale, Assistant Professor  
Patricia Baldone Naro, Assistant Professor  
Valerie T. Prince, Assistant Professor  
D'Andrea F. Skipwith, Assistant Professor  
Alan R. Spies, Assistant Professor  
Bruce A. Waldrop, Assistant Professor  
Teresa A. Willborn, Assistant Professor  
Mary Worthington, Assistant Professor  
Sunshine Jenkins Yocom, Assistant Professor

## History

The McWhorter School of Pharmacy of Samford University was established January 31, 1927, in Birmingham, Alabama as the Howard College Department of Pharmacy. The Department grew steadily and became the Division of Pharmacy in 1938. Designation as the Samford University School of Pharmacy occurred in 1965 when Howard College reorganized to become Samford University. In 1995, Samford University Trustees authorized naming the school the McWhorter School of Pharmacy 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](http://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](http://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](http://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  
Academy of Students of Pharmacy  
Alabama Society of Health Systems 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. 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. 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](http://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 printed from our Web site: [www.samford.edu/schools/pharmacy.html](http://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 1. 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 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](http://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, 65-69 = D, and below 65 = 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.

Students who receive an F grade must obtain permission from the School of Pharmacy Curriculum/Academic Standards Committee should they choose to repeat the course at another school of pharmacy. Your Samford Higher Ed Cumulative GPA must be at least 2.00 at the end of the current semester in order to have a Letter of Good Standing sent to another college or university. To have a Letter of Good Standing sent before the end of the current semester, a student must have a minimum GPA of 2.50. To attend summer classes at another institution, the Transient Enrollment for Summer form must be obtained from and returned to the Office of Student Records. The Associate Dean will serve as your academic adviser. All courses from transient schools are required to have a letter grade of C or better in order to be posted as earned credit on your transcript. The student must request that an official transcript be sent to Student Records when coursework has been completed. A course for which an F grade was earned may not be repeated more than once. Students receiving two F grades in the same course (or the equivalent at another school) will be expelled from the McWhorter School of Pharmacy. An F grade must be removed at the first opportunity as such grades do not satisfy prerequisites for other courses in the Doctor of Pharmacy program.

Students must maintain a 2.00 professional GPA to remain in good academic standing in the McWhorter School of Pharmacy. Students who fail to achieve the minimum GPA at the end of any semester shall be placed on academic probation. Students who at the end of a probationary semester fail to achieve the required minimum GPA shall be suspended from the school. Suspended students must apply for readmission in writing to the Admissions Committee, and those who are permitted to reenter the school shall be readmitted on academic probation. Previously suspended students who fail to achieve the required minimum GPA at the end of their first semester back in school shall be expelled from the school. Students cannot be on academic probation for more than two semesters, either cumulative or sequential. If the GPA falls below 2.00 for a third semester, the student will be expelled from the school. Expelled students may not be readmitted to the McWhorter School of Pharmacy. A student may only be suspended once. A second suspension will result in being expelled from the McWhorter School of Pharmacy. A student will not be allowed to withdraw from the McWhorter School of Pharmacy more than twice after beginning courses, and only one of these withdrawals may occur while the student is on academic probation.

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.

## 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 adviser 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.

<b>Pre-Pharmacy Curriculum for Transfer Students Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Humanities</b>		<b>12</b>
English Composition	6	
English or American Literature	3	
Religion, New or Old Testament*	3	
<b>Natural and Applied Sciences</b>		<b>34</b>
College Algebra or Precalculus	3	
Calculus or Business Calculus Survey	3	
Principles of Biology	4	
Anatomy and Physiology**	4	
Inorganic Chemistry	8	
Organic Chemistry	8	
Elementary Statistics	4	
<b>Social Sciences</b>		<b>6-9</b>
Speech	3	
World History (3) or Western Civilization (3) or U. S. History (6)	3-6	
<b>Liberal Arts</b>		<b>12</b>
Sociology or Psychology	3	
Other Liberal Arts***	9	
<b>Physical Activity</b>		<b>2</b>
Two physical activity courses	2	
<b>Total Required Credits</b>		<b>66-69</b>

\* For students transferring more than 30 hours/credits, a religion course is not required. However, religion course credits may be applied to the Other Liberal Arts requirement.

\*\*If Anatomy and Physiology is not available, Zoology may be applied.

\*\*\*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).

<b>Pre-Pharmacy Curriculum for Samford Students Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Fall Semester I</b>		<b>18</b>
CHEM 203 General Chemistry I	4	
MATH 150 Precalculus	4	
UCCA 101 Communication Arts I	4	
UCCP 101 Cultural Perspectives I	4	
UCFH 120 Concepts in Fitness and Health	2	
<b>Spring Semester I</b>		<b>16</b>
CHEM 204 General Chemistry II	4	
MATH 240 Calculus I	4	
UCCA 102 Communication Arts II	4	
UCCP 102 Cultural Perspectives II	4	
<b>Fall Semester II</b>		<b>16</b>
BIOL 217 Principles of Human Anatomy	4	
CHEM 301 Organic Chemistry I	4	
UCBP 101 Biblical Perspectives	4	
Liberal Arts*	4	
<b>Spring Semester II</b>		<b>16</b>
BIOL 218 Principles of Human Physiology	4	
CHEM 302 Organic Chemistry II	4	
MATH 210 Elementary Statistics	4	
Liberal Arts*	4	
<b>Total Required Credits</b>		<b>66</b>

\*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

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 Summary-All Years	Total Required Credits
<b>Year I, Total Required Credits</b>	<b>40</b>
<b>Year II, Total Required Credits</b>	<b>38</b>
<b>Year III, Total Required Credits</b>	<b>36</b>
<b>Year IV, Total Required Credits</b>	<b>34</b>
<b>Total Required Credits for All Years</b>	<b>148</b>

Professional Pharmacy Curriculum Required Courses	Course Credits	Total Required Credits
<b>Year I, Fall</b>		<b>19</b>
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	
<b>Year I, Spring I</b>		<b>17</b>
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	
<b>Year I, Spring II</b>		<b>4</b>
PHRD 301 Early Practice Experience I (EPE)	3	
PHRD 302 Pharmacy Practice	1	
<b>Year I Total Required Credits</b>		<b>40</b>
<b>Year II, Fall</b>		<b>18</b>
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	
<b>Year II, Spring I</b>		<b>3</b>
PHRD 401 Early Practice Experience II (EPE)	3	
<b>Year II, Spring II</b>		<b>17</b>
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	
<b>Year II Total Required Credits</b>		<b>38</b>
<b>Year III, Fall</b>		<b>18</b>
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	
<b>Year III, Spring I</b>		<b>18</b>
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	
<b>Year III Total Required Credits</b>		<b>36</b>
<b>Year IV, June-May**</b>		
<b>Required Advanced Practice Experiences (APE)</b>		<b>20</b>
PHRD 605 Ambulatory Care	4	
PHRD 606 Drug Information	4	
PHRD 607 Adult Medicine I	4	
PHRD 608 Adult Medicine II or a medicine subspecialty APE	4	
PHRD 600-level Selective Experience	4	
<b>Elective APE</b>		<b>12</b>
600-level Experience	4	
600-level Experience	4	
600-level Experience	4	
<b>Professional Seminars</b>		<b>2</b>
PHRD 615 Professional Seminar I	1	
PHRD 616 Professional Seminar II	1	
<b>Year IV Total Required Credits</b>		<b>34</b>
<b>Total Required Credits</b>		<b>148</b>

\*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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

### 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 only.

**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)**

A two-course sequence designed to prepare pharmacists to function effectively as therapeutic advisers 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 only.

**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 only.

**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 only.

**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 only.

**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 adviser 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.

### 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.

## 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 only.

**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 2004-2005

### Fall Semester 2004

<b>June 1</b>	APE begin for fourth-year students (Q session)
<b>June 30</b>	Last day for PM4 to withdraw from semester without academic penalty
<b>July 5</b>	Independence Day Holiday
<b>August 23-27</b>	Faculty in residence for the academic session.
<b>August 26-27</b>	Orientation for EP students
<b>August 30</b>	Classes begin for first, second, and third-year students.
<b>August 31</b>	University Convocation
<b>September 3</b>	Last day to add or drop a course(s) without financial penalty.
<b>September 6</b>	Labor Day, all classes meet; no holiday.
<b>September 16</b>	McWhorter School of Pharmacy Picnic
<b>October 1</b>	White Coat Ceremony
<b>October 15</b>	Last day to withdraw from a course without academic penalty.
<b>October 25-26</b>	Fall Break, for PM1, PM2, and PM3 students.
<b>Oct 27 - Nov 19</b>	Registration for Spring Semester
<b>November 18</b>	Last day to completely withdraw from semester without academic penalty.
<b>November 24-26</b>	Thanksgiving Holidays, no classes meet.
<b>December 10</b>	Classes end.
<b>December 13-16</b>	Final Examinations
<b>December 18</b>	Commencement

### Spring Semester 2005

<b>January 3</b>	Early Practice Experience (EPE) begins for second-year students. APE begins for fourth-year students. Classes begin for first and third-year students.
<b>January 17</b>	Martin Luther King, Jr. Holiday, no classes meet.
<b>January 24</b>	EPE ends for second-year students.
<b>January 26</b>	Classes begin for second-year students.
<b>January 27</b>	University Convocation
<b>February 1</b>	Last day to add or drop a course(s) without financial penalty.
<b>March 14</b>	Last day to withdraw from a course without academic penalty.
<b>March 21-25</b>	Spring Break, for PM1, PM2, and PM3 students.
<b>March 28</b>	Easter Monday Holiday, no classes meet.
<b>April 4</b>	Last day for first- and fourth-year students to completely withdraw from semester without academic penalty.
<b>April 5-29</b>	Registration for Fall Semesters
<b>April 15</b>	Classes end for first-year students
<b>April 18-21</b>	Final examinations for first-year students
<b>April 25</b>	EPE and PHRD 302 begin for first-year students
<b>April 27</b>	Last day for second and third-year students to completely withdraw from semester without academic penalty.
<b>May 11</b>	Classes end for second and third-year students
<b>May 12</b>	Study Day, no classes meet
<b>May 13, 16-18</b>	Final Examinations
<b>May 19</b>	EPE and PHRD 302 end for first-year students.
<b>May 20-21</b>	Commencement Weekend for School of Pharmacy program

## McWhorter School of Pharmacy Calendar for Academic Year 2005-2006

### Fall Semester 2005

<b>June 1</b>	APE begin for fourth-year students (Q session)
<b>June 29</b>	Last day for PM4 to withdraw from semester without academic penalty
<b>July 4</b>	Independence Day Holiday
<b>August 22-26</b>	Faculty in residence for the academic session.
<b>August 25-26</b>	Orientation for EP students
<b>August 29</b>	Classes begin for first, second, and third-year students.
<b>August 30</b>	University Convocation
<b>September 2</b>	Last day to add or drop a course(s) without financial penalty.
<b>September 5</b>	Labor Day, all classes meet; no holiday.
<b>October 7</b>	White Coat Ceremony
<b>October 14</b>	Last day to withdraw from a course without academic penalty.
<b>October 24-25</b>	Fall Break, for PM1, PM2, and PM3 students.
<b>Oct 26 - Nov 18</b>	Registration for Spring Semester
<b>November 17</b>	Last day to completely withdraw from semester without academic penalty.
<b>November 23-25</b>	Thanksgiving Holidays, no classes meet.
<b>December 9</b>	Classes end.
<b>December 12-15</b>	Final Examinations
<b>December 17</b>	Commencement

### Spring Semester 2006

<b>January 3</b>	Early Practice Experience (EPE) begins for second-year students. APE begins for fourth-year students. Classes begin for first and third-year students.
<b>January 16</b>	Martin Luther King, Jr. Holiday, no classes meet.
<b>January 23</b>	EPE ends for second-year students.
<b>January 25</b>	Classes begin for second-year students.
<b>January 26</b>	University Convocation
<b>January 31</b>	Last day to add or drop a course(s) without financial penalty.
<b>March 13</b>	Last day to withdraw from a course without academic penalty.
<b>March 27-31</b>	Spring Break, for PM1, PM2, and PM3 students.
<b>April 3</b>	Last day for first- and fourth-year students to completely withdraw from semester without academic penalty.
<b>April 4-28</b>	Registration for Fall Semesters
<b>April 14</b>	Classes end for first-year students
<b>April 17</b>	Easter Monday Holiday: no classes meet
<b>April 18-21</b>	Final examinations for first-year students
<b>April 24</b>	EPE and PHRD 302 begin for first-year students
<b>April 25</b>	Last day for second and third-year students to completely withdraw from semester without academic penalty.
<b>May 10</b>	Classes end for second and third-year students
<b>May 11</b>	Study Day, no classes meet
<b>May 12, 15-17</b>	Final Examinations
<b>May 18</b>	EPE and PHRD 302 end for first-year students.
<b>May 19-20</b>	Commencement Weekend for School of Pharmacy program.



## MCWHORTER SCHOOL OF PHARMACY TUITION AND FEES FOR ACADEMIC YEAR 2004-2005

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
<b>Tuition</b>				
Less than 12 credits	Part-Time Pharmacy Students	Deposit nonrefundable See Refund Policies.	\$812/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.	\$10,007/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.	\$812/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.
<b>Residence Hall Fees, Double Occupancy*</b>				
Beeson Woods, West Campus	Pharmacy Students starting June	See Refund Policies.	\$2,512/Fall semester	On or before e-bill payment due date.
Evergreen Hall	Pharmacy Students starting June	See Refund Policies.	\$2,433/Fall semester	On or before e-bill payment due date.
Ramsay Hall	Pharmacy Students starting June	See Refund Policies.	\$2,381/Fall semester	On or before e-bill payment due date.
Beeson Woods, West Campus	Pharmacy Students starting Aug	See Refund Policies.	\$1,472/Fall semester	On or before e-bill payment due date.
Evergreen Hall	Pharmacy Students starting Aug	See Refund Policies.	\$1,393/Fall semester	On or before e-bill payment due date.
Ramsay Hall	Pharmacy Students starting Aug	See Refund Policies.	\$1,341/Fall semester	On or before e-bill payment due date.
Student Apartments	Pharmacy Students starting Aug	See Refund Policies	\$1,119/Fall semester	On or before e-bill payment due date.
Beeson Woods, West Campus	Pharmacy Students Spring sem	See Refund Policies.	\$1,622/Spring semester	On or before e-bill payment due date.
Evergreen Hall	Pharmacy Students Spring sem	See Refund Policies.	\$1,543/Spring semester	On or before e-bill payment due date.
Ramsay Hall	Pharmacy Students Spring sem	See Refund Policies.	\$1,491/Spring semester	On or before e-bill payment due date.
Student Apartments	Pharmacy Students Spring sem	See Refund Policies	\$1,269/Spring semester	On or before e-bill payment due date.
<b>Board</b>				
19 meals/wk + \$100 declining bal	Pharmacy Students starting June	See Refund Policies.	\$2,308/Fall semester	On or before e-bill payment due date.
12 meals/wk + \$100 declining bal	Pharmacy Students starting June	See Refund Policies.	\$1,992/Fall semester	On or before e-bill payment due date.
7 meals/wk + \$100 declining bal	Pharmacy Students starting June	See Refund Policies.	\$1,297/Fall semester	On or before e-bill payment due date.
19 meals/wk + \$100 declining bal	Pharmacy Students starting Aug	See Refund Policies.	\$1,412/Fall semester	On or before e-bill payment due date.
12 meals/wk + \$100 declining bal	Pharmacy Students starting Aug	See Refund Policies.	\$1,264/Fall semester	On or before e-bill payment due date.
7 meals/wk + \$100 declining bal	Pharmacy Students starting Aug	See Refund Policies.	\$894/Fall semester	On or before e-bill payment due date.
19 meals/wk + \$100 declining bal	Pharmacy Students Spring sem	See Refund Policies.	\$1,652/Spring semester	On or before e-bill payment due date.
12 meals/wk + \$100 declining bal	Pharmacy Students Spring sem	See Refund Policies.	\$1,478/Spring semester	On or before e-bill payment due date.
7 meals/wk + \$100 declining bal	Pharmacy Students Spring sem	See Refund Policies.	\$1,055/Spring semester	On or before e-bill payment due date.
<b>London Programs at Daniel House, Samford's London Study Centre, Fees (subject to change)</b>				
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
<b>General Miscellaneous Fees</b>				
Application Fee for School of Pharmacy Admission	All Pharmacy Students	Nonrefundable	\$50/application	At time of application submission
Auto Decal	All Students	Nonrefundable	\$20/academic year	
Auto Decal (Subsequent)	All Students	Nonrefundable	\$5	
ID Replacement Fee (First Time)	All Students	Nonrefundable	\$5	
ID Replacement Fee (Subsequent)	All Students	Nonrefundable	\$10	
Portfolio Evaluation Fee	All Students	Nonrefundable	\$100/credit	
Return Check Fee	All Students	Nonrefundable	\$28	
Stop Check Fee	All Students	Nonrefundable	\$28	
Books and Supplies	All Pharmacy Students		\$1,008 estimate	Cash, check, or credit card at time of purchase

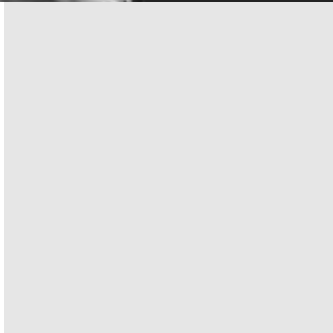
\* Double rooms assigned for single occupancy are 150% of the rate for double-occupancy rooms.

**(1) Charges incurred after semester e-bill date are due on or before the first day of class as published in the Academic Calendar.**

**Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.**

Please refer to the Financial Information section, p. 45, for e-bill disbursement and payment due date schedule.

# Metro College





## Administration

Cindy Formanek Kirk, Dean, Metro College  
 Sherry Gottlieb, Director of Adult Learning Services, Metro College  
 Katie Crenshaw, Director of Samford After Sundown

Metro College is the division of Samford University that focuses on serving the community's needs for lifelong learning. As part of this focus, the bachelor of general studies degree (B.G.S.) and the associate of science (A.S.) degrees are offered to adult, nonresidential students. Adult evening students receive many of the same advantages as "traditional" Samford University students, including instruction by many full-time professors. The evening program serves students whose employment or other obligations make it impossible for them to attend daytime classes. In addition, there are several special opportunities for earning credit towards a degree at Samford University.

They are:

- Credit for prior learning (Portfolio Credit)
- Credit for Armed Services and other noncollegiate training (Portfolio Credit)

To serve these students, Metro College coordinates credit courses, the majority of which meet on one of the following schedules during nine-week terms:

- Monday/Wednesday 5:45-7:50 p.m.
- Monday/Wednesday 8:00-10:05 p.m.
- Tuesday/Thursday 5:45-7:50 p.m.
- Tuesday/Thursday 8:00-10:05 p.m.
- Friday 5:00-9:00 p.m./Saturday 8:00 a.m.-12:00 noon

### 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 College. Students should apply for this credit during the first term at the University. Metro College 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.

## Evening Studies Program - Metro College

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## Academic Regulations

Unless stated otherwise, Metro College 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 Evening Studies 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 College is the administrative office that serves Adult Evening Students. Applications for admission are accepted each term. To download an application form, visit our Web site at [www.samford.edu/metro](http://www.samford.edu/metro).

### 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: \$25 (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. The admission essay. This should be 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. These 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: \$25 (nonrefundable)
3. Admission application, completed in full.
4. One reference. Please use the reference form included with the application.
5. The admission essay. This should be 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: \$25 (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 College 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 II or Spring II term, you will be unable to change this status until the beginning of Fall I or Spring I 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 Miscellaneous Fee 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. All evening students must register their automobiles with the Office of Safety and Security. There is a minimal charge for parking on campus.

## Class Registration and Policies

Metro College students are limited to six credits per term without the dean's approval. Under no circumstances may a Metro College undergraduate student register for more than ten credits in any term, regardless of session length, location, or method of delivery.

## Programs and Requirements

### Concentrations

Administrative/Community Services  
 Track 1: Administrative  
 Track 2: Legal Assistant Certificate  
 Counseling Foundations  
 Human Resource Development  
 Liberal Studies  
 Natural/Environmental Sciences

### Nondegree Programs

Geographic Information Systems  
 Legal Assistant Certificate  
 Samford After Sundown (non-credit professional and personal development)

The Howard College of Arts and Sciences awards the bachelor of general studies (B.G.S.) degrees in the following concentrations: human resource development, liberal studies, natural and environmental sciences, and the geographic information systems certificate. The Orlean Bullard Beeson School of Education and Professional Studies awards the B.G.S. degree in counseling foundations, administrative/community services, and a nondegree legal assistant certificate.

With a minimum of 64 credits, an associate of science degree may be earned in administrative/community services or natural and environmental sciences. A minimum of 32 credits must be taken at Samford University in order to meet residency requirements for the bachelor of general studies degree. A minimum of 23 credits must be taken at Samford University in order to meet residency requirements for the associate of science degree.

These B.G.S. programs are the most flexible of all awarded by the University and are designed specifically for adult students. Students planning to pursue post-baccalaureate studies should review the requirements of the targeted graduate program to determine whether undergraduate-level prerequisites exist. The responsibility for determining the suitability of these concentrations and their applicability to particular conditions rests with the individual student. Students seeking a degree not available in the evening may still take some courses during the evening and weekend hours. They should, however, anticipate attending day classes to complete their degree. Please contact the Metro College for further information.

### General Education Requirements

All 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.** Further, 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 College General Education Requirements Required Courses	Course Credits	Total Required Credits
<b>Natural Sciences &amp; Mathematics:</b>		<b>17</b>
MCCO 100 Introduction to Computing	3	
MCMA 110 Contemporary Mathematics	3	
MCMA 210 Statistics	3	
Two laboratory sciences	8	
<b>Social Sciences:*</b>		<b>15</b>
<b>History: (select two courses)</b>		
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	
<b>Political Science/Psychology/Sociology:</b>		
MCPO 211 American National Government	3	
MCPS 101 General Psychology**	3	
MCSO 100 Introductory Sociology**	3	
<b>Fine Arts: (select two courses)</b>		<b>5-6</b>
MCAR 300 Art Appreciation	3	
MCMU 200 Music Appreciation	2	
MCTH 300 Theatre Appreciation	3	
<b>Humanities:</b>		<b>18</b>
<b>Humanities Core</b>		
MCEN 101 Oral and Written Communication I	3	
MCEN 102 Oral and Written Communication II	3	
MCCS 215 Oral Communication	3	
<b>English Literature (select one course)***</b>		
MCEN 201 Major British and Irish Authors	3	
MCEN 209 Special Topics in Literature	3	
MCEN 211 Major American Authors	3	
<b>Religion (select two courses)</b>		
MCRE 101 Old Testament Survey	3	
MCRE 102 New Testament Survey	3	
MCRE 300 Contemporary Ethical Issues	3	
<b>Physical Education:†</b>		<b>5</b>
MCPE 122 Fitness Walking and Strength Training	2	
MCPE 231 Personal and Community Health	3	
<b>Total General Education Required Credits</b>		<b>60-61</b>

\*Transfer credits classified as social science may count here.

\*\*Substitute another psychology or social science course if MCPS 101 is required for your concentration. Substitute another sociology course if MCSO 100 is required for your concentration.

\*\*\*Other literature courses may be taken with adviser's approval.

†Transfer credits classified as physical education may count here.

## UNDERGRADUATE EVENING STUDIES PROGRAM - METRO COLLEGE STUDENT TUITION AND FEES FOR ACADEMIC YEAR 2004-2005

Description of Expense	Student Classification	Payment Regulations	Expense	Payment Due Date (1)
<b>Tuition</b>				
All credits - Metro College	All Evening Students	See Refund Policies.	\$242/credit	On or before e-bill payment due date
Audit - Metro College	All Evening Students	See Refund Policies.	\$242/credit	On or before e-bill payment due date
<b>General Miscellaneous Fees</b>				
Application Fee for Undergrad Admission	All Evening Students	Nonrefundable	\$25/application	At time of application submission
Auto Decal	All Students	Nonrefundable	\$20/academic year	
Auto Decal (subsequent)	All Students	Nonrefundable	\$5	
ID Replacement Fee (first time)	All Students	Nonrefundable	\$5	
ID Replacement Fee (subsequent)	All Students	Nonrefundable	\$10	
Portfolio Evaluation Fee	All Students	Nonrefundable	\$100/credit	
Returned Check Fee	All Students	Nonrefundable	\$28	
Stop Check Fee	All Students	Nonrefundable	\$28	
Books and Supplies	All Evening Students		\$938 estimate	Cash, check, or credit card at time of purchase

(1) Charges incurred after semester e-bill date are due on or before the first day of class as published in the Academic Calendar.

Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment.

Please refer to the Financial Information section, p. 45, for e-bill disbursement and payment due date schedule.

### Counseling Foundations Concentration

The concentration in Counseling Foundations is directed by the Department of Family Studies in the Orlean Bullard Beeson School of Education and Professional Studies [(205) 726-2069]. This concentration is useful for persons working in human services professions but does not apply toward professional counseling certification.

<b>Metro College Counseling Foundations Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education Requirements</b>		<b>60-61</b>
<b>Counseling Foundations Concentration:</b>		<b>47</b>
<b>Counseling Foundations Core</b>		<b>27</b>
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	
<b>Counseling Foundations Electives: (select at least seven courses from the list below)</b>		<b>20</b>
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	
<b>General Electives*</b>		<b>20-21</b>
<b>Total Required Credits</b>		<b>128</b>

\*Credits chosen to enhance required courses.

### 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.G.S. or Associate degree.

<b>Metro College Administrative/Community Service Concentration Track 1: Administrative Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education Requirements</b>		<b>60-61</b>
<b>Admin/Community Services Concentration (Track 1):</b>		<b>48</b>
<b>Administrative/Business (select ten courses)*</b>		<b>30</b>
MCAC 200 Survey of Accounting	3	
MCEC 200 Survey of Economics	3	
MCMG 300 Survey of Management	3	
MCMK 300W Survey of Marketing	3	
MCFI 300 Survey of Finance	3	
MABL 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	
<b>Other Required Courses**</b>		<b>18</b>
<b>General Electives***</b>		<b>19-20</b>
<b>Total Required Credits</b>		<b>128</b>

\*Acceptable transfer work in business, education, and paralegal courses may apply to the 48 required credits in Track 1. Other electives may apply; see department adviser for details.

\*\*Select other required courses from those with the following prefixes: MCCN (Counseling) and MCPG (Legal Assistant). The following courses are recommended: MCPG 301 (Employment Law) and MCCN 350 (Small-Group Process). In addition, MCCS 351W (Business Writing), may be counted here.

\*\*\*Credits chosen to enhance required courses.

<b>Metro College Administrative/Community Service Concentration Track 2: Legal Assistant Certificate Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education Requirements</b>		<b>60-61</b>
<b>Admin/Community Services Concentration (Track 2)</b>		<b>48</b>
<b>Legal Assistant Courses</b>		<b>30</b>
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 or MCPG 307 Criminal Law	3	
MCPG 323 Legal Research and Writing	3	
<b>Administrative/Business</b>		<b>18</b>
MCAC 200 Survey of Accounting	3	
MCEC 200 Survey of Economics	3	
MCMG 300 Survey of Management	3	
Elective Credits within Concentration*: Administrative/Business Electives Counseling Foundations Electives MCCS 351W Business Writing (3)	9	
<b>General Electives</b>		<b>19-20</b>
<b>Total Required Credits</b>		<b>128</b>

\*Other electives may apply; see department adviser for details.

### 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 College Human Resource Development Concentration Required Courses		Course Credits	Total Required Credits
<b>General Education Requirements</b>			<b>60-61</b>
<b>Human Resource Development Concentration:</b>			<b>57</b>
<b>Interpersonal Relations*</b>			<b>27</b>
MCPS 101	General Psychology**	3	
MCPS 205	Life-Span Development	3	
MCPS 203	Psychology of Adjustment or MCCN 441W Personal Growth and Development	3	
MCSO 401	Social Psychology	3	
MCCN 245	Introduction to the Helping Professions	3	
MCCN 247	Basic Counseling Theory and Practice	3	
MCCN 344	Industrial Counseling	3	
MCCN 350	Small-Group Process	3	
MCCN 446W	Introduction to Tests and Measurements	3	
<b>Administration/Business (select ten courses)***</b>			<b>30</b>
MCAC 200	Survey of Accounting	3	
MCEC 200	Survey of Economics	3	
MCMG 300W	Survey of Management	3	
MCMK 300	Survey of Marketing	3	
MCFI 300	Survey of Finance	3	
MCBL 352	Legal Environment of Business	3	
MCMG 470	Negotiation/Conflict Resolution	3	
MCMG 471	Advertising/Public Relations	3	
MCMG 472	Leadership: Paradigms and Roles	3	
MCMG 473	Human Resource Management	3	
<b>General Electives†</b>			<b>10-11</b>
<b>Total Required Credits</b>			<b>128</b>

\*Some counseling/psychology course substitutions may occur with adviser approval.

\*\*If MCPS 101 is taken in the core, choose an additional psychology or counseling elective as part of the 27 Interpersonal Relations credits.

\*\*\*Other electives may apply; see department adviser 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.G.S. concentrations.

Metro College Liberal Studies Concentration Required Courses		Total Required Credits
<b>General Education Requirement</b>		<b>60-61</b>
<b>Liberal Studies Concentration*</b>		<b>67-68</b>
At least 40 credits within the concentration must be upper-division (300-400 level)		
<b>Total Required Credits</b>		<b>128</b>

\*At least 56 credits in other courses to be selected in consultation with an adviser.

### Natural and Environmental Sciences (NES) Concentration

This concentration provides the diverse coursework needed for employment in the environmental professions and is excellent preparation for graduate studies in environmental science and environmental management. Students may choose an environmental emphasis or a GIS/mapping emphasis. Students completing the GIS/mapping emphasis also earn the Certificate in Geographic Information Systems.

Metro College Natural & Environmental Sciences Concentration Required Courses		Course Credits	Total Required Credits
<b>General Education Requirements*</b>			<b>60-61</b>
<b>Natural Sciences &amp; Mathematics</b>			<b>17</b>
MCCO 100	Introduction to Computing	3	
MCMA 110	Contemporary Mathematics	3	
MCMA 210	Statistics	3	
<b>Biology (Select two from the following list):**</b>		<b>8</b>	
MCBI 105	Principles of Biology		
MCBI 107	Contemporary Biology		
MCBI 324	Introduction to Toxicology		
MCBI 327	Conservation Ecology		
MCBI 403	Invertebrate Field Zoology		
MCBI 416	Vertebrate Field Zoology		
MCBI 436	Ecology		
<b>Social Sciences</b>			<b>15</b>
<b>Fine Arts</b>			<b>5-6</b>
<b>Humanities</b>			<b>18</b>
<b>Physical Education</b>			<b>5</b>
<b>Natural &amp; Environmental Sciences Concentration:</b>			<b>48-49</b>
<b>Natural &amp; Environmental Sciences Core</b>			<b>24</b>
MCBI 110	Human Biology	4	
MCBI 111	Animal Biology	4	
MCBI 112	Plant Biology	4	
MCBI 201	Chemistry of the Environment	4	
MCBI 326	Introduction to Environmental Science	4	
MCGS 214	Physical Geography	4	
<b>Capstone Courses</b>			<b>9</b>
MCPO 375	Environmental Politics & Policy	3	
MCBI 410	Environmental Ethics & Values	3	
MCBI 438W	Natural & Environmental Science Seminar	3	
<b>Curriculum Electives: (select one emphasis)</b>			<b>15-16</b>
<b>Environmental Studies Emphasis (complete four courses)**</b>			
MCBI 324	Introduction to Toxicology	4	
MCBI 325	General Microbiology	4	
MCBI 327	Conservation Ecology	4	
MCBI 436	Ecology	4	
MCGS 216	Cartography	3	
<b>Geographic Information Systems Emphasis (complete all courses)</b>			
MCGS 216	Cartography	3	
MCGS 270	GIS I: Geographic Information Systems	3	
MCGS 300	Remote Sensing	3	
MCGS 371	GIS II: Spatial Analysis & Visualization	3	
MCGS 405	GIS III: Applied Geographic Info Systems	3	
<b>General Electives***</b>			<b>18-20</b>
<b>Total Required Credits</b>			<b>128</b>

\*Acceptable transfer work in astronomy, biology, chemistry, computer science, mathematics, or physics courses may apply to the 60-61 required credits. See the Metro College General Education Requirements table for details on other requirements.

\*\*MCBI 324, MCBI 327, and MCBI 436 can count for both the general education biology requirement and the Environmental Studies Emphasis. Students who choose to count any of these courses twice may still need to complete additional general elective credits to meet the 128 required to earn a degree.

## Certificate in Geographic Information Systems

Geographic Information Systems is a rapidly growing field, and the Certificate Program in Geographic Information Systems (GIS) 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 Certificate in Geographic Information Systems 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.

<b>Metro College Certificate in Geographic Information Systems Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>GIS Prerequisites or Corequisites</b>		<b>9</b>
MCCO 100 Introduction to Computing	3	
MCMA 110 Contemporary Mathematics (or a higher level mathematics course)	3	
MCMA 210 Statistics	3	
<b>Geographic Information Systems Core</b>		<b>15</b>
MCGS 216 Cartography	3	
MCGS 270 GIS I: Geographic Information Systems	3	
MCGS 300 Remote Sensing	3	
MCGS 371 GIS II: Spatial Analysis and Visualization	3	
MCGS 405 GIS III: Applied Geographic Information Sys	3	
<b>Total Required Credits</b>		<b>24</b>

## Legal Assistant Certificate Program

The Legal Assistant Certificate Program is directed by the Orlean Bullard Beeson School of Education and Professional Studies [(205) 726-2783].

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 College 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

<b>OBB School of Education Legal Assistant Certificate Program Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Legal Assistant Courses</b>		<b>30</b>
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 or MCPG 307 Criminal Law	3	
MCPG 304 Family Law	3	
MCPG 306 Debtor-Creditor Law	3	
MCPG 323 Legal Research and Writing	3	
<b>Total Required Credits</b>		<b>30</b>



## Associate of Science Degree

A minimum of 64 credits is required for the Associate of Science degree and may be earned in Administrative/Community Services or Natural and Environmental Sciences. Transfer students are required to complete a minimum of 23 credits at Samford University, including at least 12 credits in General Education Requirements. Please see the sections for the bachelor's degree for acceptable courses under each concentration in the Metro College.

Each associate degree student should declare an area of concentration by the sophomore year. This information must be on file in the Office of Student Records. Students desiring to change an area of concentration must do so at the beginning of the registration period for each semester or term. An undeclared major is acceptable for the freshman year.

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.

<b>Metro College Associate of Science Degree Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education Requirements:</b>		<b>35-36</b>
<b>Natural Sciences &amp; Mathematics</b>		<b>10</b>
MCCO 100 Introduction to Computing	3	
MCMA 110 Contemporary Mathematics	3	
One laboratory science course	4	
<b>Social Sciences* (select two courses)</b>		<b>6</b>
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	
<b>Fine Arts (select one course)</b>		<b>2-3</b>
MCAR 300 Art Appreciation	3	
MCMU 200 Music Appreciation	2	
MCTH 300 Theatre Appreciation	3	
<b>Humanities:</b>		<b>12</b>
<b>Humanities Core</b>		
MCEN 101 Oral and Written Communication I	3	
MCEN 102 Oral and Written Communication II	3	
<b>Religion (select two courses)</b>		
MCRE 101 Old Testament Survey	3	
MCRE 102 New Testament Survey	3	
MCRE 300 Contemporary Ethical Issues	3	
<b>Physical Education**</b>		<b>5</b>
MCPE 122 Fitness Walking and Strength Training	2	
MCPE 231 Personal and Community Health	3	
<b>Courses within Chosen Concentration***</b>		<b>24</b>
<b>General Electives outside Concentration</b>		<b>4-5</b>
<b>Total Required Credits</b>		<b>64</b>

\*Transfer credits classified as social science may count here.

\*\*Transfer credits classified as physical education may count here.

\*\*\*Concentration choices are Administrative/Community Services or Natural & Environmental Sciences. NOTE: Students pursuing the Paralegal Studies Certificate as part of their associate degree must complete 30 credits.

## Credit Courses (Additional courses may be added.)

### 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 dark-room 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.

#### 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).

#### 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 microeconomic relationships that explain the operations of individual consumer/supplier markets.

#### 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.

#### MCMG 300 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.

#### 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.

#### 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.

#### 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.

**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.

**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.

**BIOLOGY**

**MCBI 105 Principles of Biology (4)**

Study of the principles of life common to all living organisms. Lecture and laboratory.

**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.

**COMMUNICATION**

**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 351W Business Writing (3)**

Principles and practices necessary for writing effective business documents: letters, memos, proposals, reports, and others. Prereqs: MCEN 101 and MCEN 102.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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 Cartography (3)**

Overview of the practices and theory associated with map use and production. Hands-on experience with the interpretation, analysis, and representation of geographic data is emphasized. Prereq or Co-req: MCMA 110.

### **MCGS 270 GIS I: Geographic Information Systems (3)**

Initial exploration into the theory and application of Geographic Information Science (GISc), a technological approach for the management and analysis of spatial data. State of the art GIS software is utilized to compile, manage, and analyze cartographic and attribute databases. Prereq or Co-req: MCMA 110.

### **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 GIS II: Spatial Analysis and Visualization (3)**

Extended exploration into the theory and application of Geographic Information Science (GISc). Includes spatial modeling in three dimensions, interactive and animated mapping, and statistical analysis of geographic phenomena. Prereqs: MCGS 216 and MCGS 270. Prereqs or Co-reqs: MCMA 110 and MCMA 210.

### **MCGS 405 GIS III: Applied Geographic Information Systems (3)**

Advanced project development and management techniques in Geographic Information Science (GISc). Includes computer programming for custom application design and directed experience with real-world GIS projects. Prereq: MCGS 371.

## **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 305W The Civil War and Reconstruction (3)**

Advanced study of the forces and events involved in the coming of the great American conflict, the war years, and Reconstruction. Prereq: MCEN 102.

### **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.

## **LEGAL ASSISTANT**

### **MCPG 121 Introduction to Legal Assistants (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 pretrial 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.

**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 (2)**

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 disproofs of God's existence, the meaning of religious language, truth claims in different religions and related matters.

**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.

**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 304 Social Psychology (3)**

Examination of how an individual's thoughts and behavior are shaped by the social context. Topics covered include social influence, aggression, attitude formation, and prosocial behavior. Prereq: 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 211 Preaching (3)**

Guides the preparation and delivery of sermons as good communication using class presentations as a teaching technique.

**MCRE 221 Christian Doctrine (3)**

Presentation of the main teachings of the Christian faith and relates these teachings to life.

**MCRE 223 Writings of John (3)**

Survey of the Gospel and epistles of John as well as the book of Revelation emphasizing their meaning for their day and ours.

**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 301W World Religions (3)**

Investigation of the world's major living religions of both the Eastern and Western worlds. Prereq: MCEN 102.

**MCRE 302W History of Christianity (3)**

Survey of the course of the history of Christianity and acquaints students with the institutional and cultural heritage of the Christian church. Prereq: MCEN 102.

**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 331W 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 338 Evangelism (3)**

Study of the biblical teaching about and emphases on evangelism.

**MCRE 341W General Epistles and Revelation (3)**

Examination of the teachings of the general epistles against the turmoil in the late first century Greco-Roman world. 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 350W Jesus and the Gospels (3)**

Introduction to the historical-critical study of the gospels. Focuses on the synoptic problem and the historical Jesus.

**MCRE 351 Contemporary Theology (3)**

Examination of the important theological movements of the modern era with an emphasis on church-related theologies.

**MCRE 422 American Christianity (3)**

Consideration of the impact of Christianity in American life and culture.

**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 349 Sociology of Children (3)**

Exploration of the social construction of childhood over time and space. Learn about the social forces involved in shaping childhood in North America and the ways society has changed its definitions of childhood. Learn how children negotiate their social roles with each other and with adults, as well as how children create their own culture distinct from adult culture. Social problems children experience are focal points for class research.

**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.

**MCSO 409 Special Topics in Sociology (3)**

Classroom-based course in lecture and/or discussion format. Topics vary.

**MCLE 301 Police Administration (3)**

Study of the management concepts related to the administration of law enforcement agencies.

**MCLE 303 Stress and the Police Officer (3)**

Overview of the organizational factors, administrative and management practices, and external community concepts that contribute to stressful working conditions for police officers. An analysis of problems and review of corrective measures.

**MCLE 304 Leadership (3)**

Study of the fundamental principles of leadership with particular emphasis on the changing concepts and expectations of leadership in diverse and complex work groups.

**MCLE 307 Practical Criminal Investigation (3)**

Examination of the complexity and requirements of the criminal investigation process.

**MCLE 400 Criminal Procedures (3)**

Study of the criminal justice process from the initial occurrence of a criminal incident to adjudication in a court of law.

**MCLE 402 Ethics in Law Enforcement (3)**

Study of the perception, impact, and complications associated with the personal and professional conduct of law enforcement officers.

**MCLE 403 Industrial Security (3)**

Study of the needs, trends, impact and process of private sector security with emphasis on the relationship of private agencies with public law enforcement agencies.

**MCLE 446 Special Problems in Law Enforcement (3)**

Examination of contemporary issues and problems associated with the law enforcement community.

**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

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The mission of Samford University is to nurture persons, offering learning experiences and relationships within a Christian community. Following this mandate, Samford After Sundown offers 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.

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. 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.

Noncredit certificate programs in selected professional areas provide comprehensive professional training. Samford After Sundown offers certifi-

cates in three fields: Black & White Photography, Color Photography, and Pharmacy Technician 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 adviser. The adviser 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 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, 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](http://www.samford.edu/sundown).

# Special Academic Programs







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## 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 (CWLS) Minor

<u>Christianity, Women, and Leadership Studies Minor</u> Required Courses	Course Credits	Total Required Credits
<b>CWLS Core:</b>		<b>8</b>
CWLS 201 Women and Society	4	
CWLS 440 Seminar in CWLS	4	
<b>Interdisciplinary Options*</b> (choose from the following)		<b>8</b>
BUSA 303 Principles of Management	3	
BUSA 400 Managerial Values	3	
BUSA 401 Organizational Behavior Concepts	3	
BUSA 404 Human Resource Management	3	
BUSA 405 Leadership	3	
BUSA 409 Managing Innovation	3	
COMS 325 Small Group/Organizational Communication	4	
COMS 415 Persuasion	4	
COMS 417W Contemporary Rhetoric	4	
CWLS 301 Special Topics in CWLS	1-4	
EDUC 307 Foundations of Leadership	4	
ENGL 309W Special Topics on Women	4	
FAMS 413 Gender and Multicultural Perspectives	4	
HIST 402W The History of American Women	4	
NURS 320 Eating & Body Image Disorders	3	
NURS 324/PSYC 324 Human Sexuality	3-4	
NURS 405 Health Care Issues in Diverse Cultures	3	
PHIL 311/RELG 311 Philosophy of Religion	4	
PHIL 314 Ethics: Why be Moral?	4	
PHIL 321W Existentialism	4	
PHIL 328 Metaphysics: What is Real?	4	
POLS 316W Public Administration	4	
POLS 370 Women and World Politics	4	
PSYC 41 Psychology of Women	4	
RELG 301W World Religions/Traditions	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 342W Life and Letters of Paul	4	
RELG 350 Jesus and the Gospels	4	
RELG 491-494 Independent Studies	1-4	
SOCI 335 Sociology of Work	4	
SOCI 409 Women and Poverty	4	
<b>Approved Elective</b>		<b>4</b>
300-400-level courses	1-4	
<b>Total Required Credits</b>		<b>20</b>

\*Check with departments for prerequisites and offerings.

### 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 intercultural. 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.

## 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.

## Honors Curriculum—University Honors Program

Students interested in an advanced academic track are invited to apply for admission to the University Honors Program. Minimum admission standards for entering freshmen are an ACT score of 26 (or an SAT score of 1155) and a B+ high school GPA. Freshmen or sophomores already enrolled at Samford are required to have a 3.50 GPA. Students must also have this GPA at graduation in order to complete the program successfully. There are six additional basic requirements:

1. Freshman Honors students must take three of their University Core Curriculum courses for Honors credit. This involves enrolling in Honors sections of UCCA 102, UCCP 101, and UCCP 102.
2. Honors students must take two additional 100 or 200 level courses in Honors sections. Ideally, these courses should be taken during the sophomore year. These courses are taught in a regular sequence. The rotation is as follows:
 

School years beginning with even numbers:	
Fall: IDSC 201	Spring: UCBP 101
PSYC 101	ENGL 205
School years beginning with odd numbers:	
Fall: IDSC 201	Spring: UCBP 101
POLS 200	HIST 200
3. This is a minimum list of offerings. The program may offer additional courses, depending on demand, and these will also meet the requirement.
3. Every Honors student must take the Honors Seminar (HONR 300). This course is an interdisciplinary seminar on a selected topic with emphasis on reading, discussion, and research. The topic will vary every year. It is team-taught by two professors and ideally should be taken the junior year.
4. Four times each semester a Speaker's Corner Colloquium is hosted by the Association of Honors Students. The format is a lecture or book review by a faculty member, student, or off-campus expert. All Samford students are invited to attend. Honors students must attend at least two per semester.
5. All Honors students must prove proficiency in a foreign language. This requirement is defined as meeting the standard expectation for graduation for Arts and Sciences majors—in other words, the successful completion courses in one foreign language to at least the 202 level.
6. Students must complete a Senior Honors project, which is usually but not necessarily directed by a professor in a student's major field. The student must successfully defend the project before the University Honors Council.

Successful completion of these six requirements plus a GPA of at least 3.50 at graduation leads to an Honors degree. For more information on the University Honors Program, contact Dr. Ginger Frost, Department of History, Samford University, Birmingham, AL 35229, or e-mail: [gsfrost@samford.edu](mailto:gsfrost@samford.edu).

Students who miss the first year of the Honors curriculum, either because they transfer into Samford or find out about the Honors Program only as rising sophomores, may still join. However, they must make up two of the missed first-year requirements, either by taking additional sophomore-level classes for honors or by participating in Honors seminars at one of the other local colleges or universities in the Birmingham area. Consortium schools include the University of Alabama in Birmingham, Miles College, and Birmingham-Southern College. Any students who missed one or two of the first-year or second-year requirements may also make them up through these means. Students who miss more than one year of classes in the program may not join.

## 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 other opportunities to travel and study in foreign countries either for credit or on a noncredit 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.

### Al Akhawayn University Exchange, Morocco

An exchange program with Al Akhawayn University in Ifrane, Morocco, began in the 1997-98 academic year. Al Akhawayn is a new American-style university founded by the King of Morocco. All instruction is in English. Undergraduate programs are offered through the schools of Business Administration, Social Sciences, and General Engineering. Samford students in Business or the Arts and Sciences disciplines should find comparable coursework available at Al Akhawayn. In addition, students interested in studying the Arabic language have access to a full range of Arabic studies. Arabic is not required.

The second language used in Morocco is French, thus students with some French will be able to increase facility with the language while studying at Al Akhawayn. No French is required, however.

The exchange program is open to sophomores, juniors, and seniors. Samford students pay the normal comprehensive tuition, room, and board plan at Samford and attend Al Akhawayn for one fall or spring semester. Summer study can be arranged by paying the comparable tuition and fees at Samford. Students from Al Akhawayn pay tuition and fees at their institution and study at Samford without additional cost. Round trip airfare to Morocco and any personal spending are in addition to these costs. For more information, contact the Office of the Provost in Samford Hall at (205) 726-2718.

### Anhui Normal University, China

A travel-study program at Anhui Normal University in the city of Wuhu, Anhui Province, People's Republic of China, is occasionally available during January Term or one of the summer terms. Contact Dr. Marjorie Walker in the Department of History at (205) 726-4006 for information about these study-abroad opportunities.

### Cumberland School of Law International Study Programs

Cumberland School of Law offers three opportunities for law students to study abroad during the summer semester: Durham, England; Victoria, British Columbia; and Sao Paulo, Brazil. The goal of each Cumberland Study Abroad Program is to develop each participant's grasp of the global aspects of law and to provide the unmatched enrichment of a summer in another land.

### Hong Kong Baptist University

Samford established a relationship with Hong Kong Baptist University (HKBU) during the 1997-98 academic year, which allows up to six students to study there for one semester each per year. 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 will share a two-person room with a Chinese roommate.

Unlike the exchange program with Al Akhawayn mentioned above, Samford students approved to attend HKBU will simply pay the HKBU tuition. The cost for tuition, room, board, and round-trip airfare should be little, if any, more than the normal total cost at Samford for one semester, making it possible for any Samford student who wants an international experience to go. All scholarships and loans held by students may be applied. Sophomore, junior, or senior students interested in applying for one of the six slots should contact the Provost in Samford Hall or call (205) 726-2718 early in the semester prior to attendance.

### Seoul Women's University

An exchange program at Seoul Women's University in Seoul, South Korea, is available during fall and spring semester, or during a four-week summer program. Contact the Office of the Provost in Samford Hall at (205) 726-2718 for information about this study-abroad opportunity.

### 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. 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 Internacional Sampere. Students can study in France for a month during the summer under the tutelage of French professors at the Université Stendhal. During Jan Term, small intensive classes are held at the Centro Lingüístico Conversa in Santa Ana, Costa Rica. Samford students may travel to Germany for intensive language and cultural studies at one of the Goethe Institutes in various German cities or participate in Samford's summer program in Berlin through our relationship with GLS Language Institute. Study programs are arranged with the Estudio Internacional Sampere for a semester abroad in Cuenca, Ecuador or in Spain. Semester Abroad programs for students interested in mission opportunities are also available in Madrid, Paris, Berlin, and Frankfurt. 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, Mexico, Austria, Czech Republic, and Russia. For more information about these opportunities, contact the Department of World Languages and Cultures in 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

Students of today will spend their lives in an increasingly pluralistic, multicultural society that economic and technological forces have already made a "global village." Responsible higher education should prepare students to function in and contribute to that global village. 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 100 years old, the lovely 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.

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 semester. 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 Dwight Beeson Hall, room 212, phone (205) 726-2741, or online at [www.samford.edu/groups/london](http://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.

## 2004-2005 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	
Jan Term 2005	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).	\$1,675**	\$125-Theatre \$150-Pharmacy \$125-Explorer	\$200 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	Full-Time Undergraduate, except Freshmen, not on academic or disciplinary probation, and 2.00 GPA or greater.	Same as Jan Term	\$7,070***		\$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.
Summer Term 2005	Same as Semester Abroad	Same as Jan Term	\$2,930**		\$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.

\*All fees are subject to change; contact the Office of London Programs for an up-to-date schedule.

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

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

(1) Charges incurred after semester e-bill date are due on or before the first day of class as published in the Academic Calendar.

Charges incurred during the drop/add period are due when incurred. Classes may be canceled for non-payment unless otherwise requested by the London Office.

Please refer to the Financial Information section, p. 45, for e-bill disbursement and payment due date schedule.

## 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)

Interactive course takes British drama out of the classroom and moves it into the theatre. Students experience a variety of venues and dramatic genres as they attend a series of plays in London's West End theatre district. 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: Every 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 the National Gallery, Tate Gallery, British Museum, St. Martin-in-the-Fields, Royal Albert Hall, the West End Theatre District, and an inexhaustible array of 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 with broad experience in both cross-cultural study and the unique offerings in the London area. May be substituted for ART 200 or MUSC 200, general education fine arts requirement. Offered: Every fall and spring.

### LOND 360 Modern Britain (4)

Interdisciplinary study of the British Isles from a variety of perspectives, including history, literature, economics, 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: Every fall and spring.

### LOND 399 (4)

Each professor-in-residence designs and offers an interdisciplinary course, cross-listed with various schools and departments, that 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. May be taken as part of the Semester Abroad Program only. Offered: Every 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 only.

## Pre-Law Program

### Advisers

S. Jonathan Bass, Associate Professor, History  
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 Adviser 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 Adviser 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](http://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 Adviser 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.

### 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 Adviser 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 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  
Business Law I or Managerial Values  
Economics  
Law of Mass Media

### Communication

Advanced Expository Writing  
Argumentation and Debate  
Persuasion or Oral Decision Making  
Speech or Oral Communication

### English Literature

Approaches to Literature  
British or American Survey of Literature  
Novels, Short Fiction, Poetry, or Drama  
Shakespeare

### Geography

World Geography

### History

History of the United States  
United States Constitutional History

### Math

Statistics

### Philosophy

Contemporary Ethical Issues, Introduction  
Logic

### Political Science

Intro to American Politics  
State and Local Governments

### Psychology

Introductory course

### Sociology

Introductory course

### World Languages and Cultures

History of the Language or Linguistics

## Reserve Officer Training Corps (ROTC)

### Air Force ROTC

#### Administration

James J. McNally, Professor, Aerospace Studies

#### Faculty

Richard S. McAlister, Assistant Professor, Aerospace Studies  
Kenneth D. Mullins, 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 go online at [www.afrotc.com](http://www.afrotc.com) for applications. Applications are due by December 1 of their senior year in high school. Students receiving scholarship may be eligible for additional room and board subsidy at Birmingham-Southern College or Samford University. 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, \$510 for books, and \$250-400 monthly tax-free stipend.

**Express Scholarship.** As of February 2004, 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, \$510 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, apply basic communications skills, and receive an introduction to total quality management. Each course is one semester hour credit.

<u>General Military Course Required Courses</u>	<u>Course Credits</u>	<u>Total Required Credits</u>
<b>Aerospace Studies</b>		<b>4</b>
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	
<b>Total Required Credits</b>		<b>4</b>

### 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 will approve entry into the POC. The POC is designed to provide students with advanced leadership training, application techniques for a quality culture, study of 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>	<u>Course Credits</u>	<u>Total Required Credits</u>
<b>Aerospace Studies</b>		<b>12</b>
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	
<b>Total Required Credits</b>		<b>12</b>

### 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 to actual environments. 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

<u>Aerospace Studies Minor Required Courses</u>	<u>Course Credits</u>	<u>Total Required Credits</u>
<b>Aerospace Studies Minor</b>		<b>18</b>
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	
<b>Total Required Credits</b>		<b>18</b>

\*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 adviser. UAB parking permits may be picked up in Samford Office of Student Records.