Samford University

Catalog
2014-2015
Academic Year

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

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Table of Contents

Page

Academic Calendars for 2014-2015 and Critical Deadlines . . . 3
About Samford University . . . 10
Admission Procedures and Policies . . . 14
Programs of Study . . . 20
Academic Policies and Regulations . . . 22
Financial Information . . . 29
Financial Assistance . . . 43
University-Wide Academic Opportunities . . . 46
Academic Success Center . . . 46
Communication Resource Center . . . 46
Health Professions Program . . . 46
Inter-Campus Exchange Program - BACHE . . . 47
International Studies . . . 47
Pre-Law Advising . . . 50
Reserve Officer Training Corps (ROTC) . . . 51
University Fellows Program . . . 53
Campus Life, Campus Facilities, Campus Services . . . 56
COLLEGES AND SCHOOLS
ARTS AND SCIENCES – Howard College of Arts and Sciences . . . 64
University Core Curriculum and General Education Requirements . . . 65
Biology and Environmental Sciences . . . 66
Chemistry and Biochemistry . . . 75
Classics . . . 77
Communication Sciences . . . 80
English . . . 83
Geography . . . 87
History . . . 90
Journalism and Mass Communication . . . 95
Mathematics and Computer Science . . . 98
Philosophy . . . 102
Physics . . . 105
Political Science . . . 108
Psychology . . . 112
Religion . . . 115
Sociology . . . 119
World Languages and Cultures . . . 122
English Language Learner Institute (ELLI) . . . 136
ARTS – School of the Arts . . . 138
Art . . . 139
Interior Architecture . . . 142
Music . . . 146
Theatre and Dance . . . 164
BUSINESS – Brock School of Business . . . 170
Undergraduate Business . . . 170
Accounting and Management Information Systems . . . 172
Economics, Finance, and Quantitative Analysis . . . 173
Entrepreneurship, Management, and Marketing . . . 175
Brock Scholars Program . . . 180
Graduate Business . . . 186
DIVINITY – Beeson School of Divinity . . . 192
EDUCATION – Orlean Bullard Beeson School of Education . . . 196
Curriculum and Instruction . . . 197
Educational Leadership . . . 213
Human Development and Family Life Education . . . 218
Evening College . . . 223
HEALTH SCIENCES – College of Health Sciences . . . 234
HEALTH PROFESSIONS - School of Health Professions . . . 236
Communication Sciences and Disorders . . . 237
Kinesiology . . . 242
Physical Therapy . . . 252
NURSING - Ida V. Moffett School of . . . 256
PHARMACY - McWhorter School of . . . 274
PUBLIC HEALTH - School of . . . 290
Nutrition and Dietetics . . . 291
Public Health . . . 295
Social Work . . . 297
LAW – Cumberland School of Law . . . 300
Paralegal Studies . . . 302
Boards, Administration, and Faculty . . . 306
Campus Directory: Online at http://samford.edu/about/directory/
Campus Map: Online at http://samford.edu/maps/default.aspx

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

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

Colleges and Universities have specific requirements which must be met before a degree can be obtained. These requirements involve particular courses and curricula, residence on campus, and grade point averages. Advisors and deans are happy, upon request, to help students meet these requirements and to maintain accounts of their progress. A student's official record is available to him/her at any time during normal office hours in the Office of 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.

All photographs in this catalog were provided by Samford University's Office of Marketing and Communication, Photographic Services Team, unless otherwise indicated.

HOW TO READ THE COURSE LISTINGS

Subject Code/Course Prefix
Course Number: 100-299 Lower Division, **300-499** Upper Division, **500 and up** Graduate
Course Title
Course Credits
Course Description

COMS 451 Organizational Communication (4)
Exploration of how communication affects various stakeholders within organizations. After identifying key concepts in organizational theory, students are expected to analyze and evaluate organizational communication through case studies. Prereq: UCCA 102, junior standing. Offered: Spring, on rotation.

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

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 Evening Students; Most Graduate Students*

Semester System
For undergraduate day and most 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 six credits.

Summer Terms
Summer term day classes are split into two five-week terms and one 10-week summer term. A maximum of 16 credits can be taken during the summer terms, with a maximum of eight in each five-week term.

Undergraduate Evening Students
Classes for undergraduate evening students meet for two eight-week terms in the fall and spring (A/B Terms), a three-week Jan Term, and two five-week summer terms. All programs offered through the Evening College and the Paralegal Studies Certificate Program follow this format.

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*Not all graduate programs offer Jan Term courses. Environmental management, graduate programs in the College of Health Sciences, and the accelerated BSN nursing program follow a calendar format that consists of a fall, spring, and one 10-week summer term.

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

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Calendar for Academic Year 2014-2015 for Undergraduate Day & Most Graduate Programs (except Environmental Management and the College of Health Sciences) www.samford.edu/studentrecords/academic-calendars.aspx

Graduation Application Deadlines (Undergraduate Only)

Undergraduate students must complete the **Application for Undergraduate Degree** to assure timely assessment of their graduation requirements. The form is accessible online through the Samford Portal at:
http://samford.edu/studentrecords/forms.aspx?id=45097162124

Expected Graduation Term	Application Deadline
Spring 2015	October 1, 2014
Summer 2015	February 16, 2015
Fall 2015	April 1, 2015

Fall Semester 2014

August 18-22	Faculty in residence for the academic session
August 25	Payment due date for students who have registered*
August 22	Advising, registration and payment for students not registered
August 25	Classes begin
August 26	University Convocation
August 29	Payment due date for students in Orientation Session #4 (Aug 21-22)
August 29	Last day to add or drop a Fall course(s)
August 29	Deadline to submit Course Repeat form in semester repeated course is taken
September 1	Labor Day Holiday; no classes meet
October 13-14	Fall Break; no classes meet
October 17	Deadline for faculty to submit Midterm grades for freshmen (deadline subject to change)
October 27	Registration begins for **Jan Term** and **Spring Semester** *(Note: Registration continues until the last day to add/drop for each term)*
November 14	Last day to **withdraw from a Fall course** OR **to completely withdraw from ALL Fall courses without ACADEMIC penalty**
November 14	Deadline to submit Pass/Fail form for a course being taken in the current semester
November 26-28	Thanksgiving Holidays; no classes meet
December 5	Classes end (Friday) *(corrected date)*
December 8-11	Final Examinations
December 13	Commencement

Jan Term 2015

January 5	Payment due date for students who have registered*
January 5	Advising, registration, and payment for students not registered
January 5	Classes begin
January 7	Last day to add or drop a Jan Term course(s)
January 7	Deadline to submit Course Repeat form in term repeated course is taken
January 16	Last day to **withdraw from a Jan Term course** OR **to completely withdraw from ALL Jan Term courses without ACADEMIC penalty**
January 16	Deadline to submit Pass/Fail form for a course being taken in the current semester
January 19	Martin Luther King, Jr. Holiday; no classes meet
January 22	Classes end
January 23	Final Examinations

Spring Semester 2015

January 26	Payment due date for students who have registered*
January 23	Advising, registration and payment for students not registered
January 26	Classes begin
January 27	University Convocation
January 30	Last day to add or drop a Spring course(s)
January 30	Deadline to submit Course Repeat form in semester repeated course is taken
March 11	Deadline for faculty to submit Midterm grades for freshmen (deadline subject to change)
March 16-20	Spring Break Holidays; no classes meet
March 30	Registration begins for Summer Terms and Fall Semester *(NOTE: Registration continues until the last day to add/drop for each term)*
April 6	Easter Monday Holiday; no classes meet
April 10	PRIORITY DEADLINE to submit Transient Enrollment Form/Letter of Good Standing Request for Summer transient work
April 24	Last day to **withdraw from a Spring course** OR **to completely withdraw from ALL Spring courses without ACADEMIC penalty**
April 24	Deadline to submit Pass/Fail form for a course being taken in the current semester
May 8	Classes end (Friday)
May 11-14	Final Examinations
May 15-16	Commencement Weekend

Calendar for Academic Year 2014-2015 for Undergraduate Day & Most Graduate Programs (except Environmental Management and the College of Health Sciences) www.samford.edu/studentrecords/academic-calendars.aspx

Summer I 2015 (First Five-Week Summer Session)

June 1	Payment due date for students who have registered*
June 1	Advising, registration, and payment for students not registered
June 1	Classes begin
June 3	Last day to add or drop a Summer I course(s)
June 3	Deadline to submit Course Repeat form in session repeated course is taken
June 24	Last day to **withdraw from a Summer I course** OR **to completely withdraw from ALL Summer I courses without ACADEMIC penalty**
June 24	Deadline to submit Pass/Fail form for a course being taken in the current semester
July 2	Classes end
July 3	Independence Day Holiday; no classes meet
July 6	Final Examinations

Summer II 2015 (Second Five-Week Summer Session)

July 7	Payment due date for students who have registered*
July 6	Advising, registration, and payment for students not registered
July 7	Classes begin
July 10	Last day to add or drop a Summer II course(s)
July 10	Deadline to submit Course Repeat form in session repeated course is taken
July 24	Last day to **withdraw from a Summer II course** OR **to completely withdraw from ALL Summer II courses without ACADEMIC penalty**
July 24	Deadline to submit Pass/Fail form for a course being taken in the current semester
August 6	Classes end
August 7	Final Examinations

Summer 10-Week Term 2015

June 1	Payment due date for students who have registered*
June 1	Advising, registration, and payment for students not registered
June 1	Classes begin
June 5	Last day to add or drop a Summer 10-Week course(s)
June 5	Deadline to submit Course Repeat form in term repeated course is taken
July 3	Independence Day Holiday; no classes meet
July 24	Last day to **withdraw from a Summer 10-Week course** OR **to completely withdraw from ALL Summer 10-Week courses without ACADEMIC penalty**
July 24	Deadline to submit Pass/Fail form for a course being taken in the current semester
August 6	Classes end
August 7	Final Examinations

***Important Note:** Students who register AFTER the payment due date MUST make their payments IMMEDIATELY upon registration.

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

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For the **Cumberland School of Law** Academic Calendar, use the following link: http://cumberland.samford.edu/students/academics
For a calendar with dates specific to the **McWhorter School of Pharmacy**, use the following link:
http://www.samford.edu/pharmacy/student-services/

JANUARY 2015

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Calendar for Academic Year 2014-2015 for the College of Health Sciences (includes All Graduate Programs in the Schools of Health Professions, Nursing, Pharmacy, and Public Health; plus the Accelerated BSN Degree in Nursing); Environmental Management

www.samford.edu/studentrecords/academic-calendars.aspx

Fall Semester 2014

August 25	Payment due date for students who have registered*
August 18	Advising, registration and payment for students not registered
August 18	Classes begin
August 29	Last day to add or drop a Fall course(s)
September 1	Labor Day Holiday; no classes meet
October 27	Registration begins for Spring Semester *(NOTE: Registration continues until the last day to add/drop for each term)*
November 14	Last day to **withdraw from a Fall course** OR **to completely withdraw from ALL Fall courses without ACADEMIC penalty**
November 24-25	Fall Break for participating programs
November 26-28	Thanksgiving Holidays; no classes meet
December 5	Classes end
December 8-11	Final Examinations
December 13	Commencement

Spring Semester 2015

January 26	Payment due date for students who have registered*
January 5	Advising, registration and payment for students not registered
January 5	Classes begin
January 12	Last day to add or drop a Spring course(s)
January 19	Martin Luther King, Jr. Holiday; no classes meet
March 16-20	Spring Break Holidays; no classes meet
March 30	Registration begins for Summer and Fall Terms *(NOTE: Registration continues until the last day to add/drop for each term)*
April 6	Easter Monday Holiday; no classes meet
April 24	Last day to **withdraw from a Spring course** OR **to completely withdraw from ALL Spring courses without ACADEMIC penalty**
May 8	Classes end
May 11-14	Final Examinations
May 15-16	Commencement Weekend

Summer Term 2015

June 1	Payment due date for students who have registered*
June 1	Advising, registration and payment for students not registered
June 1	Classes begin
June 5	Last day to add or drop a Summer course(s)
July 3	Independence Day Holiday, no classes meet
July 24	Last day to **withdraw from a Summer course** OR **to completely withdraw from ALL Summer courses without ACADEMIC penalty**
August 6	Classes end
August 7	Final Examinations

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

For the **Beeson School of Divinity** Academic Calendar, use the following link: http://www.beesondivinity.com/academiccalendar
For the **Cumberland School of Law** Academic Calendar, use the following link: http://cumberland.samford.edu/students/academics
For a calendar with dates specific to the **McWhorter School of Pharmacy**, use the following link:
http://www.samford.edu/pharmacy/student-services/

Calendar for Academic Year 2014-2015 for the McWhorter School of Pharmacy

www.samford.edu/studentrecords/academic-calendars.aspx

Fall Semester 2014

June 2	Payment due date for P4 students*
June 2	APPEs begin for P4 students
July 4	Independence Day Holiday; no classes meet
August 18	Classes begin for all P2 and P3 students
August 19	Orientation for P1 students begins
August 25	Payment due date for P1-P3 students*
August 25	Didactic classes begin for P1 students
August 29	Last day for P3 students to add or drop a Fall didactic or elective course(s)
September 1	Labor Day Holiday; no classes meet
September 2	Didactic classes begin for all P2 students
October 3	MSOP White Coat Ceremony
October 27	Registration begins for Spring Semester *(NOTE: Registration continues until the last day to add/drop for each term)*
November 14	Last day for P1-P3 students **to completely withdraw from ALL Fall courses without ACADEMIC penalty**
November 24-25	Fall Break for P1-P3 students; no classes meet (P4s still report to APPE site)
November 26-28	Thanksgiving Holidays, no classes meet
December 4	Capstone Poster Presentations
December 5	Classes end for P1-P3 students
December 8-11	Final Examinations for P1-P3 students
December 13	University Commencement

Spring Semester 2015

January 26	Payment due date for students who are registered*
January 5	Classes begin for all students
January 19	Martin Luther King, Jr. Holiday, no classes meet (except PHRX 302)
January 26	Didactic classes begin for P1-P3 students
February 2	Last day to add or drop a Spring didactic elective course(s)
March 16-20	Spring Break for P1-P3 students; no classes meet
March 30	Registration begins for Fall Semester *(NOTE: Registration continues until the last day to add/drop for each term)*
April 6	Easter Monday Holiday; no classes meet for P1-P3 students
April 24	Last day **to completely withdraw from ALL Spring courses without ACADEMIC penalty**
May 8	Classes end
May 11-14	Final Examinations
May 15	Commencement

Legend:
APPE = Advanced Pharmacy Practice Experiences
MSOP = McWhorter School of Pharmacy
P1 = 1st-year Pharmacy student
P2 = 2nd-year Pharmacy student
P3 = 3rd-year Pharmacy student
P4 = 4th-year Pharmacy student

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JANUARY 2015

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FEBRUARY 2015

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JUNE 2014

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JULY 2014

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AUGUST 2014

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SEPTEMBER 2014

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OCTOBER 2014

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NOVEMBER 2014

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DECEMBER 2014

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Calendar for Academic Year 2014-2015 for Undergraduate Evening College

www.samford.edu/studentrecords/academic-calendars.aspx

Fall Term A 2014

August 25 Payment due date for students who have registered*
August 25 Advising, registration and payment for students not registered
August 25 Classes begin
August 29 Last day to add or drop a Fall Term A course(s)
August 29 Deadline to submit Course Repeat form in term repeated course is taken
September 1 Labor Day Holiday; no classes meet
September 26 Last day to **withdraw from a Fall Term A course** OR **to completely withdraw from ALL Fall Term A courses without ACADEMIC penalty**
September 26 Deadline to submit Pass/Fail form for a course being taken in the current term
September 29 Registration re-opens for Fall Term B
October 8 Classes end
October 13-14 Fall Break; no classes meet
October 15-16 Final Examinations

Fall Term B 2014

October 20 Payment due date for students who have registered*
October 20 Advising, registration and payment for students not registered
October 20 Classes begin
October 24 Last day to add or drop a Fall Term B course(s)
October 24 Deadline to submit Course Repeat form in term repeated course is taken
October 27 Registration begins for **Jan Term** and **Spring Terms A & B**
(Note: Registration continues until the last day to add/drop for each term)
November 21 Last day to **withdraw from a Fall Term B course** OR **to completely withdraw from ALL Fall Term B courses without ACADEMIC penalty**
November 21 Deadline to submit Pass/Fail form for a course being taken in the current term
November 26-28 Thanksgiving Holidays; no classes meet
December 5 Classes end (Friday) *(corrected date)*
December 8-9 Final Examinations
December 13 Commencement

Jan Term 2015

January 5 Payment due date for students who have registered*
January 5 Advising, registration, and payment for students not registered
January 5 Classes begin
January 7 Last day to add or drop a Jan Term course(s)
January 7 Deadline to submit Course Repeat form in term repeated course is taken
January 16 Last day to **withdraw from a Jan Term course** OR **to completely withdraw from ALL Jan Term courses without ACADEMIC penalty**
January 16 Deadline to submit Pass/Fail form for a course being taken in the current term
January 19 Martin Luther King, Jr. Holiday; no classes meet
January 22 Classes end
January 23 Final Examinations

Calendar for Academic Year 2014-2015 for Undergraduate Evening College

www.samford.edu/studentrecords/academic-calendars.aspx

Spring Term A 2015

January 26	Payment due date for students who have registered*
January 26	Advising, registration and payment for students not registered
January 26	Classes begin
January 30	Last day to add or drop a Spring Term A course(s)
January 30	Deadline to submit Course Repeat form in term repeated course is taken
February 27	Last day to **withdraw from a Spring Term A course** OR **to completely withdraw from ALL Spring Term A courses without ACADEMIC penalty**
February 27	Deadline to submit Pass/Fail form for a course being taken in the current term
March 2	Registration re-opens for Spring Term B
March 10	Classes end
March 11-12	Final Examinations
March 16-20	Spring Break Holidays fall in between Spring Terms A & B, so no classes meet

Spring Term B 2015

March 23	Payment due date for students who have registered*
March 23	Advising, registration and payment for students not registered
March 23	Classes begin
March 27	Last day to add or drop a Spring Term B course(s)
March 27	Deadline to submit Course Repeat form in term repeated course is taken
March 30	Registration begins for **Summer Terms** and **Fall Terms A & B** *(NOTE: Registration continues until the last day to add/drop for each term)*
April 6	Easter Monday Holiday; no classes meet
May 1	Last day to **withdraw from a Spring Term B course** OR **to completely withdraw from ALL Spring Term B courses without ACADEMIC penalty**
May 1	Deadline to submit Pass/Fail form for a course being taken in the current term
May 8	Classes end (Friday)
May 11-12	Final Examinations
May 15-16	Commencement Weekend

Summer I 2015 (First Five-Week Summer Session)

June 1	Payment due date for students who have registered*
June 1	Advising, registration, and payment for students not registered
June 1	Classes begin
June 3	Last day to add or drop a Summer I course(s)
June 3	Deadline to submit Course Repeat form in session repeated course is taken
June 24	Last day to **withdraw from a Summer I course** OR **to completely withdraw from ALL Summer I courses without ACADEMIC penalty**
June 24	Deadline to submit Pass/Fail form for a course being taken in the current term
July 2	Classes end
July 3	Independence Day Holiday; no classes meet
July 6	Final Examinations

Summer II 2015 (Second Five-Week Summer Session)

July 7	Payment due date for students who have registered*
July 6	Advising, registration, and payment for students not registered
July 7	Classes begin
July 10	Last day to add or drop a Summer II course(s)
July 10	Deadline to submit Course Repeat form in session repeated course is taken
July 24	Last day to **withdraw from a Summer II course** OR **to completely withdraw from ALL Summer II courses without ACADEMIC penalty**
July 24	Deadline to submit Pass/Fail form for a course being taken in the current term
August 6	Classes end
August 7	Final Examinations

***Important Note:** Students who register AFTER the payment due date MUST make their payments IMMEDIATELY upon registration.

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

For the **Beeson School of Divinity** Academic Calendar, use the following link: http://www.beesondivinity.com/academiccalendar
For the **Cumberland School of Law** Academic Calendar, use the following link: http://cumberland.samford.edu/students/academics
For a calendar with dates specific to the **McWhorter School of Pharmacy**, use the following link:
http://www.samford.edu/pharmacy/student-services/

JANUARY 2015

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FEBRUARY 2015

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MARCH 2015

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APRIL 2015

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MAY 2015

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JUNE 2015

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JULY 2015

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AUGUST 2015

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About Samford University

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

Identity

Samford University is a Christian community focused on student learning.

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

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

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

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

Mission

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

Core Values

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

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

Vision

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

Timeline

1841
Founded and chartered by a group of educational, economic, and Baptist leaders. Opened in January 1842 in Marion, Alabama, as Howard College, named in honor of John Howard, British advocate of prison reform.

1887
Relocated to the East Lake campus in Birmingham, Alabama

1914
Established Teacher Education Division

1920
Gained membership in and accreditation by the Southern Association of Colleges and Schools.

1927
Established Division of Pharmacy

1947
Purchased 300-acre site in Homewood, Alabama, for relocation of the campus.

1957
Relocated to the current Homewood campus with eight buildings

1961
Acquired the historic and renowned Cumberland School of Law, established in 1847 at Lebanon, Tennessee.

1965
Elevated to university status and named Samford University in honor of the Frank Park Samford family.

1965
Designated the Division of Pharmacy as the School of Pharmacy; later renamed McWhorter School of Pharmacy in honor of the R. Clayton McWhorter family.

1965
Created the School of Business; the Department of Business had been offering degrees since 1922. Named Brock School of Business in 2007.

1970
Elevated the Department of Music to the School of Music. In 2001, became School of Performing Arts with the addition of Theatre Department. The Art Department joined in 2008 to create School of the Arts. The Department of Interior Architecture was added to the school in 2011.

1973
Acquired the Ida V. Moffett School of Nursing following a merger agreement with Baptist Medical Centers—the first program in Alabama to be accredited by the National League for Nursing in 1955.

1984
Purchased the London Study Centre, located in the heart of London; later renamed Daniel House in honor of the Daniel family.

1988
Established the Beeson School of Divinity through the generosity of Ralph W. Beeson.

1995
Opened the Lucille S. Beeson Law Library to serve Samford's Cumberland School of Law. Lucille Beeson practiced law in the 1930s and was a distinguished patron of the University.

2001
Opened the state-of-the-art Sciencenter, with 100-seat planetarium, conservatory, classrooms, research labs, and offices for biology, physics, and chemistry departments. Named William Self Propst Hall in 2009.

2006
Opened Jane Hollock Brock Hall, a 32,000-square-foot facility for instrumental music, including a 330-seat, state-of-the-art recital hall. Given in honor of Samford benefactor Jane Brock by her husband, Compass Bank founder and Samford trustee Harry B. Brock, Jr.

2007
Dedicated the 132,000-square-foot Pete Hanna Center, including the 5,000-seat Thomas E. and Marla H. Corts Arena, a fitness/wellness center and other athletics facilities.

2013
Announced formation of a new College of Health Sciences to include the Ida V. Moffett School of Nursing, the McWhorter School of Pharmacy, and two new schools, the School of Health Professions and the School of Public Health.

Samford Facts

- Per *U.S. News & World Report*, Samford ranks 3rd among regional universities in the South, and in recent years has been nationally recognized for programs and affordability by such prestigious publications and rankings as *Forbes, Kiplinger's Personal Finance,* and more.
- 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.*
- Samford is the **87th** oldest college or university in America.
- **12:1** ratio of 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.
- **Five** National Merit Scholars enrolled as entering freshmen for **Fall 2013.**
- Samford annually draws nationally and internationally-recognized speakers from around the world for endowed lecture series and other forums. Previous speakers include former U.S. presidents, British prime ministers, and other personalities representing such areas as business, government, education, ministry, media, law, sports, health care, and a variety of other fields.
- The University's libraries house approximately **1,092,455** volume equivalents.
- Samford's fine arts complex include the Leslie S. Wright Fine Arts Center with its **2,633-seat** concert hall; Bonnie Bolding Swearingen Hall with the **288-seat** Ben F. Harrison Theatre, the **155-seat** Bolding Studio and the Samford Art Gallery; and Jane Hollock Brock Hall, which includes a state-of-the-art **300-seat** recital hall.
- Samford has a **600-seat** undergraduate chapel and a **350-seat** divinity school chapel.
- For **Fall 2013, 4,833** men and women enrolled, applying from **44** states. Total enrollment includes students from **21** foreign countries.
- Approximately **85%** of Samford's **300** full-time faculty have earned a terminal degree.
- Samford offers students a choice of 149 majors, minors, and concentrations in undergraduate and graduate/professional degree programs in business, divinity, education, environmental management, law, and music, as well as in the health sciences, including nursing and pharmacy.
- A **2,000-square-foot** conservatory, the only one of its kind in the Southeast dedicated entirely to plants that contain chemicals used in medicines or herbal supplements.
- **Fifty-nine percent** of **2013** entering freshmen were in the top 25 percent of their high school class (of those reporting rank). The average ACT score of **2013** entering freshmen was **25.5.**
- Samford is a member of the historic Southern Conference, the nation's fifth oldest NCAA Division I Collegiate athletic association in the U.S.
- Samford intercollegiate athletics sponsors **17** sports in NCAA Division I, nine for women and eight for men.
- There are **101** social, faith-based, service, performing, club sport, professional, and honorary organizations, as well as six national fraternities and eight national sororities.
- Samford offers wireless access across the campus, and Internet connections are offered to each resident student. Computer labs on campus provide **330** computers for general student use.

University Membership in Educational Organizations

The University holds membership in the following educational organizations:

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

Samford University is approved by the Alabama Department of Education for the training of teachers, school administrators, supervisors and counselors. The human development and family science program is approved by the National Council on Family Relations. The paralegal studies certificate program is approved by the American Bar Association Standing Committee on Paralegals.

Accreditation

Samford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), to award bachelor's, master's, educational specialist, and doctoral degrees. This status was most recently affirmed in 2007, continuing a relationship that Samford has enjoyed with SACS since 1920. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA, 30033-4097, or call 404-679-4500 for questions about the accreditation of Samford University.

The appropriate professional schools at Samford are accredited by:

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

Frequently Asked Questions for New Students

HOW OLD IS SAMFORD UNIVERSITY?
Samford University was founded and chartered in 1841 by a group of educational, economic, and religious leaders.

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

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

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

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

WHEN WILL I KNOW IF I HAVE BEEN ACCEPTED BY SAMFORD?
Letters of admission notification are mailed to applicants on a rolling basis prior to admission in the fall of the same year.

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

AFTER I AM ACCEPTED TO SAMFORD, WHAT DO I DO NEXT?
Included with your letter of acceptance, you will receive a packet of information including campus residence request forms, and most important, Bulldog Days, Samford's new student orientation session. Bulldog Days is coordinated by the Director of Orientation, and is held in June for freshmen and their parents prior to the fall semester. (See the Orientation Web site for dates: http://www.samford.edu/orientation/.) During this two-day orientation, students and parents will be introduced to campus services, faculty, staff, and various other elements of Samford. Parents will not want to miss this event. Students will participate in one-on-one personal curriculum advising with their academic advisor and course registration. It is a time to relax, get acquainted with Samford, have questions answered, and meet faculty, administration, and classmates. An information session for students transferring to Samford is also held in June and an additional new student orientation session is held in August.

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

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

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

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

DO I NEED A COMPUTER?
The recommendation is that resident students bring a student-owned computer to campus. Samford provides student access to four 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 room. Wireless access is available to all students in most places on campus. Contact the Technology Services Service Desk for more detailed information at (205) 726-2662 or e-mail support@samford.edu. Also, see Technology Services and Resources in the Campus Life, Services, and Facilities section of this catalog.

WHAT CHOICES DO I HAVE FOR A MAJOR?
There are approximately 149 undergraduate and graduate/professional majors, minors, and concentrations available from 10 colleges and schools. A complete list of programs offered can be found in the Programs of Study section of this catalog. See also the Academic Policies and Regulations section, Graduate Degree Requirements, for a list of joint-degrees available at the graduate level.

I AM UNDECIDED ABOUT A MAJOR. WHAT DO I DO?
The assistant dean of the Howard College of Arts and Sciences oversees undeclared majors 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 day students are required to live on campus for four semesters (typically through the sophomore year), unless they live at home with a parent or guardian. 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 Transportation Services, and students must comply with all campus vehicle registration requirements, and parking and traffic regulations. See Transportation Services 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 16 active chapters of fraternities and sororities on campus. Samford is a Division I member of the NCAA and competes in the Southern 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. Submit applications and related documents to the address listed below or online at www.samford.edu/admission.

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) 888-2875 or (205) SAMFORD [726-3673].

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

Student Classifications

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

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

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

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

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

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

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

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

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

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

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

Admission Application Process

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

Admission Notification for All Students

Once students have been notified of admission to Samford, a $250 Enrollment/Housing 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.

Orientation and Connections

Orientation: The Admission Office coordinates Orientation sessions for new students and their parents. Orientation provides parents and students the opportunity to learn more about the campus, faculty, and staff, and the opportunity to talk to current Samford students. New students will register for their fall classes. Orientation is required for all new students enrolling at Samford. More information on New Student Orientation, including how to register, can be found on the Admission Web site: www.samford.edu/admission

Connections: The Office of Student Activities and Events is responsible for the implementation of Connections, a four-day assimilation event for entering freshmen. First-year students are mentored by upperclassmen, faculty, and staff as they become integrated academically and socially. New students will gain valuable information from this process.

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 range of middle 50 percent (25th-75th percentile) ACT composite scores of the **2013** Entering Freshman Class was 23-28; their SAT combined middle 50 percent range was 1020-1230. The average high school grade point average of the entering class was 3.68. These statistics continue to demonstrate the competitive environment of Samford University.

Freshman Applicant

Prerequisites

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

College Entrance Examinations
Official test scores, sent to Samford directly from the American College Testing Program (ACT) and/or the College Board Scholastic Aptitude Test (SAT I: Reasoning Test, or SAT) are required. Samford's institutional codes are: 0016 (ACT) and 1302 (SAT). Scores received via other means may 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 online at www.samford.edu/admission or submit a Common Application available at www.commonapp.org, and include a $40 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 or be submitted electronically via other approved methods.
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 on the online SU application and the Common Application.
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. If necessary, mail the completed application and related documents to:

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

Early Entrance to College

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 entrance:

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. Evening College is the administrative office that serves evening students. (See the Evening College section of this catalog.) Evening 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 $40 (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 575 (paper), 232 (computer), or 90 (Internet) is expected.
4. Have an official transcript of all academic work, including mark sheets, examination results, certificates, diplomas, etc., sent to the Office of Admission. This includes any college credit earned in a university not in the United States. Certified copies of all academic work should be submitted to the World Evaluation Service (WES), or AACRAO/IES, requesting a Course by Course Evaluation. Information regarding WES and AACRAO/IES* 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.
6. Supply a copy of your official Government documentation (visa or passport) to the Office of Admission.

*AACRAO/IES=American Association of Collegiate Registrars and Admission Officers/International Education Services

Dual Enrollment

Incoming freshmen may transfer up to 12 hours of dual enrollment credit that satisfy high school graduation requirements. Additional dual enrollment courses that are not needed to satisfy high school graduation requirements may be considered for transfer beyond the initial 12 credit hours, up to 30. Dual enrollment courses are college classes taken in high school to satisfy high school requirements and which also earn college credit. To obtain Samford credit, dual enrollment courses require a minimum grade of B- or higher.

The maximum aggregate total credit an entering freshman may bring to Samford through dual enrollment, AP, CLEP, and IB is 30 credit hours. In addition, the only core curriculum course for which an entering freshman may receive dual enrollment credit is UCCA 101. All other core curriculum courses (as listed in the sections on Academic Policies and Regulations and University Core Curriculum and General Education Requirements) must be taken at Samford and cannot be met with dual enrollment credit. Finally, none of these credits count toward the 50 percent residency requirement.

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*AP=Advanced Placement; CLEP=College-Level Examination Program; IB=International Baccalaureate

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. If a student has attempted less than 24 credits of college-level coursework, an official high school transcript and official test scores must also be submitted in order to be considered for admission.

Transferring Core and General Education Courses

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

Transfer Credits

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

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.

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 $40 nonrefundable application fee.
3. Include one letter of recommendation, typically from a professor or advisor.
4. Write an essay of 250–500 words. In your own words, respond to one of the essay questions in the Admission Application Packet.
5. Mail the completed application and related documents to:

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

All transfer students are required to attend new student orientation before registering for classes.

International Transfer Applicant

The transfer credit process for international students is the same as that for our domestic transfer students:

1. As part of the admissions process, an international credential evaluation is required reporting prior university study. Samford accepts evaluations from World Education Services (WES), found at www.wes.org or AACRAO International Education Services (IES), found at ies.aacrao.org.
2. An official international credential evaluation should come directly to Samford University electronically or through the mail in a sealed envelope. Transfer credit will be applied according to information reported on the official evaluation. Courses that are reported as comparable to courses from a U.S. regionally-accredited institution will be accepted according to Samford's transfer credit policies.
3. Pass/fail courses graded as "P" or "S" will not be initially accepted unless written documentation is received from the awarding institution that the grade represents at least a "C-."
4. Samford course equivalencies may be met with 75% of the required credits; however, they will only receive the actual credits earned toward the degree.
5. To earn a first undergraduate degree at Samford University, at least 50 percent of the credits for that degree must be earned from Samford. Additionally, a minimum of 15 credits in the major field (9 at the 300-400 level) and 9 in any declared minor field (6 at the 300-400 level) must be earned from Samford. (See the Transfer Student Applicant section for more details.)
6. Initially, elective credit will be awarded until such time that verifiable course descriptions or syllabi with English translation are provided to the Transfer Credit Analyst in the Office of Student Records for evaluation. If it is determined by the academic department that a transfer course is comparable to a Samford course, equivalent credit will be applied. Providing course information is not a guarantee that equivalent credit will be awarded. Course information only provides the information needed to make a determination for credit.
7. Course descriptions or syllabi should come from the transfer institution on the institution's official letterhead and include contact information. To receive the most accurate evaluation of international credit, course information should include: title of course, course level (1st year, 2nd year, 3rd year, etc.), course objectives, outline of course content, type of course (i.e. independent study, lecture, seminar, laboratory), description of how student is evaluated for the course, and reading references.
8. If English is not the native or official language of the student's home country, all course information must be officially translated into English and accompany the original course documents. The name and contact information of the translator is to be included.
9. Full-time Samford students (registered for 12 or more credits in a given term) are required to satisfy a convocation requirement. For transfer students, the number of convocation credits required is prorated based on the number of transfer hours accepted. Failure to satisfy the convocation requirement will prevent graduation.

Special Category Applicants

Academic Renewal Applicant

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

The following conditions apply:

1. At least three years must have elapsed since the end of the semester(s) for which the student is seeking the provisions of academic renewal. **If academic renewal is sought for more than one semester, the semesters must be contiguous.** The cumulative GPA for the previous work being considered for forgiveness under the academic renewal policy must have been lower than 2.00.
2. After admission as a candidate for academic renewal, the student must submit a written application for academic renewal to the university registrar within twelve (12) months following entry (or re-entry) to Samford University. This application should be supported by at least one semester of recent coursework at Samford that indicates a reasonable expectation of the candidate's continued academic success. Written approval of the student's academic dean is required for admission as a candidate for academic renewal and to invoke the academic renewal policy.
3. If granted, a statement of academic renewal is entered after the appropriate semester(s) for which coursework is being forgiven. Also, the declaration of academic renewal will include a statement prohibiting use of the designated previously earned credits and quality points to meet degree requirements, to compute the grade point average leading toward undergraduate certificates or degrees, or to determine graduation status.
4. No academic credit (whatever the grade) earned during the semester(s) being forgiven under academic renewal may be used as a part of a degree program, nor will it be calculated into the cumulative grade point average. However, the portion of the academic record being forgiven will remain a visible part of the student's transcript.
5. Academic renewal may be granted to a person only once, regardless of the number of institutions attended.
6. Students are cautioned that many undergraduate professional curricula, graduate, and professional schools compute the undergraduate GPA over all credits attempted when considering applications for admission.
7. Also, academic renewal does not pertain to accumulated financial aid history. Accumulated semester and award limits include all semesters of enrollment.

Audit Student Applicant

As an alternative to full participation in a credit course, students may audit the course. Audit students do not receive grades and do not usually participate in examinations; however, instructors have the option of establishing requirements for a satisfactory audit. Students are not permitted to audit courses numbered above 400.

Guidelines

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

Readmission Student Applicant

Former Samford Students in Good Standing

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

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

Former Samford Students on Academic Dismissal

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

1. Student's evaluation of previous academic performance, including an analysis of what factors led to his/her dismissal.
2. Reassessment of career and educational goals.
3. Explanation of readiness to resume a college program, including specific steps taken to improve chances for doing well academically.
4. Description of activities during absence from Samford, such as work, marriage, military service, etc.
5. Written essay on what the student has learned about him/herself.

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

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

Former Samford Student on Indefinite Academic Dismissal

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

Special Status Student Applicant

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

Restrictions of the Special Status Classification:

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

To apply, use the Non-Degree application type that is available online at www.samford.edu/admission or contact the Admission Office directly.

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.

For courses taught at schools participating in the Birmingham area Inter-Campus Exchange Program—BACHE—see the University-Wide Academic Opportunities section of this catalog.

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

Credit by Examination Policies

Advanced Placement

Subject	Samford Course Title (if applicable)		Min Score	Credit
Art History		Elective credit	3	3
Art, Studio: Drawing	ART 221	Drawing I	3	3
Art, Studio: 2D Design		Elective credit	3	3
Art, Studio: 3D Design		Elective credit	3	3
Biology	BIOL 105	Principles of Biology	3	4
Chemistry	CHEM 205 CHEM 206	Foundations of Chem I AND Foundations of Chem I Lab	4	5
Chinese Lang/Culture	CHIN 102	Elementary Chinese II	3	4
Chinese Lang/Cult**	CHIN 201 CHIN 202	Intermediate Chinese I AND Intermediate Chinese II	4	8
Computer Science A	COSC 110	Intro to Programming	4	4
Economics: Macro	ECON 201	Principles-Macroeconomics	3	4
Economics: Micro	ECON 202	Principles-Microeconomics	3	3
English Lang/Comp*	UCCA 101	Communication Arts I	4	4
English Lit/Comp*	UCCA 101	Communication Arts I	4	4
Environmental Science	BIOL 107	Contemporary Biology	3	4
French Lang/Culture	FREN 102	Elementary French II	3	4
French Lang/Cult**	FREN 201 FREN 202	Intermediate French I AND Intermediate French II	4	8
German Lang/Culture	GER 102	Elementary German II	3	4
German Lang/Cult**	GER 201 GER 202	Intermediate German I AND Intermediate German II	4	8
Govt/Pol (U.S.)	POLS 205	Intro to American Politics	4	4
Govt/Pol (Comparative)		Elective credit	4	4
History: European	HIST 200	Global Perspectives	4	4
History: U.S.	HIST 218	Modern America since 1865	4	4
History: World	HIST 200	Global Perspectives	5	4
Human Geography	GEOG 101	Global Geography	4	4
Italian Lang/Culture	ITAL 102	Elementary Italian II	3	4
Italian Lang/Cult**	ITAL 201 ITAL 202	Intermediate Italian I AND Intermediate Italian II	4	8
Japanese Lang/Cult	JAPN 102	Elementary Japanese II	3	4
Japanese Lang/Cult**	JAPN 201 JAPN 202	Intermed Japanese I AND Intermediate Japanese II	4	8
Latin	LATN 102	Elementary Latin II	3	4
Latin	LATN 201	Intermediate Latin I	4	4
Latin**	LATN 201 LATN 202	Intermediate Latin I AND Intermediate Latin II	5	8
Math: Calculus AB	MATH 240	Calculus I	3	4
Math: Calculus BC	MATH 240 MATH 260	Calculus I AND Calculus II	3	8
Math: Calculus BC AB Subgrade***	MATH 240	Calculus I	3	4
Math, Statistics	MATH 210	Elementary Statistics	3	4
Music, Theory †	MUSC 1510	Theory I: The Syntax of Music	3	3
Physics 1	PHYS 100 PHYS 101	Physics for Society OR General Physics I	3	4
Physics 2	PHYS 102	General Physics II	3	4
Physics C: Elec/Magn	PHYS 204	Physics II	4	5
Physics C: Mechanics	PHYS 203	Physics I	4	5
Psychology	PSYC 101	General Psychology	4	4
Spanish Lang/Culture	SPAN 102	Elementary Spanish II	3	4
Spanish Lang/Cult**	SPAN 201 SPAN 202	Intermediate Spanish I AND Intermediate Spanish II	4	8
Spanish Lit/Culture	SPAN 301	Conv/Comp/Gram (Span)	4	4

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

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

*** A score of 3 or higher on the BC exam earns credit in MATH 240 and 260, regardless of the AB subgrade.

† The Division of Music will allow Music Theory as AP credit pending the student's successful evaluation regarding that subject at Samford University.

College-Level Examination Program (CLEP)

College-level credit is awarded for scores of 50 or higher in most subject areas; however, students should consult with their advisors or the Office of Student Records before scheduling any CLEP examinations. With the sole exception of UCCA 101, CLEP credit is not acceptable for University Core Curriculum courses.

CLEP Examination	Samford Course Title (if applicable)		Min Score	Credit
Accounting/Principles	ACCT 211	Accounting Concepts I	50	3
Biology	BIOL 105	Principles of Biology	50	4
Business Law, Intro	BUSA 252	Legal Envirnmt of Business	50	3
Chemistry	CHEM 205 CHEM 206	Foundations of Chem I AND Foundations of Chem I Lab	50	5
Econ: Macro/Prin	ECON 201	Principles-Macroeconomics	50	4
Econ: Micro/Prin	ECON 202	Principles-Microeconomics	50	3
Engl: American Lit		no credit	-	-
Engl: Analysis/Inter Lit		no credit	-	-
Engl: College Comp	UCCA 101	Communication Arts I	50	4
Engl: Comp (opt essay)		no credit	-	-
Engl: Comp, Freshmen		no credit	-	-
Engl: English Lit		no credit	-	-
French, Level 1*	FREN 102	Elementary French II	50	4
French, Level 2*	FREN 201 FREN 202	Intermediate French I AND Intermediate French II	62	8
German, Level 1*	GER 102	Elementary German II	50	4
German, Level 2*	GER 201 GER 202	Intermediate German I AND Intermediate German II	63	8
Govt: American		no credit	-	-
Hist: US I (to 1877)		no credit	-	-
Hist: US II (1865-Pres)		no credit	-	-
Hist: Western Civ I		no credit	-	-
Hist: Western Civ II		no credit	-	-
Human Growth/Dev		no credit	-	-
Humanities		Elective credit	50	4
Info Syst/Comp Appl		no credit	-	-
Mangmnt/Principles		no credit	-	-
Marketing/Principles		no credit	-	-
Math: Algebra		Elective credit	50	4
Math: Precalculus	MATH 150	Precalculus	50	4
Math: Calc/Elem Func	MATH 240	Calculus I	50	4
Math: College Math	MATH 110	Contemporary Mathematics	50	4
Math: Trigonometry		Elective credit	50	4
Natural Sciences		Elective credit	50	4
Psych: Educ Psyc, Int		no credit	-	-
Psych: Introduction	PSYC 101	General Psychology	50	4
Social Sciences/Hist		no credit	-	-
Sociology, Intro	SOCI 100	Introduction to Sociology	50	4
Spanish, Level 1*	SPAN 102	Elementary Spanish II	50	4
Spanish, Level 2*	SPAN 201 SPAN 202	Intermediate Spanish I AND Intermediate Spanish II	63	8

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

International Baccalaureate

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

Subject	Samford Course Title (if applicable)		Min Score	Credit
Biology	BIOL 105	Principles of Biology	5	4
Chemistry	CHEM 205 CHEM 206	Foundations of Chemistry I Foundations of Chem I Lab	6	5
English A1	UCCA 101	Communication Arts I	5	4
Geography		Elective credit	5	3
Geography		Elective credit	6	4
History Asia/OCE		Elective credit	5	3
History Asia/OCE		Elective credit	6	4
History: Americas		Elective credit	5	3
History: Americas		Elective credit	6	4
History: Europe		Elective credit	5	3
History: Europe		Elective credit	6	4
Language	Language 102		5	4
Mathematics Level SL	MATH 240	Calculus I	6	4
Physics	PHYS 100	Physics for Society	5	4
Psychology	PSYC 101	General Psychology	5	4

Credit Limitations

The aggregate of credit earned in dual enrollment, extension, correspondence, portfolio (available through the Evening College only), AP (Advanced Placement), 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.

Graduate Admission Procedures

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.

Programs of Study

Undergraduate

Bachelor of Arts (B.A.)
- Classics Major
- Communication Studies Major
- Economics Major
- English Major
- English Major with a Concentration in Creative Writing
- English Major with a Concentration in Film Studies
- Fine Arts Major
- French Language & Literature Major
- German Language & Literature Major
- Global Studies Interdisciplinary Major
- Greek Major
- History Major
- History Major with a Concentration in Asian Studies
- History Major with a Concentration in Legal Studies
- Human Development & Family Science Major
- Human Development & Family Science Major w/Child Development Educ Conc
- Human Development & Family Science Major with Child Life Concentration
- Human Development & Family Science Major with Gerontology Concentration
- International Relations Interdisciplinary Concentration
- Journalism & Mass Communication Major
- Language & World Trade Interdisciplinary Concentration
- Latin Major
- Latin American Studies Interdisciplinary Concentration
- Liberal Studies Major
- Music Major
- Organizational Leadership Major
- Paralegal Studies Major
- Philosophy Major
- Philosophy & Religion Major
- Physics Major
- Political Science Major, B.A.
- Psychology Major
- Public Administration Interdisciplinary Concentration
- Religion Major
- Religion Major with a Concentration in Leadership & Organizations
- Sociology Major
- Spanish Language & Literature Major
- Theatre Major
- World Language & Literature Major - French, German, &/or Spanish (Two Lang)

Bachelor of Fine Arts (B.F.A.)
- Graphic Design Major
- Interior Design Major
- Musical Theatre Major

Bachelor of Music (B.M.)
- Composition Major
- Music & Worship Major
- Performance: Instrumental Music Major
- Performance: Organ Major
- Performance: Piano Major
- Performance: Piano Major with Pedagogy Emphasis
- Performance: Voice Major

Bachelor of Music Education (B.M.E.)
- Music Major with a Concentration in Instrumental Music
- Music Major with a Concentration in Vocal/Choral Music

Bachelor of Science (B.S.)
- Athletic Training Major (Non-Teaching)
- Biochemistry Major
- Biology Major
- Chemistry Major
- Communication Sciences & Disorders Major
- Computer Science Major
- Criminal Justice Major
- Engineering & Engineering Physics Major (Dual-Degree)*
- Engineering Physics Major
- Environmental Science Major
- Exercise Science Major
- Fine Arts Major
- Foods & Nutrition Major
- Geography Major
- Geography Major with GIS Certificate/Minor
- Health Sciences Major
- Marine Science Major
- Mathematics Major
- Music Major
- Nutrition & Dietetics Major
- Pharmacy-Related Studies Major
- Physics Major
- Science & Religion Major (with various concentrations)
- Sport Administration Major
- Sports Medicine Major
- Youth Studies Major

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* The student will receive the bachelor of science in engineering physics from Samford and the bachelor of engineering degree from the university of the participating engineering school.

Bachelor of Science in Business Administration (B.S.B.A.)
- Accounting Major
- Brock Scholars Major
- Economics Major
- Entrepreneurship Major
- Finance Major
- Management Major
- Marketing Major
- Professional Accountancy Program (B.S.B.A./M.Acc.)
- Social Entrepreneurship Concentration*
- Sports Marketing Concentration*

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* Can be attached to any B.S.B.A. major.

Bachelor of Science in Education (B.S.E.)
- Early Childhood/Special Education/Elementary/Collaborative (ESEC) Major
- Elementary Education Major w/a Concentration in Christian Education & Missions
- English Major with Teacher Certification
- History Major with Teacher Certification

Bachelor of Science in Nursing (B.S.N.)
- Nursing Major
- Nursing Major (Five-Semester Second Degree)
- Nursing Major (18-Month Accelerated Second Degree)

Certificates - Undergraduate
- Geographic Information Science Certificate
- Paralegal Studies Certificate Program (Non-Degree)

Minors - Undergraduate
- Aerospace Studies Minor
- Art Minor
- Asian Studies Minor
- Bioinformatics Minor for Biology or Biochemistry Majors
- Bioinformatics Minor for Computer Science Majors
- Bioinformatics Minor for Majors in Other Disciplines
- Biology Minor
- Chemistry Minor
- Classics Minor
- Communication Sciences & Disorders Minor
- Communication Studies Minor
- Computer Science Minor
- Dance Minor
- Economics Minor*
- English Minor
- Entrepreneurship Minor
- Environmental Studies Minor
- Film Production Interdisciplinary Minor
- French Minor
- General Business Minor*

- Geographic Information Science Certificate/Minor
- German Minor
- Greek Minor
- History Minor
- Human Development & Family Science Minor
- Journalism & Mass Communication Minor
- Latin Minor
- Latin American Studies Interdisciplinary Minor
- Marine Science Minor
- Marketing Minor*
- Mathematics Minor
- Medical Ethics Minor
- Ministry & Missions Minor
- Minor in the Arts
- Music Minor
- Nutrition & Dietetics Minor
- Philosophy Minor
- Physics Minor
- Political Science Minor
- Portuguese Minor
- Psychology Minor
- Religion Minor
- Social Entrepreneurship & Non-Profit Management Minor*
- Sociology Minor
- Spanish Minor
- Sports & Recreation Ministry Minor
- Theatre Minor
- Traditional Geography Minor
- Western Intellectual Tradition Interdisciplinary Minor
- World Languages & Cultures Minor
- Worship Leadership Minor
- Writing Minor

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* This minor is not available to Brock School of Business majors.

Note: A minor or cognate is required in the following degree programs (for all other programs, a minor is optional): B.A. with a major in French, German, or Spanish language and literature (one language); B.A. with a major in journalism and mass communication; B.F.A. with a major in interior design (requires art minor, which is incorporated into the degree itself)

Other Programs or Special Program Requirements
- English Language Learner Institute (ELLI) Program (Non-Degree)
- General Education Requirements for Evening College Majors (various majors/degrees)
- General Military Course (ROTC)
- Pre-Architecture Concentration (Non-Degree)
- Pre-Pharmacy Curriculum for Samford Students (Non-Degree)
- Pre-Pharmacy Curriculum for Transfer Students (Non-Degree)
- Professional Officer Course (ROTC)
- University Core Curriculum & General Education Requirements (various majors/degrees)
- University Fellows Program (various majors/degrees)

Graduate/Professional

Master of Accountancy (M.Acc.)
- Accountancy

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

Master of Business Administration (M.B.A.)
- Business
- Business with a Concentration in Entrepreneurship
- Business with a Concentration in Finance
- Business with a Concentration in Marketing

Master of Divinity (M.Div.)
- Divinity

Master of Music (M.M.)
- Church Music
- Piano Performance & Pedagogy
- Vocal Performance

Master of Music Education (M.M.E.)
- Music: Pattern 1: Traditional Program (MUSI)
- Music: Pattern 2: Fifth Year Non-Traditional Program (FYNP)
- Music Education (National Board Cohort) (MNBC)

Master of Public Health (M.P.H.)
- Public Health

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

Master of Science in Education (M.S.E.)
- Elementary Education
- Fifth-Year Non-Traditional Prog: Early Childhood & Elementary Education (ECEL)
- Fifth-Year Non-Traditional Prog: Physical Education, Class A Certification (FYPE)
- Fifth-Year Non-Traditional Prog: Secondary Education, Class A Certification (FYNT) (with various Teaching Fields)
- Gifted Education
- Instructional Leadership
- Policy, Organizations, & Leadership
- Secondary Collaborative

Master of Science in Environmental Management (M.S.E.M.)
- Environmental Management
- Environmental Management with a Concentration in Energy Management & Policy

Master of Science in Nursing (M.S.N.)
- Family Nurse Practitioner
- Health Systems Management & Leadership
- Nurse Anesthesia
- Nurse Educator
- RN to M.S.N. Option

Master of Social Work
- Social Work

Post-Master of Science in Nursing (P.M.N.)
- Family Nurse Practitioner, Post-M.S.N.

Certificates - Graduate
- Certificate of Anglican Studies
- Dietetic Internship Certificate

Minors - Graduate
- Graduate Business Minor

Educational Specialist (Ed.S)
- Early Childhood Education
- Elementary Education
- Instructional Leadership
- Teacher Leader

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

Doctor of Ministry (D.Min.)
- Ministry

Doctor of Nursing Practice (D.N.P.)
- Administration
- Advanced Practice

Doctor of Pharmacy (Pharm.D.)
- Professional Pharmacy Curriculum

Doctor of Physical Therapy (D.P.T.)
- Physical Therapy

See the Academic Policies & Regulations/Graduate Degree Requirements section for a list of available graduate joint degrees.

Academic Policies and Regulations

Undergraduate Degree Requirements

Bachelor's Degree Requirements

Total Credits

A minimum of 128 credits must be successfully completed for the typical bachelor's degree. (Note: Some programs require more than 128 credits to complete the degree.) Not more than eight (8) 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 (2) 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 bachelor's 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 bachelor's 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 Advising or Health Professions Program in the University-Wide Academic Opportunities section of this catalog.

Double Majors/Dual Degrees

One of the many requirements for receiving a degree from Samford University is to complete at least one major leading to that degree. Any additional majors completed are a "bonus" added to that same degree. For example, a student may earn a bachelor of science degree, with a double major in chemistry and art, or a bachelor of arts degree, with majors in music and economics. When a double major includes majors from more than one college, or two majors in two separate degrees, the university registrar must be informed of the student's preference as to the college and major for official listings. The first major listed by the student is used in determining both the degree to be received as well as the Commencement ceremony to be attended.

If a student wishes to pursue two majors of two separate types as two separate degrees, for instance one major is a bachelor of arts and the second a bachelor of science, this is considered a dual degree. Pursuit of a dual degree requires a student to take an additional 32 credit hours to earn the second degree. Upon completion of the major requirements and the 32 additional hours, the student will be awarded two degrees.

In the case of either a dual degree or double major, students must meet all the general education requirements for both the second major or second degree. If one major or degree has fewer general education requirements, the student must fulfill the stricter of the two requirements. For instance, if one major requires one year of a foreign language and the second major requires two, the student must take two years of a foreign language.

Minors

For a minor, at least 18 credits as prescribed must be taken. A minimum of nine credits in the minor field (with six at the 300–400 level) must be earned at Samford. A minor is not required in all majors; however, a student is encouraged to consult with his/her academic advisor to determine whether a minor or some selection or concentration of courses might enhance the academic experience.

Grade Point Average (GPA)

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

Writing Proficiency Requirement

Samford University considers the development of students' writing proficiency an important objective. All students must complete Communication Arts II (UCCA 102) at Samford (or transfer an equivalent course) with a grade of C- or better.

Convocation Requirement

Campuswide Convocation Programs for faculty, staff, and students are held regularly during the fall and spring semesters. Students must acquire 60 Convocation credits to graduate, 30 credits by the end of their sophomore year. Transfer students have their Convocation requirement prorated based on the credits they transfer to Samford from another institution. Students acquire Convocation credits by attending approved events and having their ID cards scanned at the conclusion of each event. For more information about Convocation requirements, visit the Office of Spiritual Life Web site at www.samford.edu/osl.

Physical Activity Course Requirements

Most programs require one or two different physical activity course(s)* in addition to UCFH 120 (Concepts of Fitness and Health), which is required under the core curriculum. Students with physical disabilities may consult the chair of the Department of Kinesiology to determine how 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 education requirement. One semester of ROTC, marching band (MUSC 1739 or 3739), or dance (DANC 100, 101, 102, 201, 202, 211, 212, 301, or 302) may substitute for one physical activity credit.

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

*In those programs where two courses are required to meet the general education physical activity requirement, one MUST be a non-varsity physical activity.

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 satisfaction of the University core curriculum, general education, GPA requirements, and four credits of religion (if a transfer student) beyond the first degree.

All additional curricular and minimum GPA requirements of the second degree must be met.

University Core Curriculum and General Education 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 undergraduate day students are required to take the University Core Curriculum at Samford (22 credits)*. It is recommended that students be registered for Cultural Perspectives I (UCCP 101) in their first semester at Samford. They should also register for Communication Arts I (UCCA 101) or Communication Arts II (UCCA 102), depending on their placement.** Students should consult their academic advisors for recommended scheduling.

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

Double-Dipping Note: Students may not "double-dip" by counting a course for credit in both their major and as a general education requirement, unless otherwise noted in the department section. They may, however, count a general education course towards a minor.

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* Core curriculum requirements cannot be met through transient enrollment.

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

University Core Curriculum Courses (22 credits)

UCBP 101 Biblical Perspectives I (4)
UCCA 101 Communication Arts I (4)
UCCA 102 Communication Arts II (4)
UCCP 101 Cultural Perspectives I (4)
UCCP 102 Cultural Perspectives II (4)
UCFH 120 Concepts of Fitness and Health (2)

General Education Requirements (30 credits***)

***The table linked below is the standard general education curriculum for Samford students (30 credits) and as such, is part of most degree programs offered. However, some schools, departments, degrees, majors, or minors may require variations to this standard. Please consult those department sections to see details on how general education variations may apply. See table footnotes for additional information.

Click at right for a complete list of courses that satisfy the General Education Requirements.

Graduate Degree Requirements

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

Graduate Joint Degrees

Biology/Environmental Management (College of Arts and Sciences)
Master of Science in Environmental Management/Juris Doctor (M.S.E.M./J.D.)

Music (School of the Arts)
Master of Music/Master of Divinity (M.M./M.Div.)

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

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

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

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

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* In cooperation with the University of Alabama at Birmingham.

Areas of Study - Brief Definitions

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

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

Earned Credits—Those credits that accumulate based on successful completion of coursework (excluding repeated courses). Most undergraduate degrees require a minimum of 128 earned credits. Earned credits may be different than quality credits, which are used to compute the grade point average.

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

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

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

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 to 24 credits. A minor is not required in all majors.

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.)

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

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

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 at one's University mailbox and/or electronic mail is also the student's responsibility.

Undergraduate Academic Achievement Recognition

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

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

Graduation with Honors
Honors are awarded on the basis of all academic work taken at Samford University. Students who earn at least 70 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 Epsilon Delta (Pre-Health)
Alpha Lambda Delta (Freshmen)
Alpha Sigma Lambda (Evening College)
Dobro Slovo (Slavic Studies)
Omicron Delta Kappa (Leadership and Service)
Order of Omega (Greek Leadership and Service)
Phi Kappa Phi (Academic Achievement)

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

School of the Arts
Music –
Delta Omicron
Phi Mu Alpha Sinfonia
Theatre – Alpha Psi Omega

Brock School of Business
Business (General) – Beta Gamma Sigma
Accounting, Finance – Beta Alpha Psi
Economics – Omicron Delta Epsilon

Orlean Bullard Beeson School of Education
Teacher Education – Kappa Delta Pi

Ida V. Moffett School of Nursing
Sigma Theta Tau

McWhorter School of Pharmacy
Rho Chi

Class Honors (Certificates and Medals)
Class Honors certificates and medals are awarded in the spring term to undergraduate students who have successfully completed at least 12 quality (GPA) credits at Samford in the previous fall term with a Samford cumulative GPA of at least 3.50 (for a certificate) or 3.75 (for a medal). The four Class Honors medals are:

Freshman Year (1st medal):	Ruric E. Wheeler
Sophomore Year (2nd medal):	Seal
Junior Year (3rd medal):	Tower
Senior Year (4th medal):	John Howard

A student may earn one Class Honors certificate or medal each academic year for a combined maximum of four Class Honors awards. The award year count is determined by the number of years the student qualifies for a Class Honor, not by the student's classification. For example, if a student qualifies for a certificate the first two years and a medal the third year, he/she will receive the 3rd (Tower) medal. The student will not have another opportunity to earn the 1st and 2nd medals. If a student's first time to qualify for a Class Honor is during the senior year, he/she will receive a certificate or the 1st year (Wheeler) medal.

Wheeler
Ruric Wheeler served as a faculty member and administrator at Samford University for over half a century. He established a national reputation in mathematics through his textbook, Modern Mathematics, which went through 11 editions under his authorship. In honoring this outstanding scholar, devoted teacher, and university leader, the Wheeler medal celebrates the pursuit of academic excellence in a Christian tradition.

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

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

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

Academic Integrity

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

The University Statement on Academic Dishonesty is as follows: students, upon enrollment, enter into a voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity, respect knowledge, and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also are deficient in the

scholarly maturity necessary for college study. Those who engage in academic dishonesty are subject to severe punishment. Any act to obtain an unfair academic advantage is considered dishonest.

The Student Handbook outlines in detail the types of misconduct that constitute a violation. If a student is accused of a violation, a hearing panel composed of faculty and students will review the violation and may impose sanctions that include probation, suspension, or dismissal. The full text of the policy, including procedures and appeals, is available in the Student Handbook and on the Student Records page of the University Web site.

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

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

Class Attendance

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

Class Registration and Policies

Class Load for Undergraduates

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

The normal class load in each summer term is two courses. The maximum credit allowable in any summer term is eight. The maximum credit allowable for two summer terms is 16. The maximum class load allowed in Jan Term is two courses, not to exceed a total of six credits. Evening College students are limited to 10 credits in the summer and 14 credits in the fall or spring, without the dean's approval.

Student Classifications

Undergraduate students are classified as follows:

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

University Core Curriculum and General Education Requirements

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

Cross Registration

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

Commencement

Graduation Requirements

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

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

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

Graduation Attendance

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

Undergraduate students who lack eight course credits or fewer (three course credits or fewer for graduate students) toward degree requirements may petition the university registrar 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 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 Spiritual Life.

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 grade of W (withdrawn) or academic penalty up through the last day to drop a course(s). Students can drop a course online through the Samford Portal up through this deadline. (See the Academic Calendar section of this catalog for date.)

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

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

If a student discontinues attending a course after the "last day to add or drop 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 Request Form from the Office of Student Records. The official 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. Students can obtain the Withdrawal Request Form from the Student Records Forms page.

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

Semester Withdrawal

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

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

Forms for dropping/withdrawing from a course, University or semester withdrawal, and transient enrollment can be found on the Student Records Forms page.

Academic Warning and Required Withdrawal

Placement on Academic Warning

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

Continuation of Academic Warning

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

Making Satisfactory Academic Progress

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

Requirements to Classify as Making Satisfactory Academic Progress

Total Quality Credits	Required Cumulative Samford GPA
13-31	1.70
32-63	1.80
64-95	1.90
96 or more	2.00

Required Withdrawal

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

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

Grading System Guidelines and Policies

Pass/Fail Basis Grading System

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

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

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

Course Repeats

Upon the recommendation of the advisor and with the approval of the university registrar, an undergraduate student may repeat a course for credit in which she or he received a C- 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 C- or lower is repeated at Samford, only the grade earned in the most recent instance of the course, 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 C- 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 using the repeat policy to exclude the original grade from the student's GPA calculation. A student may take advantage of this policy for no more than 16 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 changed by an instructor with the approval of the instructor's department chair and dean. This change reflects administrative error in the calculation of a grade, the accidental misposting of an incorrect grade, or some other administrative factor resulting in the posting of an incorrect grade. It can also be the result of the completion of course requirements by a student where an INC grade is replaced by a letter grade. An E or an INC which is not changed by grade change automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given. This grade of F may not be challenged.

Grade Appeals

An initial grade may be challenged by a student before the last day of classes of the next full semester. Jan Term grades must be appealed by the conclusion of the spring term. Summer term grades must be appealed by the end of fall term. All petitions must be made first in writing to the instructor, chair, and dean. If each of these three in turn denies the appeal, the student may submit a written appeal to the university registrar. The registrar will convene a subcommittee of the Faculty Academic Affairs Committee who will weigh the appeal. The results of this subcommittee's decision are final.

Letter Grading System

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

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

Transfer Policies for Current Samford Students

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

Current Samford students who take courses at another institution during any semester or term (typically the summer term) are considered **transient** students at the other college/university. Below are important facts for current Samford students who are pursuing transient enrollment at another institution:

- Students who wish to transfer any credit completed while a transient student towards their Samford degree must have **written approval signed in advance** by their academic advisor, academic department head, and the registrar. The Transient Enrollment/Letter of Good Standing Request Form can be found on the Student Records Forms page.
- University Core Curriculum requirements cannot be met through transient enrollment.
- Seniors must have the written approval of their academic dean.
- Seniors may not transfer more than two courses for a maximum of eight credits.
- Undergraduates may transfer a maximum of two general education courses from another accredited institution or from Samford's Evening 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.
- The transient institution must be regionally accredited.
- Transient transfer credit is subject to University transfer policies and will be awarded when the official transcript from the transient institution is received. (See the Transfer Student Applicant section for more information.)
- Courses from transient schools must have a letter grade of C- or better in order to be posted as earned credit on your transcript.
- Courses taken on a pass/fail basis will not be accepted unless the student produces written documentation from the awarding institution that the grade represents at least a C-.
- Transfer/transient courses are not calculated into the Samford GPA.
- It is the student's responsibility to arrange to have a transcript sent from the transient institution directly to Samford upon completion of the course(s).
- The Transient Enrollment/Letter of Good Standing Request Form must be accompanied by a course description(s) from the transient institution.
- Transient enrollment policies also apply to overseas/study abroad courses with foreign institutions. A separate form is available for study abroad transient work is available on the Student Records Forms page.
- Total combined registered credits—Samford courses plus transient enrollment (not the BACHE program)—may not exceed 18 hours unless approved by the student's school dean. Combined registered credits for transient and Samford courses may never exceed 21 hours in any term. See Class Load for Undergraduates for maximum credit hours allowed.
- For students taking transient work in the summer, the deadline for completion of the Transient Enrollment/Letter of Good Standing Request Form is in April (exact date TBA).

Family Educational Rights and Privacy Act

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

These rights are:

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

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

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

Distance Learning

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

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

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

Financial Information

This policy provides the rates for tuition, fees, room, board and deposits, effective with the beginning of the fall semester 2014 through summer 2015.

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

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

Samford reserves the right to change tuition, 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.

Tuition and Fees Payment Policy-All Students

Tuition and Fees Payment Guidelines

E-bill: E-bill notification that a new e-bill has been generated is sent to students via the Samford University e-mail system which remains the official means of communication with students; paper statements are not provided. Students are advised to check their e-mail regularly. Students and authorized users can access the e-bill system at any time.

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

Late Fee: A late fee of 5% (capped at $100) on the past due tuition, room, board and mandatory fees balance will be assessed on the day after the payment due date. The payment for the entire e-bill, including charges incurred after the e-bill generation date, **must** be received in the Bursar's Office on or before the due date to complete financial settlement for the current term.

Late Fee Appeals: To appeal the late fee, students may file an on-line appeal via the portal at https://portal.samford.edu/cp/home/displaylogin (go to the BANNER tab, the Student Financial Aid Tab and select Bursar: File a Late Fee Appeal) or pick up a late fee appeal form from the Bursar's Office and submit the completed form within 14 days of the late fee posting. Any documentation supporting the appeal **MUST** be submitted at the time the appeal is made. Students must file appeals timely with the Bursar's Office. **Decision of the Appeal Review Committee is final.**

Registration Cancellation: Students not paying their bill by the due date are subject to having their registration cancelled until payment is received. A student may be reinstated by paying the balance in full, plus a $100 reinstatement fee. Following this payment, the student will receive a clearance slip from the Bursar's Office to provide to Student Records as required to re-establish the student's class schedule. **Late fees are not reversed upon reinstatement.**

Students making changes to their schedule after the e-bill has been sent (usually at the beginning of a term or during drop/add) are **required** to make payment in full by the e-bill due date for the term, including additional charges resulting from the changes even though they may not have received an e-bill for these additional charges. Failure to make full payment will result in registration cancellation the **next business day after the end of the drop/add period as noted in the academic calendar for your classification.**

E-bill generation, payment, late fee assessment and registration cancellation dates for each semester/monthly e-bill are noted on the payment schedule at:

Student link: http://www.samford.edu/bursar/
Parent link: http://www.samford.edu/parents/
Make payment - e-bill system link:
https://secure.touchnet.com/C20180_tsa/web/login.jsp
International students wire payment option:
http://www.samford.edu/international-students/wire-payments.aspx

Holds: Students may not register for the next semester, receive transcripts, participate in commencement or receive a diploma until past due amounts are cleared. Other departments, such as University Health Services, may also have holds in place to restrict next semester registration, transcript requests, and commencement participation or to receive a diploma. Students must contact that department to resolve the hold placement. The Bursar's Office does not have permission to release the holds placed by another department.

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

Payment Method Options for Students and Parents

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

Authorized Users will receive e-mail notification when a new e-bill statement is issued. Click on the link in the e-mail or enter the link in your browser to access the e-bill system and make a payment.

Current link: https://secure.touchnet.com/C20180_tsa/web/login.jsp

Online Payments with Check

Payment by electronic check using the e-bill system is the most efficient and cost-effective payment option. Payment by electronic check can be made by using the following link: https://secure.touchnet.com/C20180_tsa/web/login.jsp

Online Payments with Credit Card

MasterCard, Visa, Discover, and American Express can be used to make online payments. A 2.75% (minimum of $3.00) convenience fee will be assessed by the third-party web processor for payments made with a credit/debit card.

Ebill payment link: https://secure.touchnet.com/C20180_tsa/web/login.jsp

International Wire Payments

International Students can make wire payments at
http://www.samford.edu/international-students/wire-payments.aspx

Other Payment Options

The Bursar's Office continues to accept payment by check through the mail, but the University is not responsible for delays of the postal service and late fees will apply if payments are received after the due date. Payment by check or cash can be made in person.

Payment Plans

Samford University offers several interest-free payment plans to eligible students for 2014-2015. These plans are available in five, four, or three (per semester) installment options for fall and spring semesters only. Details of each payment plan are listed below.

Eligibility Requirements

- Must be registered or planning to register for the upcoming fall or spring semester
- No outstanding or past due balance from any prior terms
- Current term charges must be in excess of $1,000
- Enroll in the plan during the specified enrollment period

Fall 2014 Payment Plan Options

Five Installment Option
- July 1, 2014: First installment due
- Equal payments due on the first of each month
- November 1, 2014: Final installment due
- Enrollment available June 1 - 30, 2014
- $75 enrollment fee due immediately upon enrollment

Four Installment Option
- August 1, 2014: First installment due
- Equal payments due on the first of each month
- November 1, 2014: Final installment due
- Enrollment available July 1 - 31, 2014
- $75 enrollment fee due immediately upon enrollment

Three Installment Option
- 50% down payment due at enrollment
- Equal payments due on October 1 & November 1
- Enrollment available August 18 - 31, 2014
- $75 enrollment fee and 50% down payment due immediately upon enrollment
- IMPORTANT: If you enroll in the plan between 8/26 & 8/31, you will be charged a late fee (up to $100) for any past due balance

Eligible Charges
- Tuition charged by Samford University
- Room and Board charged by Samford University
- Mandatory fees charged by Samford University
- Technology Fee
- Campus Life Fee
- Class/Lab specific fees
- Other program specific fees

Ineligible Charges
- Library fines
- Parking/traffic fines
- Residence hall cleaning fees
- Other non-mandatory fees, charges, and fines

Other Details
- No late enrollment available
- A 1.5% late fee will be assessed for any late installments
- Late installments may jeopardize ability to continue in the current plan and any future plans
- Evening College students must be enrolled or plan to enroll in Term A or both Terms A & B
- Evening College students enrolled in Term B only are not eligible
- For the five and four installment plans, at the time of enrollment neither charges nor aid will have applied to the student account. As a result, the student will be asked to estimate the charges and aid that will be applied to the student account in August. Installments due before September 1 will be based on these estimates. Beginning with the September 1 installment, actual charges and aid disbursed will be used, along with early installments, to determine the remaining three installment amounts for September, October, and November. Any adjustments for the final three installments will be communicated in late August.

For more information about the payment plan, please visit:
http://www.samford.edu/financialaid/paymentplan/

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

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

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

Payment/Refund Schedules for All Students

A 5% late fee (capped at $100) will be assessed according to the schedule below. Any student with a past due balance will not be eligible to register for the next semester, participate in commencement, or obtain his/her transcript or diploma. **Registration cancellation will be processed for students with unpaid tuition, mandatory fees, room and board (billed and unbilled) on the date in the schedule below.**

Refunds

Refunds are first available within seven (7) to ten (10) business days after financial aid has been credited (disbursed) to the student's account. Refunds will not be available before that time. Disbursement of aid on a student account is regulated based on the first day of class as indicated on the academic calendar for the student's classification. The refund availability dates below are the earliest dates that the refunds will be available. These dates are subject to satisfactory completion/submission of all needed information by the student. The dates are subject to change and may be adjusted to comply with federal regulations governing refunds to students.

DIRECT DEPOSIT OF REFUNDS IS NOW AVAILABLE. LOG INTO THE E-BILL SYSTEM AND SIGN UP. NOTE: DIRECT DEPOSIT REFUNDS FOR JAN TERM AND SPRING ARE NOT GUARANTEED TO BE RELEASED TO THE BANK UNTIL JANUARY 12, 2015.

Other Services, Requirements, and Costs

Activity Fees

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

Books and Supplies

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

Check Cashing

The Bookstore is authorized to cash checks up to $50 per day for a student whose account is in good standing. The face of the check must have the student's name, local address, telephone number, and student identification number. Students must present a valid photo ID. A student who presents a check to Samford University that is not honored by the bank will be charged $30. If that check is not redeemed within 10 days of notification, the student may be subject to disciplinary or legal action. All check cashing privileges are revoked after the third returned check.

Medical Insurance for Students

Samford students are required to carry health insurance while enrolled at Samford.

Students in the Schools of Nursing and Pharmacy are required to provide proof of current personal health insurance coverage. Each semester, students in the Schools of Nursing and Pharmacy are automatically enrolled in the University sponsored student health insurance plan. There is a charge for this coverage. To have the charge removed from his/her Samford account, a pharmacy/nursing student must provide proof of insurance by completing the insurance waiver at http://www.firststudent.com/schools/SamfordUniversity/waive_insurance.html

International Students: Based upon federal regulations and University policy, all F and J visa holders are required to carry insurance that meets certain coverage requirements. Information about specific policy carriers, minimum coverage, and premium costs is available from the International Studies Office at (205) 726-4334.

Membership Fees

Some student organizations have an annual membership fee. In addition, Greek organizations have monthly dues along with an initiation fee. These fees are charged directly by such organizations and will not be posted on student accounts.

NOTE: While every effort has been made to provide accurate and up-to-date information, specific financial details are subject to change. Please see the Bursar's Office Web site for the latest information: www.samford.edu/bursar/

Personal Property Insurance
Students at college have a large investment in desktop computers, laptop computers, television sets, CD and DVD players, radios, cell phones, cameras, PDAs, calculators, mini-refrigerators, clothing, text books, CDs, DVDs, albums, and other personal property. A college or university is not liable for these losses simply because the loss occurs on campus.

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

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

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

Residence hall rooms are furnished with 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 free to use.

The Samford Card and Bulldog Bucks
All students are required to have an official Samford University photo ID (Samford Card) made and recorded by the Department of Public Safety and Emergency Management. The ID offers students a convenient, safe, and easy way to make purchases and utilize campus services. It is used as an identification card, meal card, library card, and for access to certain facilities. With activation of Bulldog Bucks, the Samford Card can be used to make purchases on campus. Bulldog Bucks work similarly to a checking account in that deposited funds are debited each time a student makes a purchase.

The following Web site, bulldogbucks.samford.edu, will allow students, parents, and employees to deposit money online, without any credit card fees, into Bulldog Bucks. By using the link, http://bulldogbucks.samford.edu, cardholders can budget their account by tracking spending and reporting a lost or stolen card at any time.

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

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

Financial Aid Information

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

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

Drop and Add Policy for All Students

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

1. During drop/add, if a schedule change results in a reduction of the student's total credits (less than full-time), tuition may be adjusted within 30 days. Any reduction in a student's course load may result in an adjustment in the student's financial aid.
2. After the last day to drop a course(s), dropping a course(s) will not result in a reduction of charges for tuition or fees.
3. There are no refunds of fees unless the course related to the fee is dropped within the drop/add period, or one withdraws as outlined below.

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

Withdrawal Refund Policy for All Students

Student Withdrawal
The University is required to contract for a substantial amount of goods and services in advance. Most of these expenses are fixed and are not subject to change on short notice. Under certain circumstances, refunds are available to students who officially withdraw from the University. A student desiring to withdraw from the University must obtain an official withdrawal form from the Office of Student Records. The form must be submitted to the Office of Student Records when it is completed. This policy applies to all terms including semesters, fall and spring terms A and B, summer terms and Jan Term. If a withdrawal results in a tuition reduction and the student has received financial aid, some of the aid could be required to be returned by the University. In such cases, the student will be required to reimburse the University. (See also the Elective Withdrawal in the Academic Policies and Regulations section of this catalog.)

Withdrawal Refund Policy for Fall and Spring Semesters (excluding Fall P4s and A and B Terms)
Fall and Spring Full Term refunds are based on the days following the last day to drop/add, as follows.

In case of withdrawal or suspension:
1. Beginning the first day of class and running through the last day to drop/add on the undergraduate calendar, the tuition and room rent refund will be 100 percent.
2. Beginning the first Monday after the last day to drop/add and running through that Friday, the tuition and room rent refund will be 90 percent.
3. Beginning the second Monday after the last day to drop/add and running through that Friday, the tuition and room rent refund will be 75 percent.
4. Beginning the third Monday after the last day to drop/add and running through that Friday, the tuition and room rent refund will be 50 percent.
5. Beginning the fifth Monday after the last day to drop/add and ending on the eighth Wednesday after drop/add, the tuition and room rent refund will be 25 percent.
6. After the eighth Wednesday after drop/add, no tuition and room rent refund is available.
7. Board plan (meal charge) refund shall be calculated on a pro rata basis.

Withdrawal Refund Policy for Fall/Spring A and B Terms
Fall and Spring A and B Term refunds are based on the days following the last day to drop/add, as follows.

In case of withdrawal or suspension:
1. Beginning the first day of class and running through the last day to drop/add on the Evening College calendar for that part of term (A or B), the tuition and room rent refund will be 100 percent.
2. Beginning the first Monday after the last day to drop/add and running through that Friday, the tuition and room rent refund will be 90 percent.
3. Beginning the second Monday after the last day to drop/add and running through that Friday, the tuition and room rent refund will be 75 percent.

4. Beginning the third Monday after the last day to drop/add and running through that Friday, the tuition and room rent refund will be 50 percent.
5. Beginning the fourth Monday after the last day to drop/add and ending on the fifth Wednesday after drop/add, the tuition and room rent refund will be 25 percent.
6. After the fifth Wednesday after drop/add, no tuition and room rent refund is available.
7. Board plan (meal charge) refund shall be calculated on a pro rata basis.

Withdrawal Refund Policy for Jan Term

Jan Term refunds are based on class days as follows.

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

Withdrawal Refund Policy for Summer Full Term (Summer 10-Week)

Summer Full Term (Summer 10-Week) refunds are based on the days following the last day to drop/add, as follows.

In case of withdrawal or suspension:
1. Beginning the first day of class and running through the last day to drop/add, the tuition and room rent refund will be 100 percent.
2. Beginning the first Monday after the last day to drop/add and running through that Friday, the tuition and room rent refund will be 90 percent.
3. Beginning the second Monday after the last day to drop/add and running through that Friday, the tuition and room rent refund will be 75 percent.
4. Beginning the third Monday after the last day to drop/add and running through that Friday, the tuition and room rent refund will be 50 percent.
5. Beginning the fourth Monday after the last day to drop/add and ending on the fifth Friday after drop/add, the tuition and room rent refund will be 25 percent.
6. After the fifth Friday after drop/add, no tuition and room rent refund is available.
7. Board plan (meal charge) refund shall be calculated on a pro rata basis.

Withdrawal Refund Policy for Summer I and II Terms

Summer I and II Term refunds are based on class days as follows.

In case of withdrawal or suspension:
1. On the first, second, third, and fourth day of classes, the tuition and room rent refund will be 100 percent.
2. On the fifth and sixth day of classes, the tuition and room rent refund will be 90 percent.
3. On the seventh and eighth day of classes, the tuition and room rent refund will be 75 percent.
4. On the ninth and tenth day of classes, the tuition and room rent refund will be 50 percent.
5. On the eleventh and twelfth day of classes, the tuition and room rent refund will be 25 percent.
6. Beginning the thirteenth 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.

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. Incomplete grades and withdrawals may affect your financial aid eligibility. Please contact your financial aid advisor if you are a recipient of Title IV aid.

Return of Title IV Funds

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

Once a student has completed more than 60 percent of the enrollment period, students are considered to have earned all funding received. **The University will not reduce the amount owed simply because of the loss of eligibility of financial aid. Thus, withdrawal prior to completion of 60 percent of the semester may result in the student 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.

Refund Appeal

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

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

Brief Definition of Terms Used in Financial Policies

In all of the following situations, students must complete the proper forms in the Office of 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)." 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)."*

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

Withdrawals

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

There is no financial reimbursement for course withdrawal.

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

BILLING SCHEDULE FOR ACADEMIC YEAR 2014-2015

Student Classification	Year/Term	E-Bill Generation	Payment Due Due	Late Fee Assessed	Registration Cancellation
Pharmacy - P4	2014 Fall	5/18/14	6/2/14	6/5/14	6/10/14
All students	2014 Fall	8/11/14	8/25/14 (except chgs pd on a Payment Plan)	8/26/14	9/3/14
Last Orientation Group (Aug 21-22)	2014 Fall	8/22/14	8/29/14	n/a	9/3/14
All students	2014 Fall	9/10/14	10/1/14	10/2/14	n/a
Evening College Fall Term B	2014 Fall Term B	10/10/14	10/20/14	10/21/14	10/25/14
All students (excluding Evening College B only)	2014 Fall	10/10/14	11/1/14	11/2/14	n/a
All students	2014 Fall	11/10/14	12/1/14	12/2/14	n/a
All students	2015 Jan Term	12/10/14	1/5/15	1/6/15	1/9/15
All students	2015 Spring	1/12/15	1/26/15 (except chgs pd on a Payment Plan)	1/27/15	2/2/15
All students	2015 Spring	2/10/15	3/1/15	3/2/15	n/a
Evening College Spring Term B	2015 Spring Term B	3/10/15	3/23/15	3/24/15	3/30/15
All students (excluding Evening College B only)	2015 Spring	3/10/15	4/1/15	4/2/15	n/a
All students	2015 Spring	4/10/15	5/1/15	5/2/15	n/a
All students	2015 Summer I & 10-Wk (registration up to 6/5/15)	5/11/15	6/1/15	6/2/15	6/8/15
All students enrolled in only Summer II courses	2015 Summer II (registration after 6/5/15)	6/10/15	7/7/15	7/8/15	7/10/15

P4=4th-year Pharmacy students
FYI: The Fall term for P4s begins June 2.

Commencement Note: Students participating in Fall 2014 or Spring 2015 commencement must clear their accounts before the first date to pick up caps and gowns for their group. (Divinity students, who have an earlier commencement, have an earlier scheduled date to pick up caps and gowns.)

Important Note: Payment schedule dates for all terms are subject to change.
Late Fee Note: A 5% late fee (capped at $100) will be assessed according to the schedule above. Any student with a past due balance will not be eligible to register for the next semester, participate in commencement, or obtain his/her transcript or diploma. **Registration cancellation will be processed for students with unpaid tuition, mandatory fees, room and board (billed and unbilled) on the date in the schedule above.**
Direct Deposit Note: Direct deposit of refunds is now available. Log into the e-bill system and sign up. Direct deposit refunds for Jan Term and Spring 2015 are not guaranteed to be released to the bank until January 12, 2015.

REFUND SCHEDULE FOR ACADEMIC YEAR 2014-2015

Student Classification	Year/Term	Refund Availability
Pharmacy - P4	2014 Fall	June 2, 2014
Law - L1	2014 Fall	Aug 11, 2014
Law - L2-3; Pharmacy - P1-3; Nursing (Grad Nursing, Nurse Anesthesia, Accelerated BSN); Environmental Management	2014 Fall	Aug 18, 2014
All other students (Undergrad, Grad, Grad Business, Evening College)	2014 Fall	Aug 25, 2014
All students	2015 Jan Term	Jan 12, 2015
Pharmacy, Nursing (Grad Nursing, Nurse Anesthesia; Accelerated BSN), Environmental Management	2015 Spring	Jan 12, 2015
Law	2015 Spring	Jan 12, 2015
All other students (Undergrad, Grad, Grad Business, Evening College)	2015 Spring	Jan 27, 2015
All students	2015 Summer	June 1, 2015
All students	2015 Summer II	July 7, 2015

L1=1st-year Law students
L2=2nd-year Law students
L3=3rd-year Law students

FYI: Graduate Nursing includes doctor of nursing practice students.

P1=1st-year Pharmacy students
P2=2nd-year Pharmacy students
P3=3rd-year Pharmacy students
P4=4th-year Pharmacy students
FYI: The Fall term for P4s begins June 2.

REFUNDS: Refunds are available within seven (7) to ten (10) business days after financial aid has been credited (disbursed) to the student's account. Refunds will not be available before that time. Disbursement of aid on a student account is regulated based on the first day of class as indicated on the academic calendar for the student's classification. The refund availability dates above are the earliest dates the refunds will be available. These dates are subject to satisfactory completion/submission of all needed information by the student. The dates are subject to change and may be adjusted to comply with federal regulations governing refunds to students.

GENERAL FEES - ALL STUDENTS FOR ACADEMIC YEAR 2014-2015

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

Description	Student Classification	Expense/Notes
Fees		
Vehicle Registration	All Students	$20/academic year
Replacement Decal Vehicle Registration	All Students	$10/when incurred
ID Replacement	All Students	$15/when incurred
Portfolio Evaluation Fee	All Students	$100/credit (optional)
Bank Return and Correction Fees	All Students	$30/each occurrence
Late Fee (acct balance unpaid by due date)	All Students	5% of unpaid balance (max $100)
Reinstatement Fee (all terms)	All students	$100/term, as applicable
Payment Plan Setup Fee - Fall & Spring	All Students	$75/term, upon plan enrollment
Payment Plan Late Fee - Fall & Spring	All Students	1.5% of total unpaid balance
Insurance Co-Pay	All Students	As incurred
Technology Fee - Fall & Spring	All Students	$150/semester

NOTE: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

EVENING COLLEGE – UNDERGRADUATE EVENING STUDENT TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to Samford **Undergraduate Evening Students** enrolled in **Evening College** (including the Paralegal Studies Certificate Program). Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. Click here for payment regulations and refund notes.*

Description	Student Classification	Expense	Notes
Tuition			
All credits - Degree or Audit (including Paralegal Studies Certificate Program)	All Undergraduate Students (Evening)	$350/credit each term	
Fees			
Application Fee for Undergraduate Admission (Evening)	All Undergraduate Students (Evening)	$35/application	Nonrefundable; Due at time of application
Books and Supplies	All Undergraduate Students (Evening)	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Campus Life Fee - Fall & Spring	All Undergraduate Students (Evening)	$50/semester	
Insurance Co-Pay	All Undergraduate Students (Evening)	As incurred	
International Student Fee-Fall & Spring	All International Undergrad Students (Evening)	$50/semester	
International Student Fee-Jan Term/Sum	All International Undergrad Students (Evening)	$25/term	
Legal Research & Writing Lab Fee	All Students enrolled in PARA 123	$95/course	
Portfolio Evaluation Fee	All Students seeking Portfolio Credit	$100/credit (optional)	
Reinstatement Fee (all terms)	All Undergraduate Students (Evening)	$100/term, as applicable	
Technology Fee - Fall & Spring	All Undergraduate Students (Evening)	$150/semester	

NOTE 1: Click here for a list of General Fees (Vehicle Registration/Decal, ID Replacement, etc.) that apply to ALL students.
NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

INTERNATIONAL STUDENT FEES FOR ACADEMIC YEAR 2014-2015

*The following fees apply to **Undergraduate & Graduate International Students**, regardless of academic program. For tuition and additional fees, see the tuition and fees table for the student's classification (undergraduate or graduate), school (Divinity, Law, Pharmacy), and/or program (ESL). Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. See above for payment regulations & refund notes.*

Description	Student Classification	Expense/Notes
Fees		
Vehicle Registration	All International Students	$20/academic year
Replacement Decal Vehicle Registration	All International Students	$10/when incurred
ID Replacement	All International Students	$15/when incurred
Portfolio Evaluation Fee	All International Students	$100/credit (optional)
Bank Return and Correction Fees	All International Students	$30/each occurrence
Late Fee (acct balance unpaid by due date)	All International Students	5% of unpaid balance (max $100)
Reinstatement Fee (all terms)	All International Students	$100/term, as applicable
Payment Plan Setup Fee - Fall & Spring	All International Students	$75/term, upon plan enrollment
Payment Plan Late Fee - Fall & Spring	All International Students	1.5% of total unpaid balance
Insurance Premium	All International Students	$697/semester, unless waiver appropriately submitted
Insurance Co-Pay	All International Students	As incurred
International Student Fee - Fall & Spring	All International Students	$50/semester
International Student Fee - Jan Term & Summer	All International Students	$25/term
Application Fee for International Student Admission	All International Students	$40/application
Campus Life Fee - Fall & Spring	All Full-Time International Students	$250/semester
Technology Fee - Fall & Spring	All International Students	$150/semester

NOTE: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

ENGLISH AS A SECOND LANGUAGE (ESL) TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to **English as a Second Language Program Students.** For additional fees related to International Students, see that table. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. See above for payment regulations & refund notes.*

Description	Student Classification	Expense/Notes
Tuition		
Tuition - Fall & Spring	Full-Time ESL Program Students (12-18 credit hours)	$6,000/semester
Tuition - Fall & Spring	Part-Time ESL Program Students; & Students over 18 crd hrs	$375/credit
Tuition - Summer	All ESL Program Students enrolled in a Summer Term	$375/credit
Tuition - Jan Term	All ESL Program Students enrolled in Jan Term	$1,200/term
English as a Second Lanugage Tutoring	All ESL Program Students requiring tutoring	$625/credit, if required
Fees		
International Student Fee - Fall & Spring	All ESL Program Students	$50/semester
International Student Fee - Jan Term & Summer	All ESL Program Students	$25/term
Campus Life Fee - Fall & Spring	Full-Time ESL Program Students	$250/semester
Reinstatement Fee (all terms)	All ESL Program Students	$100/term, as applicable
Technology Fee - Fall & Spring	All ESL Program Students	$150/semester

NOTE 1: See the above table for a list of General Fees (Vehicle Registration/Decal, ID Replacement, etc.) that apply to ALL students.
NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

UNDERGRADUATE DAY STUDENT (FULL-TIME AND PART-TIME) TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to Samford **Undergraduate Day Students**. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. See above for payment regulations and refund notes. For basic tuition and fees that apply to all or most graduate students, see the table below. For tuition and fees that apply to undergraduate evening students or for students in specific graduate programs, see those catalog sections.*

Description	Student Classification	Expense	Notes
Tuition			
Tuition Deposit	All Undergraduate Students (Day)	$250 (excl Accelerated BSN) $500 (Accelerated BSN)	Nonrefundable; Due upon acceptance
Less than 12 credits	Part-Time Undergraduate (Day)	$886/credit	
12 to 18 credits	Full-Time Undergraduate (Day)	$13,262/semester	
More than 18 credits	Full-Time Undergraduate (Day)	$886/credit	
All credits - Jan Term	Undergraduate (Day)	$886/credit	
All credits - Summer Terms	Undergraduate (Day)	$669/credit per term	
Audit	Degree Seeking	$886/credit	
Audit, except Applied Music & Art	Non-degree Seeking	$886/credit, as space is available	
London Programs at Daniel House, Samford's London Study Centre, Fees*			
Residence Hall Fees, Double Occupancy**			
Room Deposit	All Students	$250	Nonrefundable
Beeson Woods	All Students	$2,691/student/sem	
Evergreen Hall - Fall & Spring	All Students	$2,556/student/sem	
Vail, Smith, & Pittman Halls	All Students	$2,343/student/sem	
West Campus - Fall & Spring	All Students	$2,691/student/sem	
West Village***	All Students	$4,015/student/sem	
Student Apartments - Fall & Spring	All Students	$1,920/student/sem	
West Campus - Summer 2015	All Students	$756/student/each Sum 15 Term	
All Halls - Jan Term †	All Students	$283/student/Jan Term	
Board			
19 meals/week + $130 declining balance	Entering Freshmen & Students who have earned less than 24 credits	$2,163/semester (Fall & Spring)	
12 meals/week + $130 declining balance	Resident Students - Sophomore Status	$1,737/semester (Fall & Spring)	
7 meals/week + $130 declining balance	Resident Students who have earned 64 credits or more	$1,134/semester (Fall & Spring)	
19 meals/week for Summer Term	First-Year Students and Entering Freshmen	$596/each Summer Term 2015	
12 meals/week for Summer Term	All Resident Students, but excluding Entering Freshmen	$460/each Summer Term 2015	
19 meals/week for Jan Term	First-Year Students and Entering Freshmen	$344	
12 meals/week for Jan Term	All Resident Students, but excluding Entering Freshmen	$283	
Basic Fees			
Application Fee for Undergraduate Admission (Day)	All Undergraduate Students (excluding undergrad nursing)	$40/application	Nonrefundable; Due at time of application
Application Fee for Undergraduate Nursing	All Undergraduate Nursing Students	$35/application	same as above
Books and Supplies	All Full-Time Undergraduate Students	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Campus Life Fee - Fall & Spring	All Full-Time Undergraduate Students (incl undergrad nurs)	$250/semester	
Campus Life Fee - Fall & Spring	All Part-Time Undergraduate Students	$150/semester	
Campus Life Fee - Fall & Spring	All Undergraduate Clinical & Accelerated BSN Students	$25/semester	
Insurance Premium	All Undergraduate Students in the School of Nursing	$697	Chg reversed if waiver appropriately submitted
Insurance Co-Pay	All Undergraduate Students	As incurred	
International Student Fee - Fall & Spring	All International Undergraduate Students	$50/semester	
International Student Fee - Jan Term & Sum	All International Undergraduate Students	$25/term	
Payment Plan Setup Fee - Fall & Spring	All Students	$75/term, upon plan enrollment	
Payment Plan Late Fee - Fall & Spring	All Students	1.5% of total unpaid balance	
Reinstatement Fee (all terms)	All Students	$100/term, as applicable	
Technology Fee - Fall & Spring	All Students	$150/semester	

* At press time, fees applicable to international or London programs were not available. Contact the International Studies Office at (205) 726-2741 for details.

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

*** West Village is considered single occupancy with one bed per bedroom.

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

NOTE 1: See above for a list of General Fees (Vehicle Reg/Decal, ID Replacement, etc.) that apply to ALL students. See below for a list of special course or program fees that may apply.

NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

UNDERGRADUATE DAY STUDENT – SPECIAL COURSE, PROGRAM, OR SCHOOL FEES (IN ADDITION TO TUITION) FOR ACADEMIC YEAR 2014-2015

*The following fees apply to Samford **Undergraduate Day Students** enrolled in specific courses/programs/schools and/or during specific terms/semesters, as noted. Unless otherwise indicated, all fees are due on or before the e-bill payment due date & are nonrefundable. See Class Drops & Adds for payment regulations and refund notes. For special fees that apply to undergraduate evening students or for students in specific graduate programs, see those tables.*

Description	Student Classification	Expense	Notes
Special Course Fees			
Business - ABA BankExec Simulation Fee	All students enrolled in FINC 428	$50/course	
Chemistry Lab Fee	All students enrolled in CHEM Laboratory Courses: CHEM 109, 206, 216, 306, 316, 326, 370, 375	$150/course	Click here for course titles
Kinesiology Activity Fee	All students enrolled in the following PHED/UCFH courses:		
PHED 103 (Flying Disc Sports) PHED 104 (Aqua Aerobics) PHED 105 (Beginner/Intermediate Golf) PHED 106 (Tennis) PHED 107 (Fitness Walking) PHED 109 (Strength Training-Phys Cond) PHED 110 (Personal Fitness) PHED 112 (Basketball) PHED 113 (Racquetball-Badminton) PHED 114 (Aerobics) PHED 115 (Volleyball-Wallyball) PHED 117 (Beginning Social Dance-Women) PHED 118 (Beginning Social Dance-Men)	PHED 119 (Karate) PHED 120 (Fitness Swimming) PHED 127 (Yoga) PHED 131 (Soccer) PHED 132 (Lacrosse) PHED 133 (Beginning Swimming) PHED 134 (Intermediate Swimming) PHED 135 (Synchronized Swimming) PHED 136 (Fencing) PHED 137 (Lifeguard Training) PHED 138 (Water Safety Instructor Course) PHED 139 (Pilates) PHED 140 (Special Physical Activity)	$10/per course	
	PHED 111 (Scuba)	$200/per course	
	PHED 122 (Spin Cycling)	$25/per course	
	UCFH 120 (Concepts of Fitness & Health)	$40/per course (Fall & Spring) $25/per course (Jan Term & Sum)	
Kinesiology/Nutrition Special Course Fees	All students enrolled in the following KINE/NUTR courses:		
	KINE 241 (First Aid and CPR)	$25/per course	
	KINE 274 (Practicum in Athletic Training I)	$25/per course	
	KINE 477 (Sports Nutrition)	$5/per course	
	NUTR 110 (Principles of Food Preparation)	$125/per course	
	NUTR 312 (Food, Culture, and Society)	$125/per course	
	NUTR 414 (Experimental Foods)	$125/per course	
Freshman Orientation & Connections Fee	All Freshmen enrolled in Summer Orientation/Connections	$200/Orientation session	
Interior Architecture	All students enrolled in IARC Tec/Studio Courses: IARC 220, 221, 222, 251, 252, 301, 302, 324, 340 401, 403, 420, 450, and 495	$175/semester	Click here for course titles
Music: Applied Instruction	All students enrolled in an MUSA Course	$175/credit	Click here for list
Special Program/School Fees			
Arts & Sciences College - JMC Dept	All undergraduate Journalism & Mass Comm students	$50/semester	
Arts School - Art and Theatre & Dance Dept Fee - Fall & Spring	All undergraduate School of the Arts students in the departments of Art, Theatre & Dance	$175/semester	
Business School Admin Fee - Fall & Spring	All undergraduate Business students, incl pre-business	$150/semester	
Business School Sports Mark. Fee - Fall & Spr	All students in the Sports Marketing concentration	$150/semester	
Education School Admin Fee - Fall & Spring	All undergraduate Education students	$100/semester	
Kinesiology Admin Fee	All undergraduate Kinesiology students	$100/semester	
Nursing School - Clinical Practice Fees	All BSN students in NURS 241 or NUAD 241	$500/one-time charge	
Nursing School - Drug Screening Fee (Initial)	All undergrad Nursing students in NURS/NUAD 381 or 452	$40/course	
Nursing School - Drug Screening Fee (Add'l)	All undergraduate Nursing students	$40/when incurred	
Nursing School - Undergrad Tech & ATI Fee*	All undergraduate Nursing students (JR, SR, or SR5 Class)	$300/semester	
Nutrition & Dietetics Admin Fee	All undergraduate Nutrition & Dietetics students	$100/semester	
Summer Adventure - Admissions (SOSA)	All students participating in Summer Adventure-Admissions	$350/session	
University Fellows Program Fee	All University Fellows students in UFWT 101 or UFWT 201	$250/year	
Neighbor Now - Summer	All students participating in Neighbor Now	$260/session	(formerly SOSA/Urban Ex)

* Undergraduate nursing students pay this fee and the general Technology Fee that applies to all students.

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

NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

GRADUATE STUDENT* TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to Samford **Graduate Students** enrolled in **Business, Education, Environmental Management, or Music**. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. See above for payment regulations and refund notes. For tuition and fees that apply to students in other graduate/doctoral/professional programs such as Divinity, Law, Graduate Nursing, or Pharmacy, see those tables.*

Description	Student Classification	Expense	Notes
Tuition			
All credits (for degree or audit)	All Graduate and Graduate Audit Students in Business, Education, Environmental Management, and The Arts	$744/credit/each sem/term	
Joint Degree	Joint Degree Students	By Classification	
Basic Fees			
Application Fee for Graduate Admission	All Graduate Students	$35/application	Nonrefundable; Due at time of application
Books and Supplies	All Graduate Students	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Campus Life Fee - Fall & Spring	All Graduate Students	$100/semester/term	
Insurance Co-Pay	All Graduate Students	As incurred	
International Student Fee - Fall & Spring	All International Graduate Students	$50/semester	
International Student Fee - Jan Term & Sum	All International Graduate Students	$25/term	
Reinstatement Fee (all terms)	All Students	$100/term, as applicable	
Technology Fee - Fall & Spring	All Students	$150/semester/term	
Special Program/School Fees			
Business School Admin Fee - Fall & Spring	All Graduate Business students	$150/semester	
Business - ABA BankExec Simulation Fee	All Graduate students enrolled in FINC 528	$50/course	
Education School Admin Fee - Fall & Spring	All Graduate Education students	$100/semester	
ENVM Annual Administrative Fee	ENVM International students only	$50/sem/term	
English as a Second Lanugage - International Students	All ESL Program International Students	$375/credit, if required	
English as a Second Lanugage Tutoring	All ESL Program Students requiring tutoring	$625/credit, if required	
Music - Applied Instruction	All Graduate Music Students in MUSA classes	$175/credit	

* Graduate students in programs offered by Arts & Sciences (Environmental Management), Business, Education, or Music (degree or audit), unless otherwise indicated. For tuition and fees for graduate/professional students in Divinity, Law, Nursing or Pharmacy, see those tables.

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

NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

GRADUATE NURSING TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to Samford **Graduate & Doctoral Nursing Students**. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. See above for payment regulations and refund notes. For basic tuition and fees that apply to all or most graduate students, see the above table.*

Description	Student Classification	Expense	Notes
Tuition			
Master of Science in Nursing	All MSN Students (excl MSN-NA)	$762/credit/each sem/term	
Master of Science in Nursing-Nurse Anesthesia (MSN-NA)	All MSN-NA Students	$9,358/semester or term	
MSN-NA Continuation Fee	All MSN-NA Students	$1,500/semester	
Doctor of Nursing Practice (DNP)	All DNP Students	$762/credit/each sem/term	
Joint Degree	Joint Degree Students	By Classification	
Initial Tuition Deposit - MSN-NA	All MSN-NA Students	$1,000/upon acceptance	Nonrefundable
Admission Deposit - Graduate Nursing	All MSN and DNP Students	$750/upon admission	Nonrefundable
Basic Fees			
Application Fee for NursingCAS	All Graduate/Doctoral Nursing Students	$65/application	Nonrefundable; Due at time of application
Books and Supplies	All MSN Students	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Books and Supplies	All MSN-NA Students	$2,500 (estimate)	Same as above
Books and Supplies	All DNP Students	$2,500 (estimate)	Same as above
Campus Life Fee	All Nurse Anesthesia students (CRNA-clinical)	$25/term	
Insurance Premium	All Graduate/Doctoral Nursing Students	$697/semester	Charge reversed if waiver is appropriately submitted
Insurance Co-Pay	All Graduate/Doctoral Nursing Students	As incurred	
International Student Fee - Fall & Spring	All International Grad/Doct Nursing Students	$50/semester	
International Student Fee - Jan Term & Sum	All International Grad/Doct Nursing Students	$25/term	
Reinstatement Fee (all terms)	All Students	$100/term, as applicable	
Technology Fee - Fall & Spring	All Students	$150/semester/term	
Special Program/School Fees			
Nursing Drug Screening Fee	All CRNA and MSN Students	$40/one-time charge	Charged with NUNA 584, 662; NURG 601, 620, 660, 700
Nursing Drug Screening Fee - Additional	All CRNA, MSN, & DNP Students	$40/as done	
Nursing Graduate School Technology Fee*	All Graduate Nursing Students	$150/semester or term	
Nursing Review Course for FNP-APEA	ALL FNP Students in NURG 605	$280/one-time charge	Charged with NURG 605
Nursing Typhon & Up-to-Date Clinical Fee	All MSN & FNP Students	$500/one-time charge	Charged with NURG 601
Nursing Typhon Fee	All DNP Students	$80/one-time charge	Charged with NURG 620, 660, 700

CRNA=Certificate Nurse Anesthesia MSN=Master of Science in Nursing
DNP=Doctor of Nursing Practice NA=MSN-Nurse Anesthesia

* Graduate nursing students pay this fee and the general Technology Fee that applies to all students.

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

NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancella-

BEESON SCHOOL OF DIVINITY TUITION AND FEES FOR ACADEMIC YEAR 2014-2015*

*The following tuition and fees apply to Samford **Divinity Students**. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. Click here for payment regulations and refund notes. For basic tuition and fees that apply to all or most graduate students, see the Financial Information section.*

Description	Student Classification	Expense	Notes
Tuition			
Tuition Deposit	All Divinity Students	$200	Nonrefundable; Due upon acceptance
Less than 9 credits - Fall, Spring	Part-Time Master's Degree Divinity Students	$563/credit	
9 to 16 credits - Fall, Spring	Full-Time Master's Degree Divinity Students	$5,931/semester	
More than 16 credits - Fall, Spring	Full-Time Master's Degree Divinity Students	$563/credit	
All credits - Summer Term and Jan Term	All Master's Degree Divinity Students - Summer or Jan Term	$226/credit/term	
Doctor of Ministry	All Doctor of Ministry (D.Min.) Students	$379/credit (each semester)	
Doctor of Ministry Continuation Fee	All D.Min. Students granted extension beyond fourth year	$1,000/semester	
Joint Degree	Joint Degree Divinity Students	By Classification	
Fees			
Application Fee - Master's Degree Program	All Master's Degree Divinity Students	$35/application	Nonrefundable; Due at time of application
Application Fee - Doctor of Ministry Program	All Doctor of Ministry Students	$50/application	Nonrefundable; Due at time of application
Books and Supplies	All Master's Degree Divinity Students	$800-900 (estimate)	Cash/check/credit card due at time of purchase
Books and Supplies	All Doctor of Ministry Students	$700 (estimate)	Same as above
Campus Life Fee - Fall & Spring	All Divinity Students	$100/term	
Insurance Co-Pay	All Divinity Students	As incurred	
International Student Fee - Fall & Spring	All International Divinity Students	$50/semester	
International Student Fee - Jan Term & Sum	All International Divinity Students	$25/term	
Reinstatement Fee (all terms)	All Divinity Students	$100/term, as applicable	
Technology Fee - Fall & Spring	All Divinity Students	$150/semester	

* 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.

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

NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

CUMBERLAND SCHOOL OF LAW TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to Samford **Law Students**. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. Click here for payment regulations and refund notes. For basic tuition and fees that apply to all or most graduate students, see the Financial Information section.*

Description	Student Classification	Expense	Notes
Tuition			
Initial Tuition Deposit	All Law Students	$250	Nonrefundable; Due April 15
Additional Tuition Deposit	All Law Students	$500	Nonrefundable; Due June 1
Less than 10 credits - Fall & Spring	Part-Time Law Students	$1,189/credit	
10 to 16 credits - Fall & Spring	Full-Time Law Students	$18,117/semester	
More than 16 credits - Fall & Spring	Full-Time Law Students	$1,189/credit	
Summer Abroad Program	All Law Students	$3,989 (Summer 2015)	
Master of Comparative Law (M.C.L.)	Graduate Law Students	$5,462 (Summer 2015)	
Joint Degree	Joint Degree Law Students	By Classification	
Fees			
Application Fee for Law School Admission	All Law Students	$50/application	Nonrefundable; Due at time of application
Reapplication Fee	All Law Students	$50/application	Nonrefundable; Due at time of reapplication
Cambridge Program Application Fee	All Participating Law Students	$200	
Books and Supplies	All Law Flex (8 hrs) Students	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Books and Supplies	All Law Flex (9 hrs) Students	$1,000 (estimate)	Same as above
Books and Supplies	All Law Fall/Spring Students	$2,000 (estimate)	Same as above
Campus Life Fee - Fall & Spring	All Law Students	$100/sem/term	
Insurance Co-Pay	All Law Students	As incurred	
International Student Fee - Fall & Spring	All International Law Students	$50/semester	
International Student Fee - Jan Term/Sum	All International Law Students	$25/term	
Reinstatement Fee (all terms)	All Law Students	$100/term, as applicable	
Technology Fee - Fall & Spring	All Law Students	$150/semester	

NOTE 1: Click here for a list of General Fees that apply to ALL students (Vehicle Registration/Decal, ID Replacement, etc.).
NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedule tables for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

MCWHORTER SCHOOL OF PHARMACY TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to Samford **Pharmacy Students**. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. Click here for payment regulations and refund notes. For basic tuition and fees that apply to all or most graduate students, see the Financial Information section.*

Description	Student Classification	Expense	Notes
Tuition			
Tuition Deposit	All Pharmacy Students	$500	Nonrefundable; Due upon acceptance
Less than 12 credits - Fall & Spring	Part-Time Pharmacy Students	$1,397/credit	
12 to 21 credits - Fall & Spring	Full-Time Pharmacy Students	$17,191/semester	
More than 21 credits - Fall & Spring	Full-Time Pharmacy Students	$1,397/credit	
Joint Degree	Joint Degree Pharmacy Students	By Classification	
Residence Hall Fees, Double Occupancy*			
Beeson Woods - Fall & Spring	All Pharmacy Students	$2,691/student/semester	
Evergreen Hall - Fall & Spring	All Pharmacy Students	$2,556/student/semester	
Pittman - Fall & Spring	All Pharmacy Students	$2,343/student/semester	
West Campus - Fall & Spring	All Pharmacy Students	$2,691/student/semester	
West Village** - Fall & Spring	All Pharmacy Students	$4,015/student/semester	
Student Apartments - Fall & Spring	All Pharmacy Students	$1,920/student/semester	
Board			
19 meals/week + $130 declining balance	All Pharmacy Students	$2,163/semester (Fall & Spring)	
12 meals/week + $130 declining balance	All Pharmacy Students	$1,737/semester (Fall & Spring)	
7 meals/week + $130 declining balance	All Pharmacy Students	$1,134/semester (Fall & Spring)	
Fees			
Application Fee for Pharmacy School Admission	All Pharmacy Students	$50/application	Nonrefundable; Due at time of application
Books and Supplies	All Pharmacy Students	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Campus Life Fee - Fall & Spring	All P1, P2, & P3 Pharmacy Students	$100/sem/term	
Campus Life Fee - Fall & Spring	All P4 Clinical Pharmacy Students	$25/term	
Insurance Premium	All Pharmacy Students	$697/semester	Charge reversed if waiver is appropriately submitted
Insurance Co-Pay	All Pharmacy Students	As incurred	
International Student Fee - Fall & Spring	All International Pharmacy Students	$50/semester	
International Student Fee - Jan Term & Sum	All International Pharmacy Students	$25/term	
P4 Experiential Course Fee, Select Sites	All P4 Experiential Pharmacy Students	$1,000	
P4 Only, 7th PHRX 600-Level Experiential Course	All P4 Experiential Pharmacy Students who take a 7th PHRX 600-level experiential course	$1,250/fall semester	
PHRX Elective Course Fees:	All Pharmacy Students enrolled in the following:		
	PHRX 458 (Pediatric Pharmacotherapy)	$30/per course	
	PHRX 468 (Applied Medical Missions)	up to $4,000	fee varies by section
	PHRX 473 (Extemporaneous Compounding)	$50/per course	
Pharmacy Drug Screening Fee	All Pharmacy Students	$80/year	
Pharmacy Lab Supplies	All Pharmacy Students	$325/year	
Reinstatement Fee (all terms)	All Pharmacy Students	$100/term, as applicable	
Technology Fee - Fall & Spring	All Pharmacy Students	$150/semester	

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

** West Village is considered single occupancy with one bed per bedroom.

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

NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

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Financial Assistance

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

Financial Assistance Guidelines, Programs, and Scholarships

Application Guidelines

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

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

Federal Assistance Programs

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

Pell Grants

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

Supplemental Educational Opportunity Grants

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

Perkins Loans

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

Stafford Loans

Federal Stafford Loans are available to students who qualify. The application process begins with accepting the loan online through the student portal. There are two types of federal Stafford loans: subsidized and unsubsidized. Need-based Stafford loans are subsidized (interest is paid by the federal government). For unsubsidized Stafford loans, interest is charged on the loan from the time funds are disbursed. Eligible freshmen may borrow up to $5,500/year, sophomores $6,500/year, juniors and seniors $7,500/year, and most graduate/professional students $20,500/year.

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.

Federal PLUS Loans for Graduate Students

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

Health Professions Student Loan Program

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

Work-Study

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

Satisfactory Academic Progress Standards for Federal Assistance Programs

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

Eligibility for financial aid 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 be counted as attempted.

Undergraduate students (day and evening) cannot receive aid after they have attempted 150 percent of the credits required for completion of their academic program. Accepted transfer credits will be used to reduce that time frame. Graduate, doctoral, and professional students will be reviewed at 300% of the credits required for completion of their academic programs.

Undergraduate

Qualitative—Students must be accepted for admission and be eligible to enroll in classes. In addition, students must achieve and maintain a cumulative 2.00 GPA on all Samford University coursework.
Quantitative—Students must average passing 75 percent of all credits attempted in the previous year. Both Samford and transfer attempts are included in the 75 percent calculation.

Graduate: Law, Pharmacy, and Divinity

Qualitative—Students must be accepted for admission and be eligible to enroll in classes. In addition, students must achieve and maintain a cumulative 2.00 GPA on all Samford University coursework.
Quantitative—Students must average passing 75 percent of all credits attempted in the previous year. Both Samford and transfer attempts are included in the 75 percent calculation.

Other Graduate Programs

Qualitative—Students must be accepted for admission and be eligible to enroll in classes. In addition, students must achieve and maintain a cumulative 3.00 GPA on all Samford University coursework.
Quantitative—Students must average passing 75 percent of all credits attempted in the previous year. Both Samford and transfer attempts are included in the 75 percent calculation.

Appeals

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

The deadline for submitting an appeal for fall is August 8. The Jan Term/Spring deadline is December 10. The summer deadline is June 5. Please submit the form and all necessary documentation to the Office of Financial Aid by these deadlines. Students who have their appeal approved will be notified in writing and the notification may include an academic plan to assist the student bringing him or her back into good standing in regards to SAP.

State Assistance Programs

Alabama Student Assistance Grants

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

Alabama Student Grants

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

Scholarships

Scholarships Provided By Samford University

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

General Guidelines

The Competitive Scholarship Program of Samford University is administered by the Office of Admission. 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. For more information on scholarships, see the following Web site: http://www.samford.edu/admission/scholarships/.

Certain restrictions may apply to the payment of campus housing costs with university funds, scholarships, or institutional aid.

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.

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 master's level graduate classes in education. Application should be made prior to registration to the dean of the School of Education.

Preministerial Scholars

Samford is committed to fielding and developing ministerial students with the highest potential for effectiveness in ministry. Preministerial Scholars contributes to this effort by offering a limited number of merit scholarships reserved for students who exhibit (1) clear calling to full-time ministry in a church-related position, (2) high academic standards, (3) giftedness and competence in areas demanded by church-related ministries.

Applicants must have a sense of calling to full-time ministry in one of the following professional ministry vocations: senior pastor, associate pastor, church administrator, minister of education, age group minister, music and worship minister, career missionary, hospital chaplain, campus minister, pastoral/family counselor, seminary/religion professor, health care missionary, bivocational senior pastor, church-related social worker, justice ministry, or church-related non-profits. Students who intend to engage in part-time or voluntary ministry do not qualify for this scholarship. Applicants must commit to and complete (1) a religion major or (2) a religion minor or its equivalent. The scholarship is designed and prioritized for religion majors; however, students in other disciplines that will lead to ministry may also apply.

Applicants must demonstrate leadership inclination or capacity, energy, industry, and self-reliance in extracurricular activities. Priority will be given to applicants who score a minimum of 26 on the ACT or 1190 on the SAT. However, applicants with lower test scores may apply and be considered based on all relevant criteria.

Students in the program must maintain a 3.00 GPA. They must undertake ministry internships for at least four semesters. Each internship will involve regular hours of service in a local church or church-related mission organization, or through the Samford Sunday preaching program. Internships are coordinated by the Preministerial Scholars coordinator in collaboration with the director of preministerial scholars. Students must participate in at least two semesters of Ministry Cadres. Cadres supplement classroom and field experiences by providing communal, vocational and spiritual growth through scheduled gatherings. Students share ministry experiences, and specialists address critical issues of church related ministry. Cadres meet weekly on Tuesdays or Thursdays at 10:00 a.m. Because the program is a part of the University Ministries Cadre program, students also receive convocation credit for attending cadre meetings. Preministerial scholarship amounts may be as much as $15,000 per year.

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 Preministerial Scholars Program 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 $3,450 ($1,725 fall and spring semesters).

Board of Aid Scholarships

Board of Aid Scholarships are available to undergraduate Alabama Baptist ministerial students through the Board of Aid of the Alabama Baptist Convention. Application must be made each semester through the Office of the University Minister.

Art, Music, and Theatre Scholarships

The School of the Arts at Samford University awards talent scholarships of varying amounts for students pursuing academic majors in art, music, and theatre. The Arts Web site (https://www.samford.edu/arts/) contains information about audition and interview weekends, the separate application for admission to the School of the Arts, and other audition and interview materials. Please contact the arts recruiter at arts@samford.edu for more information.

Band scholarships are available through an audition process to students of all academic majors who participate in marching band in the fall and either the wind ensemble or symphonic band in the spring. Information about band scholarship auditions can be obtained by contacting the arts recruiter at arts@samford.edu.

Air Force ROTC Scholarships

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

Army ROTC Scholarships

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

Scholarship Renewal Policy

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

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

Veterans Affairs Educational Benefits

Students who are veterans or dependents of veterans may be eligible to receive benefits through the U.S. Department of Veterans Affairs (VA). Contact the Office of Student Records and your VA representative. The telephone number to call concerning veterans benefits for students in the State of Alabama is (888) GIBILL1 [888-442-4551]. Samford University is approved by the VA as an eligible institution for federal benefits. In addition, the VA requires that each time a student attempts a course, the grade received must be included in the cumulative grade point average.

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

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

Veterans

All veterans (Chapters 30 and 32), reservists and guard members (Chapter 1606, 1607), and veterans' dependents (Chapter 35) are responsible for paying fees and charges on the same basis as other students. Veterans under the Vocational Rehabilitation Program (Chapter 31) should make arrangements for their tuition, fees, and books to be paid prior to their first payment due date by working with their assigned vocational rehabilitation counselor. Veterans using Chapter 33 (the Post 9/11 GI Bill) must coordinate with the School Certifying Official (Student Records, Samford Hall) prior to the beginning of each term so that all paperwork can be filed, ensuring that Chapter 33 tuition/fee benefits are sent directly from the VA to Samford in a timely manner. While VA Payments are usually received regularly, Chapter 33 students are advised NOT to depend upon VA Housing Payments for the payment of rent or other vital expenses.

For more information on veterans affairs education benefits, see the following URL:

http://www.samford.edu/studentrecords/registration.aspx?id=45097162171

University-Wide Academic Opportunities

Academic Success Center

The Academic Success Center (ASC) is a resource center designed to facilitate the student's successful transition through the university. The director and assistant director work with Admissions, the schools, Career Development, Counseling offices, and Disability Resources to provide academic assistance as needed. First-year students, both entering freshmen and transfer students, are encouraged to take advantage of the Center's services.

Academic Support

The ASC assists students in locating campus resources that promote academic success. Interested students can schedule an appointment to discuss their individual situation and needs. The ASC provides additional support and resources to conditionally admitted students, at-risk students, or students placed on academic warning.

Tutoring is available in several general education courses through a partnership between the ASC and various departments. Additionally, the ASC collaborates with the Communication Resource Center to provide tutoring not just for oral and written communication assignments, but also to develop students' critical reading skills. The ASC also maintains a list of private tutors in various subjects. For current tutoring schedules, please contact the ASC or visit the website at www.samford.edu/academic-success-center/.

The ASC also works with faculty and professional advisors to support the advising process. First-year students and transfer students in particular can receive assistance in changing or declaring majors.

Courses

FOUN 101 Foundations (1)
One-hour course designed to address various issues that first-year students encounter. The course is taught by faculty and staff who are well suited to become advocates and mentors for freshmen. Topics included in the course: the mission of the University, academic advising, time management, financial management, social issues, campus involvement, faculty-student relationships, and academic success. Students are not required to enroll in the course, but most do. Students receive one academic credit for successful completion of the course. Offered: Fall.

FOUN 102 Vocation Exploration (1)
This one-hour course will provide a vocation-centered Foundations experience that will offer opportunities for exploration of majors, reflection on calling, and preparation for professional school or specific programs of study. Offered: Spring.

FOUN 201 Foundations: Peer Mentoring (0-1)
Student will serve as a peer mentor for one section of Foundations and participate in a guided practicum in teaching to develop the student's instructional and leadership skills. May be repeated for a maximum of 3 credits. Standard grading applies for initial course, but grading is pass/fail if course is repeated. Prereq: FOUN 101 and permission of the program director. Offered: Fall.

FOUN 210 Foundations Special Topics (1 or 2)
This 1-2 variable credit course is designed to assist students in their developmental transitions throughout the middle years in college. Through opportunities both on and off campus, students will discuss and reflect on important ideas that cultivate academic and cultural awareness, promote intellectual curiosity, and connect with various career paths. May be repeated for a maximum of 4 credits. Prereq: FOUN 101. Offered: Every semester.

Contact Info:
Academic Success Center
133 Brooks Hall
Telephone: (205) 726-2698
Email: success@samford.edu

Bridget Rose, Director
bcrose@samford.edu

Victoria Smith, Assistant Director
vlstone@samford.edu

Communication Resource Center

The Communication Resource Center (CRC) is a place for all Samford students to get help with their writing and speaking projects. At any stage of these projects, from brainstorming to presentation, students may consult style manuals and seek help from trained peer tutors. In addition to individual tutoring sessions, the CRC periodically offers workshops on various aspects of oral and written communication.

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

Contact info:
Communication Resource Center, Brooks 222
(205) 726-2137
crc@samford.edu or
Dr. Charlotte Brammer, Director, cdbramme@samford.edu
Web Site: www.samford.edu/crc

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 with lab
1 year of general chemistry with lab
1 year of organic chemistry with lab
1 year of general physics with lab
1 year of mathematics
1 year English composition

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 Dental Admission Test (DAT), or the Optometry Admission Test (OAT).

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 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 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 George Keller (chair) at (205) 726-2033, gekeller@samford.edu, David Garza at (205) 726-2455, dggarza@samford.edu, or James Angel, (205)726-2717, jbangel@samford.edu.

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 and foreign languages.

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 Studies

International Studies Staff

Director . . . . . TBA
Resident Director, London Study Centre . . . . . Katie Hignett
Study Abroad Coordinator . . . . . Kathy Champion

Samford offers opportunities to travel and study in foreign countries for credit. The purpose of these programs is to prepare Samford students for global citizenship in the 21st century. More specifically, Samford seeks 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.

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

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

Daniel House is located in the heart of London near Kensington Gardens, the Victoria and Albert Museum, the Museum of Natural History, and the former residences of Winston Churchill, T.S. Eliot, Alfred Hitchcock, and John Lennon. Over 130 years old, the Victorian 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 participate in experiential learning courses to complete their course of study.

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.

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

Eligibility

All Samford University students are welcome to apply to study at the London Study Centre. The applicant must have a minimum 2.50 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 program fee includes round-trip airfare from Atlanta, airport transfers in London, accommodations at Daniel House for 14 weeks, daily continental breakfast, weekly meal allowance, cell phone, medical insurance, weekend excursions, and eight nights at the London theatre. Tuition is billed separately. (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 the term, daily continental breakfast, airport transfers in London, medical insurance, 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 the term, daily continental breakfast, weekly meal allowance, airport transfers in London, and class activities. (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 International Studies Office and at the information meeting. Students are advised to read it prior to enrolling in the program. All scholarships and loans held by students may be applied.

Language Study Abroad

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

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

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

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

Cumberland School of Law International Study Programs

Cumberland School of Law offers opportunities for U.S. law students to study abroad, and for non-U.S. students to study on the Samford campus. Participating U.S. students gain international perspective by studying and living in a legal system and culture different than their own. These programs also enhance the international perspective of students who remain in the U.S., by bringing students from other nations to the Samford campus. A study abroad program in Cambridge, England, gives J.D. students the opportunity for comparative study of U.S., British, and European Union law, in an historic and attractive setting at Sidney Sussex College, Cambridge. Cumberland's master of comparative law (M.C.L.) degree program is designed for graduate lawyers, judges, prosecutors, and legal educators from outside the U.S., who learn about the U.S. legal system and culture; participants spend two summers taking courses in residence at Cumberland (with the option to attend the Cambridge study-abroad program) and write a thesis. Under a cooperative arrangement between Cumberland and The Norwich Law School at the University of East Anglia in Norwich, England, British law students have the opportunity to study in the U.S., and Cumberland graduates have the opportunity to study in the U.K. Participating Norwich LL.B students spend a year at Cumberland after their first year of legal studies at Norwich. Two Cumberland J.D. graduates each year are awarded full-tuition scholarships for studies toward an LL.M degree at Norwich.

University Blas Pascal, Argentina

In 2011, Samford established a relationship with The Universidad Blas Pascal (UBP) in Córdoba, Argentina. Blas Pascal (named after the French philosopher and mathematician Blaise Pascal) is the largest private University in Córdoba. UBP offers a special school for foreign students as well as regular university courses. Advanced students will have to prove advanced proficiency in Spanish before being allowed to take regular university courses. UBP offers a wide variety of courses, mainly in Spanish, but also offers some courses in English, primarily in the English department. Internships and service learning opportunities are also possible.

Samford University and The Blas Pascal University have a direct exchange agreement. Up to two Samford students may go to Córdoba each fall semester. Samford students who choose to take courses in Córdoba are responsible for the following: Samford tuition, travel costs to Córdoba, the cost of room and board in Córdoba, and other incidental costs. Although a specific level of Spanish language ability is not required, it is strongly suggested that students have at least an intermediate proficiency in Spanish prior to going to Córdoba, with advanced being preferred. Students interested in applying to UBP should contact the International Studies Director in Brooks Hall or call (205) 726-2741 by April 1.

Fall Term only: August to December.

The Université du Québéc à Chicoutimi, Canada

The Université du Québéc at Chicoutimi (UQAC) is one of the smaller branches of the UQ system with fewer than 7,000 students. UQAC has a small and easy to navigate campus located on the edge of downtown Chicoutimi. Students with less advanced French will take courses in the Ecole de langue française et culture québécoise. More advanced students may take regular university courses, after passing a proficiency exam. UQAC offers a full curriculum as expected at a full branch of the largest university system in the province. Most courses are in French; however, there are some offerings in English. Internships and service learning possibilities exist.

Samford University and The Université du Québéc at Chicoutimi initiated a direct exchange agreement in 2012. Up to two Samford students may go to Chicoutimi each fall semester. Samford students who choose to take courses in Chicoutimi are responsible for the following: Samford tuition, travel costs to Chicoutimi, the cost of room and board in Chicoutimi, and other incidental costs. Although a specific level of French language ability is not required, it is strongly suggested that students have at least an intermediate proficiency in French prior to going to Chicoutimi. Students interested in applying to UQAC should contact the International Studies Director in Brooks Hall or call (205) 726-2741 by April 1.

Fall Term only: August to December.

Pädagogische Hochschule Weingarten, Germany

In 2006, Samford University established an exchange program with Pädagogische Hochschule Weingarten. Located in the picturesque town of Weingarten, the city forms part of a thriving community in southern Germany near both Lake Constance and the Alps. In 1958, Pädagogische Hochschule Weingarten was renamed as an educational university. The majority of students at the University of Education follow the basic undergraduate curriculum in education. These courses are divided into degree tracks for primary/junior and secondary/high school. The university offers a wide variety of subjects for teacher training, including humanities, fine arts, and physical education. Samford exchange students may study at the university for either one semester or a full year. Samford students pay Samford tuition and are responsible for room, board, round-trip transportation, local transportation, medical insurance and health service fees, passport and visa costs, course materials, and personal and incidental expenses. Financial aid is available for those who qualify. Junior and seniors who are interested in applying to Weingarten should contact the International Studies Director in Brooks Hall or call (205) 726-2741 early in the semester prior to intended attendance.

Hong Kong Baptist University

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

Samford students approved to attend HKBU pay Samford tuition. In addition, the student is responsible for the cost of accommodations, meals, round-trip airfare, an administration fee set by HKBU, and other personal expenses. Financial aid is available for those who qualify. Junior or senior students interested in applying to HKBU should contact the International Studies Director in Brooks Hall or call (205) 726-2741 early in the semester prior to attendance.

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

Also available is the Bahrom International Program, a three-credit, four-week summer program that guides the students to experience various aspects of Korean culture: history, contemporary issues, religion and thought, architecture, food, film, politics, economics, music and more. All participants are matched with a Korean partner. The language of instruction is English. Accepted students pay Samford tuition; there is a registration fee. Participants pay additional personal expenses including round-trip airfare. A valid passport and a student visa are required. For more information and an application form, contact the International Studies Director in Brooks Hall or call (205) 726-2741.

International/Semester Abroad Courses

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 International Studies Office early in their academic career to plan for a semester abroad.

INTL 200 The British Theatre (2)
Study of British drama using classroom discussion and live theatre. Students experience a variety of venues and dramatic genres as they attend a series of plays in London's theatre districts. Class meetings emphasize discussion and critical thinking that allow students to approach live drama as an informed audience. May be substituted for THEA 200, general education fine arts requirement. Offered: Fall and Spring. (Formerly LOND 200)

INTL 201 Music and Art in London (2)
Interdisciplinary course combining the visual and musical resources of London's National Gallery, Tate Gallery, British Museum, Royal Albert Hall, the West End Theatre District, and other venues for an enriching experience in the arts. May be substituted for ART 200 or MUSC 200, general education fine arts requirement. Offered: Fall and Spring. (Formerly LOND 201)

INTL 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 and Summer. (Formerly LOND 202)

INTL 330 International Internship (1-4)
Provides part-time practical work experience while studying abroad. Students work under the supervision of professionals in the following fields: business, education, economics, television, film, journalism, arts, culture, healthcare, social issues, advertising, marketing, public relations, politics, non-governmental organizations (NGOs), and others. May be repeated for a maximum of 4 credits. Prereq: Junior standing or permission of academic advisor; 3.00 GPA. Offered: Fall, Spring, and Summer.

INTL 360 British Heritage and Culture (4)
Interdisciplinary study of the British Isles from a variety of perspectives, including history, literature, politics and government, art and architecture, education, religion, race, class, and gender. Lectures by British professors are supplemented by visits to museums, political institutions, and other historic sites in London. This course may be taken as part of the Semester Abroad Program only. Satisfies the general education social science or humanities requirement. Offered: Fall and Spring. (Formerly LOND 360)

INTL 399 International Study Topics (4)
Interdisciplinary course, cross-listed with various schools and departments, takes advantage of the particular expertise of the professor and of the resources available in the international setting. Offered: Fall, Spring, and Summer I. (Formerly LOND 399)

INTL 430 International Independent Study (1-4)
Advanced study of a particular theme or topic germane to individual student interest within an international setting through readings, research, and analysis. Designed for people who have completed basic courses and who want to study specific topics not offered in other study abroad courses. May be repeated for a maximum of 8 credits. Prereq: Permission of academic and faculty advisor. Offered: Fall, Jan Term, Spring, and Summer.

CLAS, GEOG, HIST, JMC, POLS, SOCI 361 Bridging London (4)
Field-based exploration of the geography of London and its environs. Students investigate historical development, commerce, naval power, imperialism, colonialism, scientific achievement, industrial revolution, financial systems, economic frameworks, transportation, governance, urban design, community, culture, society, ethnicity, international significance, and the intersection between globalization and urbanization. In a given term, when offered, course may be co-listed as CLAS 361, GEOG 361, HIST 361, JMC 361, POLS 361, and/or SOCI 361. Offered: Jan Term, on rotation.

Other courses vary. Current information is available from the International Studies Office.

NOTE: At press time, fees applicable to international or London programs were not available. Contact the International Studies Office for exact amounts, payment due dates, and/or cancellation and refund policies (726-2741). See also the Bursar's Office Web site for the latest tuition and fee info: www.samford.edu/admin/bursar/fees.html.

Pre-Law Advising

Students who have an interest in attending law school may select any major but should contact Assistant Professor of Political Science, Marissa Grayson, to receive information and correspondence regarding law school preparation. First-year students undecided about their major may wish to be advised by a pre-law advisor until they choose their major. Pre-law students can participate in the Samford Pre-Law Society and Mock Trial Competition; each offers valuable knowledge and expertise.

Samford and the Cumberland School of Law have created an accelerated law degree program which permits a Samford student who has completed three-fourths of the work acceptable for a bachelor's degree to be admitted to the law school. After successful completion of the first year of classes at Cumberland, the student will be awarded a bachelor's degree in his/her undergraduate major. This program will be available to Samford students from any undergraduate major but requires careful advisement and documentation in order to ensure bachelor's completion.

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 with 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 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.

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

Pre-Law Course

PLAW 100 Mock Trial (1)
For students interested in developing trial advocacy skills; practical course offering preparation for mock trial competition. May be repeated for up to four hours credit. Grading is pass/fail. Offered: Fall and Spring.

Pre-Law Curriculum

Samford 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 major.
2. Select an advisor in that major field.
3. Complete the required curriculum in the major and minor fields or concentration.

Guidelines adapted from those prepared by the Pre-Law Committee of the ABA Section of Legal Education and Admissions to the Bar

A sound legal education will build upon and further refine the skills, values and knowledge that you already possess. The student who comes to law school lacking a broad range of basic skills and knowledge will face a difficult challenge.

Core Skills and Values:

- Analytic/Problem-Solving Skills
- Critical Reading
- Writing Skills
- Oral Communication/Listening Abilities
- General Research Skills
- Task Organization/Management Skills
- Public Service and Promotion of Justice

If you wish to prepare adequately for a legal education, and for a career in law or for other professional service that involves the use of lawyering skills, you should seek educational, extracurricular and life experiences that will assist you in developing those attributes.

General Knowledge

In addition to the fundamental skills and values listed above, there are some basic areas of knowledge that are helpful to a legal education and to the development of a competent lawyer:

- A broad understanding of history, including the various factors (social, political, economic, and cultural) that have influenced the development of our society in the United States.
- A fundamental understanding of political thought and of the contemporary American political system.
- Some basic mathematical and financial skills, such as an understanding of basic pre-calculus mathematics and an ability to analyze financial data.
- A basic understanding of human behavior and social interaction.
- An understanding of diverse cultures within and beyond the United States, of international institutions and issues, of world events, and of the increasing interdependence of the nations and communities within our world.

Reserve Officer Training Corps (ROTC)
Air Force ROTC

Administration

Travis D. Dixon, Professor, Aerospace Studies

Faculty

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

Scholarship Programs

Some freshmen enter AFROTC with a four-year college scholarship. Interested high school students should apply online at www.afrotc.com. Applications are due by December 1 of their senior year in high school.

Most freshmen and sophomores enter AFROTC without a scholarship. Once in the AFROTC program, these students may 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) that provides funds for tuition, books, and a monthly tax-free stipend. Air Force scholarships cannot be used to pay for room and board.

Leadership Laboratory (LLab)

Leadership Laboratory is an integral part of the AFROTC Program. Each academic class has an associated leadership laboratory that meets for two hours each week. It provides an opportunity for students to apply classroom teachings in a military training environment. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop leadership skills. 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.

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 pursuing a commission through the AFROTC must complete Field Training. It is offered during the summer months at Maxwell Air Force Base, Alabama, 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.

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 nonverbal 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 300 Field Training (2)
Officership training and evaluation course to select potential candidates for POC. Rigorous physical training. This course is offered at Maxwell AFB, AL. 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. Prereq: Completion of Field Training. 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. Prereq: Completion of Field Training and AERO 301. 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. Prereq: Completion of Field Training and AERO 301 and AERO 302. 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. Prereq: Completion of Field Training and AERO 301, 302, and 401. Offered: Spring only.

Army ROTC

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

General Military Course (GMC)

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

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

Professional Officer Course (POC)

Students who complete the GMC and desire to serve on active duty in the Air Force continue training in the POC. The POC is designed to provide students with advanced leadership training, a background in military history with particular attention paid to the role of air power, and a complete understanding of the national security process. The POC will prepare men and women with the skills necessary to be a leader in the United States Air Force.

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

Aerospace Studies Minor

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

University Fellows

University Fellows Staff

Bryan M. Johnson, Director, Professor of English
Caroline Williams, Assistant Director
Christopher Metress, Associate Provost for Academics and University Professor
Wilton H. Bunch, Professor of Ethics
Shannon Flynt, Coordinator, Italy Program; Assistant Professor of Classics

Undergraduate Programs and Requirements

Requirements

University Fellows Program

Interdisciplinary Minor

Western Intellectual Tradition

The University Fellows Program is limited to 40 students per year. Applicants must have a minimum ACT score of 28 or SAT-I score of 1260. However, successful applicants typically have a minimum ACT score of 30 or SAT-I score of 1340. Likewise, candidates should have a minimum 3.75 overall high school GPA with a strong record in core academic subjects. Preference is given to applicants who have completed rigorous coursework in high school, such as Advanced Placement and International Baccalaureate Programs, as well as students who have distinguished themselves through extracurricular academic experiences. In addition to its innovative liberal arts curriculum, the University Fellows Program offers undergraduate research support and international study opportunities (including a three-week trip to Rome during Jan Term of the sophomore year), and provides ambitious students a chance to develop close working relationships with distinguished faculty.

All students in the University Fellows Program will complete a University Fellows Core Curriculum (36-40 hours). Additional courses in general education are also required to provide the foundation for more specialized courses in the major. In some cases the particular course required to satisfy a general education requirement is specified in the major. Students should consult the section of the catalog that describes the major under consideration to learn more about these special requirements.

To progress through and to graduate from the University Fellows Program, students should have a minimum 3.00 GPA in Samford coursework and overall. In addition, University Fellows are required to support the program at recruiting events, discussion series, and community activities. They are expected to represent the program well within the Samford community and to hold themselves to high standards of integrity in their academic and social endeavors. Students receive additional guidelines in the official University Fellows admission letter.

All University Fellows must begin the program in the fall semester of their freshman year.

For more information, see the University Fellows Web site: www.samford.edu/fellows.

University Fellows Program Degree Requirements

University Fellows Program Degree Requirements Required Courses		Course Credits	Total Required Credits
University Fellows Core Curriculum*			**36-40**
UFWT 101	WIT I: The Heritage of Greece & Rome	4	
UFWT 102	WIT II: Christianity from Antiquity to the Renaissance	4	
UFWT 201	WIT III: Reformation, Revolution, and Enlightenment	4	
UFWT 202	WIT IV: The Challenge of Modernity	4	
UFWR 101	Writing and Rhetoric	4	
UCBP 101	Biblical Perspectives	4	
UFVI 101	The Virtues	2	
UFSI 201	Scientific Inquiry: Theories & Practices	4	
MATH 240	Calculus I**	4	
UCFH 120	Concepts of Fitness and Health	2	
Global Studies (one course at the 300 level or above)***		0-4	
General Education Requirements ‡ (see Gen Ed Reqs and major table for specific requirements)			**credits vary**
Major Requirements (see major table for requirements)			**credits vary**
General Electives (see major table for requirements)			**credits vary**
	Total Required Credits		**128 min**

* Core curriculum requirements cannot be met through transient enrollment except in certain cases. See the University Fellows director for more information.

** All University Fellows must complete MATH 240, but certain programs may require additional math credits. See specific major/degree table for details.

*** The Global Studies requirement is waived for Fellows in the following schools: The Arts, Education, Health Professions, Nursing, Pharmacy, and Public Health. See the course description for more details. Students completing a double major or dual degree must complete requirements for both degrees. For students completing a double major, the course may fall within the second major.

‡ Fellows should adhere to the general education requirements for their specific major. Certain exceptions apply, as stated in the course descriptions for UFWT 201, UFWT 202, and UFSI 201.

NOTE 1: Credits for General Education Requirements, Major Requirements, and General Electives vary from program to program. See the major/degree table for specific course and credit requirements.

NOTE 2: Total Required Credits vary, depending on the program, but a minimum of 128 credits must be completed to earn the typical bachelor's degree.

Western Intellectual Tradition Interdisciplinary Minor

The Western Intellectual Tradition interdisciplinary minor provides University Fellows an opportunity to continue studying the various disciplines foundational to the University Fellows WIT sequence. Through courses in art history, religion, philosophy, literature, classics, political theory, and philosophy of science, University Fellows will continue the rich interdisciplinary conversation of the Western Intellectual Tradition.

Western Intellectual Tradition Interdisciplinary Minor Required Courses		Course Credits	Total Required Credits
Western Intellectual Tradition Core			**16**
ART 381	History/Theory of Art, Arch, & Design I	4	
HIST 331	Ancient Near East and Greece	4	
HIST 332	Roman Republic and Empire	4	
PHIL 301	History of Philosophy: Ancient/Medieval	4	
Western Intellectual Tradition Electives (choose two)			**8**
ART 382	History/Theory of Art, Arch, & Design II	4	
CLAS 303	Greece: The Crucible of Civilization	4	
CLAS 304	Eternal Rome	4	
ENGL 309	Special Topics in Literature	4	
ENGL 340	Shakespeare	4	
GREK 301	Homer	4	
HIST 312	Medieval Intellectual History	4	
HIST 314	The Enlightenment	4	
HIST 315	American Intellectual History	4	
HIST 316	Modern Intellectual History	4	
LATN 304	Vergil	4	
PHIL 301	History of Philosophy: Modern/Contemp	4	
POLS 330	Classical Political Thought	4	
RELG 302	History of Christianity	4	
RELG 320	Creation & Covenant-Old Testament	4	
SCRL 450	Seminar in Science and Religion	4	
UFEN 300	England & Western Intellectual Tradition	4	
UFWT 201*	Western Intellectual Tradition III: Reformation, Revolution, Enlightenment	4	
UFWT 202*	Western Intellectual Tradition IV: The Challenge of Modernity	4	
	Total Required Credits		**24**

*Students not counting UFWT 201 and UFWT 202 for general education social science and humanities credit may count these courses toward the minor.

Courses

UNIVERSITY FELLOWS - CORE CURRICULUM

The University Fellows Core Curriculum also includes MATH 240, UCBP 101, and UCFH 120.

MATH 240 Calculus I (4)
FYI: This course description appears in the Mathematics & Computer Science section, but has the following note:
Note for University Fellows: Satisfies the mathematics requirement for the Fellows Core Curriculum. However, some majors may require additional math courses.

UCBP 101 Biblical Perspectives (4)
FYI: This course description appears in the Gen Ed Reqs section

UCFH 120 Concepts of Fitness and Health (2)
FYI: This course description appears in the Gen Ed Reqs section

UFSI 201 Scientific Inquiry: Theories and Practices (4)
Exploration of the fundamental methodological and philosophical assumptions of scientific inquiry. Through the study of ideas and theories pioneered by Aristotle, Galileo, Newton, Darwin, Einstein and others, students will investigate the nature of the scientific method, examine unifying concepts in various scientific disciplines, and consider how changing conceptions of scientific theory and practice have affected our criteria for establishing reliable knowledge. Satisfies one natural and computational science requirement for students majoring in the following college/schools: Arts & Sciences, Business, School of the Arts; in the following department: Human Development and Family Life Education, with the understanding that they may need additional science if considering graduate school; and in the following major: ESEC (curriculum and instruction). Students pursuing other majors within the School of Education should contact their academic advisor for equivalency information. Offered: Fall.

UFVI 101 The Virtues (2)
Exploration of how the classical and Christian virtues are important to the cultivation of the good life. Through works by Aristotle, Plato, Cicero, Augustine, and Aquinas, students will come to a deeper understanding of how concepts of the virtuous life have been understood by the ancients and by Christianity. Offered: Fall. (Formerly UFCL 101)

UFWR 101 Writing and Rhetoric (4)
Development of advanced written and oral communication skills through the exploration of a specific seminar theme. Includes critical approaches to writing and speaking, effective research methods, strategies for the use of information technology, and ethical standards of communication. Requires extensive practice in writing and revising academic papers. Offered: Fall.

UFWT 101 Western Intellectual Tradition I: The Heritage of Greece and Rome (4)
First in a four-semester sequence, this interdisciplinary seminar examines the classical foundations of the Western intellectual tradition. Through the works of Homer, Plato, Aristotle, Virgil, Aurelius and others, students will explore how Greco-Roman conceptions of virtue, justice, and citizenship have influenced the development of Western values. Offered: Fall.

UFWT 102 Western Intellectual Tradition II: Christianity from Antiquity to the Renaissance (4)
Second in a four-semester sequence, this interdisciplinary seminar examines the contributions of Christianity to the Western intellectual tradition. Through the works of Augustine, Aquinas, Dante, Machiavelli and others, students will understand how Christianity engaged its Greco-Roman heritage, developed its own distinct traditions, and contributed to the rise of Renaissance humanism. Prereq: UFWT 101. Offered: Spring.

UFWT 201 Western Intellectual Tradition III: Reformation, Revolution, and Enlightenment (4)
Third in a four-semester sequence, this interdisciplinary seminar examines how revolutions in faith, science, and philosophy shaped the development of the Western intellectual tradition. Through the works of Luther, Galileo, Shakespeare, Descartes, Wollstonecraft and others, students will discover how the Reformation, the Scientific Revolution, and the Enlightenment offered new ways of thinking about the nature of authority. Satisfies the humanities requirement for students majoring in the following college/schools: Arts & Sciences, Business, School of the Arts; in the following departments: Human Development and Family Life Education, Kinesiology, Nutrition and Dietetics; and in the following majors: ESEC (curriculum and instruction), pre-pharmacy (fulfills one liberal arts requirement). Students pursuing other majors within the School of Education should contact their academic advisor for equivalency information. Prereqs: UFWT 101 and UFWT 102. Offered: Fall.

UFWT 202 Western Intellectual Tradition IV: The Challenge of Modernity (4)
Fourth in a four-semester sequence, this interdisciplinary seminar examines modernity's impact on the Western intellectual tradition. Through the works of Austen, Marx, Darwin, Woolf, Nietzsche, and others, students will explore how modernity has questioned the foundational assumptions of Western thought. Discussions in this course are intended to prepare students for their study of Non-Western cultures in the junior and senior year. Satisfies the social sciences requirement for students majoring in the following college/schools: Arts & Sciences, Business, School of the Arts; in the following departments: Human Development and Family Life Education (satisfies the SOCI 100 requirement only), Kinesiology, Nutrition and Dietetics; and in the following majors: ESEC (curriculum and instruction), pre-pharmacy (fulfills one liberal arts requirement). Students pursuing other majors within the School of Education should contact their academic advisor for equivalency information. Prereqs: UFWT 101, 102, and 201.Offered: Spring.

Global Studies 300/400-Level – Various Prefixes & Codes (3 or 4 per course; one course required)
University Fellows majoring in Arts & Sciences or Business must take one 3 or 4-credit course in non-Western cultures. The director maintains a list of university-wide courses that meet this requirement, and students should seek approval before registering. This course must fall outside of the student's major discipline, although exceptions may be made for students pursuing a double major or dual degree. This requirement is waived for Fellows in the following schools: The Arts, Education, Health Professions, Nursing, Pharmacy, and Public Health.

UNIVERSITY FELLOWS - ELECTIVES

UFAF 300 The American Founding (2-4)
This interdisciplinary seminar examines the seminal texts and ideas of America's founding. Through the works of William Bradford, Anne Bradstreet, Benjamin Franklin, James Madison, James Fenimore Cooper, and others, students will explore how early American and colonial concepts of virtue, justice, and citizenship contributed to the founding of a nation. This course includes an optional study-away component, to Washington, D.C. Prereqs: UFWT 101 and UFWT 102. Offered: Spring, on rotation.

UFEB 300 Intercollegiate Ethics Bowl (0-1)
Designed for students competing on the Intercollegiate Ethics Bowl team. This course involves the study of ethics as well as the teaching of practical and analytic skills of public debate. May be repeated for a maximum of 4 credits. Grading is pass/fail. Prereq: UFWT 101 or permission of the program director. Offered: Fall and Spring.

UFEN 300 England and the Western Intellectual Tradition (2 or 4)
A study abroad course in England, this interdisciplinary seminar examines the Western Intellectual Tradition as it develops in London from the ancient Romans to the present. Through the works of Caesar, Tacitus, Augustine of Canterbury, Shakespeare, Locke, Burke, Newman, Woolf, and others, students will explore how Western conceptions of virtue, justice, and citizenship have developed in England. Course can count for the Global Studies requirement. Prereqs: UWFT 101 and UFWT 102 and permission of the program director. Offered: Spring, on rotation.

UFET 300 Eastern Intellectual Traditions (4)
This interdisciplinary seminar examines a variety of Eastern intellectual traditions. Through works by Confucius, Lao Tzu, Nagarjuna, Mencius, and others, students will explore how different intellectual traditions have developed in a variety of Eastern cultures. Prereq: UFWT 101 and UFWT 102. Offered: Fall and Spring, on rotation.

UFGS 300 University Fellows Global Studies (4)
Seminar-style course that explores an issue of global concern from a multidisciplinary perspective. Primarily focused on non-Western cultures, this course builds upon the University Fellows core curriculum and asks students to address global challenges within the framework of intellectual history. Prereq or co-req: UFWT 202. Offered: As needed.

UFOT 450 University Fellows Oxbridge Tutorial (2)
Small seminar (2-3 students) based on the Oxbridge tutorial method. In conjunction with a faculty member, students design a course focused on a specialized topic of mutual interest. At weekly meetings, students present papers on the assigned readings and defend their ideas in discussion with their instructor and their peers. May be repeated for a maximum of 4 credits. Prereqs: UFWT 202, as well as the approval of the program director. Offered: Every semester.

UFPR 400 University Fellows Preceptorship (2 or 4)
An opportunity for junior and senior University Fellows to serve as preceptors in first and second-year University Fellows classes. Preceptors work closely with professors to implement teaching strategies, facilitate class discussion, and provide feedback on assignments. Ideal for Fellows interested in a career in higher education. May be repeated for a maximum of 8 credits. Grading is pass/fail. Prereqs: UFWT 202, as well as the approval of the program director and the course instructor. Offered: Fall and Spring.

UFRA 400 University Fellows Research Assistantship (2)
An opportunity for junior and senior University Fellows to serve as research assistants for Samford faculty. Research assistants provide assistance to Samford professors on specific research projects in any discipline. Research agenda and workload must be approved by the director of University Fellows prior to course registration. May be repeated for a maximum of 8 credits. Grading is pass/fail. Prereq: UFWT 202. Offered: Every semester.

UFST 400 University Fellows: Special Topics (4)
Interdisciplinary seminar selected on the basis of student interest and faculty expertise. May be repeated once, but only if topic is different. Prereqs: UFWT 202, as well as the approval of the program director. Offered: Fall and Spring, on rotation.

Campus Life, Campus Facilities, and 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 athletics department is responsible for the administration and implementation of an intercollegiate sports program that competes in NCAA Division I. In the fall of 2008, Samford began its inaugural season as a member of the nation's fifth-oldest NCAA Division I collegiate athletic association, the Southern 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 varsity sports, primarily to student-athletes specifically recruited for that sport by the coaching staff. Students who were not recruited, but who are interested in participating in varsity sports, may contact individual coaches concerning opportunities. Coaches' contact information may be found at www.samfordsports.com.

Schedules

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

Ticket Information/Procedures

Currently enrolled Samford students are admitted free to any Samford Athletics ticketed sporting event. Students must show their current Samford ID at the ticket window for individual events. Guest tickets may be purchased at the ticket window on game day or online at www.samfordsports.com. 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

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

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

Exact dates and times for cheerleading and mascot tryouts may be found at www.samfordsports.com or by contacting the athletics department.

Athletic Facilities

There are a variety of athletics and recreational facilities at Samford University.

Seibert Stadium hosts home football games in the fall. The facility is equipped with a synthetic turf football field. Athletics facilities also include the Samford Track and Soccer Stadium across Lakeshore Drive, Joe Lee Griffin Baseball Field, the Samford Bulldog Softball Field, the Pat M. Courington Tennis Pavilion, and the Cooney Field House for football.

The Pete Hanna Center is home to the 5,000 seat Thomas E. and Marla H. Corts Arena. It is the venue for Samford volleyball and basketball, as well as for commencement and other major events. In addition, the Hanna Center is the day-to-day home of the Samford athletics department, and also features a state-of-the-art fitness center for the University community.

Availability for Student Use

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

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

Intercollegiate Athletics Administration and Staff

Director of Athletics . . . . . Martin Newton
Deputy Director of Athletics . . . . . Larry Long
Senior Associate Director of Business Operations . . . . . Wanda Lucas
Senior Associate Director for External Operations/Samford Sports Properties . . . . . Bo Kerr
Senior Associate Director for Student Services/SWA . . . . . Michelle Durban
Assistant Athletic Director for Operations and Facilities. . . . . Michael McGreevey
Assistant Director for Student Services . . . . . Harold Goss, Jr.
Executive Director of Development/Annual Giving . . . . . Marvin Julich
Director of Athletic Communications . . . . . Zac Schrieber
Director of Samford Sports Properties . . . . . Mike Grace
Director of Ticket Operations. . . . . Neil Teitelbaum
Associate Director of Athletic Communications . . . . . Joey Mullins
Sports Medicine . . . . . Brandon Evans
Strength and Conditioning . . . . . Ryan Davis
Ticketing and Operations Coordinator . . . . . Kevin Troyer

Head Coaches for Men's Sports

Baseball . . . . . Casey Dunn
Basketball . . . . . Scott Padgett
Cross Country . . . . . Rod Tiffin
Football . . . . . Pat Sullivan
Golf. . . . . Rachel Ingram
Tennis. . . . . Rahim Esmail
Track. . . . . Rod Tiffin

Head Coaches for Women's Sports

Basketball . . . . . Michael W. Morris
Cross Country . . . . . Rod Tiffin
Golf. . . . . Rachel Ingram
Soccer . . . . . A. Todd Yelton
Softball. . . . . Mandy Burford
Tennis . . . . . David Vest
Track. . . . . Rod Tiffin
Volleyball . . . . . Derek Schroeder

Head Coaches for Co-Ed Activities

Cheerleading . . . . . Ashley Phillips

Campus Bookstores

The main campus bookstore is located on the first floor of the Beeson University Center. The bookstore is owned and operated by the University. Classroom textbooks, supplies, computer supplies, Samford University logo clothing, gift items, and sundries are available. The bookstore is open during the school year Monday-Thursday, from 7:45 a.m. to 6:00 p.m.; on Friday, from 7:45 a.m. to 4:30 p.m.; and on Saturday from 10:00 a.m. to 3:00 p.m.

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 facility supervisors, office assistants, intramural sports, fitness instruction, Alpine Tower and Carolina Climbing Wall facilitators, lifeguards, and weight room monitors. There are opportunities for advancement within the department.

Seibert Gym and Bashinsky Field House

Housed in these facilities are three wooden basketball courts, four racquetball courts, a game room with two pool tables and two ping-pong tables, indoor walking track, dance studio, indoor pool and locker facilities. All that's needed to access these areas is a current Samford University ID card.

Pete Hanna Fitness Center

The fitness center is located on the upper level of the West side of the Pete Hanna Center. This state of the art facility has eight treadmills, eight ellipticals, and four Lifecycles bikes, all with their own personal televisions. Also in the cardio room are several Signature Series Strength Machines. The center also features a free weight room equipped with Hammer Strength equipment. The fitness center is free to all current students, faculty, and staff members at Samford University.

Intramural Sports

The intramural sports program offers many different activities for all levels of ability. Current offerings are basketball, 3 on 3 basketball tournament, billiards, bowling, dodgeball, flag football, foosball, Quidditch, soccer, softball, Super Smash Brothers, table tennis, tennis, Texas Hold'em, Ultimate Frisbee, volleyball, and 4 on 4 volleyball. There are opportunities for participation in state, regional, and national competitions as well.

Fitness Programs

Aerobics classes are offered Monday through Thursday to students, faculty, staff, and spouses for a nominal fee. Hula hoop, kickboxing, jazzercise, spin, step, and Zumba are offered for any level of participant. Varied combinations are utilized to challenge every participant.

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 allows social climbing on both sides of the wall. Whether a first-time or a seasoned rock climber, there is a route marked for everyone.

Sport Clubs

Sport Clubs are student-founded and student-led with the director of campus recreation serving as advisor. Clubs include the Men's Lacrosse, Men's Soccer Club, Swing Kids, Outdoor Adventure Club, Ultimate Frisbee Club, and Women's Lacrosse.

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

Career Development Center

The Career Development Center (CDC) is designed to help current students and Samford graduates with a variety of career and job search activities. Career counselors can help with identification and evaluation of areas of interest for a major course of study and/or career choices. Career guidance instruments are available to assist 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. Employers and graduate school representatives visit the campus to recruit and interview students. The CDC acts as a connecting link between students and employers for part-time, summer, cooperative education, internship, and full-time positions. Job listings are maintained for these areas.

Students and graduates have the opportunity to participate and receive information about various career and recruiting events. CDC services are provided free of charge to current Samford students and alumni.

Clubs/Organizations

Co-curricular involvement is an important part of the student's development. Samford University students are encouraged to select from the more than 100 campus organizations for their co-curricular involvement. Students can find a complete list of student organizations at samford.orgsync.com. For a list of Honor Societies/Organizations, see the Academic Policies and Regulations section.

Greek Organizations

The Office of Greek Life works to support the 16 active chapters and three governing councils that exist at Samford University as well as the two honorary societies that our Greek community supports in accordance with the Samford values and the mission of our office. This may be through such facets as leadership development programming, contract support, event planning support, financial management assistance for the councils, and more.

Each year the Office of Greek Life hosts several events including retreats for new chapter/council officers as they get started in their jobs, kick off retreats for the beginning of the year, educational programming in conjunction with the councils, assists with Greek Week programming, and co-hosts the annual Greek Awards program.

Interfraternity Council

The IFC represents the chapters on campus which are represented by the North American Interfraternity Conference and other appropriate national governing umbrellas.

National Pan-Hellenic Council

NPHC promotes interaction through forums, meetings and other mediums for the exchange of information and engages in cooperative programming and initiatives through various activities and functions.

Panhellenic Council

Samford University Panhellenic Council serves as the governing council for the sororities on campus who represent the National Panhellenic Conference. The council is run by eight officers who are selected from the membership of the sororities.

For a complete list of student organizations and clubs, see the following Web site: http://www.samford.edu/campuslife/.

Counseling Services

Counseling Services works to provide comprehensive services to students and members of the Samford community, in a safe, caring, and confidential environment. The counseling staff is committed to meeting the needs of individuals from diverse backgrounds by helping them lead effective, empowered, and healthy lives. Counseling Services offers counseling to students coping with educational, personal, and/or interpersonal issues. The counseling staff helps students adjust to a university environment and to realize their worth and potential. Services include evaluative psychotherapy in individual and/or group settings, referral for long-term personal counseling, couples counseling, study skills help, educational programs, workshops, and lectures.

Counseling Services is located in Seibert Hall. For more information, or to make an appointment, please call 726-2065.

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

The Food Court, located on the ground floor of the Beeson University Center, features fast-food services. Each meal plan includes a $130 credit toward purchases in the Food Court and Cafeteria. Commuting students may deposit money to their student ID card which may be used for purchases in the Food Court and Cafeteria, or pay cash for meals at either location.

Disability Resources

Disability Resources provides accommodations for qualified students with disabilities. Applicants and students with disabilities who seek accommodations must make a request by contacting the Section 504/Disability Access and Accommodations Coordinator in the Disability Resources Office, for assistance in the application process at the University. Information about disability documentation and accommodations in higher education may be found at www.samford.edu/dr. It is the responsibility of the student to schedule an appointment with Disability Resources in a timely manner. Reasonable accommodations are provided on a case-by-case basis and professors will grant reasonable accommodations only upon written notification from Disability Resources. After appropriate accommodations are determined, Disability Resources will provide students with an accommodation letter. It is the responsibility of the student to meet promptly with professors discussing the approved accommodations.

For more information, call 205-726-4078, e-mail disability@samford.edu, or visit Disability Resources in the University Center within the Career Development Office, Room 205.

The HUB

Located in the Beeson University Center, the HUB is the 24/7 service center for campus and a storehouse of information concerning the University and Birmingham activities, etc. The HUB is staffed 24 hours per day, seven days per week in order to service the varied needs of the students and the University community. Some of its services include bicycle rentals, and processing after-hours maintenance requests. The number for the HUB is (205) 726-2407.

Libraries

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

Samford University Library

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

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

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

Lucille Stewart Beeson Law Library

The Lucille Stewart Beeson Law Library provides extensive legal research and study materials for the Cumberland School of Law and the rest of the Samford community. The library contains 13 conference rooms, 474 study spaces, large carrels with electrical and data connections, and more than 30 computers. Online access to current legal information is provided through computer-assisted legal research systems. The book collection contains more than 212,000 volumes, and the microform and audiovisual room provides access to the microfiche equivalent of more than 126,000 volumes.

Drug Information Center

The 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 electronic reference materials are available.

Curriculum Materials and Technology Center

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

Global Center

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

Career Development Center Library

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

Music

The Division of Music in the School of the Arts offers a variety of opportunities for students to participate in vocal and instrumental ensembles. These courses are open to music majors and non-music majors.

VOCAL:

University Chorale – MUSC 1720: Performs a cross-section of quality literature in major concerts and University events each year. No audition is required.

A Cappella Choir – MUSC 1721: Performs both regionally and internationally, as well as for important University functions throughout the year. Auditions for membership in the A Cappella Choir are held before July 1.

Music Theatre Ensemble – MUSC 1722: Performs musical theatre revues, shows, and ensemble productions. Freshmen are not allowed to participate in fall semester productions but are allowed to audition for the spring musical.

Samford Opera – MUSC 1723: Performs one mainstage production of opera or operetta each season. Auditions for fall productions are typically held the previous spring. All majors are welcome.

Opera Workshop – MUSC 1724: Performs scenes from opera and musical theatre each semester. No audition necessary for music or musical theatre majors. Students with other majors are welcome but will need to audition.

INSTRUMENTAL:

Wind Ensemble – MUSC 1730: Performs wind band literature as the premier concert band for the University. Admission by audition or consent of director.

Orchestra – MUSC 1731: Performs standard orchestral literature, operas, oratorios, concerti, and musical theatre shows. Admission by audition only.

Symphonic Band – MUSC 1733: Performs a comprehensive mix of contemporary and traditional wind band literature. Open to all students with interest and experience who wish to continue music making throughout their collegiate years. Admission by audition or consent of director.

Marching Band – MUSC 1739: Performs at home football games, one away game, and a high school marching exhibition in the fall. Membership is open to all with previous band experience; marching experience is not necessary. Non-music majors interested in band scholarships must audition by December 15 for priority consideration for awards.

CHAMBER:

Bells of Buchanan – MUSC 1732: Performs original compositions, transcriptions, and arrangements on six-octaves of handbells. The performance calendar includes fall and spring concerts, convocations, and area festivals. Auditions for 13 ringers are held each August.

Jazz Ensemble – MUSC 1732: Performs big band and small combo literature from various jazz styles. The performance season includes featured concerts that take place both on and off campus. Admission is by audition or recommendation of the director.

Percussion Ensemble and Samford Steel – MUSC 1732: Performs a wide range of works on various percussion instruments. Members must have considerable skill on percussion instruments ranging from drums and timpani to mallet instruments and some ethnic percussion. Members will also perform on steel drums, but prior experience on these instruments is not required for membership. Membership is by audition.

Post Office

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

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

Public Safety and Emergency Management

Information about Public Safety

Samford University maintains a Department of Public Safety (SDPS) as a proprietary function of the University with jurisdiction to enforce the rules and regulations of the University on University property. SDPS is staffed 24 hours a day to provide immediate availability for emergency response, performance of security patrols, monitoring of people on campus and providing other services relevant to the campus community. Members of the department maintain a close working relationship with local, state and federal law enforcement authorities and other emergency service agencies on matters related to the safety and security of the campus. Any incidents involving suspected criminal activity or violations of University rules and regulations related to the safety and security of people or property should be reported to SDPS. The department maintains records of reported incidents that have occurred on campus. Such statistical data is available for examination. Statistical data is also maintained on crimes that occur off campus for events that are facilitated by a recognized University organization and such events are authorized or sponsored by the University.

Important and Emergency Telephone Numbers

Public Safety (205) 726-2020
City of Homewood Police (205) 879-2101
City of Homewood Fire (205) 879-4701
Emergency/Crisis 911

Campus Relations

SDPS's primary objectives are protecting life and property, maintaining an efficient parking and traffic system, preventing crime and being of general service to the University community. SDPS provides continuous 24 hour a day, year-round law enforcement and security services to the University.

Campus Communications

Patrol and dispatch services are provided 24 hours a day, with immediate access to municipal emergency services. SDPS's radio communications cover telephones and two-way radios on a 24-hour basis to give information, respond to emergencies and contact other agencies. Officers and dispatchers can immediately contact the City of Homewood's Fire Department, Emergency Medical Service, and Police Department by SDPS's radio system. SDPS monitors the National Weather Service radio network. A campus-wide alerting system notifies the campus community of threatening weather conditions. Blue-light emergency phones are located around campus. When the emergency phone is activated, the Department of Public Safety dispatcher is automatically alerted, and an officer is sent to the location of the telephone. No dialing is required.

Campus Services

SDPS is a general service unit for the campus community. The department's services include but are not limited to:

24 Hour Emergency Response: In an effort to provide the best possible emergency services to Samford's community, SDPS maintains a close relationship with the City of Homewood Police and Fire Department. Public Safety officers have the shortest response time to any location on campus and are the first responders to incidents on campus. If police, fire or emergency medical services are needed, Public Safety Officers will direct the appropriate service units to the exact location of an incident on campus.

Law Enforcement Service: Sworn Public Safety officers have full arrest authority and are charged with enforcing the laws and ordinances of the State of Alabama and the City of Homewood. Officers conduct investigations into and document all crimes and offenses committed on Samford University property. Safety/security officers are not sworn officers but are charged with enforcing the rules and regulations of the University.

Security Patrols: SDPS continuously patrols the campus with patrol vehicles and foot patrol. The department maintains three vehicles for patrol and escort services. Officers often patrol the campus by walking through the quad and residential life areas.

Traffic Control and Parking Enforcement at Samford University: The Public Safety Department enforces rules and regulations relating to the operation of motor vehicles on campus. All the rules of the road from the city, county, and state, as well as directive signs and instructions by officers directing traffic, are to be observed on campus. The Public Safety Department documents and investigates all traffic accidents occurring on campus.

Nighttime Campus Access Control Gate: At 10:00 PM nightly, the main gate onto campus is closed and all access on and off campus is made at the southwest gate. An officer is posted at the gate entrance from 10:00 PM to 6:00 AM to monitor person(s) arriving on or departing from campus. Faculty and staff are issued a campus decal for their windshield that allows access onto campus. All other visitors must show proper identification to gain access onto campus.

Escort Service: Public Safety provides security escorts for all students, faculty and staff. Call the Public Safety office at (205) 726-2020, and an officer will be dispatched to assist you to your vehicle, resident hall, office, or escort you to any safe destination on campus.

Unlocking Vehicles: In most cases, when someone locks their keys inside their vehicle, Public Safety officers will use a door-unlocking device to open their vehicle for them. For safety reasons, the department will not attempt to unlock a vehicle equipped with side-impact air bags. If Public Safety cannot unlock your vehicle, there are several locksmiths in the area that we can contact to assist you.

Jump-Starting Batteries: Public Safety officers will jump-start your vehicle's battery to assist in starting your battery. The department can also assist in contacting a service center or towing service.

Facility Security: The Public Safety Department will respond to all reports of fire alarms and safety hazards. Administrative and academic buildings are secured as soon as possible after the offices close or, in the case of a classroom building, after the last class of the day. Through routine patrols, Public Safety officers make regular checks of each building to ensure that the buildings remain secure until scheduled opening time. The Department of Public Safety issues Samford ID cards to all faculty and staff of the University.

Do not hesitate to call us if we can assist you. You can visit our website for further information at http://www.samford.edu/publicsafety/.

Publications

Magazine—*Sojourn*

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

Newsletter—*The Belltower*

The Belltower is a weekly electronic newsletter that includes campus announcements and other news of interest to students, employees, alumni, and friends of the university.

Newspaper—*The Samford Crimson*

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

Yearbook—*Entre Nous*

Entre Nous is Samford's student yearbook, available free-of-charge to all full-time undergraduate day students. The paid *Entre Nous* staff is comprised primarily of students involved in the study of journalism, graphic design, and photography, although staff positions are available to any student. The publication provides an excellent opportunity for students to build a portfolio and gain professional publishing 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 is the flagship station for Samford athletics broadcasts. 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 assists students in creating an environment conducive to study, in planning programs and social events, and by serving as peer advisors and resources.

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

Rooms are furnished with beds, desks, chairs, chests, 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.) Wireless Internet is available in all residence halls. Most rooms also provide students with personal telephone lines and computer portals. (See Student Telephone Service in the Financial Information section of this catalog.) Each room is equipped with a cable TV connection.

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

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

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

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

Residence Hall Regulations

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

To maximize the totality of the undergraduate experience, it is recommended that students live on campus until the completion of the bachelor's degree. Unmarried undergraduate day students under age 21 are **required** to live on campus unless they live at home with a parent or guardian.

When a student is assigned a room, the housing agreement represents a lease for the academic year. The University commits to provide a room, and the student commits to reside on campus through the following spring term unless the student graduates, withdraws from the University or gets married. Students may not move off campus for any other reasons between fall and spring terms. **A substantial penalty is imposed if residents break their lease agreement. (The maximum penalty is $500.)**

Students who are 20 years old, have lived on campus for four semesters, are beginning their fifth semester (typically their junior year), have a minimum 2.50 cumulative grade point average, and are in good standing with the University, may petition the Office of Residence Life to live off-campus.

Students with senior status may live off campus without petition. Undergraduate students 22 years old and graduate students are assigned University housing 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 and Enrollment Management.

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 of the same gender with advance approval of the residence manager of their hall.

Community Standards Council (CSC)

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

Samford Information Television Channel

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

Samford Sunday

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

Samford University Printing

Students are welcome to use the services of the University's digital print facility. Located in Room 112 of Brooks Hall, it is equipped with high volume color printers/copiers and equipment to meet any printing requirement. The staff can help students with copies, banners, booklets, and posters, without having to leave campus, and at a competitive price. Samford Printing can only accept payment with a Bulldog Bucks account. Hours are 8:00 a.m. to 6:30 p.m., Monday through Thursday, and 8:00 a.m. to 4:30 on Friday. Their phone number is 726-2830 and e-mail is www.print@samford.edu

Office of Spiritual Life

Faith development is an important part of the Christian mission of Samford University. 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.

The Office of Spiritual Life exists to encourage and equip persons to deepen spiritual maturity, sharpen theological integrity, clarify vocational identity, and embrace missional responsibility. Students will have many opportunities to engage in vibrant worship, experience authentic community and embrace Christian mission. Some of those opportunities are as follows:

Campus Worship: Gather together with the campus community in Reid Chapel every Tuesday and Thursday at 10:00am for a time of worship, prayer, encouragement and challenge.

Samford Home Groups: Join one of these weekly meetings hosted in the home of a Samford faculty or staff member and lead by a fellow student. Group members will share a meal together, study Scripture, offer prayers and build relationships for the sake of knowing Christ more clearly and walking with Him more closely.

Cadres: These small groups are led by faculty, staff and students for the purpose of theological discussion and spiritual formation.

Retreats: Several retreats will be offered throughout the year intended to create space in the lives of students for the purpose of reflection, rest, and resolve in the serious call to a life of discipleship.

Missions: Take advantage of the resources and opportunities to be a part of God's work in the world. Participating in missions expands your worldview, puts your faith into practice, and grows your understanding of yourself and of God.

Leadership Opportunities: Students desiring to work with the Office of Spiritual Life on campus can apply to serve as a Samford Home Group Facilitator, Spiritual Life Assistant, Campus Worship Band member, Worship Planning Team participant, Cadre Leader, or Spiritual Life Intern.

Convocation

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

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

Convocation programs allow students to satisfy the Convocation requirement for graduation. Incoming freshmen must complete 60 credits to graduate, 30 credits by the end of their sophomore year. Transfer students have their Convocation requirement prorated based on the credits they transfer to Samford from another institution. For more information about Convocation requirements, visit the Office of Spiritual Life Web site at www.samford.edu/osl.

Student Affairs and Enrollment Management

Student Affairs and Enrollment Management seeks to attract students expecting to enrich their collegiate experience through life-changing educational opportunities and quality University services. We seek to integrate living, learning, and faith to prepare students for a life of Christian service, leadership, and thoughtful engagement throughout the world. Samford's mission incorporates the life of the mind, emotional balance, physical health, and most importantly, spiritual growth and transformation. Our goal is to recruit and retain student leaders, meet the social, physical, financial, and spiritual needs of those students, and assist them in developing unique talents, abilities, and personal goals for a life of world-changing impact.

Code of Values

Preamble: We as the Samford community affirm the value of a peaceful and purposeful community, founded on the moral and ethical integrity of students and faculty. We commit ourselves to the Christian values on which Samford University was founded. We expect that our commitment to mutual responsibility and a spirit of cooperation will create a community that is orderly, caring, and just.

Worth of the Individual: We value the intrinsic worth of every individual in the community. Our respect for other individuals includes an appreciation of cultural backgrounds different from our own, an understanding of different attitudes and opinions, and an awareness of the consequences of our actions on the broader community.

Self-Discipline: We value personal responsibility and recognize the individual's needs for physical, intellectual, spiritual, social, and emotional wholeness. We value the full development of every student in terms of a confident and constructive self-image, of a commitment to self-discipline, and of a responsible self-expression.

Integrity: We value a campus community that encourages personal growth and academic development in an atmosphere of positive Christian influence. We affirm the necessity of academic standards of conduct that allow students and faculty to live and study together. We value the fair and efficient administration of these standards of conduct.

Respect for Property and the Environment: We value the rights and privileges of owning and using property, both personal and university, and the benefits of preservation and maintenance of property and of our natural resources. In our stewardship of property, we recognize the accountability of our actions to the future of the Samford community.

Respect for Community Authority: We value our privileges and responsibilities as members of the university community and as citizens of the community beyond the campus. We value the community standards of conduct expressed in our system of laws and value the fair administration of those laws, including university, municipal, state, and federal laws.

Allegiance to these values obligates the Samford University student to refrain from and discourages behaviors that threaten the freedom and respect every individual deserves.

Student Government Association

The Student Government Association (SGA) represents and promotes student interest in the decision-making process of Samford University by cultivating and maintaining leadership among students. The SGA also develops, coordinates, and executes activities and services for the benefit of the students.

The Student Government Association is organized into four branches that provide a wide range of opportunities for student involvement. Each one of the branches is presided over by a member of the Student Executive Board (SEB). The executive branch is made up of the SEB, the Presidential Advisory Council, and Freshman Forum. The legislative branch is the Senate, which appropriates money to student organizations and serves as the voice of the student body. The judicial branch consists of the Student Judiciary Council, which reviews parking appeals and violations of the Samford Code of Values. The events branch is comprised of the Student Activities Council (SAC), which plans and executes the following campus-wide events:

Welcome Back Week

Beginning on the Sunday before the first day of classes, Welcome Back Week activities provide opportunities for students to meet new friends and reunite with old ones. The week kicks off with "Dinner on the Dirt" and a concert and continues through the first week of school.

Homecoming

Homecoming is a celebration of Samford traditions and includes a bonfire, pep rally, parade, tailgating, and football game. The Homecoming Court, which is selected by the student body, is announced at the Homecoming football game. SGA works with the Office of Alumni Relations to produce this event.

Lighting of the Way

One of Samford's favorite holiday traditions, this event includes the lighting of the Christmas tree at Centennial Walk, carols, and a reading of The Christmas Story.

Spring Fling

After spring break and before exams, this event brings students together through a variety of fun-filled activities.

Harry's Coffeehouse

On Thursday nights, SGA presents a variety of musical artists in Harry's Coffeehouse. Artists range from talented Samford students to popular musicians.

Other Annual Events on Campus

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. The Office of Alumni Relations jointly produces this event with the Student Government Association.

Step Sing

A tradition since 1951, 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.

Technology 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 information. Upon admission to Samford University, students may go to the Samford home page and log into the Campus Portal using the username and password provided by Technology Services through https://pwchange.samford.edu/newuser.

Technology Assistance

Technology assistance is available from the Technology Services Service Desk, Room 329, Brooks Hall. You can reach the Service Desk 24 hours a day, seven days a week at (205) 726-2662. You may also send a request to support@samford.edu. For hands-on assistance, Service Desk technicians are available Monday through Friday from 7:00 a.m. to 5:00 p.m. The computing resources and assistance described here are all free of charge to Samford University students.

Technology Laboratories

Four general access computer laboratories are available to every student, except during times when one or more of the labs are 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 assist with word processing, page layout, presentation preparation, and statistical analysis. Each computer in the general access computing labs is connected to the campus network, which is 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, hours, and availability, see the computer lab page at at http://www2.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 library.samford.edu.

Network Access

Samford University offers wireless network access across the campus, including residence halls and outdoor spaces. This service provides students and employees the convenience and flexibility of using portable devices. Nonresident students may access campus computing resources through an Internet service provider. For further information regarding network connections, contact the Service Desk at (205) 726-2662, send an e-mail to support@samford.edu, or consult the Technology Services Web site at www.samford.edu/wireless.

Student-Owned, On-Campus Computers

While Samford strives to maintain the best available computer laboratories, many students may wish to bring or purchase a personal computer, and this is encouraged. Samford does not sell computers, but some computer companies offer direct discounts to Samford students. More information about these discount programs and about minimum specifications for student-owned computers is available from the Technology Services Web site at www.samford.edu/ts.

Microsoft Office for Students

Through the Microsoft Student Advantage program, students may receive Microsoft Office at no charge. Samford students are able to download and install Microsoft Office 365 ProPlus desktop suite. Included is a digital download of Office 365 ProPlus to install on PC or Mac for up to five devices. Also included is Office Mobile access for iOS and Android devices. You may create and store Word, Excel, PowerPoint, Access, OneNote, and Publisher files locally on your computer/device. You may connect your Bulldog e-mail account to the Outlook desktop client, opening more features to use with your e-mail and calendars.

To sign up and download a free copy of Microsoft Office ProPlus, visit the Technology Services Web site at http://www.samford.edu/ts, or contact the Service Desk for assistance at (205) 726-2662, or at support@samford.edu.

Further Information via the Internet

For more information about computer resources at Samford University, see the Technology Services Web page at www.samford.edu/ts.

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.

Transportation Services

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 Department of Transportation Services, pay a registration fee, properly display the parking permit, 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.

For more information, visit the Transportation Services department Web site: www.samford.edu/transportation.

University Health Services

University Health Services (UHS) provides outpatient health-care services to students attending the University. Staffed by a part-time physician and full-time physician assistant, the clinic provides primary medical care services, including acute care for illness and injuries, health maintenance, and management of stable, chronic conditions. Located on the east side of F. Page Seibert Hall, the clinic is equipped with radiology and an on-site CLIA certified lab. Hours of operation are Monday through Friday from 8:00 a.m.-4:30 p.m.

Payment for Services

Payment is expected upon provision of service and may be made by Visa or MasterCard. Co-pays can also be posted to the student's e-bill through the Bursar's office. As a courtesy, we will bill a primary and secondary insurance company when an assignment of benefits is received. The patient is responsible for any balances not paid by insurance carriers. Questions concerning benefits must be directed to your insurance company. Referrals, deductibles, non-covered services and co-pays are the patient's responsibility. UHS is a participating provider with several health insurance carriers. Please refer to the UHS site at www.samford.edu/healthservices for an updated listing.

Pre-Certification/Referrals

If required by the student's insurance carrier, pre-certification or referrals must be obtained prior to visiting UHS. This is the responsibility of the student to obtain.

Pre-matriculation Immunization and Health Form Requirements for Domestic Students

All full-time students enrolled in a degree-seeking program are required to submit the Immunization Record to UHS prior to attending class. The record must be signed by a health care provider or health department stamp.

All students living in university housing are required to submit the Health Form in addition to the Immunization Record. The necessary physical examination must be within twelve months of submission to UHS and will only be accepted on the Health Form provided. Student athletes should note that their pre-participation athletic physical will not be accepted in lieu of the UHS Health Form.

Pre-matriculation Immunization and Medical Evaluation for International Students

The International Student Immunization Record and Medical Evaluation form should be submitted to UHS prior to the student's arrival on campus. The required forms can be obtained through the Office of International Studies or at www.samford.edu/healthservices. All international students, regardless of country of origin, are required to report to UHS upon arrival to campus for tuberculosis risk assessment as only domestic documentation of tuberculin skin testing will be accepted.

Deadline for submission

All required documentation must be submitted to UHS no later than two weeks following the first day of class. Failure to do so will result in a hold on the student's record and a non-refundable $150 fine. Residential students may also be subject to removal from University Housing if their documentation is not complete by the deadline.

Howard College of Arts and Sciences

Administration

David W. Chapman, Dean
Rosemary M. Fisk, Associate Dean
Dana K. Basinger, Assistant Dean
George E. Keller III, 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 humanities, the social sciences, or the natural sciences. With sixteen departments and over 30 different majors, Howard College is the largest of Samford's eight schools. Although liberal arts majors are not necessarily tied to a specific career path, they all provide an ability to think critically and express ideas cogently—skills that are valued in all professions.

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

Degrees Offered

The College offers programs that meet the requirements for the bachelor of arts and bachelor of science degrees. A master's degree is offered in environmental management (see Department of Biological and Environmental Sciences).

Teacher Certification

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

Accreditation

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

University Core Curriculum and General Education Requirements

Core Faculty

Dana K. Basinger, Assistant Professor
Nancy C. Biggio, Assistant Professor
Bridget C. Rose, Assistant Professor
Lynette M. Sandley, Assistant Professor
Carol Ann Vaughn Cross, Assistant Professor
Sonya B. Davis, Instructor
Kathy C. Flowers, Instructor
Victoria S. Knierim, Instructor

University Core Curriculum

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). It is recommended that students be registered for Cultural Perspectives I (UCCP 101) in their first semester. They should also register for Communication Arts I (UCCA 101) or Communication Arts II (UCCA 102), depending on their placement. Students should consult their academic advisors for recommended scheduling.

University Core Curriculum* Required Courses		Course Credits	Total Required Credits
UCBP 101	Biblical Perspectives	4	
UCCA 101	Communication Arts I**	4	
UCCA 102	Communication Arts II	4	
UCCP 101	Cultural Perspectives I	4	
UCCP 102	Cultural Perspectives II	4	
UCFH 120	Concepts of Fitness and Health	2	
	Total Required Credits		**18-22**

* 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

UCBP 101 Biblical Perspectives (4)
Examination of historical context and religious teachings of Hebrew and Christian Scriptures. Cultivation of critical competencies necessary for the academic study of traditional texts. Course objectives include an understanding of the historical context in which the Bible took shape; appreciation of the development of religious thought within the biblical period; examination of how biblical teachings have been and are interpreted and applied; and study of the Bible, using a variety of modern critical methods.

UCCA 101 Communication Arts I (4)
Introductory course in communication, emphasizing guided practice in speaking, listening, reading, and writing. Students gain proficiency in the use of library resources and in foundational computing skills. Students must write a minimum of four essays, totaling 20 typed pages (4500 words) of polished prose, 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, totaling 20 typed pages (4500 words) of polished prose, 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. Includes a minimum of 15 typed pages (3375 words) of polished prose.

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. Includes a minimum of 15 typed pages (3375 words) of polished prose.

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. Students with physical disabilities may consult the kinesiology department chair for special consideration.

University Fellows Note: University Fellows students follow a unique core curriculum, but adhere to the general education requirements of the various degree programs, as necessary. See the University Fellows Program section for more information.

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

General Education Requirements

The table below is the standard general education curriculum for Samford students and as such, is part of most degree programs offered. However, some schools, departments, degrees, majors, or minors may require variations to this standard. Please consult those department sections to see details on how general education variations may apply. See table footnotes for additional information.

General Education Required Courses		Course Credits	Total Required Credits
Natural & Computational Sciences (select two courses)			**8**
BIOL 105	Principles of Biology	4	
BIOL 107	Contemporary Biology	4	
BIOL 110	Human Biology	4	
BIOL 111	Animal Biology	4	
BIOL 112	Plant Biology	4	
CHEM 108/109	General, Organic, & Biological Chem w/Lab	4	
CHEM 205/206	Foundations of Chemistry I w/Lab	5	
COSC 107	Introduction to Computer Science	4	
GEOG 150	Physical Geography	4	
IDSC 201	Scientific Methods	4	
PHYS 100	Physics for Society	4	
PHYS 101	General Physics I	4	
PHYS 102	General Physics II	4	
PHYS 150	Introduction to Astronomy	4	
PHYS 203	Physics I	5	
PHYS 204	Physics II	5	
PHYS 206	Sound and Music	4	
Social Science (select one course outside your major)			**4**
COMS 221	Interpersonal Communication	4	
ECON 201	Principles of Macroeconomics	4	
GEOG 101	Global Geography	4	
INTL 360	British Heritage and Culture	4	
JMC 200	Mass Media and Society	4	
POLS 200	Power and Politics	4	
PSYC 101	General Psychology	4	
SOCI 100	Introduction to Sociology	4	
Mathematics (select one course)			**4**
MATH 110	Contemporary Mathematics	4	
MATH 150	Precalculus	4	
MATH 210	Elementary Statistics	4	
MATH 240	Calculus I	4	
Any other math course above 240 for students who demonstrate competency at the Calculus I level.		4	
Languages (Biblical, Classical, & World)* For students without language proficiency, the normal sequence is:			**4***
FREN, GER, GREK, HEBR, LATN, or SPAN 101 & 102		(8)	
FREN, GER, GREK, HEBR, LATN, or SPAN 201		(4)	
FREN, GER, GREK, HEBR, LATN, or SPAN 202 (or higher)		4	
Fine Arts (select two courses)**			**4**
ART 200	Art Appreciation	2	
MUSC 200	Music Appreciation	2	
THEA 200	Theatre Appreciation	2	
Humanities (select one course outside your major)			**4**
CLAS 200	Rediscovery of the Classical World	4	
ENGL 205	Fiction and Film	4	
HIST 200	Global Perspectives	4	
INTL 360	British Heritage and Culture	4	
LAST 201	Latin American Studies	4	
PHIL 241	Introduction to Philosophy	4	
RELG/PHIL 200	Christian Ethics	4	
RELG 201	Introduction to World Religions	4	
RELG 221	Christian Theology	4	
Physical Activity***			**2**
	Total Required Credits		**30**

* **Language Requirement:** A placement exam alone cannot satisfy this requirement for most majors (see Exceptions). For more info, see the World Languages and Cultures section.
Language Credits: Four (4) credits of language are required (202 or higher for most programs; 102 or higher for selected programs). However, many students will complete up to 16 language credits. These additional credits will be applied to the General Electives block of the student's program, if applicable.
Greek/Hebrew: One year of Greek, plus one year of Hebrew, may be taken in lieu of two years in the same language.
Exceptions: Students in the School of Business and in selected programs in the School of Education are exempt from completion of a 4-credit language course if placement scores are sufficient.

** INTL 202 satisfies the entire fine arts requirement. Other acceptable substitutions: For ART 200 (ART301, 381, 382, 383, or INTL 201); for MUSC 200 (INTL 201); for THEA 200 (INTL 200). Theatre minors majoring in fields outside the School of the Arts may substitute THEA 101 & 102 for THEA 200.

*** Select two different 1-credit, fitness-based activity courses (see the Physical Activity Program for a list of applicable courses); one of the two MUST be a non-varsity activity. If PHED 138 is passed, successful completion of UCFH 120 satisfies this requirement. Other acceptable substitutions for one PE credit: One semester of ROTC, marching band (MUSC 1739 or 3739), or dance (DANC 100, 101, 102, 201, 202, 211, 212, 301, or 302).

Double-Dipping Note: Students may not "double-dip" by counting a course for credit in both their major and as a general education requirement, unless otherwise noted in the department section. They may, however, count a general education course towards a minor or a second major.

Biological and Environmental Sciences

Faculty

Ronald N. Hunsinger, Chair, Professor
Elizabeth G. Dobbins, Paul Propst Professor of Natural Sciences
Lawrence J. Davenport, Professor
David A. Johnson, Professor
Kristin A. Bakkegard, Associate Professor
Rita Malia Fincher, Associate Professor
George E. Keller III, Associate Professor
Grant L. Gentry, Assistant Professor
Andrew Hataway, Assistant Professor
Warren T. Jones, Assistant Professor
Jennifer E. Layton, Assistant Professor

Undergraduate Programs and Requirements

Majors

Biology
Environmental Science
Marine Science

Minors

Bioinformatics
Biology
Marine Science

The Department of Biological and Environmental Sciences offers majors in biology, environmental science, and marine science, each leading to a bachelor of science degree. Preparation is provided for professional programs in the allied health sciences.

The department also offers minors in biology and marine science, plus an interdisciplinary minor in bioinformatics, offered in cooperation with the Department of Mathematics and Computer Science. The bioinformatics minor is available in three variations, depending on the student's major.

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.

Biology Major

Students majoring in biology are offered the flexibility to design their own program. Students may emphasize the science of the environment, plant and animal diversity, animal physiology, microbiology, or cell-molecular biology. This flexibility allows students to prepare for a variety of graduate and professional programs.

Biology Major **Required Courses**	**Course Credits**	**Total Required Credits**
University Core Curriculum		**22**
General Education Requirements:		**38-45**
Natural and Computational Sciences:		**16-23**
Chemistry (select at least three combinations of lec/lab*)	**12-13**	
CHEM 205 Foundations of Chemistry I	4	
CHEM 206 Foundations of Chemistry I Laboratory	1	
CHEM 215 Fundamentals of Organic Chemistry	3	
CHEM 216 Fundamentals of Organic Chemistry Lab	1	
CHEM 305 Foundations of Chemistry II	3	
CHEM 306 Foundations of Chemistry II Laboratory	1	
CHEM 315 Organic Reactions & Mechanisms	3	
CHEM 316 Organic Reactions & Mechanisms Lab	1	
CHEM 325 Quantitative Chemical Analysis	3	
CHEM 326 Quantitative Chemical Analysis Lab	1	
CHEM 350 Biochemistry	3	
Physics (choose one option)	**4-10**	
PHYS 101 *or* 101-102 General Physics I and II (4-8) *or* PHYS 203 *or* 203-204 Physics I and II (5-10)		
Social Sciences		**4**
Mathematics		**4**
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Biology Major:		**36**
Biology Core		**24**
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 326 Environmental Science *or* BIOL 436 Ecology	4	
BIOL 333 Genetics	4	
BIOL 403 Invertebrate Field Zoology *or* BIOL 416 Vertebrate Field Zoology *or* BIOL 422 Plant Taxonomy & Local Flora	4	
BIOL 438 Biology Seminar (enroll during senior yr)	4	
Biology Electives**		**12**
General Electives		**25-32**
Total Required Credits		**128**

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

** The requirement excludes externships (BIOL 361) and independent research (BIOL 439, 440, and 441).

Biology Minor

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

*BIOL 203 and 204 may substitute for BIOL 105, 111, and 112; however, 20 credits are needed to satisfy the minor in biology.

Environmental Science Major

Students majoring in environmental science will choose between one of three tracks depending on their academic goals. Each track emphasizes training in different areas, with broad flexibility in electives allowing the student to tailor the major to his/her specific interests. The major is designed to prepare students for a wide range of careers, and graduate and professional programs.

Environmental Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**39**
Natural and Computational Sciences:		**13**
CHEM 205 Foundations of Chemistry I	4	
CHEM 206 Foundations of Chemistry I Laboratory	1	
CHEM 215 Fundamentals of Organic Chemistry	3	
CHEM 216 Fundamentals of Organic Chemistry Lab	1	
GEOG 216 Mapping a Changing World*	4	
Social Sciences		**4**
ECON 201 Principles of Macroeconomics	4	
Mathematics		**8**
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I**	4	
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
PHIL 241 Introduction to Philosophy***	4	
Physical Activity		**2**
Environmental Science Major:		**40-48**
Environmental Science Core		**16**
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 326 Environmental Science	4	
BIOL 438 Biology Seminar ‡	4	
Environmental Science Tracks (choose one track)		**12-20**
Conservation/Stewardship Track †	**12**	
BIOL 333 Genetics	4	
BIOL 422 Plant Taxonomy and Local Flora	4	
CHEM 315 Organic Reactions & Mechanisms	3	
CHEM 316 Organic Reactions & Mechanisms Lab	1	
Public/Occupational Health Track	**20**	
BIOL 225 Microbiology of Allied Health Sciences††	4	
BIOL 324 Introduction to Toxicology	4	
BIOL 333 Genetics	4	
CHEM 315 Organic Reactions & Mechanisms	3	
CHEM 316 Organic Reactions & Mechanisms Lab	1	
CHEM 325 Quantitative Chemical Analysis	3	
CHEM 326 Quantitative Chemical Analysis Lab	1	
Policy Track	**12**	
POLS 205 Introduction to American Politics	4	
One ECON, POLS, SOCI 200-level or higher course	4	
One ECON, POLS, SOCI 300/400-level course	4	
Environmental Science Electives (three courses)		**12**
One BIOL 300/400-level course	4	
Two BIOL, ECON, GEOG, POLS, SOCI 300/400-level courses	8	
Note: One elective MUST be a field course†		
General Electives		**19-27**
Total Required Credits		**128**

* The Public/Occupational Health and Policy tracks may substitute SOCI 101.
** All tracks may substitute POLS 301, PSYC 305, SOCI 320.
*** All tracks may substitute PHIL 200, 311, 314, 328, 330, or 351.
‡ An oral presentation after an internship will satisfy this requirement.
† Students in the Conservation/Stewardship track must take two field courses as electives, selected with the help of an academic advisor.
†† Students may substitute BIOL 325 or CHEM 325/326.

Marine Science Major

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.

Marine Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**47-49**
Natural and Computational Sciences:		**21-23**
Chemistry	**13**	
CHEM 205 Foundations of Chemistry I	4	
CHEM 206 Foundations of Chemistry I Laboratory	1	
CHEM 215 Fundamentals of Organic Chemistry	3	
CHEM 216 Fundamentals of Organic Chemistry Lab	1	
CHEM 315 Organic Reactions & Mechanisms	3	
CHEM 316 Organic Reactions & Mechanisms Lab	1	
Physics (choose one combination)	**8-10**	
PHYS 101-102 General Physics I and II (8) *or* PHYS 203-204 Physics I and II (10)		
Social Sciences		**4**
Mathematics		**8**
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Marine Science Major:		**36**
Biology		**20**
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 333 Genetics	4	
BIOL 438 Seminar	4	
Biology Elective	4	
Marine Science*		**16**
MARS 403 Marine Invertebrate Zoology	4	
MARS 411 Marine Vertebrate Zoology	4	
MARS 412 Marine Botany	4	
MARS 436 Marine Ecology	4	
General Electives		**21-23**
Total Required Credits		**128**

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

Marine Science Minor

Marine Science Minor Required Courses	Course Credits	Total Required Credits
Marine Science*		**20**
MARS 403 Marine Invertebrate Zoology	4	
MARS 411 Marine Vertebrate Zoology	4	
MARS 412 Marine Botany	4	
MARS 436 Marine Ecology	4	
MARS or BIOL upper-level course	4	
Total Required Credits		**20**

*BIOL 203 and 204 are prerequisites for the marine science courses.

Bioinformatics Minor for Biology or Biochemistry Majors

An interdisciplinary program merging insights and techniques from the fields of biology, computer science, mathematics, and information technology. Computational methods lead to the discovery of new biological insights and the creation of global perspectives from which to discover unifying principles in biology, pharmacology, and medicine.

Three versions of the bioinformatics minor are available. Students majoring in biology or biochemistry should follow the minor table below. Students majoring in computer science or any other discipline should follow one of two bioinformatics minor tables as seen in the Department of Mathematics and Computer Science section.

Bioinformatics Minor for Biology or Biochemistry Majors Required Courses	Course Credits	Total Required Credits
Computer Science Core		**12**
COSC 110 Introduction to Programming	4	
COSC 200 Discrete Structures for Computer Science	4	
COSC 210 Data Structures and Algorithms	4	
Computer Science Elective (select one from below)		**4**
COSC 315 Databases & Information Management	4	
COSC 325 Languages and Theory	4	
COSC 420 Software Engineering	4	
COSC 460 Current Topics in Computing	4	
COSC 470 Artificial Intelligence and Advanced Computing Strategies	4	
Bioinformatics		**8**
COSC 306 or BIOL 306 Principles of Bioinformatics	4	
COSC 407 or BIOL 407 Advanced Bioinformatics	4	
Mathematics		
Meet math requirements for any course listed above		
Total Required Credits		**24**

NOTE: BIOL 405 must be one of the elective courses taken for the biology major. Biology majors may not use BIOL 306/COSC 306 or BIOL 407/COSC 407 to satisfy ***both*** the biology major and the bioinformatics minor requirements.

Undergraduate Courses

Of related interest:

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

BIOLOGY

BIOL 105 Principles of Biology (4)
Study of the principles of life common to all living organisms. Topics include biological chemistry, cellular biology, inheritance, survey of animals and plants, and ecology. Designed for non-biology majors. Includes laboratory.

BIOL 106 Principles of Biology II (4)
A second semester of study in the principles of life focused on the challenges that animals face in maintaining homeostasis and the systems that solve these challenges. This course does not meet any requirements for the major in biology or environmental science. Prereq: BIOL 105. Offered: Fall, Spring, and Summer.

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. Designed for non-biology majors. Includes laboratory.

BIOL 112 Plant Biology (4)
Study of the form, function, and classification of the plant kingdom. Includes laboratory. Offered: As needed.

BIOL 203 Foundations of Biology I (4)
Survey of cellular and subcellular biology, metabolism, physiology, genetics and the phylogeny, nomenclature, structure, and function of major animal taxa. Designed for biology and related majors. Includes laboratory.

BIOL 204 Foundations of Biology II (4)
Study of the phylogeny, nomenclature, structure, and function of plants, fungi, and algae in relation to the principles of ecology and natural selection. Designed for biology and related majors. Includes laboratory.

BIOL 205 Biology in Great Britain (4)
Survey of the contributions of the British to major concepts in biology such as DNA structure, natural selection, the experimental method, medicine, and biotechnology. Includes visits to museums of medicine and natural history, Kew Botanical Gardens, the London Zoo, Downe House of Kent, and other places of interest. Suitable for biology majors, minors, and interested non-majors. Offered: Jan Term, as needed.

BIOL 217 Human Anatomy for Allied Health Sciences (4)
Survey of microscopic and gross anatomy of the human body. Includes review of cell structure, tissue structure, and detailed anatomical studies of the human organ systems in a combined lecture and laboratory setting. Human cadaver prosection will be used to enhance anatomical demonstrations. Designed for students majoring in nursing, pre-pharmacy, sport administration, sports medicine, allied health fields, or psychology. Students majoring in other areas must have special permission of the instructor. This course does not meet any requirements for the major (in biology or environmental science). Recommended Prereq: One semester of college level biology.

BIOL 218 Human Physiology for Allied Health Sciences (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, sport administration, sports medicine, allied health fields, or psychology. Students majoring in other areas must have special permission of the instructor. Lecture format. This course does not meet any requirements for the major (in biology or environmental science). Prereq: BIOL 217 with a grade of C- or better. Recommended Prereq: One semester of college chemistry.

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 one course in chemistry.

BIOL 300 Mental Illness: A Biological Perspective (4)
Study of the history of neuroscience, its scope and definition, neuron function, basic brain anatomy, basic neurochemistry, and the biological aspects of the major psychiatric disorders. Prereq: One semester of biology. Offered: Jan Term.

BIOL 301 Mammalian Anatomy (4)
Anatomical and histological study of the mammalian and human organ systems. Human cadaver dissection will be used to enhance anatomical demonstrations. Strongly recommended for students intending to pursue a biomedical graduate program. Includes laboratory. Prereq: BIOL 203 and 204.

BIOL 302 Mammalian Physiology (4)
Study of the function of the mammalian and human organ systems. Each week consists of four hours of lecture, laboratory demonstrations, films, slides, and case studies with an emphasis on normal and pathological conditions and critical thinking. Strongly recommended for students intending to pursue a biomedical graduate program. Prereq: BIOL 203 and 204. May be taken concurrently with BIOL 301.

BIOL 306 Principles of Bioinformatics (4)
Interdisciplinary approach to science – biological and computational - to gain new insights into complex living systems. Methods developed in this discipline address outstanding questions in medicine, behavior, health, pharmacy, genetics, the environment, and other biologically related areas. Co-listed as COSC 306. Prereqs for all majors: BIOL 105, 110, or 203; or permission of the instructor. Additional prereqs for computer science majors: COSC 200 and COSC 210, with grades of C or better. Offered: As needed.

BIOL 311 Histology (4)
Study of the microscopic anatomy of the tissues and organs of vertebrate animals, particularly mammals. Strongly recommended for students seeking professional careers or graduate school. Includes laboratory. Prereq: BIOL 203 and 204. Offered: Fall.

BIOL 314 Embryology (4)
Comparative study of the origin and development of vertebrate embryos, emphasizing developmental principles. Includes laboratory.Prereq: BIOL 203 and 204. Offered: Spring.

BIOL 319 Island Ecology (4)
International travel course to tropical or subtropical island ecosystems (Belize or Andros Island, Bahamas). Focus on terrestrial and marine ecosystems and the impact of human culture and economy. Offered: Jan Term.

BIOL 324 Introduction to Toxicology (4)
Introduction to the scope and history of toxicology, providing basic information on home/workplace health and safety. Includes review of OSHA/EPA regulations relevant to the citizens' rights-to-know with respect to toxicants in their communities and work places. Designed for the nonscientist and especially for business and paralegal certificate majors. Includes laboratory. Prereq: Any 100-level biology course. Offered through the Evening College as ECBI 324.

BIOL 325 General Microbiology (4)
Study of the form and function of microbial organisms, especially bacteria, and of their relation to man. Restricted to biology majors. LEC 4, LAB 3. Prereq: BIOL 203 and 204. Offered: Fall and Spring.

BIOL 326 Environmental Science (4)
Study of the relationship of humans to the environment on current environmental problems. Prereq: BIOL 203 and 204.

BIOL 333 Genetics (4)
Introductory study of the inheritance of similarities and variations in plants and animals with practical aspects as applied to humans. Prereq: BIOL 203 and 204.

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.

BIOL 340 Amazon Rain Forest (4)
Field investigation of the Peruvian Amazon Rain Forest ecosystem. Emphasis on the complex relationship between tropical plants, vertebrate and invertebrate animals, and natives of the area. Offered: Jan Term.

BIOL 344 Principles of Immunology (4)
Study of the immune system and host defense strategies against microorganisms and tumors. Recommended for students planning a health-related clinical or research career. Prereq: BIOL 203 and 204. Offered: Jan Term.

BIOL 361 Hospital Internship (4)
Supervised internship in a hospital setting, with exposure to various aspects of hospital operations. Grading is pass/fail only. Offered: Jan Term only, with schedule arranged on an individual basis.

BIOL 402 Challenge to Sustainability: Conserving East Africa's Biodiversity (4)
Exploration of local, national, and international efforts to manage and conserve East Africa's biodiversity. Topics include the biogeography of East Africa, its people, history, current conservation issues and the role of sustainable development in the conservation of natural resources. Includes a 15-day safari to East African countries with visits and fieldwork at selected game reserves, discovery centers, and national parks. Co-listed as ENVM 528. Offered: Summer.

BIOL 403 Invertebrate Field Zoology (4)
Study of the classification, morphology, physiology, and natural history of invertebrate phyla. LEC, LAB. Prereq: BIOL 203 and 204. Offered: Fall.

BIOL 405 Cell and Molecular Biology (4)
Study of the cell as it relates to the underlying structure and function of higher organisms. Emphasis given molecular genetics principles that apply to all organisms. Lectures are supplemented by a student laboratory project. Prereq: BIOL 333. Offered: Fall.

BIOL 406 Experimental Cell Biology (4)
Introduction to the science and methods of techniques used to study the cell and its functions in a lecture/laboratory-based course. Includes laboratory techniques used in microscopy, cell fractionation, protein purification, enzyme analysis, and DNA manipulation. Prereq: BIOL 405.

BIOL 407 Advanced Bioinformatics (4)
Advanced topics in bioinformatics including in-depth investigation of algorithms, innovative techniques, alternative paradigms, advanced database interaction, and algorithm implementation. Co-listed as COSC 407. Prereqs: BIOL 203, BIOL 333, COSC 110, COSC 210; and BIOL 306 or COSC 306. Offered: Spring.

BIOL 416 Vertebrate Field Zoology (4)
Field study of the classification and identification of the major groups of vertebrate animals. LEC, LAB. Prereq: BIOL 203 and 204. Offered: Spring.

BIOL 420 Neuroscience (4)
Advanced exploration of the human nervous system relating gross and ultrastructural neuroanatomy, membrane biophysics, synaptic transmissions, and neural systems with human cognitive function in health and disease. Prereqs: BIOL 301 or BIOL 302; CHEM 205. Offered: Fall.

BIOL 422 Plant Taxonomy and Local Flora (4)
Study of the systems of plant classification, emphasizing recognition of local flora. LEC 2, LAB 4. Prereq: BIOL 203 and 204. Offered: Spring.

BIOL 425 Basic Pathology (4)
Study of the basic causes and mechanisms of cellular and organ dysfunction due to the influences of disease and chemical agents. LEC, LAB. Prereqs: BIOL 301 and BIOL 302. Offered: Spring.

BIOL 432 Internship in Environmental Science (4)
Supervised work experience in a local organization dealing with the environment. Offered: As needed.

BIOL 436 Ecology (4)
Study of the interactions of organisms in their environments with emphasis upon natural communities. The laboratory demonstrates basic techniques of ecological investigations by designing and carrying out field experiments, collecting and analyzing data, and drawing conclusions for scientific-quality publications. LEC, LAB. Prereq: BIOL 203 and 204. Offered: Fall.

BIOL 438 Biology Seminar (4)
Biology capstone course which emphasizes critical thinking and scientific writing/speaking. Required of all biology majors during the senior year. Prereqs: BIOL 203, 204, 333; and BIOL 326 or 436.

BIOL 439 Research (1)
Independent, directed-field, or laboratory research. Research topics must be selected by the student and approved by the Independent Research Screening Committee before registration. This course will not satisfy any of the credits of upper-level biology electives required for a major in biology nor the laboratory science general education requirement. Prereq: Permission of a supervising biology professor and approved project proposal.

BIOL 440 Research (2)
Independent, directed field, or laboratory research. Research topics must be selected by the student and approved by the Independent Research Screening Committee before registration. This course will not satisfy any of the credits of upper-level biology electives required for a major in biology nor the laboratory science general education requirement. Prereq: Permission of a supervising biology professor and approved project proposal.

BIOL 441 Research (3)
Independent, directed-field, or laboratory research. Requirement involves a written paper of scientific merit. Research topics must be selected by the student and approved by the Independent Research Screening Committee before registration. This course will not satisfy any of the credits of upper-level biology electives required for a major in biology nor the laboratory science general education requirement. Prereq: Permission of a supervising biology professor and approved project proposal

MARINE SCIENCE

Courses are offered only at the Dauphin Island Sea Lab operated by the Marine Environmental Sciences Consortium of which Samford University is an active member. A minimum of at least one year of biology (preferably more) is required before any upper-level course in marine science may be attempted. Admission into all courses is subject to ultimate approval by the instructor. Unless otherwise indicated, marine science courses (MARS) are offered during the summer.

MARS 203 Marine Technical Methods (2)
Introduction to the techniques, instrumentation and equipment necessary to perform marine research, emphasizing field methods. Subject matter includes presampling organization, sampling plan and report development, navigation, hydrographic sampling for physical and chemical properties, and sampling techniques for sediments and the water-column (phytoplankton, zooplankton and nekton). Includes lectures and demonstrations followed by activities designed to provide hands-on experience in sampling and data acquisition. One day will be devoted to a cruise that involves application of research techniques. Prereq: None.

MARS 204 Biology and Conservation of Marine Turtles (2)
Overview of the biology and conservation of marine turtles. Topics covered include identification, distribution, nesting behavior, migratory behavior, feeding ecology, population biology and genetics, developmental habitats, temperature-dependent sex determination, paleontology, and conservation of marine turtles. Students obtain a detailed knowledge of sea turtle biology and gain an understanding of why many sea turtle species have become endangered and how proper management has allowed some populations to recover. Course culminates with a overnight, multi-day field trip to sea turtle nesting beaches and foraging grounds in the southeastern U.S. Includes visit to sea turtle research and rehabilitation facilities. Field trip provides students the opportunity to observe loggerhead, green, and leatherback turtles in their natural habitats. Prereq: Introductory biology course. Special fees apply and will be determined based on student enrollment in the course.

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 350 Coastal and Marine Geography: Modern Marine Science (4)
Overview of the world's oceans and the role they play in global geologic, climatologic, and biologic systems. The course investigates current ocean science and technologies, patterns of environmental change, and coastal dynamics. Co-listed with GEOG 350. Offered: Spring, on rotation.

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 one course in chemistry.

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

Degree/Majors

Master of Science in Environmental Management (M.S.E.M.)
- Environmental Management
- Environmental Management with a Concentration in Energy Management and Policy

Joint-Degree

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

The Department of Biological and Environmental Sciences offers the master of science in environmental management (M.S.E.M.), a 36-credit, non-thesis program. It directs working professionals through a collection of courses to prepare them for the decision-making processes of the ever-increasing demands of environmental regulatory compliance. Students can pursue the stand-alone environmental management major or can opt for the same major with a concentration in energy management and policy.

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

Graduate Admission Requirements

Three levels of admission status are designated:

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

Required Credentials for Admission

Each student must submit official transcripts from all colleges and universities attended. In order for transcripts to be official, they must be sent directly from the student's college/university to the Office of Admission, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229. Transcripts sent to faculty or other offices on campus are not official. In addition, GRE or MAT scores must be sent directly to the Office of Admission from the testing agency. Scores furnished from other sources are not considered 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 a cell-based general biology course, specifically approved by the program directors, PRIOR to taking any of the scientifically-oriented courses in the program, with the exception of ENVM 501 (Biological and Environmental Chemistry). This cell-based general biology course may be an undergraduate course and will not count towards the 36 credits required for degree completion.

International Students

In addition to the stated admission requirements, for international students applying to the program, a minimum TOEFL score of 80 will be required. For regular admission, students with a TOEFL score of less than 80 may still be accepted provisionally at the discretion of the directors. In such cases, the students would be required to successfully complete English as a second language. This language course will not count towards the 36 credits required for degree completion.

Acceptable Academic Progress (Minimum GPA and Course Grades)

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

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

Transfer Credit

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

Time Limit

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

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

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

Master of Science in Environmental Management Required Courses		**Course Credits**	**Total Required Credits**
Environmental Management Core			**12**
ENVM 501	Biological and Environmental Chemistry	3	
ENVM 502	Environmental Law and Regulation	3	
ENVM 504	Basic Toxicology	3	
ENVM 505	Environmental Sustainability	3	
Environmental Management Electives (choose eight courses)			**24**
ENVM 506	Environmental Risk Assessment & Mgt	3	
ENVM 507	Technology/Mgt of Hazardous Materials	3	
ENVM 508	Ecotoxicology for the Environmental Mgr	3	
ENVM 509	GIS & Environmental Management Issues	3	
ENVM 510	Environmental Ethics and Values	3	
ENVM 511	Environmental Total Quality Management	3	
ENVM 512	Environmental Project Management	3	
ENVM 514	Wetlands	3	
ENVM 515	Endangered Species	3	
ENVM 516	Research	3	
ENVM 517	Environmental Biomonitoring	3	
ENVM 518	Environmental Litigation	3	
ENVM 519	Conservation Biology and Natural Resource Management	3	
ENVM 520	Occupational Safety and Health Law/Policy	3	
ENVM 521	Risk Analysis	3	
ENVM 522	Environmental Economics	3	
ENVM 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 East Africa's Biodiversity	3	
ENVM 529	Energy and the Environment	3	
ENVM 530	Environmental Management Internship	3	
ENVM 531	Environmental Management International Studies	3	
ENVM 532	Environmental Neuroscience	3	
	Total Required Credits		**36**

M.S.E.M. w/a Concentration in Energy Management & Policy

The master of science in environmental management (M.S.E.M.) with a concentration in energy management and policy is a 36-credit, non-thesis concentration which directs working professionals through a series of courses, with specific emphasis on energy policy, to prepare them for the decision-making process of the ever-increasing demands of environmental regulatory compliance. To be admitted into this concentration, students must have a 3.00 GPA, if a recent graduate, or a 2.50 GPA, if they have three years of relevant work experience. Once in the program, students must maintain a 3.00 GPA.

Master of Science in Environmental Management w/Energy Management and Policy Concentration Required Courses		**Course Credits**	**Total Required Credits**
Environmental Management Core			**12**
ENVM 501	Biological and Environmental Chemistry	3	
ENVM 502	Environmental Law and Regulation	3	
ENVM 504	Basic Toxicology	3	
ENVM 505	Environmental Sustainability	3	
Energy Management and Policy Concentration			**24**
Energy Management and Policy Core (required)			**18**
ENVM 510	Environmental Ethics and Values	3	
ENVM 512	Environmental Project Management	3	
ENVM 519	Conservation Biology and Natural Resource Management	3	
ENVM 521	Risk Analysis	3	
ENVM 524	Environmental Geology	3	
ENVM 529	Energy and the Environment	3	
Environmental Management Electives (choose two)			**6**
ENVM 506	Environmental Risk Assessment & Mgt	3	
ENVM 507	Technology/Mgt of Hazardous Materials	3	
ENVM 508	Ecotoxicology for the Environmental Mgr	3	
ENVM 509	GIS & Environmental Management Issues	3	
ENVM 511	Environmental Total Quality Management	3	
ENVM 514	Wetlands	3	
ENVM 515	Endangered Species	3	
ENVM 516	Research	3	
ENVM 517	Environmental Biomonitoring	3	
ENVM 518	Environmental Litigation	3	
ENVM 520	Occupational Safety and Health Law/Policy	3	
ENVM 522	Environmental Economics	3	
ENVM 525	Environmental Forestry	3	
ENVM 526	Environmental Auditing	3	
ENVM 527	Sociology of the Environment	3	
ENVM 528	Challenge to Sustainability: Conserving East Africa's Biodiversity	3	
ENVM 530	Environmental Management Internship	3	
ENVM 531	Environmental Management International Studies	3	
	Total Required Credits		**36**

Graduate Courses

ENVIRONMENTAL MANAGEMENT

NOTE: The environmental management graduate program follows the calendar of one summer term, one (1) fall term, and one (1) spring term. Unless otherwise indicated, all environmental management (ENVM) courses are offered on rotation.

ENVM 501 Biological and Environmental Chemistry (3)
Application of chemical and biochemical principles to environmental problems and solutions. Course provides the nonscientist with the necessary chemical/biochemical concepts to assimilate the scientific aspects of environmental management. Required. Offered: Fall and Spring.

ENVM 502 Environmental Law and Regulation (3)
Broad overview of how environmental issues are addressed in the American legal system. Examines common legal remedies in federal, state, and municipal environmental statutes and regulations. Salient topics include environmental policy making and rulemaking by governmental agencies. Required. Offered: Fall and Spring.

ENVM 504 Basic Toxicology (3)
Examination of the basics of applied toxicology for the non-technician. Course covers experimental toxicology, definitions, biochemical mechanisms, and signs of exposure and insult. Includes an overview of how toxic materials enter the body, how they interact with the body, and how they are eliminated. Students learn specific toxic effects of metals, pesticides, and solvents. Required. Prereq: ENVM 501. Offered: Fall and Spring.

ENVM 505 Environmental Sustainability (3)
Examination of the basic principles of sustainability and how to apply those principles in decision making and green imaging. Students will develop these skills through a group project where they will evaluate the sustainability of an assigned entity (e.g., a company, city government, or organization) and identify recommendations for improving that entity's sustainability and green image.

ENVM 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, 504, and 505.

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 basic project management concepts in the context of selecting, developing, and implementing environmental projects to achieve organizational objectives in support of an organization's mission or purpose. Concepts of strategic planning, team leadership, risk management, public relations, and controlling projects will be explored to prepare students to effectively manage environmental projects. Prereqs: ENVM 501, 502, 504, and 505.

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, 504, and 505.

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, 504, and 505.

ENVM 517 Environmental Biomonitoring (3)
Review of the basics of modern environmental analysis. Topics include proper field sampling and preservation, legal aspects, traceability, and chain of custody records. Aspects of a quality assurance and quality control program are addressed, as well as fundamentals of laboratory instrumentation and air quality monitoring. Prereqs: ENVM 501 and ENVM 505.

ENVM 518 Environmental Litigation (3)
Study of the process of environmental litigation, focusing on the role of an environmental manager, commonly litigated issues, and alternatives to litigation. Prereq: ENVM 502.

ENVM 519 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, 504, 505, 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 East Africa's Biodiversity (3)
Exploration of local, national, and international efforts to manage and conserve East Africa's biodiversity. Topics include the biogeography of East Africa, its people, history, current conservation issues and the role of sustainable development in the conservation of natural resources. Includes a 15-day safari to East African countries with visits and fieldwork at selected game reserves, discovery centers, and national parks. Co-listed as BIOL 402. Offered: Summer.

ENVM 529 Energy and the Environment (3)
Study of the fundamentals of the science of energy and its applications to technology, issues of a global energy policy, and associated environmental regulations including climate change. Includes a comprehensive discussion of the different types of commercially produced energy and the advantages and disadvantages of each type. Prereqs: ENVM 501, 502, 504, and 505. Offered: Summer.

ENVM 530 Environmental Management Internship (3)
Supervised internship with a private, public, or non-profit organization with exposure to various aspects of environmental management. Prereqs: ENVM 502 and ENVM 505. Offered: As needed.

ENVM 531 Environmental Management International Studies (3)
An introduction to environmental management, technology, and policy issues within another country or region of the world. Examination of environmental technologies, practices, and policies that might have beneficial application within Alabama, the United States, or other countries and regions. Domestic and/or international travel required. Offered as needed.

ENVM 532 Environmental Neuroscience (3)
Examination of basic concepts in neuroscience and an exploration of the effects of environmental stressors on nervous system function during development, disease, and aging. Students will develop a sophisticated understanding of these complex interactions through a research project investigating the impacts of specific environmental and toxicological effects on the neurobiology of individuals. Prereqs: ENVM 501 and ENVM 504. Offered: Fall.

Chemistry and Biochemistry

Faculty

Morgan S. Ponder, Chair, Professor
Brian W. Gregory, Professor
David C. Garza, Associate Professor
Denise J. Gregory, Assistant Professor
Corey M. Johnson, Assistant Professor
Paul A. Wiget, Assistant Professor

Undergraduate Programs and Requirements

Majors
Biochemistry
Chemistry

Minor
Chemistry

The Department of Chemistry and Biochemistry offers majors in chemistry and in biochemistry leading to a bachelor of science degree. A student who is majoring in chemistry or biochemistry is not required to earn a minor in another area. The department also offers a minor in chemistry.

University Core Curriculum and General Education Requirements
See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Chemistry and biochemistry majors must take MATH 240 (Calculus I) to satisfy the general education mathematics requirement, and PHYS 203 and PHYS 204 (Physics I and II, respectively) to satisfy the general education natural and computational sciences requirement.

Chemistry Major

The program outlined below will provide a student with a broad background in the chemical sciences. A student completing this program would be equipped for an entry-level position within the chemical industry. A student completing this program would also be well prepared to pursue graduate work in chemistry or a chemistry-related field. This program would also provide an excellent preparation for medical school, dental school, pharmacy, and other health-related professional programs.

Chemistry Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements:			**32**
Natural and Computational Sciences			**10**
PHYS 203	Physics I	5	
PHYS 204	Physics II	5	
Social Sciences			**4**
Mathematics			**4**
MATH 240	Calculus I	4	
Languages (proficiency through 202 or higher)			**4**
Fine Arts			**4**
Humanities			**4**
Physical Activity			**2**
Chemistry Major:			**43**
Chemistry			**39**
CHEM 205	Foundations of Chemistry I	4	
CHEM 206	Foundations of Chemistry I Laboratory	1	
CHEM 215	Fundamentals of Organic Chemistry	3	
CHEM 216	Fundamentals of Organic Chemistry Lab	1	
CHEM 315	Organic Reactions & Mechanisms	3	
CHEM 316	Organic Reactions & Mechanisms Lab	1	
CHEM 325	Quantitative Chemical Analysis	3	
CHEM 326	Quantitative Chemical Analysis Lab	1	
CHEM 350	Biochemistry	3	
CHEM 355	Inorganic Chemistry	3	
CHEM 365	Physical Chemistry I	3	
CHEM 367	Physical Chemistry II	3	
CHEM 370	Unified Laboratory I	2	
CHEM 375	Unified Laboratory II	2	
CHEM 435	Chemical Instrumentation	3	
CHEM 460	Senior Seminar	3	
Mathematics			**4**
MATH 260	Calculus II	4	
General Electives			**31**
	Total Required Credits		**128**

Chemistry Minor

Chemistry Minor Required Courses		Course Credits	Total Required Credits
Chemistry Core			**17**
CHEM 205	Foundations of Chemistry I	4	
CHEM 206	Foundations of Chemistry I Laboratory	1	
CHEM 215	Fundamentals of Organic Chemistry	3	
CHEM 216	Fundamentals of Organic Chemistry Lab	1	
CHEM 315	Organic Reactions & Mechanisms	3	
CHEM 316	Organic Reactions & Mechanisms Lab	1	
CHEM 325	Quantitative Chemical Analysis	3	
CHEM 326	Quantitative Chemical Analysis Lab	1	
Chemistry Electives (choose two)			**6**
CHEM 350	Biochemistry	3	
CHEM 355	Inorganic Chemistry	3	
CHEM 365	Physical Chemistry I	3	
CHEM 435	Chemical Instrumentation	3	
	Total Required Credits		**23**

Biochemistry Major

The program outlined below will provide a student with a broad background in biochemistry. A student completing this program would be equipped for an entry-level position within the biotechnology industry. A student completing this program would also be well prepared to pursue graduate work in biochemistry or a related field. This program would also provide an excellent preparation for medical school, dental school, pharmacy, and other health-related professional programs.

Biochemistry Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements:			**32**
Natural and Computational Sciences			**10**
PHYS 203	Physics I	5	
PHYS 204	Physics II	5	
Social Sciences			**4**
Mathematics			**4**
MATH 240	Calculus I	4	
Languages (proficiency through 202 or higher)			**4**
Fine Arts			**4**
Humanities			**4**
Physical Activity			**2**
Biochemistry Major:			**51**
Biology			**16**
BIOL 203	Foundations of Biology I	4	
BIOL 204	Foundations of Biology II	4	
BIOL 333	Genetics	4	
BIOL 405	Cell and Molecular Biology	4	
Chemistry			**31**
CHEM 205	Foundations of Chemistry I	4	
CHEM 206	Foundations of Chemistry I Laboratory	1	
CHEM 215	Fundamentals of Organic Chemistry	3	
CHEM 216	Fundamentals of Organic Chemistry Lab	1	
CHEM 315	Organic Reactions & Mechanisms	3	
CHEM 316	Organic Reactions & Mechanisms Lab	1	
CHEM 325	Quantitative Chemical Analysis	3	
CHEM 326	Quantitative Chemical Analysis Lab	1	
CHEM 350	Biochemistry	3	
CHEM 365	Physical Chemistry I	3	
CHEM 370	Unified Laboratory I	2	
CHEM 430	Advanced Biochemistry	3	
CHEM 460	Senior Seminar	3	
Mathematics			**4**
MATH 260	Calculus II	4	
General Electives			**23**
	Total Required Credits		**128**

Courses

Of related interest:

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

CHEMISTRY

CHEM 108 General, Organic, and Biological Chemistry (3)
Study of the chemistry needed to understand human physiology. When taken with CHEM 109, this course meets the chemistry requirement for nursing students and a general education requirement for natural and computational sciences for most other majors. Students who have a C- or better in CHEM 205 may not take CHEM 108 for credit. LEC 3. Co-req: CHEM 109. Offered: Jan Term and Spring.

CHEM 109 General, Organic, and Biological Chemistry Laboratory (1)
Laboratory to accompany CHEM 108. LAB 3. Co-req: CHEM 108. Offered: Jan Term and Spring.

CHEM 205 Foundations of Chemistry I (4)
Survey of chemical principles. Includes types of chemical reactions, stoichiometry, gases, thermodynamics, atomic and molecular structure, solutions, kinetics, and basic equilibrium. When taken with CHEM 206, meets a general education requirement for natural and computational sciences. LEC 4. Co-req: CHEM 206 and MATH 150, or score on placement exam sufficient to qualify for MATH 240. Offered: Fall, Spring, and Summer.

CHEM 206 Foundations of Chemistry I Laboratory (1)
Laboratory to accompany CHEM 205. LAB 3. Co-req: CHEM 205. Offered: Fall, Spring, and Summer.

CHEM 215 Fundamentals of Organic Chemistry (3)
Survey of structures and reactions of the principal classes of carbon compounds. LEC 3. Co-req: CHEM 216. Prereq: Grade of C- or better in CHEM 205. Offered: Fall, Spring, and Summer 1.

CHEM 216 Fundamentals of Organic Chemistry Laboratory (1)
Laboratory to accompany CHEM 215. LAB 3. Co-req: CHEM 215. Offered: Fall, Spring, and Summer 1.

CHEM 305 Foundations of Chemistry II (3)
Sequel to CHEM 205. Includes study of solids, acids and bases, aqueous equilibria, oxidation/reduction, coordination complexes, carbohydrates, lipids, proteins, nucleic acids, and metabolism. LEC 3. Prereq: Grade of C- or higher in CHEM 215. Offered: Spring.

CHEM 306 Foundations of Chemistry II Laboratory (1)
Optional laboratory to accompany CHEM 305. LAB 3. Co-Req: CHEM 305. Offered: Spring.

CHEM 315 Organic Reactions and Mechanisms (3)
Amplification of CHEM 215, with an emphasis on reaction mechanisms. LEC 3. Co-req: CHEM 316. Prereq: Grade of C- or higher in CHEM 215. Offered: Fall, Spring, and Summer 2.

CHEM 316 Organic Reactions and Mechanisms Laboratory (1)
Laboratory to accompany CHEM 315. LAB 3. Co-req: CHEM 315. Offered: Fall, Spring, and Summer 2.

CHEM 325 Quantitative Chemical Analysis (3)
Study of quantitative analytical techniques for separating, identifying, and quantifying chemical compounds. Includes statistical analysis and gravimetric, titrimetric, electrochemical, and spectrochemical methods. Emphasis is given to the physical and chemical principles upon which different analytical techniques are based. LEC 3. Co-req: CHEM 326. Prereq: Grade of C- or better in CHEM 205. Offered: Spring.

CHEM 326 Quantitative Chemical Analysis Laboratory (1)
Laboratory to accompany CHEM 325. LAB 3. Co-req: CHEM 325. Offered: Spring.

CHEM 345 Nutritional Biochemistry (3)
Survey of the chemistry of biological systems, with emphasis on applications to allied health fields. LEC 3. Prereq: Grade of C- or better in CHEM 215. Offered: Fall.

CHEM 350 Biochemistry (3)
Survey of the chemistry of biological systems. LEC 3. Prereq: Grade of C- or better in CHEM 315. Offered: Fall.

CHEM 355 Inorganic Chemistry (3)
Study of the chemistry of inorganic compounds, reactions and mechanisms, including coordination compounds and organometallic compounds. LEC 3. Prereq: Grade of C- or better in CHEM 315 and CHEM 325. Offered: Spring.

CHEM 365 Physical Chemistry I (3)
Survey of the theoretical bases on which chemistry rests, including kinetic-molecular theory, thermodynamics, kinetics, and quantum theory. LEC 3. Prereq: Grade of C- or better in CHEM 215, MATH 260, and PHYS 204, or permission of instructor. Offered: Fall.

CHEM 367 Physical Chemistry II (3)
Sequel to CHEM 365. Study of multi-electron quantum mechanics, electrochemistry, group theory, spectroscopy, statistical thermodynamics, the solid state, and surfaces. LEC 3. Prereq: Grade of C- or better in CHEM 365. Offered: Spring.

CHEM 370 Unified Laboratory I (2)
First course in the unified laboratory sequence. The unified labs combine elements from traditional upper-level inorganic, physical, instrumental, and biochemistry laboratories. Unified Lab I will explore buffers, thermodynamics of biomolecules, kinetics of inorganic and biological systems, catalysis, stereochemistry, and gas chromatography/mass spectrometry. LAB 6. Prereq: Grade of C- or better in CHEM 325. Offered: Fall.

CHEM 375 Unified Laboratory II (2)
Second course in the unified laboratory sequence. The unified labs combine elements from traditional upper-level inorganic, physical, instrumental, and biochemistry laboratories. Unified Lab II will focus on purification in biological systems, electrochemical synthesis, organometallic chemistry, spectroscopic analysis, and coulometry. LAB 6. Prereq: Grade of C- or better in CHEM 370. Offered: Spring.

CHEM 430 Advanced Biochemistry (3)
Amplification of CHEM 350. LEC 3. Prereq: Grade of C- or better in CHEM 350. Offered: Spring.

CHEM 435 Chemical Instrumentation (3)
Sequel to CHEM 325. Study of modern instrumental techniques for the analysis of chemical compounds, including spectroscopic, electrochemical, mass spectrometric, and chromatographic methods. LEC 3. Prereq: Grade of C- or better in CHEM 325. Offered: Fall.

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 460 Senior Seminar (3)
Capstone course. Includes research project selected by the student. LEC 3. Prereq: Senior standing. Offered: Spring.

Classics

Faculty

Stephen R. Todd, Chair, Professor
Douglas C. Clapp, Associate Professor
Shannon R. Flynt, Assistant Professor
P. Andrew Montgomery, Assistant Professor

Undergraduate Programs and Requirements

Majors	Minors
Classics	Classics
Greek	Greek
Latin	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 21st 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**
Classics Major:			**36**
Classical Languages			**12**
(select three courses; one at 300 or 400 level)			
GREK 201-454		4-12	
LATN 201-454		4-12	
Classical History			**8**
HIST 331	Ancient Near East and Greece	4	
HIST 332	The Roman Republic and Empire	4	
Classical Civilization			**8**
CLAS 200	Rediscovery of the Classical World	4	
CLAS 495	Senior Capstone: Research & Writing	4	
Classical Electives (select two courses)			**8**
ART 381	History and Theory of Art I	4	
CLAS 303	Greece: The Crucible of Civilization	4	
CLAS 304	Eternal Rome	4	
CLAS 345	Varieties of Ancient Paganism from Alexander to Julian	4	
GREK 201-454		4-8	
LATN 201-454		4-8	
PHIL 301	History of Philosophy: Ancient & Medieval	4	
General Electives			**40**
	Total Required Credits		**128**

Greek Major

Greek Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
Greek Major:			**32**
Greek (six courses at 200, 300 or 400 level)			**24**
History and Classics			**8**
HIST 331	Ancient Near East and Greece	4	
CLAS 495	Senior Capstone: Research & Writing	4	
General Electives			**44**
	Total Required Credits		**128**

Latin Major

Latin Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
Latin Major:			**32**
Latin (six courses at 200, 300 or 400 level)			**24**
History and Classics			**8**
HIST 332	The Roman Republic and Empire	4	
CLAS 495	Senior Capstone: Research & Writing	4	
General Electives			**44**
	Total Required Credits		**128**

Classics Minor

Classics Minor Required Courses		Course Credits	Total Required Credits
Classical Languages (select one course)			**4**
GREK 300-454		4	
LATN 300-454		4	
Classical Electives (select four courses)			**16**
ART 381	History and Theory of Art I	4	
CLAS 200	Rediscovery of the Classical World	4	
CLAS 303	Greece: The Crucible of Civilization	4	
CLAS 304	Eternal Rome	4	
CLAS 345	Varieties of Ancient Paganism from Alexander to Julian	4	
GREK 201-454		4-16	
LATN 201-454		4-16	
HIST 331	Ancient Near East and Greece	4	
HIST 332	The Roman Republic and Empire	4	
PHIL 301	History of Philosophy: Ancient & Medieval	4	
	Total Required Credits		**20**

Greek Minor

Greek Minor Required Courses		Course Credits	Total Required Credits
Classical Languages (select two courses)			**8**
GREK 300-454		8	
Classical Electives (select three courses)			**12**
ART 381	History and Theory of Art I	4	
CLAS 200	Rediscovery of the Classical World	4	
CLAS 303	Greece: The Crucible of Civilization	4	
CLAS 345	Varieties of Ancient Paganism from Alexander to Julian	4	
GREK 201-454		4-12	
LATN 201-454		4-12	
HIST 331	Ancient Near East and Greece	4	
PHIL 301	History of Philosophy: Ancient & Medieval	4	
	Total Required Credits		**20**

Latin Minor

Latin Minor Required Courses		Course Credits	Total Required Credits
Classical Languages (select two courses)			**8**
LATN 300-454		8	
Classical Electives (select three courses)			**12**
ART 381	History and Theory of Art I	4	
CLAS 200	Rediscovery of the Classical World	4	
CLAS 304	Eternal Rome	4	
CLAS 345	Varieties of Ancient Paganism from Alexander to Julian	4	
GREK 201-454		4-12	
LATN 201-454		4-12	
HIST 332	The Roman Republic and Empire	4	
PHIL 301	History of Philosophy: Ancient & Medieval	4	
	Total Required Credits		**20**

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 303 Greece: The Crucible of Civilization (4)
Examination of the history and culture of the Ancient Greeks through a first-hand look at the material remains, including monuments and artifacts from the Bronze Age, the Archaic and Classical periods, and the Hellenistic, Roman, and Christian eras. Offered: Jan Term-Study Abroad, on rotation.

CLAS 304 Eternal Rome (4)
Examination of the history and culture of Rome through a firsthand look at its material remains, including its Greek and Etruscan antecedents, the Republican and Imperial periods, and the Renaissance transformation of the Classical ideal. Offered: Jan Term-Study Abroad, on rotation.

CLAS 345 Varieties of Ancient Paganism from Alexander to Julian (4)
Introduction to the major pagan religions of the Greco-Roman period, from the conquests of Alexander the Great (332 BCE) to the death of Julian the Apostate (363 CE). Some attention is paid to the pagan influences on emerging Judaism and Christianity. Co-listed as RELG 345. Offered: Spring, on rotation.

CLAS 454 Special Topics in Classics (4)
Investigation of the Classical world taking advantage of opportunities provided by study abroad, by visiting professors, or by experimental advanced courses. Topics vary. May be repeated for credit. Prereq: Permission of the department chair. Offered: As needed.

CLAS 495 Senior Capstone: Research and Writing (4)
Seminar exploring selected topics in classical antiquity. Includes a directed research project involving a research component, a writing component, and a public, oral presentation. For seniors, but juniors can take with permission. Offered: Fall.

GREEK

GREK 101 and 102 Elementary Greek I and II (4 each course)
Introduction to Greek language and culture, aimed at developing the ability to read, understand, and interpret ancient Greek. Covers basic vocabulary and grammar of Classical Greek and provides foundation for the study of all ancient Greek literature, including the Greek New Testament. Offered: Fall (101); Spring (102).

GREK 201 and 202 Intermediate Greek I and II (4 each course)
Thematic reading in Greek texts with an emphasis on reading comprehension, a systematic review of grammar, and an introduction to tools for philological research. Prereqs: GREK 101 and 102, or permission. Offered: Fall (201); Spring (202).

GREK 301 Homer (4)
Introduction to the language and background of Greek epic, through selected readings from the Iliad and Odyssey, the earliest extant literature of the Western world. Through the careful study of these texts students further develop their ability to read, understand, and interpret ancient Greek. Prereq: GREK 202. Offered: Fall.

GREK 302 Greek Historians (4)
Selected readings from Herodotus and Thucydides. Through the careful study of these texts students further develop their ability to read, understand, and interpret ancient Greek. Includes survey of the development of Greek historiography. Prereq: GREK 202.

GREK 303 Greek Tragedy (4)
Selected readings from the plays of Sophocles and Euripides. Through the careful study of these texts students further develop their ability to read, understand, and interpret ancient Greek. Includes survey of the development of Greek drama. Prereq: GREK 202.

GREK 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 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.

GREK 451, 452, 453, & 454 Directed Reading (1, 2, 3, & 4, respectively)
Directed reading in selected Ancient Greek texts. Topics vary. May be repeated for credit. Prereq: Permission of the department chair.

LATIN

LATN 101 and 102 Elementary Latin I and II (4 each course)
Introduction to the Latin language and culture, aimed at developing the ability to understand Latin through speaking, listening, reading, and writing. Offered: Fall (101) and Spring (102).

LATN 201 and 202 Intermediate Latin I and II (4 each course)
Thematic reading in Latin texts with an emphasis on reading comprehension, a systematic review of grammar, and an introduction to tools for philological research. Prereqs: LATN 101 and 102, placement, or permission. Offered: Fall (201) and Spring (202).

LATN 301 Ovid (4)
Selected readings from the works of Ovid. Through the careful study of these texts students further develop their ability to read, understand, and interpret Latin.

LATN 302 Horace (4)
Selected readings from the works of Horace. Through the careful study of these texts students further develop their ability to read, understand, and interpret Latin. Includes survey of the development of Roman Lyric Poetry.

LATN 303 Cicero (4)
Selected readings from the works of Cicero. Through the careful study of these texts students further develop their ability to read, understand, and interpret Latin.

LATN 304 Vergil (4)
Selected readings from the works of Vergil. Through the careful study of these texts students further develop their ability to read, understand, and interpret Latin. Includes survey of the development of Latin epic literature.

LATN 451, 452, 453, & 454 Directed Reading (1, 2, 3, & 4, respectively)
Directed reading in selected Latin texts. Topics vary. May be repeated for credit. Prereq: Permission of the department chair.

Communication Studies

Faculty

Rhonda G. Parker, Chair, Professor
Charlotte D. Brammer, Associate Professor
David R. Dedo, Associate Professor
Ryan W. Galloway, Associate Professor and Director of Debate
Michael J. Janas, Associate Professor
Ashley George, Assistant Professor

Undergraduate Programs and Requirements

Major

Communication Studies

Minors

Communication Studies
Writing

The Department of Communication Studies offers a bachelor of arts in communication studies. This comprehensive program offers courses in persuasion, rhetorical theory and criticism, argumentation, and public speaking that provide strategies for generating and delivering effective messages. In interpersonal, group, and organizational communication courses, students discover their communicative strengths and identify and address areas where improvement is needed. Students can tailor portions of the major to meet their special needs by choosing from a menu of communication electives in the junior and senior year. Students interested in majoring in language arts in preparation for teaching speech at the secondary school level should consult the Department of Teacher Education, School of Education section in this catalog for the curriculum.

The department also offers two minors: one in communication studies and one in writing. The communication studies minor consists of 20 credits and must include three upper-level courses. In the writing minor, students take 20 credits: two required 300-level courses and three upper-level electives.

Any communication studies major who wishes to minor in writing must meet all major requirements, take COMS 361 (Grammar for Writers), and complete four upper-level electives designated in the minor. In keeping with University policy, no course may be used for both the major and minor.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Communication studies majors must complete COMS 205 (Intercultural Communication) for their major and cannot use it to also satisfy the general education social science requirement for their degree.

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.

Communication Studies Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
Communication Studies Major:			**40**
Communication Studies Core			**28**
COMS 200	Introduction to Communication Studies	4	
COMS 205	Intercultural Communication	4	
COMS 215	Public Speaking	4	
COMS 221	Interpersonal Communication	4	
COMS 311	Rhetorical Criticism	4	
COMS 321	Research Methods in Communication	4	
COMS 491	Communication Workshop	4	
Communication Studies Electives (select three courses)			**12**
COMS 305	Experiencing Cultural Differences	4	
COMS 320	Legal Communication	4	
COMS 325	Small Group Communication	4	
COMS 354	Creative Nonfiction	4	
COMS 361	Grammar for Writers	4	
COMS 399	London Study Topics	4	
COMS 411	Media Criticism	4	
COMS 415	Persuasion	4	
COMS 417	Political Communication	4	
COMS 421	Communication in Close Relationships	4	
COMS 424	Communication Internship*	4	
COMS 451	Organizational Communication	4	
COMS 453	Professional Communication	4	
COMS 455	Computer-Mediated Communication	4	
COMS 456	Directed Studies	4	
COMS 460	Language and Culture	4	
General Electives			**36**
	Total Required Credits		**128**

*With advisor's approval only.

Communication Studies Minor

Communication Studies Minor Required Courses		Course Credits	Total Required Credits
Communication Studies Core			**8**
COMS 215	Public Speaking	4	
COMS 221	Interpersonal Communication	4	
Communication Studies Electives Must be in upper-level courses.			**12**
	Total Required Credits		**20**

Writing Minor

The writing minor allows students to study writing as a discipline, a means of self-expression, and an academic and professional tool. Students in the minor will understand the value of writing as a way of learning, develop effective composing strategies, and demonstrate expertise in written discourse for both traditional and electronic formats.

Writing Minor Required Courses		Course Credits	Total Required Credits
Writing Core			**8**
COMS 311	Rhetorical Criticism	4	
COMS 361	Grammar for Writers	4	
Writing Electives (complete three to four courses)*			**12**
COMS 320	Legal Communication	4	
COMS 354	Creative Nonfiction	4	
COMS 417	Political Communication	4	
COMS 424	Communication Internship	4	
COMS 451	Organizational Communication	4	
COMS 453	Professional Communication	4	
COMS 455	Computer-Mediated Communication	4	
COMS 456	Directed Studies	4	
COMS 460	Language and Culture	4	
ENGL 311	Creative Writing: Short Fiction	4	
ENGL 312	Creative Writing: Poetry	4	
FLMT 310	Screenwriting*	3	
HIST 300	The Historian's Craft	4	
THEA 414	Playwriting*	3	
	Total Required Credits		**20**

*FLMT 310 and THEA 414 are only 3 credits. Students choosing one or both of these courses may need to complete a fourth writing elective to meet the 20-credit minimum required for this minor.

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. Offered: Fall.

COMS 205 Intercultural Communication (4)
Study of intercultural communication, focusing on the concepts and applications of its central theories. Students analyze various uses of communication within cultures, especially within U.S. and Latin American cultures, as a way of developing practical knowledge and skill in communicating across cultures. Required for all communication studies majors. Offered: Fall.

COMS 215 Public Speaking (4)
Study of techniques of giving speeches to inform, convince, and persuade. Includes speech composition, delivery, and audience analysis. Offered: Fall and Spring.

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. Offered: Every semester.

COMS 231 Tutoring I (0-1)
Introduction to the theory and practice of peer tutoring with particular focus on writing, speaking, and critical reading. Grading is pass/fail only. Prereq: UCCA 102 with a minimum grade of A- or permission of the instructor. Offered: Spring.

COMS 232 Tutoring II (0-1)
Study of the theory and practice of peer tutoring ESL students with particular focus on writing, speaking, and critical reading. The course is designed for tutors employed by the Communication Resource Center. Grading is pass/fail only. Prereq: COMS 231 or permission of the instructor. Offered: Fall.

COMS 305 Experiencing Cultural Differences (4)
In-depth study of intercultural communication that builds on COMS 205. The course focuses on communication within particular cultures, with a special unit on Latin America. Students construct a comprehensive worldview of intercultural communication principles. Prereq: COMS 205 or equivalent, or permission of the instructor. Offered: Spring.

COMS 311 Rhetorical Criticism (4)
Examination of the tradition of rhetorical criticism from the Greeks to the present. As part of the historical and philosophical study, students are encouraged to familiarize themselves with a variety of critical perspectives for studying public discourse. Offered: Fall.

COMS 320 Legal Communication (4)
Examines legal communication issues including discovery, trial, and appellate procedures. Students also practice basic legal argumentation and debate. Offered: Fall.

COMS 321 Research Methods in Communication (4)
Analysis and research in the communication discipline. Emphasis placed on empirical, scientific methods of investigation in the field of communication. Students are required to apply knowledge by conducting an original research project. Prereq: COMS 200. Offered: Spring.

COMS 325 Small Group Communication (4)
Examination of perspectives that define the communication discipline's study of small-group communication. Once exposed to the theoretical material, students are encouraged to use the theoretical concepts and principles to resolve problems that may arise in group settings. Offered: Fall.

COMS 332 Tutoring III (0-1)
Advanced study of peer tutoring theory and practice. Student tutors learn to design and deliver workshops to peer tutors as well as other students. The course is designed for tutors employed by the Communication Resource Center. May be repeated for a maximum of 4 credits. Grading is pass/fail only. Prereq: COMS 231 and COMS 232, or permission of the instructor. Offered: Fall and Spring.

COMS 354 Creative Nonfiction (4)
Development of advanced writing techniques, including an understanding of form, genre, and rhetorical purpose (e.g., the personal essay, nature writing, religious/inspirational writing, proposal). Offered: Spring.

COMS 361 Grammar for Writers (4)
Examination of how grammar can enhance written communication. Students will analyze how grammar is used as a rhetorical tool and will demonstrate effective control of written grammar through exercises and writing practice. Offered: Fall.

COMS 399 London Study Topics (4)
Special courses designed for and offered at the Daniel House London Study Centre. Topics vary.

COMS 410 Intercollegiate Debate (1)
Study of intercollegiate debate theories, procedures, and teaching. Designed for students participating in the Samford University Debate team. Offered: Every semester.

COMS 411 Media Criticism (4)
Focuses on appreciating and criticizing contemporary media practices as a function of maintaining a democratic society. Using rhetorical methods, examines influence of mediate communication upon social, political, and cultural practices. Prereqs: COMS 215 and COMS 311. Offered: Fall, on rotation.

COMS 415 Persuasion (4)
Analysis of various theories of persuasion as decision-making tools in a democratic society with emphasis on factors such as attention, perception, needs, values, credibility, winning belief, and ethics. Prereq: COMS 215 or equivalent, or permission of the instructor. Offered: Spring.

COMS 417 Political Communication (4)
Focuses on the relationship between media and politics by examining presidential speeches, social movements, and efforts to shape public opinion in the modern era. Co-listed as POLS 417. Offered: Spring.

COMS 421 Communication in Close Relationships (4)
Focuses on communication issues that are central to understanding close relationships between friends, family, and romantic partners. Examines how such relationships are developed and maintained by reviewing interpersonal theory and research. Prereq: COMS 221 or equivalent, or permission of the instructor. Offered: Spring, on rotation.

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. Offered: Every semester.

COMS 451 Organizational Communication (4)
Exploration of how communication affects various stakeholders within organizations. After identifying key concepts in organizational theory, students are expected to analyze and evaluate organizational communication through case studies. Prereq: UCCA 102, junior standing. Offered: Spring, on rotation.

COMS 453 Professional Communication (4)
Study of communication strategies as practiced in various professional communities. Applications are made to a number of written and oral communication contexts, including business and management. Offered: Fall, on rotation.

COMS 455 Computer-Mediated Communication (4)
Advanced study of theory and practice of both print and screen literacies. Students will demonstrate an understanding of computer-mediated communication through examinations as well as a digital portfolio. Offered: Spring, on rotation.

COMS 456 Directed Studies (1-4)
Guided examination of a specialized topic leading to a major paper, oral presentation, and/or other assignment. Prereq: Permission of the instructor. Offered: Every semester.

COMS 460 Language and Culture (4)
Exploration into ways that language reflects, shapes, and is shaped by culture. Working within a sociolinguistic perspective, students will investigate the complex relationship of language and culture in terms of globalization, literacy, power, gender, and politics. Prereqs: UCCA 102. Offered: Spring, on rotation.

COMS 491 Communication Workshop (4)
Integration of knowledge and experience gleaned from lower-level communication studies courses in a capstone experience resulting in an applied communication project. Prereqs: COMS 311, COMS 321, and senior standing. Offered: Fall.

English

Faculty

M. Brad Busbee, Chair, Associate Professor
Christopher Metress, University Professor
David W. Chapman, Professor
Rosemary M. Fisk, Professor
Bryan M. Johnson, Professor
Julie Sims Steward, Professor
J. Mark Baggett, Associate Professor
Steven Epley, Associate Professor
N. Jane Hiles, Associate Professor
Geoffrey Wright, Associate Professor
Keya Catherine Kraft, Assistant Professor

Undergraduate Programs and Requirements

Majors

English
English with a Concentration in Creative Writing
English with a Concentration in Film Studies

Minor

English

The Department of English offers a major in English, plus a major in English with one of two concentration options: film studies and creative writing. All programs lead to a bachelor of arts degree. The department also offers a minor in English.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. English majors and minors cannot use ENGL 205 (Fiction and Film) to meet the general education humanities requirement.

English Minor

English Minor Required Courses		Course Credits	Total Required Credits
English			**20**
ENGL 211	Introduction to Literature	4	
ENGL 301	British Literature to 1798	4	
ENGL 302	British Literature since 1798	4	
ENGL 313	American Literature	4	
ENGL 340	Shakespeare	4	
	Total Required Credits		**20**

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 in the senior year.

English Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
English Major:			**44**
English Core			**28**
ENGL 211	Introduction to Literature	4	
ENGL 301	British Literature to 1798	4	
ENGL 302	British Literature since 1798	4	
ENGL 310	Literary Theory	4	
ENGL 313	American Literature	4	
ENGL 340	Shakespeare	4	
ENGL 410	Senior Thesis*	4	
English Electives			**16**
Select four English courses not already listed as a requirement for this major. Three of the four must be literature electives; the remaining course may be a film elective. Note: Neither ENGL 200 nor ENGL 205 may count towards this elective requirement.			
General Electives			**32**
	Total Required Credits		**128**

***** ENGL 410 (Senior Thesis) must be taken in the senior year.

English Electives

Students pursuing the English major must choose four electives in addition to the English Core. Three of the four must fall under the literature group while the remaining elective can be film-related.

Course Number/Name		Credit Hrs
Literature Electives		
ENGL 303	Poetry	4
ENGL 304	Short Story	4
ENGL 305	Novel	4
ENGL 306	Drama	4
ENGL 308	American Literary Movements	4
ENGL 309	Special Topics in Literature	4
ENGL 311	Creative Writing: Short Fiction	4
ENGL 312	Creative Writing: Poetry	4
ENGL 320	Millers, Monks, and Other Malefactors: *The Canterbury Tales*	4
ENGL 321	Fantasy Literature and the Renaissance	4
ENGL 322	Novels of Seduction in 18th Century Literature	4
ENGL 323	Romantic	4
ENGL 324	American Renaissance	4
ENGL 325	Revolution in Faith: Late 19th Century British Lit	4
ENGL 326	Counterculture and Modern British Literature	4
ENGL 327	The American Century	4
ENGL 328	Minority Literature	4
ENGL 329	Milton	4
ENGL 330	Junior Seminar	4
ENGL 333	Internship	1-4
ENGL 400	History of the Language	4
ENGL 420	Comparative Literature	4
Film Electives		
ENGL 307	Film	4
ENGL 350	Film History	4
ENGL 355	Auteurs	4
FLME 351	Film Adaptation	4
FLME 352	Foreign Film	4
FLME 356	Special Topics in Film Studies	4

English Major with a Concentration in Creative Writing

The concentration in creative writing combines a foundation in the study of English literature with a strong component in writing poetry, short fiction, and literary nonfiction. Students will learn the history and theory of literary forms alongside the craft of writing. Because the study of creative writing requires extensive reading, creative writing students should expect in-depth study of genres and pivotal literary movements. However, the cornerstone of the creative writing education is the craft-based workshop, small classes where student work is considered along with the work of proven masters. In the spring semester of the senior year, students will demonstrate their skills by writing a creative-writing thesis in a specific genre. Because a creative writing education requires some degree of native ability, all prospective creative writing students must audition by writing sample. Students will be notified by mail of the results of the auditions. Students must have a minimum GPA of 3.0 for admission to the program. Once admitted into the program, students must earn a C- or better in all core concentration courses.

English Major with Creative Writing Concentration Required Courses		**Course Credits**	**Total Required Credits**
University Core Curriculum			**22**
General Education Requirements			**30**
English Major with Creative Writing Concentration:			**44**
Creative Writing Core			**36**
ENGL 211	Introduction to Literature	4	
ENGL 301	British Literature to 1798	4	
ENGL 302	British Literature since 1798	4	
ENGL 310	Literary Theory	4	
ENGL 311	Creative Writing: Short Fiction	4	
ENGL 312	Creative Writing: Poetry	4	
ENGL 313	American Literature	4	
ENGL 340	Shakespeare	4	
ENGL 410	Senior Thesis	4	
Creative Writing Electives (select two courses)			**8**
COMS 311	Rhetorical Criticism	4	
COMS 354	Creative Nonfiction	4	
ENGL 303	Poetry	4	
ENGL 304	Short Story	4	
ENGL 305	Novel	4	
ENGL 306	Drama	4	
ENGL 307	Film	4	
ENGL 355	Auteurs	4	
General Electives			**32**
	Total Required Credits		**128**

English Major with a Concentration in Film Studies

The English major with a concentration in film studies combines a foundation in the study of English literature with a strong film studies component. While studying a fundamental literary subject such as Shakespeare, students will learn about the history of cinema and the contributions of influential auteurs, as well as the complex dynamics between film and literature. Students will also have the opportunity to perform in-depth studies of important genres and pivotal movements or nationalities. The study of film necessarily includes reading films critically, researching current scholarship, and writing original arguments. In the spring semester of their senior year, students will demonstrate their knowledge by writing a thesis that features film exclusively or combines film and literature.

English Major with Film Studies Concentration Required Courses		**Course Credits**	**Total Required Credits**
University Core Curriculum			**22**
General Education Requirements			**30**
English Major with Film Studies Concentration:			**44**
Film Studies Core			**36**
ENGL 211	Introduction to Literature	4	
ENGL 301	British Literature to 1798	4	
ENGL 302	British Literature since 1798	4	
ENGL 307	Film	4	
ENGL 310	Literary Theory	4	
ENGL 313	American Literature	4	
ENGL 340	Shakespeare	4	
ENGL 350	Film History	4	
ENGL 410	Senior Thesis	4	
Film Studies Electives (select two courses)			**8**
ENGL 355	Auteurs	4	
FLME 351	Film Adaptation	4	
FLME 352	Foreign Film	4	
FLME 356	Special Topics in Film Studies	4	
General Electives			**32**
	Total Required Credits		**128**

Courses

ENGLISH

ENGL 200 Literary London (4)
Exploration of classic British literature in conversation with later re-tellings, and their translations into theatre and film, using contextual perspectives. Limited to students enrolled in Jan Term at Samford's Daniel House London Study Centre. Offered: Jan Term.

ENGL 205 Fiction and Film (4)
Study of the formal analysis of literary texts and films. Course includes close readings of literature and film in contexts (i.e., cultural, historical, biographical, economic, political) that inform and are shaped by them. Offered: Fall and Spring.

ENGL 211 Introduction to Literature (4)
Introduction to the principles and practices of interpretation of literature and film, research methodology, and other skills and terminology essential to the discipline through a study of the chief genres of literature and of film with an emphasis on works from the canon and from non-mainstream literary traditions. Offered: Fall and Spring.

ENGL 301 British Literature to 1798 (4)
Chronological study of British literature from Beowulf to the end of the 18th century, using the principles and practices of literary interpretation, research methodology, and other skills and terminology essential to the discipline. Offered: Fall.

ENGL 302 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 303 Poetry (4)
Examination of the poetry genre. Investigation of 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: As needed.

ENGL 304 Short Story (4)
Examination of the short story genre. Investigation of 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: As needed.

ENGL 305 Novel (4)
Examination of the novel genre. Investigation of 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: As needed.

ENGL 306 Drama (4)
Examination of the drama genre. Investigation of 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: As needed.

ENGL 307 Film (4)
Examination of the film genre. Investigation of 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: As needed.

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 211. Offered: As needed.

ENGL 309 Special Topics in Literature (4)
Study of literary movements and/or particular thematic issues selected on the basis of student interest and faculty expertise. Cannot be used as a substitute for the general education humanities requirement. Prereqs: Completion of University Core Curriculum. Offered: As needed.

ENGL 310 Literary Theory (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 211. Offered: Fall.

ENGL 311 Creative Writing: Short Fiction (4)
Survey of styles, techniques, and trends in current short fiction with emphasis placed on learning the craft of imaginative writing. Prereqs: UCCA 101 and UCCA 102. Offered: Spring.

ENGL 312 Creative Writing: Poetry (4)
Survey of styles, techniques, and trends in current poetry with emphasis placed on learning the craft of imaginative writing. Prereqs: UCCA 101 and UCCA 102. Offered: Fall.

ENGL 313 American Literature (4)
Chronological study of American literature from its beginnings to the post-World-War period, using the principles and practices of literary interpretation, research methodology, and other skills and terminology essential to the discipline. Prereq: UCCA 101. Offered: Fall and Spring.

ENGL 320 Millers, Monks, & Other Malefactors: The Canterbury Tales (4)
Survey of literature from the period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era.

ENGL 321 Fantasy Literature and the Renaissance (4)
Survey of literature from the period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era.

ENGL 322 Novels of Seduction in 18th Century Literature (4)
Survey of literature from the period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era.

ENGL 323 Romantic (4)
Survey of literature from the period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era.

ENGL 324 American Renaissance (4)
Survey of literature from the period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era.

ENGL 325 Revolution in Faith: Late 19th Century British Literature (4)
Survey of literature from the period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era.

ENGL 326 Counterculture and Modern British Literature (4)
Survey of literature from the period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era.

ENGL 327 The American Century (4)
Survey of literature from the period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era.

ENGL 328 Minority Literature (4)
Readings from various American ethnic fiction writers and poets. Secondary Education-English/Language Arts majors may substitute Minority Literature for ENGL 420 Capstone. Offered: As needed.

ENGL 329 Milton (4)
Introduction to a range of poetic and dramatic genres: the ode and the sonnet, the epic, and the dramatic tragedy. Emphasis is on close reading combined with attention to the interaction of literary, historical, religious, and cultural contexts. Prereq: UCCP 102. Offered: Fall.

ENGL 330 Junior Seminar (4)
In-depth study of the work of a single author or exploration of a special topic. Offered: As needed.

ENGL 333 Internship (1-4)
Learning experience for advanced students working under the supervision of qualified professionals in an academic or business setting. May be repeated for a maximum of 4 credits. Prereqs: Junior standing or above, 12 credits of English courses, and permission of the instructor. Offered: As needed.

ENGL 340 Shakespeare (4)
Close reading of Shakespearean comedies, tragedies, histories, and romances, emphasizing formalist and theoretical analyses. Offered: Spring.

ENGL 350 Film History (4)
Examination of the historical development of film as an industry and a major modern art form, including important periods, movements, nationalities, genres, auteurs, and specific works. Prereqs: UCCA 101 and UCCA 102. Offered: Fall, on rotation.

ENGL 355 Auteurs (4)
Exploration of the work of one or more major film directors. Examines a representative sample of films, emphasizing formal cinematic analysis and survey of critical literature. Offered: As needed.

ENGL 400 History of the Language (4)
Investigation of the theory, background, and development of the English language. Offered: As needed.

ENGL 410 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 310 and substantial paper from a junior-level class to be developed into a senior thesis. Offered: Spring.

ENGL 420 Comparative Literature (4)
Readings of literature in translation from various cultures and times, situating them in the professional context of the discipline. Offered: Spring.

ENGLISH - FILM STUDIES

FLME 351 Film Adaptation (4)
Examination of the theory, practice, and products of film adaptation, including readings of primary source texts and the specific films adapted from those texts. Prereqs: UCCA 101 and UCCA 102. Offered: Fall, on rotation.

FLME 352 Foreign Film (4)
Examination of the cultural development and aesthetic principles common to foreign cinema, including major periods, nationalities, movements, auteurs, and specific works. Prereqs: UCCA 101 and UCCA 102. Offered: Spring, on rotation.

FLME 356 Special Topics in Film Studies (4)
Examination of film genres, auteurs, movements, periods, or nationalities selected on the basis of student interest or faculty expertise. May be repeated once, if topic title is different, for a maximum of 8 credits. Prereqs: UCCA 101 and UCCA 102. Offered: Fall, on rotation.

Geography

Faculty

Jennifer Speights-Binet, Chair, Associate Professor
Eric J. Fournier, Professor
Jennifer L. Rahn, Associate Professor

Undergraduate Programs and Requirements

Major
Geography

Minors
Environmental Studies
Traditional Geography
Certificate in Geographic Information Science
Latin American Studies*

Interdisciplinary Concentrations

Latin American Studies*

The Department of Geography offers a major in geography leading to a bachelor of science degree. The department also offers a traditional geography minor and a certificate in geographic information 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. Geography majors cannot use geography to satisfy the general education natural and computational science or social science requirement.

*See the History or World Languages and Cultures sections for details on the Latin American studies minor and interdisciplinary concentration.

Environmental Studies Minor

Environmental studies is an interdisciplinary field that explores the relationship between humans and the environment, in the interest of solving complex problems. Students study the built and natural environment, and explain about human views and interactions with nature. Students examine ways that politics, economics, the sciences, history, ethics, and philosophy influence human behavior in the natural world. Students pursuing this program must complete a field-based Jan term or summer course.

Environmental Studies Minor Required Courses		Course Credits	Total Required Credits
Environmental Studies Core			**8**
GEOG 150	Physical Geography	4	
GEOG 299	Essentials of Geography & Env Studies	4	
Environmental Studies Electives (choose two)			**8**
GEOG 350	Coastal & Marine Geography	4	
GEOG 397	Andes to Amazon	4	
HIST 490	War and Environment	4	
HIST 491	History and the Environment	4	
SOCI 427	Sociology and Environment	4	
Environmental Studies Field Course			**4**
BIOL 319	Island Ecology	4	
BIOL 340	Amazon Rain Forest	4	
GEOG 480	Caribbean Field Course	4	
GEOG 485	Landscapes of the American South	4	
MARS 406	Coral Reef Ecology	4	
	Total Required Credits		**20**

Geography Major

Geography Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
Geography Major:			**40**
Geography Core			**16**
GEOG 101	Global Geography: Places, Landscapes, & Regions	4	
GEOG 150	Physical Geography: Understanding Planet Earth	4	
GEOG 216	Mapping a Changing World	4	
GEOG 299	Essentials of Geography & Env Studies	4	
Geography Electives (select four 300-400 level geography courses)		16	**16**
Geography in Practice (complete four credits in the following)			**4**
GEOG 301	Independent Study	1-4	
GEOG 311	Directed Teaching Experience	1-4	
GEOG 460	Geography Internship	1-4	
Geography Capstone			**4**
GEOG 499	Senior Seminar	4	
General Electives			**36**
	Total Required Credits		**128**

Geography Major with GIS Certificate/Minor

Geography Major with GIS Certificate/Minor Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
Geography Major with GIS Certificate/Minor:			**52**
Geography Core			**16**
GEOG 101	Global Geography	4	
GEOG 150	Physical Geography	4	
GEOG 216	Mapping a Changing World	4	
GEOG 299	Essentials of Geography & Env Studies	4	
Geography Electives (select four 300-400 level geography courses)		16	**16**
Geography in Practice			**4**
GEOG 301	Independent Study*	1-4	
GEOG 311	Directed Teaching Experience**	1-4	
GEOG 460	Geography Internship	1-4	
Advanced GIS Course			**4**
GEOG 316	Applied GIS	4	
Geography Capstone			**4**
GEOG 499	Senior Seminar*	4	
Mathematics and Computer Science			**8**
COSC 110	Introduction to Programming	4	
MATH 210	Elementary Statistics	4	
General Electives			**24**
	Total Required Credits		**128**

*Projects chosen for Independent Study and Senior Seminar must be GIS-focused.
**Directed Teaching Experience must be in GEOG 216 or GEOG 316.

Geography Minors

The geography department strongly recommends that students select a minor. For students other than geography majors, the department offers two options: the traditional minor for students seeking one to complement history, political science, international relations, public administration, education, or other disciplines and programs; and a certificate in geographic information science for students interested in GIS technology. The latter is suitable for business administration, the natural sciences, math, or computer science.

Geography majors may complete the geographic information systems certificate/minor (not a concentration), but may not pursue the traditional geography minor.

Traditional Geography Minor

Traditional Geography Minor Required Courses	Course Credits	Total Required Credits
Geography Core		**8**
GEOG 101 Global Geography	4	
GEOG 150 Physical Geography	4	
Geography Electives (select three additional geography courses, two of which must be at the 300-400 level)	12	**12**
Total Required Credits		**20**

Certificate in Geographic Information Science

Certificate in Geographic Information Science Required Courses	Course Credits	Total Required Credits
Geography Core		**12**
GEOG 150 Physical Geography	4	
GEOG 216 Mapping a Changing World	4	
GEOG 316 Applied GIS	4	
Geography Elective (select one upper-level geography course)	4	**4**
Mathematics and Computer Science		**8**
COSC 110 Introduction to Programming	4	
MATH 210 Elementary Statistics	4	
Total Required Credits		**24**

Courses

GEOG 101 Global Geography: Places, Landscapes, and Regions (4)
Expand and enhance knowledge of your world. This course uses a spatial approach to understand history, culture, and environmental concerns across the globe. Regional case studies and current events reinforce geographic concepts.

GEOG 150 Physical Geography: Understanding Planet Earth (4)
Hurricanes, tsunamis, earthquakes, volcanoes, global climate change. Learn the science behind the headlines. Understand processes and patterns in the natural environment. This course investigates a diverse set of environmental concerns on our dynamic planet including landform processes, oceans and coasts, water resources, Earth's atmosphere, and climate dynamics. Offered: Fall and Spring.

GEOG 216 Mapping a Changing World (4)
Learn the art and science of mapmaking (cartography), using state-of-the-art technologies like Google Earth, Global Positioning System (GPS), remotely-sensed imagery, and geographic information systems (GIS). The course provides an opportunity to develop spatial problem-solving skills using timely and appropriate global, regional, and local case studies. Offered: On rotation.

GEOG 299 Essentials of Geography and Environmental Studies (4)
Overview of the discipline of geography and the interdisciplinary approach to environmental studies, with an emphasis on developing the skills necessary to investigate and solve problems in an increasingly complex world. Both traditional and emerging trends in environmental and geographical inquiry are explored with an emphasis on research, writing, and presentation abilities. Offered: On rotation.

GEOG 301 Independent Study (1-4)
Directed reading and/or research on a topic in geography intended to give special training or preparation in subject areas not covered in the regular geography course offerings. May be repeated for a maximum of 8 credits. Prereqs: Geography major or minor and permission of the instructor. Offered: Fall and Spring.

GEOG 305 Globalization: Geographies of Economic Change (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: On rotation.

GEOG 311 Directed Teaching Experience (1-4)
Involves student participation as an undergraduate teaching assistant for a geography course under the supervision of a geography faculty member. May be repeated for a maximum of 8 credits. Grading is pass/fail. Prereqs: Minimum 3.5 GPA in geography courses, minimum 3.0 GPA overall, 12 hours of completed geography coursework, and permission from the supervising faculty member and the geography department chair. Offered: Fall and Spring.

GEOG 316 Applied GIS (4)
Builds upon content and skills acquired in GEOG 216. This course takes GIS to the next level as students learn the knowledge and skills necessary to author, map, and display geospatial data in creative and innovative ways. Prereq: GEOG 216. Offered: On rotation.

GEOG 350 Coastal and Marine Geography: Modern Marine Science (4)
Overview of the world's oceans and the role they play in global geologic, climatologic, and biologic systems. The course investigates current ocean science and technologies, patterns of environmental change, and coastal dynamics. Co-listed with MARS 350. Offered: On rotation.

GEOG 360 Urban Geography: The North American City (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 21st century. Co-listed as POLS 360 and SOCI 360. Offered: On rotation.

GEOG 361 Bridging London (4)
Field-based exploration of the geography of London and its environs. Students investigate historical development, commerce, naval power, imperialism, colonialism, scientific achievement, industrial revolution, financial systems, economic frameworks, transportation, governance, urban design, community, culture, society, ethnicity, international significance, and the intersection between globalization and urbanization. In a given term, when offered, course may be co-listed as CLAS 361, HIST 361, JMC 361, POLS 361, and/or SOCI 361. Offered: Jan Term, on rotation.

GEOG 370 Suburban Nation: Gates, Golf Courses, and Ghettos (4)
Addresses the fundamental questions: How did the United State become such a suburban nation? How has this pervasive suburban landscape changed over time, both in design and meaning? Using a variety of sources (film, fiction, an historical essays), the course considers the evolution of the suburban landscape from the colonial to the contemporary era. Co-listed with HIST 370 and SOCI 370. Offered: On rotation.

GEOG 391 Exploring North American Landscapes: From Wilderness to Walt Disney World (4)
Exploration of the human and physical geographies of the United States and Canada. Drawing from diverse texts, the course explores the evolution of the North American landscape. Topics to be covered include: conversion of the New World wilderness, frontier mythologies, the evolution of the American city, and the cultural impact of suburbia. Co-listed as HIST 391. Offered: On rotation.

GEOG 392 Geographies of Africa (4)
Presents a geographical exploration of Africa, focusing primarily on cultural issues. A broad range of topics will be investigated including: African stereotypes, environmental crises, social geographies of gender and religion, legacies of colonialism, and the impact of development policies throughout the region. Co-listed as POLS 392. Offered: On rotation.

GEOG 395 Giants of Asia: China and India in the 21st Century (4)
Focuses on exploring these two giant countries and understanding their emergence as important world powers in the 21st century. The course investigates the physical environment, history, culture, economy, and politics that help shape these two countries. Co-listed as HIST 395 and POLS 395. Offered: On rotation.

GEOG 397 Andes to Amazon: Physical Landscapes of Latin America (4)
Study of the geographical forces that influence the landscapes of Latin America and how they change over time. This course is organized by substantive topics rather than by country. Topics include regional specific plate tectonics, weather systems, oceanographic systems, and river systems. Co-listed with POLS 397. Prereq: GEOG 150. Offered: On rotation.

GEOG 460 Geography Internship (1-4)
Practical work experience outside the department. Placement may be with government agencies, non-profits, industry, or other organizations. May be repeated for a maximum of 8 credits, but only 4 of the 8 can count towards the major. Grading is pass/fail only. Prereqs: GEOG 101, 150, and 216; declaration of a geography major or minor; and permission of the department. Offered: Fall and Spring.

GEOG 480 Caribbean Field Course: Adventures in SCUBA Diving on Coral Reefs, Coastal Processes, and Island Geography (4)
This field course will take place in the Caribbean during Jan Term. Students will learn how to SCUBA dive and receive three diving certifications: Open Water, Advanced Open Water, and National Geographic Research Specialty. Emphasis will be on experiential learning and include data collections and analysis. Course activities will culminate in a public presentation on the island. May be taken twice for a maximum of 8 credits. Offered: Jan Term.

GEOG 485 Landscapes of the American South (4)
Field-based course that explores the diverse geography and environmental history of the American South. Through several day-trips from campus, students will visit some of the South's major geographic regions including: the Piedmont, Gulf Coastal Plain, plantation/agricultural south, and the Cumberland Plateau. Offered: Jan Term and Summer, on rotation.

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 499 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 subfield specialty involving a research component, a writing component, and a public, oral presentation of research results. A minimum grade of C is required to pass this course. Offered: Fall.

History

Faculty

S. Jonathan Bass, Chair, Professor
James S. Brown, Jr., Professor
John Mayfield, Professor
Ginger S. Frost, Research Professor of History
C. Delane Tew, Associate Professor
W. Jason Wallace, Associate Professor,
Richard J. Stockham, Jr. Chair of Western Intellectual History
Carlos Alemán, Assistant Professor
Sung Kwang (Paul) Cha, Assistant Professor
LeeAnn Reynolds, Assistant Professor
Erin Stewart Mauldin, Instructor

Undergraduate Programs and Requirements

Majors

History
History with a Concentration in Asian Studies
History with a Concentration in Legal Studies

Minors

Asian Studies
History
Latin American Studies

Interdisciplinary Concentrations/Majors

Global Studies
International Relations
Latin American Studies

The Department of History offers a major and minor in history and, in cooperation with other departments, offers interdisciplinary concentrations/majors in global studies, international relations, and Latin American studies. The department also offers a history major with a concentration in either Asian studies or legal studies. History course offerings also fulfill requirements for minors in Asian studies and Latin American studies. All history majors and interdisciplinary concentrations earn a bachelor of arts degree. The history department offers several scholarships and awards to history and global studies majors. For more information, students should contact the departmental office.

Students who plan to teach at the secondary school level may obtain a B.A. in history with teacher certification through the College of Arts and Sciences or major in history, leading to a bachelor of science in education degree, from the School of Education.

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 (Global Perspectives) to meet the general education humanities requirement.

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 of this catalog.

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. Students use the interdisciplinary minor as preparation for international missions, teaching, service, and business; or graduate education in law, history, religion, and language. International relations students who choose history methods and capstone courses in the department (Historian's Craft and Senior Seminar) are eligible to receive scholarship money from history funds. For information on other aspects of international relations, see the Department of Political Science section of this catalog.

History Major

A history major prepares students for a broad range of careers in business, law, 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. The student's degree affiliation remains in Arts and Sciences, and he or she must meet all University core curriculum and general education requirements imposed by the bachelor of arts.

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

* With some exceptions, 300-level courses are European and American period courses; 400-level courses are normally area studies or topical courses. Students should consult with their advisors to achieve a suitable balance of 300- and 400-level courses.

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

History Minor

History Minor Required Courses		Course Credits	Total Required Credits
History Core			**12**
HIST 200	Global Perspectives	4	
HIST 217	Early America to 1877	4	
HIST 218	Modern America since 1865	4	
History Electives (select three history courses at or above the 300-level)			**12**
	Total Required Credits		**24**

History Major with a Concentration in Asian Studies

The concentration in Asian studies is available for students seeking additional coursework in Asian history and culture. In contrast to the Asian studies minor, the concentration has no Asian language requirements.

History Major with Asian Studies Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
History Major with Asian Studies Concentration:		**52**
I. Foundations		**16**
HIST 200 Global Perspectives	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300 The Historian's Craft	4	
II. Advanced Surveys and Special Studies*		**16**
Select four courses at the 300- or 400-level. Excludes HIST 495 and HIST 497.	16	
III. Asian Studies Core		**8**
HIST 340 Riots, Rebellions, and Revolutions	4	
HIST 342 Modern China	4	
IV. Asian Studies Electives (choose two)		**8**
HIST 341 China to 1644	4	
HIST 343 Modern Japan	4	
HIST 344 Two Koreas	4	
HIST 345 Christianity/Imperialism/Identity in Asia	4	
V. Capstone**		**4**
HIST 495 Senior Seminar *or* HIST 497 Independent Studies in History	4	
General Electives		**24**
Total Required Credits		**128**

* With some exceptions, 300-level courses are European and American period courses; 400-level courses are normally area studies or topical courses. Students should consult with their advisors to achieve a suitable balance of 300- and 400-level courses.

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

Asian Studies Minor

The Asian studies minor serves two groups of students. The first are global studies majors who desire to highlight their specialty in Asia. The second are non-global studies majors who have an interest in both Asian history and language. In contrast to the Asian studies concentration, students must demonstrate proficiency in an Asian language.

Asian Studies Minor Required Courses	Course Credits	Total Required Credits
Asian Studies Language		**(0-16)**
Elementary Chinese/Japanese/Korean/(App'd Asian Lang)*	(4-8)	
Intermediate Chinese/Japanese/Korean/(App'd Asian Lang)*	(4-8)	
Asian Studies Core		**12**
HIST 200 Global Perspectives	4	
HIST 340 Riots, Rebellions, and Revolutions	4	
HIST 342 Modern China	4	
Asian Studies Electives (select two)		**8**
HIST 341 China to 1644	4	
HIST 343 Modern Japan	4	
HIST 344 Two Koreas: Colonial/Cold War/HistMem	4	
HIST 345 Christianity, Imperialism, Identity in Asia	4	
HIST 395 Giants of Asia: China & India-21st Cent	4	
Total Required Credits		**20-36**

* Subject to advisor's approval, students may meet this requirement by passing a placement exam or by transfer credits.

History Major with a Concentration in Legal Studies

In addition to the general history major, a concentration in legal studies is available. In partnership with the Cumberland School of Law, this concentration will help students develop the important skills and values that will provide a sound foundation for a legal education and for subsequent careers. A history major with a concentration in legal studies will also focus on the knowledge that would maximize a student's ability to benefit from a legal education. These areas of humanities-based study, as recommended by the American Bar Association (ABA), include: A broad understanding of history, a fundamental understanding of politics, a basic understanding of human behavior and social interaction, and an understanding of diverse cultures within and beyond the United States, of international institutions and issues, of world events, and of the increasing interdependence of the nations and communities within our world. Students will work with an advisor in the Department of History to select general education, major courses, and electives which will prepare them to benefit fully from a challenging legal education. Students are required to complete a Legal Studies Internship (HIST 471) and to participate in the Department of History's Legal Mentoring Program. In particular, history students preparing to participate in the 3+3 program with Cumberland School of Law are strongly encouraged to concentrate in legal studies.

History Major with Legal Studies Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
History Major with Legal Studies Concentration:		**52**
I. Foundations		**16**
HIST 200 Global Perspectives	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300 The Historian's Craft	4	
II. Advanced Surveys and Special Studies*		**20**
Select five courses at the 300- or 400-level. Excludes HIST 495 and HIST 497.	20	
III. Legal Studies Courses (choose two)**		**8**
HIST 316 Modern Intellectual History	4	
HIST 403 The Civil Rights Movement	4	
HIST 445 Constitutional History of the U.S.	4	
HIST 447 The Development of American Law	4	
HIST 448 Seminar in Legal Studies	4	
HIST 492 Law and the Environment	4	
IV. Legal Studies Internship		**4**
HIST 471 Legal Studies Internship	4	
V. Capstone***		**4**
HIST 495 Senior Seminar *or* HIST 497 Independent Studies in History	4	
General Electives		**24**
Total Required Credits		**128**

* With some exceptions, 300-level courses are European and American period courses; 400-level courses are normally area studies or topical courses. Students should consult with their advisors to achieve a suitable balance of 300- and 400-level courses.

** In consultation with an advisor, students may substitute other courses with a legal focus.

*** 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 Studies (HIST 497) for this requirement.

Global Studies Interdisciplinary Major

The global studies major is a humanities-based interdisciplinary major providing students the tools to study, encounter, and engage with the people, cultures, and languages throughout history and in the ever-changing present.

Global Studies Interdisciplinary Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
Global Studies Interdisciplinary Major:			**52-68**
Global Studies Core			**8-24**
HIST 200	Global Perspectives	4	
HIST 300	The Historian's Craft	4	
Elementary World Language courses*		(4-8)	
Intermediate or Accelerated Intermediate World Language courses*		(4-8)	
Global Studies Electives			**36**
Select five World History courses at the 300- or 400-level. Excludes HIST 300, 495, and 497.		20	
Select four World Language courses at the 300/400-level. One course must be in the culture of the chosen language. Two or more culture courses preferred.		16	
Approaches to Culture(s): Theory or Practice			**4**
Complete 4 credits of international study or internship, subject to approval of academic advisors, *or*		4	
HIST 449	History, Culture, and Colonialism	4	
Capstone			**4**
HIST 495	Senior Seminar	4	
General Electives			**8-24**
Total Required Credits			**128**

*Four of these credits are included in the General Education Requirements; the balance (up to 16 for one language) will be applied towards General Electives.

Latin American Studies Interdisciplinary Minor

Latin American Studies Interdisciplinary Minor Required Courses		Course Credits	Total Required Credits
Latin American Studies Core			**12**
LAST 201	Introduction to Latin American Studies	4	
SPAN 301	Conversation/Composition/Grammar*	4	
SPAN 302	Conversation/Composition/Reading*	4	
Latin American Cultural Studies (choose one)			**4**
LAST 380	Latin American Studies Seminar	4	
SPAN 316	Latin American Culture I*	4	
SPAN 317	Latin American Culture II	4	
Latin American Studies Electives (choose two)			**8**
GEOG 397	Andes to Amazon: Physical Landscapes of Latin America	4	
HIST 350	Modern Latin America	4	
POLS 322	Latin American Politics	4	
Total Required Credits			**24**

*Or the equivalent SPAN study abroad option in Latin America.

Courses

HIST 200 Global Perspectives (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 301 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 302 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 305 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 306 The Emergence of Modern America, 1865-1929 (4)
Survey of aspects that helped define terms for the politics, economics, and culture of the early 20th century, such as the rise of heavy industry; the businessman as new folk hero; business consolidations and urbanization; "New Immigration" and "Social Darwinism;" and the clash of protests from organized labor, Populism, Socialism, and the Social Gospel.

HIST 307 The Great Depression and World War II (4)
Examination of American social, cultural, and political history during the 1920s, 1930s, and 1940s.

HIST 308 Contemporary America: Media and Politics (4)
Survey of media, politics, and culture since the end of World War II. Co-listed as JMC 308.

HIST 312 Medieval Intellectual History (4)
Survey of intellectual, religious and political trends from the year 1000 through 1500 with particular attention to the rise of the papacy, the revolution of scholasticism, and the challenges of early reformers. Offered: Spring, on rotation. (Formerly HIST 310)

HIST 313 Reformation Europe (4)
Study of the dynamic forces loosed in the Reformation, with cultural, intellectual, theological, and political emphases.

HIST 314 The Enlightenment (4)
Survey of political, social, and religious developments of the Enlightenment period. Includes a study of primary and secondary texts that contribute to 17th and 18th century intellectual history and the development of Western Europe. Offered: Fall, on rotation. (Formerly HIST 435)

HIST 315 American Intellectual History (4)
An in-depth study of the historical interpretations of American intellectual life from the colonial period through the progressive movement in the early 20th century. Prereq: UCCA 102 or UFWR 101. Offered: On rotation.

HIST 316 Modern Intellectual History (4)
Survey of the relationship between intellectual and political trends that gave rise to Liberalism, Marxism, and Fascism between the 18th and the 20th centuries.

HIST 317 Nationalism (4)
Advanced study of 19th-century and 20th-century European history focusing on the rise of nationalism and its consequences.

HIST 322 Early 20th Century Europe (4)
Advanced study of the political, economic, military, and cultural aspects of European history and Europe's international relations, 1900-1945.

HIST 323 Recent European History (4)
Advanced study of late 20th century European history since 1945. Emphasis on the political, economic, military, and cultural aspects of Europe and Europe's international relations.

HIST 326 Modern Russia (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. (Formerly HIST 431)

HIST 331 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. (Formerly HIST 421)

HIST 332 Roman Republic and Empire (4)
Study of the growth of Roman civilization, with emphasis on Rome's political, cultural, and religious contributions. (Formerly HIST 422)

HIST 335 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. (Formerly HIST 426)

HIST 336 Modern Africa (4)
Broad cultural history of Africa and the Middle East. (Formerly HIST 464)

HIST 340 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. (Formerly HIST 348)

HIST 341 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. (Formerly HIST 441)

HIST 342 Modern China (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. (Formerly HIST 442)

HIST 343 Modern Japan (4)
Examination of the major political, economic, and social developments of Japan since 1868. (Formerly HIST 443)

HIST 344 Two Koreas: Colonialism, the Cold War, & Historical Memory (4)
Examination of Japanese colonialism in Korea, the Korean War, the Cold War in East Asia, and the development of separate socio-political institutions in North and South Korea. Prereq: UCCA 102. Offered: Spring, on rotation. (Formerly HIST 440)

HIST 345 Christianity, Imperialism, and Identity in Asia (4)
Introduction to the way in which China, Japan, and Southeast Asia, including Malaysia, Indonesia, and the Philippines, have responded to Western imperialism. (Formerly HIST 444)

HIST 346 Monsoon Asia (4)
Broad cultural history of China, Japan, India, and Indonesia. (Formerly HIST 463)

HIST 347 The Vietnam War (4)
Study of the Vietnam War, its origin, and its impact on American society. (Formerly HIST 456)

HIST 350 Modern Latin America (4)
Survey of modern Latin American history, with particular attention to social and cultural forms, racial and ethnic interaction, and the region's political trajectory. Includes study of contemporary issues such as popular nationalism, drug trafficking and terrorism, human rights, and the interrelation of free trade and democratic government. Offered: Spring, on rotation. (Formerly HIST 461)

HIST 351 Modern Mexico and Central America (4)
Seminar on Mexican history, with particular emphasis on the 19th and 20th centuries. Offered: Spring, on rotation. (Formerly HIST 462)

HIST 355 Colonial Latin America (4)
Study of the indigenous cultures of the Americas from pre-Columbian times to the present. Introduces ethnohistorical methodology and topical readings including first-hand accounts of (and by) Native Americans. Offered: Fall, on rotation. (Formerly HIST 405)

HIST 362 Early Modern England (4)
Study of English political, social, and cultural history from 1485 through the Glorious Revolution. (Formerly HIST 424)

HIST 363 Modern England (4)
Study of the development of the English nation and empire since 1750. (Formerly HIST 425)

HIST 370 Suburban Nation: Gates, Golf Courses, and Ghettos (4)
Addresses the fundamental questions: How did the United State become such a suburban nation? How has this pervasive suburban landscape changed over time, both in design and meaning? Using a variety of sources (film, fiction, an historical essays), the course considers the evolution of the suburban landscape from the colonial to the contemporary era. Co-listed with GEOG 370 and SOCI 370. Offered: Fall, 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 Exploring North American Landscapes: From Wilderness to Walt Disney World (4)
Exploration of the human and physical geographies of the United States and Canada. Drawing from diverse texts, the course explores the evolution of the North American landscape. Topics to be covered include: conversion of the New World wilderness, frontier mythologies, the evolution of the American city, and the cultural impact of suburbia. Co-listed as GEOG 391. Offered: On rotation.

HIST 395 Giants of Asia: China and India in the 21st Century (4)
Focuses on exploring these two giant countries and understanding their emergence as important world powers in the 21st century. The course investigates the physical environment, history, culture, economy, and politics that help shape these two countries. Co-listed as GEOG 395 and POLS 395. Offered: Fall, 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 400 Special Topics in History (4)
Unique, one-time courses offered either by visiting professors or as experimental advanced courses by members of the department. (Formerly HIST 499)

HIST 401 Oral History (4)
Special topics study of local, state, and regional folk cultures through oral histories.

HIST 402 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 403 The Civil Rights Movement (4)
Advanced study of the Civil Rights Movement in America.

HIST 404 Food and History (4)
Study of historical and contemporary systems of food production, distribution, and consumption, as well as the cultural significance of food. Prereq: UCCA 102 or UFWR 101. Offered: On rotation.

HIST 407 The Old South (4)
Study of the antebellum South. Special consideration given to race, slavery, and the evolution of sectionalism.

HIST 408 The New South (4)
Study of the South from Reconstruction to the present.

HIST 409 History of Alabama (4)
Political, social, and cultural examination of Alabama in a regional and national context.

HIST 410 The American Presidency (4)
Examination of the historical evolution of the American presidency, with particular emphasis on the expansion of presidential powers during the 20th century.

HIST 433 Baptists: Their History and Theology (4)
Survey of Baptist history from its beginnings in colonial America to the present. Co-listed as RELG 433.

HIST 434 Folklore: Europe to America (4)
Study of the pre-history of European peoples in the context of 19th 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 438 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 445 Constitutional History of the United States (4)
Review of the development of the basic concepts of American constitutional law. Co-listed as POLS 445.

HIST 447 The Development of American Law (4)
Review of the development of American Law. Co-listed as POLS 447.

HIST 448 Seminar in Legal Studies (4)
This seminar is a cooperative effort between the Department of History and Cumberland School of Law. This interdisciplinary course will give students the opportunity to explore various topics related to the intersections between law, history, and culture. Prereq: UCCA 102 or UFWR 101. Offered: On rotation.

HIST 449 History, Culture, and Colonialism (4)
Overview of important theoretical works on history, culture, and society. Emphasis will be given to such topics as the construction of national identities, the mobilization of culture for a number of different purposes, and the tension between national and transnational identities. Prereq: UCCA 102. Offered: Fall and Spring, on rotation.

HIST 470 Internship (4)
Student internships in local, state, national, and international offices and agencies under supervision of the instructor. May be repeated for a maximum of eight credits. Prereq: Permission of the instructor and department chair.

HIST 471 Legal Studies Internship (2-4)
The Legal Studies Internship is a cooperative effort between the Department of History and a public or private law-related office. The purpose of the Internship is to give students the opportunity to apply their education to actual work situations. The student intern works under the overall supervision of a licensed attorney affiliated with the Department of History's Legal Mentoring Program. Course may be repeated for a maximum of 8 credits. Prereq: UCCA 102 or UFWR 101 and instructor permission. Offered: Fall, Jan Term, Spring, and Summer.

HIST 473 Civic Engagement Internship (2-4)
The Civic Engagement Internship is an experiential learning experience for history and global studies students interested in working with non-profit organizations engaged in service to the community. This internship seeks to enhance traditional modes of learning through civic engagement. Students will gain extensive experience applying principles of civic engagement and major-disciplinary knowledge and skills to community-identified problems. Course may be repeated for a maximum of 8 credits. Prereq: UCCA 102 or UFWR 101 and instructor permission. Offered: Fall, Jan Term, Spring, and Summer.

HIST 474 Public History and Museum Studies Internship (2-4)
The Public History and Museum Studies Internship is an experiential learning experience for history and global studies students interested in careers working in museums or other public history venues. An internship is an excellent opportunity for a student to apply knowledge gained through course work in history courses to a hands-on work experience. Course may be repeated for a maximum of 8 credits. Prereq: UCCA 102 or UFWR 101 and instructor permission. Offered: Fall, Jan Term, Spring, and Summer.

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 490 War and Environment (4)
Study of U.S. military policy and engagements from the colonial period to the present with an emphasis on the ways these conflicts have impacted the U.S. and global landscapes. Prereq: UCCA 102. Offered: Fall and Spring, on rotation.

HIST 491 History and the Environment (4)
Study of the way humans have interacted with and altered the natural landscape over time, emphasizing the active role nature plays in shaping human history. Prereq: UCCA 102. Offered: Fall and Spring, on rotation. (Formerly HIST 380)

HIST 492 Law and the Environment (4)
Using the rich history of the United States as a case study of a global process, this class explores two parallel and interlinked transformations: the rise of a capitalist consumer society and the movement from customary and local controls to state-enforced environmental law. Prereq: UCCA 102 or UFWR 101. Offered: Fall.

HIST 495 Senior Seminar (4)
Intense 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. Prereq: HIST 300. Offered: Fall and Spring.

HIST 497 Independent Studies in History (4)
Directed readings and research involving a particular field or period of history designed to give preparation in special areas not fully covered in regular course offerings. Prereq: Permission of the instructor and department chair.

Journalism and Mass Communication

Faculty

Raymond N. Ankney, Chair, Associate Professor
David S. Shipley, Associate Professor
Michael Clay Carey, Assistant Professor
Robert Champion, Assistant Professor
Elizabeth (Betsy) Emmons, Assistant Professor
Lee. K. Farquhar, Assistant Professor
Sheree Martin, Assistant Professor

Undergraduate Programs and Requirements

Major

Journalism and Mass Communication with a Concentration in
- Advertising
- Broadcast and Electronic Journalism
- Print Journalism
- Public Relations

Minors

Film Production
Journalism and Mass Communication (with one of four tracks)

The department offers a major in journalism and mass communication, with four possible concentrations, or tracks: advertising, broadcast and electronic journalism, print journalism, and public relations. Students must officially declare a concentration/track, and each leads to a bachelor of arts degree.

Journalism and mass communication (JMC) majors are also required to have a 20-credit minor or cognate outside the JMC department. The minor is determined by the student in consultation with a journalism and mass communication advisor.

The department also offers minors in film production and journalism and mass communication. The JMC minor has four possible tracks: advertising, broadcast and electronic journalism, print journalism, and public relations.

Admission to the Department of JMC

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 2.50 or better. If a Samford GPA does not exist, a higher education GPA of 2.50 or better will qualify.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. JMC majors must take MATH 110 (Contemporary Mathematics) or higher to fulfill the general education mathematics requirement. JMC majors cannot use JMC 200 to satisfy their general education social science requirement.

Journalism and Mass Communication Major

Journalism and Mass Communication Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**30**
Natural and Computational Sciences		**8**
Social Sciences		**4**
Mathematics		**4**
MATH 110 Contemporary Mathematics *or* higher	4	
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Journalism & Mass Communication Major:		**42**
Journalism & Mass Communication Core		**30**
JMC 200 Mass Media and Society	4	
JMC 201 Mass Media Practices	4	
JMC 300 Mass Media Writing and Editing	6	
JMC 301 Mass Media Ethics	2	
JMC 302 Mass Media Law	2	
JMC 310 Mass Media Production	6	
JMC 331 Mass Media Externship	2	
JMC 401 Senior Thesis *or* JMC 402 Applied Communication Research	4	
Journalism & Mass Communication Electives (Must select two, 2-credit courses or one 4-credit course to satisfy requirement.)		**4**
Journalism Concentration (Choose one of the tracks below and complete both courses.)		**8**
Advertising Track		
JMC 411 Advertising/Marketing Communication	4	
JMC 412 Advertising/IMC Practicum	4	
Broadcast and Electronic Journalism Track		
JMC 421 Adv Mass Media Applications-Electronic	4	
JMC 422 Video Practicum	4	
Print Journalism Track		
JMC 431 Adv Mass Media Applications-Print/Web	4	
JMC 432 Magazine/E-zine Practicum	4	
Public Relations Track		
JMC 441 Public Relations Communication	4	
JMC 442 Public Relations Practicum	4	
Required Minor or Cognate		**20**
General Electives		**14**
Total Required Credits		**128**

Journalism and Mass Communication Minor

Journalism and Mass Communication Minor Required Courses		Course Credits	Total Required Credits
Journalism and Mass Communication Core			**16**
JMC 201	Mass Media Practices	4	
JMC 300	Mass Media Writing and Editing	6	
JMC 310	Mass Media Production	6	
Journalism Track (Choose one of the tracks below and complete both courses.)			**8**
Advertising Track			
JMC 411	Advertising/Marketing Communication	4	
JMC 412	Advertising/IMC Practicum	4	
Broadcast and Electronic Journalism Track			
JMC 421	Adv Mass Media Applications-Electronic	4	
JMC 422	Video Practicum	4	
Print Journalism Track			
JMC 431	Adv Mass Media Applications-Print/Web	4	
JMC 432	Magazine/E-zine Practicum	4	
Public Relations Track			
JMC 441	Public Relations Communication	4	
JMC 442	Public Relations Practicum	4	
	Total Required Credits		**24**

Film Production Interdisciplinary Minor

The interdisciplinary film production minor, offered in cooperation with the Department of Theatre and Dance, allows students to become conversant with the conceptual and practical aspects of visual storytelling. Students will write and edit their own scripts, use digital video cameras to capture scenes, and edit their own projects using high-end software.

Film Production Interdisciplinary Minor Required Courses		Course Credits	Total Required Credits
Film Production Core			**15**
FLMJ 200	Introduction to Film Production	4	
FLMJ 300	Film Production	4	
FLMJ 400 FLMJ 410	Documentary Film Production *or* Short Film Production	4	
FLMT 310	Screenwriting	3	
Film Production Electives (Choose from the following)			**7-8**
ENGL 350	Film History	4	
FLME 352	Foreign Film	4	
FLMJ 341	Film Production, Technology, & Culture	4	
FLMT 371	Acting for the Camera	3	
JMC 362	The Film Genre	2	
JMC 364	Film Criticism	2	
POLS 355	Politics in Film	4	
	Total Required Credits		**22-23**

Courses

JOURNALISM AND MASS COMMUNICATION

JMC 200 Mass Media and Society (4)
Introduction to mass communication with an emphasis on exposure to mass media messages, the industry, message effects, historical perspective, communication theories, and media literacy. Offered: Every semester.

JMC 201 Mass Media Practices (4)
Introduction to mass media systems from a producer perspective with an emphasis on practices and issues. Historical, cultural, political, technological, and social forces that mold and constrain current media forms and products are discussed. Includes the academic response as well as an introduction to scholarly research in the field of journalism and mass communication. Prereqs: JMC 200 for majors. Offered: Every semester.

JMC 252 Photojournalism (2)
Introduction to photographic techniques and the study of news feature reporting through photographs. Emphasis on visual composition, developing, and printing. Offered: Fall.

JMC 300 Mass Media Writing and Editing (6)
Introduction to writing and editing journalistic and persuasive copy for distribution in converged mass media: print, electronic, and online. Prereq: JMC 200, 201; UCCA 101 or its equivalent, with a C+ or better; and ability to type 30 words per minute. Offered: Fall.

JMC 301 Mass Media Ethics (2)
Review of the basic principles of professional ethics and social responsibility in the mass media. Prereq: JMC 300. Offered: Summer 1 and Spring.

JMC 302 Mass Media Law (2)
Study of mass media law with an emphasis on libel, access, privacy, contempt, copyright, and freedom of information. Prereq: JMC 300. Offered: Fall.

JMC 307 Principles of Public Relations (4)
Introduction and overview of principles, practices, context and structure of public relations in private industry and the public sector, including the tactics of strategic communication and the psychology of persuasion. Prereq: JMC 300. Offered: Spring.

JMC 308 America since 1945: Media and Politics (4)
Survey of media, politics, and culture since the end of World War II. Co-listed as HIST 308.

JMC 310 Mass Media Production (6)
Introduction to designing and producing journalistic and persuasive messages for converged digital mass media: print, electronic, and online. Prereqs: JMC 200, 201, and 300. Offered: Spring.

JMC 331 Mass Media Externship (1-2)
Practical experience working under the supervision of qualified practitioners in print, broadcasting, advertising, or public relations. Two credits for the first internship, maximum three credits. Prereq: JMC 300 and 310. Offered: Fall, Spring, and Summer 2.

JMC 352 Web Page Communication (2)
Study of format and production of messages for distribution via the World Wide Web. Includes the how-to's of creating and publishing software packages, HTML, tables, and animated GIFs.

JMC 362 The Film Genre (2)
Study of the history of the film industry in America and its cultural effects. Co-req: JMC 364. Offered: Summer I 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. Co-req: JMC 362. Offered: Summer I and Jan Term.

JMC 373 Media of Religion (4)
This course surveys the relationship between the mass media and American religion, especially the practice of Christianity. In particular, this course will focus on the use of media technologies to promote religious messages, with a special emphasis on the burgeoning use of the web and social media by religious organizations, non-profits and individuals for religious and spiritual purposes. The course will also explore the world of religious television and film, explore how religion is portrayed in secular entertainment and news media, and the relationship between Christianity and the mass-mediated consumer culture. Prereqs: UCCA 102, UCCP 101, and UCCP 102. Offered: Fall and Spring, on rotation.

JMC 380 Social Media Practices (4)
Study of the strategic use of social media and online communication tools to build and nurture relationships to achieve defined communication objectives. Students learn effective social media and content marketing practices based on case studies and applied use of social media and other online communication tools. The course also focuses on the metrics and analytics used to measure and evaluate social media campaigns. Students work in teams to produce a comprehensive strategic social media plan for a client. Prereq: Junior/Senior standing. Offered: Fall and Spring.

JMC 382 Feature Writing (2)
Practical application in planning, developing, writing, and submitting manuscripts for publication in magazines and newspapers. Includes a study of query letters, markets, and market requirements.

JMC 398 The Alabama Constitution: 100 Years of Controversy (4)
Examination of the creation, structure, and interpretation of state constitutions. Special attention paid to the 1901 Alabama Constitution and issues surrounding the document, as well as to current and past reform movements. Co-listed as HIST 398 and POLS 398.

JMC 399 London Study Topics (4)
Special courses designed for and offered at the Daniel House London Study Centre. Topics vary. Offered: Jan Term.

JMC 400 Senior Seminar (2)
In-depth examination of selected mass communication topics. Students examine current mass communication issues, prepare group class discussions on the issues, and complete an extensive research paper on a selected mass communication topic. Prereq: Senior standing.

JMC 401 Senior Thesis (4)
Capstone experience that includes design, analysis, implementation, testing, and documentation of an original research project. Prereq: Senior standing. Offered: Fall.

JMC 402 Applied Communication Research (4)
Introduction to current mass media research techniques as practiced in the print, broadcast, advertising, and public relations industries. Includes survey research, focus group research, interviewing, and simple experimental techniques as well as basic principles of data collection, analysis, interpretation, and reporting. Research project required. Prereqs: Senior standing and MATH 110. Offered: Fall.

JMC 411 Advertising/Marketing Communication (4)
Practical application of principles of writing and producing persuasive materials for integrated marketing communications (IMC) purposes, including advertising, marketing, public relations, publicity, and promotions. Prereqs: JMC 300 and 310. Offered: Fall.

JMC 412 Advertising/IMC Practicum (4)
Practical application in researching, planning, writing, scheduling, budgeting, and evaluating the creative campaign in a blend of form and function. Includes media selection, copy and layout, audio and video taping, story boards, and preparation of detailed budgets. Prereq: JMC 411. Offered: Spring.

JMC 421 Advanced Mass Media Applications-Electronic (4)
Practical application of photographing, reporting, writing, editing, and producing journalistic and persuasive digital video materials for broadcast and online media. Prereqs: JMC 300 and 310. Offered: Fall.

JMC 422 Video Practicum (4)
Practical application in producing and directing. Includes staging, lighting, graphics, video control, and composition. Students produce a weekly news/public affairs video magazine (Samford News Network [SNN]). Prereqs: JMC 421. Offered: Fall.

JMC 431 Advanced Mass Media Applications-Print/Web (4)
Practical application of writing, editing, and producing materials for print publications including newspapers and magazines. Prereqs: JMC 300 and 310. Offered: Fall.

JMC 432 Magazine/E-zine Practicum (4)
Practical application in magazine production. Students write articles, edit, design, market, and publish a magazine. Prereqs: JMC 431. Offered: Spring.

JMC 441 Public Relations Communication (4)
Intermediate course in various media techniques used by public relations professionals to reach and influence desired publics. Prereqs: JMC 300 and 310. Offered: Fall.

JMC 442 Public Relations Practicum (4)
Practical application in planning and managing a campaign with emphasis on problem analysis, crisis, and issues management. All students work in a student-run public relations agency. Prereq: JMC 441. Offered: Spring.

JMC 452 Seminar in Media Practices (2-4)
In-depth study of the roles of the advertising, broadcasting, journalism, and public relations practitioner in the daily practice of the craft. Course includes background research on specific media organizations and subsequent visits to each. Prereqs: JMC 201; Junior standing and/or permission of the instructor. Offered: Jan Term, on rotation.

JMC 454 International Mass Media (2)
Introduction to and comprehensive survey of international mass media systems and theories with an emphasis on comparative issues, characteristics, and developments. Course is taught abroad.

JMC 462 History of Mass Media (2)
Survey and analysis of the origin, development, influence, and outlook of mass media in America with an emphasis on issues, trends, standards, policies, methods, and controls. Prereq: JMC 201.

JMC 464 Mass Media Management (2)
Introduction to the basic principles and practices of personnel and business management as applied to mass media organizations. Prereq: Junior standing. Offered: Spring and Summer 1.

JMC 472 Advanced Print Media Literacy (2)
In-depth individual and group work in print media production, half-tone reproduction, and graphic design. Includes sophisticated manipulation of type, graphics, and white space in tabloid, magazine, and newsletter design. Prereq: JMC 310. Offered: Fall.

JMC 474 Advanced Electronic Media Literacy (2)
In-depth individual and group work in video production, direction, and postproduction. Includes sophisticated manipulation of light, image, sound, and the use of computer-generated graphics. Prereq: JMC 310.

JMC 482 Independent Study (1-4)
Directed-reading, research, and analysis involving a particular field of interest resulting in a project or paper. Course may be repeated for different topics; maximum of 8 credits. Prereq: Junior standing and/or permission of the instructor.

JMC 492 Special Topics in Mass Media (2-4)
In-depth analysis of a contemporary mass communication topic that is not normally covered in other JMC offerings. Topics vary according to the instructor. Course may be repeated for different topics; maximum of 8 credits.

JOURNALISM & MASS COMMUNICATION - FILM PRODUCTION

FLMJ 200 Introduction to Film Production (4)
Introductory exploration of film form and aesthetics as they relate to film technique and production, focusing on film structure, cinematography, sound, editing, narrative, interpretation, and the state of the contemporary film industry. Includes screening of films to analyze techniques. Prereq: UCCA 102. Offered: Fall.

FLMJ 300 Film Production (4)
Techniques of digital filmmaking production, terminology, digital cameras, lighting techniques, audio recording, and digital editing. Includes screening of films to analyze and critique approaches to film production. Prereq: FLMJ 200. Offered: Spring.

FLMJ 341 Film Production, Technology, and Culture (4)
Examination of how technology has influenced film production, focusing on the role that MTV, YouTube, and video iPods have played in changing film production. Includes review of how film production has become more inclusive because of the diffusion of new technologies. Prereq: FLMJ 200. Offered: Spring, on rotation.

FLMJ 400 Documentary Film Production (4)
Exploration of non-fictional visual storytelling by developing and producing a mini-documentary that addresses a community issue. Prereqs: FLMJ 200 and FLMJ 300. Offered: Spring, on rotation.

FLMJ 410 Short Film Production (4)
Examination of fictional visual storytelling by developing and producing a short film that integrates story with technical skill. Prereqs: FLMJ 200 and FLMJ 300. Offered: Spring, on rotation.

Mathematics and Computer Science

Faculty

Bruce W. Atkinson, Chair, Professor
Steven F. Donaldson, Professor
Emily A. Hynds, Associate Professor
Janie A. Kennedy, Associate Professor
Jeffrey S. Powell, Associate Professor
Sonya S. Stanley, Associate Professor
Gregory A. Kawell, Assistant Professor
Candace H. Todd, Assistant Professor
Brian R. Toone, Assistant Professor
Ruric E. Wheeler, Research Professor

Undergraduate Programs and Requirements

Majors
Computer Science
Mathematics

Minors
Bioinformatics
Computer Science
Mathematics

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 section of this catalog.

The department also offers three minors: mathematics, computer science, and an interdisciplinary minor in bioinformatics, offered in cooperation with the Department of Biological and Environmental Sciences. The bioinformatics minor is available in three variations, depending on the student's major.

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.

Mathematics Minor

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

Computer Science Minor

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

Mathematics Major

The department 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 Curriculum and Instruction for more information.

Mathematics Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
Mathematics Major:			**44**
Mathematics Core			**32**
MATH 240	Calculus I	4	
MATH 260	Calculus II	4	
MATH 270	Calculus III	4	
MATH 280	Intro to Advanced Mathematics	4	
MATH 330	Differential Equations	4	
MATH 340	Linear Algebra	4	
MATH 430 MATH 440	Abstract Algebra *or* Introductory Real Analysis	4	
MATH 485	Senior Seminar	2	
MATH 495	Senior Project	2	
Mathematics Upper-Level Electives (at least four credits must be at the 400 level)			**8**
Computer Science			**4**
COSC 110	Introduction to Programming	4	
General Electives			**32**
	Total Required Credits		**128**

Computer Science Major

In conjunction with the standard major, the department supports special interdisciplinary tracks in neuroinformatics, bioinformatics, and cognitive science. Consult the Computer Science Web site at the following URL (http://howard.samford.edu/math/), click on Computer Science, or contact the department directly for details.

Computer Science Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
Computer Science Major:			**48**
Computer Science			**44**
COSC 110	Introduction to Programming	4	
COSC 200	Discrete Structures for Computer Science	4	
COSC 210	Data Structures and Algorithms	4	
COSC 305	Computer Organization & Architecture	4	
COSC 306 COSC 315	Principles of Bioinformatics *or* 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 495	Senior Seminar and Project	4	
Mathematics			**4**
MATH 240	Calculus I	4	
General Electives*			**28**
	Total Required Credits		**128**

*Must include 16 hours in an approved Applications Area. This is another discipline or plan of study defined with a student's advisor in which computing may be used as a tool. Typical choices include, but are not limited to, mathematics, natural or social sciences, GIS, and business. A student planning to do graduate work in computing should select mathematics as his/her Applications Area, and take as electives any upper-level computing courses specified as prerequisites for the graduate program.

Bioinformatics Minor for Computer Science Majors

An interdisciplinary program merging insights and techniques from the fields of biology, computer science, mathematics, and information technology. Computational methods lead to the discovery of new biological insights and the creation of global perspectives from which to discover unifying principles in biology, pharmacology, and medicine.

Three versions of the bioinformatics minor are available. Students majoring in computer science should follow the minor table below. Students majoring in biology or biochemistry should follow the bioinformatics minor table as seen in the Department of Biological and Environmental Sciences section. Students majoring in a discipline other than those noted above should follow the table for "Other Disciplines," seen below.

Bioinformatics Minor for Computer Science Majors Required Courses		Course Credits	Total Required Credits
Biology Core			**12**
BIOL 203	Foundations of Biology I	4	
BIOL 333	Genetics	4	
BIOL 405	Cell and Molecular Biology	4	
Biology Elective			**4**
(300 or 400-level, preferably an experimental course)		4	
Bioinformatics			**8**
COSC 306 or BIOL 306	Principles of Bioinformatics	4	
COSC 407 or BIOL 407	Advanced Bioinformatics	4	
Mathematics			
Meet math requirements for any course listed above			
	Total Required Credits		**24**

NOTE: Computer science majors may not use COSC 306/BIOL 306 or COSC 407/BIOL 407 to satisfy ***both*** the computer science major and the bioinformatics minor requirements.

Bioinformatics Minor for Majors in Other Disciplines*

Bioinformatics Minor for Majors in Other Disciplines* Required Courses		Course Credits	Total Required Credits
Biology Core			**4-12**
BIOL 203	Foundations of Biology I	4	
BIOL 333	Genetics	4	
BIOL 405	Cell and Molecular Biology	4	
	OR**		
BIOL elective(s) if core satisfied by another major/minor		4-8	
Computer Science Core			**4-12**
COSC 110	Introduction to Programming	4	
COSC 200	Discrete Structures for Computer Science	4	
COSC 210	Data Structures and Algorithms	4	
	OR**		
COSC elective(s) if core satisfied by another major/minor		4-8	
Bioinformatics			**8**
COSC 306 or BIOL 306	Principles of Bioinformatics	4	
COSC 407 or BIOL 407	Advanced Bioinformatics	4	
Mathematics			
Meet math requirements for any course listed above			
	Total Required Credits		**24-32**

* For students majoring in a discipline ***other than*** biology, biochemistry, or computer science.

** The bioinformatics minor requires completion of a minimum of 24 credits in biology and computer science beyond what may already be required for the student's major or for another minor. Courses required in this minor may also be counted towards the student's major or another minor but at least 4 biology credits and 4 computer science credits must be completed exclusively for this minor. Students satisfying core requirements in both biology and computer science would take two additional courses in each area. Additional BIOL courses (if needed) are selected at the 300 or 400-level; additional COSC courses (if needed) are selected from the following: COSC 315, 325, 420, 460, and 470.

Courses

MATHEMATICS

MATH 107 Mathematics for Elementary Teachers (4)
Designed to strengthen understanding of the mathematics that prospective teachers will teach. Includes review of natural numbers, whole numbers, integers, rational numbers, real numbers, and their properties; the variety of representations of different operations; algebraic reasoning and representation; measurements of area, perimeter, surface area, and volume; and geometry concepts including transformations, constructions, and similarities. For ESEC majors only. Offered: Fall and Spring.

MATH 110 Contemporary Mathematics (4)
Development of problem-solving skills obtained by studying a wide range of contemporary applications of mathematics. Connections between contemporary mathematics and modern society are stressed. Prereq: Suitable score on placement exam. Offered: Fall, Jan Term, Spring, and Summer 1.

MATH 150 Precalculus (4)
Introduction to a combination of standard topics from college algebra and trigonometry. Includes examples of modern mathematical modeling, ideas, and applications, plus the skills and knowledge needed for subsequent mathematics courses and/or real world applications. Covers linear, quadratic, exponential, power, logarithmic, polynomial, inverse, and trigonometric functions. Graphing calculator required; consult department for recommended model. Prereq: Suitable score on placement exam. Offered: Fall, Jan Term, Spring, and Summer 1.

MATH 210 Elementary Statistics (4)
Introduction to algebra-based statistics. Includes review of descriptive and inferential statistics with probability decision-making skills necessary for today's complex civilization. Covers frequency, probability, binomial, normal, chi-square and sampling distributions, estimation, hypothesis testing for one and two populations, linear correlation and regression, and analysis of variance. Some class assignments completed using a statistical computing software package. Graphing calculator required; consult department for recommended model. Prereqs: Suitable score on placement exam. Offered: Fall, Spring, Summer 1, possibly Summer 2 or Jan Term.

MATH 240 Calculus I (4)
Introductory study of calculus, beginning with a review of precalculus functions with an emphasis on graphical, numerical, and modeling applications. Topics include: limits, continuity, derivatives and their interpretations, tangent line approximations, the definite integral as a limit of Riemann sums, applications of the definite integral to area and average value, the Fundamental Theorem of Calculus, rules of derivatives, formulas for derivatives of precalculus functions, implicit functions, economics applications, optimization and modeling, and Newton's method. Some class assignments/projects completed using the computer algebra system, Mathematica. Graphing calculator required; consult department for recommended model. Prereqs: MATH 150 or suitable score on placement exam. Offered: Fall, Jan Term, Spring, and possibly Summer.

MATH 260 Calculus II (4)
Sequel to MATH 240. Topics include: Antiderivatives, integration by substitution, integration by parts, approximation of definite integrals, improper integrals, setting up of Riemann sums in applications, applications of definite integrals to geometry, physics, and economics, probability distributions, simple first order differential equations, slope fields, Euler's method, separation of variables, growth and decay, systems of differential equations, applications of second order equations to oscillations, Taylor approximations, and Taylor series. Some class assignments/projects completed using the computer algebra system, Mathematica. Graphing calculator required; consult department for recommended model. Prereq: Grade of C or better in MATH 240. Offered: Fall and Spring.

MATH 270 Calculus III (4)
Sequel to MATH 260. Topics include: Functions of two and three variables, graphs of surfaces, contour plots, vectors, dot products, cross products, partial derivatives, local linearity, differentials, directional derivatives, gradients, chain rule, partial differential equations, constrained and unconstrained optimization, multivariable integration, iterated integrals, numerical integration by the Monte Carlo method, change of variables in multivariable integrals, parameterized curves, and surfaces. Some class assignments/projects completed using the computer algebra system, Mathematica. Graphing calculator required; consult department for recommended model. Prereq: Grade of C or better in MATH 260. Offered: Fall and Spring.

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.

MATH 320 Numerical Analysis (4)
Study of fine differences, interpolations, differentiation and integration, Lagrangian formulas, solutions of equations, systems of equations initial-value problems for ordinary differential equations, curve fitting, and approximation theory. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200.

MATH 330 Differential Equations (4)
Study of ordinary differential equations. Methods of solutions to differential equations are presented and applied in detail. Topics include the general solution to a linear differential equation, linear homogeneous and nonhomogeneous differential equations of higher order with constant coefficients, Laplace transforms, infinite series methods, Legendre Polynomials, Bessel Functions, and linear systems of differential equations. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200. Offered: Spring.

MATH 340 Linear Algebra (4)
Study of fields, systems of linear equations, matrices, vector spaces, subspaces, bases and dimension, linear transformations, isomorphism, representation of transformations by matrices, linear functionals, determinants, eigenvalues and eigenvectors, invariant subspaces, inner product spaces, stochastic matrices, matrix exponentials, and numerical methods. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200. Offered: Fall.

MATH 350 Vector Calculus (4)
Study of vector algebra in two and three dimensions, equations of lines in space, scalar products, orientation, vector products, triple scalar products, vector identities, tensors, vector valued functions, velocity, tangent vectors, acceleration, vector fields, gradients, divergence, curl, the Laplacian, line integrals, potentials, conservative fields, irrotational fields, surface integrals, volume integrals, divergence theorem, Green's formula, and Stoke's theorem. Applications to electrostatics, force fields, potential theory, fluid flow, heat flow, gravitation, and wave equations. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200; PHYS 203 and PHYS 204.

MATH 360 Complex Variables (4)
Study of functions of a complex variable. Topics include analytic and harmonic functions, transformation and mapping, complex integration, power series, residues and poles, conformal mapping, and additional theory of functions. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200.

MATH 370 Mathematical Statistics (4)
Introduction to calculus-based probability theory and statistical inference. Topics include: probability measures, independence and conditional probability, discrete random variables, continuous random variables, distribution functions, expectations, multivariate distributions, correlations, binomial, Poisson, gamma, chi-square, normal distributions, sampling distributions, order statistics, moment-generating functions, functions of random variables, convergence of distributions, central limit theorem, point estimators, maximum likelihood, confidence intervals, hypothesis testing, sufficient statistics, Bayesian estimation, likelihood ratio tests, analysis of variance, linear regression, and nonparametric statistics. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200.

MATH 410 Number Theory (4)
Introduction to the theory of numbers. Topics include divisibility, factorization, prime numbers, congruencies, arithmetic functions, quadratic residues, and Diophantine equations. Additional topics may include primitive roots, continued fractions, cryptography, Fibonacci numbers, and numerical techniques. Prereq: MATH 280.

MATH 420 College Geometry (4)
Axiomatic, proof-oriented treatment of different geometries, including synthetic, metric, absolute, and Euclidean geometries. Other topics may include finite geometries, fractals, constructions, and specific non-Euclidean geometries. Prereq: MATH 280.

MATH 430 Abstract Algebra (4)
Introduction to abstract algebra, groups, rings, and fields. Topics include: binary operations, groups, subgroups, cyclic groups, groups of permutations, cosets, finitely generated groups, homeomorphisms, isomorphisms, factor groups, rings, fields, and integral domains. Additional topics may include fields of quotients, rings of polynomials, factor rings, ideals, unique factorization domains, and the Sylow Theorems. Prereqs: MATH 340 or MATH 410.

MATH 440 Introductory Real Analysis (4)
Proof-oriented introduction to topics in mathematical analysis. Topics include: field axioms of real numbers, completeness axiom, set theory, relations and functions, infinite sets, countable sets, open and closed sets, closure, limit points, Bolzano-Weierstrass theorem, limits and partial limits of sequences, monotone sequences, Cauchy sequences, limits of functions, continuity, extreme value theorem, intermediate value theorem, uniform continuity, differentiation, chain rule, mean value theorem, L'Hopital's rule, convergent series, tests for convergence of series, rearrangement of series, Riemann sums, Riemann integrability, Fundamental Theorem of Calculus, change of variables, sequences of functions, uniform convergence, and power series. Prereq: MATH 280.

MATH 450 General Topology (4)
Survey of the fundamental concepts of general topology which depend upon the elementary properties of sets and functions. Includes topological spaces, subspaces, continuity, homeomorphisms, product spaces, connectedness, compactness, separation properties, and metric spaces. Prereq: MATH 280.

MATH 480 Topics in Mathematics (1-4)
Independent study arranged between a student (or students) and a faculty member. Topics vary. May be repeated for credit. Prereqs: At least one upper-level mathematics course.

MATH 485 Senior Seminar (2)
Seminar with two components: 1) Topic selected by instructor and presented in the "Moore" style (i.e., a list of results are distributed to students, students responsible for presenting results in class.) 2) During the semester, students select a topic of research for the sequel course, MATH 495. They give brief presentations in class and turn in a written proposal for the project to be approved by all mathematics department faculty. In the time between the two courses, students begin to implement the proposal. Prereq: At least one 400-level MATH course.

MATH 495 Senior Project (2)
Students complete the project proposed in MATH 485. Instructor sets deadlines for rough drafts and students present fragments of the work periodically, with continual instructor feedback. Final outcome is a written project and a presentation that is reviewed by all department faculty. Students are required to take the major field test (MFT) in mathematics at the conclusion of the course. Prereq: MATH 485.

COMPUTER SCIENCE

COSC 107 Introduction to Computer Science (4)
Exploration of the foundations of computing as a science, including how computing represents the effective merger of science, mathematics, and engineering. Incorporates hands-on experience to illustrate how computers operate based on simple principles of logic and abstraction; demonstrates how to communicate with them via algorithms and use of a simple programming language; evaluates limitations; examines alternative computing paradigms; considers emerging technologies; contemplates major innovations such as the Internet, virtual reality, and intelligent systems; and surveys a variety of issues facing society. Not a computer literacy course. Computer science majors cannot use this course to fulfill their general education natural and computational science requirement. 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: Fall.

COSC 407 Advanced Bioinformatics (4)
Advanced topics in bioinformatics including in-depth investigation of algorithms, innovative techniques, alternative paradigms, advanced database interaction, and algorithm implementation. Co-listed as BIOL 407. Prereqs: BIOL 203, BIOL 333, COSC 110, COSC 210; and BIOL 306 or COSC 306. Offered: Spring.

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 495 Senior Seminar and Project (4)
Capstone experience for computer science majors. Major emphasis on reviewing the entire range of topics studied within the curriculum and providing individual students an opportunity to accomplish a significant research or software development project. Students give both oral and written presentations of their projects and are required to take the Major Field Test (MFT) exam. Topic, scope, and (if appropriate) software to be used in the project must be approved in advance by the professor(s). Prereqs: Grades of C or better in one 400-level and two 300-level COSC courses and MATH 240. Offered: Spring.

Philosophy

Faculty

Dennis L. Sansom, Chair, Professor
B. Keith Putt, Professor
Wilton H. Bunch, Professor of Ethics
Allison Hepola, Assistant Professor

Undergraduate Programs and Requirements

Majors
Philosophy
Philosophy and Religion

Minors
Medical Ethics
Philosophy

Interdisciplinary Major
Science and Religion

The Department of Philosophy offers a major in philosophy, plus a major combining philosophy and religion. Both majors earn the bachelor of arts degree. In addition, the department offers an interdisciplinary major in science and religion that leads to the bachelor of science degree. The department also offers minors in medical ethics and philosophy.

University Core Curriculum and General Education Requirements
See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. A philosophy major or minor can use either PHIL 241 (Introduction to Philosophy) or PHIL/RELG 200 (Christian Ethics) to satisfy the general education humanities requirement or the requirements for a major or minor in philosophy, but not both requirements.

Courses

PHILOSOPHY

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 and Spring.

PHIL 210 Introduction to Science and Religion (4)
Exploration of the interaction between science and religion in Western culture, with some comparative analysis of non-Western traditions. Included are a comparison of the tasks of scientific and theological investigation and discourse, models of interaction between science and religion, historical conflicts, and ethical implications. Offered: Spring.

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. Offered: Fall and Spring.

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.

Philosophy Major

Students majoring in philosophy can take no more than two courses offered by the Birmingham Area Consortium of Higher Education (BACHE), i.e., University of Alabama at Birmingham, University of Montevallo, Birmingham-Southern College, or Miles College, after consultation with his/her advisor at Samford.

PHIL 301 (History of Philosophy: Ancient and Medieval) also counts toward a classics major. PHIL 301 or PHIL 302 (History of Philosophy: Modern and Contemporary) count towards a political science major. PHIL 311 (Philosophy of Religion) counts towards a religion major. PHIL 301, PHIL 302, and PHIL 351 (Logic) count towards the pre-law program.

Philosophy Major **Required Courses**		**Course Credits**	**Total Required Credits**
University Core Curriculum			**22**
General Education Requirements			**30**
Philosophy Major:			**36**
Philosophy Core			**24**
PHIL 301	History of Philosophy: Ancient/Medieval	4	
PHIL 302	History of Philosophy: Modern/Contemp	4	
PHIL 314	Philosophical Ethics	4	
PHIL 328	Metaphysics	4	
PHIL 351	Logic	4	
PHIL 498	Senior Seminar	4	
Philosophy/Political Science Electives (select at least four courses)			**12**
PHIL 200	Christian Ethics	4	
PHIL 241	Introduction to Philosophy	4	
PHIL 311	Philosophy of Religion	4	
PHIL 321	Existentialism	4	
PHIL 491, 492, 493 or 494	Readings in Philosophy	1,2,3 or 4	
POLS 315	Topics in Political Theory	4	
General Electives			**40**
	Total Required Credits		**128**

Philosophy and Religion Major

Philosophy and Religion Major **Required Courses**		**Course Credits**	**Total Required Credits**
University Core Curriculum			**22**
General Education Requirements			**30**
Philosophy & Religion Major:			**36**
Philosophy Core			**16**
PHIL 301	History of Philosophy: Ancient/Medieval	4	
PHIL 302	History of Philosophy: Modern/Contemp	4	
PHIL 311 PHIL 328	Philosophy of Religion *or* Metaphysics	4	
PHIL 351	Logic	4	
Philosophy Elective			**4**
Religion			**16**
RELG 200	Christian Ethics	4	
RELG 201 RELG 300	Introduction to World Religions *or* Rituals and Myths in World Religions	4	
RELG 351	Contemporary Theology	4	
RELG/PHIL 498	Senior Seminar	4	
General Electives			**40**
	Total Required Credits		**128**

PHIL 311 Philosophy of Religion (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 RELG 311. Offered: Fall, on rotation.

PHIL 314 Philosophical Ethics (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 321 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 (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 330 Medical Ethics (4)
Introduction to the ethical issues in health care, medical research, and public policy, with ethical analyses of such issues as euthanasia, physician-assisted suicide, embryonic stem cell therapies, medical research on patients, abortion, in vitro fertilization, cloning, and the natural and civil rights to health care. Offered: Spring, on rotation.

PHIL 331 Medical Humanities (4)
Research and discussion of the relationships and reciprocal influences of medicine to the scientific, humanistic, and economic values of society. The primary goal is to gain a better knowledge of the importance of healthcare in the expression and formation of culture. Prereq: UCCP 101. Prereq or co-req: UCCA 102 and UCCP 102. 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 470 Internship in Philosophy (2 or 4)
Prepares students for the workplace by teaching ways to apply their education in specific tasks in the workplace. Grading is pass/fail. Prereqs: Any two PHIL courses with a grade of C or higher. Offered: Every semester.

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: Fall.

SCIENCE AND RELIGION

SCRL 410 Special Topics in Science and Religion (2)
In-depth, seminar-style exploration of a specific designated topic in science and religion. Course may be repeated for different topics; maximum of 12 credits. Prereq: Grade of C or better in PHIL 210, or permission of the instructor. Offered: Fall and Spring.

SCRL 450 Seminar in Science and Religion (4)
Capstone experience for science and religion majors culminating in a project and/or paper. Emphasis on critical thinking and reading, writing, speaking, and research in matters of science and religion. Specific course content and format varies to remain topical and applicable to student and instructor interests. Prereqs: Grade of C or better in PHIL 210 and SCRL 410. Offered: Spring.

Science and Religion Major

Students majoring in this interdisciplinary course of study take a broad core in the sciences and humanities, then select a specific area of concentration (biology, chemistry, computer science, mathematics, physics, pre-health, or religion). These courses will be framed by specific courses and a senior project in science and religion.

Science and Religion Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**31**
Natural and Computational Sciences		**9**
BIOL 203 Foundations of Biology I	4	
CHEM 205 Foundations of Chemistry I	4	
CHEM 206 Foundations of Chemistry I Laboratory	1	
Social Sciences		**4**
PSYC 101 General Psychology	4	
Mathematics		**4**
MATH 240 Calculus I	4	
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
RELG 201 Introduction to World Religions	4	
Physical Activity		**2**
Science and Religion Major:		**50**
Science and Religion Core		**12**
PHIL 210 Introduction to Science and Religion	4	
SCRL 410 Special Topics in Science and Religion (take twice)	4	
SCRL 450 Seminar in Science and Religion	4	
Chemistry		**4**
CHEM 215 Fundamentals of Organic Chemistry	3	
CHEM 216 Fundamentals of Organic Chemistry Lab	1	
Mathematics and Computer Science		**8**
MATH 260 Calculus II	4	
COSC 110 Introduction to Programming	4	
Philosophy and Religion		**12**
PHIL/RELG 311 Philosophy of Religion	4	
PHIL 328 Metaphysics	4	
RELG 333 Sociology of Religion	4	
Physics		**10**
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
Psychology (choose one)		**4**
PSYC 308 Physiological Psychology	4	
PSYC 409 Cognitive Psychology	4	
Science and Religion Concentration (Choose a concentration at right and complete all courses indicated)		**16-24**
General Electives		**0-13**
Total Required Credits		**128-139**

Concentrations for the Science and Religion Major

Concentrations for the Science and Religion Major Required Courses	Course Credits	Total Required Credits
Science and Religion Concentration (Choose a concentration below and complete all courses indicated)		**16-24**
Biology Concentration		**20**
BIOL 204 Foundations of Biology II	4	
BIOL 326 Environmental Science	4	
BIOL 333 Genetics	4	
BIOL 405 Cell and Molecular Biology	4	
One additional 300 or 400-level BIOL course	4	
Chemistry Concentration		**16**
CHEM 315 & 316 Org Reactions/Mechanisms & Lab	4	
CHEM 325 & 326 Quantitative Chem Analysis & Lab	4	
CHEM 350 Biochemistry	3	
CHEM 355 Inorganic Chemistry	3	
At least two additional 300 or 400-level CHEM credits	2	
Computer Science Concentration		**24**
COSC 200 Discrete Structures for Computer Science	4	
COSC 210 Data Structures and Algorithms	4	
COSC 306 Principles of Bioinformatics	4	
COSC 470 Artificial Intelligence/Adv Comp Strategies	4	
Two additional 300 or 400-level COSC courses	8	
Mathematics Concentration		**24**
MATH 270 Calculus III	4	
MATH 280 Introduction to Advanced Mathematics	4	
MATH 330 Differential Equations	4	
MATH 340 Linear Algebra	4	
Two additional 300 or 400-level MATH courses	8	
Physics Concentration		**16**
PHYS 310 & 311 Mechanics I & Laboratory	4	
PHYS 330 & 331 Electricity and Magnetism I & Lab	4	
PHYS 340 & 341 Optics & Laboratory	4	
PHYS 350 & 351 Modern Physics I & Laboratory	4	
Pre-Health Concentration		**16**
BIOL 333 Genetics	4	
CHEM 315 & 316 Org Reactions/Mechanisms & Lab	4	
CHEM 325 & 326 Quantitative Chem Analysis & Lab	4	
CHEM 350 Biochemistry	3	
At least one additional 300 or 400-level credit	1	
Religion Concentration		**20**
RELG 221 Christian Theology	4	
RELG 320 Creation & Covenant-Old Testament	4	
RELG 371 The Craft of Religious Studies	4	
Two additional 300 or 400-level RELG courses	8	
Total Required Credits in a Concentration		**16-24**

Philosophy Minor

Philosophy Minor Required Courses	Course Credits	Total Required Credits
Philosophy Core		**8**
PHIL 301 History of Philosophy: Ancient/Med *or* PHIL 302 History of Philosophy: Modern/Contemp	4	
PHIL 351 Logic	4	
Philosophy Electives*		**12**
Total Required Credits		**20**

*Students may also take POLS 315.

Medical Ethics Minor

This program promotes the study of the ethical foundations of medicine and health care through a multidisciplinary study of philosophy, theology, literature, and ethics.

Medical Ethics Minor Required Courses	Course Credits	Total Required Credits
PHIL/RELG 200 Christian Ethics	4	
PHIL 314 Philosophical Ethics	4	
PHIL 330 Medical Ethics	4	
PHIL 331 Medical Humanities	4	
PHIL 470 Internship in Philosophy	4	
Total Required Credits		**20**

Physics

Faculty

Alan D. Hargrave, Chair, Associate Professor
Henry W. Glotfelty, Professor
John T. Tarvin, Professor

Undergraduate Programs and Requirements

Majors

Engineering Physics
Physics
Dual-Degree Engineering Program

Minor

Physics

The Department of Physics offers two majors: physics (leading to a bachelor of science or bachelor of arts degree) and engineering physics (leading to a bachelor of science degree).

The department also offers a dual-degree engineering program in conjunction with 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 engineering 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.

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.

The department also offers a minor in physics.

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 requirement is satisfied by MATH 240 (Calculus I). For a major in physics or engineering physics, the general education natural and computational sciences requirement is satisfied by CHEM 205 (Foundations of Chemistry), with its associated laboratory CHEM 206, and PHYS 203 (Physics I). Physics and engineering physics majors cannot use COSC 107 (Introduction to Computer Science) to fulfill this requirement.

Undergraduate Dual-Degree Engineering Program

The Department of Physics offers a dual-degree engineering program jointly with the following universities: University of Alabama at Birmingham, Auburn University, and Mercer University (Georgia). The five-year program leads to two degrees: a bachelor of science degree from Samford with a major in engineering physics, 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 physics department, 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). Please see the department chair for further information.

Physics Major (Bachelor of Science)

Physics Major (BS) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**32**
Natural and Computational Sciences		**10**
CHEM 205 Foundations of Chemistry I	4	
CHEM 206 Foundations of Chemistry I Laboratory	1	
PHYS 203 Physics I	5	
Social Sciences		**4**
Mathematics		**4**
MATH 240 Calculus I	4	
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Physics Major (Bachelor of Science):		**62-65**
Physics Core		**25**
PHYS 203 Physics I (see Gen Ed-Nat/CompSci above)	--	
PHYS 204 Physics II	5	
PHYS 310 Mechanics I	3	
PHYS 311 Mechanics I Laboratory	1	
PHYS 330 Electricity & Magnetism I	3	
PHYS 331 Electricity & Magnetism I Laboratory	1	
PHYS 350 Modern Physics I	3	
PHYS 351 Modern Physics I Laboratory	1	
PHYS 491 Seminar (complete four times)	4	
PHYS 499 Senior Thesis	4	
Physics Electives (select three upper-level courses		**9-12**
[300 and above] with lab, if offered)		
Mathematics and Computer Science Core		**16**
COSC 110 Introduction to Programming	4	
MATH 240 Calculus I (see Gen Ed-Math above)	--	
MATH 260 Calculus II	4	
MATH 270 Calculus III	4	
MATH 330 Differential Equations	4	
Mathematics and Computer Science Electives (select at least three)		**12**
MATH 280 Intro to Advanced Mathematics*	4	
MATH 320 Numerical Analysis	4	
MATH 340 Linear Algebra	4	
MATH 350 Vector Calculus	4	
MATH 360 Complex Variables	4	
General Electives		**9-12**
Total Required Credits		**128-131**

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

Physics Minor

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

* PHYS 203 may also satisfy the general education natural and computational science requirement.

Physics Major (Bachelor of Arts)

Physics Major (BA) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**32**
Natural and Computational Sciences		**10**
CHEM 205 Foundations of Chemistry I	4	
CHEM 206 Foundations of Chemistry I Laboratory	1	
PHYS 203 Physics I	5	
Social Sciences		**4**
Mathematics		**4**
MATH 240 Calculus I	4	
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Physics Major (Bachelor of Arts):		**40-41**
Physics Core		**21**
PHYS 203 Physics I (see Gen Ed-Nat/CompSci above)	--	
PHYS 204 Physics II	5	
PHYS 310 Mechanics I	3	
PHYS 311 Mechanics I Laboratory	1	
PHYS 330 Electricity & Magnetism I	3	
PHYS 331 Electricity & Magnetism I Laboratory	1	
PHYS 350 Modern Physics I	3	
PHYS 351 Modern Physics I Laboratory	1	
PHYS 491 Seminar (complete four times)	4	
Physics Electives (select one upper-level course		**3-4**
[300 and above] with lab, if offered)		
Mathematics and Computer Science		**16**
COSC 110 Introduction to Programming	4	
MATH 240 Calculus I (see Gen Ed-Math above)	--	
MATH 260 Calculus II	4	
MATH 270 Calculus III	4	
MATH 330 Differential Equations	4	
General Electives (must be 300/400 level)*		**33-34**
Total Required Credits		**128**

*General Electives in this program must be upper-level (300-499) in order to meet Samford's graduation requirement of 40 upper-level credits.

NOTE: Pre-Professional (i.e., Pre-Medicine, Pre-Dentistry, Pre-Optometry or Pre-Veterinary Medicine) must satisfy the requirements of a physics major, bachelor of arts degree. The bachelor of science degree designation can be obtained by a student if a commensurate number of science courses are completed in other departments in order to fulfill the pre-professional degree plan. In order to obtain this designation a candidate must obtain the approval of the physics department chair.

Engineering Physics Major (Bachelor of Science)

Engineering Physics Major (BS) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**32**
Natural and Computational Sciences		**10**
CHEM 205 Foundations of Chemistry I	4	
CHEM 206 Foundations of Chemistry I Laboratory	1	
PHYS 203 Physics I	5	
Social Sciences		**4**
Mathematics		**4**
MATH 240 Calculus I	4	
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Engineering Physics Major:		**65-69**
Physics Core		**21**
PHYS 203 Physics I (see Gen Ed-Nat/CompSci above)	--	
PHYS 204 Physics II	5	
PHYS 310 Mechanics I	3	
PHYS 311 Mechanics I Laboratory	1	
PHYS 330 Electricity & Magnetism I	3	
PHYS 331 Electricity & Magnetism I Laboratory	1	
PHYS 350 Modern Physics I	3	
PHYS 351 Modern Physics I Laboratory	1	1
PHYS 491 Seminar (complete four times)	4	
Physics Electives (Select four upper-level courses [300 and above] with lab, if offered. Note that these courses can alternately be upper-level engineering courses taken at other schools. See department chair for details.)		**12-16**
Mathematics and Computer Science Core		**16**
COSC 110 Introduction to Programming	4	
MATH 240 Calculus I (see Gen Ed-Math above)	--	
MATH 260 Calculus II	4	
MATH 270 Calculus III	4	
MATH 330 Differential Equations	4	
Mathematics and Computer Science Electives (select at least four)		**16**
COSC 200 Discrete Structure for Computer Science*	4	
COSC 210 Data Structures & Algorithms	4	
MATH 320 Numerical Analysis	4	
MATH 340 Linear Algebra	4	
MATH 350 Vector Calculus	4	
MATH 360 Complex Variables	4	
General Electives		**5-9**
Total Required Credits		**128-135**

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

Courses

Of related interest:

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

PHYSICS

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. While the course is primarily conceptual in nature, an understanding of high school algebra is necessary for understanding the quantitative concepts in the course. Not applicable to a major or minor in physics; closed to those who have had PHYS 101 or PHYS 203. Includes laboratory. Offered: Fall, Spring and most Jan Terms.

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 150 Introduction to Astronomy (4)
Survey of the solar system, stars, and galaxies. Includes laboratory. Offered: Fall, Spring, and some summers.

PHYS 203 and 204 Physics I-II (5 each course)
Study of Newtonian mechanics, heat, light, sound, electricity, magnetism, and relativity using calculus. Includes laboratory.
Co-req for PHYS 203: MATH 240
Co-req for PHYS 204: MATH 260. Prereq for PHYS 204: PHYS 203.
Offered: Fall (203); Spring (204).

PHYS 206 Sound and Music (4)
Study of physical principles of production, transmission, and reception of sound. Course cannot count towards a physics major or minor. Includes laboratory. Prereq: High school algebra. Offered: See department chair.

PHYS 310 Mechanics I (3)
Study of classical mechanics, including motion of planets and comets about the sun, using vector calculus. Includes study of the methods of Lagrange and Hamilton. Prereq: PHYS 101 or PHYS 203, and MATH 270. Co-req: PHYS 311. Offered: Spring, on rotation.

PHYS 311 Mechanics I Laboratory (1)
Laboratory companion course to PHYS 310. Co-req: PHYS 310. Offered: Spring, on rotation.

PHYS 330 Electricity and Magnetism I (3)
Study of electromagnetic interaction, featuring Maxwell's equations. Prereq: MATH 270 and either PHYS 203 and 204, or PHYS 101 and 102. Co-req: PHYS 331. Offered: Fall, on rotation.

PHYS 331 Electricity and Magnetism I Laboratory (1)
Laboratory companion course to PHYS 330. Co-req: PHYS 330. Offered: Fall, on rotation.

PHYS 334 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 341. Offered: Spring, on rotation.

PHYS 341 Optics Laboratory (1)
Laboratory companion course to PHYS 340. Co-req: PHYS 340. Offered: Spring, on rotation.

PHYS 350 Modern Physics I (3)
Study of x-rays, atomic and nuclear physics, radioactivity, relativity, and quantum mechanics. Prereq: PHYS 203 and 204, or PHYS 101 and 102. Co-req: PHYS 351 and MATH 260. Offered: Fall, on rotation.

PHYS 351 Modern Physics I Laboratory (1)
Laboratory companion course to PHYS 350. Co-req: PHYS 350. Offered: Fall, 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 410 Mechanics II (3)
Continuation of PHYS 310 (Mechanics I). Prereq: PHYS 310 and MATH 330. Offered: See department chair.

PHYS 420 Thermal Physics (3)
Study of theories and concepts of thermodynamics, kinetic theory, and statistical mechanics, including Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics. Prereq: PHYS 203 and 204, or PHYS 101 and 102; and MATH 260. Offered: Spring, on rotation.

PHYS 430 Electricity and Magnetism II (3)
Continuation of PHYS 330 (Electricity and Magnetism I). Prereq: MATH 270 and PHYS 330. Offered: See department chair.

PHYS 454 Quantum Mechanics (3)
Study of the formulations of Schroedinger, Heisenberg, and Dirac. Includes applications to atomic and nuclear physics. Prereq: PHYS 360 and MATH 270 or permission of the department chair. Offered: See department chair.

Note on Special Problems courses: A maximum of five credits total for PHYS 461 through PHYS 481, inclusive, may count toward graduation requirements.

PHYS 461 Special Problems (1)
Intended primarily for juniors and seniors in the physical sciences and mathematics. Prereq: Permission of the department chair.

PHYS 471 Special Problems (2)
Prereq: Permission of the department chair.

PHYS 481 Special Problems (3)
Prereq: Permission of the department chair.

PHYS 491 Seminar (1)
Can be repeated up to six times for credit. Prereq: Permission of the department chair.

PHYS 499 Senior Thesis (4)
Capstone course and advanced research experience leading to a significant senior thesis in physics. Each student is required to design, conduct, analyze, write up, and present an original research project under the supervision of a faculty member. Experimental, theoretical, or computational physics topics are acceptable. Prereqs: Physics majors with senior standing and permission of the department chair. Offered: Fall and Spring.

Political Science

Faculty

Frederick M. Shepherd, Chair, Professor
William P. Collins, Professor
Marissa Grayson, Assistant Professor
Serena Simoni, Assistant Professor

Undergraduate Programs and Requirements

Major

Political Science

Minors

Political Science
Latin American Studies*

Interdisciplinary Concentrations

International Relations
Public Administration
Latin American Studies*

The Department of Political Science offers a major in political science and interdisciplinary concentrations in international relations and public administration, each of which earns the bachelor of arts degree.

The department also offers a minor in political 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. Political science majors cannot use POLS 200 (Power and Politics) for the general education social science requirement.

*See the World Languages and Cultures section for details on the Latin American studies minor and interdisciplinary concentration.

Political Science Minor

Political Science Minor Required Courses	Course Credits	Total Required Credits
Political Science Core		**8**
POLS 200 Power and Politics	4	
POLS 205 Introduction to American Politics	4	
Upper-Level Courses in Special Field (Select three upper-level courses, one in each of the subfields below.)		**12**
American Politics	4	
Political Theory	4	
World Politics	4	
Total Required Credits		**20**

Political Science Major

Political Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
Political Science Major:		**40**
I. Foundation Courses		**12**
POLS 200 Power and Politics	4	
POLS 205 Introduction to American Politics	4	
POLS 301 Methods & Practice of Political Science	4	
II. Upper-Level Courses in Special Field (select three)		**12**
Select Special Field from the following subfields: World Politics, American Politics, or Political Theory. Upper-level courses may be designated in one or more Special Fields; this information is included at the end of each course description.		
III. Upper-Level Courses outside Special Field		**8**
Select one course each in two subfields other than the student's Special Field. These courses must be taught by political science faculty.		
IV. Upper-Level Elective Select one upper-level course in any subfield.		**4**
V. Capstone		**4**
POLS 465 Senior Seminar	4	
General Electives		**36**
Total Required Credits		**128**

Public Administration Interdisciplinary Concentration

Public administration, an interdisciplinary concentration offered in cooperation with the Brock School of Business, combines knowledge and experience from the worlds of politics and business. It includes a mandatory political science internship. As the table below demonstrates, it provides students with a broad array of courses from the political science department and the Brock School of Business.

Public Administration Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
Public Administration Interdisciplinary Concentration:		**43-47**
Political Science Core		**12-16**
POLS 205 Introduction to American Politics	4	
POLS 316 Public Administration	4	
POLS 460 Internship (pass/fail)	4-8	
Political Science Electives (Select three 300/400-level courses.)		**12**
Business*		**19**
ECON 201 Principles of Macroeconomics	4	
ECON 202 Principles of Microeconomics	3	
ACCT 211 Accounting Concepts I	3	
BUSA 252 Legal Environment of Business	3	
MNGT 303 Principles of Management	3	
BUSA 454 Business Law	3	
General Electives		**29-33**
Total Required Credits		**128**

*Students must complete their college math requirements before beginning the sequence of business courses, and must complete their 200-level business courses before registering for upper-level business courses.

International Relations Interdisciplinary Concentration

International relations is an interdisciplinary concentration based in the Department of Political Science, drawing on courses offered in numerous departments across campus. It has a required set of courses in the disciplines of political science, history, world languages, and economics. Beyond the required courses, students may pursue an Analytical, Culture and Region, or Human Rights Track, which allows students to take courses in a wide variety of disciplines.

International Relations Interdisciplinary Concentration (IREL) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
IREL Interdisciplinary Concentration:		**57-60**
International Relations Core		**36**
Political Science		
POLS 310 U.S. Foreign Policy	4	
POLS 319 International Relations	4	
History		
HIST 200 Global Perspectives	4	
HIST 317 Nationalism*	4	
Economics		
ECON 201 Principles of Macroeconomics	4	
World Languages		
Two 4-credit courses at the 300-400 level	8	
Methods and Capstone		
POLS 301 Methods & Practice of Political Science**	4	
POLS 465 Senior Seminar in Political Science** (choose a section with international focus)	4	
International Relations Tracks		**21-24**
Choose one of three tracks--Analytical, Culture & Region, or Human Rights--and complete four (4) courses from the primary track and two (2) courses from the secondary track. See the tables at right/below for a list of courses in each track.		
Primary Track (4 courses)	13-16	
Secondary Track (2 courses)	6-8	
General Electives		**16-19**
Total Required Credits		**128**

* Students may choose an alternate upper-level history course if unable to enroll in HIST 317.

** Students may, after consultation with international relations faculty, choose two alternate courses in a separate research-oriented track in history (HIST 300 & HIST 495), world languages, or economics/business.

Analytical Track Courses for the IREL Concentration

International Relations Interdisciplinary Concentration Analytical Track Courses	Course Credits	Total Required Credits
If primary track, complete four (4) courses (13-16 credits). OR If secondary track, complete two (2) courses (6-8 credits).		**13-16 or 6-8**
ECON 202 Principles of Microeconomics	3	
ECON/POLS 394 International Studies in Economics	3	
ECON 420 International Economics	3	
POLS 313 International Organization	4	
POLS 332 Human Rights	4	
POLS 333 Genocide	4	
POLS 334 Terrorism	4	
POLS 348/HIST 340 Riots, Rebellion, and Revolution	4	
POLS 363 Politics of Developing Nations	4	
POLS 370 Women and World Politics	4	
POLS/ECON 410 Game Theory	4	
POLS 449 International Law	4	
POLS 450 Law and the World	4	
POLS 452 After Authoritarianism	4	
POLS 453 The State	4	

Culture & Region Track Courses for the IREL Concentration

International Relations Interdisciplinary Concentration Culture & Region Track Courses	Course Credits	Total Required Credits
If primary track, complete four (4) courses (16 credits).* OR If secondary track, complete two (2) courses (8 credits).		**16 or 8**
GEOG/POLS 392 Geographies of Africa	4	
GEOG/HIST/POLS 395 Giants of Asia: China & India	4	
GEOG/POLS 397 Andes to Amazon: Latin America	4	
HIST 312 Medieval Intellectual History	4	
HIST 313 Reformation Europe	4	
HIST 314 The Enlightenment	4	
HIST 316 Modern Intellectual History	4	
HIST 322 Early 20th Century Europe	4	
HIST 323 Recent European History	4	
HIST 326 Modern Russia	4	
HIST 331 Ancient Near East and Greece	4	
HIST 332 Roman Republic and Empire	4	
HIST 335 Modern Middle East	4	
HIST 336 Modern Africa	4	
HIST 341 China to 1644	4	
HIST 342 Modern China	4	
HIST 343 Modern Japan	4	
HIST 345 Christianity, Imperialism, & Identity in Asia	4	
HIST 346 Monsoon Asia	4	
HIST 347 The Vietnam War	4	
HIST 350 Modern Latin America	4	
HIST 351 Modern Mexico and Central America	4	
HIST 355 Colonial Latin America	4	
HIST 362 Early Modern England	4	
HIST 363 Modern England	4	
HIST 434 Folklore: Europe to America	4	
HIST 438 Family, Sex, & Marriage in Modern England	4	
HIST/POLS 479 Rise of the British State	4	
LAST 201 Introduction to Latin American Studies	4	
POLS 321 Post-Soviet Politics	4	
POLS 322 Latin American Politics	4	
POLS 323 African Politics	4	
POLS 351 European Politics	4	
POLS 352 Italian Politics: Napoleon to Berlusconi	4	
RELG 201 Introduction to World Religions	4	
All language courses at the 300-400 level*	8	

* Students choosing the Culture & Region Track as their primary track must complete two 4-credit language courses (at the 300-400 level) as part of the primary track requirement.

Human Rights Track Courses for the IREL Concentration

International Relations Interdisciplinary Concentration Human Rights Track Courses	Course Credits	Total Required Credits
If primary track, complete four (4) courses (16 credits).* OR If secondary track, complete two (2) courses (8 credits).		**16 or 8**
POLS 332 Human Rights *(required)*	4	
POLS 460 Internship *(required)*	4	
POLS 313 International Organization	4	
POLS 333 Genocide	4	
POLS 363 Politics of Developing Nations	4	
POLS 370 Women and World Politics	4	
POLS 449 International Law	4	

Courses

POLS 200 Power and Politics (4)
Introduction to the field of political science. Focus on political communities and the way in which groups organize to form governments. This is done in reference to the concept of democracy and the way in which political communities either attain or fall short of the democratic ideal. Required of political science majors. Offered: Fall and Spring.

POLS 205 Introduction to American Politics (4)
Survey of the structures and processes of the American political system with an emphasis on citizen participation. Required of political science majors. Offered: Fall and Spring.

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 310 U. S. Foreign Policy (4)
Review of the development of the cardinal principles of American foreign policy, the changing role of the United States in international relations, and historic aspects of American diplomacy. Subfields: American Politics and World Politics.

POLS 312 State and Local Government (4)
Study of the structure and functioning of various state and local governments. Subfield: American Politics.

POLS 313 International Organization (4)
Explores the challenges to cooperation amongst state actors and the efforts of various international organizations to coordinate states' actions, regulate interstate political and economic relations, and minimize international conflict. Offered: Fall. Subfield: World Politics.

POLS 315 Topics in Political Theory (4)
Intensive study of western political philosophy, presenting selected topics such as systems of thought (the classic Greeks, the democratic, the socialist) or time periods (medieval to Machiavellian, early modern to Rousseau, recent and contemporary). Four credits for each topic, maximum eight credits. Students may substitute PHIL 301 and 302 for 315. Subfield: Political Theory.

POLS 316 Public Administration (4)
Overview of the scope and methods of public administration, emphasizing political aspects. Reviews the growth and development of public administration as a field of intellectual inquiry; considers the role of administration in the political process and in policy-making; and examines the political relationships of the administrative environment. Subfield: American Politics.

POLS 319 International Relations (4)
Historical and analytical study of the U.S. and the international community since WWII, surveying the political, military, and economic struggles of the major powers and third-world nations. Subfields: Political Theory, World Politics.

POLS 321 Post-Soviet Politics (4)
Covers the post-Soviet region in its diverse geographic, historical, cultural, economic, and political settings. Examines the problems of building nations and states, democratizing authoritarian regimes, reforming command economies, and responding to new security threats. Subfield: World Politics.

POLS 322 Latin American Politics (4)
Examination of the politics of Latin America. Compares and contrasts nations from the Caribbean, and North, Central, and South America. Uses history and theory to understand larger forces at work in these regions, and focuses on specific cases and accounts to bring out the human drama of Latin America. Subfield: World Politics.

POLS 323 African Politics (4)
Study of social, economic, and political dimensions of Africa from the 19th 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 332 Human Rights (4)
Explores the concept of human rights, defined as the rights which each human being, upon birth, automatically enjoys, regardless of the race, religion, political system, or gender into which he or she is born. Offered: Fall. Subfield: World Politics.

POLS 333 Genocide (4)
Study of genocide, working toward an understanding of what might seem impossible to understand: why people and institutions have attempted to exterminate a distinct racial, cultural or ethnic group; the conditions which give rise to these efforts; and the extent to which the world is becoming more or less hospitable to genocide. Subfield: World Politics.

POLS 334 Terrorism (4)
Examination of the theories, literature, and policies of terrorism and counterterrorism in order to understand better the contemporary terrorist's motivations and strategy. Subfield: World Politics.

POLS 335 Medieval and Christian Political Theory (4)
Close reading of original texts with a view to gaining insight into the medieval approach to learning. Focus on Thomas Aquinas' view of Natural Law. Themes of medieval political life are described in light of Thomas' union of classical and Christian themes. Subfield: Political Theory.

POLS 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 of understanding the political factors involved in radical political change. Co-listed as HIST 348. Offered: Jan Term, on rotation. Subfield: Political Theory, World Politics.

POLS 350 Impeachment (4)
Study of impeachment procedures. Addresses issuing of articles of impeachment by the United States House of Representatives and trial by the United States Senate. Offered: Jan Term. Subfield: American Politics.

POLS 351 European Politics (4)
Descriptions of structure; analysis of functioning. Subfield: World Politics.

POLS 352 Italian Politics: From Napoleon to Berlusconi, 1800-2011 (4)
Introduction to Italian politics from the beginning of the 19th century to today with a special emphasis on the distinctive Italian political culture. Offered: Fall, on rotation. Subfield: World Politics.

POLS 355 Politics in Film (4)
In-depth assessment of the treatment of political themes in film. Subfield: American Politics.

POLS 360 Urban Geography: The North American City (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 21st century. Co-listed as GEOG 360 and SOCI 360. Offered: Spring. Subfield: American Politics.

POLS 363 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 392 Geographies of Africa (4)
Presents a geographical exploration of Africa, focusing primarily on cultural issues. A broad range of topics will be investigated including: African stereotypes, environmental crises, social geographies of gender and religion, legacies of colonialism, and the impact of development policies throughout the region. Co-listed as GEOG 392. Offered: On rotation. Subfield: World Politics.

POLS 394 International Studies in Economics (3)
Cross-disciplinary introduction to the scope, causes, and consequences of poverty. Examination of the various measures of poverty as well as basic economic theory, explaining differences in income, wealth, and economic growth among regions. Emphasis on understanding poverty issues from a Biblical perspective. Course relies heavily on site visits to observe a wide variety of anti-poverty projects, including faith-based organizations and international nonprofit agencies. International travel required. Co-listed as ECON 394. Offered: Jan Term. Subfield: World Politics.

POLS 395 Giants of Asia: China and India in the 21st Century (4)
Focuses on exploring these two giant countries and understanding their emergence as important world powers in the 21st century. The course investigates the physical environment, history, culture, economy, and politics that help shape these two countries. Co-listed as GEOG 395 and HIST 395. Offered: Fall, on rotation. Subfield: World Politics.

POLS 397 Andes to Amazon: Physical Landscapes of Latin America (4)
Study of the geographical forces that influence the landscapes of Latin America and how they change over time. This course is organized by substantive topics rather than by country. Topics include regional specific plate tectonics, weather systems, oceanographic systems, and river systems. Co-listed with GEOG 397. Prereq: GEOG 150. Offered: Spring, on rotation. Subfield: World Politics.

POLS 398 The Alabama Constitution: 100 Years of Controversy (4)
Examination of the creation, structure, and interpretation of state constitutions. Special attention paid to the 1901 Alabama Constitution and issues surrounding the document as well as to current and past reform movements. Co-listed as HIST 398 and JMC 398. Subfield: American Politics.

POLS 410 Game Theory (4)
Elementary examination of the theory of games and strategic behavior with an emphasis on applications. Topics discussed include strategic form games, extensive form games, and games of asymmetric and incomplete information. Various equilibrium concepts also discussed. The course will apply game theoretic concepts to strategic behavior in the social sciences, particularly economics and political science, with applications ranging from cartel behavior to international diplomacy. Co-listed as ECON 410. Prereq: BUSA 130 or POLS 301. Offered: Fall, on rotation. Subfield: Political Theory, World Politics.

POLS 417 Political Communication (4)
Focuses on the relationship between media and politics by examining presidential speeches, social movements, and efforts to shape public opinion in the modern era. Co-listed as COMS 417. Offered: Spring. Subfield: : American Politics.

POLS 430 Politics of Education (4)
Exploration of the inseparable relationship between politics and education. The topic of education will be used to examine the fundamental features of the American political system. Prereq: UCCA 102. Offered: Fall and Spring, on rotation. Subfield: American Politics.

POLS 435 Legislative Process (4)
Study of state and national legislatures, their internal structures, constituents, and legislators. Subfield: American Politics.

POLS 443 American Public Policy (4)
Examination of the major political, social, economic, and technological forces influencing and shaping the nature, content, and outcomes of public policy in the United States. Subfield: American Politics.

POLS 444 Introduction to Jurisprudence (4)
Introduction to standard approaches to jurisprudence and their various applications to the legal and political world. Offered: Spring. Subfield: Political Theory, American Politics.

POLS 445 Constitutional History of the United States (4)
Review of the development of the basic concepts of American constitutional law. Co-listed as HIST 445. Subfield: Political Theory, American Politics.

POLS 447 The Development of American Law (4)
Review of the development of American Law. Co-listed as HIST 447. Subfield: American Politics.

POLS 449 International Law (4)
An introduction to international law and institutions with an emphasis on non-governmental organizations, civil society, and individuals. Rather than focusing on national legal systems, this course will concentrate on how law has emerged and evolved in the global system. Offered: Fall. Subfield: World Politics.

POLS 450 Law and the World (4)
Introduction to the complex issues involved in comparing the various legal systems around the world. Subfield: World Politics.

POLS 452 After Authoritarianism (4)
Explores the sources of authoritarian regime collapse and the subsequent development of new political institutions in the direction of democracy or some new form of authoritarianism. Case studies of different post-authoritarian regimes provide the empirical bases for the course. Offered: Fall. Subfield: World Politics.

POLS 453 The State (4)
Explores the origins of the modern state and different theoretical perspectives on the role of the state in society and the international system. Also includes contemporary challenges to state sovereignty and the phenomenon of "failed states" in the international system. Offered: Fall. Subfield: World Politics, Political Theory.

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 461 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 462 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. Subfield: World Politics.

POLS 499 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. Subfield: Varies, depending on topic.

Psychology

Faculty

Stephen L. Chew, Chair, Professor
Jacqueline Goldstein, Professor
A. Sandra Willis, Professor
Jack W. Berry, 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 110 (Human Biology) or BIOL 105 (Principles of 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 the general education social science requirement. It must be fulfilled with a course from a social science field other than psychology.

Mathematics: Students who need a course to fulfill the general education mathematics requirement are strongly encouraged to take MATH 210 (Elementary Statistics) in preparation for taking PSYC 305 (Statistics for the Social Sciences). Students with a strong high school algebra background should be able to take MATH 210 for their mathematics requirement. Students with weaker math backgrounds should consult with their advisor before taking a general education mathematics course. Students who have already completed their general education mathematics requirement with a course other than MATH 210, or who are required by another program to fulfill their mathematics requirement with a course other than MATH 210, are not required to take MATH 210 in addition to the mathematics course they have already taken.

Psychology Major

Courses should be selected in consultation with an advisor and in accordance to students' interests and career goals. The psychology major does not require a minor in any other discipline; however, students are encouraged to select a minor or a concentration of courses that will complement their interests, and educational and career goals.

Students typically take PSYC 305 (Statistics for the Social Sciences) and PSYC 306 (Research Methods) as a sequence during their junior year.

Students who take both PSYC 205 (Life-Span Development) and PSYC 210 (Child and Adolescent Psychology) may count only one of them toward the major or minor.

Students who intend to pursue graduate study and a career in psychology or a related area should take PSYC 301 (Internship) and/or PSYC 401 (Journal Seminar). These courses will help students to explore career options, gain pre-professional experience, and prepare for graduate work. PSYC 301 and PSYC 401 may be taken on a pass/fail basis only and will not count toward the major or minor. Students may take PSYC 401 more than once for credit. Students may take PSYC 301 up to two times for credit, as long as the internship placements differ.

Students may take PSYC 411 (Special Topics in Psychology) more than once if the topics are different and with permission of the department chair.

Some elective courses are not offered on a regular basis but are taught as student interest dictates and faculty resources allow.

Some courses are cross listed with multiple departments, permitting students the option to register for the same class through different departmental designations. For example, a student can take Human Sexuality and register for it as FAMS 324, PSYC 324, or SOCI 324. This gives students options that can help in their planning and completion of course curricular requirements. For such cross listed courses, students may take the course for credit only once. Furthermore, students may use the course to fulfill only one requirement for a major or minor. The course cannot be used to count for two different majors or minors regardless of the department in which the course was registered.

Psychology Major

Psychology Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
Psychology Major:		**40**
I. Fundamental Knowledge and Skills		**12**
PSYC 101 General Psychology	4	
PSYC 305 Statistics for the Social Sciences	4	
PSYC 306 Research Methods	4	
II. Human Development and Interaction (select two courses)		**8**
PSYC 205 Life-Span Development	4	
PSYC 215 Abnormal Psychology	4	
PSYC 304 Social Psychology	4	
III.Experimental Psychology (select two courses)		**8**
PSYC 308 Physiological Psychology	4	
PSYC 408 Theories of Learning	4	
PSYC 409 Cognitive Psychology	4	
IV.Electives* (select two courses)		**8**
PSYC 203 Psychology of Adjustment	4	
PSYC 210 Child and Adolescent Psychology	4	
PSYC 220 Theories of Personality	4	
PSYC 310 Applied Psychology	4	
PSYC 312 Drugs and Human Behavior	4	
PSYC 320 Health Psychology	4	
PSYC 324 Human Sexuality**	4	
PSYC 402 History of Psychology	4	
PSYC 404 Approaches to Counseling & Psychotherapy	4	
PSYC 405 Measurement and Assessment	4	
PSYC 411 Special Topics in Psychology	2-4	
V. Capstone Experience (select one course)		**4**
PSYC 410 Directed Research	4	
PSYC 412 Senior Seminar	4	
General Electives		**36**
Total Required Credits		**128**

* Any of the courses listed under Human Development and Interaction (II) and Experimental Psychology (III) not taken to fulfill a requirement may also count as electives with one restriction: only PSYC 205 or PSYC 210, but not both, may count towards the major or minor.

** PSYC 324 is cross-listed with FAMS 324 and SOCI 324; students may apply any one of these toward this requirement, but the same course cannot simultaneously apply to another major or minor.

Psychology Minor

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

Courses

PSYC 101 General Psychology (4)
Comprehensive overview of the scientific study of behavior and mental processes. Topics include neuroscience, sensation and perception, learning, cognition, development, personality, behavior disorders, psychotherapy, and social psychology. This course is a prerequisite for all other courses in psychology. Psychology majors may not use this course to meet the general education social science requirement. Offered: Fall and Spring.

PSYC 203 Psychology of Adjustment (4)
Study of adaptation to life and psychological growth. Includes analysis of adjustment to life stressors and attention to personal growth. Prereq: PSYC 101.

PSYC 205 Life-Span Development (4)
Survey of the development of human thought and behavior from conception to death. Emphasis is placed on the physical, moral, social, emotional, and cognitive developmental tasks at each phase of the life span. Students who take both this course and PSYC 210 may count only one of them toward the major or minor. Prereq: PSYC 101. Offered: Fall and Spring.

PSYC 210 Child and Adolescent Psychology (4)
Examination of psychological development from conception through adolescence. This course focuses on the various influences on development and on the characteristic social, cognitive, and perceptual functioning during the pre-adult life span. Students who take both this course and PSYC 205 may count only one of them toward the major or minor. Prereq: PSYC 101.

PSYC 215 Abnormal Psychology (4)
Study of the symptomatology, etiology, epidemiology, and treatment of psychological disorders. Includes focus on current research and theory. Prereq: PSYC 101. Offered: Spring.

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. Offered: Fall.

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 (12) 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 (8) credits in psychology or permission of the instructor. Offered: Fall.

PSYC 305 Statistics for the Social Sciences (4)
Acquisition of fundamental statistical skills for describing and analyzing data within the social sciences. Emphasis on the appropriate application of these methods for designing, conducting, and interpreting research. This course and PSYC 306 form a two-semester sequence on experimental design and methodology. Completion of MATH 210 to fulfill the general education math requirement is recommended, but not required, for this course. Prereqs: Eight (8) credits in psychology and completion of the general education mathematics requirement, or permission of the instructor. Offered: Fall.

PSYC 306 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 (12) credits in psychology and PSYC 305. Offered: Spring.

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 (8) credits in psychology. Offered: Fall.

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 (8) 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 (8) 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 (8) credits in psychology.

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 and FAMS 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 (12) 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 (12) 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 (8) credits of upper-level psychology, PSYC 215, and permission of the instructor.

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 (12) 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 (12) credits in psychology. Offered: Fall.

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 (8) credits of upper-level psychology. Offered: Spring.

PSYC 410 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.

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 (8) credits of upper-level psychology or permission of the instructor.

PSYC 412 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.

Religion

Faculty

Kenneth B.E. Roxburgh, Chair, S. Louis and Ann W. Armstrong Professor
David R. Bains, Professor
James R. Barnette, Associate Professor
T. Scott McGinnis, Associate Professor
James R. Strange, Associate Professor
Lisa J. Battaglia, Assistant Professor
Jeffery M. Leonard, Assistant Professor

Undergraduate Programs and Requirements

Majors

Religion
Religion with a Concentration in Leadership and Organizations

Minors

Ministry and Missions
Religion

The Department of Religion offers two majors: religion and, for students preparing for a career in congregations or other faith-based organizations, religion with a concentration in leadership and organizations. Both majors earn the bachelor of arts degree. The department also offers two minors: one in religion and another in ministry and missions.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. Students cannot use RELG 200 (Christian Ethics), RELG 201 (Introduction to World Religions), or RELG 221 (Christian Theology) to count towards both the general education humanities requirement and the religion major requirement.

Religion Major

Religion Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
Religion Major:		**36**
Religion Core		**16**
RELG 201 Introduction to World Religions	4	
RELG 320 Creation & Covenant-Old Testament *or* RELG 350 Jesus and the Gospels	4	
RELG 371 The Craft of Religious Studies	4	
RELG 498 Religion Seminar	4	
Choose one course each from three of the following four areas:		**12**
Area I. Jewish and Christian Scriptures		
RELG 320 Creation & Covenant-Old Testament	4	
RELG 321 Studies in the Psalms/Wisdom Literature	4	
RELG 331 Studies in the Prophets	4	
RELG 341 Martyrdom and Apocalypticism	4	
RELG 342 Life and Letters of Paul	4	
RELG 343 The Johannine Writings	4	
RELG 345 Varieties of Ancient Paganism	4	
RELG 350 Jesus and the Gospels	4	
RELG 393 Field Methods in Archaeology	4	
Area II. Historical/Cultural Studies		
RELG 302 History of Christianity	4	
RELG 304 American Religious History	4	
RELG/PHIL 311 Philosophy of Religion	4	
RELG 312 Christian Worship: History & Theology*	4	
RELG/SOCI 333 Sociology of Religion	4	
RELG 340 Archaeology and the Lands of the Bible	4	
RELG/SOCI 373 Women and Religion	4	
RELG 375 Religion and the Body	4	
RELG/HIST 433 Baptists: Their History & Theology	4	
Area III. Theological/Ethical Studies		
RELG 200 Christian Ethics	4	
RELG 221 Christian Theology	4	
RELG 312 Christian Worship: History & Theology*	4	
RELG 314 Christian Spirituality	4	
RELG 351 Contemporary Theology	4	
RELG 354 Pastoral Theology**	4	
Area IV. Religious Leadership		
RELG 204 Formation for Christian Ministry	4	
RELG 210 Foundations of Congregational Studies	4	
RELG 250 Practice of Ministry Internship***	1	
RELG 310 Theories of Faith Development	4	
RELG 312 Christian Worship: History & Theology*	4	
RELG 313 Preaching	4	
RELG 354 Pastoral Theology**	4	
RELG 355 Missiology	4	
RELG 361 Pastoral Care and Counseling	4	
Religion Electives (choose two)		**8**
General Electives		**40**
Total Required Credits		**128**

* RELG 312 may be used to satisfy Area II, III or IV, but not all three simultaneously.
** RELG 354 may be used to satisfy either Area III or IV, but not both simultaneously.
*** RELG 250 alone cannot satisfy the "one course" requirement in its area; it is usually taken simultaneously with one of the other Area IV courses.

Religion Major with a Concentration in Leadership and Organizations

The concentration in leadership and organizations provides students with a religion major focusing on disciplines and subjects especially relevant for a career in congregations or other faith-based organizations.

Religion Major with a Leadership and Organizations Concentration Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**30**
Religion Major with a Leadership & Organizations Concentration			**36**
Religion Core			**16**
RELG 201	Introduction to World Religions	4	
RELG 320 RELG 350	Creation & Covenant-Old Testament *or* Jesus and the Gospels	4	
RELG 371	The Craft of Religious Studies	4	
RELG 498 RELG 499	Religion Seminar *or* Senior Seminar in Religious Leadership and Organizations	4	
Choose two courses from Areas I, II, and III:			**8**
Area I. Jewish and Christian Scriptures			
RELG 320	Creation & Covenant-Old Testament	4	
RELG 321	Studies in the Psalms/Wisdom Literature	4	
RELG 331	Studies in the Prophets	4	
RELG 341	Martyrdom and Apocalypticism	4	
RELG 342	Life and Letters of Paul	4	
RELG 343	The Johannine Writings	4	
RELG 345	Varieties of Ancient Paganism	4	
RELG 350	Jesus and the Gospels	4	
RELG 393	Field Methods in Archaeology	4	
Area II. Historical/Cultural Studies			
RELG 302	History of Christianity	4	
RELG 304	American Religious History	4	
RELG/PHIL 311	Philosophy of Religion	4	
RELG 312	Christian Worship: History & Theology*	4	
RELG/SOCI 333	Sociology of Religion	4	
RELG 340	Archaeology and the Lands of the Bible	4	
RELG/SOCI 373	Women and Religion	4	
RELG 375	Religion and the Body	4	
RELG/HIST 433	Baptists: Their History & Theology	4	
Area III. Theological/Ethical Studies			
RELG 200	Christian Ethics	4	
RELG 221	Christian Theology	4	
RELG 312	Christian Worship: History & Theology*	4	
RELG 314	Christian Spirituality	4	
RELG 351	Contemporary Theology	4	
RELG 354	Pastoral Theology**	4	
Choose three courses from Area IV:			**12**
Area IV. Religious Leadership			
RELG 204	Formation for Christian Ministry	4	
RELG 210	Foundations of Congregational Studies	4	
RELG 250	Practice of Ministry Internship***	1	
RELG 310	Theories of Faith Development	4	
RELG 312	Christian Worship: History & Theology*	4	
RELG 313	Preaching	4	
RELG 354	Pastoral Theology**	4	
RELG 355	Missiology	4	
RELG 361	Pastoral Care and Counseling	4	
General Electives			**40**
	Total Required Credits		**128**

* RELG 312 may be used to satisfy Area II, III or IV, but not all three simultaneously.
** RELG 354 may be used to satisfy either Area III or IV, but not both simultaneously.
*** RELG 250 alone cannot satisfy the "one course" requirement in its area; it is usually taken simultaneously with one of the other Area IV courses.

Ministry and Missions Minor

For the minor in ministry and missions, students must take RELG 201 (Introduction to World Religions), and either RELG 354 (Pastoral Theology) or RELG 355 (Missiology), and three other courses from Area IV for a total of 20 hours. RELG 499 (Senior Seminar in Religious Leadership and Organizations) may be substituted for one Area IV requirement **with permission of the professor.**

Ministry & Missions Minor Required Courses		Course Credits	Total Required Credits
Religion Core			**8**
RELG 201	Introduction to World Religions	4	
RELG 354 RELG 355	Pastoral Theology *or* Missiology	4	
Religion Electives (from Area IV: Religious Leadership)			**12**
(select three courses, incl one at the 300/400 level)			
RELG 204	Formation of Christian Ministry	4	
RELG 210	Foundations of Congregational Studies	4	
RELG 250	Practice of Ministry Internship	1	
RELG 310	Theories of Faith Development	4	
RELG 312	Christian Worship: History & Theology	4	
RELG 313	Preaching	4	
RELG 354	Pastoral Theology	4	
RELG 355	Missiology	4	
RELG 361	Pastoral Care and Counseling	4	
	Total Required Credits		**20**

Religion Minor

Religion Minor Required Courses		Course Credits	Total Required Credits
Religion Core			**4**
RELG 201	Introduction to World Religions	4	
Religion Electives			**16**
(At least 12 credit hours must be at the 300 level or above.)			
	Total Required Credits		**20**

Courses

BIBLICAL LANGUAGES

HEBR 101 Elementary Hebrew I (4)
Introduction to the vocabulary, grammar, and syntax of Biblical Hebrew, the language of the Old Testament, enabling students to translate Hebrew prose and simple poetry with the help of a standard Hebrew-English dictionary. Offered: Fall, on rotation.

HEBR 102 Elementary Hebrew II (4)
Second in a two-semester sequence introducing vocabulary, grammar, and syntax of Biblical Hebrew, enabling students to translate Hebrew prose and simple poetry with the help of a standard Hebrew-English dictionary. Prereq: HEBR 101, or permission of the instructor. Offered: Spring, on rotation.

HEBR 201 Intermediate Hebrew I (4)
Builds on proficiency obtained in HEBR 101-102 (Elementary Hebrew), requiring extended readings of prose, poetry, and several books of the Old Testament in Biblical Hebrew, with particular attention to enhancing competency in philology and syntax. Prereq: HEBR 102, or permission of the instructor. Offered: Fall, on rotation.

HEBR 202 Intermediate Hebrew II (4)
Second in a two-semester sequence, requiring extended readings of prose, poetry, and several books of the Old Testament in Biblical Hebrew, with particular attention to enhancing competency in philology and syntax. Prereq: HEBR 201, or permission of the instructor. Offered: Spring, on rotation.

GREEK - Greek is offered through the Classics program.
Note: May take one year of Greek, plus one year of Hebrew, in lieu of two years of same language.

RELIGION

UCBP 101 Biblical Perspectives (4)
Examination of historical context and religious teachings of Hebrew and Christian Scriptures. Cultivation of critical competencies necessary for the academic study of traditional texts. Course objectives include an understanding of the historical context in which the Bible took shape; appreciation of the development of religious thought within the biblical period; examination of how biblical teachings have been and are interpreted and applied; and study of the Bible, using a variety of modern critical methods, including Historical, Social Scientific, and Cultural Criticism (i.e., Feminist, African-American, or Post-Colonial Criticism). Offered: Every semester.

RELG 200 Christian Ethics (4)
Examination of contemporary social-ethical issues in light of Christian ethical principles, derived from scripture and church history. Co-listed as PHIL 200. Offered: Fall.

RELG 201 Introduction to World Religions (4)
Investigation of the major world religions, emphasizing their distinctive histories, beliefs, and practices. Offered: Fall and Spring.

RELG 204 Formation for Christian Ministry (4)
Designed for persons seeking to understand and interpret their call to ministry. Offered: Spring.

RELG 210 Foundations of Congregational Studies (4)
Introduction to a framework for understanding the unique dynamics of congregational life. Prereqs: UCCA 102 and UCCP 102. Offered: Fall.

RELG 221 Christian Theology (4)
Survey of the historical development and contemporary interpretation of the main teachings of Christian faith. Offered: Fall and Spring.

RELG 250 Practice of Ministry Internship (1)
Integration of disciplinary learning and workplace experience through directed assignments in a Practice of Ministry course and supervision of related activities in a church or church-related setting. Prereq: Permission of the instructor. Co-req: Choose from the following: RELG 204, 210, 310, 312, 354, or 355.

RELG 302 History of Christianity (4)
Survey of the history of Christianity, acquainting students with the institutional and cultural heritage of the Christian church. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Fall, on rotation.

RELG 304 American Religious History (4)
Examines the intellectual, institutional, and cultural history of religion in the United States. 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 (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. Offered: Spring, on rotation.

RELG 313 Preaching (4)
Examination of the principles of Biblical preaching, with a view of moving from the text to the sermon, including the disciplines of sermon preparation and delivery. Prereqs: UCBP 101 and UCCA 102. Offered: Spring.

RELG 314 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 Creation and Covenant in the Old Testament (4)
Examination of principal texts on creation and covenant in the Old Testament, with an emphasis on literary composition, extrabiblical parallels, and theological content. Students will investigate the probable meaning of these texts in their earliest settings and their appropriation in later religious communities. 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 340 Archaeology and the Lands of the Bible (4)
Introduction to the history, methods, and results of archaeology as related to the Bible and the people and lands of the Bible. The course also introduces the geography and topography of the "Holy Land." The course extends from the Neolithic period (8500-4300 BCE) to the Roman period (63 BCE-360 CE). Prereq: UCCA 102. Offered: Fall, on rotation.

RELG 341 Martyrdom and Apocalypticism (4)
Examination of later writings of the New Testament against the background of the church's precarious position in the late first century and of Greco-Roman culture. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Fall.

RELG 342 Life and Letters of Paul (4)
Introduction to the historical-critical study of Paul and his letters. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 343 The Johannine Writings (4)
Introduction to the historical critical study of the Gospel and Letters of John, with attention to the community behind these documents, as well as the reception of these documents among the early Christians. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Jan Term.

RELG 345 Varieties of Ancient Paganism from Alexander to Julian (4)
Introduction to the major pagan religions of the Greco-Roman period, from the conquests of Alexander the Great (332 BCE) to the death of Julian the Apostate (363 CE). Some attention is paid to the pagan influences on emerging Judaism and Christianity. Co-listed as CLAS 345. Offered: Spring, on rotation.

RELG 350 Jesus and the Gospels (4)
Introduction to the historical-critical study of the gospels, focusing on the synoptic Problem and the Historical Jesus. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 351 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 21st century, focusing on the biblical, historical, and theological foundations of pastoral care. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor.

RELG 355 Missiology (4)
Introduction to missiology, focusing on its biblical, historical, and theological foundations, in order to explore the mission of God in the cultural context of the 21st century.

RELG 361 Pastoral Care (4)
Internship in hospital chaplaincy with Princeton Baptist Medical Center. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Jan Term.

RELG 371 The Craft of Religious Studies (4)
Development of analytical, research, and writing skills in the various disciplines within religious studies in a small seminar format. Students engage in reading and analysis of both primary and secondary materials and complete a directed research paper. Prereqs: UCCA 102 and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 373 Women and Religion (4)
Examination of images and roles of women in Christianity and other major world religions. It includes the examination of religious ideology and its role in shaping social life, the many ways in which women exercise authority in religious traditions, the ways in which women have been innovative in those traditions, and the ways in which women have reinterpreted and re-appropriated patriarchal texts and structures. Co-listed as SOCI 373. Prereq: UCCP 102. Offered: Spring, on rotation.

RELG 375 Religion and the Body: Body Images and Practices across Religious Traditions (4)
Virtually all religions have something to say about "the body"—its holiness, its repulsiveness, its divinity, its profanity, its promise as a vehicle for salvation, or its peril as a vehicle of degradation. This seminar examines the distinctive, familiar, and unfamiliar ways in which religious traditions understand the body. Utilizing specific case-studies across religious traditions, this course explores the bodily phenomena of ritual, sacrifice, asceticism, dress (and nakedness), sexuality (and asexuality), and dietary practices, among others. Throughout, theoretical and methodological frameworks for understanding the body across religious traditions will be illuminated. Prereq: UCCP 102. Offered: Spring, on rotation.

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 393 Field Methods in Archaeology (4)
Hands-on introduction to the field methods of excavation and recording, current theories of archaeology, and Hellenistic and Roman Galilee. Taught in Israel. Offered: Summer.

RELG 394 Archaeology of Early Judaism and Christianity (4)
Survey of the history of Israel and the lands of the Bible during the Hellenistic through the Byzantine periods, correlating the evidence from ancient written sources with the archaeology of the region to present a picture of politics, religion, and economics from a historical perspective. Taught in Israel. Offered: Summer.

RELG 416 Congregational Song (4)
Survey of the history and practice of congregational song, with primary focus on texts and secondary attention to functional use of music. Application of this literature in the design and leadership of worship. Co-listed as MUSC 4160. Offered: Fall, on rotation.

RELG 433 Baptists: Their History and Theology (4)
Survey of Baptist history from its beginnings in Europe and in colonial and revolutionary, with emphasis on the origin and development of the Southern Baptist Convention. Co-listed as HIST 433. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor.

RELG 475 Ministry of Worship Leadership (4)
Synthesis of principles and skills for worship planning and leadership. Students will cultivate pastoral sensitivity by engaging and addressing a specific topic in their planning and leadership. Co-listed as MUSC 4175. Prereqs: MUSC 1510, 1511, 2160. Co-reqs or prereqs: MUSC 4160, RELG 312. Offered: Spring, on rotation.

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 498 Religion Seminar (4)
Correlation of the various studies within the religion major, focusing on a senior assessment paper or subject. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

RELG 499 Senior Seminar in Religious Leadership & Organizations (4)
Study of religious leadership and organizations through supervised experience in a congregation or other faith-based organization. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

Sociology

Faculty

Donald E. Bradley, Chair, Associate Professor
H. Hugh Floyd, Professor
Theresa C. Davidson, Associate Professor
Charles (Chuck) Stokes, Assistant Professor

Undergraduate Programs and Requirements

Major
Sociology

Minor
Sociology

The Department of Sociology offers a major 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.

The department also offers a minor in sociology.

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 the major in sociology, MATH 210 (Elementary Statistics) satisfies the general education mathematics requirement. 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**
Natural and Computational Sciences		**8**
Social Sciences		**4**
Mathematics		**4**
MATH 210 Elementary Statistics	4	
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Sociology Major:		**44**
Sociology Core:		**20**
SOCI 100 Introduction to Sociology	4	
SOCI 320 Research Methods in Sociology	4	
SOCI 407 Sociology Internship	4	
SOCI 410 Sociological Theory	4	
SOCI 430 Senior Seminar	4	
Sociology Electives*		**24**
General Electives		**32**
Total Required Credits		**128**

*Cross-listed courses may apply towards the Sociology Electives requirement, even if offered under a different prefix, but cannot simultaneously apply to another major or minor. Cross-listed notes are at the end of the course description.

Sociology Minor

Sociology Minor Required Courses	Total Required Credits
Sociology Electives	**8**
Sociology Electives-Upper Level (select from 300- or 400-level courses)	**12**
Total Required Credits	**20**

Courses

SOCI 100 Introduction to Sociology (4)
Introduction to the way sociologists view society. Questions explored include: Why is society organized the way it is? How and why do different societies establish different patterns of organization? How does society influence individuals? How and why does society change or remain the same over time? What factors in society influence occurrences such as social conflict, violence, crime, sexual deviance, social inequity, gender relations, religious practices, etc.?

SOCI 101 Introduction to Cultural Anthropology (4)
Examination of theories and problems in social and cultural anthropology. Discussion of the historical development of cultural anthropology, methods of inquiry, focal problems, and contemporary theoretical perspectives focusing upon an introduction to worldwide cultural diversity. Offered: Jan Term.

SOCI 205 Sociology of Race and Ethnic Relations (4)
Exploration of historic social forces that shaped specific definitions, rivalries, prejudices and outcomes of race and ethnicity in North America. Examples of other racial and ethnic stratification provide critical/analytic comparisons with North America. Examination of the future of race and ethnicity through analysis of the socially constructed pathways that led to contemporary society.

SOCI 310 Archaeology (4)
Investigation of world archaeology from the framework of major prehistoric cultural innovations. Discussion of the history of archaeology, theory, and methods of modern-day archaeologists and the significance of archaeological research to modern-day problems. Prereq: SOCI 100, or permission of the instructor. Offered: Summer.

SOCI 320 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 and FAMS 324. Prereq: SOCI 100 or permission of department chair.

SOCI 330 Sociology of Gender (4)
Examines the socially-constructed nature of gender. Reviews key sociological theories in the study of gender, examines the interaction of gender with major institutions in society, and highlights the way in which gender constructions translate into gender inequality. Emphasis on the intersection of race and class with gender. Prereq: SOCI 100 or instructor's permission. Offered: On rotation.

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 Health, Illness, and Healing in Social Context (4)
Exploration of how society and culture influence perceptions that certain conditions/behaviors are indicators of health or illness. Questions include: Where do people seek help and how is it delivered/received? How widespread is illness and disease in society? Do factors such as gender, race, etc., impact which people get sick and what happens to them? What purpose does health care serve for the society at large? How does the United States health care system compare to those found in other societies? Prereq: SOCI 100 or permission of department chair.

SOCI 339 Sociology of Mental Disorder (4)
Study of the relationship between mental disorder and society. Issues addressed include the impact of the sociocultural context on the definition of mental disorder, and the distribution of mental disorder among persons based on gender, age, race, social class, and rural or urban residence. Analysis of effects of different forms of social organization and policy on the experiences of those identified as mentally disordered. Examination of the consequences of law and treatment services on social regulation for the mentally disordered. Prereq: SOCI 100 or permission of department chair.

SOCI 343 Criminology (4)
Introduction to the various theoretical approaches that guide the study of crime and its implications. Examination of problems related to the definition of crime, the extent or distribution of crime in society, as well as the impact of criminal activity on society. Review of the criminal justice system, the social processes that occur within it and the outcomes of this system for individuals and the community. Prereq: SOCI 100 or permission of department chair.

SOCI 345 Juvenile Delinquency (4)
Examination of juvenile delinquency using the sociological perspective. Critical questions include: What is juvenile delinquency? What is the distribution of juvenile delinquency in society? In which groups are youth more likely to be delinquent? Are there particular characteristics of society which influence patterns of juvenile delinquency? What research methods are used to study delinquency? How is society responding with regard to prevention and treatment of delinquency among youth? Prereq: SOCI 100 or permission of department chair.

SOCI 347 Independent Study (2 or 4)
Independent studies course that must comply with the following procedures: 1) Student is responsible for identifying an appropriate topic for investigation. 2) Student must determine if a faculty member can or will be able to undertake the project. This must be done at least one semester prior to the semester during which the work is to be completed. 3) Criteria for fulfilling the requirements for credit must be established between the student and the directing faculty member. 4) Agreement must be on file with the faculty member and the department. Students taking this course must have junior standing and have completed at least eight credits of sociology. Prereq: SOCI 100 or permission of department chair.

SOCI 348 Sociology of Family (4)
Study of how sociological theory and research applies to an understanding of the family in the social context including family as a social group, family as an institution within society, and family in global perspective across different societies. 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? What are the similarities and differences in family globally? Offered: On rotation.

SOCI 349 Sociology of Children and Youth (4)
Exploration of the social construction of childhood over time and space, presenting a view of childhood distinct from popular notions. This course covers the full period of childhood, including adolescence. Concepts covered include social forces involved in shaping childhood in North America; how society has changed its definition of childhood over the years; how children negotiate their social roles with each other and with adults; and how children create their own culture distinct from adult culture. Social problems that children experience are focal points for research in the course. Prereq: SOCI 100.

SOCI 360 Urban Geography: The North American City (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 21st century. Co-listed as GEOG 360 and POLS 360. Offered: Spring, on rotation.

SOCI 370 Suburban Nation: Gates, Golf Courses, and Ghettos (4)
Addresses the fundamental questions: How did the United State become such a suburban nation? How has this pervasive suburban landscape changed over time, both in design and meaning? Using a variety of sources (film, fiction, an historical essays), the course considers the evolution of the suburban landscape from the colonial to the contemporary era. Co-listed with GEOG 370 and HIST 370. Offered: Fall, on rotation.

SOCI 373 Women and Religion (4)
Examination of images and roles of women in Christianity and other major world religions. It includes the examination of religious ideology and its role in shaping social life, the many ways in which women exercise authority in religious traditions, the ways in which women have been innovative in those traditions, and the ways in which women have reinterpreted and re-appropriated patriarchal texts and structures. Co-listed as RELG 373. Prereq: UCCP 102. Offered: Spring, on rotation.

SOCI 401 Self and Society (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 404 Sociology of Poverty (4)
Examination of the nature and extent of poverty in the U.S. Reviews topics such as views of poverty, theories of poverty, poverty measurement, characteristics of poverty population, causes of poverty, and government policies that address poverty. Also discussed are aspects of global poverty. LEC 4. Prereq: SOCI 100 or instructor's permission. Offered: Fall, on rotation.

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 410 Sociological Theory (4)
Introduction to stories or theories developed by persons whom sociologists consider central to the understanding of how and why humans organize, behave and interact in certain ways. Building upon ideas and evidence from other sociological investigation, this course provides a more complete perspective of each theorist studied. Prereq: Senior standing.

SOCI 427 Sociology and Environment (4)
Socio-historical examination of the relationship between the social and the natural environments. Focus on the modern global environment with its challenges for risk management and with its tension between needs for development and sustainability of environmental resources. Disasters (technological and natural) will be compared as social products with sociological consequences. Finally, sociological outcomes will be evaluated using social-environmental justice issues related to class, race, and gender. Prereq: SOCI 100 or permission of department chair.

SOCI 430 Senior Seminar (4)
Capstone course in sociology. Students participate in reading and discussion of assignments from primary source materials in theory and/or develop and carry out a research project. Prereq: Senior standing and 20 credits of sociology coursework.

World Languages and Cultures

Faculty

Mikle D. Ledgerwood, Chair, Professor, French and Linguistics
Lynda J. Jentsch, Professor and Program Director, Spanish and Portuguese
Millicent A. Bolden, Associate Professor, Spanish
Kelly C. Jensen, Associate Professor, Spanish
Mary E. McCullough, Associate Professor and Program Director, French
Charlotte L. Coleman, Assistant Professor, Spanish
Angela D. Ferguson, Assistant Professor, Program Director, German
Andy M. Milstead, Assistant Professor, Spanish
Heather A. West, Assistant Professor, French, Director, Critical Languages Program
Charles E. Workman, Assistant Professor, Spanish
Brad Burckel, Instructor, German
Marigene Chamberlain, Instructor, Spanish, Coordinator of Language Study Abroad
Carolyn R. Crocker, Instructor, Spanish
Thomas Thibeault, Director, Grace Márquez Language Technology Forum

Undergraduate Programs and Requirements

Majors

French
German
Spanish
World Languages and Literature:
French, German, and/or Spanish (Two Languages)

Minors

French
German
Spanish
Latin American Studies
World Languages and Cultures

Interdisciplinary Concentrations/Majors

Global Studies
Language and World Trade with a specialty in French, German, Spanish or World Languages
Latin American Studies

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

French, German, or Spanish

The Department of World Languages and Cultures (WLAC) offers single-language majors in French, German, or Spanish, and in two languages combined (French, German, and/or Spanish) through the world languages and literature major. The department also offers interdisciplinary concentrations in global studies, language and world trade, and Latin American studies. Students majoring in language and world trade may choose a concentration in French, German, Spanish, or another world language. All WLAC majors and interdisciplinary concentrations earn a bachelor of arts degree.

The department also offers minors in French, German, Spanish, and world languages and cultures (combination of languages), plus an interdisciplinary minor in Latin American studies.

Completion of the major or minor is determined by the number of credits in the language. In order to fulfill the minimum credits required, *additional credit hours must be completed* for any courses taken or transferred in for *fewer* than 4 credits.

*See the Curriculum and Instruction section for details on middle school, secondary, and P-12 teacher certification in French, German, and Spanish.

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.

Language Placement and Proficiency

Student scores on the department's placement test determine the level of entry into general education-level language courses, but do not provide proof of proficiency to fulfill the general education language requirement.* To satisfy the general education language requirement, students must pass the last course in the sequence required for their program or major (see below, however, for students placing into 300-level language). Students can also prove proficiency by a test score in one of the tests Samford accepts for course credit (AP, IB, CLEP, etc.) that equates to the level of language required by a student's program or major or students may transfer in course credit from accredited institutions that are deemed equivalent to the required level of language proficiency proven by Samford coursework.

Once a sequence (101-102, 201-202, or 203) is completed, students may not receive credit for taking a lower-level class in the same language. Successful completion of the previous course in a sequence serves as prerequisite to the next. Students may enter language studies at the 101, 102, 201, 203, or 300 levels. Students placing at the 300 level must take a minimum of one 4-credit language course at the 300 or 400 level to fulfill the general education world language requirement for most Arts and Sciences majors. Students whose primary language is a WLAC language must take 3-4 credits at the 300-400 level if they desire to use that language to fulfill their general education language requirement. Students whose primary language is not a WLAC language should consult with the WLAC chair about taking a Brigham Young University Foreign Language Achievement Test (FLAT) to prove proficiency in their primary language or other ways to prove proficiency.

Students may take one year of Greek, plus one year of Hebrew, in lieu of two years of the same language.

*Exceptions apply for students in the Brock School of Business. See that section of the catalog and/or consult with an advisor in that school for more information.

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, Haitian Creole, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Swahili, and Thai. Other languages not commonly taught may also be available if there is sufficient demand.

Mentored Courses

The department also offers a number of specialized, mentored courses and independent projects for 1, 2, 3, or 4 credits in French, German, Spanish, and critical languages (French, German, Spanish 310, 311, 321, 331, 340, 360, and 450; and 311, 321, 331, and 360 in any critical language; see below for links to individual courses). 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.

Direct links to mentored courses: FREN 310, GER 310, SPAN 310, FREN 311, GER 311, SPAN 311, FREN 321, GER 321, SPAN 321, FREN 331, GER 331, SPAN 331, FREN 340, GER 340, SPAN 340, FREN 360, GER 360, SPAN 360, and FREN 450, GER 450, SPAN 450; and ARAB 311, CHIN 311, HIND 311, ITAL 311, JAPN 311, PORT 311, RUSS 311, SWAH 311, THAI 311, ARAB 321, CHIN 321, HIND 321, ITAL 321, JAPN 321, PORT 321, RUSS 321, SWAH 321, THAI 321, ARAB 331, CHIN 331, HIND 331, ITAL 331, JAPN 331, PORT 331, RUSS 331, SWAH 331, THAI 331, and ARAB 360, CHIN 360, HIND 360, ITAL 360, JAPN 360, PORT 360, RUSS 360, SWAH 360, THAI 360.

University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses.

Required Minor for Language Majors

WLAC's single-language majors (French, German, or Spanish) are required to complete a minor, choosing one of the following options:

1. An established minor in a second world language.
2. An established minor (or second major) in another discipline.
3. A specially designed world languages minor, consisting of six courses in a combination of other languages at any level, created in consultation with a WLAC faculty advisor.

French, German, or Spanish Major

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 Major

French Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
French Major:		**36**
French Core		**16**
FREN 101, 102, 201, as needed to achieve placement into FREN 202 or 203	(4-12)*	
FREN 202 or 203 (or placement into FREN 301)**	4	
Two literature courses (FREN 401, 402, 405, 406)	8	
FREN 442 Senior Project***	4	
French Electives		**20**
Choose 20 add'l crds of 300- & 400-level FREN crses	20	
Required Minor		**20**
General Electives		**20**
Total Required Credits		**128**

*These credits count towards General Electives.
**These credits also count towards General Education Requirements.
***Senior Project may be replaced by an eighth upper-level course by second majors only.

German Major

German Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
German Major:		**36**
German Core		**16**
GER 101, 102, 201, as needed to achieve placement into GER 202	(4-12)*	
GER 202 (or placement into GER 301)**	4	
Two literature courses (GER 401, 402, 405, 406)	8	
GER 442 Senior Project***	4	
German Electives		**20**
Choose add'l 20 crds of 300- & 400-level GER crses	20	
Required Minor		**20**
General Electives		**20**
Total Required Credits		**128**

*These credits count towards General Electives.
**These credits also count towards General Education Requirements.
***Senior Project may be replaced by an eighth upper-level course by second majors only.

Spanish Major

Spanish Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
Spanish Major:		**36**
Spanish Core		**16**
SPAN 101, 102, 201, as needed to achieve placement into SPAN 202 or 203	(4-12)*	
SPAN 202 or 203 (or placement into SPAN 301)**	4	
Two lit courses (SPAN 401, 402, 403, 404, 405, 406)	8	
SPAN 442 Senior Project***	4	
Spanish Electives		**20**
Choose 20 add'l crds of 300- & 400-level SPAN crses	20	
Required Minor		**20**
General Electives		**20**
Total Required Credits		**128**

*These credits count towards General Electives.
**These credits also count towards General Education Requirements.
***Senior Project may be replaced by an eighth upper-level course by second majors only.

World Languages and Literature Major: French, German, and/or Spanish (Two Languages)

World Languages and Literature Major French, German, and/or Spanish (Two Languages) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
World Languages & Literature Major:		**36**
French, German, and/or Spanish (Two Languages)		
World Languages & Literature Core		**12**
Elementary French, German, and/or Spanish 101 (complete two courses or meet equivalent proficiency)	(8)*	
Elementary French, German, and/or Spanish 102 (complete two courses or meet equivalent proficiency)	(8)*	
Intermediate French, German, and/or Spanish 201** *and* Intermediate French, German, and/or Spanish 202** *or* Accelerated Intermediate French and/or Spanish 203**	(8)* (8)* *or* (8)*	
Two literature courses (one in each language) chosen from the following: FREN 401, 402, 405, 406; GER 401, 402, 405, 406; SPAN 401, 402, 403, 404, 405, 406	8	
Senior Project that combines the two languages, chosen from the following: FREN 424, 442; GER 424, 442; SPAN 424, 442	4	
World Languages & Literature Electives		**24**
Choose six additional 300- and 400-level French, German, and/or Spanish courses (24 credits total) to include three courses (or 12 credits) in each language	24	
General Electives		**40**
Total Required Credits		**128**

*Four of these credits are included in the General Education Requirements; the balance (up to 16 for one language) will be applied towards General Electives.

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

Global Studies Interdisciplinary Major

The global studies major is a humanities-based interdisciplinary major providing students the tools to study, encounter, and engage with the people, cultures, and languages throughout history and in the ever-changing present.

Global Studies Interdisciplinary Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
Global Studies Interdisciplinary Major:		**52-68**
Global Studies Core		**8-24**
HIST 200 Global Perspectives	4	
HIST 300 The Historian's Craft	4	
Elementary World Language courses*	(4-8)	
Intermediate or Accelerated Intermediate World Language courses*	(4-8)	
Global Studies Electives		**36**
Select five World History courses at the 300- or 400-level. Excludes HIST 300, 495, and 497.	20	
Select four World Language courses at the 300/400-level. One course must be in the culture of the chosen language. Two or more culture courses preferred.	16	
Approaches to Culture(s): Theory or Practice		**4**
Complete 4 credits of international study or internship, subject to approval of academic advisors, *or*	4	
HIST 449 History, Culture, and Colonialism	4	
Capstone		**4**
HIST 495 Senior Seminar	4	
General Electives		**8-24**
Total Required Credits		**128**

*Four of these credits are included in the General Education Requirements; the balance (up to 16 for one language) will be applied towards General Electives.

World Languages and Cultures Minor

World Languages and Cultures Minor Required Courses	Course Credits	Total Required Credits
World Languages		**24**
World language courses, a combination of 24 credits (including a minimum of two 200-level courses*) (*NOTE: The two 200-level courses exclude those that apply towards the general education language requirement)	24	
Total Required Credits		**24**

Latin American Studies Interdisciplinary Minor

Latin American Studies Interdisciplinary Minor Required Courses	Course Credits	Total Required Credits
Latin American Studies Core		**12**
LAST 201 Introduction to Latin American Studies	4	
SPAN 301 Conversation/Composition/Grammar*	4	
SPAN 302 Conversation/Composition/Reading*	4	
Latin American Cultural Studies (choose one)		**4**
LAST 380 Latin American Studies Seminar	4	
SPAN 316 Latin American Culture I*	4	
SPAN 317 Latin American Culture II	4	
Latin American Studies Electives (choose two)		**8**
GEOG 397 Andes to Amazon: Physical Landscapes of Latin America	4	
HIST 350 Modern Latin America	4	
POLS 322 Latin American Politics	4	
Total Required Credits		**24**

*Or the equivalent SPAN study abroad option in Latin America.

Language and World Trade Interdisciplinary Concentration

The language and world trade interdisciplinary concentration, offered in cooperation with the School of Business, 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 for the College of Arts and Sciences. Students majoring in language and world trade may choose a specialty in French, German, Spanish, or another world language offered by the WLAC department.

Language and World Trade Interdisciplinary Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**30**
Language & World Trade Interdisciplinary Concentration:		**72-80**
Language Courses		**41**
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202** *or* Accelerated Intermediate French or Spanish 203**	(4)* (4)* *or* (4)*	
Conversation/Composition Course	4	
Civilization and Culture Course	4	
Literature, one 400-level Course	4	
Major Language Electives, 300- and 400-level	8	
FREN/GER/SPAN 345 Language-Across-the-Curric	1	
FREN/GER/SPAN 370 Fren/Ger/Span for Business	4	
FREN/GER/SPAN 470 International Trade Internship	4	
FREN/GER/SPAN/WLAC 475 Language for Business	4	
One year of a second language	8	
Business and Mathematics Courses		**31**
Group I (to be completed first)	**13**	
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
ECON 201 Principles of Macroeconomics*	(4)*	
MATH 210 Elementary Statistics	4	
Group II (Prereq: Junior standing and completion of Group I) (Choose six 300/400-level courses)	**18**	
ECON 394 International Studies in Economics	3	
ECON 420 International Economics	3	
FINC 321 Financial Management	3	
FINC 423 History of Capitalism	3	
MNGT 303 Principles of Management	3	
MNGT 484 International Management	3	
MARK 311 Marketing Management	3	
MARK 421 International Marketing	3	
Electives: (Select from list below; other electives can be taken with advisor's permission.)		**0-8**
COMS 215 Public Speaking (strongly recommended)	4	
GEOG 101 Global Geography: Places, Landscapes, and Regions	4	
GEOG/HIST/POLS 395 Giants of Asia: China & India	4	
HIST 350 Modern Latin America***	4	
LAST 201 Introduction to Latin American Studies	4	
POLS 310 U.S. Foreign Relations	4	
POLS 319 International Relations	4	
POLS 322 Latin American Politics	4	
POLS 351 Major European Governments	4	
POLS 363 Politics of Developing Nations	4	
General Electives		**4**
Total Required Credits		**128-132**

* Four of the language credits are included in the General Education Requirements; the balance will be applied towards General Electives. ECON 201 will satisfy the general education social science requirement.

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

*** Spanish majors only.

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**
Latin American Studies Interdisciplinary Concentration:		**48-52**
I. Language		**12-16**
PORT 101 Elementary Portuguese I and PORT 102 Elementary Portuguese II *or* PORT 103 Accelerated Elementary Portuguese	4 4 *or* 4	
SPAN 301 Conversation/Composition/Grammar	4	
SPAN 302 Conversation/Composition/Reading	4	
II. Interdisciplinary Course		**4**
LAST 201 Introduction to Latin American Studies	4	
III. Discipline-Based Courses:		**20**
A. Social Science (choose two)		
Geography: GEOG/POLS 397 Andes to Amazon: Physical Landscapes of Latin America	4	
History: HIST 350 Modern Latin America	4	
Political Science: POLS 322 Latin American Politics	4	
B. Literature (choose one)		
SPAN 403 Spanish American Literature I	4	
SPAN 404 Spanish American Literature II	4	
SPAN 405 Special Topics*	4	
SPAN 406 Special Topics*	4	
C. Civilization/Culture (choose two)		
LAST 380 Latin American Studies Seminar	4	
SPAN 316 Latin American Culture I	4	
SPAN 317 Latin American Culture II	4	
IV. Study Abroad in Latin America (select one of the following):		**4**
BIOL 340 Amazon Rain Forest	4	
PORT 351 Language Study Abroad: Adv Port I	4	
PORT 352 Language Study Abroad: Adv Port II	4	
PORT 353 Language Study Abroad: Cultural Stdies I	4	
PORT 354 Language Study Abroad: Cultural Stdies 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 Stdies I	4	
SPAN 354 Language Study Abroad: Cultural Stdies II	4	
V. Latin America in Global Perspective (select one of the following):		**4**
BIOL 326 Environmental Science	4	
ECON/POLS 394 International Studies in Economics*	4	
NUTR 312 Food, Culture, & Society*	4	
PHYS 100 Physics for Society*	4	
POLS 319 International Relations	4	
POLS 363 Politics of Developing Nations	4	
VI. Capstone Course		**4**
LAST 480 Perspectives on Latin America	4	
General Electives (chosen with advisor's approval)		**24-28**
Total Required Credits		**128**

* Courses must have a Latin American focus.

WLAC Minors - French, German, Spanish, Latin American Studies, and World Languages

For students in any discipline who wish to advance their linguistic proficiency and cross-cultural communication skills beyond the required intermediate level, minors are offered in French, German, and Spanish, consisting of 20 credits beyond the 202 or 203 language course.

Students in other disciplines may also choose to pursue a specially designed world languages minor consisting of six courses in a combination of other world languages at any level, excluding courses taken to satisfy the general education requirement, and created in consultation with a WLAC faculty advisor.

French Minor

French Minor Required Courses	Course Credits	Total Required Credits
French		**20**
FREN 101, 102, 201, as needed to achieve placement into 200-level French	(4-12)*	
FREN 202 or 203 (or placement into FREN 301)	0-4**	
300/400-level courses in French	16-20	
Total Required Credits		**20**

* These credits count towards General Electives.

** These credits are included in the General Education Requirements. If a student places into FREN 301, FREN 301 will count towards the General Education Language Requirement.

German Minor

German Minor Required Courses	Course Credits	Total Required Credits
German		**20**
GER 101, 102, 201, as needed to achieve placement into 200-level German	(4-12)*	
GER 202 (or placement into GER 301)	0-4**	
300/400-level courses in German	16-20	
Total Required Credits		**20**

* These credits count towards General Electives.

** These credits are included in the General Education Requirements. If a student places into GER 301, GER 301 will count towards the General Education Language Requirement.

Spanish Minor

Spanish Minor Required Courses	Course Credits	Total Required Credits
Spanish		**20**
SPAN 101, 102, 201, as needed to achieve placement into 200-level Spanish	(4-12)*	
SPAN 202 or 203 (or placement into SPAN 301)	0-4**	
300/400-level courses in Spanish	16-20	
Total Required Credits		**20**

* These credits count towards General Electives.

** These credits are included in the General Education Requirements. If a student places into SPAN 301, SPAN 301 will count towards the General Education Language Requirement.

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 and Spring.

FREN 201 and 202 Intermediate French I and II (4 each course)
Systematic review of French with continued emphasis on enhancing proficiency in understanding, speaking, reading, writing, and cultural understanding. Sequence includes two class meetings and two audiovisual and computer laboratory sessions weekly to provide a setting for intermediate-level mastery. Completion of this sequence fulfills the general education language requirement. Prereq for FREN 201: Successful completion of FREN 102 or satisfactory score on placement exam. Prereq for FREN 202: Successful completion of FREN 201. Offered: Fall (201), Spring (202), Summer 1 (both, locally), and Summer 2 (both, abroad).

FREN 203 Accelerated Intermediate French (4)
Accelerated intermediate course that compresses essential elements of FREN 201 and FREN 202 into one semester. Designed to develop cross-cultural understanding and proficiency in speaking, reading, writing, and understanding, it includes three class meetings and two laboratory sessions each week. Successful completion of this sequence fulfills the general education language requirement. Prereq: Grade of A in FREN 102 or the required score on the placement exam. Offered: Fall.

FREN 301 Conversation/Composition/Grammar (4)
Intensive practice of oral and written language skills and comprehensive review of advanced-level grammatical structures. Includes free and multi-draft composition and stresses effective self-expression. Prereq: Successful completion of FREN 202, 203, or the equivalent. Offered: Fall.

FREN 302 Conversation/Composition/Reading (4)
Intensive practice of oral and written language skills and development of advanced-level reading proficiency. Includes free and multi-draft composition and stresses French cultural and literary traditions. Prereq: Successful completion of FREN 202, 203, or the equivalent. Offered: Spring.

FREN 310 Advanced Proficiency Enhancement (1)
Mentored review and reinforcement of listening, speaking, reading, and/or writing skills, grammar structures, or career-oriented language context, as determined by individual student needs in French at the advanced level. Prereqs: Successful completion of FREN 301 or 302, 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 Culture 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 4-credit upper-level course, or the equivalent, and permission of program director. Offered: Upon request.

FREN 345 Language-Across-the-Curriculum (1)
Mentored experience in the reading of content-specific texts. Course may be repeated for credit with different host classes. Prereqs: Successful completion of at least one 4-credit upper-level French course or the equivalent, concurrent enrollment in an approved host class in another discipline, and permission of program director. Offered: Upon request.

FREN 351 and 352 Language Study Abroad: Advanced French I and II (4 each course)
Intensive practice of audio-lingual skills and advanced grammatical structures in a French-speaking setting abroad. Stresses practical communication and effective self-expression in French.

FREN 353 and 354 Language Study Abroad: Cultural Studies I and II (4 each course)
Study of French 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 370 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. Prereq: At least one 4-credit 300-level class. 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 401 and 402 French Literature I and II (4 each course)
Survey of the principal figures and literary movements of France from its beginnings to the present day. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in French. Prereqs: Successful completion of at least two 4-credit, 300-level courses, preferably FREN 302; and FREN 315, 316, or the equivalent. Offered: On rotation.

FREN 405 and 406 Special Topics in Literature I and II (4 each course)
Study of selected French authors, literary movements, themes, or genres. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in French. Course(s) may be repeated for credit if topics are different. Prereqs: Successful completion of at least two 4-credit, 300-level courses, preferably FREN 302; 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 442 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. May be repeated for credit if topics are different. Prereqs: At least one 4-credit 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 370, and permission of program director. Offered: As needed.

FREN 475 Language for Business (4)
In-depth analysis of cultural communication and language use within business contexts. Examines components of a language's commercial vocabulary and cultural usage within professional contexts. Prereq: At least one semester of French or by permission of department. Offered: Fall.

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 151 Language Study Abroad: Elementary German I (4)
Introduction to German language and culture, aimed at developing basic proficiency in understanding, speaking, reading and writing German. 20-hour per week class meetings in a German-speaking setting abroad provide students with novice-level proficiency in preparation for the intermediate-level sequence. Prereq: WLAC 150. Offered: Summer.

GER 152 Language Study Abroad: Elementary German II (4)
Introduction to German language and culture, aimed at developing basic proficiency in understanding, speaking, reading and writing German. 20-hour per week class meetings in a German-speaking setting abroad provide students with novice-level proficiency in preparation for the intermediate-level sequence. Prereqs: WLAC 150 and German 151 or equivalent. Offered: Summer.

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 251 Language Study Abroad: Intermediate German I (4)
Systematic review of German with continued emphasis on enhancing proficiency in understanding, speaking, reading, writing, and cultural understanding. 20-hour per week class meetings in a German-speaking setting abroad provide students with intermediate-level proficiency in preparation for the upper-level sequence. Prereqs: WLAC 150 and German 152 or equivalent. Offered: Summer.

GER 252 Language Study Abroad: Intermediate German II (4)
Systematic review of German with continued emphasis on enhancing proficiency in understanding, speaking, reading, writing, and cultural understanding. 20-hour per week class meetings in a German-speaking setting abroad provide students with intermediate-level proficiency in preparation for the upper-level sequence. Prereqs: WLAC 150 and German 251 or equivalent. Offered: Summer.

GER 301 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 302 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 301, 302, 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 Culture (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 4-credit upper-level course, or the equivalent, and permission of program director. Offered: Upon request.

GER 345 Language-Across-the-Curriculum (1)
Mentored experience in the reading of content-specific texts. Course may be repeated for credit with different host classes. Prereqs: Successful completion of at least one 4-credit upper-level German course or the equivalent, concurrent enrollment in an approved host class in another discipline, and permission of program director. Offered: Upon request.

GER 351 and 352 Language Study Abroad: Advanced German I and II (4 each course)
Intensive practice of audio-lingual skills and advanced grammatical structures in a German-speaking setting abroad. Stresses practical communication and effective self-expression in German. Prereq: WLAC 150.

GER 353 and 354 Language Study Abroad: Cultural Studies I and II (4 each course)
Study of German culture and overview of contemporary society in a German-speaking setting abroad. Prereq: WLAC 150.

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 370 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. Prereq: At least one 4-credit 300-level class. 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 401 and 402 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 one 300-level course, or the equivalent, or permission of program director. Offered: On rotation.

GER 405 and 406 Special Topics in Literature I and II (4 each course)
Study of selected German authors, literary movements, themes, or genres. Stresses reading of primary works, critical analysis, library research, multi-draft composition, and continued development of advanced oral and written language proficiency within a literary context. Interactive class conducted in German. Course(s) may be repeated for credit if topics are different. Prereq: Successful completion of at least two 4-credit, 300-level courses, preferably GER 302 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 442 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. May be repeated for credit if topics are different. Prereq: At least one 4-credit 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 370, and permission of program director. Offered: As needed.

GER 475 Language for Business (4)
In-depth analysis of cultural communication and language use within business contexts. Examines components of a language's commercial vocabulary and cultural usage within professional contexts. Prereq: At least one semester of a foreign language or by permission of department. Offered: Fall.

LATIN AMERICAN STUDIES

LAST 201 Introduction to Latin American Studies (4)
Interdisciplinary introduction to the literature, drama, religion, philosophy, and fine arts of Latin America. Taught in English. Successful completion fulfills the general education humanities requirement.

LAST 380 Latin American Studies Seminar (4)
Exploration of special topics on Latin American culture and civilization, using an interdisciplinary approach. This course may also be taken as PORT 380 or SPAN 380 and may be cross-listed as a special topics course in disciplines related to Latin American studies. Taught in English. Prereq: SPAN or PORT 202; SPAN 203 or the equivalent; and permission of program director. Offered: On rotation.

LAST 480 Perspectives on Latin America (4)
Senior capstone course for the Latin American studies interdisciplinary concentration. Provides an analytical examination of the wide diversity present in Latin America, its place in the history of our planet, its contributions to our ever-changing world, and the profound implications of a growing immigration from this region to our nation. Prereq: LAST 201. Offered: Spring.

PORTUGUESE

PORT 101 and 102 Elementary Portuguese I and II (4 each course)
Introduction to understanding, speaking, reading, and writing Portuguese. Self-instructional (text and tape), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall (101); Spring (102).

PORT 103 Accelerated Elementary Portuguese (4)
Designed for students who have previously studied French, Italian, and/or Spanish on any level, this accelerated elementary course compresses essential elements of PORT 101 and PORT 102 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. Prereq: Permission of department chair. Offered: Spring, on rotation.

PORT 201 and 202 Intermediate Portuguese I and II (4 each course)
Continued study in understanding, speaking, reading, and writing Portuguese. Self-instructional (text and tape), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall (201); Spring (202).

PORT 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 PORT 202, or the equivalent, and permission of program director.

PORT 351 and 352 Language Study Abroad: Advanced Portuguese I and II (4 each course)
Intensive practice of audio-lingual skills and advanced grammatical structures in a Portuguese-speaking setting abroad. Stresses practical communication and effective self expression in Portuguese.

PORT 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 Portuguese-speaking setting abroad.

PORT 360 Portuguese-for-Missions Internship (1-4 each term of service)
Missions fieldwork in a Portuguese-speaking country under the direction of a Samford mentor and on-site mission personnel. Open to all students with intermediate language proficiency or higher. Prereq: Permission of the program director and the WLAC language missions coordinator. Offered: As needed.

PORT 380 Latin American Studies Seminar (4)
Exploration of special topics on Latin American culture and civilization, using an interdisciplinary approach. This course may also be taken as LAST 380 or SPAN 380 and may be cross-listed as a special topics course in disciplines related to Latin American studies. Taught in English. Prereq: SPAN or PORT 202; SPAN 203 or the equivalent; and permission of program director. Offered: On rotation.

SPANISH

SPAN 101 and 102 Elementary Spanish I and II (4 each course)
Introduction to Spanish language and culture, aimed at developing basic proficiency in understanding, speaking, reading, and writing Spanish. Three class meetings and two audiovisual and computer laboratory sessions weekly provide students with novice-level proficiency in preparation for the intermediate-level sequence. Prereq for SPAN 102: Successful completion of SPAN 101, satisfactory score on placement exam, or permission of program director. Offered: Fall, Spring, Summer (on campus) and Summer (abroad); Jan Term (101 only).

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.

SPAN 301 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 302 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 301, 302, 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 Culture (4)
Overview of the major historical, social, political, and cultural aspects of Spain's culture from its beginning to the present day. Spanish is actively used in presentations, interactive class discussion, and writing assignments. One civilization course is required of all majors. Prereq: Successful completion of one four-credit 300-level Spanish course. Offered: Spring.

SPAN 316 Latin American Culture I (4)
Overview of the major historical, social, political, and cultural aspects of Latin America's culture from its beginning to the 20th century. Spanish is actively used in presentations, interactive class discussion, and writing assignments. One civilization course is required of all majors. Prereq: Successful completion of one four-credit 300-level Spanish course. Offered: Fall.

SPAN 317 Latin American Culture II (4)
Overview in Spanish of the major current cultural issues in Latin American society in the 20th and 21st centuries, as well as an in-depth study of Latinos living in the U.S. Spanish is used in presentations and interactive class discussion, as well as reading and writing assignments. Prereq: Successful completion of one four-credit 300-level Spanish course. Offered: Spring.

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 4-credit upper-level course, or the equivalent, and permission of program director. Offered: Upon request.

SPAN 345 Language-Across-the-Curriculum (1)
Mentored course in the reading of content-specific texts. Course may be repeated for credit with different host classes. Prereqs: Successful completion of at least 4-credit one upper-level Spanish course, or the equivalent; concurrent enrollment in an approved host class in another discipline; and permission of program director. Offered: Upon request.

SPAN 351 and 352 Language Study Abroad: Advanced Spanish I and II (4 each course)
Intensive practice of audio-lingual skills and advanced grammatical structures in a Spanish-speaking setting abroad. Stresses practical communication and effective self-expression in Spanish.

SPAN 353 and 354 Language Study Abroad: Cultural Studies I and II (4 each course)
Study of Hispanic culture and overview of contemporary society in a Spanish-speaking setting abroad. One civilization course is required of all majors.

SPAN 360 Spanish-for-Missions Internship (1-4 each term of service)
Missions fieldwork in a Spanish-speaking country under the direction of a Samford mentor and on-site mission personnel. Open to all students with intermediate-mid language proficiency or higher. May also count as an upper-level major elective. Prereq: Permission of Spanish program director and the WLAC language missions coordinator. Offered: Upon request.

SPAN 370 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. Prereq: At least one 4-credit 300-level class. Offered: Spring.

SPAN 375 Advanced Grammar and Syntax (4)
In-depth study of grammar and syntactical structures aimed at improving student language skills. Utilizes a variety of methodologies including, but not limited to, composition, translation, and stylistic analysis. Required for all majors. Prereq: Successful completion of SPAN 302. Offered: Fall.

SPAN 380 Latin American Studies Seminar (4)
Exploration of special topics on Latin American culture and civilization, using an interdisciplinary approach. This course may also be taken as LAST 380 or PORT 380 and may be cross-listed as a special topics course in disciplines related to Latin American studies. Taught in English. Prereq: Successful completion of one four-credit 300-level Spanish course. Offered: On rotation.

SPAN 401 and 402 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 302; and SPAN 315, 316, 317, or the equivalent. Offered: On rotation.

SPAN 403 and 404 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 302; and SPAN 315, 316, 317, or the equivalent. Offered: Fall (403); Spring (404).

SPAN 405 and 406 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 302; and SPAN 315, 316, 317, 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 442 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 SPAN 375 and at least one 400-level literature course, and permission of program director. Offered: Spring.

SPAN 450 Special Studies (1-4)
Mentored independent study in language, culture, or literature. Variable credit. May be repeated for credit if topics are different. Prereqs: At least one 4-credit 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 370, and permission of program director. Offered: As needed.

SPAN 475 Language for Business (4)
In-depth analysis of cultural communication and language use within business contexts. Examines components of a language's commercial vocabulary and cultural usage within professional contexts. Prereq: At least one semester of a foreign language or by permission of department. Offered: Fall.

WORLD LANGUAGES & CULTURES

WLAC 150 Mastering the International Experience: Living and Studying Abroad (2)
Provides students who plan to study or live abroad with knowledge and skills to ease cultural adjustment and to develop further their intercultural competency. Designed to give students both a theoretical foundation from which to approach cross-cultural work and study situations as well as a solid foundation of facts regarding both intercultural competency and the host country. This course is a prerequisite for all world language study abroad courses. Offered: Fall and Spring.

WLAC 340 Linguistics (4)
Linguistics is the study of language, in the broadest sense, and is closely allied with language learning and language departments. Linguistics has also emerged as one of the important fields in the social sciences. It has strong ties with a variety of other academic domains, especially psychology, computer science, and anthropology. Students will be introduced to both theoretical and applied linguistics as well as to the many subfields of linguistics. Prereq: Completion of language at the 202 level or higher, or instructor's permission. Offered: Spring, on rotation.

WLAC 475 Language for Business (4)
In-depth analysis of cultural communication and language use within business contexts. Examines components of a language's commercial vocabulary and cultural usage within professional contexts. Prereq: At least one semester of a foreign language or by permission of department. Offered: Fall.

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 AV material, 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 (Evening College) 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 world languages and cultures minor 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, Haitian Creole, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Swahili, and Thai.

CRITICAL LANGUAGES – ARABIC

ARAB 101 - Elementary Arabic I (4)
Introduction to understanding, speaking, reading, and writing Arabic. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

ARAB 102 - Elementary Arabic II (4)
Introduction to understanding, speaking, reading, and writing Arabic. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

ARAB 201 - Intermediate Arabic I (4)
Continued study in understanding, speaking, reading, and writing Arabic. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

ARAB 202 - Intermediate Arabic II (4)
Continued study in understanding, speaking, reading, and writing Arabic. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

ARAB 205 - Intermediate Arabic III (4)
Intensive practice of listening, speaking, reading, and writing Arabic and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: ARAB 202 and permission of program director. Offered: Fall.

ARAB 206 - Intermediate Arabic IV (4)
Continued intensive practice of listening, speaking, reading, and writing Arabic and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: ARAB 205 and permission of program director. Offered: Spring.

ARAB 311 - Directed Teaching Experience I (1)
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 321 - Directed Teaching Experience II (1)
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 331 - Directed Teaching Experience III (1)
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 351 - Language Study Abroad: Advanced I (4)
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 352 - Language Study Abroad: Advanced II (4)
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 353 - Language Study Abroad: Cultural Studies I (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

ARAB 354 - Language Study Abroad: Cultural Studies II (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

ARAB 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.

CRITICAL LANGUAGES – CHINESE

CHIN 101 - Elementary Chinese I (4)
Introduction to understanding, speaking, reading, and writing Chinese. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

CHIN 102 - Elementary Chinese II (4)
Introduction to understanding, speaking, reading, and writing Chinese. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

CHIN 201 - Intermediate Chinese I (4)
Continued study in understanding, speaking, reading, and writing Chinese. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

CHIN 202 - Intermediate Chinese II (4)
Continued study in understanding, speaking, reading, and writing Chinese. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

CHIN 205 - Intermediate Chinese III (4)
Intensive practice of listening, speaking, reading, and writing Chinese and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: CHIN 202 or permission of program director. Offered: Fall.

CHIN 206 - Intermediate Chinese IV (4)
Continued intensive practice of listening, speaking, reading, and writing Chinese and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: CHIN 205 or permission of program director. Offered: Spring.

CHIN 311 - Directed Teaching Experience I (1)
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.

CHIN 321 - Directed Teaching Experience II (1)
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.

CHIN 331 - Directed Teaching Experience III (1)
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.

CHIN 351 - Language Study Abroad: Advanced I (4)
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.

CHIN 352 - Language Study Abroad: Advanced II (4)
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.

CHIN 353 - Language Study Abroad: Cultural Studies I (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

CHIN 354 - Language Study Abroad: Cultural Studies II (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

CHIN 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.

CRITICAL LANGUAGES – HAITIAN CREOLE

CREO 101 - Elementary Haitian Creole I (4)
Introduction to understanding, speaking, reading, and writing Haitian Creole. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Prereq: Permission of the department. Offered: Fall.

CREO 102 - Elementary Haitian Creole II (4)
Introduction to understanding, speaking, reading, and writing Haitian Creole. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Prereq: Permission of the department. Prereq/Co-req: CREO 101. Offered: Spring.

CREO 201 - Intermediate Haitian Creole I (4)
Continued study in understanding, speaking, reading, and writing Haitian Creole. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Prereq: Permission of the program director. Offered: Fall.

CREO 202 - Intermediate Haitian Creole II (4)
Continued study in understanding, speaking, reading, and writing Haitian Creole. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Prereq: CREO 201 and permission of the program director. Offered: Spring.

CRITICAL LANGUAGES – HINDI

HIND 101 - Elementary Hindi I (4)
Introduction to understanding, speaking, reading, and writing Hindi. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

HIND 102 - Elementary Hindi II (4)
Introduction to understanding, speaking, reading, and writing Hindi. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

HIND 201 - Intermediate Hindi I (4)
Continued study in understanding, speaking, reading, and writing Hindi. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

HIND 202 - Intermediate Hindi II (4)
Continued study in understanding, speaking, reading, and writing Hindi. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

HIND 205 - Intermediate Hindi III (4)
Intensive practice of listening, speaking, reading, and writing Hindi and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: HIND 202 and permission of program director. Offered: Fall.

HIND 206 - Intermediate Hindi IV (4)
Continued intensive practice of listening, speaking, reading, and writing Hindi and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: HIND 205 and permission of program director. Offered: Spring.

HIND 311 - Directed Teaching Experience I (1)
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.

HIND 321 - Directed Teaching Experience II (1)
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.

HIND 331 - Directed Teaching Experience III (1)
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.

HIND 345 Language-Across-the-Curriculum (1)
Mentored experience in the reading of content-specific texts. Course may be repeated for credit with different host classes. Prereqs: HIND 206, plus successful completion of at least one 4-credit upper-level Hindi course or the equivalent, concurrent enrollment in an approved host class in another discipline, and permission of program director. Offered: Upon request.

HIND 351 - Language Study Abroad: Advanced I (4)
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.

HIND 352 - Language Study Abroad: Advanced II (4)
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.

HIND 353 - Language Study Abroad: Cultural Studies I (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

HIND 354 - Language Study Abroad: Cultural Studies II (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

HIND 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.

CRITICAL LANGUAGES – ITALIAN

ITAL 101 - Elementary Italian I (4)
Introduction to understanding, speaking, reading, and writing Italian. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

ITAL 102 - Elementary Italian II (4)
Introduction to understanding, speaking, reading, and writing Italian. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

ITAL 201 - Intermediate Italian I (4)
Continued study in understanding, speaking, reading, and writing Italian. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

ITAL 202 - Intermediate Italian II (4)
Continued study in understanding, speaking, reading, and writing Italian. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

ITAL 311 - Directed Teaching Experience I (1)
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.

ITAL 321 - Directed Teaching Experience II (1)
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.

ITAL 331 - Directed Teaching Experience III (1)
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.

ITAL 351 - Language Study Abroad: Advanced I (4)
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.

ITAL 352 - Language Study Abroad: Advanced II (4)
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.

ITAL 353 - Language Study Abroad: Cultural Studies I (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

ITAL 354 - Language Study Abroad: Cultural Studies II (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

ITAL 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.

CRITICAL LANGUAGES – JAPANESE

JAPN 101 - Elementary Japanese I (4)
Introduction to understanding, speaking, reading, and writing Japanese. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

JAPN 102 - Elementary Japanese II (4)
Introduction to understanding, speaking, reading, and writing Japanese. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

JAPN 201 - Intermediate Japanese I (4)
Continued study in understanding, speaking, reading, and writing Japanese. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

JAPN 202 - Intermediate Japanese II (4)
Continued study in understanding, speaking, reading, and writing Japanese. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

JAPN 205 - Intermediate Japanese III (4)
Intensive practice of listening, speaking, reading, and writing Japanese and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: JAPN 202 and permission of program director. Offered: Fall.

JAPN 206 - Intermediate Japanese IV (4)
Continued intensive practice of listening, speaking, reading, and writing Japanese and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: JAPN 205 and permission of program director. Offered: Spring.

JAPN 311 - Directed Teaching Experience I (1)
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.

JAPN 321 - Directed Teaching Experience II (1)
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.

JAPN 331 - Directed Teaching Experience III (1)
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.

JAPN 351 - Language Study Abroad: Advanced I (4)
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.

JAPN 352 - Language Study Abroad: Advanced II (4)
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.

JAPN 353 - Language Study Abroad: Cultural Studies I (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

JAPN 354 - Language Study Abroad: Cultural Studies II (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

JAPN 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.

CRITICAL LANGUAGES – KOREAN

KORE 101 - Elementary Korean I (4)
Introduction to understanding, speaking, reading, and writing Korean. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

KORE 102 - Elementary Korean II (4)
Introduction to understanding, speaking, reading, and writing Korean. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Prereq: KORE 101. Offered: Spring.

KORE 201 - Intermediate Korean I (4)
Continued study in understanding, speaking, reading, and writing Korean. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Prereq: KORE 102. Offered: Fall.

KORE 202 - Intermediate Korean II (4)
Continued study in understanding, speaking, reading, and writing Korean. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Prereq: KORE 201. Offered: Spring.

CRITICAL LANGUAGES – RUSSIAN

RUSS 101 - Elementary Russian I (4)
Introduction to understanding, speaking, reading, and writing Russian. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

RUSS 102 - Elementary Russian II (4)
Introduction to understanding, speaking, reading, and writing Russian. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

RUSS 201 - Intermediate Russian I (4)
Continued study in understanding, speaking, reading, and writing Russian. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

RUSS 202 - Intermediate Russian II (4)
Continued study in understanding, speaking, reading, and writing Russian. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

RUSS 311 - Directed Teaching Experience I (1)
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.

RUSS 321 - Directed Teaching Experience II (1)
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.

RUSS 331 - Directed Teaching Experience III (1)
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.

RUSS 345 Language-Across-the-Curriculum (1)
Mentored experience in the reading of content-specific texts. Course may be repeated for credit with different host classes. Prereqs: Successful completion of at least one 4-credit upper-level Russian course or the equivalent, concurrent enrollment in an approved host class in another discipline, and permission of program director. Offered: Upon request.

RUSS 351 - Language Study Abroad: Advanced I (4)
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.

RUSS 352 - Language Study Abroad: Advanced II (4)
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.

RUSS 353 - Language Study Abroad: Cultural Studies I (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

RUSS 354 - Language Study Abroad: Cultural Studies II (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

RUSS 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.

CRITICAL LANGUAGES – SWAHILI

SWAH 101 - Elementary Swahili I (4)
Introduction to understanding, speaking, reading, and writing Swahili. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

SWAH 102 - Elementary Swahili II (4)
Introduction to understanding, speaking, reading, and writing Swahili. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

SWAH 201 - Intermediate Swahili I (4)
Continued study in understanding, speaking, reading, and writing Swahili. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

SWAH 202 - Intermediate Swahili II (4)
Continued study in understanding, speaking, reading, and writing Swahili. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

SWAH 311 - Directed Teaching Experience I (1)
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.

SWAH 321 - Directed Teaching Experience II (1)
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.

SWAH 331 - Directed Teaching Experience III (1)
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.

SWAH 351 - Language Study Abroad: Advanced I (4)
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.

SWAH 352 - Language Study Abroad: Advanced II (4)
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.

SWAH 353 - Language Study Abroad: Cultural Studies I (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

SWAH 354 - Language Study Abroad: Cultural Studies II (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

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.

CRITICAL LANGUAGES – THAI

THAI 101 - Elementary Thai I (4)
Introduction to understanding, speaking, reading, and writing Thai. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

THAI 102 - Elementary Thai II (4)
Introduction to understanding, speaking, reading, and writing Thai. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

THAI 201 - Intermediate Thai I (4)
Continued study in understanding, speaking, reading, and writing Thai. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall.

THAI 202 - Intermediate Thai II (4)
Continued study in understanding, speaking, reading, and writing Thai. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Spring.

THAI 205 - Intermediate Thai III (4)
Intensive practice of listening, speaking, reading, and writing Thai and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: THAI 202 and permission of program director. Offered: Fall.

THAI 206 - Intermediate Thai IV (4)
Continued intensive practice of listening, speaking, reading, and writing Thai and presentation of further intermediate-level grammatical structures. Self-instructional (text and AV material), with two-three intensive tutorial drills and one-two laboratory sessions per week. Prereqs: THAI 205 and permission of program director. Offered: Spring.

THAI 311 - Directed Teaching Experience I (1)
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.

THAI 321 - Directed Teaching Experience II (1)
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.

THAI 331 - Directed Teaching Experience III (1)
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.

THAI 351 - Language Study Abroad: Advanced I (4)
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.

THAI 352 - Language Study Abroad: Advanced II (4)
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.

THAI 353 - Language Study Abroad: Cultural Studies I (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

THAI 354 - Language Study Abroad: Cultural Studies II (4)
Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

THAI 360 - Language for Missions Internship (1-4 each term of service)
Missions fieldwork in a country where the target language is spoken, under the direction of a Samford mentor and on-site mission personnel. Open to all students with intermediate language proficiency or higher in the target language. Prereq: Permission of the program director and the WLAC language missions coordinator. Offered: As needed.

ADDITIONAL LANGUAGES

GREEK, HEBREW, LATIN

For a list of Greek and Latin courses, see the Department of Classics. For a list of Hebrew courses, see the Biblical Languages course listing in the Department of Religion.

English Language Learner Institute (ELLI)

Administration

Sandi Prater, Director of English Language Learner Institute (ELLI)
Susan Blazer, Assistant Director of ELLI
Katherine Jarnigan, ELLI Technology Coordinator and ELLI Educator
Jennifer Beck, ELLI Graduate Coordinator and ELLI Educator
Anna Ralston, ELLI Program Assistant

Noncredit Program Overview

The English Language Learning Institute (ELLI) at Samford University offers a concentrated English language non-degree curriculum designed to help non-native English speakers develop the English skills needed to achieve success in U.S. academic programs at the undergraduate and graduate levels. The ELLI program includes four levels of classes in each of the four language skills: Grammar, Listening/Speaking, Reading, and Writing. The ELLI program prepares students to matriculate into Samford University undergraduate and graduate programs.

1. The ESL Academic Track allows international students to develop their academic English skills in order to pursue undergraduate or graduate studies at Samford. Students study English full-time.
2. Our ESL Only Track allows students the opportunity to study in an intensive English environment for academic purposes, in order to pursue further studies at any U.S. institution.

ESL Web Site
For more information about the English Language Learning Institute, visit the following Web site, www.samford.edu/elli.

Noncredit Curriculum - For Undergraduate and Graduate Students

GRAMMAR COURSES

ESLB 021 ESL Grammar I (4)
For novice or near-novice students. Students will use basic grammatical forms and meanings at the sentence level in writing and at the phrase level in speaking. Prereq: Placement into this level by initial assessment. Offered: Every semester.

ESLB 022 ESL Grammar II (4)
For intermediate students. Students will use more complex grammatical structures through writing assignments and discussions that attempt to follow the grammatical structures of native speakers. Prereq: Placement into this level by initial assessment or successful completion of Grammar I (ESLB 021). Offered: Every semester.

ESLB 023 ESL Grammar III (4)
For advanced-intermediate and advanced students. Students will display consistent and appropriate use of grammatical structures for complex and abstract writing and speaking skills. Prereq: Placement into this level by initial assessment, or successful completion of Grammar II (ESLB 022). Offered: Every semester.

ESLB 024 ESL Grammar IV (4)
This course emphasizes advanced grammatical structures in the context of academic English listening/speaking, reading, and writing skills. At the end of this class, students should display: 1) identification of personal weak areas in the four language skills, and 2) ability to produce nearly native grammatical structures in speaking and writing through targeted improvement of individual grammatical errors. May be repeated for a maximum of 12 credits. Prereq: ESLB 023 or proficiency testing places student in this level. Offered: Every semester.

English Language Learner Institute (ELLI) Program

English Language Learner Institute (ELLI) Program Required Courses		Course Credits	Total Required Credits
ELLI Core			**64**
ESLB 021	ESL Grammar I	4	
ESLB 031	ESL Listening and Speaking I	4	
ESLB 041	ESL Reading I	4	
ESLB 051	ESL Writing I	4	
ESLB 022	ESL Grammar II*	4	
ESLB 032	ESL Listening and Speaking II*	4	
ESLB 042	ESL Reading II*	4	
ESLB 052	ESL Writing II*	4	
ESLB 023	ESL Grammar III*	4	
ESLB 033	ESL Listening and Speaking III*	4	
ESLB 043	ESL Reading III*	4	
ESLB 053	ESL Writing III*	4	
ESLB 024	ESL Grammar IV*	4	
ESLB 034	ESL Listening and Speaking IV*	4	
ESLB 044	ESL Reading IV*	4	
ESLB 054	ESL Writing IV*	4	
ELLI Electives			
ESLB 010	ESL Pronunciation for Novice Speakers	1	
ESLB 011	ESL Pronunciation & Word Study Skills	1	
ESLB 061	ESL Business Introduction/Vocabulary**	4	
ESLB 063	ESL Service Learning Lab	1	
ESLB 064	ESL Cultural Intelligence	1	
ESLB 066	ESL Special Topics	1-4	
ESLT 071	ESL Tutoring for Graduate Students	1-4	
	Total Required Credits		**64**

* Students who score high enough on placement criteria may register for these courses.
** Course is under review/approval process and is not yet available to students.

LISTENING AND SPEAKING COURSES

ESLB 031 ESL Listening and Speaking I (4)
For novice or near-novice students. In this class, students should gain confidence to take risks in the English language. Basic interpersonal and conversational skills will be emphasized. Prereq: Placement into this level by initial assessment. Offered: Every semester.

ESLB 032 ESL Listening and Speaking II (4)
For intermediate students. Emphasis will be placed on understanding short lectures and on giving short presentations. Prereq: Placement into this level by initial assessment or successful completion of Listening/Speaking I (ESLB 031). Offered: Every semester.

ESLB 033 ESL Listening and Speaking III (4)
For advanced-intermediate students. Emphasis will be placed on understanding lectures at a near-normal rate of speech, and on basic formats of academic presentations. Prereq: Placement into this level by initial assessment or successful completion of Listening/Speaking II (ESLB 032). Offered: Every semester.

ESLB 034 ESL Listening and Speaking IV (4)
For advanced students. Emphasis will be placed on understanding lectures at a normal rate of speech. This course is also designed to prepare students for the oral presentation component needed in an academic setting. Prereq: Placement into this level by initial assessment or successful completion of Listening/Speaking III (ESLB 033). Offered: Every semester.

NOTE: ESL=English as a Second Language

READING COURSES

ESLB 041 ESL Reading I (4)
For novice or near-novice students. Key reading strategies appropriate for this level will be taught in the context of authentic texts. Prereq: Placement into this level by initial assessment. Offered: Every semester.

ESLB 042 ESL Reading II (4)
For intermediate students. Key reading strategies appropriate for this level will be taught in the context of authentic texts and beginning novels. Prereq: Placement into this level by initial assessment or successful completion of Reading I (ESLB 041). Offered: Every semester.

ESLB 043 ESL Reading III (4)
For advanced-intermediate students. Key reading strategies appropriate for this level will be taught in the context of authentic texts. Students will read short English novels as a means to study literary elements. Prereq: Placement into this level by initial assessment or successful completion of Reading II (ESLB 042). Offered: Every semester.

ESLB 044 ESL Reading IV (4)
For advanced students. Key reading strategies appropriate for this level will be taught in the context of a variety of authentic texts, including academic articles and advanced English novels. This class is designed to prepare students for undergraduate and graduate level reading. Prereq: Placement into this level by initial assessment or successful completion of Reading III (ESLB 043). Offered: Every semester.

WRITING COURSES

ESLB 051 ESL Writing I (4)
For novice or near-novice students. Emphasis will be placed on basic sentence structure, structure of a paragraph, and summarization skills. Prereq: Placement into this level by initial assessment. Offered: Every semester.

ESLB 052 ESL Writing II (4)
For intermediate students. Emphasis will be placed on the writing process, the five-paragraph essay, summarization skills, paraphrasing skills, and revision skills. Prereq: Placement into this level by initial assessment or successful completion of Writing I (ESLB 051). Offered: Every semester.

ESLB 053 ESL Writing III (4)
For advanced-intermediate students. Emphasis will be placed on essays, citation skills, and short research papers. Prereq: Placement into this level by initial assessment or successful completion of Writing II (ESLB 052). Offered: Every semester.

ESLB 054 ESL Writing IV (4)
For advanced students. Emphasis will be placed on advanced research papers, citation skills, and the writing skills necessary for success in academic settings. Prereq: Placement into this level by initial assessment or successful completion of Writing III (ESLB 053). Offered: Every semester.

ESL ELECTIVES

ESLB 010 ESL Pronunciation for Novice Speakers (1)
This class is for novice speakers of English. In this class, students will have the opportunity to: 1) Develop the ability to identify and produce key sounds in the English language; 2) Recognize and produce basic rhythm, stress and intonation patterns of English. Course may be repeated for a maximum of 2 credits. Offered: Fall and Spring.

ESLB 011 ESL Pronunciation and Word Study Skills (1)
This course will give students the opportunity to improve communication skills by targeting common pronunciation challenges and developing necessary word study skills to expand vocabulary. Most students will take this course during their first semester in ELLI. Offered: Fall and Spring.

ESLB 063 ESL Service Learning Lab (1)
In the context of service learning in the local community, this course gives authentic practice at an individualized level in the four language skills of reading, writing, and listening/speaking. Students will meet in class weekly for the first half of the semester to research and plan the class service learning project. Under the direction of the instructor, students will engage in research, fundraisers for the project, the implementation of the project on site, and produce a written report about the project. May be repeated for a maximum of 3 credits. Offered: Fall and Spring.

ESLB 064 ESL Cultural Intelligence (1)
Integration of cultural awareness knowledge with outside experiences that facilitate the student's integration into Samford, Birmingham, Southern culture, and relationships with English speakers. Bi-monthly excursions related to the class outcomes will further enable students to interpret cultural knowledge and experiences. Required of all first semester students. Offered: Fall and Spring.

ESLB 066 ESL Special Topics (1-4)
Customized intensive English class to develop specific areas of English. Students will practice oral, reading, writing, and grammar skills. If topics vary, may be repeated for credit. Offered: Fall and Spring.

Noncredit Curriculum - Graduates (Concurrent Master's and ESL Courses)

ESLT 071 ESL Tutoring for Graduate Students (1-4)
ESLT is a tutoring course for international graduate students, which provides English as a second language (ESL) and academic content tutoring for students who would benefit from further English language training. Course consists of three components: ESL Writing for Graduates (1 credit), ESL Listening and Speaking for Graduates (2 credits), and Content Tutoring for Graduates (1 credit). Course may be repeated for a maximum of 16 credits. Grading is pass/fail only. Offered: Fall and Spring.

NOTE: ESL=English as a Second Language

School of the Arts

Administration

Joseph Hopkins, Dean, Professor
Kathryn Fouse, Associate Dean for the Division of Music, Professor, Music
Larry Thompson, Associate Dean, Division of Visual Arts, Chair, Professor, Art
Don T. Sandley, Chair, Professor, Theatre and Dance
Jeannie C. Krumdieck, Chair, Professor, Interior Architecture
Moya L. Nordlund, Chair, Academic Studies, Professor, Music
W. Randall Richardson, Chair, Performance Studies, Professor, Music

History

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

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

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

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

In 2011, the Department of Interior Design formally joined the school and was renamed the Department of Interior Architecture, offering a bachelor of fine arts in interior design as well as a concentration in pre-architecture. In 2014, the Department of Art and the Department of Interior Architecture were joined together as the Division of Visual Arts.

Art

Faculty

Larry Thompson, Chair, Professor
Richard R. Dendy, Professor
Scott Fisk, Professor
Joe Cory, Associate Professor
Robin D. Snyder, Assistant Professor
Stephen Watson, Assistant Professor
Mary E. White, Assistant Professor
Kathryn Kauffmann, Instructor

Undergraduate Programs and Requirements

Majors

Fine Arts (B.A.)
Fine Arts (B.S.)
Graphic Design (B.F.A.)

Minors

Art
Minor in the Arts

The Department of Art offers majors in fine arts leading to a bachelor of arts (if a language is taken) or a bachelor of science (no language requirement), and in graphic design leading to a bachelor of fine arts. The department also offers a minor in art and, in cooperation with the Music Division and the Department of Theatre and Dance, offers an interdisciplinary minor in the arts.

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 both the fine arts and graphic design majors, Art History (ART 381, 382, or 383) can apply towards both the general education and major requirements. However, students will still need to complete either MUSC 200 or THEA 200 to satisfy the general education fine arts requirement. For students pursuing a bachelor of science, there is no language requirement.

Courses

ART

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 210 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.

Fine Arts Major (Bachelor of Arts)

Fine Arts Major for a Bachelor of Arts Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**28-30**
Natural and Computational Sciences		**8**
Social Sciences		**4**
Mathematics		**4**
Languages (proficiency through 202 or higher)		**4**
Fine Arts (select two courses)		**2-4**
ART 200 Art Appreciation*	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities		**4**
Physical Activity		**2**
Fine Arts Major:		**42-45**
Fine Arts		**8**
ART 101 Structure I	4	
ART 102 Structure II	4	
Drawing (select two courses)		**6**
ART 221 Drawing I	3	
ART 322 Drawing II	3	
ART 323 Drawing III	3	
Painting (select two courses)		**6**
ART 231 Painting I	3	
ART 232 Painting II	3	
ART 333 Painting III	3	
ART 334 Painting IV	3	
Art History (select two courses)		**8**
ART 381 Art History I	4	
ART 382 Art History II	4	
ART 383 Art History III	4	
ART 450 Senior Portfolio		**3-6**
Art Electives (in consultation with advisor)		**11**
General Electives		**31-36**
Total Required Credits		**128**

* 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 will still need to complete either MUSC 200 or THEA 200 to satisfy the fine arts requirement.

Fine Arts Major (Bachelor of Science)

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

* 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 will still need to complete either MUSC 200 or THEA 200 to satisfy the fine arts requirement.

Graphic Design Major (Bachelor of Fine Arts)

Graphic Design Major for a Bachelor of Fine Arts Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements:			**24-26**
Natural and Computational Sciences			**8**
Social Sciences			**4**
Mathematics			**4**
Fine Arts*			**2-4**
Humanities			**4**
Physical Activity			**2**
Graphic Design Major:			**83**
Fine Arts - Basic Courses			**32**
ART 101	Structure I	4	
ART 102	Structure II	4	
ART 221	Drawing I	3	
ART 322	Drawing II	3	
ART 323	Drawing III	3	
ART 231	Painting I	3	
ART 381	Art History I	4	
ART 382	Art History II	4	
ART 383	Art History III	4	
Graphic Design and Concepts - Advanced Courses			**33**
ART 250	Graphic Production	3	
ART 251	Introduction to Computer Graphics	3	
ART 258	Typography	3	
ART 351	Web Design	3	
ART 352	History & Application of Graphic Design	3	
ART 353	Advertising: Graphic Design	3	
ART 354	Publication: Graphic Design	3	
ART 458	Interactive Computer Multimedia	3	
ART 459	Senior Portfolio - Graphic Design	6	
Externship/Independent Study (complete 3 crds total)		3	
ART 455	Externship/Independent Study (2-3)		
ART 494**	Externship/Ind Study (Sum/Jan Term) (1)		
Art Electives (in consultation with advisor)			**18**
	Total Required Credits		**129-131**

* 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 will still need to complete either MUSC 200 or THEA 200 to satisfy the fine arts requirement.

** To complete the 3-credit externship/independent study requirement, students can take either ART 455 (for 3 credits) or a combination of the 2-crd ART 455 and the 1-crd ART 494 (available in Summer or Jan Term).

Art Minor

Art Minor Required Courses	Course Credits	Total Required Credits
Art Core		**18**
Two structure courses (ART 101 & 102)	8	
One drawing course (ART 221, 322, or 323)	3	
One painting course (ART 231, 232, 333, or 334)	3	
One art history course (ART 381, 382, or 383)	4	
Art Electives		**4**
Total Required Credits		**22**

Minor in the Arts

The arts minor is focused on broad experience in music, theatre/dance, and art. The minor includes experience in contextual/historical, performance, foundational, and elective courses across the various areas of the School of the Arts.

Minor in the Arts Required Courses		Course Credits	Total Required Credits
Arts Core			**12**
(12 credits required in the Arts Core, including the minimum number stated within each subgroup below.)			
History/Literature Course (complete at least 2 credits)			
ART 381 ART 382 ART 383	Art History I *or* Art History II *or* Art History III	4	
MUSC 2400	Introduction to Music Literature	2	
THEA 330	Theatre History & Literature I	3	
THEA 332	Theatre History & Literature II	3	
Foundations Courses (complete at least 4 credits)			
ART 101	Structure I	4	
MUSC 1510	Theory I: The Syntax of Music	3	
MUSC 1511	Theory Lab I	1	
MUSC 1520	Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521	Theory Lab II	1	
THEA 242	Fundamentals of Design	3	
THEA 341	Set Design	3	
THEA 343	Lighting Design	3	
THEA 344	Makeup Design	3	
THEA 345	Costume Design	3	
Performance Course (complete at least 2 credits)			
ART 221	Drawing I	3	
ART 231	Painting I	3	
ART 240	Ceramics	3	
DANC 101	Ballet I	1	
DANC 102	Ballet II	1	
THEA 212	Acting I	3	
Applied Music Lessons (juried)*		2-6	
Arts Electives			**12**
Art Electives		4	
Music Electives		4	
Theatre/Dance Electives		4	
	Total Required Credits		**24**

* Permission of the associate dean of music is required before enrolling in applied music lessons; an audition is required.

Note: At least six (6) hours required in the minor must be upper-level credits. School of the Arts majors may only include four (4) hours from their major discipline; these credits will be counted as elective credits within the minor.

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 251.

ART 251 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 258 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. Prereqs: ART 250 and ART 251. Offered: Spring.

ART 260 Printmaking I (3)
Introduction to printmaking, including the processes of silk screen and wood cuts. Offered: Spring.

ART 261 Letterpress Printmaking (3)
Use of the letterpress printmaking process to create projects with graphic design content. Historic overview of letterpress printmaking from 1450 to the present. Prereqs: ART 250 and ART 251. Offered: Jan Term.

ART 270 Sculpture I (3)
Study of the history of sculpture, including experimentation with basic sculpture materials, using clay, wood, and plaster.

ART 301 Art Appreciation (3)
Study of artistic terms, methods, and philosophy, including recognition of styles in periods of art history, and development of aesthetic experiences that better prepare students for living in society. Because of additional coursework, class time, and art works, this course, offered only during Jan Term, is much more intensive than a comparable course offered during a regular semester. Satisfies three credits of the general education fine arts requirement for most majors. Offered: Jan Term.

ART 322 Drawing II (3)
Analysis and rendering of line, form, value, and tone, with special emphasis on personal style, still life, and nature in single and mixed media. Prereq: ART 221.

ART 323 Drawing III (3)
Drawing from human models. Prereq: ART 221.

ART 333 and 334 Painting III and IV (3 each course)
Development of individual work in painting through practice and criticism as the student searches for personal style and expression. Prereq for ART 333: ART 231. Prereq for ART 334: Art 231, 232, or 333. 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 Web Design (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 251. 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 251. 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 251. 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 251. Offered: Fall.

ART 356 Illustration (3)
Introduction to editorial and advertising illustration, primarily through traditional methods and media. Examination of creative process, design principles, and the discipline of illustration as a profession. Prereqs: ART 102 and ART 231. Offered: Fall.

ART 358 Photodesign (3)
Study and practice of photography as a vital part of graphic design. Photography-driven projects explore both location and studio techniques through digital imaging. Access to a digital camera capable of manual override is required. Limited access to a camera may be provided by the art department. Prereqs: ART 250 and 251. Offered: Spring.

ART 360 Printmaking II (3)
Continued exploration of printmaking, including techniques of etching. Builds upon foundational work in Printmaking I (ART 260). Offered: Spring.

ART 380 History of Fashion and Costume (3)
Study of historical clothing as dress and stage costuming, from primitive apparel to present fashion. Co-listed as THEA 380. Offered: Fall, on rotation.

ART 381 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 382 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 383 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 Video 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. Prereqs: ART 101 and ART 102. Prereqs/Co-Reqs: ART 250 and ART 251.

ART 455 Externship and Independent Study (2-3)
Opportunity for advanced students to gain valuable work experience for credit as they near completion of their collegiate experience. Several internships with local businesses are available. Co-req: ART 494.

ART 456 Advanced Illustration (3)
Study of contemporary image making through vector and bitmap applications. Traditional media and processes are reviewed and practiced where appropriate. Examination of creative process, design principles, and the discipline of illustration as a profession. Prereqs: ART 102, 231, and 251. Offered: Spring.

ART 458 Interactive 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 (6)
Directed study of an individually determined subject, intended to be the focus of the undergraduate portfolio. Prereqs: ART 250, 251, 258, 351, 352, 353, 354, 455/494, and 458. Offered: Fall and Spring.

ART 480 Art History Independent Study (3)
Independent study and/or selected research in an area of art history that is of particular interest or has a personal application to the student's field of study.

ART 494 Internship Summer/Jan Term (1)
Independent study in which the student gains practical experience while working in an art/graphic design-related business. Grading is pass/fail. Co-requisite: ART 455. Offered: Summer and Jan Term.

Interior Architecture

Faculty

Jeannie C. Krumdieck, Chair, Professor
Ken Brazil, Professor
Charles L. Ford, Associate Professor
Preston Hite, Associate Professor

Undergraduate Programs and Requirements

Majors

Interior Design (with a required minor in Art)
Pre-Architecture Concentration (non-degree)

The Department of Interior Architecture offers a major in interior design leading to a bachelor of fine arts degree. Interior design majors must declare art as their first minor, but are free to add a second minor if desired. Note: The art minor that's part of the interior design major is technically different from the independent art minor as seen here. Students majoring in interior design should follow the minor requirements as detailed in the degree table. The department also offers a non-degree seeking concentration in pre-architecture.

The interior design major and the pre-architecture concentration students share a common curriculum for the first two years of study. These foundation courses introduce applicable theory and skills, preparing the students for a more specific design direction: interior design, interior architecture, or architecture.

Interior Design

Those choosing to complete their bachelor of fine arts in interior design at Samford University will engage in a curriculum sequence whose content adheres to CIDA (Council for Interior Design Accreditation) standards. The program prepares design students to combine aesthetic values with practical needs and realities. Program graduates weigh design decisions with social, cultural, and ecological context in mind. Based on a foundation in fine art, the students utilize 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.

Pre-Architecture

A pre-architecture concentration is offered within the Department of Interior Architecture. This track is a two-year, non-degree plan that shares a common curriculum sequence with the interior design major. Students choosing pre-architecture, and meeting admission requirements, may transfer seamlessly into the bachelor of arts (B.A.) in architectural studies at Judson University, Elgin, Illinois, and continue into that school's masters of architecture (M.A.), an NAAB-accredited architectural program. This is the result of collaboration between Samford and Judson, with an articulation agreement outlining such.

Pre-architecture students who choose to remain at Samford University and complete the aforementioned continuation requirements are on track to complete Samford's bachelor of fine arts (B.F.A.) in interior design. These students can then pursue the masters of architecture degree program at Judson University or at other universities that offer similar programs of study.

Curriculum

Interior design students work toward a bachelor of fine arts degree. Course requirements include 46 core/general education credits, 22 credits for the art minor, and 66 interior architecture (IARC) credits, for a total of 134 credits required for graduation.

Freshmen begin their studies with core curriculum and foundational art courses shared with the pre-architecture concentration, as well as fine arts and graphic design majors within the School of the Arts. These students are also introduced (in IARC 101) to a survey of the professions (interior design, interior architecture, and architecture).

As sophomores, students continue foundation courses that build upon the art minor and extend those concepts and theories into the built environment. In addition, digital communication, presentation techniques, and building systems information are addressed. At the end of the sophomore year, students submit portfolios of their work for eligibility to continue in the program.

The junior and senior years are focused on application of the concepts and skills they have acquired. The projects are developed in studio settings and focus on small to large scale commercial and residential projects. Birmingham's professional design community is actively engaged through field experiences to firms and built projects, and by providing lectures, project critiques, and final project juries. Students are also required to complete an internship under a registered interior designer or architect.

Technical/Studio Course Fee

For all students in the Department of Interior Architecture, there is a $150 fee per semester for students enrolling in studio/technical courses. The following courses are taught in this format: IARC 201, 220, 221, 222, 251, 252, 301, 302, 324, 403, 420, and 495. The fee is subject to change without notice. See the Bursar's Office Web site for more information.

Requirements for Admission to Interior Design Undergraduate Program

Because the bachelor of fine arts in interior design (IARC) presupposes a certain level of professional competence, each interior design major is required to fulfill application requirements for this major during the spring of the sophomore curriculum sequence.

1. Minimum cumulative GPA of 2.5 in the major after completion of 26 credit hours, including ART 101, 102, 221, and 231; and IARC 101, 201, 220, 221, and 251.
2. Successful completion of Portfolio Review including work from those courses listed above (in item 1) along with work in progress from IARC 222 and 252.
3. Successful completion of an interview with the interior architecture faculty members following completion of the aforementioned courses (in item 1) to continue in the program.
4. Completion of application form including permission to retain student work for use in marketing and accreditation purpose.

Note: Entering freshmen and transfer students in the Department of Interior Architecture are required to attend a seminar early in the fall semester. This will include delineation of the course of study for both interior design and pre-architecture, the purpose of the art minor, explanation of the portfolio review, and outline specifications for personal computers and software that will be required for the sophomore through senior courses of study. Opportunities for the pursuit of studies at Judson University, Elgin, Illinois, will also be discussed.

Accreditation

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

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 courses. General Education Requirements are detailed in the degree table, with the exception of the physical activity requirement. Consult the Physical Activity Program for a list of applicable activity courses.

Interior Design Major (B.F.A.)

Interior Design Major (B.F.A.) Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**24**
Natural and Computational Sciences (select one)			**4**
IDSC 201	Scientific Methods	4	
PHYS 101	General Physics I	4	
PHYS 102	General Physics II	4	
Social Sciences			**8**
PSYC 101	General Psychology	4	
SOCI 100	Introduction to Sociology	4	
Mathematics			**4**
MATH 110	Contemporary Mathematics	4	
Fine Arts: (select one course)			**2**
MUSC 200	Music Appreciation	2	
THEA 200	Theatre Appreciation	2	
Physical Activity			**2**
Other General Education (select one course)			**4**
COMS 215	Public Speaking	4	
COMS 221	Interpersonal Communication	4	
COMS 453	Professional Communication	4	
Interior Design Major (B.F.A.):			**66**
Interior Design Core			**60**
IARC 101	Architecture/Interior Design: Survey of the Profession	1	
IARC 201	Shop Craft	1	
IARC 220	Presentation Techniques	3	
IARC 221	Digital Communication I	3	
IARC 222	Digital Communication II	3	
IARC 224	Construction Docs/Building Systems I	4	
IARC 251	Design Fundamentals I	4	
IARC 252	Design Fundamentals II	4	
IARC 301	Design Concepts I	4	
IARC 302	Design Concepts II	4	
IARC 312	Lighting	2	
IARC 324	Construction Docs/Building Systems II	4	
IARC 340	Concepts and Theories of Sustainability	2	
IARC 346	Textiles and Materials	2	
IARC 380	Hist/Theory of Interiors & Furnishings	4	
IARC 403	Design Concepts III	4	
IARC 415	Professional Practice for Interior Designers	2	
IARC 420	Furniture and Millwork Design	3	
IARC 455	Internship	2	
IARC 490	Thesis Research	1	
IARC 495	Senior Thesis	3	
Interior Design Electives (select six credits)			**6**
IARC 325	Historic Preservation & Adaptive Reuse	4	
IARC 400	Interior Design Independent Study	1-4	
IARC 401	Special Topics in Interior Design	1-4	
IARC 450	Portfolio	2	
ART 200-499 (limited to 3 credits total)		3	
Art Minor (Required):			**22**
ART 101	Structure I	4	
ART 102	Structure II	4	
ART 221	Drawing I	3	
ART 231	Painting I	3	
ART 382	Hist/Theory of Art, Architecture, Design II	4	
ART 383	Hist/Theory of Art, Architecture, Design III	4	
	Total Required Credits		**134**

Pre-Architecture Concentration (Non-Degree)

Samford University offers a two-year pre-architecture concentration that allows the student, after two years of study, to transfer seamlessly into Judson University's School of Arts, Design, and Architecture (Elgin, Illinois). Or, the student may remain at Samford and obtain a bachelor of fine arts (B.F.A.) in interior design through the Department of Interior Architecture. To be admitted into this major, students must have a 2.50 GPA. A portfolio review is preferred, but not required, as part of the program admission process.

Pre-Architecture Concentration (Non-Degree) Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**16**
UCCA 101	Communication Arts I	4	
UCCA 102	Communication Arts II	4	
UCCP 101	Cultural Perspectives I	4	
UCCP 102	Cultural Perspectives II	4	
General Education Requirements			**8**
Natural and Computational Sciences (select one)			**4**
PHYS 101	General Physics I	4	
PHYS 102	General Physics II	4	
Mathematics			**4**
MATH 240	Calculus I	4	
Pre-Architecture Concentration (Non-Degree):			**44**
Interior Architecture Core			**22**
IARC 101	Architecture/Interior Design: Survey of the Profession	1	
IARC 201	Shop Craft	1	
IARC 221	Digital Communication I	3	
IARC 222	Digital Communication II	3	
IARC 224	Construction Docs/Building Systems I	4	
IARC 251	Design Fundamentals I	4	
IARC 252	Design Fundamentals II	4	
IARC 340	Concepts and Theories of Sustainability	2	
Art			**22**
ART 101	Structure I	4	
ART 102	Structure II	4	
ART 221	Drawing I	3	
ART 231	Painting I	3	
ART 382	Hist/Theory of Art, Architecture, Design II	4	
ART 383	Hist/Theory of Art, Architecture, Design III	4	
	Total Required Credits		**68**

Courses

INTERIOR ARCHITECTURE

IARC 101 Architecture/Interior Design: Survey of the Professions (1)
Introduction to the professions of architecture and interior design. Topics of discussion will include: development of the professions, educational requirements, professional practice, and current works. Discussions will be led by instructors and professional practitioners. Open to non-majors. Offered: Spring.

IARC 201 Shop Craft (1)
Introduction to the processes and skills required for model-building and furniture production. Emphasis is on the craft and technology used in these processes - familiarizing the student with the safe operation of this equipment for use in future class projects. For majors in pre-architecture, interior design, or theatre only. Recommended Co-req: IARC 251. Offered: Fall.

IARC 220 Presentation Techniques (3)
Studio course for interior design majors and pre-architecture concentration students that focuses on developing perspective sketches, rendering techniques, and graphic compositions for presentation purposes. Skills acquired in ART 221 (Drawing I) serve as a foundation for this course. Technical/studio format. Recommended Co-reqs: IARC 221 and IARC 251. Offered: Spring.

IARC 221 Digital Communication I (3)
Designing interior-architecture requires cultivating the ability to compose form simultaneously in both two and three-dimensional space. In this course we explore architectural language and graphical standards of two-dimensional graphic composition as a foundation for three-dimensional graphic compositions. Our goals are to 1) develop formal technical drawing skills that lead to understanding the relationship between 2-dimensional design and 3-dimensional design; 2) to cultivate the ability to encode and decode abstract representations in the field of design/architecture; and 3) to enhance the ability to visually and graphically communicate design intent. For majors in pre-architecture or interior design only. Technical/studio format. Recommended Co-reqs: IARC 220 and IARC 251. Offered: Fall.

IARC 222 Digital Communication II (3)
Review of contemporary methods of digital representation as both a communicative device and conceptual tool for interior-architecture. Projects will explore appropriate computer graphics (CG) techniques and three-dimensional modeling and compositing software in order to expand our ability to communicate architectonically. For majors in pre-architecture or interior design only. Technical/studio format. Prereq: IARC 221. Recommended Co-reqs: IARC 224 and IARC 252. Offered: Spring.

IARC 224 Construction Documents/Building System I (4)
Survey course in which interior design/pre-architectural majors gain an understanding of the basic technical components of building construction including the structural, mechanical, and electrical building systems and how these systems relate to interior architectural building code requirements. For interior design majors only. Prereq: IARC 221. Recommended Co-reqs: IARC 222 and IARC 252. Offered: Fall.

IARC 251 Design Fundamentals I (4)
A transitional interior architecture/design studio course that builds upon the fundamental principles and elements of design introduced in ART 101 and 102 (Structure I and II). This course explores three-dimensional design composition generated from two-dimensional expressions. Initially conceptual and abstract in nature, the process moves the student toward a rational design solution as it relates to space design and the habitable environment; exploring spatial composition and transformation, progression, perception and sequence, light, color, and materiality. For majors in pre-architecture or interior design only. Technical/studio format. Prereqs: ART 101, 102, 221, and 231. Offered: Fall. Recommended Co-reqs: IARC 220 and IARC 221.

IARC 252 Design Fundamentals II (4)
A studio course in which students will begin to link architectonic principles introduced in IARC 251 to coherent, meaningful, and useful design resolutions. Relationships between body, objects, culture, events, the environment, will be integrated into the study of the habitable realm of the built environment, synthesizing both aesthetic and pragmatic program requirements (user needs, human factors, context, building systems, codes, etc.). For majors in pre-architecture or interior design only. Technical/studio format. Prereq: IARC 251. Recommended Co-reqs: IARC 222 and IARC 224. Offered: Spring.

IARC 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. Technical/studio format. Prereqs: IARC 222 and 251. Offered: Fall.

IARC 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. Technical/studio format. Prereq: IARC 301. Offered: Spring.

IARC 312 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. Prereqs: ART 101 and 102; and IARC 222, 224, 252, and 301. Offered: Fall.

IARC 324 Construction Documents/Building System II (4)
Continuation of IARC 224. After cultivating an understanding of building systems and building code requirements, students develop construction documentation for a commercial interior project reflecting core objectives of IARC 224. The course applies experientially the knowledge and skill developed in IARC 221 by encoding construction processes. For interior design majors only. Technical/studio format. Prereq: IARC 224. Offered: Fall.

IARC 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 IARC 222, 224, and 301. Offered: Spring.

IARC 340 Concepts and Theories of Sustainability (2)
Exploration of sustainable design and the basics of the green building initiative. The course offers an introduction to USGBC, sustainable building principles, and the fundamentals of the LEED Rating System. Students will leave this course with a basic understanding of the intent, concepts, and terms for each LEED credit category, as well as green building best practices, regulations and incentives, sustainable products, synergies, and tradeoffs of LEED credits. For majors in pre-architecture or interior design only. Technical/studio format. Offered: Spring.

IARC 346 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.

IARC 380 History and Theory of Interiors and Furnishings (4)
Study of the development of architectural interiors and furnishings from pre-history to the present, grounding students in each cultural period of hallmarking a set of determinants that shaped the culture's aesthetics and design history. Offered: Fall and Spring.

IARC 400 Interior Design Independent Study (1-4)
Exploration of a particular design content area as selected by the student, with approval of the program coordinator, under guidance and supervision of an assigned staff member. Offered: See advisor.

IARC 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. Technical/studio format. Offered: See advisor.

IARC 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. Technical/studio format. Prereqs: IARC 301 and IARC 302. Offered: Fall.

IARC 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.

IARC 420 Furniture and Millwork Design (3)
Introduction to the design process as well as technical criteria to be considered in the design of furniture, merchandizing, 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. Technical/studio format. Prereqs: IARC 222 and IARC 324. Offered: Fall.

IARC 450 Portfolio (2)
Designed for upper-level interior design students who are preparing portfolios for job interviews, graduate school applications, design grants, or competitions. Technical/studio format. Prereqs: IARC 301, 302, and preferably 403. Offered: Spring.

IARC 455 Internship (2)
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. Grading is pass/fail only. Prereqs: IARC 301 and IARC 302. Offered: See advisor.

IARC 490 Thesis Research (1)
Prerequisite to the senior capstone course, IARC 495 (Senior Thesis), students select a relevant topic to the field of interior architecture, and through research and analysis develop a project scenario about which this topic can be further studied and explored. For interior design majors only. Prereq: IARC 302. Co-req: IARC 403. Offered: Fall.

IARC 495 Senior Thesis (3)
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. Technical/studio format. Prereqs: IARC 301, 302, 403, and 490. Offered: See advisor for approval.

Music Division

Faculty

Joseph Hopkins, Dean, Professor
Kathryn Fouse, Associate Dean of Music, Professor
Moya L. Nordlund, Chair, Academic Studies, Professor
W. Randall Richardson, Chair, Performance Studies, Professor
Demondrae Thurman, Director, Graduate Studies, Associate Professor
Donald C. Sanders, Research Professor
Sharon L. Lawhon, Professor
Ronald R. Shinn, Professor
Philip L. Copeland, Associate Professor
Grant B. Dalton, Associate Professor
Joel Davis, Assistant Professor
Brad Diamond, Assistant Professor
Jeffrey Z. Flaniken, Assistant Professor
Kristin Kenning, Assistant Professor
Mark Lackey, Assistant Professor
Eric L. Mathis, Assistant Professor
Brian B. Viliunas, Assistant Professor
Christina Villaverde-Camara, Assistant Professor
Ryan Beach, Lecturer
Kenneth D. Berg, Jr., Lecturer
Richard Cassarino, Lecturer
Allison Clough, Lecturer
William J. Dorroh, Lecturer, University Organist
Laura H. Doss, Lecturer
Angela M. Flaniken, Lecturer
Larry Hardin, Lecturer
Barbara Harrington, Lecturer
Judith S. Hicks, Lecturer
Stephen B. Knight, Lecturer, University Carillonneur
Kevin J. Kozak, Lecturer
Sarah Lanclos, Lecturer
Daniel E. Lawhon, Lecturer
Rachel E. Lim, Lecturer
Tariq M. Masri, Lecturer
Margaret E. McGinnis, Lecturer
Caroline Nordlund, Lecturer
Samuel Nordlund, Lecturer
Vicki L. Portis, Lecturer
Karlo Senasi, Lecturer
Barbara A. Shinn, Lecturer
Brandon Slocumb, Lecturer
Christopher Smith, Lecturer
James B. Sullivan, Lecturer
Jaroslaw P. Szurek, Lecturer, Assistant Librarian
Frederick T. Teardo, Lecturer
Leslie S. Teardo, Lecturer
Sallie White, Lecturer

Mission

The mission of the Division of Music at Samford University is to nurture persons by developing musical skills, knowledge, and understanding appropriate to their vocational objectives and personal needs, within the framework of curricular and extra-curricular activities provided at this institution, and to contribute to the fulfillment of the broader mission of the University.

General Information

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

The Division of Music of the School of the Arts is an accredited institutional member of the National Association of Schools of Music, and the teacher education program is accredited by the Alabama State Department of Education. In addition to the academic program, a wide variety of ensembles offer opportunities to both music and non-music majors for meaningful experiences in music making. University ensembles include A Cappella Choir, Marching Band, Symphonic Band, Wind Ensemble, Jazz Band, Samford Opera, Opera Workshop, University Chorale, Orchestra, Musical Theatre Ensemble, and numerous chamber ensembles.

Undergraduate Programs and Requirements

Majors

Composition
Music
Music (Education) with a Concentration in
- Instrumental Music
- Vocal/Choral Music

Music and Worship
Performance
- Instrumental Music
- Organ
- Piano
- Piano with Emphasis in Piano Pedagogy
- Voice

Minors

Music
Minor in the Arts*
Worship Leadership*

The Division of Music offers undergraduate programs that meet requirements for the bachelor of arts, the bachelor of science, the bachelor of music education, and the bachelor of music degrees. Degrees offered through the graduate program include the master of music and the master of music education. The music division also offers minors in music, the arts*, and worship leadership*.

*The minor in the arts is interdisciplinary, offered in cooperation with the Division of Visual Arts and the Department of Theatre and Dance. The worship leadership minor is also interdisciplinary, offered in cooperation with the Department of Religion.

Student Objectives

Bachelor of Arts in Music: This degree is designed for students desiring to major in music within the framework of a liberal arts degree. The degree is intended to serve the needs of undergraduate students who are interested in a broad program of general studies and who wish also to develop their musical skills and knowledge.

Bachelor of Music in Composition: This degree is designed for students pursuing a career in the field of music theory and/or composition. Most students in this field continue their study with graduate-level work in the discipline.

Bachelor of Music in Music and Worship: This degree is designed for students committed to vocational music and worship ministry. The program includes coursework in music, worship, ministry, and religion, and a supervised experience in a congregational setting.

Bachelor of Music in Performance: These degrees (instrumental music, organ, piano, and voice) are designed for students highly motivated toward excellence in performance. The student combines studies in basic musicianship and music history with concentrated emphasis in the major performance area.

Bachelor of Music in Performance: Piano with Emphasis in Piano Pedagogy: This degree is designed for piano majors who have a strong interest in teaching as well as performance.

Bachelor of Music Education in Music: This degree (with concentration options of instrumental music and vocal/choral music) is designed for students who wish to prepare for a career as a K-12 music educator and leads to the Alabama Class B teaching certificate. Practical experiences in teaching music are provided in the greater Birmingham area.

Bachelor of Science in Music: This degree is designed for students who would like to combine premedical studies with concentrated studies in music.

Admission Policies

Students desiring to major or minor in music must be admitted to the Division of Music in addition to gaining admission to the University. All prospective music majors and music minors must audition in their principal performance area(s) and take a music placement examination. A maximum of two (2) auditions is allowed in a single performance area. Non-keyboard majors must also complete a piano placement.

Appointments for auditions and placement examinations will be scheduled upon receipt of the School of the Arts application materials, which can be obtained by contacting the Arts Recruiter, School of the Arts, Samford University, Birmingham, AL, 35229. Students will be notified by mail of the results of the auditions and will be admitted for registration as music majors only if they have acceptance notices sent by the dean of the School of the Arts.

Transfer students desiring to major in music must audition in the principal performance area(s) and take a placement examination in music theory and piano to determine both acceptance and transfer of credit. Transfer of credit for other music courses is determined by either placement examinations or review of the student's previous work in an equivalent course.

Non-music majors desiring instruction in applied music may register for private or group instruction only with the permission of the associate dean.

Progression Policy for Bachelor of Music Education

Once admitted into the bachelor of music education program with a major in music, a 3.00 GPA requirement must be maintained in all areas: cumulative, major courses, and education courses. These GPA requirements also pertain to graduation and certification.

Certification/Proficiencies

Recital Attendance. All music majors and minors are required to attend student, guest artist, and faculty recitals. Weekly attendance at Music Seminar (MUSC 0999) is also required. Music majors must complete seven semesters of MUSC 0999. Music minors must complete four semesters of MUSC 0999. (See the *Division of Music Handbook* for details.)

Degree and Major	Minimum Recital Requirements
Bachelor of Arts in Music	1/2 hour degree recital
Bachelor of Music in Composition	1/2 hour composition recital 1/2 hour performance recital
Bachelor of Music in Music and Worship	1/2 hour degree recital
Bachelor of Music in Performance	1/2 hour degree recital 1 hour performance recital
Bachelor of Music in Piano Performance/ Pedagogy	1 hour performance recital
Bachelor of Music Education in Music	1/2 hour degree recital
Bachelor of Science in Music	1/2 hour degree recital

Performance. One of the most important aspects of a music major's educational experience is the area of performance. The requirements for number of credits in performance appear in the curricular tables for the various degrees in music. The minimum recital requirements are listed in the table above.

Piano Proficiency. All non-keyboard majors must pass a piano proficiency examination before graduating. Such students must enroll for piano study each long semester until the piano proficiency examination has been passed. All degree candidates must complete piano proficiency requirements before enrolling in a senior recital. Music education majors must complete all piano proficiency requirements before enrolling for student teaching.

Grade Restrictions. No grade below C- in music courses which are required for a degree with a major or a minor in music will count toward fulfillment of degree requirements. Any grade below C- in sequenced courses (such as Theory and Class Piano) requires that the class be successfully repeated in order for the student to advance to the next course in the series.

Upper Level Standing

Each music major will be evaluated for approval for upper level status at the end of two years of music study. Consult the manual for undergraduate studies for more details.

Ensemble Requirements by Major

Major	Performance Emphasis/ Concentration	Overall Ensemble Credits	Specific Ensemble Credits	Specific Ensemble Detail		
				Course	Title	Notes
Composition	Keyboard	8	2	MUSC 1740	Accompanying	Optional substitution for two semesters
Music (B.A. or B.S.)	Keyboard	8	2	MUSC 1740	Accompanying	Optional substitution for two semesters
Music (B.A. or B.S.)	All others	8				Any ensemble
Music and Worship	Instrumental	8	2	MUSC 1720/3720 MUSC 1721/3721	University Chorale A Cappella Choir	Must take at least two semesters of a choral ensemble from the four course options at left
Music and Worship	Keyboard	8	2	MUSC 1740	Accompanying	Must take twice
Music and Worship	Vocal	8				Any major vocal ensemble
Performance: Instrumental Music		10	2	MUSC 1732	Chamber Ensemble	Must take twice
Performance: Organ		8	2-4	MUSC 1740	Accompanying	Must take twice, but can take four times
Performance: Piano		8	2-4	MUSC 1740	Accompanying	Must take twice, but can take four times
Performance: Piano w/Pedagogy Emphasis		8	2-4	MUSC 1740	Accompanying	Must take twice, but can take four times
Performance: Voice		8	2	MUSC 1723/3723 MUSC 1724/3724	Samford Opera Opera Workshop	Must take two times, any combo of the four course options at left
			4	MUSC 1720/3720 MUSC 1721/3721	University Chorale A Cappella Choir	Must take four times, any combo of the four course options at left
Music: Instr Music Conc (B.M.E.)	Keyboard	7	2	MUSC 1740	Accompanying	Must take twice
Music: Instrumental Concentration (B.M.E.)	All others	7	see note			Any ensemble, especially those in areas the student plans to teach
Music: Vocal/Choral Concentration (B.M.E.)		7	2	MUSC 1722/3722 MUSC 1723/3723 MUSC 1724/3724	Music Theatre Ensemble Samford Opera Opera Workshop	Optional substitution for a major choral ensemble

Ensembles: MUSC 1720-1724, 1730-1733, 1739-1740, 3720-3724, 3730-3731, 3733, 3739.

Ensembles

Students with an undergraduate major in music must register for at least one major ensemble each semester in residence. At Samford University the following groups are defined as major ensembles: A Cappella Choir, Marching Band, Musical Theatre Ensemble, Samford Opera, Opera Workshop, Orchestra, Symphonic Band, University Chorale, and Wind Ensemble. See the table below.

The following guidelines apply to participation by music division majors:

1. Music education students should participate in ensembles in the area in which they plan to student-teach.
2. Vocal/choral music education majors may substitute two credits in Samford Opera, Opera Workshop, or Music Theatre Ensemble for two credits in a major choral ensemble. Music and worship majors with vocal emphasis may complete their required eight ensemble credits in any major vocal ensemble.
3. Vocal performance majors must take a minimum of two semesters of Samford Opera or Opera Workshop, and four semesters of a choral ensemble (either A Cappella Choir or University Chorale). The other two credits may be chosen from any of these ensembles.
4. Organ performance majors, piano performance majors, and music education and music and worship majors with keyboard emphasis must fulfill two of the eight credits of ensemble requirements by taking MUSC 1740 (Accompanying) for two semesters. Organ performance majors and piano performance majors may fulfill two additional credits of ensemble requirements by taking two additional credits of MUSC 1740.
5. Students with keyboard emphasis pursuing the B.M. degree with a major in composition, the B.A. degree with a major in music, or the B.S. degree with a major in music may fulfill two of the eight credits of ensemble requirements by taking MUSC 1740 (Accompanying) for two semesters.
6. Music and worship majors with instrumental performance emphasis must take at least two semesters of a choral ensemble (either A Cappella Choir or University Chorale).
7. Instrumental music performance majors must complete two credits in Chamber Ensembles.

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. General Education Requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult the University Core Curriculum and General Education Requirements section for a list of applicable courses.

Composition Major

Composition Major **Required Courses**	**Course Credits**	**Total Required Credits**
University Core Curriculum		**22**
General Education Requirements:		**16-20**
Mathematics or Natural Science (choose one)		**4**
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Four credits in Natural/Comp Science (see Gen Ed Reqs)	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities or Social Science (choose one area below and complete four credits)		**4**
Humanities	4	
Social Science	4	
World Languages (through 102 or higher)		**4-8***
Select from: French, German, Italian, or Spanish	4-8	
Physical Activity		**2**
Composition Major:		**91**
MUSC 1560 Introduction to Composition	2	
MUSA 2570 Composition I	2	
MUSA 2580 Composition II	2	
MUSA 3540 Composition III	2	
MUSA 3550 Composition IV	2	
MUSA 4560 Composition V	2	
MUSA 4570 Composition VI	2	
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2551 Keyboard Harmony I	1	
MUSC 2552 Keyboard Harmony II	1	
MUSC 2649 Piano Proficiency**	0	
MUSC 3220 Choral Conducting *or* MUSC 3230 Instrumental Conducting	2	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
MUSC 3520 Choral Arranging	2	
MUSC 3530 Orchestration	2	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
Music Literature (select one course) MUSC 4421 Survey of Vocal Literature *or* MUSC 4430 Survey of Symphonic Literature *or* MUSC 4440 Survey of Piano Literature *or* MUSC 4450 Survey of Organ Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4510 Counterpoint	3	
MUSC 4599 Senior Composition Recital	0	
MUSC 4698 Degree Recital	0	
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), and Fourth Year (2)	14	
Secondary**	4	
Major Ensembles (2 crds each yr; see EnsReqs for info)	8	
Music Elective(s)	3	
Total Required Credits		**129-133**

* **Language Requirement:** A placement exam alone cannot satisfy this requirement. At least one course must be completed at Samford.

** If the principal instrument is not piano, the student will register for class piano until proficiency requirements are successfully completed.

Music Major (Bachelor of Arts)

Music Major for a Bachelor of Arts Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**30**
Natural and Computational Sciences		**8**
IDSC 201 Scientific Methods	4	
Four add'l crds in Nat/Comp Science (see GenEd Reqs)	4	
Social Sciences		**4**
Mathematics		**4**
Languages (through 202 or higher)*		**4**
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Music Major (Bachelor of Arts):		**59**
Music		**57**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 3220 Choral Conducting *or* MUSC 3230 Instrumental Conducting	2	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 4698 Degree Recital	0	
Performance Area Principal**: First Year (4), Second Year (4), and Third Year (4)	12	
Secondary**	2	
Major Ensembles (see Ensemble Requirements by Major for more information)	8	
Supplementary Performance Requirements:		**2**
Vocal Concentration		
MUSC 1610 Diction for Singers I	1	
MUSC 1620 Diction for Singers II	1	
MUSC 2649 Piano Proficiency*	0	
Keyboard/Piano Concentration		
MUSC 2551 Keyboard Harmony I	1	
MUSC 2552 Keyboard Harmony II	1	
Keyboard/Organ Concentration		
MUSC 3151 Service Playing I	1	
MUSC 3152 Service Playing II	1	
Instrumental Concentration		
MUSC 2649 Piano Proficiency**	0	
MUSC 4430 Survey of Symphonic Literature	2	
General Electives		**17**
Total Required Credits		**128**

* **Language Requirement:** A placement exam alone cannot satisfy this requirement. At least one course must be completed at Samford.
Language Credits: Four (4) credits of language are required (202 or higher). However, many students will complete up to 16 language credits. These additional credits will be applied to the General Electives block.

** If the principal instrument is not piano, the student will register for class piano until proficiency requirements are successfully completed.

Music Major (Bachelor of Science)

Music Major for a Bachelor of Science Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**61**
Natural and Computational Sciences		**41**
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 302 Mammalian Physiology	4	
BIOL 333 Genetics	4	
CHEM 205/206 Foundations of Chemistry w/Lab	5	
CHEM 215/216 Fundamentals of Chemistry w/Lab	4	
CHEM 305/306 Fundamentals of Chemistry II w/Lab	4	
CHEM 350 Biochemistry	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences		**4**
Mathematics		**8**
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities		**4**
Physical Activity		**2**
Music Major (Bachelor of Science):		**59**
Music		**57**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 3220 Choral Conducting *or* MUSC 3230 Instrumental Conducting	2	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 4698 Degree Recital	0	
Performance Area Principal: First Year (4), Second Year (4), and Third Year (4)	12	
Secondary*	2	
Major Ensembles (see Ensemble Requirements by Major for more information)	8	
Supplementary Performance Requirements:		**2**
Vocal Concentration		
MUSC 1610 Diction for Singers I	1	
MUSC 1620 Diction for Singers II	1	
MUSC 2649 Piano Proficiency*	0	
Keyboard/Piano Concentration		
MUSC 2551 Keyboard Harmony I	1	
MUSC 2552 Keyboard Harmony II	1	
Keyboard/Organ Concentration		
MUSC 3151 Service Playing I	1	
MUSC 3152 Service Playing II	1	
Instrumental Concentration		
MUSC 2649 Piano Proficiency**	0	
MUSC 4430 Survey of Symphonic Literature	2	
Total Required Credits		**142**

* If the principal instrument is not piano, the student will register for class piano until proficiency requirements are successfully completed.

Music and Worship Major

Music and Worship Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**20**
Social Sciences		**4**
Mathematics or Natural Science (choose one)		**4**
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Four credits in Natural/Comp Science (see Gen Ed Reqs)	4	
Fine Arts (choose one)		**2**
ART 200 Art Appreciation	2	
THEA 200 Music Appreciation	2	
Humanities		**4**
Physical Activity		**2**
Other General Education		**4**
RELG 100-499	4	
Music and Worship Major:		**91**
General Music		**48**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 1610 Diction for Singers I	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 3220 Choral Conducting *or* MUSC 3230 Instrumental Conducting	2	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
MUSC 3520 Choral Arranging *or* MUSC 3531 Instrumental Arranging	2	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4698 Degree Recital	0	
Ensembles (two credits each year) (see Ensemble Requirements by Major for more info)	8	
Music and Worship		**20**
MUSC 2150 Introduction to Music and Worship	2	
MUSC 2180 Music & Worship with All Generations	2	
MUSC 3160 Worship Design	4	
MUSC 4160 Congregational Song	4	
MUSC 4180 Music and Worship Practicum (take twice for 2 credits each time)	4	
RELG 312 Christian Worship: History & Theology	4	
Performance Concentration (see table at right)		**23**
Total Required Credits		**133**

Music and Worship Major (cont'd) Required Courses	Course Credits	Total Required Credits
Performance Concentration (choose one):		**23**
Keyboard Concentration		
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), Fourth Year (2)	14	
MUSC 1910-1911 Class Guitar I & II	2	
MUSC 1920-1921 Class Voice I & II	2	
MUSC 2551-2552 Keyboard Harmony I & II	2	
MUSC 3151-3152 Service Playing I & II	2	
MUSC 3311 Vocal Techniques	1	
Vocal Concentration		
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), Fourth Year (2)	14	
MUSC 1620 Diction for Singers II	1	
MUSC 1910-1911 Class Guitar I & II	2	
MUSC 1941-1942, 2941-2942 Class Piano I, II, III, IV	4	
MUSC 2649 Piano Proficiency*	0	
MUSC 4620 Vocal Pedagogy	2	
Instrumental Concentration		
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), Fourth Year (2)	14	
MUSC 1910-1911 Class Guitar I & II	2	
MUSC 1920-1921 Class Voice I & II	2	
MUSC 1941-1942, 2941-2942 Class Piano I, II, III, IV	4	
MUSC 2649 Piano Proficiency*	0	
MUSC 3311 Vocal Techniques	1	

* Students capable of meeting piano proficiency requirements without the Class Piano sequence should take four additional credits of study in piano.

Performance: Instrumental Music Major

Performance: Instrumental Music Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**16-20**
Mathematics or Natural Science (choose one)		**4**
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Four credits in Natural/Comp Science (see GenEd Reqs)	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities or Social Science (choose one area below and complete four credits)		**4**
Humanities	4	
Social Science	4	
World Languages (through 102 or higher)		**4-8***
Select from: French, German, Italian, or Spanish	4-8	
Physical Activity		**2**
Performance-Instrumental Music Major:		**86-90**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2649 Piano Proficiency**	0	
MUSC 3230 Instrumental Conducting	2	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
Orchestration/Arranging (select one course) MUSC 3520 Choral Arranging *or* MUSC 3530 Orchestration *or* MUSC 3531 Instrumental Arranging	2	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 4430 Symphonic Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4630 Instrumental Pedagogy	1	
MUSC 4698 Degree Recital	0	
MUSC 4699 Performance Recital	0	
Performance Area Principal: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Secondary**	4	
Major Ensembles***	8***	
Chamber Ensembles (MUSC 1732)	2***	
Music Electives	6-10	
Total Required Credits		**128**

* **Language Requirement:** A placement exam alone cannot satisfy this requirement. At least one course must be completed at Samford.

** If the principal instrument is not piano, the student will register for class piano until proficiency requirements are completed.

*** A total of 10 ensemble credits are required. All required ensembles must be in the instrumental area. See Ensemble Requirements by Major for more information.

Performance: Organ Major

Performance: Organ Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**16-20**
Mathematics or Natural Science (choose one)		**4**
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Four credits in Natural/Comp Science (see Gen Ed Reqs)	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities or Social Science (choose one area below and complete four credits)		**4**
Humanities	4	
Social Science	4	
World Languages (through 102 or higher)		**4-8***
Select from: French, German, Italian, or Spanish	4-8	
Physical Activity		**2**
Performance-Organ Major:		**89-90**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2551 Keyboard Harmony I	1	
MUSC 2552 Keyboard Harmony II	1	
MUSC 3151 Service Playing I	1	
MUSC 3152 Service Playing II	1	
MUSC 3220 Choral Conducting *or* MUSC 3230 Instrumental Conducting	2	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
Orchestration/Arranging (select one course) MUSC 3520 Choral Arranging *or* MUSC 3530 Orchestration *or* MUSC 3531 Instrumental Arranging	2	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 4450 Survey of Organ Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4650 Organ Pedagogy	2	
MUSC 4698 Degree Recital	0	
MUSC 4699 Performance Recital	0	
Performance Area Principal: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Secondary**	4	
Ensembles***	8	
Music Electives	6-7	
Total Required Credits		**128-131**

* **Language Requirement:** A placement exam alone cannot satisfy this requirement. At least one course must be completed at Samford.

** Organ majors must enroll in MUSA X151 (Piano) until all technique requirements have been completed.

*** A total of 8 ensemble credits are required. See Ensemble Requirements by Major for more information.

Performance: Piano Major

Performance: Piano Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**16-20**
Mathematics or Natural Science (choose one)		**4**
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Four credits in Natural/Comp Science (see Gen Ed Reqs)	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities or Social Science (choose one area below and complete four credits)		**4**
Humanities	4	
Social Science	4	
World Languages (through 102 or higher)		**4-8***
Select from: French, German, Italian, or Spanish	4-8	
Physical Activity		**2**
Performance-Piano Major:		**87-90**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2551 Keyboard Harmony I	1	
MUSC 2552 Keyboard Harmony II	1	
MUSC 3220 Choral Conducting *or* MUSC 3230 Instrumental Conducting	2	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
Orchestration/Arranging (select one course) MUSC 3520 Choral Arranging *or* MUSC 3530 Orchestration *or* MUSC 3531 Instrumental Arranging	2	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 4440 Survey of Piano Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4640 Piano Pedagogy I	3	
MUSC 4698 Degree Recital	0	
MUSC 4699 Performance Recital	0	
Performance Area Principal: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Secondary	4	
Ensembles**	8	
Music Electives	5-8	
Total Required Credits		**128-129**

* **Language Requirement:** A placement exam alone cannot satisfy this requirement. At least one course must be completed at Samford.

** Two of the eight ensemble credits must be in MUSC 1740. See Ensemble Requirements by Major for more information.

Performance: Piano Major with Pedagogy Emphasis

Performance: Piano Major with Pedagogy Emphasis Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**16-20**
Mathematics or Natural Science (choose one)		**4**
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Four credits in Natural/Comp Science (see Gen Ed Reqs)	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities or Social Science (choose one area below and complete four credits)		**4**
Humanities	4	
Social Science	4	
World Languages (through 102 or higher)		**4-8***
Select from: French, German, Italian, or Spanish	4-8	
Physical Activity		**2**
Performance-Piano Major with Pedagogy Emphasis:		**90**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2551 Keyboard Harmony I	1	
MUSC 2552 Keyboard Harmony II	1	
MUSC 3220 Choral Conducting *or* MUSC 3230 Instrumental Conducting	2	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
Orchestration/Arranging (select one course) MUSC 3520 Choral Arranging *or* MUSC 3530 Orchestration *or* MUSC 3531 Instrumental Arranging	2	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 4440 Survey of Piano Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4640 Piano Pedagogy I	3	
MUSC 4641 Piano Pedagogy Practicum I	3	
MUSC 4643 Piano Pedagogy II	3	
MUSC 4644 Piano Pedagogy Practicum II	3	
MUSC 4698 Degree Recital	0	
MUSC 4699 Performance Recital	0	
Performance Area Principal: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Ensembles**	8	
Music Elective(s)	3	
Total Required Credits		**128-132**

* **Language Requirement:** A placement exam alone cannot satisfy this requirement. At least one course must be completed at Samford.

** Two of the eight ensemble credits must be in MUSC 1740. See Ensemble Requirements by Major for more information.

Performance: Voice Major

Performance: Voice Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**20-24**
Mathematics or Natural Science (choose one)		**4**
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Four credits in Natural/Comp Science (see Gen Ed Reqs)	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities or Social Science (choose one area below and complete four credits)		**4**
Humanities	4	
Social Science	4	
World Languages		**8-12***
Two courses in the same language to be selected from: French, German, or Italian	8	
Another language course to be chosen from: French, German, Italian, or Spanish	4	
Physical Activity		**2**
Performance-Voice Major:		**82-86**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 1610 Diction for Singers I	1	
MUSC 1620 Diction for Singers II	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 3220 Choral Conducting	2	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
Orchestration/Arranging (select one course) MUSC 3520 Choral Arranging *or* MUSC 3530 Orchestration *or* MUSC 3531 Instrumental Arranging	2	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 4421 Survey of Vocal Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4620 Vocal Pedagogy	2	
MUSC 4698 Degree Recital	0	
MUSC 4699 Performance Recital	0	
Performance Area Principal: First Year (4), Second Year (6), Third Year (6), and Fourth Year (6)	22	
Secondary**	4	
Ensembles***	8	
Music Electives	3-7	
Total Required Credits		**128**

* **Language Requirement:** A placement exam alone cannot satisfy this requirement. At least three courses must be completed at Samford.

** Proficiency examination required for minimum requirement. Otherwise, additional study will be necessary.

*** A total of eight ensemble credits are required. All required ensembles must be in the vocal area. At least 2 hours must be Samford Opera (MUSC 1723/3723) and/or Opera Workshop (MUSC 1724/3724). See Ensemble Requirements by Major for more information.

Music Major: Instrumental Music (Bachelor of Music Educ)

Music Major: Instrumental Music Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**17**
Natural and Computational Sciences		**8**
IDSC 201 Scientific Methods	4	
Four add'l crds in Nat/Comp Science (see Gen Ed Reqs)	4	
Social Sciences		**4**
Mathematics		**4**
MATH 110 Contemporary Mathematics	4	
Physical Activity		**1**
Music Major (Instrumental Music):		**102**
Education		**14**
EDUC 213 Adolescent Dev. within Ed Culture	2	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences in the Educ Culture	4	
EDUC 311 Development of the Young Child	2	
EDUC 323 Overview of Child Development	2	
Music		**88**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2649 Piano Proficiency*	0	
MUSC 3230 Instrumental Conducting	2	
MUSC 3310 Elementary Methods and Materials	3	
MUSC 3311 Vocal Techniques	1	
MUSC 3330 Material and Methods of Instrumental Music in the Secondary Grades	3	
MUSC 3390 Music Education Practicum	1	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
MUSC 3531 Instrumental Arranging	2	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 3931** Class Strings	1	
MUSC 3932** Class Woodwinds	1	
MUSC 3933** Class Brass	1	
MUSC 3934** Class Percussion	1	
MUSC 4380 Assessment-Music/Reading Across Curr	2	
MUSC 4399 Student Teaching	12	
MUSC 4698 Degree Recital	0	
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), and Fourth Year (2)	14	
Secondary*	4	
Major Ensembles (Seven semesters participation required): First Year (2), Second Year (2), Third Year (2), and Fourth Year (1)***	7***	
Total Required Credits		**141**

* If the principal instrument is not piano, the student will register for class piano until proficiency requirements are completed.

** May be waived for proficiency by faculty committee.

*** All required ensembles must be in the instrumental area. See Ensemble Requirements by Major for more information.

Music Major: Vocal/Choral Music (Bachelor of Music Educ)

Music Major: Vocal/Choral Music Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**17**
Natural and Computational Sciences		**8**
IDSC 201 Scientific Methods	4	
Four add'l crds in Nat/Comp Science (see Gen Ed Reqs)	4	
Social Sciences		**4**
Mathematics		**4**
MATH 110 Contemporary Mathematics	4	
Physical Activity		**1**
Music Major (Vocal/Choral Music):		**103**
Education		**14**
EDUC 213 Adolescent Dev. within Ed Culture	2	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences in the Educ Culture	4	
EDUC 311 Development of the Young Child	2	
EDUC 323 Overview of Child Development	2	
Music		**89**
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 1610 & 1620 Diction for Singers I & II *or* MUSC 2551 & 2552 Keyboard Harmony I & II	2	
MUSC 2400 Introduction to Music Literature	2	
MUSC 2412 Musicology I: Middle Ages/Renaissance	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III: Formal/Chromatic Expansion	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV: Analysis & Formal Structures	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2649 Piano Proficiency*	0	
MUSC 3220 Choral Conducting	2	
MUSC 3310 Elementary Methods and Materials	3	
MUSC 3320 Materials and Methods of Choral Music in Secondary Grades	3	
MUSC 3331 Instrumental Techniques I	1	
MUSC 3332 Instrumental Techniques II	1	
MUSC 3390 Music Education Practicum	1	
MUSC 3423 Musicology II: Baroque & Classic Eras	3	
MUSC 3433 Musicology III: 19th Century/the Present	3	
MUSC 3520 Choral Arranging	2	
MUSC 3560 Theory V: Post-Tonality to the Present	3	
MUSC 4380 Assessment-Music/Reading Across Curr	2	
MUSC 4399 Student Teaching	12	
MUSC 4620 Vocal Pedagogy	2	
MUSC 4698 Degree Recital	0	
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), and Fourth Year (2)	14	
Secondary*	4	
Major Ensembles (Seven semesters participation required): First Year (2), Second Year (2), Third Year (2), and Fourth Year (1)**	7	
Total Required Credits		**142**

* If the principal instrument is not piano, the student will register for class piano until proficiency requirements are completed.

** See Ensemble Requirements by Major for more information.

Minor in the Arts

The arts minor is focused on broad experience in music, theatre/dance, and art. The minor includes experience in contextual/historical, performance, foundational, and elective courses across the various areas of the School of the Arts.

Minor in the Arts Required Courses	Course Credits	Total Required Credits
Arts Core		**12**
(12 credits required in the Arts Core, including the minimum number stated within each subgroup below.)		
History/Literature Course (complete at least 2 credits)		
ART 381 Art History I *or* ART 382 Art History II *or* ART 383 Art History III	4	
MUSC 2400 Introduction to Music Literature	2	
THEA 330 Theatre History & Literature I	3	
THEA 332 Theatre History & Literature II	3	
Foundations Courses (complete at least 4 credits)		
ART 101 Structure I	4	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
THEA 242 Fundamentals of Design	3	
THEA 341 Set Design	3	
THEA 343 Lighting Design	3	
THEA 344 Makeup Design	3	
THEA 345 Costume Design	3	
Performance Course (complete at least 2 credits)		
ART 221 Drawing I	3	
ART 231 Painting I	3	
ART 240 Ceramics	3	
DANC 101 Ballet I	1	
DANC 102 Ballet II	1	
THEA 212 Acting I	3	
Applied Music Lessons (juried)*	2-6	
Arts Electives		**12**
Art Electives	4	
Music Electives	4	
Theatre/Dance Electives	4	
Total Required Credits		**24**

* Permission of the associate dean of music is required before enrolling in applied music lessons; an audition is required.

Note: At least six (6) hours required in the minor must be upper-level credits. School of the Arts majors may only include four (4) hours from their major discipline; these credits will be counted as elective credits within the minor.

Music Minor

Students desiring to minor in music must audition in their principal performing area and take a placement examination in music theory. Appointments for these will be scheduled upon receipt of the School of the Arts application materials, which can be obtained by contacting the Arts Recruiter at arts@samford.edu.

Students must register for two credits for each semester of study in the principal performance area and must take a jury examination at the end of each semester. The ensemble credits must be in major ensembles.

Music Minor Required Courses	Course Credits	Total Required Credits
Music Core		**22**
MUSC 0999 Music Seminar/Recital Attend (4 times)	0	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 2400 Introduction to Music Literature*	2	
Principal Performance Area**	8	
Ensembles	4	
Music Electives		**2**
Total Required Credits		**24**

* While MUSC 2400 fulfills the general education requirement of MUSC 200 for music minors, MUSC 200 does not fulfill the requirement of MUSC 2400.

** Music minors whose principal performance area is voice must take MUSC 1610 and MUSC 1620 (Diction for Singers I and II).

Worship Leadership Minor

The minor in worship leadership is for students who seek to serve the church by becoming better worship leaders, pastoral musicians, and worshipers. By nature, Christian worship is an interdisciplinary activity that incorporates multiple disciplines. The minor in worship leadership engages theology, history, sociology, and the arts to prepare students for bi-vocational ministry in the local church and in parachurch organizations.

Worship Leadership Minor Required Courses	Course Credits	Total Required Credits
Worship Leadership Core		**16**
MUSC 2160 Introduction to Worship Leadership	4	
MUSC 4160/RELG 416 Congregational Song	4	
RELG 210 Foundations of Congregational Studies	4	
RELG 312 Christian Worship: History & Theology	4	
Foundational Music Skills		**8**
MUSC 1510 Theory I: The Syntax of Music*	3	
MUSC 1511 Theory Lab I*	1	
Ensembles (complete 2 credits in one of the following**): MUSC 1720 University Chorale (take twice) *or* MUSC 1721 A Cappella Choir (take twice)	2	
Class Instruction/Applied Area (complete 2 credits in one of the following***): MUSC 1910-1911 Class Guitar I & II *or* MUSC 1920 Class Voice I *or* MUSC 1941-1942, 2941-2942 Class Piano I, II, III, IV	2	
Worship Leadership Capstone		**2**
MUSC 4175/RELG 475 Ministry of Worship Leadership	2	
Total Required Credits		**26**

* Students not prepared for these courses must complete MUSC 1500 (Music Fundamentals) as a prerequisite.

** Another ensemble may be selected with advisor's permission.

*** Another applied area may be selected with advisor's permission.

Undergraduate Courses

COMPOSITION

MUSA 2570 Composition I (2)
Study of the fundamentals of modal composition using the traditional modal scales; also covers contemporary approaches to rhythm and meter. Offered: Fall.

MUSA 2580 Composition II (2)
Introduction to chord structures in 20th-century music: superimposed thirds, added note chords, tertian polychords, nontertian sonorities, and mirror chords. Offered: Spring.

MUSA 3540 Composition III (2)
Study of advanced 20th-century compositional techniques, including thematic metamorphosis, imitative procedures, and atonality. Prereq: MUSA 2580. Offered: Fall.

MUSA 3550 Composition IV (2)
Study of advanced 20th-century compositional techniques, including composition with serialized pitch, indeterminate procedures, aleatory music, sound mass, and proportional notation. Offered: Spring.

MUSA 4560 Composition V (2)
Advanced compositional approaches to multimovement structures and large ensemble writings. Offered: Fall.

MUSA 4570 Composition VI (2)
Preparation of the composition portfolio, final editing of scores and parts, culminating in the Senior Composition Recital. Offered: Spring.

MUSC 1560 Introduction to Composition (2)
Exploration of basic methods of music composition and study of fundamental compositional devices through a series of listening assignments and composition projects in both traditional and contemporary styles. Students will also learn and develop artistic sensitivity through non-musical elements including silence, emotion, text, and image. Offered: Spring.

MUSC 4599 Senior Composition Recital (0)
Certification of satisfactory completion of senior composition recital for composition majors. Registration for this requirement should be done the same semester the recital will be given.

CONDUCTING

MUSC 1200 Basic Conducting (2)
Study of the rudimentary mechanical and expressive aspects of conducting gesture, with emphasis upon development of students' individual skills. Prereq: Music major. Offered: Fall.

MUSC 3220 Choral Conducting (2)
Builds upon concepts covered in MUSC 1200, with particular emphasis upon conducting choral groups. Prereqs: MUSC 1200 and MUSC 2649. Offered: Spring.

MUSC 3230 Instrumental Conducting (2)
Builds upon concepts covered in MUSC 1200, with particular emphasis upon conducting instrumental groups. Prereqs: MUSC 1200 and MUSC 2649. Offered: Fall.

MUSIC AND WORSHIP

MUSC 2150 Introduction to Music and Worship (2)
Introduction to music and worship ministry for students pursuing vocational ministry. Through exploration of ministry identity and practice, students are introduced to aspects of music ministry such as the theology and practice of ministry, the call to ministry, the philosophy and history of church music, and pastoral musicianship in the church. Offered: Spring.

MUSC 2160 Introduction to Worship Leadership (4)
Introduction to basic principles and skills for worship planning and leadership. Attention is given to worship leadership practices that contribute to the spiritual formation of a worshipping community. Offered: Fall.

MUSC 2180 Music and Worship with All Generations (2)
Survey of music education in the church with attention given to stages of musical development and faith formation. Emphasis will be placed on the preparation, implementation, and ministerial framework necessary to lead children, teenagers, and adults in music and worship. Offered: Fall.

MUSC 3151 and 3152 Service Playing I and II (1 each course)
Study of organ structure, registration, and repertoire; hymn playing; ornamentation; anthem accompaniment; conducting from the console. This course is required of all church music keyboard majors. Offered: Fall (3151); Spring (3152).

MUSC 3160 Worship Design (4)
Study of musical, theological, pastoral, philosophical, and technological principles that inform public Christian worship. Application of principles through guided experience in worship planning and leadership. Offered: Spring.

MUSC 4160 Congregational Song (4)
Survey of the history and practice of congregational song, with primary focus on texts and secondary attention to functional use of music. Application of this literature in the design and leadership of worship. Co-listed with RELG 416. Offered: Spring, on rotation.

MUSC 4175 Ministry of Worship Leadership (2)
Synthesis of principles and skills for worship planning and leadership. Students will cultivate pastoral sensitivity by engaging and addressing a specific topic in their planning and leadership. Prereqs: MUSC 1510, 1511, 2160. Co-reqs or prereqs: MUSC 4160, RELG 312. Co-listed with RELG 475. Offered: Spring, on rotation.

MUSC 4180 Music and Worship Practicum (2)
Supervised internship with a mentor in an established music and worship ministry. Prior to registering for this course, student must initiate placement with a local congregation by submitting a cover letter and resume to the professor of record. May be repeated for a maximum of 4 credits. Offered: Fall and Spring.

MUSC 4190 Music and Worship (2)
Study of the development of liturgical and free church forms of Christian worship, correlated with sacred music. Includes field trips for observation. Offered: Fall, on rotation.

MUSIC EDUCATION

MUSC 3300 School Music (2)
Study of basic concepts in teaching music, designed for education majors who are not music majors. (MUSC 200 and MUSC 3300 meet the four-hour certification requirement for teachers.) Offered: Fall and Spring.

MUSC 3310 Materials and Methods of Teaching Music in the Elementary Grades (3)
Introduction to Orff, Kodaly, and other teaching methodologies appropriate for teaching music in the elementary grades. Course content includes observation in actual classroom settings. Offered: Fall.

MUSC 3311 Vocal Techniques (1)
Overview of the structure, function, and care of the human voice as it is used in singing. Offered: Fall.

MUSC 3320 Materials and Methods of Choral Music in the Secondary Grades (3)
Survey of methodologies, materials, and processes used in teaching choral music in the secondary grades. Emphasis is placed upon vocal development and choral techniques. Offered: Spring.

MUSC 3330 Materials and Methods of Teaching Instrumental Music in the Secondary Grades (3)
Survey of methodologies, materials, and processes used in teaching instrumental music in the secondary grades. Emphasis is placed upon instrumental techniques and the development of instrumental programs. Offered: Fall.

MUSC 3331 Instrumental Techniques I (1)
Overview of techniques used to perform and teach the playing of woodwind and percussion instruments at the elementary, middle school, and high school levels, with emphasis on beginning-level pedagogy. Offered: Fall.

MUSC 3332 Instrumental Techniques II (1)
Overview of techniques used to perform and teach the playing of brass and string instruments at the elementary, middle school, and high school levels, with emphasis on beginning-level pedagogy. Offered: Spring.

MUSC 3390 Music Education Practicum (1)
Observation and assistance in school settings, for the purpose of broadening students' understanding of the classroom environment. Designed for music education majors, students in this practicum spend three weeks in an elementary or secondary music classroom, observing and helping a teacher. Students observe the learning environment, teaching strategies, students' interactions, classroom management techniques, and ways in which instruction is differentiated for diverse learners, especially for children with special needs. Offered: Jan Term.

MUSC 4380 Assessment of Music and Reading Across the Curriculum (2)
Study of the purpose and process of evaluation in music education. Trains pre-service music teachers to quantify and interpret assessment results to make informed judgments in the reflective teaching process. Offered: Spring, on rotation.

MUSC 4391-4396 Special Studies in Music Education (1-6, respectively)
Directed, independent studies in music education.

MUSC 4399 Student Teaching Grades P-12 (12)
Supervised-teaching experiences. Offered: Fall and Spring.

MUSIC HISTORY AND LITERATURE

MUSC 200 Music Appreciation (2)
Introduction to historical and stylistic developments in music for non-music majors. Emphasis is placed upon listening, through recordings and live concerts.

MUSC 2400 Introduction to Music Literature (2)
A foundational course that prepares students for the comprehensive historical survey in Music History I, II, and III. Standardization of musical vocabulary, writing about music topics, and critical listening skills are emphasized. Although the focus is the Western cultivated tradition, non-Western and vernacular music is also included. Offered: Fall. (Formerly MUSC 3400)

MUSC 2412 Musicology I: Music of the Middle Ages and the Renaissance (2)
A survey that extends from the early Christian era until the end of the 16th century, examining music and its relationship to political and religious history and to the other arts. Compositions are analyzed, both visually and aurally, to develop an understanding of the evolution of musical styles. Prereq: MUSC 2400. Offered: Spring.

MUSC 3401 Music History I (4)
Survey of music from the early Christian era until the mid-18th century that examines the role of music in relation to political, religious, and other artistic developments. Compositions themselves are analyzed, both visually and aurally, to provide an understanding of the evolution of musical style. Prereq: MUSC 2400. Offered: Fall.

MUSC 3402 Music History II (4)
Survey of music from the second half of the 18th century until the present that examines the role of music in relation to political, religious, and other artistic developments. Emphasis is upon the Western cultivated tradition, but some general aspects of non-Western cultures and of vernacular genres (especially jazz) are considered. Prereq: MUSC 2400. Offered: Spring.

MUSC 3404 World Music (2)
Survey of music outside the European-American classical tradition, with special attention to how culture shapes music and how music shapes culture. Offered: On rotation.

MUSC 3423 Musicology II: Music of the Baroque and Classic Eras (3)
A survey of the music of the 17th, 18th, and early 19th centuries. Baroque and Classic musical styles are examined in the context of political and religious history and of the other arts. Prereqs: MUSC 2412 and junior-level or higher standing in the Division of Music. Offered: Fall.

MUSC 3433 Musicology III: Music of the 19th Century to the Present (3)
A survey of the music from the early 19th century to the present that examines the role of music in relation to political, social, and religious history, and to the other arts. Emphasis is on the western cultivated tradition, but certain aspects of non-western and vernacular music are considered. Prereqs: MUSC 3423 and junior-level or higher standing in the Division of Music. Offered: Spring.

MUSC 4421 Survey of Vocal Literature (2)
Study of major contributors to solo vocal literature and their compositions. Offered: Spring, on rotation.

MUSC 4422 Survey of Choral Literature (2)
Study of choral forms and literature from c. 1450 to the present. Offered: Spring, on rotation.

MUSC 4430 Survey of Symphonic Literature (2)
Study of major developments in symphonic literature, with emphasis upon major contributors and their compositions. Offered: Fall, on rotation.

MUSC 4440 Survey of Piano Literature (2)
Study of major contributors to piano literature and their compositions. Offered: Spring, on rotation.

MUSC 4450 Survey of Organ Literature (2)
Study of major contributors to organ literature and their compositions. Offered: Spring, on rotation.

MUSC 4491-4496 Special Studies in Music History (1-6, respectively)
Directed, independent studies in music history.

MUSC 4499 Senior Seminar in Music (2)
Integrative study of connections between historical and theoretical aspects of music at an advanced level. Offered: Spring.

MUSIC THEORY

MUSC 1500 Music Fundamentals (3)
Required of entering freshmen with a deficiency in music fundamentals. This course includes, but isn't limited to, the study of major and minor scales, key signatures, intervals, triads, basic rhythms, and meters, in the context of theory, sight singing, aural skills, and keyboard skills. Students must pass this course with a grade of C- or better to advance to Theory I (MUSC 1510), Theory Lab I (MUSC 1511), and Class Piano I (MUSC 1941). Prereq: Musicianship Assessment administered by the Division of Music. Offered: Fall.

MUSC 1510 Theory I: The Syntax of Music (3)
Study of scale construction, intervals, notation practices, major and minor key signatures, and rhythm and meter. This course concludes with introduction to diatonic part-writing. Students must pass this course with a grade of C- or better to advance to Theory II (MUSC 1520). Prereq: Musicianship Assessment.

MUSC 1511 Theory Lab I (1)
Development of basic sight-singing and ear-training skills. Students must pass this course with a grade of C- or better to advance to Theory Lab II (MUSC 1521). Prereq: Musicianship Assessment.

MUSC 1520 Theory II: Diatonic Harmonic Idioms (3)
Focuses on the fundamentals of diatonic part-writing and voice leading, culminating with the introduction of secondary dominants. Students must pass this course with a grade of C- or better to advance to Theory III (MUSC 2530). Prereq: MUSC 1510.

MUSC 1521 Theory Lab II (1)
Continuing development of basic sight-singing and ear-training skills. Students must pass this course with a grade of C- or better to advance to Theory Lab III (MUSC 2531). Prereq: MUSC 1511.

MUSC 2500 Introduction to Music Technology (2)
Introduction to basic aspects of the use of computers in music. This course includes a brief history of computer music, introductory hands-on experience with computer notation, electronic sound production, and sequencing. Offered: Fall and Spring.

MUSC 2530 Theory III: Formal and Chromatic Expansion (3)
Study of chromatic harmony and binary/ternary part forms to include: secondary functions, modulation and tonicization, borrowed chords, the Neapolitan chord, and augmented sixth chords. Students must pass this course with a grade of C- or better to advance to Theory IV (MUSC 2540). Prereqs: MUSC 1510 and MUSC 1520.

MUSC 2531 Theory Lab III (1)
Development of advanced sight-singing and ear-training skills. Students must pass this course with a grade of C- or better to advance to Theory Lab IV (MUSC 2541). Prereqs: MUSC 1511 and MUSC 1521.

MUSC 2540 Theory IV: Analysis and Formal Structures (3)
Study of the development of chromatic harmonies, contrapuntal practices, and large formal structures of the 18th and 19th centuries with analysis of representative examples from music literature. Students must pass this course with a grade of C- or better to advance to Theory V (MUSC 3560). Prereqs: MUSC 1510, 1520, and 2530. Offered: Fall and Spring.

MUSC 2541 Theory Lab IV (1)
Continuing development of advanced sight-singing and ear-training skills. Prereqs: MUSC 1511, 1521, and 2531.

MUSC 2550 Elementary Keyboard Harmony (1)
Specifically designed for the non-keyboard major, this course focuses on the realization of lead sheets and chord charts with a variety of accompaniment styles. Attention is given to recognizing and reproducing various musical styles. Prereqs: MUSC 1941 and MUSC 1942. Offered: Spring.

MUSC 2551 Keyboard Harmony I (1)
Study of basic functional skills at the keyboard including harmonization with various accompaniment styles and melodic transpositions with chordal accompaniments. This course will allow each student to move at his/her own pace. No previous experience in these areas is required. Offered: Fall.

MUSC 2552 Keyboard Harmony II (1)
Study of advanced functional skills at the keyboard. Emphasis is on keyboard improvisation and elaboration of written keyboard arrangements. Prereq: MUSC 2551. Offered: Spring.

MUSC 3510 Form and Analysis (3)
Study of the common microstructural phenomena in music. Emphasis is given to the growth process culminating in the macrostructure exhibited in compound forms and the common single movement forms: the binary and ternary principle, imitative procedures, variation procedures, sonata-allegro form, and the rondo principle. Prereqs: MUSC 2540 and MUSC 2541. Offered: Fall and Spring.

MUSC 3520 Choral Arranging (2)
Introduction to basic principles of arranging for choral ensembles, both unaccompanied and with instrumental accompaniment. Students develop choral arranging skills through practical exercises exploring a variety of voicings and accompaniments. Prereqs: MUSC 2540 and MUSC 2541. Offered: Fall. (Formerly MUSC 4520)

MUSC 3530 Orchestration (2)
Study of advanced concepts of instrumentation and orchestration: history and development of the symphonic orchestra, technical capabilities of orchestral instruments, practical exercises in idiomatic writing for strings, woodwinds, brass, percussion, and scoring for full orchestra. Prereqs: MUSC 2540 and MUSC 2541. Offered: Fall.

MUSC 3531 Instrumental Arranging (2)
Practical experience in the craft of arranging for instruments. Prereqs: MUSC 2540 and MUSC 2541. Offered: Spring. (Formerly MUSC 4530)

MUSC 3560 Theory V: Post-Tonality to the Present (3)
Analytical survey of post-tonal styles, structures, materials, and techniques with an emphasis upon representative works from the late 19th, 20th, and 21st centuries. Prereq: MUSC 2540. Offered: Fall and Spring.

MUSC 4510 Counterpoint (3)
Study of contrapuntal technique in 18th century style, including practical exercises in species counterpoint in two parts, canon, invertible counterpoint, two-part invention. Prereqs: MUSC 2540 and MUSC 2541. Offered: Fall.

PERFORMANCE-RELATED COURSES

MUSC 0999 Music Seminar/Recital Attendance (0)
Seven semesters required for all music division majors; four required for the music minor.

MUSC 1610 Diction for Singers I (1)
Introduction to the International Phonetic Alphabet (IPA) and its application to Latin, Italian, and English diction for singers. Offered: Fall.

MUSC 1620 Diction for Singers II (1)
Introduction to the International Phonetic Alphabet (IPA) and its application to German, French, and Spanish diction for singers. Offered: Spring.

MUSC 2649 Piano Proficiency (0)
Certification of completion of piano proficiency requirements for non-keyboard music majors. Such students must enroll for piano study each semester until the piano proficiency examination has been passed. Registration for this requirement should be done in the same semester as registration for MUSC 2942 or in the semester immediately after the examination has been completed.

MUSC 4620 Vocal Pedagogy (2)
Overview of the physiology and acoustics of singing and the application of this information to the teaching of singers. Offered: Fall.

MUSC 4630 Instrumental Pedagogy (1)
Study of pedagogical techniques for instrumental performance majors in the student's major instrument. This course is taught in directed study format.

MUSC 4640 Piano Pedagogy I (3)
Examination of the various aspects involved in teaching piano in individual lessons, from elementary to advanced levels of study. Offered: On rotation.

MUSC 4641 Piano Pedagogy Practicum I (3)
Observation and assistance with qualified piano instructors in studio settings. This course is designed for students majoring in piano performance with an emphasis in piano pedagogy in order to broaden their experience in individual piano instruction. Offered: On rotation.

MUSC 4643 Piano Pedagogy II (3)
Examination of the various aspects involved in teaching piano in a class setting—from teaching groups within an independent studio experience to the teaching of class piano courses at the college level. Offered: On rotation.

MUSC 4644 Piano Pedagogy Practicum II (3)
Observation and assistance with qualified instructors in class piano settings. This course is designed for students majoring in piano performance with an emphasis in piano pedagogy in order to broaden their experience in group piano instruction. Offered: On rotation.

MUSC 4650 Organ Pedagogy (2)
Introduction to pedagogical techniques that enable students to teach organ to persons who already have basic keyboard skills. Offered: Fall, on rotation.

MUSC 4698 Degree Recital (0)
Certification of completion of degree recital for all music majors. Registration for this requirement should be done the same semester the recital will be given. Grading is pass/fail. Prereqs: MUSC 2649 and applied instruction (MUSA) courses at the 2200/2300-level. Co-req: Applied instruction at the 3000/4000-level. Offered: Every semester.

MUSC 4699 Performance Recital (0)
Certification of completion of performance recital for all music performance majors. Grading is pass/fail. Registration for this requirement should be done the same semester the recital will be given. Prereq: MUSC 2649. Co-req: Applied instruction.

ENSEMBLES

The following courses are designated for freshman and sophomore music majors and all non-music majors:

MUSC 1720 University Chorale (0-1)
MUSC 1721 A Cappella Choir (0-1)
MUSC 1722 Music Theatre Ensemble (0-1)

MUSC 1723 Samford Opera (0-1)
Performance of operas and operettas. Audition only, open to any major. May be repeated for credit. Offered: Fall or Spring.

MUSC 1724 Opera Workshop (0-1)
Study of stagecraft related to opera and other forms of music theatre, including basic acting and movement. Students will workshop and perform short selections from operas, plays, and musicals. Open to all music majors and musical theatre majors. Non-majors need to request an interview with the instructor. May be repeated for a maximum of 4 credits. Offered: Fall and Spring.

MUSC 1730 Wind Ensemble (0-1)
Performance of appropriate wind ensemble works from all areas. Auditions are held at the beginning of each semester. May be repeated for credit. For advanced students. Offered: Fall and Spring.

MUSC 1731 Orchestra (0-1)

MUSC 1732 Chamber Ensemble (0-1)
Chamber ensemble groupings of varying combinations including, but not limited to, Jazz Ensemble, Bells of Buchanan, Percussion Ensemble, etc. Grading is pass/fail.

MUSC 1733 Symphonic Band (0-1)
Performance of literature from all eras, including contemporary works for this medium. Auditions are held at the beginning of each semester. May be repeated for credit. Offered: Spring.

MUSC 1739 Marching Band (0-1)
Note: One semester of Marching Band may be credited for one general education physical activity course.

MUSC 1740 Accompanying (0-1)

The following courses are designated for junior and senior music majors only:

MUSC 3720 University Chorale (0-1)
MUSC 3721 A Cappella Choir (0-1)
MUSC 3722 Music Theatre Ensemble (0-1)

MUSC 3723 Samford Opera (0-1)
Performance of operas and operettas. Audition only, open to any major. May be repeated for credit. Offered: Fall or Spring.

MUSC 3724 Opera Workshop (0-1)
Study of stagecraft related to opera and other forms of music theatre, including basic acting and movement. Students will workshop and perform short selections from operas, plays, and musicals. Open to all music majors and musical theatre majors. Non-majors need to request an interview with the instructor. May be repeated for a maximum of 4 credits. Offered: Fall and Spring.

MUSC 3730 Wind Ensemble (0-1)
Performance of appropriate wind ensemble works from all areas. Auditions are held at the beginning of each semester. May be repeated for credit. For advanced students. Offered: Fall and Spring.

MUSC 3731 Orchestra (0-1)

MUSC 3733 Symphonic Band (0-1)
Performance of literature from all eras, including contemporary works for this medium. Auditions are held at the beginning of each semester. May be repeated for credit. Offered: Spring.

MUSC 3739 Marching Band (0-1)
Note: One semester of Marching Band may be credited for one general education physical activity course.

PERFORMANCE INSTRUCTION

Credit for performance study is consistent with the National Association of Schools of Music minimum standard of three hours of practice per week for each credit. For undergraduate performance study, the first number of the course indicates classification level (1000-Freshman, 2000-Sophomore, 3000-Junior, 4000-Senior) while the second number indicates the amount of course credits: [i.e., MUSA 1151 Piano (1); MUSA 2251 Piano (2); 3251 Piano (2); 4351 Piano (3)].

MUSA 1111 Violin
MUSA 1113 Viola
MUSA 1115 Cello
MUSA 1117 String Bass
MUSA 1119 Harp
MUSA 1120 Percussion
MUSA 1121 Trumpet
MUSA 1123 Trombone
MUSA 1125 French Horn
MUSA 1127 Tuba
MUSA 1129 Euphonium
MUSA 1131 Saxophone
MUSA 1133 Flute
MUSA 1135 Oboe
MUSA 1137 Bassoon
MUSA 1139 Clarinet
MUSA 1148 Harpsichord
MUSA 1151 Piano
MUSA 1153 Organ
MUSA 1157 Voice
MUSA 1179 Classical Guitar

CLASS INSTRUCTION

All class instruction courses earn 1 credit.

MUSC 1910 Class Guitar I (1)
Introductory course in fundamentals of guitar playing to enable leading and accompanying group singing. Offered: Fall, on rotation.

MUSC 1911 Class Guitar II (1)
Advanced course for fundamentals of guitar playing so students can lead and accompany group singing. Prereq: MUSC 1910. Offered: Spring, on rotation.

MUSC 1920 Class Voice I (1)
First course for fundamentals of singing, including vocal technique and solo vocal performance. Offered: Fall.

MUSC 1921 Class Voice II (1)
Second course for fundamentals of singing, including vocal technique and solo vocal performance. Prereq: MUSC 1920. Offered: Spring.

MUSC 1941 Class Piano I
Students must pass this course with a grade of C- or better to advance to Class Piano II (MUSC 1942). Prereq/Co-req: MUSC 1510.

MUSC 1942 Class Piano II
Students must pass this course with a grade of C- or better to advance to Class Piano III (MUSC 2941).

MUSC 2941 Class Piano III
Students must pass this course with a grade of C- or better to advance to Class Piano IV (MUSC 2942).

MUSC 2942 Class Piano IV
MUSC 3931 Class Strings
MUSC 3932 Class Woodwinds
MUSC 3933 Class Brass
MUSC 3934 Class Percussion

Graduate Programs and Requirements

Degrees/Majors

Master of Music (M.M.)
- Church Music
- Piano Performance/Pedagogy
- Vocal Performance

Master of Music Education (M.M.E.)
- Music (Pattern 1: Traditional)
- Music (Pattern 2: Fifth Year Non-Traditional)
- Music (National Board Cohort)

Joint-Degree

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

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

Samford University is seeking accreditation of a new master of music in vocal performance program from the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190-5248; phone: 703-437-0700; info@arts-accredit.org. Candidates will not be admitted to this program until approval has been granted.

Master of Music in Church Music: The master of music in church music (M.M.) is designed to prepare persons for ministry through music in a church setting. The degree program includes studies in performance and research, in addition to academic and professional coursework in church music and supervised experience in ministry. The degree concludes with a recital and an oral comprehensive examination.

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

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

Master of Music Education: The master of music education in music (M.M.E.) is designed to prepare students for increasing responsibilities in the field of music teaching. Completion of this degree qualifies the individual for an Alabama Class A teaching certificate. Two distinct programs are offered. The traditional program (Pattern 1) is for persons who hold an Alabama Class B teaching certificate or its equivalent. The fifth year non-traditional program (Pattern 2) is for persons whose previous education does not make them eligible for an Alabama Class B teaching certificate. Both programs conclude with an oral comprehensive examination.

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

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

Admission

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

Unconditional admission to any program requires a grade-point average of 3.0 or above. Admission to the master of music education programs requires a minimum grade-point average of 3.0 (on a 4-point scale) in music courses and on the undergraduate degree as a whole. There will be no exceptions. Minimum GPA for conditional admission to all other programs is 2.7 on a 4-point scale. Applicants for the master of music education (traditional program) must also submit minimum scores of 150 on the Music: Content Knowledge Exam (Test #0013) on the Praxis II Examination.

A complete application includes:

1. The application form and fee ($35).
2. An official transcript from each institution attended since high school. Applicants for the master of music education degrees must provide two official transcripts.
3. An acceptable score, not more than five years old, on the Graduate Record Examination (GRE). Applicants whose native language is not English may substitute the Test of English as a Foreign Language (TOEFL iBT), on which a minimum score of 90 is required.
4. An audition in the solo performance area.
5. An interview with the director of graduate studies in music and/or faculty from the area of study.
6. A copy of an Alabama Class B teaching certificate in music education or an acceptable score on the Alabama Educators Certification Testing Program (AECTP) for those applying for music education. The AECTP contains both the Basic Skills Assessment and the Praxis II.

Master of Music in Vocal Performance

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

Samford University is seeking accreditation of the new master of music in vocal performance program from the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190-5248; phone: 703-437-0700; info@arts-accredit.org. Candidates will not be admitted to this program until approval has been granted.

Master of Music in Vocal Performance Required Courses	Course Credits	Total Required Credits
Music		**9**
MUSC 5300 Research in Music	3	
MUSC 5401 History/Appl of Performance Practices I	2	
MUSC 5402 History/Appl of Performance Practices II	2	
MUSC 5500 Analytical Techniques	2	
Solo Performance		**12**
MUSA 5357 Applied Voice Instruction	12	
MUSC 5699 Graduate Recital (One 50-min recital)	0	
Ensemble Performance, any combination of		**4**
MUSC 5720 University Chorale	1	
MUSC 5721 A Cappella Choir	1	
MUSC 5723 Samford Opera*	1	
MUSC 5724 Opera Workshop*	1	
Supporting Vocal Studies		**6**
MUSC 5421 Seminar in Vocal Literature	2	
MUSC 5462 Topics in Music History	2	
MUSC 5620 Seminar in Vocal Pedagogy	2	
Total Required Credits		**31**

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

Master of Music in Church Music

The master of music in church music (M.M.) is designed to prepare persons for ministry through music in a church setting. The degree program includes studies in performance and research, in addition to academic and professional coursework in church music and supervised experience in ministry. The degree concludes with a recital and an oral comprehensive examination.

Master of Music in Church Music Required Courses	Course Credits	Total Required Credits
Music		**14-15**
MUSC 5130 Handbell Techniques	1	
MUSC 5221 Seminar in Choral Conducting	2	
MUSC 5300 Research in Music	3	
MUSC 5500 Analytical Techniques	2	
MUSC 5620 Seminar in Vocal Pedagogy *or* MUSC 5640 Piano Pedagogy I *or* MUSC 5650 Organ Pedagogy	2-3	
Music Electives	4	
Music Ministry		**11**
MUSC 5100 Colloquium in Church Music (1 hr each semester - must take three times)	3	
MUSC 5110 Music Ministry with Children	2	
MUSC 5140 Philosophy of Music Ministry	2	
MUSC 5150 Church Music Administration	2	
MUSC 5161 Supervised Ministry I	1	
MUSC 5162 Supervised Ministry II	1	
Divinity		**9**
DVHD 501 Patristic & Medieval History & Doctrine	3	
DVHD 502 Reformation History & Doctrine	3	
DVHD 606 Ecclesiology and Worship	3	
Performance		**6**
Ensemble (1 hr each semester)	2	
Solo Performance Instruction (2 hrs each semester)*	4	
MUSC 5699 Graduate Recital	0	
Total Required Credits		**40-41**

* Study in this area requires a minimum of four credits at the 5000 level and culminates in a 30-minute recital.

Master of Music in Piano Performance and Pedagogy

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

Master of Music in Piano Performance & Pedagogy Required Courses	Course Credits	Total Required Credits
Music		**6**
MUSC 5401 History/Appl of Performance Practices I	2	
MUSC 5402 History/Appl of Performance Practices II	2	
MUSC 5500 Analytical Techniques	2	
Pedagogy		**12**
EDUC 510 Instr Adaptation for Student Diversity *or* EDUC 513 Instr Design for Opt Student Learning *or* EDUC 514 Social Dynamics & Student Learning	3	
MUSC 5300 Research in Music	3	
MUSC 5640 Piano Pedagogy I	3	
MUSC 5642 Piano Pedagogy II	3	
Performance		**14**
MUSA 5351 Applied Piano Instruction	12	
MUSC 5699 Graduate Recital (2 required)	0	
MUSC 5732 Graduate Chamber Ensemble (take twice)	2	
Total Required Credits		**32**

Music: Pattern 1: Traditional Program, M.M.E.

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

Master of Music Education Pattern 1: Traditional Program Required Courses		Course Credits	Total Required Credits
Education:			**9**
EDUC 509	Advanced Techniques for the Diagnosis & Remediation of Reading Problems	3	
EDUC 510	Instructional Adaptation-Student Diversity	3	
EDUC 512 EDUC 513 EDUC 514 EDUC 515	Contemp Legal Issues-Clsrm Teach *or* Instr Design-Optimal Student Learning *or* Social Dynamics & Student Learning *or* Standards-Driven Teacher Leadership	3 3	
Music:			**23**
Music Education Core			**5**
MUSC 5340	Foundations and Curricular Trends in American Music Education	3	
MUSC 5380	Assessment-Music/Reading Across Curr	2	
Teaching Field: Music (Required)			**10**
MUSC 5221 MUSC 5230	Seminar in Choral Conducting *or* Seminar in Instrumental Conducting	2	
MUSC 5300	Research in Music	3	
MUSC 5500	Analytical Techniques	2	
MUSC 5597	Curriculum Integration of Music Tech	3	
Teaching Field Electives (Choose 8 credits from the following)			**8**
MUSC 5110	Music Ministry with Children	2	
MUSC 5130	Handbell Techniques	1	
MUSC 5321	Vocal Techniques*	1	
MUSC 5360	Orff-Schulwerk, Level I	3	
MUSC 5361	Orff-Schulwerk, Level II**	3	
MUSC 5422	Survey of Choral Literature	2	
MUSC 5520	Choral Arranging	2	
MUSC 5530	Instrumental Arranging	2	
MUSC 5620	Seminar in Vocal Pedagogy***	2	
MUSC 5630	Instrumental Pedagogy	1	
MUSC 5640	Piano Pedagogy I	3	
MUSC 5650	Organ Pedagogy	2	
MUSC 5662-5664	Special Studies in Music Educ †	2-3	
Graduate Ensemble (5000-level) ††		1-2	
Solo Performance Instruction (5000-level)†††		2-4	
	Total Required Credits		**32**

* Students pursuing instrumental certification who have not previously completed a course in vocal techniques must take MUSC 5321.
** Certification in Orff-Schulwerk Level I (MUSC 5360) prerequisite.
*** Students pursuing vocal/choral certification who have not previously completed a course in vocal pedagogy must take MUSC 5620.
† No more than three credits of special studies can be counted toward the degree.
†† No more than two credits of Samford Opera, Opera Workshop, and/or Graduate Ensemble can be counted toward the degree.
††† No more than four credits of performance can be counted in this cluster.

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

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

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

Master of Music Education Pattern 2: Fifth Year Non-Traditional Program Required Courses		Course Credits	Total Required Credits
Education:			**9**
EDUC 509	Adv Tech-Diag/Remed-Reading Problems	3	
EDUC 510	Instructional Adaptation-Student Diversity	3	
EDUC 512 EDUC 513 EDUC 514 EDUC 515	Contemp Legal Issues-Clsrm Teach *or* Instr Design-Optimal Student Learning *or* Social Dynamics & Student Learning *or* Standards-Driven Teacher Leadership	3 3	
Music Education:			**35**
Music Education Core			**17**
MUSC 5310	Curriculum/Teaching in the Elem School	3	
MUSC 5320 MUSC 5330	Curric/Teach-Secd School: Choral *or* Curric/Teach-Secd School: Instrumental	3	
MUSC 5340	Found/Curric Trends-American Music Ed	3	
MUSC 5380	Assessment-Music/Reading Across Curr	2	
MUSC 5399	Student Teaching	6	
Teaching Field: Music (Required)			**8**
MUSC 5300	Research in Music	3	
MUSC 5500	Analytical Techniques	2	
MUSC 5597	Curriculum Integration of Music Tech	3	
Music Electives: Vocal/Choral or Instr Emphasis			**10**
Vocal/Choral Emphasis (choose 10 credits)			
MUSC 5221	Seminar in Choral Conducting	2	
MUSC 5360	Orff-Schulwerk, Level I	3	
MUSC 5361	Orff-Schulwerk, Level II**	3	
MUSC 5422	Survey of Choral Literature	2	
MUSC 5520	Choral Arranging	2	
MUSC 5620	Seminar in Vocal Pedagogy***	2	
MUSC 5662-5664	Special Studies in Music Educ †	2-3	
MUSC 5723	Samford Opera	1	
MUSC 5724	Opera Workshop	1	
MUSC 5931	Class Strings §	1	
MUSC 5932	Class Woodwinds §	1	
MUSC 5933	Class Brass §	1	
MUSC 5934	Class Percussion §	1	
Graduate Ensemble (5000-level) ††		1-2	
Solo Performance Instruction (5000-level)†††		2-4	
Instrumental Emphasis (choose 10 credits)			
MUSC 5230	Seminar in Instrumental Conducting	2	
MUSC 5321	Vocal Techniques*	1	
MUSC 5360	Orff-Schulwerk, Level I	3	
MUSC 5530	Instrumental Arranging	2	
MUSC 5630	Instrumental Pedagogy	1	
MUSC 5662-5664	Special Studies in Music Educ †	2-3	
MUSC 5931	Class Strings §	1	
MUSC 5932	Class Woodwinds §	1	
MUSC 5933	Class Brass §	1	
MUSC 5934	Class Percussion §	1	
Graduate Ensemble (5000-level) ††		1-2	
Solo Performance Instruction (5000-level)†††		2-4	
	Total Required Credits		**44**

* Students pursuing instrumental certification who have not previously completed a course in vocal techniques must take MUSC 5321.
** Certification in Orff-Schulwerk Level I (MUSC 5360) prerequisite.
*** Students pursuing vocal/choral certification who have not previously completed a course in vocal pedagogy must take MUSC 5620.
† No more than three credits of special studies can be counted toward the degree.
†† No more than two credits of Samford Opera, Opera Workshop, and/or Graduate Ensemble can be counted toward the degree.
††† No more than four credits of performance can be counted in this cluster.
§ May be waived by proficiency examination.

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

Master of Music Education in Music (National Board Cohort)

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

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

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

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

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

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

Graduate Courses

CHURCH MUSIC

MUSC 5100 Colloquium in Church Music (1)
Development of critical thinking, clear writing, and effective speaking about church music, based on disciplined study of a particular topic each semester. Offered: Fall and Spring.

MUSC 5110 Music Ministry with Children (2)
Study of the philosophy and practice of the church's ministry through music with preschool and elementary children. Offered: Spring, on rotation.

MUSC 5130 Handbell Techniques (1)
Practicum that teaches potential handbell directors to organize, communicate, and practice the art of handbell ringing. Offered: Spring, on rotation.

MUSC 5140 Philosophy of Music Ministry (2)
Exploration of philosophies which support the role of music in the life of the church and philosophical foundations for the varied components of music ministry. Offered: Fall, on rotation.

MUSC 5150 Church Music Administration (2)
Survey of administrative aspects of church music ministry, to include organizational structure, budgeting, promotion, and planning. Offered: Fall, on rotation.

MUSC 5160 Congregational Song (4)
Survey of the history and practice of congregational song, with primary focus on texts and secondary attention to functional use of music. Application of this literature in the design and leadership of worship. Offered: Spring.

MUSC 5161 and 5162 Supervised Ministry I and II (1 each course)
Supervised experience in a music ministry leadership role. Offered: Fall (5161); Spring (5162).

CONDUCTING

MUSC 5221 Seminar in Choral Conducting (2)
Integrated study of score analysis, choral styles, rehearsal techniques, and conducting gesture. Permission of the instructor is required. Offered: Spring, on rotation.

MUSC 5230 Seminar in Instrumental Conducting (2)
Advanced studies in instrumental conducting.

MUSIC EDUCATION AND PEDAGOGY

MUSC 5000 Graduate Theory Review (3)
Review of music theory from late Renaissance to the present with focus on chromatic harmony through part-writing and analysis. Offered: Fall.

MUSC 5300 Research in Music (3)
Study of bibliographical material and research techniques in music. Offered: Fall.

MUSC 5310 Curriculum and Teaching in the Elementary School (3)
Survey of methodologies and techniques for teaching elementary age children. This course is designed for graduate music education students pursuing the master of music education degree (fifth year non-traditional program). Offered: Fall.

MUSC 5320 Curriculum and Teaching in the Secondary School: Choral (3)
Survey of methodologies and techniques for teaching secondary vocal/choral students, with emphasis upon vocal development and choral techniques. This course is designed for graduate music education students pursuing the master of music education degree (fifth year non-traditional program). Offered: Spring.

MUSC 5321 Vocal Techniques (1)
Overview of the structure, function, and care of the human voice as it is used in singing. Offered: Fall.

MUSC 5330 Curriculum and Teaching in the Secondary School: Instrumental (3)
Survey of methodologies and techniques for teaching secondary instrumental students, with emphasis upon building curricular models for instrumental students, developing administrative skills, and creating a healthy environment for music learning. This course is designed for graduate music education students pursuing the master of music education degree (fifth year non-traditional program). Offered: Fall.

MUSC 5340 Foundations and Curricular Trends in American Music Education (3)
Comprehensive review of the internal components (what, when, how, why) and external impact of music curricula, with special demands of writing and implementing curricula for the future.

MUSC 5360 Orff Schulwerk, Level I (3)
Orff Schulwerk is a child-centered approach to music education based on the principles of German educator and composer, Carl Orff (1895-1982). It combines speaking, singing, playing instruments, and movement in a creative atmosphere that encourages participation, creates enjoyment, and enables learning. Level I Orff Schulwerk is limited to pentatonic scale only. Offered: Summer.

MUSC 5361 Orff Schulwerk, Level II (3)
Continuation of Level I as it reviews and reinforces Level I concepts using more advanced materials, including the diatonic scale. In addition, Level II refines the teaching process through searching for materials from all cultures, assessing musical growth and development, and practicing with advanced orchestration. Prereq: MUSC 5360, or instructor permission. Offered: Summer, on rotation.

MUSC 5380 Assessment of Music and Reading Across the Curriculum (2)
Study of the purpose and process of evaluation in music education. Trains pre-service music teachers to quantify and interpret assessment results to make informed judgments in the reflective teaching process. Offered: Spring, on rotation.

MUSC 5391 National Board Professional Teaching Standards for Music I (3)
Study of aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, this course addresses the standards for National Board certification while incorporating the essential knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. Offered: Fall.

MUSC 5392 National Board Professional Teaching Standards for Music II (3)
Continuation of the study of aspects of practice that distinguish accomplished teachers. Cast in terms of actions that teachers take to advance student achievement, this course addresses the standards for National Board certification while incorporating the essential knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. Prereq: MUSC 5391. Offered: Spring.

MUSC 5399 Student Teaching Grades P-12 (6)
Supervised teaching experiences. Offered: Fall and Spring.

MUSC 5597 Curriculum Integration of Music Technology (3)
Introduction to the practice of technology in music. Includes hands-on experience with computer notation, sound sequencing, audio podcasting, and short film editing. Prereq: Permission of the instructor. Offered: Summer, on rotation.

MUSC 5620 Seminar in Vocal Pedagogy (2)
Development of a sophisticated understanding of vocal function, together with effective patterns of studio teaching and application of research skills to this discipline. Offered: Fall.

MUSC 5630 Instrumental Pedagogy (1)
Study of pedagogical techniques for instrumental performance majors in the student's major instrument. This course is taught in directed study format.

MUSC 5640 Piano Pedagogy I (3)
In-depth study of methods, materials, and curriculum for teaching piano. Additional topics include the history of piano pedagogy, current trends, professionalism, and the philosophical and psychological bases for piano study. Offered: Fall, on rotation.

MUSC 5642 Piano Pedagogy II (3)
In-depth study of methods, materials, and curriculum for teaching piano. Additional topics include the history of piano pedagogy, current trends, professionalism, and the philosophical and psychological bases for piano study. Offered: Spring, on rotation.

MUSC 5650 Organ Pedagogy (2)
Introduction to pedagogical techniques that enable students to teach organ to persons who already have basic keyboard skills.

MUSC 5662-5664 Special Studies in Music Education (2-4, respectively)
Directed, independent studies in music education.

MUSIC HISTORY AND LITERATURE

MUSC 5401 History and Application of Performance Practices I (2)
Study of vocal and instrumental performance practice in historical context. Students explore primary sources and apply the principles to problems of musical performance and pedagogy. Offered: Fall, on rotation.

MUSC 5402 History and Application of Performance Practices II (2)
Seminar in performance practice in students' individual musical disciplines. Participants engage in research using primary sources and present their findings in a public forum. Offered: Spring, on rotation.

MUSC 5421 Seminar in Vocal Literature (2)
Study of the vocal repertoire of representative composers from Europe, the United States, and South America. Offered: Spring, on rotation.

MUSC 5422 Survey of Choral Literature (2)
Study of choral forms and literature from c. 1450 to the present. Offered: Spring, on rotation.

MUSC 5430 Survey of Symphonic Literature (2)
Study of major developments in symphonic literature, with emphasis upon major contributors and their compositions. Offered: Spring, on rotation.

MUSC 5440 Survey of Piano Literature (2)
Study of major contributors to piano literature and their compositions. Offered: Spring, on rotation.

MUSC 5450 Survey of Organ Literature (2)
Study of major contributors to organ literature and their compositions. Offered: Spring, on rotation.

MUSC 5462 Topics in Music History (2)
Courses offered by music professors based on an in-depth study of a particular topic. Offered: Fall and Spring, on rotation.

MUSIC THEORY AND COMPOSITION

MUSC 5500 Analytical Techniques (2)
Graduate-level studies in analyzing music from major periods of music history, beginning with the medieval period. Offered: Spring and Summer, on rotation.

MUSC 5520 Choral Arranging (2)
Introduction to basic principles of arranging for choral ensembles, both unaccompanied and with instrumental accompaniment. Students develop choral arranging skills through practical exercises exploring a variety of voicings and accompaniments. Offered: Fall.

MUSC 5530 Instrumental Arranging (2)
Practical experience in the craft of arranging for instruments. Prereqs: MUSC 2540 and MUSC 2541. Offered: Spring.

PERFORMANCE-RELATED COURSES

MUSC 5699 Graduate Recital (0)
Certification of completion of graduate performance recital. Registration for this requirement should be done the same semester the recital will be given. Grading is pass/fail.

ENSEMBLES

MUSC 5720 University Chorale (0-1)
MUSC 5721 A Cappella Choir (0-1)

MUSC 5723 Samford Opera (0-1)
Performance of operas and operettas. Audition only, open to any major. May be repeated for credit. Offered: Fall or Spring.

MUSC 5724 Opera Workshop (0-1)
Study of stagecraft related to opera and other forms of music theatre, including basic acting and movement. Students will workshop and perform short selections from operas, plays, and musicals. Open to all music majors and musical theatre majors. Non-majors need to request an interview with the instructor. May be repeated for a maximum of 4 credits. Offered: Fall or Spring.

MUSC 5730 Wind Ensemble (0-1)
MUSC 5731 Orchestra (0-1)

MUSC 5732 Graduate Chamber Ensemble (0-1)
Chamber ensemble groupings of varying combinations including, but not limited to, Jazz Ensemble, Bells of Buchanan, Percussion Ensemble, etc. May be repeated four times, for a maximum of 4 credits. Grading is pass/fail.

MUSC 5739 Marching Band (0-1)

PERFORMANCE INSTRUCTION
For performance courses offered for graduate credit, the 5000 level will be used, with the amount of credit varying according to study requirements.

MUSA 5111 Violin
MUSA 5113 Viola
MUSA 5115 Cello
MUSA 5117 String Bass
MUSA 5119 Harp
MUSA 5120 Percussion
MUSA 5121 Trumpet
MUSA 5123 Trombone
MUSA 5125 French Horn
MUSA 5127 Tuba
MUSA 5129 Euphonium
MUSA 5131 Saxophone
MUSA 5133 Flute
MUSA 5135 Oboe
MUSA 5137 Bassoon
MUSA 5139 Clarinet
MUSA 5151 Piano
MUSA 5153 Organ
MUSA 5157 Voice
MUSA 5179 Classical Guitar

CLASS INSTRUCTION
All class instruction courses earn 1 credit.

MUSC 5931 Class Strings
MUSC 5932 Class Woodwinds
MUSC 5933 Class Brass
MUSC 5934 Class Percussion

Theatre and Dance

Faculty
Don T. Sandley, Chair, Professor
Eric E. Olson, Professor
Laura S. Byland, Associate Professor
Mark J. Castle, Associate Professor
David J. Glenn, Assistant Professor
J. Clayton Winters, Assistant Professor
Jennifer S. Ferrigno, Lecturer
Michael C. Fothergill, Lecturer
Jamorris B. Rivers, Lecturer
Roger Van Fleteren, Lecturer

Undergraduate Programs and Requirements

Majors
Musical Theatre (B.F.A.)
Theatre

Minors
Dance
Film Production
Minor in the Arts
Theatre

The Department of Theatre and Dance in the School of the Arts offers a major in theatre leading to a bachelor of arts degree and a major in musical theatre leading to a bachelor of fine arts degree. Much of the training is accomplished by practical experience that also provides cultural and intellectual stimuli to campus and community life. These activities include main-stage theatre productions, experimental plays, workshops, visiting artists, and sponsorship of many theatre productions. Students seeking admission to either the B.A. in theatre or the B.F.A. in musical theatre degree programs should contact the theatre and dance department to arrange for an audition and interview.

Theatre students are required to complete oral examinations each spring semester covering the prescribed reading list. Students will also display a current portfolio at the end of the spring semester and upon approval will be advanced to the next level courses.

The department also offers minors in dance and theatre and, in cooperation with the Department of Art and the Division of Music, offers an interdisciplinary minor in the arts. In cooperation with the Department of Journalism and Mass Communication, the department also offers a minor in film production.

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. General Education Requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult the University Core Curriculum and General Education Requirements section for a list of applicable courses. Students may count one semester of DANC 100, 101, 102, 201, 202, 211, 212, 301, or 302 for one general education physical activity course, but only if the course is not also required for the student's major or minor. Theatre minors majoring in fields outside the School of the Arts may substitute THEA 101 and 102 for THEA 200 (Theatre Appreciation) to satisfy, in part, their general education fine arts requirement.

Theatre Major

Theatre Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**28**
Natural & Computational Sciences		**8**
Social Sciences		**4**
Mathematics		**4**
Languages (proficiency through 102 or higher)*		**4**
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
Humanities		**4**
Physical Activity		**2**
DANC 100 Ballet Fundamentals *or* DANC 101 Ballet I	1	
PHED 117-118 Beginning Social Dance *or* PHED 121 Jazz/Tap for Fitness	1	
Theatre Major:		**48**
Theatre Core		**36**
THEA 101-102 Introduction to Theatre I-II	2	
THEA 201 Theatre Production (must take seven times)	7	
THEA 212 Acting I	3	
THEA 242 Fundamentals of Design	3	
THEA 243 Stagecraft	3	
THEA 322 Beginning Directing	3	
THEA 330 Theatre History & Literature I	3	
THEA 332 Theatre History & Literature II	3	
THEA 341 Set Design *or* THEA 343 Lighting Design *or* THEA 344 Makeup Design *or* THEA 345 Costume Design *or* THEA 346 Sound Design	3	
THEA 347 Stage Management	3	
THEA 450 Capstone Course	3	
Theatre Electives: (see note)**		**12**
Design/Technology Track		
THEA 341 Set Design	3	
THEA 342 Scenic Art for the Theatre	3	
THEA 343 Lighting Design	3	
THEA 344 Makeup Design	3	
THEA 345 Costume Design	3	
THEA 346 Sound Design	3	
THEA 380 History of Fashion and Costume	3	
THEA 424 Theatre Internship	3	
THEA 443 Computer Aided Design	3	
THEA 455 Directed Studies in Theatre	3	
Acting/Directing Track		
FLMT 310 Screenwriting	3	
FLMT 371 Acting for the Camera	3	
THEA 312 Acting II	3	
THEA 313 Acting III	3	
THEA 323 Advanced Directing	3	
THEA 324 Directing for Theatre for Young Audience	3	
THEA 375 Acting Workshop	1	
THEA 395 Improv Ensemble	1	
THEA 396 Studio Ensemble	1	
THEA 414 Playwriting	3	
THEA 415 Creative Drama	3	
THEA 424 Theatre Internship	3	
THEA 455 Directed Studies in Theatre	3	
General Electives		**30**
Total Required Credits		**128**

* Proficiency through 102 can only be met through successful completion of a language course at the 102 or higher level. Some students may need to complete language 101 before taking 102. Credits for 101 will be applied towards General Electives.

** Select a minimum of 12 hours in upper-level theatre courses. Design/tech specialists should concentrate on the design curriculum. Acting/directing specialists should concentrate on the acting/directing curriculum. Generalists can choose from either category.

Musical Theatre Major (Bachelor of Fine Arts)

The bachelor of fine arts (B.F.A.) degree in musical theatre is designed for students who wish to pursue a career in musical theatre. The program will provide interrelated educational experiences in music, theatre, and dance that prepare students for the production of musical theatre in the professional, academic, and community theatre environment. Students must have a minimum GPA of 2.5 for admission to the program.

Musical Theatre Major for a Bachelor of Fine Arts Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**12-16**
Mathematics or Natural Science (choose one)		**4**
Any Lab Science Course	4	
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Humanities or Social Sciences (choose one)		**4**
Humanities	4	
Social Science	4	
Languages (proficiency through 102 or higher)*		**4-8**
Musical Theatre Major (B.F.A.):		**90**
Theatre		**36**
THEA 101-102 Introduction to Theatre I-II	2	
THEA 175 Freshman Acting Workshop (2 semesters)	2	
THEA 201 Theatre Production (7 semesters)	4	
THEA 212 Acting I	3	
THEA 243 Stagecraft	3	
THEA 312 Acting II	3	
THEA 313 Acting III	3	
THEA 316 Auditioning & Professional Development	2	
THEA 322 Beginning Directing	3	
THEA 330 Theatre History & Literature I	3	
THEA 332 Theatre History & Literature II	3	
THEA 434 American Musical Theatre History	3	
THEA 450 Capstone Course	3	
Music		**35**
MUSA 1257 Voice (must take twice)	4	
MUSA 2157-4357 Voice	6	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I: The Syntax of Music	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521 Theory Lab II	1	
MUSC 1610, 1620 Diction for Singers I-II	2	
MUSC 1720-1721 Univ Chorale/A Cappella Choir (must be taken freshman year)	2	
MUSC 1941-1942 Class Piano I-II	2	
MUSC 2550 Elementary Keyboard Harmony	1	
MUSC 2400 Introduction to Music Literature *or* MUSC 200 Music Appreciation	2	
Ensembles**	6	
Dance		**10**
DANC 101-102 Ballet I-II	2	
DANC 201-202 Jazz I-II	2	
DANC 211-212 Tap Dance I-II	2	
DANC 301-302 Modern Dance I-II	2	
DANC 401 Choreography *or* DANC 451-452 Musical Theatre Dance I-II	2	
Music Theatre Electives		**9**
Nine (9) upper-level credits in theatre, music, or dance		
General Electives		**0-4**
Total Required Credits		**128**

*Proficiency through 102 can only be met through successful completion of a language course at the 102 or higher level. Some students may need to complete language 101 before taking 102.

**Ensembles include Music Theatre Ensemble (MUSC 1722/3722), Samford Opera (MUSC 1723/3723), Opera Workshop (MUSC 1724/3724), University Chorale (MUSC 1720/3720), and A Cappella Choir (MUSC 1721/3721).

Dance Minor

Dance Minor Required Courses		Course Credits	Total Required Credits
Dance Core			**18**
DANC 100 DANC 101	Ballet Fundamentals *or* Ballet I	1	
DANC 102	Ballet II	1	
DANC 201	Jazz I	1	
DANC 202	Jazz II	1	
DANC 210	Dance Performance (take twice)	2	
DANC 301	Modern Dance I	1	
DANC 302	Modern Dance II	1	
DANC 401	Choreography	2	
DANC 410	Dance History	3	
THEA 101-102	Introduction to Theatre I-II	2	
THEA 242	Fundamentals of Design	3	
Theatre Electives			**7**
Four (4) credits must be in upper-level courses			
	Total Required Credits		**25**

Film Production Interdisciplinary Minor

The interdisciplinary film production minor, offered in cooperation with the Department of Journalism and Mass Communication, allows students to become conversant with the conceptual and practical aspects of visual storytelling. Students will write and edit their own scripts, use digital video cameras to capture scenes, and edit their own projects using high-end software.

Film Production Interdisciplinary Minor Required Courses		Course Credits	Total Required Credits
Film Production Core			**15**
FLMJ 200	Introduction to Film Production	4	
FLMJ 300	Film Production	4	
FLMJ 400 FLMJ 410	Documentary Film Production *or* Short Film Production	4	
FLMT 310	Screenwriting	3	
Film Production Electives (Choose from the following)			**7-8**
ENGL 350	Film History	4	
FLME 352	Foreign Film	4	
FLMJ 341	Film Production, Technology, & Culture	4	
FLMT 371	Acting for the Camera	3	
JMC 362	The Film Genre	2	
JMC 364	Film Criticism	2	
POLS 355	Politics in Film	4	
	Total Required Credits		**22-23**

Theatre Minor

Theatre Minor Required Courses		Course Credits	Total Required Credits
Theatre Core			**9**
THEA 201	Theatre Production (take three times)	0-1	
THEA 212	Acting I	3	
THEA 242	Fundamentals of Design	3	
THEA 330 THEA 332	Theatre History & Literature I *or* Theatre History & Literature II	3 3	
Theatre Electives *			**14**
	Total Required Credits		**23**

*Twelve (12) credits must be in upper-level courses.

Minor in the Arts

The arts minor is focused on broad experience in music, theatre/dance, and art. The minor includes experience in contextual/historical, performance, foundational, and elective courses across the various areas of the School of the Arts.

Minor in the Arts Required Courses		Course Credits	Total Required Credits
Arts Core			**12**
(12 credits required in the Arts Core, including the minimum number stated within each subgroup below.)			
History/Literature Course (complete at least 2 credits)			
ART 381 ART 382 ART 383	Art History I *or* Art History II *or* Art History III	4	
MUSC 2400	Introduction to Music Literature	2	
THEA 330	Theatre History & Literature I	3	
THEA 332	Theatre History & Literature II	3	
Foundations Courses (complete at least 4 credits)			
ART 101	Structure I	4	
MUSC 1510	Theory I: The Syntax of Music	3	
MUSC 1511	Theory Lab I	1	
MUSC 1520	Theory II: Diatonic Harmonic Idioms	3	
MUSC 1521	Theory Lab II	1	
THEA 242	Fundamentals of Design	3	
THEA 341	Set Design	3	
THEA 343	Lighting Design	3	
THEA 344	Makeup Design	3	
THEA 345	Costume Design	3	
Performance Course (complete at least 2 credits)			
ART 221	Drawing I	3	
ART 231	Painting I	3	
ART 240	Ceramics	3	
DANC 101	Ballet I	1	
DANC 102	Ballet II	1	
THEA 212	Acting I	3	
Applied Music Lessons (juried)*		2-6	
Arts Electives			**12**
Art Electives		4	
Music Electives		4	
Theatre/Dance Electives		4	
	Total Required Credits		**24**

* Permission of the associate dean of music is required before enrolling in applied music lessons; an audition is required.

Note: At least six (6) hours required in the minor must be upper-level credits. School of the Arts majors may only include four (4) hours from their major discipline; these credits will be counted as elective credits within the minor.

Courses

DANCE

Note: One semester of DANC 100, 101, 102, 201, 202, 211, 212, 301, or 302 can be credited for one general education physical activity course, but only if the course is not also required for the student's major or minor.

DANC 100 Ballet Fundamentals (1)
Fundamentals of ballet dance technique for students new to the discipline and those with little formal training. A movement class which includes barre, floor, and center work; dance vocabulary; and discussions of the origins of ballet. Offered: Fall.

DANC 101 Ballet I (1)
Instruction of ballet dance technique for students with some prior training. Emphasis on proper body alignment of all movements through the sequential training of the muscles, thereby reducing injuring and increasing ability. Students will improve movement memory and musicality, and increase personal fitness while developing self-discipline and self-awareness. Offered: Fall and Spring.

DANC 102 Ballet II (1)
Continuation of DANC 101. Prereq: DANC 101 or instructor permit. Offered: Spring.

DANC 201 Jazz I (1)
Instruction of jazz dance technique. Emphasis on the elements of attitude, focus, energy, music, projection, and the combining of those elements with the dancer's own personal style. Students will develop performance quality, the ability to learn movement quickly and remember combinations, and the ability to move with the rhythm of a musical composition. Offered: Fall, on rotation.

DANC 202 Jazz II (1)
Continuation of DANC 201. Prereq: DANC 201 or instructor permit. Offered: Spring, on rotation.

DANC 210 Dance Performance (0-1)
Dance performance participation course. Students will perform and may also choreograph, design costumes, sets, lights, or sound for dance performances. May be repeated for a maximum of 4 credits. Dance minors must complete course twice. Prereqs: DANC 101 and either DANC 201 or DANC 301. Offered: Spring.

DANC 211 Tap Dance I (1)
Instruction of tap dance technique. Students will acquire skill and knowledge of basic tap dance steps while improving their physical fitness, body awareness, and problem-solving skills. Historical foundations, social dance aspects, and the application of tap dance to musical theatre dance will be studied. Offered: Fall, on rotation.

DANC 212 Tap Dance II (1)
Continuation of DANC 211. Prereq: DANC 211 or permission of instructor. Offered: Spring, on rotation.

DANC 301 Modern Dance I (1)
Instruction of modern dance technique. Emphasis on the techniques of modern dance pioneers of the early 20th century, and how this art form is similar yet very different from classical ballet. Students learn the physical aspects of alignment, succession, opposition, potential and kinetic energy, fall, weight, recovery and rebound, suspension, and isolation. Students will also strengthen muscles, increase flexibility, and increase coordination while developing self-discipline and self-awareness. Offered: Fall, on rotation.

DANC 302 Modern Dance II (1)
Continuation of DANC 301. Prereq: DANC 301 or instructor permit. Offered: Spring, on rotation.

DANC 360 Company Dance (1)
Continued application of advanced dance techniques focusing on ballet, jazz, tap, and modern dance styles. May be repeated for a maximum of 8 credits. Prereqs: DANC 102, 202, and 222. Offered: Fall and Spring.

DANC 401 Choreography (2)
Basic approach to the choreographic process, from the beginnings of the choreographic impulse to the completion of the dance, and including the costuming, staging and performance of the student-created work. Emphasis on using dance as a way to communicate through movement, with students applying and demonstrating critical and creative-thinking skills through self and peer evaluations. Includes coverage of National Dance Content Standards, which are necessary for the application of teaching dance in grades K-12. Offered: Fall, on rotation.

DANC 410 Dance History (3)
Survey of the history of dance from the 1500s through today, with emphasis on the 20th century. Topics include the progression of ballet from European court dance to its current forms; the development of modern dance in America and Europe; and the emergence of jazz dance. Pioneering choreographers, presenters, and performers, along with social and political influences on the art form, are explored. Prereq: DANC 102. Offered: Fall, on rotation.

DANC 451 Musical Theatre Dance I (1)
Instruction of musical theatre dance styles. Emphasis is placed on accurate execution of movement and performance quality. Students will deepen their understanding of how dance contributes to the development of character and plot in musical theatre. Instruction will include dances from canonical repertory and modern musicals. May be repeated for a maximum of 4 credits. Prereqs: DANC 101, 201, and 211. Offered: Fall and Spring, on rotation.

DANC 452 Musical Theatre Dance II (1)
Continuation of DANC 451. Instruction of musical theatre dance styles. May be repeated for a maximum of 4 credits. Prereq: DANC 451. Offered: Fall and Spring, on rotation.

THEATRE

THEA 101-102 Introduction to Theatre I and II (1 credit each course)
Team-taught introduction to theatre arts including elements of directing/acting, technical/design, and play reading/analysis. Required of all theatre majors. Offered: Fall (101); Spring (102).

THEA 175 Freshman Acting Workshop (1)
Acting workshop for freshman theatre students, designed to maintain existing skills and prepare students for auditions and performance. Course repeatable for maximum of two credits. Offered: Fall and Spring.

THEA 200 Theatre Appreciation (2)
Study of the historical and literary significance of theatre through the ages. This course follows the development of the theatre, engaging students through practical theatre production exercises and attendance of live performances. Satisfies two credits of the general education fine arts requirement for most majors. Offered: Fall and Spring.

THEA 201 Theatre Production (0-1)
Theatre activity participation course; required of all theatre majors. Students are assigned responsibility on a scenic, lighting, costume, or makeup crews and must demonstrate proficiency in the assigned area of theatrical production by the end of the course. Other students are evaluated for acting roles and/or directing and stage management responsibility. Theatre majors must complete seven semesters of THEA 201; musical theatre (B.F.A.) majors must complete eight, while theatre minors must complete three. Grading is pass/fail; credit is variable. Offered: Fall and Spring.

THEA 212 Acting I (3)
Introduction to the basic principles and techniques of acting, with emphasis on script analysis, play structure, movement techniques, and voice work audition techniques. Offered: Fall.

THEA 242 Fundamentals of Design (3)
Introduction to the design areas of scenery, lighting, sound, and costuming with emphasis on conceptualization, communication, process and implementation. Concentration will be in areas of drafting, visualization, programming, and editing. Prereq: THEA 243. Offered: Spring.

THEA 243 Stagecraft (3)
Introduction for students to the process of realizing stage design from the theatre technician's point of view. Emphasis on the craft and technology used in mounting a theatrical production. Topics include the principles and tools used in the construction, rigging, and handling of scenery for the stage. Offered: Fall.

THEA 312 Acting II (3)
Study of advanced problems in movement, perception of characters, and acting methods including Stanislavski, Meisner, and Adler. Prereq: THEA 212 or permission of the instructor. Offered: Spring, on rotation.

THEA 313 Acting III (3)
Practical study in acting styles of the most influential dramatic periods to include Greek, Medieval, Commedia Dell'Arte, Shakespeare, Neo-Classic, Restoration, Naturalism, Epic, and Non-Realistic. Prereq: THEA 212 or permission of the instructor. Offered: Spring, on rotation.

THEA 316 Auditioning and Professional Development (2)
Introduction to the literature of musical theatre, and to the techniques, practices, and expectations for professional auditions. Prereqs: THEA 175 or THEA 212. Offered: Fall, on rotation.

THEA 322 Beginning Directing (3)
Study of the principles and methods of play directing. Also includes training in selecting and analyzing scripts, experience in casting and conducting rehearsals from the director's point of view, and participation in the workshop program. Required of all theatre majors. Offered: Fall.

THEA 323 Advanced Directing (3)
Practical application of skills learned in THEA 322 (Beginning Directing), with focus on advanced studies in scene analysis and play structure, continued-blocking techniques, and working with the actor. Additional emphasis placed on designing the rehearsal period, working with designers, and complete preparation for directing a full-length, main-stage production. Prereq: THEA 322. Offered: Spring, on rotation.

THEA 324 Directing for Theatre for Young Audience (3)
This course offers practical experience in the area of play direction for Theatre for Young Audiences. It is designed to provide the student training in directing techniques. Practical application of the presented directing principles will be required. Prereqs: THEA 101 and THEA 102. Offered: Fall and Spring, on rotation.

THEA 330 Theatre History and Literature I (3)
Survey of the history and literature of the theatre from its origins to the English Restoration. This course examines the predominant influences, staging practice, and accompanying literature of each period. Required of all theatre majors. Prereqs: THEA 101, THEA 102, UCCA 102, UCCP 101, and UCCP 102. Offered: Fall.

THEA 332 Theatre History and Literature II (3)
Survey of the history and literature of the theatre from the American Revolution to present day. This course examines the predominant influences, staging practice, and accompanying literature of each period. Required of all theatre majors. Prereqs: THEA 101, THEA 102, UCCA 102, UCCP 101, and UCCP 102. Offered: Spring.

THEA 341 Set Design (3)
Study of the theory and practice of scenic design for the stage. Problems in set design involving sketching, drafting, and scale model-making comprise this course of study. Particular emphasis is given to the process of design conceptualization and communication. Prereq: THEA 242 or permission of the instructor. Offered: Fall, on rotation.

THEA 342 Scenic Art for the Theatre (3)
Introduction to the skills required to function as a scenic artist in the theatre scenic studio. Reproduction of works of fine art, practical exercises, and work on actual productions comprise the bulk of the student's work. Prereq: Permission of the instructor. Offered: Spring, on rotation.

THEA 343 Lighting Design (3)
Examination of the art of stage lighting from a theoretical and practical point of view. Concentration will be in areas of conceptualization, communication, and equipment application. Prereq: THEA 242. Offered: Spring, on rotation.

THEA 344 Makeup Design (3)
Practical study of the design and application principles of stage makeup with emphasis on student participation and projects. Prereq: THEA 242. Offered: Fall, on rotation.

THEA 345 Costume Design (3)
Study of the elements of costume design and the graphic interpretation of characters from plays. Includes a practical explanation of the basic construction of stage costumes. Prereq: THEA 242. Offered: Spring, on rotation.

THEA 346 Sound Design (3)
Study of the theory and practice of sound design. Concentration on conceptualization, communication, introduction of new media, and practical application of technology. Course of study includes editing, sequencing, reinforcement, and recording. Prereq: THEA 242. Offered: Spring, on rotation.

THEA 347 Stage Management (3)
Examination of the craft of stage management from a theoretical and practical point of view. Course objectives includes comprehension and implementation of theatre safety procedures from a practical viewpoint. Concentration will be in areas of organization, rehearsal and performance processes, communication, and safety applications. Prereq: THEA 101, 242 or permission of the instructor. Offered: Fall, on rotation.

THEA 375 Acting Workshop (1)
Development of skills learned in acting classes. Support and preparation for auditions, scene work, and performance. Opportunity to develop special skills in dialect, physical theatre, character analysis, or advanced technique work in acting theory. May be repeated seven times. Prereq: Permission of the instructor. Offered: Fall and Spring.

THEA 380 History of Fashion and Costume (3)
Study of historical clothing as dress and as stage costuming, from primitive apparel to present fashion. Prereq: THEA 101, 242, or permission of the instructor. Co-listed as ART 380. Offered: Fall, on rotation.

THEA 395 Improv Ensemble (1)
Participation as a performer in the Samford Improv ensemble. May be repeated for a maximum of 6 credits. Prereq: THEA 212. Offered: Fall and Spring.

THEA 396 Studio Ensemble (1)
Participation as a director in a studio theatre production. May be repeated for a maximum of 6 credits. Prereqs: THEA 102 and permission of the instructor. Offered: Fall and Spring.

THEA 397 Acting Ensemble (0-1)
Participation as an actor in a main stage (fully realized, funded, technically supported, and academically supervised) theatre production. May be repeated seven times. Prereq: Permission of the instructor. Offered: Fall and Spring.

THEA 398 Technical Theatre Ensemble (0-1)
Participation as a designer, technical director, or stage manager in a main stage (fully realized, funded, technically supported, and academically supervised) theatre production. Students are assigned to productions based upon their experience and expertise in specific technical areas. May be repeated seven times. Prereq: Permission of the instructor. Offered: Fall and Spring.

THEA 414 Playwriting (3)
Seminar and workshop in writing for the stage. Readings emphasize plays from a range of literary eras and playwriting theory texts. Writing assignments include weekly exercises and the execution of a one-act play. Prereqs: UCCA 102; UCCP 101 and 102. Offered: Spring, on rotation.

THEA 415 Creative Drama (3)
Study of the history of children's theatre and creative dramatics. In addition to in-class work and lectures, students gain hands-on experience with practical teaching and play production by working with schools and afterschool programs. Prereq: THEA 101. Offered: Fall, on rotation.

THEA 424 Theatre Internship (3)
Seminar and workshop in writing for the stage. Readings emphasize plays from a range of literary eras and playwriting theory texts. Writing assignments include weekly exercises and the execution of a one-act play. Prereq: Permission of instructor. Offered: Fall, Spring, and Summer.

THEA 434 American Musical Theatre History (2)
Overview of the art and craft of American musical theatre as seen in the evolution of landmark productions. Offered: Spring, on rotation.

THEA 443 Computer Aided Design (3)
Study of advanced theatrical design and communication principles through computer software and digital media. Course objectives include practical application of these technologies in technical direction, lighting, sound, costume and scenic design processes. Prereq: THEA 242. Offered: Fall, on rotation.

THEA 450 Capstone Course (3)
Completion of a major project in theatre, in conjunction with a faculty mentor. Reading and study of works listed on the departmental reading list. An oral examination must be passed. Required of all theatre majors. Prereqs: Senior standing, completion of major requirements, and mentor choice on record. Offered: Fall and Spring.

THEA 455 Directed Studies in Theatre (3)
Advanced study of a specific area of theatre or a related field. This course involves written, oral, and other forms of communication, including a required paper, oral presentation, and/or other major presentation. Designed to meet a variety of needs, this course can be structured as an individual study or as a group seminar. Can be repeated for up to twelve (12) credits. Prereq: Permission of the instructor. Offered: Fall and Spring.

THEATRE - FILM PRODUCTION

FLMT 310 Screenwriting (3)
Lectures, seminars, and screenings of films illustrating basic aspects of screenwriting, structure, action, conflict, character development, and script format. Students analyze original screenplays and write original works, including a first and second draft of two short screenplays. Prereq: Permission of instructor. Offered: Spring, on rotation.

FLMT 371 Acting for the Camera (3)
Introduction to acting techniques for the camera. Students will read screenplays and participate in discussions comparing acting techniques for stage and screen. The student will work on roles and will develop the tools needed for on-camera performance. Offered: Spring, on rotation.

Brock School of Business

Administration

J. Howard Finch, Dean, Professor of Finance
Charles M. Carson, IV, Associate Dean, Associate Professor of Management
Barbara H. Cartledge, Assistant Dean of Academic Programs,
Assistant Professor of Business

History

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

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

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

In addition, at the graduate level, students may earn the master of business administration (M.B.A.), with concentrations in accounting, entrepreneurship, finance, international business, and marketing, or the master of accountancy.

Mission

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

Vision

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

Core Values

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

Undergraduate Programs and Requirements

Accreditation

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

Majors

Accounting
Economics (B.A.)
Economics (B.S.B.A.)
Entrepreneurship
Finance
Management
Marketing
Brock Scholars

Concentrations

Social Entrepreneurship
Sports Marketing

Minors

Economics
Entrepreneurship
General Business
Marketing
Social Entrepreneurship & Non-Profit Management

Joint Degree

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

Interdisciplinary Concentrations*

Language and World Trade
Public Administration

The Brock School of Business offers majors in accounting, economics, entrepreneurship, finance, management, and marketing, each leading to a bachelor of science in business administration (B.S.B.A.) degree. Any of the above majors may be combined with any of the follwing concentrations: social entrepreneurship or sports marketing. For University Fellows and outstanding pre-business students pursuing a major in business, the Brock Scholars major is available to those who meet the selection criteria (see Brock Scholars Major, B.S.B.A./Fellows for more information). For students whose primary focus is not business, a bachelor of arts (B.A.) in economics is also available.

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

In addition, minors are offered in economics, entrepreneurship, general business, marketing, and social entrepreneurship and non-profit management. However, none of the above minors are available for School of Business majors.

*See the World Language and Cultures section for details on language and world trade and the Political Science section for details on public administration.

Student Objectives

B.S.B.A. in Accounting: Graduates will be prepared to pursue a professional career as a CPA, CMA, CIA, auditor, tax accountant, or other positions requiring accounting credentials.

B.S.B.A. in Brock Scholars: Graduates will be prepared to engage in their selected vocation.

B.S.B.A. in Economics: Graduates will be prepared to enter a variety of fields and careers in business and public policy. The economics major is easily paired as a double-major with other programs within the School of Business so that students focusing on accounting, management, marketing, finance, or entrepreneurship will be equipped with both specific skills and a broad general knowledge of economic forces that impact industry and government.

B.S.B.A. in Entrepreneurship: Graduates will be prepared to start or find employment in new, family, or small ventures. Students will be equipped with both specific skills and broad general knowledge of factors impacting the success of these businesses.

B.S.B.A. in Finance: The finance major provides students with the analytic and theoretical tools necessary for mastering practical issues in financial management of private businesses and other financial institutions. Graduates will be prepared to enter a variety of areas in finance-related fields. Such positions include investment banking firms, securities sales, financial planning, commercial banking, securities research, and corporate treasurer functions.

B.S.B.A. in Management: Graduates will be prepared in general knowledge of core functional areas of business, equipped for immediate entry-level positions in functional areas and industries of choice, and trained for the potential long-term goal of higher level management positions.

B.S.B.A. in Marketing: Graduates will be prepared to explore opportunities in advertising, sales, market research, retailing, product management, and public relations. The program focuses on marketing for products and services, occurring in for-profit as well as not-for-profit organizations.

B.S.B.A. in Accounting/Master of Accountancy: Graduates will be prepared to pursue a professional career as a CPA, CMA, CIA, auditor, tax accountant, or other positions requiring accounting credentials.

B.A. in Economics: Graduates will be able to identify and discuss the importance of key macroeconomic indicators; describe the policy tools which influence economic growth, prices, and employment; identify and explain the major types of market structures; and identify those conditions where market failure is most likely to occur.

Concentration in Social Entrepreneurship: Coupled with any major, this concentration equips students to start or find employment in either not-for-profit organizations or for-profit firms pursuing social missions. Students will focus on broad issues, such as the role of these organizations in a national economy, and develop specific skills needed to successfully run these types of organizations.

Concentration in Sports Marketing: This program equips students with the skills necessary for career opportunities in the global sports marketplace. Students majoring in accounting, economics, entrepreneurship, finance, management, or marketing can add this concentration to their program. The concentration presents a rigorous curriculum in such areas as sponsorship, international sports marketing, advertising, social media, and analytics while paying close attention to industry trends.

Admission into the Brock School of Business

To be admitted into the Brock School of Business, students must earn a C- or better in each pre-business course, a cumulative 2.25 or higher pre-business GPA in business school courses (prefixes ACCT, BUSA, and ECON), and a cumulative 2.00 Samford University GPA. Pre-business courses consist of ACCT 211, 212; BUSA 100, 130, 200, 231, 260; and ECON 201, 202.

Admission to the School of Business will be automatic for students who meet the above requirements. Provisional admission status will be granted if a student meets the 2.25 pre-business GPA and 2.00 Samford GPA requirements, but has not completed one pre-business course and/or has not met the C- requirement. Such students will be allowed to take 300-level business courses, but will not be allowed to progress to 400-level business courses until the completion of the one pre-business course and the C- requirement are met.

Progression Policy

Once admitted into the Brock School of Business, a student must maintain a cumulative 2.25 GPA in School of Business courses to graduate.

Graduation Requirements

1. Complete a minimum of 128 credits.
2. Complete at least 50 percent of business courses at Samford. Only six (6) transient hours will be allowed for all business courses from the 100-400 level.
   Exception: See Important Note under the Accounting Major table.
   All lower level transient courses (200-level and below) are to be accepted only from "Accredited Colleges and Universities." All upper-level courses (300-level and above) are to be accepted only with the approval of the appropriate department chair. The general assumption is that such approval will be granted only when the course has been taken at an AACSB-accredited college or university. No 100- or 200-level transient (transferred) course is equivalent to a 300- or 400-level business course.
3. Earn a 2.00 GPA in each of the following two areas: Samford and overall.
4. Earn a 2.25 GPA in each of the following two areas: business and the 24 credits which constitute a major.
5. Meet other requirements as outlined by the University.

Exceptions

Approval of course substitutions, prerequisite waivers, or other exceptions to the degree requirements are rare and made only under extreme circumstances. The associate dean or director of undergraduate programs 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 Brock School of Business majors must take ECON 201 (Principles of Macroeconomics) as their general education social science requirement and MATH 150 (Precalculus) as their general education mathematics requirement. Physical education activity courses are not required for business majors; however, the student may apply a maximum of two (2) activity credits as general electives towards the 128 total credits required to earn a degree.

Language

The study of a language introduces the student to another culture active in the global economy and develops his/her ability to communicate with individuals of that culture. The student may satisfy this requirement by taking eight credits at the 100 level or by demonstrating proficiency on the Samford foreign language placement exam.

Accounting and Management Information Systems

Faculty

Lowell S. Broom, Chair, Professor of Accounting
Cynthia F. Lohrke, Professor of Accounting
James P. Reburn, Professor of Accounting
William H. Belski, Associate Professor of Accounting
Aundrea Kay Guess, Associate Professor, Accounting
Sharon S. Jackson, Assistant Professor of Business
Dennis W. Price, Assistant Professor of Accounting

Undergraduate Programs and Requirements

Majors

Accounting
Accounting with a Concentration in Social Entrepreneurship
Accounting with a Concentration in Sports Marketing

Joint Degree

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

The Department of Accounting and Management Information Systems offers a major in accounting that leads to the bachelor of science in business administration (B.S.B.A.) degree. In addition, students can earn a concentration in social entrepreneurship or sports marketing. The department also offers coursework leading to the master of accountancy (M.Acc.) degree.

The department also offers a special joint degree, leading to a B.S.B.A. in accounting initially, but ultimately to a master of accountancy. This program is only available to students enrolled as undergraduates pursuing a B.S.B.A. in accounting at Samford and is designed to allow students to earn both a B.S.B.A. degree in accounting and master of accountancy degree upon completion of 150 credits.

Student Objectives

B.S.B.A. in Accounting: Graduates will be prepared to pursue a professional career as a CPA, CMA, CIA, auditor, tax accountant, or other positions requiring accounting credentials.

B.S.B.A. in Accounting/Master of Accountancy: Graduates will be prepared to pursue a professional career as a CPA, CMA, CIA, auditor, tax accountant, or other positions requiring a graduate degree and/or professional certification. Graduates of this program will have met the requirements necessary to sit for the CPA exam in Alabama.

Professional Accountancy Program

The Professional Accountancy Program offers seamless integration of coursework within our B.S.B.A. and M.Acc. degree programs to prepare students for professional accountancy careers. Students are notified of their conditional acceptance along with their financial aid package for the program by November 15 of their senior year. This declaration will be used to alert the Brock School of Business Academic Programs Office and Student Records that this student will matriculate into the Professional Accountancy Program. Candidates of this degree program will earn both the B.S.B.A. in accounting and the master of accountancy degree assuming continued successful enrollment. Students must have a minimum overall 2.5 GPA for program admission, including a 2.5 GPA in all prior undergraduate ACCT courses.

Accounting Major

Accounting Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements:*			**20-28**
Natural and Computational Sciences			**4**
Social Sciences			**4**
ECON 201	Principles of Macroeconomics (Pre-Bus)	4	
Mathematics			**4**
MATH 150	Precalculus	4	
Languages (proficiency through 102 or higher)			**0-8**
Fine Arts			**4**
Humanities			**4**
Accounting Major:			**71**
Pre-Business Curriculum**			**22**
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 200	Business Communications	3	
BUSA 231	Quantitative Methods II	3	
BUSA 260	Computer Software Competency	1	
ECON 202	Principles of Microeconomics	3	
Business Core			**25**
BUSA 252	Legal Environment of Business	3	
BUSA 360	Information Systems and Technology	3	
BUSA 471	Professional Development Seminar	1	
FINC 321	Financial Management	3	
MNGT 303	Principles of Management	3	
MNGT 342	Operations Management	3	
MNGT 400	Managerial Values	3	
MNGT 481	Business Strategy	3	
MARK 311	Marketing Management	3	
Accounting Core			**21**
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	
ACCT 470	Information Systems	3	
BUSA 454	Business Law	3	
Accounting Elective			**3**
(select one from the following)			
ACCT 410	Income Tax II	3	
ACCT 415	Governmental & Not-for-Profit Accounting	3	
ACCT 496	Accounting Internship	3	
General Electives			**7-15**
	Total Required Credits		**128**

*Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.
**Pre-Business curriculum includes ECON 201 from above.

Important Note: To qualify for graduation, accounting majors must earn a grade of C or better in all accounting courses and must complete five of the six 300-400 level ACCT core courses at Samford.

Professional Accountancy Program

Professional Accountancy Degree Program Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:*		**29**
Natural and Computational Sciences		**4**
Social Sciences		**4**
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		**4**
MATH 150 Precalculus	4	
Languages (proficiency through 102 or higher)		**0-8**
Fine Arts		**4**
Humanities		**4**
General Electives		**1-9**
Professional Accountancy Major:		**99**
Pre-Business Curriculum**		**22**
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 200 Business Communications	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
Business Core		**25**
BUSA 252 Legal Environment of Business	3	
BUSA 360 Information Systems and Technology	3	
BUSA 471 Professional Development Seminar	1	
FINC 321 Financial Management	3	
MNGT 303 Principles of Management	3	
MNGT 342 Operations Management	3	
MNGT 400 Managerial Values	3	
MNGT 481 Business Strategy	3	
MARK 311 Marketing Management	3	
Professional Accountancy Track		**40**
ACCT 310 Income Tax I	3	
ACCT 311 Financial Accounting & Reporting I	3	
ACCT 312 Financial Accounting & Reporting II	3	
ACCT 313 Cost Accounting	3	
ACCT 410 Income Tax II	3	
ACCT 420 Auditing I	3	
ACCT 470 Accounting Information Systems	3	
BUSA 454 Business Law	3	
ACCT 515 Governmental/Not-for-Profit Accounting	3	
ACCT 520 Auditing II	3	
ACCT 525 Applied Professional Research	3	
ACCT 540 Financial Accounting & Reporting III	3	
ACCT 555 Accounting Internship	3	
ACCT 599 Contemporary Issues in Accountancy	1	
Accounting Elective (choose three from the following)		**9**
ACCT 514 Tax Research	3	
ACCT 521 Fraud Examination	3	
ACCT 550 Managerial Accounting Seminar	3	
ACCT 560 Accounting Theory	3	
ACCT 570 Financial Statement Analysis	3	
ACCT 594 Topics in Accounting	3	
Graduate Business Course Component***		**3**
(select a minimum of one course from the following)		
BUSA 533 MIS and Communications Technology	3	
BUSA 551 Operations Management	3	
BUSA 552 Managing Corporate Integrity	3	
ECON 520 Economics of Competitive Strategy	3	
FINC 521 Managerial Finance	3	
MNGT 535 Human Resources & Organization Mgt	3	
MARK 541 Marketing Strategy	3	
Total Required Credits		**150**

*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.
***Must meet prerequisite of course selected.

Economics, Finance, and Quantitative Analysis

Faculty

Jennings B. Marshall, Chair, Professor of Economics
Jeremy P. Thornton, Dwight Moody Beeson Chair in Business, Associate Professor of Economics
Steven T. Jones, John W. Gay Professor of Banking
Thomas W. Woolley, Professor of Business Statistics
Sara E. Helms, Associate Professor of Economics
William (Art) Carden, Assistant Professor, Economics
John M. Venable, Assistant Professor of Business
Rustin (Rusty) Yerkes, Assistant Professor, Finance

Undergraduate Programs and Requirements

Majors

Economics (B.A.)
Economics (B.S.B.A.)
Economics (B.S.B.A.) with a Concentration in Social Entrepreneurship
Economics (B.S.B.A.) with a Concentration in Sports Marketing
Finance
Finance with a Concentration in Social Entrepreneurship
Finance with a Concentration in Sports Marketing

Minor

Economics

The Department of Economics, Finance, and Quantitative Analysis offers majors in economics and finance, each leading to a bachelor of science in business administration (B.S.B.A.) degree. In addition, students can earn a concentration in social entrepreneurship or sports marketing. For students whose primary focus is not business, a bachelor of arts (B.A.) in economics is also available.

A minor in economics is also available. However, the economics minor is not available for School of Business majors.

Student Objectives

B.S.B.A. in Economics: Graduates will be prepared to enter a variety of fields and careers in business and public policy. The economics major is easily paired as a double-major with other programs within the School of Business so that students focusing on accounting, management, marketing, finance, or entrepreneurship will be equipped with both specific skills and a broad general knowledge of economic forces that impact industry and government.

B.S.B.A. in Finance: The finance major provides students with the analytic and theoretical tools necessary for mastering practical issues in financial management of private businesses and other financial institutions. Graduates will be prepared to enter a variety of areas in finance-related fields. Such positions include investment banking firms, securities sales, financial planning, commercial banking, securities research, and corporate treasurer functions.

B.A. in Economics: Graduates will be able to identify and discuss the importance of key macroeconomic indicators; describe the policy tools which influence economic growth, prices, and employment; identify and explain the major types of market structures; and identify those conditions where market failure is most likely to occur.

Economics Major (B.S.B.A.)

Economics Major (B.S.B.A.) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:*		**20-28**
Natural and Computational Sciences		**4**
Social Sciences		**4**
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		**4**
MATH 150 Precalculus	4	
Languages (proficiency through 102 or higher)		**0-8**
Fine Arts		**4**
Humanities		**4**
Economics Major (B.S.B.A.):		**71-72**
Pre-Business Curriculum**		**22**
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 200 Business Communications	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
Business Core		**25**
BUSA 252 Legal Environment of Business	3	
BUSA 360 Information Systems and Technology	3	
BUSA 471 Professional Development Seminar	1	
FINC 321 Financial Management	3	
MNGT 303 Principles of Management	3	
MNGT 342 Operations Management	3	
MNGT 400 Managerial Values	3	
MNGT 481 Business Strategy	3	
MARK 311 Marketing Management	3	
Economics Core		**9**
BUSA 332 Quantitative Methods III	3	
ECON 301 Intermediate Macroeconomics	3	
ECON 302 Intermediate Microeconomics	3	
Business Electives-Economics Majors (select any three business courses not previously taken to meet a stated requirement of this major)		**9**
Economics Electives (select two from the following)		**6-7**
ECON 394 International Studies in Economics	3	
ECON 401 Money and Banking	3	
ECON 410 Game Theory	4	
ECON 420 International Economics	3	
ECON 425 Econometrics	3	
ECON 426 Topics in Economics	3	
ECON 430 Law and Economics	3	
ECON 435 Public Finance and Public Policy	3	
General Electives		**6-15**
Total Required Credits		**128**

* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

Economics Major (B.A.)

The economics major (bachelor of arts) provides students with the tools to study how incentive structures cause people, firms and governments to make optimal or less than optimal decisions. Students will learn how to research and analyze the marketplace by examining logical models. These models can then be applied to particular problems to predict actions that need to be taken to incentivize people, firms and governments to react in a certain way. Such models involve analyzing economic, political, historical, and social indicators in order to understand the economic marketplace.

Economics Major (B.A.) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:*		**30**
Natural and Computational Sciences		**8**
Social Science: ECON 201 Principles-Macroeconomics		**4**
Mathematics: MATH 150 Precalculus		**4**
Languages (proficiency through 202 or higher)		**4**
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Economics Major (B.A.):		**30-32**
Economics Core		**18**
BUSA 130 Quantitative Methods I	3	
BUSA 231 Quantitative Methods II	3	
BUSA 332 Quantitative Methods III	3	
ECON 202 Principles of Microeconomics	3	
ECON 301 Intermediate Macroeconomics	3	
ECON 302 Intermediate Microeconomics	3	
Economics Electives (select four from the following)		**12-14**
ECON 394 International Studies in Economics	3	
ECON 401 Money and Banking	3	
ECON 410 Game Theory	4	
ECON 420 International Economics	3	
ECON 425 Econometrics	3	
ECON 426 Topics in Economics	3	
ECON 430 Law and Economics	3	
ECON 435 Public Finance and Public Policy	3	
GEOG 305 Globalization: Geographies/Economic Chg	4	
General Electives		**44-46**
Total Required Credits		**128**

* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

Economics Minor

Economics Minor* Required Courses	Course Credits	Total Required Credits
Economics Core		**10**
BUSA 130 Quantitative Methods I**	3	
ECON 201 Principles of Macroeconomics***	4	
ECON 202 Principles of Microeconomics	3	
Economics Electives (select four from the following)		**12-13**
ECON 301 Intermediate Macroeconomics	3	
ECON 302 Intermediate Microeconomics	3	
ECON 394 International Studies in Economics	3	
ECON 401 Money and Banking	3	
ECON 410 Game Theory	4	
ECON 420 International Economics	3	
ECON 425 Econometrics	3	
ECON 426 Topics in Economics	3	
ECON 430 Law and Economics	3	
ECON 435 Public Finance and Public Policy	3	
Total Required Credits		**22-23**

* Students must maintain a 2.00 GPA in the economics minor.

** An equivalent course may be substituted.

*** Depending on the student's major, this course may also be used to satisfy a general education social science requirement.

NOTE: The economics minor is not available for School of Business majors.

Finance Major

Finance Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:*		**20-28**
Natural and Computational Sciences		**4**
Social Sciences		**4**
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		**4**
MATH 150 Precalculus	4	
Languages (proficiency through 102 or higher)		**0-8**
Fine Arts		**4**
Humanities		**4**
Finance Major:		**71**
Pre-Business Curriculum**		**22**
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 200 Business Communications	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
Business Core		**25**
BUSA 252 Legal Environment of Business	3	
BUSA 360 Information Systems and Technology	3	
BUSA 471 Professional Development Seminar	1	
FINC 321 Financial Management	3	
MNGT 303 Principles of Management	3	
MNGT 342 Operations Management	3	
MNGT 400 Managerial Values	3	
MNGT 481 Business Strategy	3	
MARK 311 Marketing Management	3	
Finance Core		**18**
BUSA 332 Quantitative Methods III	3	
FINC 422 Financial Statement Analysis	3	
FINC 424 Investments	3	
FINC 428 Financial Institutions	3	
FINC 429 Intermediate Financial Management	3	
FINC 444 Security Analysis	3	
Business Elective-Finance Majors (select one business course not previously taken to meet a stated requirement of this major)	3	**3**
Finance Electives (select one from the following)		**3**
ACCT 311 Financial Accounting & Reporting I	3	
ACCT 312 Financial Accounting & Reporting II	3	
ECON 425 Econometrics	3	
FINC 423 History of Capitalism	3	
FINC 426 Topics in Finance	3	
FINC 427 Financial Risk Management	3	
FINC 450 Bulldog Investment Fund***	3	
FINC 492 Business Internship: Finance	3	
General Electives		**7-15**
Total Required Credits		**128**

* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

*** An additional 3 credits may be applied to business electives or general electives.

Entrepreneurship, Management, and Marketing

Faculty

Franz T. Lohrke, Chair, Professor of Management,
Brock Family Chair in Entrepreneurship
Archie Lockamy III, Professor of Operations Management,
Margaret Gage Bush Professor of Business
Betsy B. Holloway, Professor of Marketing
David L. Loudon, Professor of Marketing
Robert W. Service, Professor of Management
Darin W. White, Professor of Marketing
Charles M. Carson IV, Associate Professor of Management
Barbara H. Cartledge, Assistant Professor of Business
C. Clifton Eason, Assistant Professor
Larron C. Harper, Assistant Professor of Business
Matthew J. Mazzei, Assistant Professor of Management

Undergraduate Programs and Requirements

Majors

Entrepreneurship
Entrepreneurship with a Concentration in Social Entrepreneurship
Entrepreneurship with a Concentration in Sports Marketing
Management
Management with a Concentration in Social Entrepreneurship
Management with a Concentration in Sports Marketing
Marketing
Marketing with a Concentration in Social Entrepreneurship
Marketing with a Concentration in Sports Marketing

Minors

Entrepreneurship
General Business
Marketing
Social Entrepreneurship and Non-Profit Management

The Department of Entrepreneurship, Management, and Marketing offers majors in entrepreneurship, management, and marketing, each leading to a bachelor of science in business administration (B.S.B.A.) degree. In addition, students can earn a concentration in social entrepreneurship or sports marketing.

Minors in entrepreneurship, general business, marketing, as well as social entrepreneurship and non-profit management are also available. However, none of the minors are available for School of Business majors.

Student Objectives

B.S.B.A. in Entrepreneurship: Graduates will be prepared to start or find employment in new, family, or small ventures as well as large, innovative firms. Students will be equipped with both specific skills and broad general knowledge of factors impacting the success of these businesses.

B.S.B.A. in Management: Graduates will be prepared in general knowledge of core functional areas of business, equipped for immediate entry-level positions in functional areas and industries of choice, and trained for the potential long-term goal of higher level management positions.

B.S.B.A. in Marketing: Graduates will be prepared to explore opportunities in advertising, sales, market research, retailing, product management, and public relations. The program focuses on marketing for products and services, occurring in for-profit as well as not-for-profit organizations.

Entrepreneurship Major

Entrepreneurship Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:*		**20-28**
Natural and Computational Sciences		**4**
Social Sciences		**4**
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		**4**
MATH 150 Precalculus	4	
Languages (proficiency through 102 or higher)		**0-8**
Fine Arts		**4**
Humanities		**4**
Entrepreneurship Major:		**71**
Pre-Business Curriculum**		**22**
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 200 Business Communications	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
Business Core		**25**
BUSA 252 Legal Environment of Business	3	
BUSA 360 Information Systems and Technology	3	
BUSA 471 Professional Development Seminar	1	
FINC 321 Financial Management	3	
MNGT 303 Principles of Management	3	
MNGT 342 Operations Management	3	
MNGT 400 Managerial Values	3	
MNGT 481 Business Strategy	3	
MARK 311 Marketing Management	3	
Entrepreneurship Core		**18**
BUSA 332 Quantitative Methods III	3	
BUSA 454 Business Law *or* MNGT 404 Human Resources Management	3	
ENTR 304 Entrepreneurship/Small Business Concepts	3	
ENTR 410 Entrepreneurial Finance	3	
ENTR 485 Entrepreneurship	3	
MARK 414 Marketing Research *or* MARK 419 Services Marketing	3	
Business Elective-Entrepreneurship Majors (select one business course not previously taken to meet a stated requirement of this major)	3	**3**
Entrepreneurship Elective (select one from below)		**3**
ENTR 401 Discovering New Business/Product Ideas	3	
ENTR 407 Topics in Entrepreneurship	3	
ENTR 408 Family Business	3	
ENTR 409 Management of Innovation	3	
ENTR 486 Social Entrepreneurship/Not-for-Profit Mgt	3	
ENTR 488 Small Business Consulting	3	
ENTR 494 Business Internship: Entrepreneurship***	3	
General Electives		**7-15**
Total Required Credits		**128**

* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

*** Double majors may be able to substitute another internship for ENTR 494 with MGMK department chair approval.

Management Major

Management Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:*		**20-28**
Natural and Computational Sciences		**4**
Social Sciences		**4**
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		**4**
MATH 150 Precalculus	4	
Languages (proficiency through 102 or higher)		**0-8**
Fine Arts		**4**
Humanities		**4**
Management Major:		**71**
Pre-Business Curriculum**		**22**
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 200 Business Communications	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
Business Core		**25**
BUSA 252 Legal Environment of Business	3	
BUSA 360 Information Systems and Technology	3	
BUSA 471 Professional Development Seminar	1	
FINC 321 Financial Management	3	
MNGT 303 Principles of Management	3	
MNGT 342 Operations Management	3	
MNGT 400 Managerial Values	3	
MNGT 481 Business Strategy	3	
MARK 311 Marketing Management	3	
Management Core		**15**
BUSA 332 Quantitative Methods III	3	
BUSA 496 Business Management Internship I *or* ENTR 488 Small Business Consulting	3	
ENTR 304 Entrepreneurship/Small Business Concepts	3	
MNGT 404 Human Resource Management	3	
MNGT 405 Leadership	3	
Business Electives-Management Majors (select any two business courses not previously taken to meet a stated requirement of this major)	3	**6**
Management Electives (select one from the following: any 400-level ENTR OR MNGT course not previously taken to meet a stated requirement of this major)	3	**3**
General Electives		**7-15**
Total Required Credits		**128**

*Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

Marketing Major

Marketing Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:*		**20-28**
Natural and Computational Sciences		**4**
Social Sciences		**4**
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
Mathematics		**4**
MATH 150 Precalculus	4	
Languages (proficiency through 102 or higher)		**0-8**
Fine Arts		**4**
Humanities		**4**
Marketing Major:		**71**
Pre-Business Curriculum**		**22**
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 200 Business Communications	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
Business Core		**25**
BUSA 252 Legal Environment of Business	3	
BUSA 360 Information Systems and Technology	3	
BUSA 471 Professional Development Seminar	1	
FINC 321 Financial Management	3	
MNGT 303 Principles of Management	3	
MNGT 342 Operations Management	3	
MNGT 400 Managerial Values	3	
MNGT 481 Business Strategy	3	
MARK 311 Marketing Management	3	
Marketing Core		**12**
BUSA 332 Quantitative Methods III	3	
MARK 414 Marketing Research	3	
MARK 416 Consumer Behavior	3	
MARK 419 Services Marketing	3	
Business Elective-Marketing Majors (select one business course not previously taken to meet a stated requirement of this major)	3	**3**
Marketing Electives (select three from the following)		**9**
ENTR 485 Entrepreneurship	3	
ENTR 486 Social Entrepreneurship/Not-for-Profit Mgt	3	
MARK 301 Sports Marketing	3	
MARK 402 Retailing	3	
MARK 405 Social Media Marketing	3	
MARK 415 Marketing Communications	3	
MARK 417 Topics in Marketing	3	
MARK 418 Professional Selling	3	
MARK 420 Sales Leadership	3	
MARK 421 International Marketing	3	
MARK 431 Adv Theory & Practice in Sports Marketing	3	
MARK 491 Business Internship: Marketing *or* BUSA 498 Business Research Project	3	
General Electives		**7-15**
Total Required Credits		**128**

* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

Entrepreneurship Minor*

This program will equip students with the foundational knowledge and skills needed to start or work in new and small businesses or in large, innovative companies. The minor is suitable for students enrolled in non-business degree programs at Samford University who want to include entrepreneurial knowledge and innovative thinking in their skill set as they pursue their careers. The minor is not available to School of Business majors.

Entrepreneurship Minor** Required Courses	Course Credits	Total Required Credits
Group I (must be completed before starting Group II)		**9-13**
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
ECON 201 Principles of Macroeconomics*** *or* ECON 202 Principles of Microeconomics	3-4	
Group II (can be completed in any order)†		**6**
BUSA 322 Personal Finance *or* FINC 321 Financial Management	3	
ENTR 304 Entrepreneurship/Small Bus Concepts	3	
Group III (can be completed in any order)		**6**
ENTR 485 Entrepreneurship	3	
Entrepreneurship Elective (select one from the following: any 400-level ENTR course not previously taken to meet a stated requirement of this minor)	3	
Total Required Credits		**21-25**

* Entrepreneurship minors must complete 9 of the 12 credits in the 300 and 400-level courses at Samford.

** Students must maintain a 2.00 GPA in the entrepreneurship minor.

*** Depending on the student's major, this course may also be used to satisfy a general education social science requirement.

† Prerequisites not required for minors.

NOTE: The entrepreneurship minor is not available for School of Business majors.

General Business Minor*

General Business Minor** Required Courses	Course Credits	Total Required Credits
Group I (must be completed before starting Group II)***		**13**
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
ECON 201 Principles of Macroeconomics	4	
Group II (can be completed in any order)***		**9**
FINC 321 Financial Management	3	
MNGT 303 Principles of Management	3	
MARK 311 Marketing Management	3	
Total Required Credits		**22**

* General business minors must complete 6 of the 9 credits in the 300-level courses at Samford.

** Students must maintain a 2.00 GPA in the general business minor.

*** Prerequisites not required.

NOTE: The general business minor is not available for School of Business majors.

Marketing Minor*

This program will equip students with the foundational marketing knowledge and skills needed to explore opportunities in advertising, sales, market research, retailing, product management, and public relations. The program focuses on marketing for products and services, occurring in for-profit as well as not-for-profit organizations. It is suitable for students enrolled in non-business degree programs at Samford University, who want to include marketing knowledge in their skill set as they pursue their careers in either non-business or business settings. The minor is not available to School of Business majors. To be admitted into the marketing minor, students must have a 2.50 GPA. Once in the minor, students must maintain a 2.00 GPA.

Marketing Minor* Required Courses		**Course Credits**	**Total Required Credits**
Group I (must be completed before starting Group II)			**3-7**
BUSA 231	Quantitative Methods II	3	
ECON 201 ECON 202	Principles of Macroeconomics** *or* Principles of Microeconomics	3-4	
Group II (must be completed before starting Group III)***			**3**
MARK 311	Marketing Management	3	
Group III (should be taken after Group II) (select four from the following)			**12**
MARK 301	Sports Marketing	3	
MARK 402	Retailing	3	
MARK 405	Social Media Marketing	3	
MARK 414	Marketing Research	3	
MARK 415	Marketing Communications	3	
MARK 416	Consumer Behavior	3	
MARK 417	Topics in Marketing***	3	
MARK 418	Professional Selling	3	
MARK 419	Services Marketing	3	
MARK 420	Sales Leadership	3	
MARK 421	International Marketing	3	
MARK 491	Business Internship: Marketing	3	
	Total Required Credits		**18-22**

* Students must have a 2.50 cumulative GPA at Samford University to be admitted to the minor and must maintain a 2.00 GPA in the marketing minor.

** Depending on the student's major, this course may also be used to satisfy a general education social science requirement.

*** Topics in Marketing can be taken more than once as long as the topics differ.

NOTE: The marketing minor is not available for School of Business majors.

Social Entrepreneurship and Non-Profit Management Minor*

This program will equip students with the foundational business knowledge and skills needed to find employment in non-profit organizations or for-profit firms pursuing social missions. The minor is suitable for students enrolled in non-business degree programs at Samford University who want to include business knowledge in their skill set as they pursue their careers in either non-business or business settings. The minor is not available to School of Business majors.

Social Entrepreneurship and Non-Profit Management Minor* Required Courses**		**Course Credits**	**Total Required Credits**
Group I (must be completed before starting Group II)***			**6-10**
ACCT 211	Accounting Concepts I	3	
BUSA 100	World of Business	3	
ECON 201 ECON 202	Principles of Macroeconomics † *or* Principles of Microeconomics	3-4	
Group II (can be completed in any order)***			**9**
ENTR 304 MNGT 303	Entrepreneurship/Small Bus Concepts *or* Principles of Management	3	
ENTR 384	Financial Mgmt of Non-Profit Entities	3	
MARK 311	Marketing Management	3	
Group III (should be taken after Group II)			**3**
ENTR 486	Social Entrepreneurship and Not-for-Profit Management	3	
	Total Required Credits		**18-22**

* Social entrepreneurship minors must complete 6 of the 9 credits in the 300-level at Samford.

** Students must maintain a 2.00 GPA in the social entrepreneurship minor.

*** Prerequisites not required.

† Depending on the student's major, this course may also be used to satisfy a general education social science requirement.

NOTE: The social entrepreneurship minor is not available for School of Business majors.

Social Entrepreneurship Concentration

Students majoring in accounting, economics, entrepreneurship, finance, management, or marketing can add the social entrepreneurship concentration to their program, which will prepare them to start or find employment in either not-for-profit or for-profit firms pursuing social missions. All requirements must be met for both the major and the concentration, although some course overlap may occur.

Social Entrepreneurship Concentration Required Courses		Course Credits	Total Required Credits
Social Entrepreneurship Core			**10-12**
ENTR 384	Financial Management-Non-Profit Entities	3	
ENTR 485	Entrepreneurship	3	
ENTR 486	Social Entrepreneurship and Not-for-Profit Management	3	
ENTR 487	Applied Social Entrepreneurship and Not-for-Profit Management*	1-3	
	Total Required Credits		**10-12**

* Course repeatable up to 3 total credits.

Sports Marketing Concentration

This program equips students with the skills necessary for career opportunities in the global sports marketplace. Students majoring in accounting, economics, entrepreneurship, finance, management, or marketing can add this concentration to their program, which prepares them for opportunities in team marketing, sponsor relations/activation, ticket sales, event marketing, sports retailing, and league operations. The concentration presents a rigorous curriculum in such areas as sponsorship, international sports marketing, advertising, social media, and analytics while paying close attention to industry trends. Students will be prepared for admission into top MBA/Sports Business programs in AACSB business schools or gain employment in the sports industry.

Sports Marketing Concentration Required Courses		Course Credits	Total Required Credits
Group I (must be completed before starting Group II)			**3**
MARK 301	Sports Marketing	3	
Group II (must be completed before starting Group III)			**6**
MARK 414 BUSA 498	Marketing Research *or* Business Research Project I*	3	
MARK 491	Marketing Internship (sports industry)	3	
Group III			**3**
MARK 431	Adv Theory/Practice in Sports Marketing	3	
Electives (select one from the following)			**3**
BUSA 498	Business Research Proj I (Marketing)**	3	
ECON 425	Econometrics	3	
ENTR 486	Social Entrepreneurship and Not-for-Profit Management	3	
FINC 450	Bulldog Investment Fund	3	
JMC 492	Special Topics in Mass Media	3	
MARK 402	Retailing	3	
MARK 405	Social Media Marketing	3	
MARK 414	Marketing Research*	3	
MARK 418	Professional Selling	3	
	Total Required Credits		**15**

* Students majoring in marketing can substitute BUSA 498 for the required MARK 414 course in the major.

** Course can only count as an elective if not previously taken.

NOTE: All 15 credits must be taken at Samford.

Business Electives

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

Course Number/Name		Credit Hrs
ACCT 410	Income Tax II	3
ACCT 415	Government & Not-for-Profit Accounting	3
ACCT 496	Accounting Internship	2-3
BUSA 308	Website Design for Business Use	3
BUSA 322	Personal Finance	3
BUSA 391	Financial Implications of International Business	3
BUSA 454	Business Law	3
BUSA 479	Business Independent Study	3
BUSA 495	London Business Internship	2
BUSA 496	Business Management Internship I	3
BUSA 497	Business Management Internship II	3
BUSA 498	Business Research Project I	3
BUSA 499	Business Research Project II	3
ECON 394	International Studies in Economics	3
ECON 401	Money and Banking	3
ECON 410	Game Theory	4
ECON 420	International Economics	3
ECON 425	Econometrics	3
ECON 426	Topics in Economics	3
ECON 430	Law and Economics	3
ECON 435	Pubic Finance and Public Policy	3
ECON 493	Business Internship: Economics	3
ENTR 304	Entrepreneurship and Small Business Concepts	3
ENTR 401	Discovering New Business and Product Ideas	3
ENTR 407	Topics in Entrepreneurship	3
ENTR 408	Family Business	3
ENTR 409	Management of Innovation	3
ENTR 410	Entrepreneurial Finance	3
ENTR 485	Entrepreneurship	3
ENTR 486	Social Entrepreneurship & Not-for-Profit Mgt	3
ENTR 487	Applied Social Entrepreneurship & Non-Profit Mgt	1-3
ENTR 488	Small Business Consulting	3
ENTR 494	Business Internship: Entrepreneurship	3
FINC 422	Financial Statement Analysis	3
FINC 423	History of Capitalism	3
FINC 424	Investments	3
FINC 426	Topics in Finance	3
FINC 427	Financial Risk Management	3
FINC 428	Financial Institutions	3
FINC 429	Intermediate Financial Management	3
FINC 492	Business Internship: Finance	3
MNGT 301	International Management	3
MNGT 305	History of Management Thought	3
MNGT 401	Organizational Behavior Concepts	3
MNGT 404	Human Resource Management	3
MNGT 405	Leadership	3
MNGT 406	Topics in Management	3
MNGT 444	Total Quality Management	3
MARK 301	Sports Marketing	3
MARK 402	Retailing	3
MARK 405	Social Media Marketing	3
MARK 414	Marketing Research	3
MARK 415	Marketing Communication	3
MARK 416	Consumer Behavior	3
MARK 417	Topics in Marketing	3
MARK 418	Professional Selling	3
MARK 419	Services Marketing	3
MARK 420	Sales Leadership	3
MARK 421	International Marketing	3
MARK 422	Customer Relationship Management	3
MARK 431	Advanced Theory & Practice in Sports Marketing	3
MARK 491	Business Internship: Marketing	3

Brock Scholars Major (B.S.B.A.)

The Brock Scholars major is an imaginative, demanding, and competitive program of study designed for University Fellows and outstanding pre-business students who desire to major in business. Brock Scholars are selected annually through a rigorous application process in the spring of the freshman year. The program allows students the flexibility to create their own unique curriculum, coupled with international travel, student research, hands-on experience through internships, and a high degree of faculty involvement.

Brock Scholars Major **Required Courses**		**Course Credits**	**Total Required Credits**
University Fellows Core Curriculum † ***or*** **University Core Curriculum**			**36-40** ***or*** **22**
General Education Requirements: ††			**8-16**
Natural and Computational Sciences (one course)			**4**
Languages (proficiency through 102 or higher)†††			**0-8**
Fine Arts (two courses)			**4**
Brock Scholars Major (if University Fellows student): ***or*** **Brock Scholars Major (if non-Univ Fellows student):**			**72-84** ***or*** **90-98**
Freshman Year:			**3**
BUSA 100	World of Business (Spring)	3	
Sophomore Year:			**22**
ACCT 211	Accounting Concepts I	3	
ACCT 212	Accounting Concepts II*	3	
BUSA 200	Business Communications	3	
BUSA 231	Quantitative Methods II*	3	
ECON 201	Principles of Macroeconomics*	4	
ECON 202	Principles of Microeconomics*	3	
BSBB 201	Brock Scholars Internship §	3	
Junior Year:			**17 or 20**
BUSA 360	Information Systems and Technology*	3	
FINC 321	Financial Management*	3	
MNGT 303	Principles of Management*	3	
MNGT 342	Operations Management*	3	
MARK 311	Marketing Management*	3	
BSBB 301	Summer Fellowship (after junior year) †† §	1 or 4	
BSBB 302	Oxbridge Tutorial §§	1	
Senior Year:			**12**
BUSA 471	Professional Development Seminar	1	
MNGT 481	Business Strategy*	3	
BSBB 302	Oxbridge Tutorial §§	1	
BSBB 410	Senior Research Project I (Fall)	2	
BSBB 420	Senior Research Project II (Spring)	2	
BSBB 430	Brock Scholars Seminar §§§	3	
Additional Major/Enrichment Courses (may come from inside or outside the business school)			
If University Fellows student: *or* If non-University Fellows student:			**15-30** ***or*** **33-44**
Total Required Credits			**128**

† See University Fellows Program for a complete list of University Fellows Core Curriculum requirements. These courses are typically completed in the freshman and sophomore years. The Global Studies requirement (part of the Fellows Core) may be met through Summer Fellowship or through a non-Western culture course outside the student's discipline.

†† See University Core Curriculum and General Education Requirements for a list of course options for the General Education Requirements.

††† Students must achieve language proficiency through the 102 level.

* Any of these core business courses may be replaced/substituted with related coursework applicable to the student's chosen course of study upon approval from the appropriate department chair and the student's faculty committee.

§ Brock Scholars receive stipends to support their Internship and Summer Fellowship.

§§ May be offered in conjunction w/a business course or independently (+1 crd).

§§§ Offered once every two years in the fall, for all junior and senior-level Scholars.

NOTE: Brock Scholars design their own degree program in conjunction with their faculty committee (three faculty, no more than one from outside the Brock School of Business), who will approve the entire program of study.

Brock Scholars Courses

BSBB 201 Brock Scholars Internship (3)
Increasingly, business and nonprofit leaders design, grow, and lead social mission-driven enterprises. As the traditional lines blur between nonprofit enterprises, government, and business, it is critical that business students understand the opportunities and challenges in this new landscape. Through first-hand field experience, Brock Scholars will explore this emerging trend and its relationship to broader issues regarding business behavior. Students will partner with local for-profit and nonprofit organizations to engage in the development and implementation of new and existing initiatives that target specific community and business needs. Grading is pass/fail. Prereq: Admission to the Brock Scholars Program. Offered: Fall, Spring, and Summer.

BSBB 301 Summer Fellowship (1 or 4)
Business and nonprofit leaders worldwide design, grow, and lead social mission-driven enterprises. As the traditional lines blur between nonprofit enterprises, government, and business, it is critical that business students understand the opportunities and challenges in this new landscape. Through first-hand field experience, Brock Scholars will explore this emerging trend and its relationship to broader issues regarding business behavior. Students will partner with regional, national, or international for-profit and nonprofit organizations to engage in the development and implementation of social outreach initiatives that target specific community and business needs. Prereq: Admission to the Brock Scholars Program. Offered: Summer.

BSBB 302 Oxbridge Tutorial (1)
Students will work with a single faculty member to explore a topic in a functional area of business using the Oxbridge tutorial method. Through meetings with a faculty member at which a paper will be presented orally and in writing, the student will develop critical thinking, research, and written and oral communication skills. May be repeated for a maximum of 2 credits. Prereq: Admission to the Brock Scholars Program. Offered: Fall, Spring, and Summer.

BSBB 410 Senior Research Project I (2)
Seminar designed to prepare students to write their Brock Scholars senior project proposal. The seminar provides an introduction to research proposal writing, basic research design, and the construction of a research project. By the end of the seminar each student will have a detailed proposal of his/her project, an annotated bibliography, and the first chapter of the project paper. Prereq: Admission to the Brock Scholars Program. Offered: Fall.

BSBB 420 Senior Research Project II (2)
Seminar designed to assist students with the creation of their Brock Scholars senior projects. The seminar provides an overview of research methods, including basic methods of data gathering and data analysis, and summarizing research findings. By the end of the seminar each student will have produced a completed senior research project. Prereqs: Admission to the Brock Scholars Program and BSBB 410. Offered: Spring.

BSBB 430 Brock Scholars Seminar (3)
Explores the fundamental principles and best practices for managing organizational ethics, compliance, and social responsibility in today's business environment. Topics and assignments cover both domestic and international business issues, emphasizing the challenges of making decisions in a climate of increasing demands for transparency and accountability. Through focused readings, simulated organizational scenarios, meetings with executives, and class discussions, students will develop competencies in managing employee and corporate conduct. Prereqs: Admission to the Brock Scholars Program and junior/senior status. Offered: Fall, on rotation.

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. Prereq: BUSA 260 and a college-level math course. (Prereq of BUSA 260 not required for business minors.) Offered: Fall, Spring, and Summer I.

ACCT 212 Accounting Concepts II (3)
Examination of accounting as an information provider with emphasis on the use of information for managerial decision-making. Includes an introduction to cost behavior, budgeting, responsibility accounting cost control, and product costing. Prereq: ACCT 211. Offered: Fall, Spring, and Summer 2

ACCT 310 Income Tax I (3)
Study of concepts of taxation applied in a client-oriented setting with a planning emphasis. Includes income, exclusions, deductions, credits, tax research, and policy. Prereq: ACCT 212. Offered: Spring.

ACCT 311 Financial Accounting and Reporting I (3)
Study of financial accounting and reporting practices. Particular emphasis on theoretical foundations, concepts, and principles underlying financial statements with emphasis on assets and current liabilities. Prereq: ACCT 212. Offered: Fall.

ACCT 312 Financial Accounting and Reporting II (3)
Study of concepts and principles underlying financial statements with emphasis on long-term liabilities and stockholders' equity. Prereq: ACCT 311. Offered: Spring.

ACCT 313 Cost Accounting (3)
Study of the concepts, analyses, and techniques needed to effectively use accounting data for management planning and control decisions. Topics include product costing, cost-volume-profit analysis, budgeting, cost estimation, responsibility accounting, differential analysis, and cost allocation. Prereq: ACCT 212. Offered: Spring.

ACCT 410 Income Tax II (3)
Study of tax aspects of operating a corporation, partnership, estate, trust, or limited-liability entity. Client service-oriented course that includes review of exempt organizations, international organizations, international and multi-state topics, and development of tax planning and communication skills. Prereq: ACCT 310. Offered: Fall.

ACCT 415 Governmental and Not-for-Profit Accounting (3)
Introduction to governmental and non-profit accounting and auditing, including accounting methods used at hospitals, universities, and other not-for-profit entities. Prereq: ACCT 212. Offered: Spring.

ACCT 420 Auditing I (3)
Introduction to the independent-auditing process. Includes review of accepted and commonly used auditing standards and procedures, with emphasis on the professional, ethical, and legal obligations of auditors. Prereq or co-req: ACCT 470. Prereq: ACCT 312. Offered: Fall.

ACCT 470 Accounting Information Systems (3)
Study of how accounting information is recorded, summarized, and reported in both manual and computerized systems. Emphasis on internal control features necessary to produce accurate and reliable accounting data. Includes description of methods used to develop accounting systems and auditor involvement in the process. Prereqs: ACCT 212 and BUSA 360. 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 department chair of accounting and management information systems.

BUSINESS ADMINISTRATION

BUSA 100 World of Business (3)
Examination of current issues that businesses face as they operate in a global environment. Includes simulation, readings, business plan development, and teamwork to provide an understanding of major business functions and how they interrelate in actual practice. Designed for first-year students considering a business major. Offered: Fall, Spring, and Summer.

BUSA 130 Quantitative Methods I (3)
Study of calculus, including an appreciation of its usefulness in solving managerial, business, economic, and social science problems. Focus is on the use of calculus, not its development as a mathematical discipline; as such, this course provides an introduction to differential and integral calculus with emphasis on managerial and business applications. Prereq: MATH 150 with a C- or above, or equivalent. Offered: Fall, Spring, and Summer 1.

BUSA 200 Business Communications (3)
Study of communication concepts, techniques, and applications from a business perspective. Class focuses on business writing and presentation skills. Co-req: ACCT 211 or ACCT 212. Offered: Fall and Spring.

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. Offered: Fall, Spring, and Summer 2.

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 260 Computer Software Competency (1)
Study of computer software applications currently being employed in business analysis such as Excel and Access. This course will involve the development of skills that allow students to properly apply the software being studied in analyzing issues commonly occurring in business settings. 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 322 Personal Finance (3)
Managing personal finances has become increasingly complex. Financial institutions are subject to fewer regulations and are offering consumers more options. Homebuyers face an array of alternative mortgages. Car buyers can lease or purchase. Corporations are altering retirement plans. How much and what type of insurance coverage is becoming increasingly complex. Students today are interested in the practical application of concepts and techniques for managing their personal finances. This course addresses the needs of students in making informed decisions that will affect their financial future. Offered: Jan Term and Summer 1.

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. Prereq: BUSA 231. Offered: Fall and Spring.

BUSA 360 Information Systems and Technology (3)
Study of the relevance and contribution of information systems to the growth and success of businesses. Focus on technical concepts relating to fundamental hardware, software, and communications concepts associated with the management of computer technologies. Includes ethical considerations encountered in making information system decisions. Prereqs: ACCT 212, BUSA 231, and ECON 201. Offered: Fall and Spring.

BUSA 391 Financial Implications of International Business (3)
Purpose of course is two-fold: 1) In the area of subject matter knowledge, course is designed to supplement and broaden students' knowledge of international financial management practices, both through their own readings and research, and through direct contacts with key financial managers in the United Kingdom. 2) In the area of global awareness, students will acquire a greater understanding of the impact of cultural, political, and regulatory similarities and differences that affect the business environment of firms operating in the United States compared to those operating in Europe generally, and in the United Kingdom in particular. Offered: Jan Term, in London.

BUSA 399 London Study Topics (4)
Special courses designed for and offered at the Daniel House London Study Centre. Topics vary. Offered: Jan Term.

BUSA 454 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 M.Acc. program. Prereq: BUSA 252. Offered: Fall and Spring.

BUSA 471 Professional Development Seminar (1)
Series of activities and events scheduled throughout the academic year that focuses on building career skills. The seminar's objective is to engage students in a variety of co-curricular events that will enhance professional development. After gaining admission to the Brock School of Business their junior year, students must attend a total of 10 events approved by the Dean's Office to earn one credit hour prior to graduation. Grading is pass/fail. Prereq: Admission to the Brock School of Business. 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 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 496-497 Business Management Internship I and II (3 each crse)
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. Offered: Every term.

BUSA 498 and 499 Business Research Project I and II (3 each course)
Experiential study activity for small groups of selected students. Groups, under the supervision of a faculty member, are placed in a professional work environment in a business enterprise for the purpose of accomplishing a specially designed project. Prereq: Permission from Office of the Dean, School of Business.

ECONOMICS

ECON 201 Principles of Macroeconomics (4)
Study of macroeconomics, providing a theoretical framework from which aggregate economic events such as inflation, unemployment, and economic growth are explained. The framework is used for analysis of current and potential problems of society. This course provides an organizing structure for understanding how the world economy works, providing the student with some ability to predict future economic events. Prereq: MATH 110, 150, 210, or 240. Offered: Fall, Spring, and Summer 1.

ECON 202 Principles of Microeconomics (3)
Study of microeconomics, providing a theoretical framework from which the operations of and interrelationships between individual markets are explained. The market system allows for effective coordination of economic decisions of consumers and business firms. This course provides the organizing structure for understanding the operations of the business firm and the markets that it serves. Prereq: MATH 150. Offered: Fall, Spring, and Summer 2.

ECON 301 Intermediate Macroeconomics (3)
Examination of forces that determine growth, income, and employment in economic systems, with special reference to the United States and other industrialized countries. Understand the causes of unemployment and inflation and the role of government in maintaining stable prices and sustained growth. Prereqs: BUSA 130 and ECON 201. Offered: Spring

ECON 302 Intermediate Microeconomics (3)
Focus on the optimizing behavior of individuals and firms as they interact in markets. Topics will include the consumer theory, the theory of the firm, risk and uncertainty, models of perfect and imperfect competition, asymmetric information, as well as advanced modeling of externalities and public goods. Prereqs: BUSA 130 and ECON 202. Offered: Fall.

ECON 394 International Studies in Economics (3)
Cross-disciplinary introduction to the scope, causes, and consequences of poverty. Examination of the various measures of poverty as well as basic economic theory, explaining differences in income, wealth, and economic growth among regions. Emphasis on understanding poverty issues from a Biblical perspective. Course relies heavily on site visits to observe a wide variety of anti-poverty projects, including faith-based organizations and international nonprofit agencies. International travel required. Co-listed as POLS 394. Offered: Jan Term.

ECON 401 Money and Banking (3)
Examination of determinants of the money supply; overview of the nation's financial system and the activities of non-banking institutions; in-depth discussion of commercial banking; and study of the structure and functions of the Federal Reserve System. Includes monetary theory and the mechanisms connecting the money supply with economic activities, as well as the weaknesses of monetary policy. Discussions cover the relations and effects of the world's banking systems, including the International Monetary Fund. Prereq: ECON 201. Offered: On rotation.

ECON 410 Game Theory (4)
Elementary examination of the theory of games and strategic behavior with an emphasis on applications. Topics discussed include strategic-form games, extensive-form games, and games of asymmetric and incomplete information. Various equilibrium concepts also discussed. The course will apply game theoretic concepts to strategic behavior in the social sciences, particularly economics and political science, with applications ranging from cartel behavior to international diplomacy. Co-listed as POLS 410. Prereq: BUSA 130 or POLS 301. Offered: On rotation.

ECON 420 International Economics (3)
Analysis of the theoretical principles underlying international trade, investment, and the international monetary system. Includes effects on domestic and foreign economics of commercial, monetary, and fiscal policies. Prereq: ECON 201. Offered: On rotation.

ECON 425 Econometrics (3)
Introduces students to regression methods for analyzing data in economics and related areas. Emphasizes both the theoretical and practical aspects of statistical analysis and focuses on techniques for estimating econometric models of various kinds and interpreting the estimates from such models. The objective is for the student to learn how to conduct–and how to critique–empirical studies in economics and related fields. Prereq: BUSA 332. Offered: On rotation.

ECON 426 Topics in Economics (3)
Study of topics in economics of current interest. The course provides the opportunity to obtain additional depth of knowledge in areas such as public economics, political economy, and international monetary economics. Topics subject to change; see class schedule for course title. Offered: Fall and Spring, on rotation.

ECON 430 Law and Economics (3)
Introduction to the use of microeconomic concepts as a means to understand law and the American legal system. Emphasis on the economic analysis of the common law–that is, property, contract, tort, and criminal law. Prereq: ECON 201 or 202. Offered: Fall, on rotation.

ECON 435 Public Finance and Public Policy (3)
Study of theoretical and empirical public finance and policy analysis, with special attention to the economic evaluation of current policy questions. Analysis of government involvement in markets, including but not limited to: political economy, major government welfare and redistributive programs, education policy, health policy, environmental policy, tax policy, and the division of powers among federal, state, and local governments. Prereqs: ECON 201, 202. Offered: Spring.

ECON 493 Business Internship: Economics (3)
Individualized, experiential learning program structured through a variety of business organizations. This course is project-oriented, merging theory learned in the classroom with the workplace environment. Includes several seminars, presentations, and counseling at Samford in conjunction with on-site learning taking place at the business organization. Exposes students to the world of economics and the career planning process. Grading is pass/fail. Prereq: ECON 201, 202; permission from Office of Internship, School of Business, and economics faculty. Offered: Fall, Spring, and Summer.

ENTREPRENEURSHIP

ENTR 304 Entrepreneurship and Small Business Concepts (3)
Study of critical concepts in new ventures and small businesses. Key topics will include management, marketing, and financial issues related to successfully starting a new business or operating a small business. Serves as the foundation course for the entrepreneurship major. Prereqs: Completion of pre-business curriculum. Offered: Spring.

ENTR 384 Financial Management of Non-Profit Entities (3)
Introduction to the financial statement model for non-profit entities with an emphasis on how the information in non-profit financial statements should be used to manage non-profit enterprises. Topical coverage includes planning and budgeting, analyzing results, techniques for financial decision making, and using financial information in motivating and rewarding performance. Prereq: ACCT 212. Offered: Fall, on rotation. (Formerly ACCT 384)

ENTR 401 Discovering New Business and Product Ideas (3)
The primary goal of this course is to help students generate potential ideas for a new product or business. Through a combination of readings, brainstorming sessions, presentations, and on-line discussions, we will learn how to search for and identify entrepreneurial opportunities. Learning objectives of this course include generating several ideas for potential products or businesses based on important trends and each student's interests as well as developing each student's entrepreneurial mindset. The course can count as an elective for the entrepreneurship, management, or marketing major. Prereq: BUSA 100. Offered: Summer, on rotation.

ENTR 407 Topics in Entrepreneurship (3)
Study of specific entrepreneurship topics of current interest, providing additional depth of knowledge in such areas as family business, innovation, new venture creation, venture capital, corporate entrepreneurship, and social entrepreneurship. May be repeated for a maximum of 6 credits. Prereq: BUSA 100. Offered: On rotation.

ENTR 408 Family Business (3)
Study of the unique advantages and challenges of family business management. Examines critical issues such as corporate governance and management succession faced by managers in these firms. Prereq: ENTR 304. Offered: Fall, on rotation.

ENTR 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: MNGT 303. Offered: On rotation.

ENTR 410 Entrepreneurial Finance (3)
Emphasis on the fundamental issues of financing a small business. Topics include debt versus equity financing, venture and angel capital, business valuation, cash flow, and pro-forma financial statement development. Prereq: FINC 321. Offered: Spring.

ENTR 485 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 212. Offered: Fall.

ENTR 486 Social Entrepreneurship and Not-for-Profit Management (3)
Examination of management topics unique to the particular objectives of nonprofit firms, including mission setting, governance, assessment, and fundraising. Using case studies and practitioner writings, the course develops an applied framework for analyzing key strategic issues for the nonprofit firm. Students integrate course content by developing a strategic plan for a new or existing nonprofit. Prereqs: FINC 321, MARK 311, and MNGT 303. Offered: Spring.

ENTR 487 Applied Social Entrepreneurship and Non-Profit Management (1-3)
Students partner with local for-profit and non-profit organizations to develop new or to improve existing community outreach initiatives. Alternatively, students may design their own programs that target specific community needs. Grading is pass/fail. May be repeated for a maximum of 3 credits. Offered: Fall and Spring.

ENTR 488 Small Business Consulting (3)
Project-based course in which students apply skills and concepts acquired in the core entrepreneurship courses to real-world small business issues. The course employs lectures, guest speakers, and class discussions involving an in-depth consulting project with a small business. Prereq: ENTR 485. Offered: Spring.

ENTR 494 Business Internship: Entrepreneurship (3)
Individualized, experiential learning program structured through a variety of business organizations. This course is project-oriented, merging theory learned in the classroom with the workplace environment. Includes seminars, presentations, and career counseling in conjunction with on-site learning at the business organization. Exposes students to the world of entrepreneurship and the career planning process. Grading is pass/fail. Prereq: ENTR 304; permission from Office of Internship, School of Business, and entrepreneurship faculty. Offered: Fall, Spring, and Summer.

FINANCE

FINC 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, Spring, and Summer.

FINC 422 Financial Statement Analysis (3)
Emphasis on the fundamental techniques of financial statement analysis. Building upon a review of accounting and investment concepts, course covers the analysis and interpretation of financial accounting information including the balance sheet, income statement, and statement of cash flows. Examination of accounting information used in investment and credit decisions, including valuation and debt ratings. Prereqs: ACCT 211, ACCT 212, and FINC 321. Offered: On rotation.

FINC 423 History of Capitalism (3)
Examination of the cultural, moral, and political effects of capitalism from Biblical times to present day. Readings from economists, philosophers, and historians, across the ideological spectrum, will be discussed. The second portion details three infrastructure elements of capitalism: an effective capital market, a stable economy and currency, and the ability to manage risk effectively. Prereq: FINC 321. Offered: Fall.

FINC 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: FINC 321. Offered: Fall and Spring.

FINC 426 Topics in Finance (3)
Study of specific finance topics of current interest, providing additional depth of knowledge in areas such as financial statement analysis and international financial issues. Topics subject to change; see class schedule for course title. Prereq: FINC 321. Offered: On rotation.

FINC 427 Financial Risk Management (3)
Introduction to financial risk management. Addresses use of derivative contracts including options, futures, and swaps to manage price risk in equities, commodities, and fixed income instruments. Focus on valuation techniques with application to corporate finance and investment management. Prereq: FINC 321. Offered: Spring.

FINC 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: FINC 321. Offered: Fall.

FINC 429 Intermediate Financial Management (3)
Case-based course in which students apply skills and concepts acquired in the core finance course (Financial Management) to actual business situations. Prereq: FINC 321. Offered: Spring.

FINC 444 Security Analysis (3)
This course is intended to acquaint students with the techniques, vehicles, and strategies for implementing investment goals in a portfolio context and in light of risk-return trade-offs. Emphasis is placed upon gaining a fundamental understanding of the various capital markets as well as investment vehicles such as stocks, bonds, options, and futures. Prereq: FINC 321. Offered: Fall and Spring.

FINC 450 Bulldog Investment Fund (1-3)
Vehicle for participating in The Bulldog Fund, a student-managed investment portfolio. Students analyze existing positions, research new investment ideas, present their proposals, and report results to Samford's Investment Committee.
Variable credit. May be repeated once for a maximum of 6 credits. Prereqs: FINC 321. Offered: Fall and Spring.

FINC 492 Business Internship: Finance (3)
Individualized, experiential learning program structured through a variety of business organizations. This course is project-oriented, merging theory learned in the classroom with the workplace environment. Includes seminars, presentations, and career counseling in conjunction with on-site learning at the business organization. Exposes students to the world of finance and the career planning process. Grading is pass/fail. Prereq: FINC 321; permission from Office of Internship, School of Business, and finance faculty. Offered: Fall, Spring, and Summer.

MANAGEMENT

MNGT 301 International Management (3)
Study of current issues facing international businesses, incorporating an understanding of the economic, cultural, and legal structural differences among countries and regions. Includes discussion of the economic and political implications of international trade, foreign investment, and ethical issues faced by companies operating globally. Prereq: ECON 201. Offered: Jan Term and Summer. (Formerly MNGT 408)

MNGT 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, Spring, and Summer.

MNGT 305 History of Management Thought (3)
Examination of the historical foundations of management thought, including the individuals who shaped the early development and study of management as a movement, vocation, and field of study. Connects early management thought and thinkers to current day management practices. Offered: Jan Term.

MNGT 310 Business and Local Poverty (3)
Explores the tenets of poverty against the backdrop of experiential learning in Birmingham venues. The course examines the basic myths, beliefs, and facts regarding poverty in a modernistic worldview. Includes discussion through the lens of Christian perspective and social entrepreneurial understanding. Offered: Jan Term.

MNGT 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.

MNGT 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: MNGT 303 and senior status. Offered: Fall and Spring.

MNGT 401 Organizational Behavior Concepts (3)
Expansion of MNGT 303 (Principles of Management) by focusing on concepts behind individual, group, and organizational action. Emphasis on issues related to key phenomena such as perception and attribution, motivation, communication, and organizational culture. Prereq: MNGT 303 or PSYC 304. Offered: On rotation.

MNGT 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: MNGT 303. Offered: Fall and Spring.

MNGT 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: MNGT 303. Offered: Fall and Spring.

MNGT 406 Topics in Management (3)
Study of specific management topics of current interest, providing additional depth of knowledge in such areas as human resource management, operations management, and strategic management. May be repeated for a maximum of 6 credits. Prereq: MNGT 303. Offered: On rotation.

MNGT 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: MNGT 342. Offered: On rotation.

MNGT 481 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.

MNGT 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 MNGT 481. Offered: Fall and Spring.

MARKETING

MARK 301 Sports Marketing (3)
Introduction to sports marketing and management with emphasis on activities designed to meet the needs and wants of sports consumers through exchange processes. The course examines sports marketing theory and practice. Prereq: Marketing major or permission of instructor. No prereq. Offered: Fall and and Summer. (Formerly MARK 401)

MARK 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, Spring, and Summer.

MARK 402 Retailing (3)
Study of the field of retailing presenting the requirements for successful retail store management, careers in retailing, structures of the retail organization, retail personnel management, buying and pricing of merchandise, customer services, and retail store control. Prereq: MARK 311. Offered: Fall, on rotation.

MARK 405 Social Media Marketing (3)
On-line commerce, social media, and mobile technologies all have had profound impacts on business. This course examines how entrepreneurs or marketing professionals can employ these tools to launch or grow their businesses. Important topics will include concepts and theories related to e-commerce, search engine optimization, and growing a brand through social media. Prereq: MARK 311. Offered: Summer, on rotation.

MARK 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 though various exercises, cases, and group-based research projects. Prereq: MARK 311. Offered: Fall.

MARK 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: MARK 311. Offered: Fall.

MARK 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: MARK 311. Offered: Spring.

MARK 417 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: MARK 311. Offered: On rotation.

MARK 418 Professional Selling (3)
Examination of one of the most important aspects of an organization's marketing effort: the professional selling process. Students will learn how to be a successful salesperson. Time will be spent on understanding and demonstrating the professional selling process as well as communication skills essential for success today. Ethical issues in today's business and cultural environment and an understanding of the steps to begin a sales career will also be discussed. Prereq: MARK 311. Offered: Fall.

MARK 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: MARK 311. Offered: Fall.

MARK 420 Sales Leadership (3)
Examines sales leadership from both an institutional and a motivational perspective. Course goal is to examine the elements of operating an effective sales force as the key component to organizational success. Course will focus on ways to achieve organizational goals and have a positive influence on shareholder return. Objectives include relationship management as a key account control, sales force structure, the use of technology to improve sales force effectiveness, and soft skills such as recruiting, developing, retaining, organizing, and motivating talent. Prereq: MARK 311. Offered: Spring.

MARK 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: MARK 311. Offered: Spring.

MARK 422 Customer Relationship Management (3)
Examination and application of strategies for developing, managing, and strengthening customer relationships. From lead generation to mature relationships, students learn techniques for building customer relationships and enhancing loyalty. The course provides students hands-on experience with a number of tools and technologies that are used in professional sales, including cloud-based CRM solutions. Prereq: MARK 311. Offered: Spring.

MARK 431 Advanced Theory and Practice in Sports Marketing (3)
In-depth study of advanced marketing issues pertaining to sports products and services. Includes the affinity transfer model, the antecedents and consequences of fan identification, development of long-term customer relationships, sports retailing, sports cape management, social media in sports, effective sponsor-linked marketing, and financial analysis. The course integrates relationship marketing, statistics, and informational technology. Learning tools include case study, role playing, and interaction with executives in professional sports. Prereqs: MARK 301 and MARK 311, and admission into the sports marketing concentration. Offered: Spring.

MARK 491 Business Internship: Marketing (3)
Individualized, experiential learning program structured through a variety of business organizations. This course is project-oriented, merging theory learned in the classroom with the workplace environment. Includes seminars, presentations, and career counseling in conjunction with on-site learning at the business organization. Exposes students to the world of marketing and the career planning process. Grading is pass/fail. Prereq: MARK 311; permission from Office of Internship, School of Business, and marketing faculty. Offered: Fall, Spring, and Summer.

Graduate Programs and Requirements

Accreditation
The Brock School of Business is accredited by AACSB International–the Association to Advance Collegiate Schools of Business and by SACS–the Southern Association of Colleges and Schools.

Degrees
Master of Accountancy (M.Acc.)
- Accountancy

Master of Business Administration (M.B.A.)
- Business
- Business with a Concentration in
  - Entrepreneurship
  - Finance
  - Marketing

Joint-Degrees
Master of Accountancy/Juris Doctor (M.Acc./J.D.)
Master of Business Administration/Juris Doctor (M.B.A./J.D.)
Master of Business Administration/Master of Accountancy (M.B.A./M.Acc.)
Master of Business Administration/Master of Divinity (M.B.A./M.Div.)

Minor
Graduate Business

Admissions
Academic ability is evaluated on the basis of undergraduate and graduate academic records, scores on the Graduate Management Admission Test (GMAT) or GRE General Test, recommendations, and academic recognition. Applicants must have a bachelor's degree from a regionally accredited institution prior to enrolling in the program. Admission standards require students to earn a GMAT or GRE equivalent score of 480 or better and an index score of 1050 or better using the formula: Higher education GPA x 200 + GMAT score.

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

1. Completion of online application and online payment of application fee.
2. Receipt of official transcript(s) showing a completed undergraduate degree.
3. Receipt of official GMAT or GRE score from testing agency. A GMAT waiver is available for applicants with a bachelor's degree and ten or more years of professional work experience.
4. Completion of online recommendation from designated person.
5. Résumé sent electronically.

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

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

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

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

Exemptions
M.B.A. Course Exemptions: Exemption from ACCT 511, ECON 512, and FINC 514 may be awarded if a student has taken an equivalent accounting, economics, or finance course at a regionally accredited institution and earned a C- or better. Students without the equivalent business courses may attempt to test out of these courses. To earn exemption by testing out, a student must earn a 70% on the prerequisite course final exam.

M.Acc. Course Exemptions: Exemptions from ACCT 510, ACCT 515, and ACCT 540 may be awarded if the student took an equivalent undergraduate course at an AACSB institution. Exempted courses do not count towards the 24 required graduate accounting credits.

Transient Credit

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

Progression Policies

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

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

The minimum grade in a graduate class is a C-. If a student earns a D, he/she must repeat the course in the next term offering.

If a student earns an F in any M.B.A. or M.Acc. course (except ACCT 511, ECON 512, and FINC 514), then the student will be terminated from the program.

Graduate Business Minor

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

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

* Must be taken in the first semester but can be taken concurrently with other courses.

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

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

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

Master of Accountancy

The M.Acc. degree requires a minimum of 30 credits of approved graduate coursework, including at least 24 graduate accounting credits and six graduate business credits. At least 18 graduate accounting credits must be earned at Samford University. Students must have a cumulative Samford graduate GPA of 3.00 or better in order to graduate.

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

Master of Accountancy

Master of Accountancy Required Courses	Course Credits	Total Required Credits
Accounting:		**24**
Accounting Core		**6-15**
ACCT 510 Income Tax II*	3	
ACCT 515 Governmental/Not-for-Profit Accounting*	3	
ACCT 520 Auditing II	3	
ACCT 525 Applied Professional Research	3	
ACCT 540 Financial Accounting & Reporting III*	3	
Accounting Electives (select three or more)		**9-18**
ACCT 514 Tax Research	3	
ACCT 521 Fraud Examination	3	
ACCT 550 Managerial Accounting Seminar	3	
ACCT 555 Accounting Internship	3	
ACCT 560 Accounting Theory	3	
ACCT 570 Financial Statement Analysis	3	
ACCT 594 Topics in Accounting	3	
Business:		**6**
Business Electives** (select two)		**6**
BUSA 533 MIS and Communications Technology	3	
BUSA 551 Operations Management	3	
BUSA 552 Managing Corporate Integrity	3	
ECON 520 The Economics of Competitive Strategy	3	
FINC 521 Managerial Finance	3	
MNGT 535 Human Resources & Org Management	3	
MARK 541 Marketing Strategy	3	
MBA Elective(s)	3-6	
Total Required Credits		**30**

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

** Must meet prerequisites of courses selected.

Master of Business Administration

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

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

* Exemption from ACCT 511, ECON 512, and FINC 514 may be awarded if a student has taken an equivalent accounting, economics, or finance course at a regionally accredited institution and earned a C- or better. Students without the equivalent business courses may attempt to test out of these courses. Please contact the Academic Programs Office for further details.

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

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

M.B.A. with a Concentration in Entrepreneurship

Master of Business Administration with Entrepreneurship Concentration Required Courses	Course Credits	Total Required Credits
MBA Program Core		**30-39**
Entrepreneurship Concentration		**9**
Entrepreneurship Core		**6**
ENTR 531 Entrepreneurship: Concepts & Consulting	3	
ENTR 555 New Venture Business Planning	3	
Entrepreneurship Electives† (select one from the following)		**3**
BUSA 534 Planning & Design for Web-Based Business	3	
ENTR 543 Corporate Entrepreneurship & Innovation	3	
ENTR 544 Social Entrepreneurship & Non-Profit Mgt	3	
ENTR 597 Topics in Entrepreneurship	3	
Total Required Credits		**39-48**

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

M.B.A. with a Concentration in Finance

Master of Business Administration with Finance Concentration Required Courses	Course Credits	Total Required Credits
MBA Program Core		**30-39**
Finance Concentration		**9**
Finance Core		**6**
FINC 524 Investments	3	
FINC 528 Financial Markets and Institutions	3	
Finance Electives (select one from the following)		**3**
ACCT/FINC 570 Financial Statement Analysis	3	
FINC 523 Behavioral Finance	3	
FINC 525 Bulldog Investment Fund †	3	
FINC 594 Topics in Finance	3	
Total Required Credits		**39-48**

† FINC 524 (Investments) is a prerequisite for this course.

M.B.A. with a Concentration in Marketing

Master of Business Administration with Marketing Concentration Required Courses	Course Credits	Total Required Credits
MBA Program Core		**30-39**
Marketing Concentration		**9**
(select three from the following) †		
BUSA 534 Planning & Design for Web-Based Business	3	
ENTR 544 Social Entrepreneurship & Non-Profit Mgt	3	
ENTR 555 New Venture Business Planning	3	
MARK 542 International Marketing	3	
MARK 592 Topics in Marketing ††	3	
Total Required Credits		**39-48**

† At least two electives must have a MARK prefix to satisfy the requirements for this concentration.

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

M.B.A. Electives

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

Course Number/Name		Credit Hrs
ACCT 594	Topics in Accounting	3
BUSA 534	Planning & Design for Web-Based Business	3
BUSA 590	Topics in International Business/Field Study	3
BUSA 595	Topics in Information Systems	3
BUSA 599	Topics in Business Law Regulation	3
ECON 522	International Economics	3
ECON 593	Topics in Economics	3
ENTR 531	Entrepreneurship: Concepts & Consulting	3
ENTR 543	Corporate Entrepreneurship & Innovation	3
ENTR 544	Social Entrepreneurship & Non-Profit Management	3
ENTR 545	New Product Development and Strategy	3
ENTR 555	New Venture Business Planning	3
ENTR 597	Topics in Entrepreneurship	3
FINC 523	Behavioral Finance	3
FINC 525	Bulldog Investment Fund	3
FINC 530	Personal Financial Planning	3
FINC 594	Topics in Finance	3
MNGT 532	International Management	3
MNGT 591	Topics in Organizational Behavior	3
MNGT 596	Topics in Human Resources	3
MNGT 598	Topics in Organizational Leadership	3
MARK 542	International Marketing	3
MARK 592	Topics in Marketing	3

Graduate Courses

ACCOUNTING

ACCT 510 Income Tax II (3)
Study of tax aspects of operating a corporation, partnership, estate, trust, or limited-liability entity. Includes review of exempt organizations, international and multi-state tax topics, client service oriented settings, and development of tax planning and communication skills. Prereq: Admission to the M.Acc. program.

ACCT 511 Financial Accounting for Managers (3)
Review of financial accounting concepts from a user's perspective, including how financial statements are prepared; the ability to interpret the information provided in financial statements; the ability to conduct a preliminary financial analysis of a firm. Prereq: None.

ACCT 514 Tax Research (3)
Review and development of skills needed to conduct professional tax research—fact gathering, issue identification, finding and assessing controlling tax authorities, developing and communicating recommendations in spoken and written form. Students use traditional and electronic materials; approach is case-oriented. Prereq: Admission to the M.Acc. program.

ACCT 515 Governmental and Not-for-Profit Accounting (3)
Introduction to governmental and nonprofit accounting and auditing, including accounting methods used at hospitals, universities, and other not-for-profit entities. Prereq: Admission to the M.Acc. program.

ACCT 519 Accounting for Decision-Making (3)
Survey of major issues involved in financial reporting and accounting for management decisions. Alternative accounting methods are identified, with emphasis on the managerial implications of choices among these methods. Prereq: ACCT 511.

ACCT 520 Auditing II (3)
Advanced look at the professional external auditing process, including an in-depth study of auditing standards and processes completed by each student. Prereq: Admission to the M.Acc. program.

ACCT 521 Fraud Examination (3)
Introduction to fraud examination. Course will focus on developing an understanding of how and why occupational fraud is committed; identifying how fraudulent conduct may be deterred; and determining how allegations of fraud should be investigated and resolved. Prereq: Admission to the M.Acc. program.

ACCT 525 Applied Professional Research (3)
Instruction in professional research methods, materials, and techniques to provide students with a working knowledge of research methodology utilized by practicing accountants in the fields of audit, financial, and taxation. Aims to develop the student's capacity for solving and defending his/her position with respect to particular accounting issues. Prereq: Admission to the M.Acc. program.

ACCT 540 Financial Accounting and Reporting III (3)
Advanced study of accounting concepts and procedures with focus on accounting for business combinations and consolidations. Includes foreign currency transactions, partnerships, segment and interim reporting, and SEC reporting. Discuss both U.S. GAAP and IFRS. Open to both M.B.A. and M.Acc. students. Prereq. ACCT 519 or admission to the M.Acc. program.

ACCT 550 Managerial Accounting Seminar (3)
In-depth discussion of major issues in providing accounting information for management decisions. The course relies heavily on case analysis, and develops in students the knowledge and analytical skills necessary for designing, implementing, and using planning and control systems. Topics include cost accumulation, budgeting, transfer pricing, activity-based costing, and behavioral considerations in accounting system design. Open to both M.B.A. and M.Acc. students. Prereq: ACCT 519 or admission to the M.Acc. program.

ACCT 555 Accounting Internship (3)
Academic credit may be awarded for students who complete accounting internships with local firms or businesses. Students should see the chair of accounting for eligibility parameters. Prereq: Permission from the accounting area coordinator and admission to the M.Acc. program.

ACCT 560 Accounting Theory (3)
Study of advanced accounting theory in seminar format. Includes development of financial accounting principles and standards and extensive use of research and discussion. Prereq: Admission to the M.Acc. program.

ACCT 570 Financial Statement Analysis (3)
Analysis of corporate financial reports from a decision-maker's perspective. This course is case-and-applications-oriented and will emphasize the fundamental techniques of financial statement analysis. Building upon a review of accounting and investment concepts, we will cover the analysis (including ratio analysis) and interpretation of financial accounting information including the balance sheet, income statement and statement of cash flows. Additionally, we will examine the use of accounting information in investment and credit decisions, including valuation and debt ratings. Co-listed as FINC 570. Prereq: Admission to the M.Acc. program. Offered: Summer.

ACCT 594 Topics in Accounting (3)
Advanced study in accounting. Prereqs: ACCT 511 and FINC 514, or acceptable score on corresponding placement exam.

ACCT 599 Contemporary Issues in Accountancy (1)
Discussion of current issues confronting the accounting profession. Includes presentations by practicing professional accountants and managers. Prereq: Admission to the M.Acc. program.

BUSINESS

BUSA 505 Managerial Communications and Analysis (3)
Provides first semester MBA students with foundational skills in the areas of communication, case analysis, management, marketing, and data analysis necessary for student success in the Brock School of Business MBA program.

BUSA 533 Management Information Systems (MIS) and Communications Technology (3)
Study of the design, development, and implementation of management information systems (IS). Includes issues related to managing the IS function and current developments in information technology that are impacting managerial decisions. Prereq: BUSA 505.

BUSA 534 Planning and Design for Web-Based Business (3)
Includes steps for planning and implementing an e-commerce site. Students will learn how to create a custom business model; select hardware, software, and a hosting service to meet business needs; choose appropriate type of site by researching alternatives; choose correct vendors to match needs; and build an impressive website.

BUSA 551 Operations Management (3)
Examines the planning, design, execution, and coordination of all activities that create goods or provide services. Addresses how upper level management can improve decision-making in both manufacturing and service sectors. Prereq: BUSA 505.

BUSA 552 Managing Corporate Integrity (3)
Explores fundamental principles and best practices for managing corporate ethics, compliance, and social responsibility in today's business environment. Topics and assignments cover both domestic and international business issues, emphasizing the challenges of making decisions in a climate of increasing demands for transparency and accountability. Through focused readings, simulated corporate scenarios, meetings with corporate executives, and class discussions, students will develop competencies in managing employee and corporate conduct. Prereq/Co-req: BUSA 505.

BUSA 555 MBA Internship (1)
Academic credit may be awarded for students who complete business internships. Students should see the director of academic programs for eligibility parameters. Grading is pass/fail. May be repeated for a maximum of 2 credits. Offered: Every semester.

BUSA 590 Topics in International Business/Field Study (3)
Advanced study in international business.

BUSA 595 Topics in Information Systems (3)
Advanced study in information systems.

BUSA 599 Topics in Business Law Regulation (3)
Advanced study in business law regulation.

ECONOMICS

ECON 512 Foundations of Economics and Statistics (3)
Survey of the theorems, tools, and techniques of basic economic analysis. Provides an integrated framework of micro and macroeconomics, preparing the student for more advanced study in ECON 520. Prereq: None.

ECON 520 The Economics of Competitive Strategy (3)
Study of the methods used in making economic decisions in an uncertain world. Topics such as forecasting economic activity and decision making using game theory, are discussed. In addition, the course examines the effects of the global economic environment on business decisions. Prereq: ECON 512. Prereq/Co-req: BUSA 505.

ECON 522 International Economics (3)
Graduate-level analysis of the theoretical principles underlying international trade, investment, and the international monetary system. Includes effects on domestic and foreign economics of commercial, monetary, and fiscal policies. Prereq: ECON 512.

ECON 593 Topics in Economics (3)
Advanced study in economics. May be repeated for a maximum of 9 credits, if topics vary.

ENTREPRENEURSHIP

ENTR 531 Entrepreneurship: Concepts and Consulting (3)
Study of critical concepts in new ventures and small businesses. Key topics will include management, marketing, and financial issues related to successfully starting a new business or operating a small or family business.

ENTR 543 Corporate Entrepreneurship and Innovation (3)
Graduate-level examination of the role of innovativeness in managerial processes, product design, and process design. The shrinking global environment is forcing a shift in emphasis from management of stability and control to leadership directed toward speed of product or service delivery, empowerment, flexibility, and continuous improvement. Any existing organization, whether a business, a church, a labor union, or a hospital is faced with the task of promoting and managing organizational innovation.

ENTR 544 Social Entrepreneurship and Non-Profit Management (3)
Graduate-level examination of management topics unique to the particular objectives of nonprofit firms, including mission setting, governance, assessment, and fundraising. Using case studies and practitioner writings, the course develops an applied framework for analyzing key strategic issues for the nonprofit firm. Students integrate course content by developing a strategic plan for a new or existing nonprofit.

ENTR 545 New Product Development and Strategy (3)
A team-based, consulting-type course focusing on crafting a sustainable growth strategy for new product development in the early stage technology sector. This course can serve as an elective for either the entrepreneurship or marketing concentration. Prereq: BUSA 505. Offered: Summer, on rotation.

ENTR 555 New Venture Business Planning (3)
Examination of entrepreneurs and their activities. Critical course objective is the development of an entrepreneurial perspective, helping students to understand and evaluate diverse entrepreneurial situations while providing practice responding to those situations. Secondary course objective includes preparation of a first-cut business plan for a new business. Prereq: BUSA 505.

ENTR 597 Topics in Entrepreneurship (3)
Advanced study in entrepreneurship. May be repeated for a maximum of 9 credits, if topics vary. (Formerly BUSA 597)

FINANCE

FINC 514 Corporate Finance (3)
Study of concepts and skills used in financial decision-making and analysis. Includes valuing assets, determining the cost of capital, calculating the most appropriate leverage and capital structure, understanding the dynamics of international finance, analyzing working capital needs, and forecasting funds flow. Prereqs: ACCT 511 and ECON 512.

FINC 521 Managerial Finance (3)
Study of the strategies and tactics of acquiring and applying financial assets, measuring results, and matching requirements with funding sources. Includes coverage of international financial issues. Prereq: FINC 514. Prereq/Co-req: BUSA 505.

FINC 523 Behavioral Finance (3)
Study of the various behavioral barriers to appropriate financial decisions and actions, how these behavioral patterns often conflict with the underlying assumptions of classical finance theory, and how these contradictions can be dealt with most appropriately. Prereq: FINC 514 or permission of the instructor.

FINC 524 Investments (3)
Focus on the great ideas that have helped to shape modern investment thought and practice. Particular emphasis is placed upon an inquiry into a central theorem of investing: is the market efficient? Throughout the course, practical aspects of individual and institutional investing will also be discussed. The course structure will be a seminar format. Contemporary topics and events will be discussed each week. Prereq: FINC 521. Offered: Summer, on rotation.

FINC 525 Bulldog Investment Fund (3)
Students are selected to participate in The Bulldog Fund, a student-managed investment portfolio. They analyze existing positions, research new investment ideas, present their proposals, and report results to Samford's Investment Committee. Prereqs: FINC 524 and permission of the instructor.

FINC 528 Financial Markets and Institutions (3)
Study of the various types of financial institutions—banks, insurance companies, and mutual funds—and the regulatory and competitive environment in which they exist. Specific areas addressed include: the role of government in financial markets, the changing competitive boundaries of financial services firms, the markets for various financial instruments including money markets, bonds, stocks, futures, options, swaps, foreign exchange, and the measurement and management of risk among financial institutions. Prereq: FINC 514. Offered: Summer, on rotation.

FINC 530 Personal Financial Planning (3)
Provides students with a broad-based knowledge of the key elements of financial planning. Key topics include: budgeting, credit issues, taxation, investments, insurance, retirement planning, and estate planning. Course goals include both an understanding of current practice and the development of analytical abilities that should prove useful as options change due to new products, new technologies, and changes in the law. Prereq: FINC 514 or permission of the instructor.

FINC 570 Financial Statement Analysis (3)
Analysis of corporate financial reports from a decision-maker's perspective. This course is case-and-applications-oriented and will emphasize the fundamental techniques of financial statement analysis. Building upon a review of accounting and investment concepts, we will cover the analysis (including ratio analysis) and interpretation of financial accounting information including the balance sheet, income statement and statement of cash flows. Additionally, we will examine the use of accounting information in investment and credit decisions, including valuation and debt ratings. Co-listed as ACCT 570. Prereqs: ACCT 519 and FINC 521, or by permission of instructor. Offered: Summer.

FINC 594 Topics in Finance (3)
Advanced study in finance. Prereq: FINC 514 or acceptable score on placement exam. May be repeated for a maximum of 9 credits, if topics vary. (Formerly BUSA 594)

MANAGEMENT

MNGT 532 International Management (3)
Graduate-level case-based course highlighting management issues encountered by companies when they conduct business overseas.

MNGT 535 Human Resources and Organization Management (3)
Examines the strategic, planning, and organizational issues associated with managing people in different and complex organizations. Upon completion, students will be able to understand the challenges of managing the staffing process within businesses. Prereq/Co-req: BUSA 505.

MNGT 561 Strategic Management (3)
Study of strategic management and policy-making processes that provide direction, unity, and consistency to overall organizational action. Integrates learning experiences from required courses in the curriculum by concentrating on decisions made at the senior management level. To be taken in final semester prior to graduation. Prereqs/Co-Reqs: ACCT 519; BUSA 505, 533, 551, 552; ECON 520; FINC 521; MNGT 535; and MARK 541.

MNGT 591 Topics in Organizational Behavior (3)
Advanced study in organizational behavior.

MNGT 596 Topics in Human Resources (3)
Advanced study in human resources.

MNGT 598 Topics in Organizational Leadership (3)
Advanced study in organizational leadership.

MARKETING

MARK 541 Marketing Strategy (3)
Review of the planning and execution of marketing strategies designed to facilitate the exchange of goods and services in a global environment in seminar format. Through case study, lecture, and team-based projects, students examine marketing management issues that arise due to cultural, economic, political, legal, financial, and technological differences among nations. Prereq: BUSA 505.

MARK 542 International Marketing (3)
Provides a global approach to the study of current marketing management issues faced by both goods and service-producing industries. The course focuses on understanding myriad economic, social, and cultural differences among countries today. It addresses the economic and political implications of international trade, foreign investment, and ethical issues faced by companies operating globally.

MARK 592 Topics in Marketing (3)
Advanced study in marketing. Prereq: BUSA 505.

Beeson School of Divinity

Administration

Timothy F. George, Ralph W. Beeson Dean and Professor
David S. Hogg, Associate Dean and Associate Professor
Sherri Brown, Director of Admissions
Mark A. Searby, Director of Doctor of Ministry Studies
James C. Pounds, Jr., Director of Operations
Thomas L. Fuller, Director, Ministry Leadership Development, Placement, and Assessment

Faculty

Lyle W. Dorsett, Billy Graham Professor of Evangelism
Graham Arthur Cole, Beeson Professor
Allen P. Ross, Beeson Professor
Frank S. Thielman, Beeson Professor
Paul R. House, Professor
Kenneth A. Mathews, Professor
Robert Smith Jr., Professor
Douglas D. Webster, Professor
Carl L. Beckwith, Associate Professor
D. Mark DeVine, Associate Professor
Mark S. Gignilliat, Associate Professor
Patricia A. Outlaw, Associate Professor
Osvaldo Padilla, Associate Professor
M. Sydney Park, Associate Professor
Piotr Malysz, Assistant Professor

History

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

In December 1988, the Samford Board of Trustees voted to name the school the Beeson School of Divinity in honor of Ralph Waldo Beeson and his late father, John Wesley Beeson. Ralph Beeson provided the largest gift from a living individual in Samford history to establish the only divinity school at that time at a Baptist college or university in the nation.

In its first year, Beeson School of Divinity secured the dean, four full-time faculty, and two adjunctive faculty, and enrolled 32 students.

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

Graduate Programs and Requirements

Degrees/Majors

Master of Arts in Theological Studies (M.A.T.S.)
Master of Divinity (M.Div.)
Doctor of Ministry (D.Min.)

Joint-Degrees

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

Certificate

Certificate of Anglican Studies

Below are brief summaries of the degree requirements for the M.A.T.S., M.Div. and D.Min. degrees, the certificate of Anglican studies, 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 divinity school bulletin, application forms, or additional information, write the Director of Admissions, Beeson School of Divinity, Samford University, Birmingham, Alabama 35229, or call 1-877-575-0595 or (205) 726-2066.

Master of Arts in Theological Studies

Admission to the master of arts in theological studies (M.A.T.S.) program requires a bachelor's degree from a recognized institution. The M.A.T.S. is specifically designed for individuals wanting to deepen their understanding of the Christian faith and to integrate their faith more effectively in professional vocations and lay ministry settings. This degree requires at least 40 credits, with not less than two-thirds of these credits being completed at Samford. A minimum grade point average of 2.00 is required.

Master of Arts in Theological Studies Required Courses	Course Credits	Total Required Credits
Biblical Studies		**15**
Biblical Interpretation	3	
Old and New Testament Theology	6	
Old and New Testament Exposition	6	
Historical and Doctrinal Studies		**12**
History and Doctrine	12	
Practical Studies		**7**
Spiritual Formation	3	
Faith and Vocation	1	
Christian Missions	3	
Electives		**6**
Total Required Credits		**40**

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 Beeson School of Divinity. This degree requires at least 93 credits, with not less than two-thirds of these credits being completed at Samford. A minimum grade point average of 2.00 is required.

Master of Divinity Required Courses	Course Credits	Total Required Credits
Biblical Studies		**33**
Biblical Interpretation	3	
Old and New Testament Theology	6	
Introduction to Biblical Greek	6	
Greek Exegesis	6	
Introduction to Biblical Hebrew	6	
Hebrew Exegesis	6	
Historical and Doctrinal Studies		**18**
History and Doctrine	12	
Ecclesiology and Worship	3	
Doctrine and Ethics	3	
Practical Studies		**30**
Spiritual Formation	6	
Evangelism and Church Growth	3	
Pastoral Theology	3	
Christian Missions	3	
Christian Preaching	6	
Pastoral Counseling	3	
Pastoral Formation	3	
Ministry of Administration	3	
Electives		**12**
Total Required Credits		**93**

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. The D.Min. degree requires 42 credits.

Doctor of Ministry Required Courses	Total Required Credits
On-Campus Seminars	
First Year – Two two-week Foundational Seminars	**12**
Second Year – One two-week Foundational Seminar One two-week Ministry Studies Seminar One semester of Research in Ministry	**15**
Third Year – One one-week Ministry Studies Seminar Ministry Praxis Proposal Seminar	**6**
Three Semesters of Approved-Field Supervision Concurrent with Seminars	**3**
Ministry Praxis - Written Ministry Dissertation	**6**
Total Required Credits	**42**

Joint-Degree Programs

M.A.T.S./J.D.
The M.A.T.S./J.D. joint-degree program, offered in collaboration between the Beeson School of Divinity and the Cumberland School of Law, allows students to use crossover electives for the other degree, thus reducing the credits for both professional degrees. Students must complete their first year of law school before beginning work in the divinity school.

M.Div./J.D.
The M.Div./J.D. joint-degree program, offered in collaboration between the Beeson School of Divinity and the Cumberland School of Law, allows students to use crossover electives for the other degree, thus reducing the credits for both professional degrees. Students must complete their first year of law school before beginning work in the divinity school.

M.Div./M.B.A.
The M.Div./M.B.A. joint-degree program, offered by the Beeson School of Divinity and the Brock 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 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. Contact the Beeson School of Divinity for more information.

M.Div./M.M.
The M.Div./M.M. joint-degree program, offered in conjunction with the School of the Arts, allows students to use credits from each school as part of the other school's degree. Divinity students must qualify for admission to the M.M. program no later than the beginning of the third semester of M.Div. work.

M.Div./M.S.E.
The M.Div./M.S.E. joint-degree program combines work in the Beeson School of Divinity and the Orlean Bullard Beeson School of Education. 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.

Certificate of Anglican Studies

A certificate of Anglican studies will be awarded to students who complete at least 15 hours of their M.Div. degree in courses that are either specifically Anglican in content or have a significant Anglican component. For more information contact Dr. Graham Cole, professor of Anglican studies.

Global Center

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

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

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

For additional information please contact:

The Global Center
Beeson School of Divinity
Samford University
Birmingham, Alabama 35229-2268
Phone: (205)726-2170
Fax: (205)726-2271
Web site: www.beesondivinity.com/globalcenter

BEESON SCHOOL OF DIVINITY TUITION AND FEES FOR ACADEMIC YEAR 2014-2015*

*The following tuition and fees apply to Samford **Divinity Students**. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. Click here for payment regulations and refund notes. For basic tuition and fees that apply to all or most graduate students, see the Financial Information section.*

Description	Student Classification	Expense	Notes
Tuition			
Tuition Deposit	All Divinity Students	$200	Nonrefundable; Due upon acceptance
Less than 9 credits - Fall, Spring	Part-Time Master's Degree Divinity Students	$563/credit	
9 to 16 credits - Fall, Spring	Full-Time Master's Degree Divinity Students	$5,931/semester	
More than 16 credits - Fall, Spring	Full-Time Master's Degree Divinity Students	$563/credit	
All credits - Summer Term and Jan Term	All Master's Degree Divinity Students - Summer or Jan Term	$226/credit/term	
Doctor of Ministry	All Doctor of Ministry (D.Min.) Students	$379/credit (each semester)	
Doctor of Ministry Continuation Fee	All D.Min. Students granted extension beyond fourth year	$1,000/semester	
Joint Degree	Joint Degree Divinity Students	By Classification	
Fees			
Application Fee - Master's Degree Program	All Master's Degree Divinity Students	$35/application	Nonrefundable; Due at time of application
Application Fee - Doctor of Ministry Program	All Doctor of Ministry Students	$50/application	Nonrefundable; Due at time of application
Books and Supplies	All Master's Degree Divinity Students	$800-900 (estimate)	Cash/check/credit card due at time of purchase
Books and Supplies	All Doctor of Ministry Students	$700 (estimate)	Same as above
Campus Life Fee - Fall & Spring	All Divinity Students	$100/term	
Insurance Co-Pay	All Divinity Students	As incurred	
International Student Fee - Fall & Spring	All International Divinity Students	$50/semester	
International Student Fee - Jan Term & Sum	All International Divinity Students	$25/term	
Reinstatement Fee (all terms)	All Divinity Students	$100/term, as applicable	
Technology Fee - Fall & Spring	All Divinity Students	$150/semester	

* 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.

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

NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedules for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

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Orlean Bullard Beeson School of Education

Administration

Jean Ann Box, Dean, Professor, Curriculum and Instruction
Jo Beth Newton, Associate Dean, Associate Professor, Educational Leadership
H. Elizabeth (Betsy) Rogers, Chair, Assistant Professor, Curriculum and Instruction
J. Maurice Persall, Chair, Orlean Bullard Beeson Professor, Educational Leadership
Kristie B. Chandler, Chair, Associate Professor, Human Development and Family Life Education
Chris J. McCaghren, Executive Director, Evening College

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

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

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

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

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

Curriculum and Instruction

Faculty

H. Elizabeth (Betsy) Rogers, Chair, Assistant Professor
David M. Finn, Professor
Charlotte Freeman, Professor
Tarsha E. Bluiett, Associate Professor
Amanda S. Hilsmier, Associate Professor
Amy Hoaglund, Associate Professor
David C. Little, Associate Professor
Patricia F. Wood, Associate Professor
Karen J. Birkenfeld, Assistant Professor
Erin Gilchrist, Assistant Professor
Myrtis A. Johnson, Instructor, Clinical Coordinator
Michele K. Haralson, Director of Curriculum Materials and Technology Center

Undergraduate Programs and Requirements

Majors

Early Childhood/Special Education/Elementary/Collaborative (ESEC)
Elementary Education with a Concentration in Christian Education and Missions
English (with Teacher Certification)
History (with Teacher Certification)

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)

Elementary Education with a Concentration in Christian Education and Missions P-12 and Secondary (click here)

The Department of Curriculum and Instruction offers four distinct undergraduate majors—ESEC (early childhood/early childhood special education/elementary/elementary collaborative); elementary education with a concentration in Christian education and missions; English; and history—all leading to a bachelor of science in education. Teacher certification is available in the combined ESEC program for grades P-3 (early childhood education and early childhood special education) and grades K-6 (elementary education and elementary collaborative education), and in secondary education for grades 6-12 (English and history). In addition, the department offers P-12 certification in world languages and music for students pursuing bachelor's degrees in those respective departments.

Each program offered by the curriculum and instruction department 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. The bachelor of science in education with a major in English (ENGT) includes a language arts component, with requirements in communication studies, journalism, and theatre, in addition to English and education. The bachelor of science in education with a major in history (HISD) includes a general social studies component, with requirements in economics, geography, and political science in addition to history and education. 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 (OBB) School of Education at the beginning of the freshman year for advisement.

The OBB School of 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.

Teacher Certification Subject Areas Offered (P-12 and Secondary Education)

Composite Subject Areas (Grades 6-12)	Major Subject Areas (Grades 6-12)	Major Subject Areas (Grades P-12)
English/Language Arts History/Social Studies	World Languages: (French, German, Spanish) History Mathematics	World Languages: (French, German, Spanish) Instrumental Music Vocal/Choral Music

Certifications or Proficiencies

A summary of special requirements for curriculum and instruction 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 or music and those earning secondary certification in English or history are not required to earn additional majors or minors.
3. All ESEC majors must take additional math and science courses.
4. All students earning certification must successfully pass an exit examination, currently Praxis II, in their content area.
5. All students earning certification must successfully pass the Alabama Education Certification Testing Program (AECTP).

Admission to Curriculum and Instruction

Requirements for admission to curriculum and instruction 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, or EDUC 200.
5. Completion of 60 credits of coursework with a GPA of at least 2.75 for ESEC, elementary, secondary, and P-12 majors.
6. Completion of projected schedule and agreement form.
7. Completion of an interview with a faculty member in the OBB School of Education.
8. Two letters of recommendation for ESEC and elementary education majors.
9. Two letters of recommendation for secondary education or P-12 from a professor in the student's major department and a professor in the curriculum and instruction department.
10. Document on file verifying ABI and FBI criminal background checks.
11. Passing scores on the Applied Math, Reading for Information, and Writing sections of the Alabama Education Certification Testing Program (AECTP) 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 curriculum and instruction program without permission from the department chair.

Retention in Curriculum and Instruction

Once admitted into the curriculum and instruction program, the minimum GPA requirement (2.75 for ESEC, elementary, secondary, and P-12 majors) must be maintained in all of the following three areas: cumulative, major courses, and professional courses. Failure to maintain the required minimum cumulative GPA and the required minimum GPA in the major teaching and professional fields prevents a student from enrolling in specific education courses until that GPA is met. 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 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 curriculum and instruction program, and independent studies will not be offered. Also, if students take a course through Evening 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 curriculum and instruction or must reapply for admission to the program. Grievances related to grades may be brought before the Curriculum and Instruction Academic Review Board. See the department chair in OBB Room 338 for specific procedures.

Clinical Requirements

All curriculum and instruction majors are required to complete a wide variety of clinical experiences, which include rural, urban, and suburban settings. Clinical placements will be within a reasonable driving distance from the university campus.

Professional Semester

The student-teaching semester is the final experience in curriculum and instruction. 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 325.

To be eligible for student teaching, a student must have been admitted to curriculum and instruction, be in good academic standing, have demonstrated necessary dispositions to be a successful teacher, have successfully completed the required clinical experience, completed all 60 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 2.75 GPA overall and in each teaching field (ESEC, elementary, secondary, and P-12 majors). 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.

Students should consult the *Clinical Handbook* for additional information.

Completion of Program

Students who successfully complete a prescribed program at the baccalaureate level in curriculum and instruction 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 2.75 GPA (ESEC, elementary, secondary, and P-12 majors) 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 or EDUC 200 will be informed of the ABI and FBI fingerprinting procedures.

Students must also pass exit examinations (currently PRAXIS II) and the AECTP in order to receive certification. If a student successfully completes all program requirements, he/she may graduate, but certification may not be received until all exams are passed.

Secondary Education and P-12 Majors

Curriculum requirements for secondary education and P-12 education requirements may be obtained from the certification officer/advisor, OBB Room 323; or the head of the academic department involved. All secondary education majors are required to meet with the certification officer/advisor, OBB Room 323 upon admission to the University. This meeting could be during regular orientation program. Subject to change if state and/or federal requirements are revised.

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 courses. General education requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult the University Core Curriculum and General Education Requirements and the Physical Activity Program for a list of applicable courses. For ESEC and history majors, INTL 202 is an acceptable substitution for the fine arts general education requirement.

Undergraduate Courses

EDUCATION - UNDERGRADUATE

EDUC 200 Foundations of Education (4)
This course is designed to help prospective teacher education candidates develop insight into contemporary educational issues. Students will examine philosophical and historical trends in education. This course is designed to develop a deep level of reflectiveness about the central issues it examines: the teacher as a moral role model who may experience the moral tension between caring and fairness in teaching, school reform, equality of opportunity, and student diversity, especially cultural diversity in the backgrounds of students. Offered: Fall and Spring.

EDUC 201 Sign Language I (1)
Introduction to finger spelling as well as American Sign Language issues pertaining to the deaf community.

EDUC 202 Issues and Trends in Special Education (2)
This course is an introduction to special education issues and trends to be taken by undergraduate education majors. Students will review the history of special education; laws and legislation in special education; current practices in special education; characteristics of students with disabilities; identification and teaching of students with disabilities; accommodations, modifications, and adaptations for students with disabilities; and impact of special education services on the general education classroom. Offered: Fall.

EDUC 204 Tutoring Experiences in Education (2)
Provides an introductory field experience opportunity for undergraduates interested in pursuing a career in teaching. Offered: Fall and Spring.

EDUC 213 Adolescent Development within the Educational Culture (2-4)
Study of the life span between childhood and adulthood, a time when major adaptations are made in the total organism. Emphasis on these adjustments, including modifications of a physiological, physical, psychosocial, sexual, moral, and cognitive nature. Special consideration given to education of the adolescent, including gender differences, learning styles, learning theories, and motivation. Primary focus on how adolescents are impacted by these changes, how they deal with them, and how this is reflected in their behavior within the educational environment, plus implications for the educator. Clinical experiences included for secondary curriculum and instruction students, who should take course for 4 credits. Students not involved in clinical experiences should take the course for 2 credits. Offered: Fall and Spring.

EDUC 221 Issues within the Educational Culture (4)
Exploration of contemporary educational issues for prospective teachers. Students examine philosophical and historical bases of education as a profession and apply an understanding of such frameworks to an analysis of current issues in education. Emphasis on assigned readings and analyses of cases drawn from real-life situations in order to challenge students to view the educational process from many perspectives and to begin their journey as reflective decision-makers. Students will develop an informed personal philosophy of education, which they will continue to challenge throughout their educational program. Co-req: EDUC 222.

ESEC Major

The following requirements apply for a combined major in: early childhood education (Grades P-3); early childhood special education (Grades P-3); elementary education (Grades K-6); elementary collaborative education (Grades K-6).

ESEC Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**34**
Natural and Computational Sciences		**12**
BIOL 105 Principles of Biology *or* BIOL 107 Contemporary Biology *or* BIOL 110 Human Biology *or* BIOL 111 Animal Biology *or* BIOL 205 Biology in Great Britain	4	
IDSC 201 Scientific Methods *or* GEOG 150 Physical Geography	4	
PHYS 100 Physics for Society *or* PHYS 150 Introduction to Astronomy	4	
Social Sciences		**4**
GEOG 101 Global Geography	4	
Mathematics		**12**
MATH 110 Contemporary Mathematics *or* MATH 150 Precalculus *or* MATH 240 Calculus I	4	
MATH 107 Mathematics for Elementary Teachers	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		**4**
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
ESEC Major:		**77**
Major Courses		**42**
EDUC 200* Foundations of Education	4	
EDUC 202* Issues and Trends in Special Education	2	
EDUC 300* Integrated Arts-Elementary Classroom	4	
EDUC 321 Foundations and Applications of Effective Planning and Instruction	4	
EDUC 322 Teaching Language Arts in the Early Childhood and Elementary Classroom	3	
EDUC 323* Overview of Child Development	2	
EDUC 325 Teaching of Reading I	4	
EDUC 326 Math Literacy in the Early Childhood and Elementary Classroom	4	
EDUC 327 Elementary Content Methods: Science and Social Studies	4	
EDUC 421 Advanced Teaching, Learning, & Planning	4	
EDUC 425 Teaching of Reading II	3	
KINE 302* Health & PhysEd-Elem School Teachers	4	
*These are the only teaching field courses that can be taken prior to unconditional admittance.		
Professional Courses		**35**
EDUC 301 Diverse Learners in Today's Classroom	3	
EDUC 302 Research in Special Education	3	
EDUC 303 Assessment Procedures/Processes for Students w/Disabilities-P-6 Classroom	3	
EDUC 402 Methods & Strategies for Teaching Students w/Disabilities-P-6 Classroom	3	
EDUC 403 Educational Practices for Teaching Students w/Disabilities-P-6 Classroom	4	
EDUC 412 Assessment for the Elem Classroom	2	
EDUC 413 Classroom Management	2	
EDUC 415 Technology across the Curriculum	3	
EDUC 474 Student Teaching in the ESEC	12	
*Up to five courses may be taken prior to admission to TEP. Each of these is noted with an asterisk.		
Total Required Credits		**133**

A minimum GPA of 2.75 is required.
NOTE: Program subject to change if state and/or federal requirements are revised.

Elementary Education Major with a Concentration in Christian Education and Missions

This program will be designed to give students a broad, multidisciplinary approach to Christian education within the context of a local church or mission field. The program will provide students with the academic rigor combined with the practical experience necessary to successfully minister to children and youth. In addition, students will also develop an awareness of how to engage families as partners in the spiritual development of children. Students pursuing this degree would be prepared for any aspect of Christian education including missions outreach, and Children's and Youth Ministries.

Elementary Education Major with Christian Education and Missions Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**34**
Natural and Computational Sciences		**12**
BIOL 105 Principles of Biology *or* BIOL 107 Contemporary Biology *or* BIOL 110 Human Biology *or* BIOL 111 Animal Biology *or* BIOL 205 Biology in Great Britain	4	
IDSC 201 Scientific Methods *or* GEOG 150 Physical Geography	4	
PHYS 100 Physics for Society *or* PHYS 150 Introduction to Astronomy	4	
Social Sciences: GEOG 101 Global Geography		**4**
Mathematics		**12**
MATH 110 Contemporary Mathematics *or* MATH 150 Precalculus *or* MATH 240 Calculus I	4	
MATH 107 Mathematics for Elementary Teachers	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		**4**
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
Elementary Education Major with Christian Education and Missions Concentration:		**73**
Major Courses		**42**
EDUC 200* Foundations of Education	4	
EDUC 202* Issues and Trends in Special Education	2	
EDUC 300* Integrated Arts-Elementary Classroom	4	
EDUC 321 Foundations and Applications of Effective Planning and Instruction	4	
EDUC 322 Teaching Lang Arts-Early Child/Elem Class	3	
EDUC 323* Overview of Child Development	2	
EDUC 325* Teaching of Reading I	4	
EDUC 326* Math Literacy-Early Childhood/Elem Class	4	
EDUC 327* Elem Content Methods: Sci & Soc Studies	4	
EDUC 421* Advanced Teaching, Learning, & Planning	4	
EDUC 425* Teaching of Reading II	3	
KINE 302* Health & PhysEd-Elem School Teachers	4	
*These are the only teaching field courses that can be taken prior to unconditional admittance.		
Professional Courses		**31**
EDUC 301 Diverse Learners in Today's Classroom	3	
EDUC 308 Foundations of Educational Missions	3	
EDUC 309 Issues & Trends in Christian Education	3	
EDUC 408 Curricular Appl in Educational Missions	3	
EDUC 412 Assessment for the Elem Classroom	2	
EDUC 413 Classroom Management	2	
EDUC 415 Technology across the Curriculum	3	
EDUC 473 Internship for K-6 Elementary Education	12	
*Up to five courses may be taken prior to admission to TEP. Each of these is noted with an asterisk.		
Total Required Credits		**129**

A minimum GPA of 2.75 is required.
NOTE: Program subject to change if state and/or federal requirements are revised.

English Major (B.S.E. w/Teacher Certification)

English Major (BSE) Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**24**
Natural and Computational Sciences			**8**
Social Sciences: JMC 200	Mass Media & Society		**4**
Mathematics: MATH 210	Elementary Statistics		**4**
Fine Arts: INTL 200	The British Theatre *or*		**2**
THEA 200	Theatre Appreciation		
Humanities: ENGL 205	Fiction and Film		**4**
Physical Activity			**2**
English Major (BSE):			**98-100**
English Core			**32**
ENGL 301	British Literature to 1798	4	
ENGL 302	British Literature since 1798	4	
ENGL 310	Literary Theory	4	
ENGL 309	Special Topics in Literature *or*	4	
ENGL 328	Minority Literature *or*		
ENGL 420	Comparative Literature		
ENGL 313	American Literature	4	
ENGL 340	Shakespeare	4	
ENGL 400	History of the Language	4	
ENGL 410	Senior Thesis	4	
English Electives (select three courses)			**12**
ENGL 303	Poetry	4	
ENGL 304	Short Story	4	
ENGL 305	Novel	4	
ENGL 306	Drama	4	
ENGL 307	Film	4	
ENGL 308	American Literary Movements	4	
ENGL 309	Special Topics in Literature	4	
ENGL 311	Creative Writing: Short Fiction	4	
ENGL 312	Creative Writing: Poetry	4	
ENGL 320	The Canterbury Tales	4	
ENGL 321	Fantasy Literature & the Renaissance	4	
ENGL 322	Novels of Seduction in 18th Century Lit	4	
ENGL 323	Romantic	4	
ENGL 324	American Renaissance	4	
ENGL 325	19th Century British Literature	4	
ENGL 326	Counterculture & Modern British Lit	4	
ENGL 327	The American Century	4	
ENGL 333	Internship	4	
Communication Studies, Journalism, and Theatre			**20**
COMS 215	Public Speaking	4	
COMS 311	Rhetorical Criticism *or*	4	
COMS 320	Legal Communication *or*		
COMS 399	London Study Topics *or*		
COMS 415	Persuasion *or*		
COMS 417	Political Communication		
JMC 310	Mass Media Production	6	
THEA 212	Acting I	3	
THEA 322	Beginning Directing	3	
Professional Courses			**8-10**
EDUC 200*	Foundations of Education	4	
EDUC 202*	Issues and Trends in Special Education	2	
EDUC 213*	Adolescent Development within the Educational Culture	2 or 4	
*These are the only courses that can be taken prior to unconditional admittance.			
Education (formal admission required first)			**26**
EDUC 315	Teaching/Learning-Secd Classrooms	3	
EDUC 331	Curriculum Appl-Secondary Classrooms	3	
EDUC 414	Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415	Technology across the Curriculum	3	
EDUC 426	Professional Secd Engl/Lang Arts Teacher	3	
EDUC 475	Student Teaching Grades 6-12	12	
	Total Required Credits		**144-146**

A minimum GPA of 2.75 is required.
NOTE: Program subject to change if state and/or federal requirements are revised.

History Major (B.S.E. w/Teacher Certification)

History Major (BSE) Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements			**24**
Natural and Computational Sciences			**8**
Social Sciences (select one course)			**4**
PSYC 101	General Psychology *or*	4	
SOCI 100	Introduction to Sociology		
Mathematics: MATH 210	Elementary Statistics		**4**
Fine Arts (select one course)			**2**
ART 200	Art Appreciation *or*	2	
MUSC 200	Music Appreciation *or*		
THEA 200	Theatre Appreciation		
Humanities			**4**
Physical Activity			**2**
History Major (BSE):			**93-95**
History			**44**
HIST 200	Global Perspectives	4	
HIST 217	Early America to 1877	4	
HIST 218	Modern America since 1865	4	
HIST 300	The Historian's Craft	4	
HIST 495	Senior Seminar *or*	4	
HIST 497	Independent Research		
Five upper-level History courses		20	
Special History Elective (select one course)		4	
HIST 403	The Civil Rights Movement *or*		
HIST 407	The Old South *or*		
HIST 409	History of Alabama		
Political Science			**4**
POLS 205	Introduction to American Politics *or*	4	
POLS 312	State and Local Government		
Economics and Geography			**11**
ECON 201	Principles of Macroeconomics	4	
ECON 202	Principles of Microeconomics	3	
GEOG 101	Global Geography	4	
Professional Courses			**8-10**
EDUC 200*	Foundations of Education	4	
EDUC 202*	Issues and Trends in Special Education	2	
EDUC 213*	Adolescent Development within the Educational Culture	2 or 4	
*These are the only courses that can be taken prior to unconditional admittance.			
Education (formal admission required first)			**26**
EDUC 315	Teaching/Learning-Secd Classrooms	3	
EDUC 331	Curriculum Appl-Secondary Classrooms	3	
EDUC 414	Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415	Technology across the Curriculum	3	
EDUC 428	Professional Secd Hist/Social Sci Teacher	3	
EDUC 475	Student Teaching Grades 6-12	12	
	Total Required Credits		**139-141**

A minimum GPA of 2.75 is required.
NOTE: Program subject to change if state and/or federal requirements are revised.

EDUC 222 Clinical Experiences in the Educational Culture (4)
Intensive field experiences (45 hours) in urban, rural and suburban educational settings. Focus on student development of a personal philosophy of teaching/learning based on observation of sound teaching practices and strategies. Reflective decision-making skills developed through observational journal writing and actual classroom teaching experience. Methodologies include field experience, lecture, journals, case studies, and problem-solving sessions. Designed for prospective P-12 teachers. Co-req: EDUC 221.

EDUC 223 Introduction to Technology (1)
Introduction to currently available technology for prospective teachers. Includes instruction on how students can use various media in their classrooms, in their own education, and in their own professional careers. Emphasis on how multimedia can be used to meet the needs of various learning styles.

EDUC 300 Integrated Arts in the Elementary School Classroom (4)
This course seeks to prepare teacher education candidates to utilize the arts in preparation of lesson and unit design. Candidates must be aware that quality arts-integrated instruction can impact student achievement through meeting the needs of all students, increasing student comprehension, as well as increased motivation and engagement. Arts integration will support student understanding at all levels and will inspire students to take responsibility for their own learning. Through this course, candidates will gain knowledge of the important tenets of each arts discipline, critical pedagogical strategies for teaching the arts and connecting the arts to the other curricular areas. Prereq: EDUC 221. Offered: Fall and Spring.

EDUC 301 Diverse Learners in Today's Classroom (3)
Meeting the needs of all students is an essential task for all educators and upon completion of this course students will understand why diversity is an important consideration in the context of education. This course will include an overview of the theory and research behind differentiated instruction and present them with classroom instructional strategies designed to respond to the varying needs of students. Candidates will engage in various learning activities through which they will learn and implement teaching strategies designed to individualize learning activities to take advantage of each student's strengths, interests, and readiness. Prereq: EDUC 221. Offered: Fall.

EDUC 302 Research in Special Education (3)
This course reviews the specific characteristics and needs of students with high and low incidence disabilities identified in the early childhood and elementary years. This course will teach students how to manage the varied behavioral and medical needs of students with disabilities, as well as how to implement evidenced-based practices in behavior management, academic instruction, and family involvement in the P-6 classroom. Prereq: EDUC 202. Offered: Fall.

EDUC 303 Assessment Procedures & Processes for Students with Disabilities in the P-6 Classroom (3)
This course serves as an overview of assessment procedures and processes in special education. Students will learn of the current processes and procedures in place for referral, placement, and reevaluation in special education. Students will be taught how to assess student progress using both standardized and non-standardized assessment instruments. Students will also be taught how to interpret test results into a report-like format and explain test results to parents and other professionals. Students will be able to use the results from an assessment team report to write an Individualized Education Plan (IEP) focused on the individual needs of a student. Prereq: EDUC 202. Offered: Spring.

EDUC 305 Teaching in the Middle School (4)
Study of middle school philosophy and objectives. Emphasis on curriculum plans and activities for meeting the educational needs of preteens and early teenagers. Offered: Spring.

EDUC 307 Foundations of Leadership (4)
Introduction to the foundations of leadership and the importance of principled leadership in all areas of life. Offered: Fall and Spring.

EDUC 308 Foundations of Educational Missions (3)
This course is designed to provide undergraduate teacher education candidates the aims, methods and principles of teaching in a mission setting, with regard to: locally, nationally, and internationally. This course is designed to support pre-service teachers who desire to participate in educational missions. Offered: Fall and Spring.

EDUC 309 Issues and Trends in Christian Education (3)
This course is designed to provide undergraduate teacher education candidates an overview of Christian education; the history, goals, issues and function within the community. In addition, candidates will be guided to discover their own spiritual gifts that will inform their personal philosophy of Christian education. Offered: Fall and Spring.

EDUC 311 The Development of the Young Child (2)
Introduction to the developmental characteristics of the child from conception to age eight, or the end of the primary grades. Special consideration given to developmental dynamics of the following areas as they relate to working with this age child: physical, social, psychological, emotional, cognitive, moral, and psycholinguistic. Additional coverage includes instructional planning and strategies for children with special needs. Co-reqs: EDUC 312, 313, and 316.

EDUC 312 Principles of Early Learning (6)
Introduction to the principles of early learning in preschool, kindergarten, and primary grades for the prospective teacher. Emphasis on development of an integrated curriculum in content areas, assessment, classroom management, teaching to divergent cultures, and inclusion of students with special needs. Class members are expected to apply knowledge of these principles of early learning as they analyze case studies and develop lesson plans. Students are also required to create an integrated, thematic unit and teach lesson plans they have written and evaluated. Co-reqs: EDUC 311, 313, and 316.

EDUC 313 Application of Early Learning (6)
Application of early learning principles through problem-based decision cases that focus on self-reflection and decision-making, plus the technology that supports the instructional process. Includes seminars with classroom teachers and interactive clinical experiences. Designed for prospective teachers of children from infancy through age eight. Co-reqs: EDUC 311, 312, and 316.

EDUC 315 Teaching and Learning in Secondary Classrooms (3-4)
This course is designed to expose prospective teachers to methods of teaching, classroom management, and the creation of effective learning environments for pre-adolescent and adolescent students with a goal of appreciating the great diversity that exists among students today. Emphasis is upon developing reflective practitioners who draw upon an array of solutions to classroom challenges as represented in literature, research, and informed practice in the field of secondary education. Prereq: EDUC 221. Offered: Fall.

EDUC 316 Practical Teaching and Learning (2)
Early childhood field experience as a prelude to the professional semester. Emphasis on curriculum development and implementation, plus reflective decision-making and integrated teaching/learning strategies within the framework of a multicultural educational and special needs setting. Designed for elementary and early childhood education majors contemplating a P-6 teaching career. Co-reqs: EDUC 311, 312, and 313.

EDUC 321 Foundations and Applications of Effective Planning & Instruction (4)
This course is designed to introduce pre-service teachers to instructional design and implementation. This course develops prospective teachers' understanding of individual learners and how to select and design appropriate strategies as well as resources to enhance understanding. Students in this course will develop the ability to think through important educational issues and make informed decisions regarding planning and instruction. This course will include a blend of university instruction with clinical experiences in the field within a partnership setting. K-12 onsite coursework will support theory and practice. Prereq: EDUC 221. Offered: Fall.

EDUC 322 Teaching Language Arts in the Early Childhood & Elementary Classroom (3)
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 the teaching of language arts as it relates to the P-6 curriculum emphasizing reflective decision making and integrated teaching/learning strategies. Methodologies utilized will include discussion, lecture, field experiences, case studies, problem solving sessions, projects and research. Prereq: EDUC 221. Offered: Fall.

EDUC 323 Overview of Child Development (2)
Establishment of a comprehensive knowledge base of developmental characteristics regarding the child of elementary school age (nine to eleven). Includes major developmental theories related to the areas of cognition, learning, motivation, communication, language acquisition, physical, social, psychological, and moral development.

EDUC 324 The Arts Curriculum (6)
Establishment of a foundation of content and application relative to an arts-based P-6 curriculum emphasizing reflective decision-making and integrated-teaching/learning strategies. Methodologies utilized include discussion, lecture, field experiences, projects and research. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

EDUC 325 Teaching of Reading I (4)
This course is designed to introduce prospective teachers of children in grades pre-kindergarten through third to principles of early learning that acknowledge cultural, social, and developmental differences among children. EDUC 325 develops prospective teachers' understanding of language development and literacy as fundamental to learning and academic development. Prereq: EDUC 221. Offered: Spring.

EDUC 326 Math Literacy in the Early Childhood & Elementary Classroom (4)
Students are living in a mathematical world where those who understand and can do math will have opportunities that others do not (NCTM, 2010). Therefore, the focus of this course is the understanding and application of current mathematical teaching and learning theory and principles through the investigation of research-based practices. Content and position statements from NCTM and Alabama's CCRS are given prominence. Prospective teachers gain insight into relevant mathematical concepts and principles, the impact of real-life mathematical contexts and models, and the role of choosing rich mathematical tasks to develop the habits of mind for mathematical success (de Lange, 2003). Prereq: EDUC 221. Offered: Fall.

EDUC 327 Elementary Content Methods: Science & Social Studies (4)
This course is designed to promote the strategies and pedagogy necessary for candidate competency in teaching content in the areas of science and social studies in the elementary school. Within this course, candidates will explore inquiry-oriented investigations to prepare them to engage future students in learning about their world. Prospective teachers will be equipped to prepare students to make informed decisions and become responsible citizens in a democratic society. Prereq: EDUC 221. Offered: Spring.

EDUC 329 The Science Curriculum (6)
Study of the materials and methods used in teaching science, math, social studies, and technology. Emphasis on curriculum development, construction of knowledge, problem-solving techniques, and practical application to promote optimum teaching and learning. Emphasis also on reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized include discussion, lab experience, case studies, lecture, field experience, and curriculum (unit/lesson) development. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

EDUC 330 Curriculum Application (2)
Elementary field experience as a prelude to the professional semester. Emphasis on curriculum development and implementation to promote optimum teaching and learning. Emphasis also on reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

EDUC 331 Curriculum Applications in Secondary Classrooms (3-4)
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 secondary education teachers design and teach a mini-unit using problem-based learning techniques, and analyze assessment data collected in the field to determine the effectiveness of their teaching. Emphasis is upon developing reflective classroom practitioners who consider a wide array of classroom variables in analyzing a particular educational context. Prereqs: EDUC 213 and EDUC 315. Offered: Spring.

EDUC 373 Practical Classroom Experience (1)
Intensive clinical experiences in a public or private school classroom, focusing on methodologies and strategies for successful classroom performance. Designed for P-12 curriculum and instruction majors. Offered: Jan Term.

EDUC 402 Methods & Strategies for Teaching Students with Disabilities in the P-6 Classroom (3)
This course is designed for prospective teachers of children from preschool through grade six. The course focus is given to the principles of early childhood special education and elementary collaborative teaching. Emphasis is placed on teaching methods and strategies appropriate for meeting individual needs of students with disabilities. 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. Prereqs: EDUC 302 and EDUC 303. Offered: Fall.

EDUC 403 Educational Practices for Teaching Students with Disabilities in the P-6 Classroom (4)
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 in a variety of special education 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. Prereqs: EDUC 302 and EDUC 303. Offered: Fall.

EDUC 407 Cross-Cultural Practicum (1-4)
Practicum experience involving a sustained-direct relationship with people of different cultural groups. Students complete assigned tasks under supervision, after making a thorough study of the culturally different groups. See advisor.

EDUC 408 Curricular Applications in Educational Missions (3)
This course is designed to provide undergraduate teacher education candidates the opportunity to create educational curricula to be used in a local mission setting. Candidates will be placed in local nonprofit organizations serving K-6 children and will be required to develop an educational program to provide educational outreach. Samford's Christian mission will be evident in this course as candidates will be encouraged in their intellectual development, faith, and service to others. Offered: Fall.

EDUC 409 Meeting Success in a Diverse World (3)
Examination of the richness of cultural differences evidenced by students in a pluralistic modern society and of the ways these differences may be utilized in instruction to bring about achievement of all students. See advisor.

EDUC 412 Assessment for the Elementary Classroom (2)
This course is designed to introduce prospective teachers of the importance of utilizing assessment strategies to inform decision making. EDUC 412 develops prospective teachers' understanding of assessment strategies, uses and planning. Students in this course will develop an understanding of the diverse abilities, experiences, and backgrounds of elementary students as well as identify appropriate learning outcomes. Prereq: EDUC 221. Offered: Fall.

EDUC 413 Classroom Management (2)
Establishment of a foundation of content and application relative to classroom management and discipline. Emphasis on reflective decision-making and integrated-teaching/learning strategies. Methodologies utilized include discussion, lecture, field experiences, projects and research. Designed for elementary and early childhood education majors contemplating a P-6 teaching career. Co-reqs: EDUC 416, 417, and 418. Offered: Fall.

EDUC 414 Reading, Writing, and Assessment across the Curriculum Areas (2)
Introduction to a variety of teaching strategies that encourage reading and writing across the curriculum areas. Includes assistance with identification of problems related to educational assessment, strategies for effective measurement of teacher performance, and an understanding of standardized testing, including selection, administration, scoring, and interpretation of instrumentation.

EDUC 415 Technology across the Curriculum (2-3)
This course is designed to prepare teacher education candidates for lifelong learning and service as a teacher by developing knowledge and skills related to the use of technology inside and outside of the classroom. The course includes some technology training as well as methods of integrating technology into education. Candidates will be required to demonstrate ways in which technology can be used effectively in the classroom to teach a wide variety of curriculum content and to meet the needs of diverse learners. Candidates are expected meet state and national standards, demonstrating competence in the use of available resources and keeping current with the constantly changing technological environment. Prereq: EDUC 221. Offered: Fall, Spring, and Summer.

EDUC 416 The Professional Educator (2)
Review of major issues related to becoming a professional educator. Students explore and reflect on expectations of, and relationships with, principals, parents, and teaching colleagues. Course also serves as a culmination of the curriculum and instruction focus on problem-based learning, including exploration of the role of facilitator in a problem-based learning classroom. Students facilitate cases with other students entering the curriculum and instruction program and design and teach an open-ended problem in a classroom. Co-reqs: EDUC 413, 417, and 418. Offered: Fall.

EDUC 417 Educational Practices in Action (6)
Application of sound educational practices within clinical settings as a means to facilitate student learning. Emphasis on developing the ability of prospective teachers to become reflective decision-makers and problem-solvers in the classroom as they practice the adaptation, implementation, and assessment of lessons for children with special needs. Includes experiences in inclusive and collaborative settings and opportunities to apply problem-based learning and classroom management techniques. Co-reqs: EDUC 413, 416, and 418. Offered: Fall.

EDUC 418 Collaboration in Educational Practices (4)
Study of the principles of early childhood special education and elementary collaborative teaching. Emphasis on communication and involvement with families of children with special needs, avenues by which prospective teachers can access community and family resources, and teaching strategies appropriate for meeting individual needs of children. Case studies, seminars with community and educational leaders, and technology serve as vehicles for reflection and provide opportunities to develop decision-making skills necessary to make appropriate curricular and instructional choices for children with diverse needs. Designed for prospective teachers of children from infancy through grade six. Co-reqs: EDUC 413, 416, and 417. Offered: Fall.

EDUC 421 Advanced Teaching, Learning, and Planning (4)
This course is designed to advance the knowledge of pre-service teachers in instructional design and implementation. This course furthers candidate understanding of individual learners and how to select and design appropriate instruction, select and implement appropriate strategies, select appropriate resources, and synthesize this knowledge to create an instructional content unit. Candidates in this course will develop the ability to think conceptually about content and make informed decisions regarding instructional design. This course will be integrated to include university instruction and clinical experiences in the field within a variety of settings. Prereq: EDUC 321. Offered: Spring.

EDUC 425 Teaching of Reading II (3)
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, case studies, problem solving sessions, projects and research. Prereq: EDUC 325. Offered: Fall.

EDUC 426 The Professional Secondary English/Language Arts Teacher (3)
Field-based advanced preparation of secondary level language arts/English teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as language arts/English teachers.

EDUC 427 The Professional Secondary Mathematics Teacher (3)
Field-based advanced preparation of secondary level mathematics teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as mathematics teachers.

EDUC 428 The Professional Secondary History/Social Science Teacher (3)
Field-based advanced preparation of secondary level history/social science teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as history/social science teachers.

EDUC 429 The Professional Secondary French/German/Spanish Teacher (3)
Field-based advanced preparation of secondary level French, German, or Spanish teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as French,German, or Spanish teachers.

EDUC 443 Creative Classroom Materials (3)
Development of creative teaching materials that may be used in the preschool, elementary, or secondary school classroom. See advisor.

EDUC 473 Internship for K-6 Elementary Education (12)
This field experience is designed to provide an opportunity for teacher education students in their professional semester to participate in actual classroom experiences for 15 consecutive weeks. The experience is intended to be full-time, with student teachers arriving at the school before 8:00 a.m. and remaining until after 3:00 p.m. Student teachers are expected to focus completely upon the classroom(s) and students to whom they are assigned. A major objective in this experience will be the refinement of the student teacher as a reflective decision maker. Prereqs: EDUC 202, 221, 300, 301, 308, 309, 321, 323, 324, 325, 326, 327, 408, 412, 413, and 415. Offered: Fall and Spring.

EDUC 474 Student Teaching in the ESEC (12)
Supervised field internship for prospective teachers of ESEC students, grades P-6.

EDUC 475 Student Teaching Grades 6-12 (12)
Supervised field internship for prospective teachers of middle and secondary students, grades 6-12.

Graduate Programs and Requirements

Degrees/Majors

Master of Science in Education (M.S.E.) - Class A Certification
- Elementary Education
- Fifth-Year Non-Traditional: Early Childhood & Elementary Education (MSE-ECEL)
- Fifth-Year Non-Traditional: Secondary Education (MSE-FYNT)
- Gifted Education
- K-12 Collaborative Special Education*
- Secondary Collaborative*
- Music Education**

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

The Department of Curriculum and Instruction offers graduate education programs in several areas (early childhood education, elementary education, gifted education, secondary collaborative/special education, and secondary education) and at two levels of certification (provided current certification requirements of the Alabama State Department of Education have been met): a master of science in education (M.S.E.) degree with Class A certification and an educational specialist (Ed.S.) degree with Class AA certification. See the Graduate Advisement subsection for contact information.

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*The K-12 Collaborative Special Education program begins Summer 2015. The Secondary Collaborative program will only be available for new admits through Spring 2015.

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

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

Admission Requirements

1. Completion of application and payment of application fee.
2. Receipt of two official transcripts from all institutions attended.
3. Satisfactory score on Graduate Record Exam (GRE) admissions test or Miller Analogies Test (MAT) (not required for fifth-year non-traditional programs).
4. Alabama Class B or Class A certification (except for fifth-year non-traditional programs) to be eligible for certification.
5. Satisfactory performance on statement of purpose essay.
6. Satisfactory performance on scholarly writing sample.
7. Three letters of reference. One must be from the applicant's supervisor.

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

Additional requirements may apply to specific programs.

Levels of Admission

Formal Admission

1. Minimum GPA of 2.75 for all college work attempted.
2. Minimum of 295 (combined verbal and quantitative) on the Graduate Record Exam (GRE) or a minimum of 396 on the Miller Analogies Test (MAT). (Not required for fifth-year non-traditional programs.)
3. Satisfactory performance on scholarly writing essay.
4. Completion of undergraduate prerequisites or passing score on the appropriate content area Praxis II test (fifth-year non-traditional program only).

Transfer Credit

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

Please note: Courses may not be transferred into the fifth-year non-traditional program in early childhood/elementary education (MSE-ECEL), nor can any course taken for undergraduate credit be used to count toward graduate credit. No more than two content area courses may be transferred into the fifth-year non-traditional program in secondary education (MSE-FYNT). Exceptions may be granted by the dean of the School of Education.

Graduate Tuition Scholarships

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

Retention and Completion

Students on the M.S.E. and Ed.S. level must maintain a GPA of 3.00. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. All graduate students in an approved program must take and pass a comprehensive examination for each certification area following completion of their coursework. All graduate students receiving initial certification must also pass the Alabama Education Certification Testing Program (AECTP), which includes the appropriate PRAXIS examination. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.00 for M.S.E. and Ed.S.) may not continue in the program. Any grade below a C- shall not be counted for credit and the course must be retaken.

Graduate Advisement

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

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

Master of Science in Education

The master of science in education (M.S.E.) degree is open to candidates who hold a bachelor's degree from a regionally accredited institution. Completion of the degree requires 30 credits beyond a bachelor's degree. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification, provided current certification requirements of the Alabama State Department of Education have been met.

Elementary Education

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

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

Fifth-Year Non-Traditional Program: Early Childhood and Elementary Education (MSE-ECEL)

This program is designed for candidates who have earned a bachelor's degree in another field and who now wish to earn a master of science in education with Class A certification. Upon successful completion of this one-year program, the candidate is eligible for the master of science in education degree in early childhood (P-3) and elementary education (K-6) and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the program advisor, OBB 308, for requirements and additional information.

Fifth-Year Non-Traditional Program: Early Childhood & Elementary Education Required Courses		Course Credits	Total Required Credits
EDUC 531	Child Growth and Learning within the Educational Culture	6	
EDUC 532	Early Childhood & Elementary Ed Programs	6	
EDUC 533	The Arts: Curriculum & Instruction in the Early Childhood and Elementary Grades	8	
EDUC 534	The Sciences: Curriculum & Instruction in the Early Childhood and Elementary Grades	6	
EDUC 535	Current Issues in Education	4	
EDUC 592	Student Teaching	12	
	Total Required Credits		**42**

Gifted Education

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

Gifted Education Required Courses		Course Credits	Total Required Credits
EDUC 574	Differentiating Instruction and Teaching the Gifted in the Regular Classroom	3	
EDUC 575	Nature and Needs of the Gifted Learner	3	
EDUC 577	Current Issues in Gifted Education Seminar	3	
EDUC 578	Curriculum Materials/Methods for the Gifted	3	
EDUC 579	Practicum in Gifted Education (Internship)	3	
EDUC 580	Developing Creative/Critical Thinking Skills	3	
EDUC 597	Curriculum Integration of Technology	3	
Electives (with approval of advisor)		9	
	Total Required Credits		**30**

Secondary Collaborative

This major is designed for those holding a bachelor's degree and who are seeking advanced preparation in the field. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met). Program available only through Spring 2015.

Secondary Collaborative Required Courses		Course Credits	Total Required Credits
EDUC 582	Low Incidence Disabilities (K-12)	3	
EDUC 585	Assessment Procedures/Processes-Special Ed	3	
EDUC 586	Managing Challenging Behavior in the Classroom-A Functional Behavioral Approach	3	
EDUC 589	High Incidence Disabilities (K-12)	3	
EDUC 593	Research-Based Methods of Instruction in the K-12 Special Education Classroom	3	
EDUC 595	Practicum in Collaborative Special Education	3	
EDUC 597	Curriculum Integration of Technology	3	
Electives (with approval of advisor)		9	
	Total Required Credits		**30**

K-12 Collaborative Special Education

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

K-12 Collaborative Special Education Required Courses		Course Credits	Total Required Credits
EDUC 582	Low Incidence Disabilities (K-12)	3	
EDUC 585	Assessment Procedures/Processes-Special Ed	3	
EDUC 586	Managing Challenging Behavior in the Classroom-A Functional Behavioral Approach	3	
EDUC 589	High Incidence Disabilities (K-12)	3	
EDUC 593	Research-Based Methods of Instruction in the K-12 Special Education Classroom	3	
EDUC 595	Practicum in Collaborative Special Education	3	
EDUC 597	Curriculum Integration of Technology	3	
Electives (with approval of advisor)		9	
	Total Required Credits		**30**

Master of Science in Education (Alternative A Program, Secondary Education)

Class A Certification - Fifth-Year Non-Traditional Program: Secondary Education (MSE-FYNT)

The master of science in education Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT) is an 18-month teacher training program designed to prepare prospective teachers who already hold a degree from an accredited university/college the opportunity to earn Class A teacher certification, grades 6-12, in biology, English/language arts, general science, history, mathematics, physical education, social science, and Spanish. The program offers an accelerated approach to certification through advanced courses in the teaching field (12) and a core of professional courses (24) in education. All courses are offered in the evening and some science courses are offered on Saturday. If employed full-time, students must be willing to use vacation or personal leave to fulfill 20-45 hours of clinical experience associated with each education course. The final semester requires a full-time commitment to student teaching.

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

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

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

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

Content Courses for Teaching Field (select one)

Teaching Field: English/Language Arts

Teaching Field: English/Language Arts Required Courses	Course Credits	Total Required Credits
COME 519 Argumentation and Debate	4	
English (choose any two)	8	
ENGE 500 African-American Literature		
ENGE 510 Southern Literature		
ENGE 520 Early British Literature Survey		
ENGE 530 Graduate Survey of American Literature		
Total Required Credits		**12**

Teaching Field: Mathematics

Teaching Field: Mathematics Required Courses	Course Credits	Total Required Credits
MATE 530 Abstract Algebra for Teachers	4	
MATE 540 Foundations of Analysis for Teachers	4	
MATE 560 Discrete Mathematics for Teachers	4	
Total Required Credits		**12**

Teaching Field: Biology

Teaching Field: Biology Required Courses	Course Credits	Total Required Credits
BIOE 504 Basic Toxicology	3	
BIOE 514 Wetlands	3	
BIOE 517 Environmental Biomonitoring	3	
BIOE 519 Conservation Biology & Natural Resource Mgt	3	
Total Required Credits		**12**

Teaching Field: General Science

Teaching Field: General Science Required Courses	Course Credits	Total Required Credits
PHYE 510 General Physics for the Secondary Educator	4	
General Science (choose any three)	8-9	
BIOE 504 Basic Toxicology (3) *or*		
BIOE 510 General Biology for the Secd Educator (4) *or*		
BIOE 514 Wetlands (3) *or*		
BIOE 517 Environmental Biomonitoring (3) *or*		
BIOE 519 Conservation Biology & Nat Res Mgt (3) *or*		
CHME 510 General Chemistry for the Secd Educator (4)		
Total Required Credits		**12-13**

Teaching Field: History

Teaching Field: History Required Courses	Course Credits	Total Required Credits
HISE 521 Seminar in American History	4	
HISE 531 Seminar in World History	4	
HISE 541 Seminar in History and Culture	4	
Total Required Credits		**12**

Teaching Field: Physical Education

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

Teaching Field: Social Studies

Teaching Field: Social Studies Required Courses		Course Credits	Total Required Credits
GEOE 510	Human Geography	4	
POLE 500	American Politics and Economy	4	
Social Studies (choose one of the following)		4	
HISE 521	Seminar in American History *or*		
HISE 531	Seminar in World History *or*		
HISE 541	Seminar in History and Culture		
	Total Required Credits		**12**

Teaching Field: Spanish (6-12 Certification)

Teaching Field: Spanish (6-12 Certification) Required Courses		Course Credits	Total Required Credits
SPAE 501	Advanced Methodology & Applied Linguistics	4	
SPAE 502	Hispanic Culture in the Foreign Language Classroom	4	
SPAE 503	Literature & Film of the Spanish-Speaking World	4	
	Total Required Credits		**12**

Educational Specialist

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

Early Childhood Education

This program is designed to prepare specialists in the field of education of young children (P-3) and is open to students who hold a master's degree and Class A certification in early childhood education.

Early Childhood Education Required Courses		Course Credits	Total Required Credits
EDUC 607	Early Childhood Exemplary Programs	3	
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies & Tactics	3	
EDUC 624	Learning Theories: The Pursuit of Knowledge	3	
EDUC 625	Legal and Policy Issues in Education	3	
EDUC 627	Professional Development & Mentor Training for Quality Education	3	
EDUC 628	Advanced Eval. of Teaching and Learning	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 630	Quality Improvement Practicum in Education	3	
Electives (with approval of advisor)		3	
	Total Required Credits		**30**

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

Elementary Education

This program is designed to prepare specialists in the field of elementary education (K-6). The program described here is for students who hold a master's degree in elementary education.

Elementary Education Required Courses		Course Credits	Total Required Credits
EDUC 608	Elementary Education Programs	3	
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies and Tactics	3	
EDUC 624	Learning Theories: The Pursuit of Knowledge	3	
EDUC 625	Legal and Policy Issues in Education	3	
EDUC 627	Professional Development and Mentor Training for Quality Education	3	
EDUC 628	Advanced. Eval. of Teaching and Learning	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 630	Quality Improvement Practicum in Education	3	
Electives (with approval of advisor)		3	
	Total Required Credits		**30**

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

Teacher Leader

This program is available to candidates holding a master's degree from a regionally accredited institution. The degree is designed to provide teachers in public and private K-12 schools with advanced knowledge and skills to be successful teacher leaders. The program encompasses essential competencies for improving schools and increasing student achievement, utilizing research-based "best practices" for adult learners. Upon successful completion, the candidate is eligible for the educational specialist degree and Class AA certification (provided current certification requirements of the Alabama State Department of Education have been met).

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

Graduate Courses

EDUCATION - GRADUATE (CURR DEPT)

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

EDUC 500 Teaching Math in Today's Elementary Classroom (3)
This course is designed to provide the elementary teacher opportunities to deepen math knowledge, examine effective instructional strategies, conduct action research to inform instructional decisions, and demonstrate school leadership in the area of mathematics. Candidates will gain insight into relevant mathematical concepts and principles, the impact of real-life mathematical contexts and accompanying models, and the role of choosing and developing rich mathematical tasks to develop the necessary habits of mind for mathematical success (de Lange, 2003). Offered: Spring.

EDUC 501 Assessment & Instruction for Elementary Reading/ Literacy (3)
This course is designed for teachers and/or administrators seeking the master of science in education degree in elementary/early childhood education. The content focuses on critical training in diagnosing and correcting a wide range of specific and general reading disabilities. Offered: Fall.

EDUC 502 Assessment Strategies to Impact Student Achievement (3)
This course is designed to develop knowledge, skills, and essential professional dispositions necessary for teachers to understand the nature and application of assessment strategies, to create and employ valid and reliable classroom-based assessments of student learning, and to enable teachers to be effective consumers of standardized and commercially-produced assessments and assessment results. The course emphasizes the integration of assessment into the core professional responsibilities of teaching. Emphasis is placed upon accurate, systematic collection, organization, and reporting of student assessment data so that all students are given supportive feedback for academic growth. Offered: Summer.

EDUC 503 Principles and Application of Curriculum and Instruction (3)
This course presents a comprehensive overview of curricular design—principles, foundations, issues, and procedures for developing, implementing, and evaluating curriculum. Graduate candidates will determine effective strategies to plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and standards. This course will provide practical knowledge for blending content areas to maximize student learning and prepare teachers to meet the needs of all students across the curriculum. Candidates will demonstrate the ability to integrate and apply knowledge for instruction, adapt to diverse students, promote critical thinking and problem solving, and active engagement in learning. Offered: Jan Term.

EDUC 504 Teaching in the Diverse Classroom (3)
This class prepares candidates to look at the factors that make students diverse and the instructional implications for teaching them. Teachers will gain formidable skills in building their students' resiliency, teaching to students' learning styles, and minimizing the effects of poverty on student achievement. This course will provide candidates with realistic approaches, strategies, and practices for improving their students' academic performance in the classroom. Teachers will come away with the ability to identify biases that affect student learning and modify their instructional practices for working with students at risk of failure including English language learners and students from poverty. Offered: Spring.

EDUC 505 Independent Study (1-3)
Individual research project carried out under the supervision of a faculty advisor. Course may be taken for 1, 2, or 3 credit hours and repeated for a maximum of 6 credit hours total. See faculty advisor for course requirements. Offered: Every semester.

EDUC 506 Teaching Thinking Skills in the Elementary Classroom (3)
This course explores the concepts, theories, and research regarding creative and critical thinking. Candidates participate in activities/experiences designed to foster understanding of creative and critical thinking skills, and methods/techniques/strategies appropriate for the development and nurturing of these skills in elementary students. "Thinking Skills" is a general term that includes a variety of cognitive thinking processes, including critical thinking and creative thinking. Critical thinking involves distinguishing valid from invalid reasoning primarily by identifying assumptions, determining their validity, seeing them from varying perspectives, and taking action based on valid reasoning. Creative thinking allows for going beyond our normal modes of thinking to generate new approaches to problem solving, to see the world from varying perspectives, and to create new/novel solutions. Offered: Summer.

EDUC 507 Inquiry-Based Instruction in the Elementary Classroom (3)
R.L. Moore's (1996) assumption that "students learn the most when they are told the least" is the foundation for the design of this course. Candidates will be provided opportunities to deepen understanding regarding the practice of inquiry and its classroom implications and explore the meaning and importance of inquiry as it pertains to not only science and math but to all elementary content. Inquiry will be investigated as a way of "seeking truth" rather than a methodology. Offered: Summer.

EDUC 508 Concepts of Christian Education and Missions (3)
This course is designed to introduce graduate candidates to the aims, methods and principles of Christian education, with regard to teaching in the mission field: locally, nationally, and internationally. This course is designed to support the practicing teacher who desires to participate in short term missions. Offered: Summer.

EDUC 509 Advanced Techniques for the Diagnosis and Remediation of Reading Problems (3)
Designed for teachers and/or administrators seeking the master of science in education degree in elementary/early childhood education. Focus on critical training in diagnosing and correcting a wide range of specific and general reading disabilities.

EDUC 510 Instructional Adaptation for Student Diversity (3)
Exploration of current legal requirements, best practice in program delivery, and services for students with special needs. Special emphasis on attitudes, knowledge, and skills needed by regular education teachers for working effectively with special needs populations in the regular classroom.

EDUC 511 Classroom Management Techniques for the Elementary Teacher (3)
Emphasis on modern classroom discipline and management techniques.

EDUC 512 Contemporary Legal Issues for the Classroom Teacher (2-3)
Special emphasis on current legal issues that affect a variety of phases of public and private schools.

EDUC 513 Instructional Design for Optimal Student Learning (3)
Investigation of instructional planning as related to student achievement in a seminar setting.

EDUC 514 Social Dynamics and Student Learning (3)
Discussion of social issues as related to their impact on the child and the learning process.

EDUC 515 Standards-Driven Teacher Leadership (3)
Design and implementation of classroom and school improvement plans with emphasis on "best practices" for increasing student achievement in the elementary school.

EDUC 516 Instructional Design for Active Learning (3)
Discussion of current research linking active learning strategies to authentic learning and retention of knowledge. Focus on implementing active learning strategies in the classroom.

EDUC 517 Effective Curriculum Design (3)
Development of teachers who are able to make reflective decisions about the design, development, and implementation of curricula, including creation of learning environments that support learning for all students to a high degree of proficiency.

EDUC 518 Action Research: Theory and Techniques (3)
Designed to provide graduate students an opportunity to formulate a research proposal, and implement and evaluate a special research project which focuses upon improving teaching and learning in diverse early childhood and elementary classrooms.

EDUC 519 Field-Based Action Research (3)
Implementation of action research and evaluation of a special research project—based on data collected for the research proposal developed in EDUC 518—which focuses upon improving teaching and learning in diverse early childhood and elementary classrooms. Prereq: EDUC 518.

EDUC 529 Program Design for School Improvement (3)
Identification of strategies that successfully address barriers to learning, and implementation of these strategies in diverse K-12 classrooms.

EDUC 531 Child Growth and Learning within the Educational Culture (6)
Integrated course of study within historical educational periods regarding interrelationships among educational systems, developmental concerns, and the learning domain culminating in the use of a case study to help train teachers to be better problem-solvers.

EDUC 532 Early Childhood and Elementary Education Programs (6)
Emphasis on the study of exemplary early childhood and elementary programs. Examination of developmentally appropriate curricula design, implementation, and assessment for infant and toddler, preschool, kindergarten, primary and elementary programs.

EDUC 533 The Arts: Curriculum and Instruction in the Early Childhood and Elementary Grades (8)
Integrated course of study dealing with the teaching of reading, diagnosis, and remediation of reading problems, language arts, and fine arts.

EDUC 534 The Sciences: Curriculum and Instruction in the Early Childhood and Elementary Grades (6)
Integrated course of study dealing with the teaching of mathematics, natural and physical sciences, and social studies. Primary components include curriculum design, educational assessment, case studies, and media/technology.

EDUC 535 Current Issues in Education (4)
Review of emerging issues impacting schools and classrooms, and how to acquire the skills needed to participate effectively in creating an effective educational improvement. Focus on educational reform and restructuring, the impact of technological change on the classroom of the future, the impact of the standards movement on classroom instruction, dealing with controversial issues and special interest groups, reflective decision-making with a multicultural emphasis, and legal issues that affect the classroom teacher.

EDUC 546 Teaching Reading in the Content Area (3)
Overview of philosophies and methods of teaching reading skills in the middle and high school. Music education majors only. Co-req: EDUC 329

EDUC 574 Differentiating Instruction and Teaching the Gifted in the Regular Classroom (3)
Emphasis on developing differentiated curriculum and instructional strategies for meeting the needs of gifted learners in general education classrooms.

EDUC 575 Nature and Needs of the Gifted Learner (3)
Survey course examining the characteristics and identification of gifted and talented learners, developing gifted education programs, and special issues regarding gifted learners.

EDUC 577 Current Issues in Gifted Education Seminar (3)
Discussion of current issues in gifted education, such as academic and social-emotional needs of special populations of gifted learners.

EDUC 578 Curriculum Materials and Methods for the Gifted (3)
Development of curriculum materials and instructional strategies appropriate for gifted and talented learners.

EDUC 579 Practicum in Gifted Education (3)
Field experience in developing and delivering appropriate gifted education services in schools. Includes reflective seminars for reviewing and evaluating internship experiences. Practicum experiences are conducted in student's school/district. Prereqs: EDUC 574, 575, 577, 578, and 580.

EDUC 580 Developing Creative and Critical Thinking Skills (3)
Exploration of personal creative and critical thinking processes, with focus on integrating creative and critical thinking in the classroom.

EDUC 582 Low Incidence Disabilities (K-12) (3)
This course provides in-depth instruction on the unique needs of students with low incidence disabilities and effective instructional strategies for working with students with low incidence disabilities in the K-12 classroom. Specific instructional requirements will be outlined including the Alabama Alternative Assessment (AAA), teaching to extended standards, planning for medications and medical needs, mobility issues, communication and language skills, and assistive technology. Offered: Spring.

EDUC 585 Assessment Procedures & Processes in Special Education (3)
Overview of the current processes and procedures in place for referral, assessment, placement, and reevaluation in special education. Prereq: EDUC 582.

EDUC 586 Managing Challenging Behavior in the Classroom: A Functional Behavioral Approach (3)
Examination of individualized behavioral management using a functional behavioral approach. Outlines the principles of applied behavioral analysis and how to apply those principles in the classroom. Prereq: EDUC 582.

EDUC 589 High Incidence Disabilities (K-12) (3)
This course provides in-depth instruction on the unique needs of students with high incidence disabilities and effective instructional strategies for working with students with high incidence disabilities in the K-12 classroom. Specific instructional requirements will be outlined including teaching to standards, using assessments to change instruction to impact student learning, accommodating lessons to improve student learning, using strategic learning and content enhancement routines, planning for transition post-school, and effective reading and math instruction to improve overall content learning. Offered: Fall and Summer.

EDUC 592 Student Teaching (12)
(Fifth-Year Non-Traditional; MSE-ECEL) Supervised field internship for prospective teachers in early childhood and elementary education, grades P-6.

EDUC 593 Research-Based Methods of Instruction in the K-12 Special Education Classroom (3)
This course provides research-based methods of instruction for prospective collaborative special education (K-12) level teachers who hold Class B certification. Prospective collaborative special education (K-12) teachers will acquire knowledge of current best classroom practices and the ability to apply them in collaborative K-12 special education settings. Offered: Fall.

EDUC 595 Practicum in Collaborative Special Education (K-12) (3)
This course serves as the practicum/field experience for students seeking a master's degree in collaborative special education (K-12). This course provides both seminar and supervised field experience in the collaborative special education (K-12) setting. It provides an opportunity for students to apply their knowledge of characteristics and educational needs of students with disabilities at the K-12 level. Students must also demonstrate competencies in program planning, assessment, collaboration, consultation, content knowledge, instructional delivery and strategies for students with disabilities in the collaborative special education (K-12) setting. Prereq: EDUC 593. Offered: Fall and Spring.

EDUC 596 Current and Emerging Instructional Technologies (3)
Additional review of computer-based instructional technologies as they are applied in the educational environment. Includes opportunities for teachers to become reflective decision makers as they explore opportunities in the classroom.

EDUC 597 Curriculum Integration of Technology (3)
Expanded review of computer-based instructional technologies as they are applied in the educational environment. Includes opportunities for teachers to become reflective decision makers as they develop the necessary skills to infuse technology into the curriculum.

EDUC 607 Early Childhood Exemplary Programs (3)
Investigation of the characteristics of exemplary programs in early childhood education. Includes study of models of current outstanding programs.

EDUC 608 Elementary Exemplary Programs (3)
Investigation of the characteristics of exemplary programs in elementary education. Includes study of models of current outstanding programs.

EDUC 624 Learning Theories: The Pursuit of Knowledge (3)
Study of contemporary theories of learning so that reflective decisions made about the design and development of school programs are grounded in research-based conceptions of learning and the developmental nature of learners.

EDUC 626 Social Problems of Children and Youth (3)
Examination of appropriate solutions for social problems of children and youth which contribute to behavioral and learning difficulties. Emphasis on using acquired knowledge to reflect upon possible causes and solutions and to make informed decisions which will assist students and parents to deal successfully with societal forces.

EDUC 630 Quality Improvement Practicum in Education (3)
Using concepts and tools learned in EDUC 629, students improve a process in a K-12 school or system and develop a plan to improve a curricular/instructional system for better student learning.

EDUC 640 Trends and Issues in Teacher Leadership (3)
Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. This course addresses current trends and issues in education for prospective teacher leaders with particular emphasis on professionalism, ethics, and meeting diverse needs in the classroom. Candidates will use content knowledge regarding evidence-based best practices, including differentiation of curriculum and instruction, to provide teachers with models and strategies that support student learning. Offered: Fall, Spring, and Summer.

EDUC 641 Mentor Training and Professional Development in Teacher Leadership (3)
Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. The purpose of this course is to prepare teacher leaders to become effective mentors, providing guidance and professional support; to successfully facilitate interactions among colleagues; and to develop and implement professional development programs that increase student achievement. Emphasis is placed on developing expertise in coaching colleagues in curriculum and instruction. Offered: Fall, Spring, and Summer.

EDUC 642 Leadership for Differentiation in Schools (3)
Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. This course addresses leadership for meeting the needs of diverse learners in schools. Candidates will use content knowledge regarding evidence-based best practices, including differentiation of curriculum and instruction, to provide colleagues models and strategies that support student learning. Offered: Fall, Spring, and Summer.

EDUC 670 Advanced Curriculum Workshop (3)
Designed for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. The purpose of this course is to offer advanced training in curriculum development and implementation for elementary and secondary students. Offered: Fall, Spring, and Summer.

EDUC 671 Program Planning and Evaluation in Gifted Education (3)
Intended for candidates enrolled in the educational specialist degree program who seek certification at the Class AA level in teacher leader. This course offers advanced training in program planning and evaluation for gifted education specialists or individuals who administer gifted education programs. Offered: Fall, Spring, and Summer.

EDUC 672 Seminar in Gifted Education (3)
Designed for candidates in education who obtained their master's degree and certification at the Class A Level in gifted education or for those individuals who administer gifted education programming in the schools. The purpose of the course is to encourage reflective decision making and leadership skills by conducting professional learning and investigating topics related to gifted education. Offered: Fall, Spring, and Summer.

Graduate Courses for the MSE-FYNT Program

EDUCATION - GRADUATE (FYNT PROGRAM)

NOTE: A prerequisite for each of the following courses is admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). These courses cannot be applied towards a different graduate education program.

EDUC 550 Foundations and Issues (2-3)
Exploration of political, economic, and sociological events that impact education in America and shape philosophical and historical trends in secondary education. Survey of contemporary educational issues that prospective teachers encounter in their work. Class members will reflect upon the teacher as a moral role model in relation to fairness in teaching, school reform, equality of opportunity, student diversity, student achievement, and professional leadership. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 553 Student Development and Learning (2-3)
Study of lifespan between childhood and adulthood, a developmental period in which major adaptations are made in all levels of human functioning: physiological, physical, psychosocial, sexual, moral, and cognitive. Primary focus on how students at the secondary level meet the challenges of adolescence within the educational culture and society. Extensive coverage of the learning component and professional expectations as well as the motivational factor will be provided. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Jan Term and Summer.

EDUC 556 Methods, Management and Technology (3)
Introduction to classroom management approaches, instructional strategies, and educational technologies that facilitate learning in diverse secondary classrooms and enable teachers of pre-adolescent and adolescent students to establish effective learning environments. Emphasis is upon developing reflective teachers who address holistic student needs and concerns. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall.

EDUC 559 Exceptional Learners and Collaboration (3)
Overview of special education in the secondary environment. Includes characteristics of specific disabilities, laws, issues, trends, methods of collaboration with general education teachers, and transition issues. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Jan Term.

EDUC 563 Curriculum, Reading, and Assessment (3)
Overview of curriculum standards, long and short-range planning, and multiple means of assessment for use in secondary classrooms. Practice in the design, implementation, and measurement of desired student outcomes in content teaching fields with special emphasis upon utilization of reading comprehension strategies effective for adolescent students. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Spring.

EDUC 567 The Professional Secondary Teacher (3)
Overview of resources, ethics, and interactive and collaborative skills necessary for lifelong development as professional teachers, including knowledge of professional literature, national and state professional associations, mentoring, action research, reflective decision-making, and ethical standards. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall.

EDUC 568 Teaching Physical Education (3)
Focuses on the development of curricula in physical education grades P-12. Principles of curriculum development, existing curriculum models and current trends and contemporary issues related to curriculum development are discussed. This course will focus on information to help potential physical educators attain teaching skills and knowledge (including critical thinking and reflective decision making) necessary to design, implement and evaluate appropriate physical education programs P-12. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 569 Teaching Secondary Spanish (2-3)
Introduction to specific methods for use in classrooms for teaching students in grades 6-12 Spanish classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Spanish. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments including professional research and national standards. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 570 Teaching Secondary English (2-3)
Introduction to specific methods for use in classrooms for teaching students in grades 6-12 English/language arts classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for English/Language Arts. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments including professional research and national standards. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 571 Teaching Secondary Mathematics (2-3)
Introduction to specific methods for use in classrooms for teaching students in grades 6-12 mathematics classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Mathematics. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments including professional research and national standards. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 572 Teaching Secondary Science (2-3)
Introduction to specific methods for use in classrooms for teaching students in grades 6-12 science classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Science. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments including professional research and national standards. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 573 Teaching Secondary Social Studies (2-3)
Introduction to specific methods for use in classrooms for teaching students in grades 6-12 social studies classes. Prospective teachers of secondary level students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Social Studies. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments including professional research and national standards. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall and Spring.

EDUC 591 Internship for Secondary Education (6)
Supervised field internship for prospective teachers in the secondary education (Alternative A) program, grades 6-12, in a specialty area classroom. Prereq: Admission into the master of science Alternative A fifth-year non-traditional program in secondary education (MSE-FYNT). This course cannot be applied towards a different graduate education program. Offered: Fall.

BIOE 504 Basic Toxicology (3)
Examination of the basics of applied toxicology for the non-technician. Course covers experimental toxicology definitions, biochemical mechanisms, and signs of exposure and insult. Includes an overview of how toxic materials enter the body, how they interact with the body, and how they are eliminated. Students learn specific toxic effects of metals, pesticides, and solvents. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereq: ENVM 501 or permission of the department. Offered: Fall.

BIOE 510 General Biology for the Secondary Educator (4)
Instructional emphasis on pedagogical techniques for teaching basic biological principles, such as biological chemistry, cellular biology, inheritance, and survey of animals and plants, and ecology. Instruction includes problem-solving and laboratory techniques appropriate for the secondary education classroom. This course is designed to be a part of the master of science in education, Alternative Class A, Fifth-Year Non-Traditional Program in secondary education (MSE-FYNT) and satisfies the biology requirement toward Class A certification in general science. Offered: Summer.

BIOE 514 Wetlands (3)
Introduction to the development, structure, and importance of wetlands, including the background necessary to understand the current controversies concerning wetland protection. Instructional methods include lecture, problem sheets, and field exercises. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 501, 502, 504, and 505, or permission of the department.

BIOE 517 Environmental Biomonitoring (3)
Review of the basics of modern environmental analysis. Topics include proper field sampling and preservation, legal aspects, traceability, and chain of custody records. Aspects of a quality assurance and quality control program are addressed, as well as fundamentals of laboratory instrumentation and air quality monitoring. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 501 and ENVM 505, or permission of the department.

BIOE 519 Conservation Biology and Natural Resource Management (3)
Study of the basic theories, models, and techniques of the science of conservation biology and their utilization in the conservation and management of natural resources. Meets a requirement in the biology or general science teaching field of the MSE-FYNT program. Prereqs: ENVM 502 and ENVM 505, or permission of the department.

CHME 510 General Chemistry for the Secondary Educator (4)
Introduction to problem-solving and laboratory measurement techniques appropriate to the secondary classroom. Instructional emphasis on chemical principles, such as: atomic structure, periodic properties, molecular structure, chemical reactions, stoichiometry, gas laws, thermodynamics, kinetics, equilibrium and electrochemistry. Course concentrates on developing advanced understanding on both the theoretical and practical levels. Meets a requirement in the general science concentration for Alternative Class A Certification in secondary education (MSE-FYNT). Offered: Spring.

COME 519 Argumentation and Debate (4)
Teaches students to analyze, understand, and present public arguments as practiced in law, politics, science, and other public arenas. As a result, it will give roughly equal attention to argument theory and practice. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Summer.

ENGE 500 African-American Literature (4)
Focuses on representative poetry, fiction, essays, film, and music that reflect important movements in African-American literary history. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

ENGE 510 Southern Literature (4)
Examines texts which address dominant themes in the Southern tradition and investigates the current movement of New Southern Studies. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

ENGE 520 Early British Literature Survey (4)
Survey of British literature from the Anglo-Saxon through the medieval period and the Renaissance to the 18th century, with emphasis on preparation for secondary school English/language arts teachers. Meets a requirement in the English/language arts teaching field of the MSE-FYNT program. Prereq: Admission to the MSE-FYNT program. Offered: Fall.

ENGE 530 Graduate Survey of American Literature (4)
Chronological survey of American literature from its beginnings to contemporary times, using the principles and practices of literary interpretation and other skills essential to the discipline and appropriate to the secondary classroom. Meets a requirement in English Language Arts concentration for Alternative Class A Certification in Secondary Education. Offered: Fall.

GEOE 510 Human Geography (4)
Introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. Meets a requirement in the social studies teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 521 Seminar in American History (4)
Focuses on social, intellectual, cultural, and political developments in American history. Meets a requirement in the history or social studies teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 531 Seminar in World History (4)
Focuses on historical and cultural developments in one nation or geographic region as a model for understanding world history. Meets a requirement in the history or social studies teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

HISE 541 Seminar in History and Culture (4)
Focuses on historical and cultural developments in American, European, and/or world histories. Meets a requirement in the history or social studies teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

KINE 522 Advanced Adapted Physical Education (4)
Covers pertinent information concerning legislation, inclusion, the physical education IEP, and movement constraints of individuals with physical, intellectual, and emotional disabilities. The contents of this course are tied to national and state professional standards, including those set forth by the Interstate Teacher New Assessment and Support Consortium (INTASC, 2002), and NASPE/NCATE 2001 Physical Education Standards. Preparation of knowledge, skills, and dispositions will be objectives of the course in order to prepare individuals for teaching physical education and promoting physical activity among individuals in diverse communities. Offered: Summer.

KINE 560 Curriculum Design & Development in Physical Education (4)
Focuses on the development of curricula in physical education grades P-12. Principles of curriculum development, existing curriculum models and current trends and contemporary issues related to curriculum development are discussed. This course will focus on information to help potential physical educators attain teaching skills and knowledge (including critical thinking and reflective decision making) necessary to design, implement and evaluate appropriate physical education programs P-12. Offered: Summer.

KINE 565 Strategies and Issues in P-12 Physical Education (4)
The purpose of this course is to update graduate students who are currently teaching physical education or seeking initial certification regarding current state and national issues affecting P-12 physical education programs. Offered: Summer.

MATE 530 Abstract Algebra for Teachers (4)
Introduces students to topics from abstract algebra, including group theory, ring theory, field theory, and rings of polynomials. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

MATE 540 Foundations of Analysis for Teachers (4)
Introduction to the essential elements of real analysis, including a thorough discussion of the set of real numbers and the topology of the real line, functional limits and continuity, sequences and series of real numbers, the derivative, sequences and series of functions, the definite integral, Fourier series, Lagrange interpolation, Newton interpolation, and introductory splines. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

MATE 560 Discrete Mathematics for Teachers (4)
Introduction to a variety of topics in discrete mathematics. Includes study of graph theory and various counting techniques. Other topics may include Latin squares, magic squares, block designs, and codes. Course connects content to secondary school mathematics. Meets a requirement in the mathematics teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

PHYE 510 General Physics for the Secondary Educator (4)
Instructional emphasis on basic physical principles, such as Newton's Laws, energy and momentum conservation, and the application of these principles in diverse areas of physics, such as mechanics, thermodynamics, wave motion and electricity and magnetism. Includes problem-solving and laboratory measurement techniques appropriate for the secondary education classroom. Course concentrates on developing advanced understanding of previously-learned material at both the theoretical (lecture) and practical (practicum) levels. Meets a requirement in the general science teaching field of the MSE-FYNT program. Prereq: One algebra-based course in general physics. Offered: Fall, Spring, and Summer, on rotation.

POLE 500 American Politics and Economy (4)
Survey of topics vital for an understanding of American national institutions, politics, and economics. Readings, lectures, and discussions will examine the democratic and economic principles of the national government, the institutions of the United States political system, citizen-government linkages, and public policy. Meets a requirement in the social studies teaching field of the MSE-FYNT program. Prereq: Admission to the MSE-FYNT program. Offered: Fall, on rotation.

SPAE 501 Advanced Methodology and Applied Linguistics (4)
Addresses two essential areas for teachers of Spanish: advanced foreign language methodology and applied linguistics. Students will examine methods unique to language teaching and language teachers and use technology for language learning. In applied linguistics students will review Spanish phonetics, second language acquisition, and bilingualism. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

SPAE 502 Hispanic Cultures in the Foreign Language Classroom (4)
Using national standards of the American Council on the Teaching of Foreign Language, the course provides an overview of methodologies and approaches to teaching Latin American and Spanish cultures in the foreign language classroom for secondary education. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

SPAE 503 Literature and Film of the Spanish-Speaking World (4)
Students will review masterpieces of Hispanic literature and film while developing linguistic proficiency in reading, speaking, writing, and understanding the Spanish language. They will also strengthen their understanding of literary terminology and critical analysis while exploring pedagogical strategies for teaching literature and film in their own classrooms. Meets a requirement in the Spanish teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

Educational Leadership

Faculty

J. Maurice Persall, Chair, Orlean Bullard Beeson Professor
Leslie Sturdivant Ennis, Professor
J. Mark Bateman, Associate Professor
Jo Beth Newton, Associate Professor
F. Jane Cobia, Associate Professor
Peggy Connell, Assistant Professor
Monique Gardner Witherspoon, Assistant Professor

Graduate Programs and Requirements

Degrees/Majors

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

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

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

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

The Department of Educational Leadership offers graduate education programs in three areas (instructional leadership; policy, organizations, and leadership; and educational leadership) and at two levels of certification (provided current certification requirements of the Alabama State Department of Education have been met): a master of science in education (M.S.E.) degree with Class A certification and an educational specialist (Ed.S.) degree with Class AA certification. An M.S.E. with non-certification is offered in policy, organizations, and leadership. The department also offers a doctorate in education (Ed.D.). See the Graduate Advisement subsection for contact information.

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

Graduate Admission Standards for Educational Leadership

Admission Requirements

1. Completion of application and payment of application fee.
2. Receipt of two official transcripts from all institutions attended.
3. Satisfactory score on Graduate Record Exam (GRE) admissions test or Miller Analogies Test (MAT).
4. Alabama Class B or Class A certification to be eligible for certification.
5. Satisfactory performance on statement of purpose essay.
6. Satisfactory performance on scholarly writing sample.
7. Three letters of reference. One must be from the applicant's supervisor.
8. Professional portfolio (applies only to M.S.E. in instructional leadership).

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

Additional requirements may apply to specific programs.

Levels of Admission

Formal Admission

1. Minimum GPA of 2.75 for all college work attempted.
2. Minimum of 295 (combined verbal and quantitative) on the Graduate Record Exam (GRE) or a minimum of 396 on the Miller Analogies Test (MAT).
3. Satisfactory performance on scholarly writing essay.

Transfer Credit

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

Graduate Tuition Scholarships

Tuition scholarships are available to all candidates who have been accepted for graduate study at the master of science or educational specialist level. These scholarships are available for courses in education throughout the year. Please note that this scholarship is not available for doctoral students.

Retention and Completion

Students on the M.S.E. and Ed.S. level must maintain a GPA of 2.75; students on the Ed.D. level must maintain a GPA of 3.50. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. All graduate students in an approved program must take and pass a comprehensive examination for each certification area following completion of their coursework. All graduate students receiving initial certification must also pass the Alabama Prospective Teacher Testing Program (APTTP), which includes the appropriate PRAXIS examination. At the end of any semester, a student whose cumulative GPA falls below the required minimum (2.75 for M.S.E. and Ed.S.; 3.50 for Ed.D.) may not continue in the program. Any grade below a C- shall not be counted for credit and the course must be retaken.

Graduate Advisement

Frequent meetings with the 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 or applications to educational leadership should be addressed to the Chair of Educational Leadership, Department of Educational Leadership, Samford University. This office is located in OBB Room 226.

Master of Science in Education

The master of science in education (M.S.E.) degree is open to candidates who hold a bachelor's degree from a regionally accredited institution. Completion of the degree requires 30 credits beyond a bachelor's degree. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification, provided current certification requirements of the Alabama State Department of Education have been met.

Instructional Leadership

This major is designed for those holding a bachelor's degree and who are seeking advanced preparation in the field. Upon successful completion, the candidate is eligible for the master of science in education degree and Class A certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the chair of educational leadership, OBB 226, for requirements and additional information.

Instructional Leadership Required Courses		Course Credits	Total Required Credits
EDLD 520	Foundations of Instructional Leadership	3	
EDLD 521	Issues in School Finance	3	
EDLD 522	Management Design for School Improvement	3	
EDLD 523	Managing the P-12 Exceptional Ed Program	3	
EDLD 525	Practicum in School Improvement	3	
EDLD 526	Legal & Ethical Issues in Education	3	
EDLD 527	Internship in Instructional Leadership	3	
Electives (with approval of advisor)		9	
	Total Required Credits		**30**

Policy, Organizations, and Leadership

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

Policy, Organizations, and Leadership Non-Certification Required Courses		Course Credits	Total Required Credits
EDUC 518	Action Research: Theory and Techniques	3	
EDUC 519	Field-Based Action Research	3	
EDLD 536	Educational Leadership for Learning	3	
EDLD 537	Comparative International Education	3	
EDLD 538	Governance & Policy in Educational Systems	3	
EDLD 539	Innovative Concepts in Education	3	
EDLD 540	Design for Educational Improvement	3	
EDLD 541	Issues in Educational Finance	3	
EDLD 542	Comparative Legal Issues in Education	3	
EDLD 544	Practicum in Educational Leadership	3	
	Total Required Credits		**30**

Educational Specialist

The educational specialist (Ed.S.) program is open to candidates who hold a master's degree from a regionally accredited institution. Completion of the degree requires 30 credits beyond a master's degree. Upon successful completion, the candidate is eligible for the educational specialist degree and Class AA certification (provided current certification requirements of the Alabama State Department of Education have been met). Please contact the chair of educational leadership, OBB 226, for requirements and additional information.

Instructional Leadership

This degree is open to candidates holding a master's degree from a regionally accredited institution. This degree is designed to provide administrators in public and private K-12 schools with advanced knowledge and skills to be successful instructional leaders.

Instructional Leadership Required Courses		Course Credits	Total Required Credits
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies & Tactics	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 681	Research in Certification Field	3	
EDLD 621	Educational Business Management	3	
EDLD 625	Legal and Policy Issues in Education	3	
EDLD 627	Professional Development & Mentor Training for Quality Education	3	
EDLD 628	Advanced. Eval. of Teaching and Learning	3	
EDLD 637	Current Issues in Education & Leadership	3	
EDLD 638	Professionalism & Ethics in Education	3	
	Total Required Credits		**30**

Courses

EDUCATION - GRADUATE (EDLE DEPT)

The courses listed below represent only a portion of the graduate-level education courses available. See the Department of Curriculum and Instruction for additional courses that may apply to programs offered through the Department of Educational Leadership. Two such courses are EDUC 518 – Action Research: Theory and Techniques and EDUC 519 – Field-Based Action Research. NOTE: Courses numbered 600 and above are open to post-master's degree students.

EDUC 622 Seminar in Instructional Leadership (3)
Development of expertise as leaders of a collaborative planning process in which reflective decisions are made for the improvement of school designing, developing, and implementing school programs that support the learning of all students to a high degree of proficiency.

EDUC 623 Organizational Innovation: Strategies and Tactics (3)
In-depth study into the processes involved, and the skills required, to lead change in complex organizations. Emphasis on inquiry into organizational culture, group leadership, conflict management, and administrator-staff relationships.

EDUC 629 Practicum in Quality Leadership: The Quality Improvement Analysis Project (3)
Participation in a school improvement project utilizing tools of the total quality education process. Emphasis on continuous improvement, identification of the customer/supplier relationship as applied to an education setting, working cooperatively in teams, and utilizing data in solving problems.

EDUC 681 Research in Certification Field (3)
Expansion of research skills already developed in student's certification area(s). Development, implementation, and reporting of original research required.

EDUCATIONAL LEADERSHIP

NOTE: Beginning Spring 2015, selected courses formerly designated with the EDUC prefix now have the EDLD prefix. Old course numbers are noted in parentheses.

EDLD 520 Foundations of Instructional Leadership (3)
Overview of the work required of an instructional leader with emphasis on specific skills used to create professional learning communities. (Formerly EDUC 520)

EDLD 521 Issues in School Finance (3)
Study of the economic factors relative to the financing of public schools. Involves in-depth study of taxation, state school finance systems, impact of school finance litigation, budgeting processes, and current/emerging issues in school finance policy. (Formerly EDUC 521)

EDLD 522 Management Design for School Improvement (3)
Exploration of enhanced learning through effective, efficient, and equitable utilization of resources and organizations used to create a learning environment conducive to school success. (Formerly EDUC 522)

EDLD 523 Managing the P-12 Exceptional Education Program (3)
Students explore current legal requirements, state and federal legislation, administrative rulings, recent case law decisions, existing standards, research-based best practices, and leadership trends used in programs serving children who have special needs. Offered: Fall, Spring, and Summer. (Formerly EDUC 523)

EDLD 524 Curriculum Design for P-12 Instructional Leaders (3)
Provides a forum where students will reflect upon the context, student, and content factors that influence curriculum design. Offered: Fall, Jan Term, Spring, and Summer. (Formerly EDUC 524)

EDLD 525 Practicum in School Improvement (3)
Purposeful "hands-on" experiences designed to prepare students to lead the essential work of school improvement. Leadership skills are developed through studying the key concepts and skills used by effective leaders, by observing effective models, and by experiencing one's own trial and error in the workplace. (Formerly EDUC 525)

EDLD 526 Legal and Ethical Issues in Education (3)
Overview of how public education is organized and operated and how local, state, and federal laws have played a role in establishing school policies and practices consistent with current legal and ethical standards. (Formerly EDUC 526)

EDLD 527 Internship in Instructional Leadership (3)
Completion of an explicit set of school-based assignments that progress from observing to participating in and then leading activities related to curriculum, instruction, and student achievement. (Formerly EDUC 527)

EDLD 536 Educational Leadership for Learning (3)
Students will gain the knowledge and skills required to direct educational improvement and create a positive climate, a challenging curriculum, and effective instructional practices to increase learner success. As a result of this course, students should understand the work required of an educational leader with specific skills for instructional leadership in educational settings. Offered: Fall, Spring, and Summer, on rotation. (Formerly EDUC 536)

EDLD 537 Comparative International Education (3)
Introduction to comparative international education by exploring the role that history, culture, economics, and politics play in shaping educational systems around the world. Offered: Fall, Spring, and Summer, on rotation. (Formerly EDUC 537)

EDLD 538 Governance and Policy in Educational Systems (3)
Students will gain understanding of governance and policy in educational systems. This understanding will be built as students are introduced to policy debates and acquire knowledge and skills from theories, research, and current practices related to governance and policy in educational systems. Students will examine processes that occur at many levels of the education system—from preschool through college, from the statehouse to the schoolhouse, and from Congress to advocacy groups. Offered: Fall, Spring, and Summer, on rotation. (Formerly EDUC 538)

EDLD 539 Innovative Concepts in Education (3)
Designed to help students understand the factors that are driving change and innovation in educational organizations. Students develop an understanding of the driving force and restraining forces of change, and develop strategies for building organizational capacity for innovation. Offered: Fall, Spring, and Summer, on rotation. (Formerly EDUC 539)

EDLD 540 Design for Educational Improvement (3)
Students will address the need to enhance leadership and improvement in educational settings through effective, efficient, and equitable utilization of resources. Students will develop knowledge of organizations in order to create an educational environment conducive to the success of educational settings/systems. Students will learn the proper allocation of resources such as personnel, facilities, and technology, and develop skills for decisions that give priority to teaching, learning, student achievement, and student development. Students will learn the skills of conflict resolution, consensus building, group processes, and effective communication in order to involve stakeholders in management decisions. Offered: Fall. (Formerly EDUC 540)

EDLD 541 Issues in Educational Finance (3)
Designed to provide the students with knowledge and understanding of the economic factor relative to the financing of institutions that support education. The course involves an in-depth study of taxation; organization's finance systems; the impact of finance litigation; the budgeting process; and current/emerging issues in educational finance policy. Offered: Fall, Spring, and Summer, on rotation. (Formerly EDUC 541)

EDLD 542 Comparative Legal Issues in Education (3)
Students will gain knowledge and understanding of the legal, ethical, and human resource frameworks for leading and managing educational systems. As a result of this course, students will understand how educational systems are organized and operated locally, nationally and globally, and the laws, ethical frameworks, and resource considerations that have played a major role in educational policies and practices. Offered: Fall, Spring, and Summer, on rotation. (Formerly EDUC 542)

EDLD 544 Practicum in Educational Leadership (3)
Designed to provide students the opportunity to engage in the day-to-day work related to educational leadership. The student will complete an explicit set of assignments that progress from observing to participating to leading activities related to completion of their specific workplace expectations. Students will also participate in seminars for the purpose of reviewing and evaluating practicum experiences. Leadership skills are developed through studying the key concepts and skills used by effective leaders, by observing effective models, and by experiencing one's own trial and error in the workplace. Offered: Fall, Spring, and Summer, on rotation. (Formerly EDUC 544)

EDLD 621 Educational Business Management: Strategic Planning and Policy Analysis (3)
Development of skills and understanding necessary for successful management of educational enterprise. Focus on study of re-engineering organizations, strategic planning and decision making, the economics of education, finance and taxation, including the issues of equity and adequacy, the use of technology in managing the educational organization, and creating customer-focused schools and school systems. (Formerly EDUC 621)

EDLD 625 Legal and Policy Issues in Education (3)
In-depth study of legal and policy issues inherent in instructional, non-instructional, and administrative positions throughout the education profession. Special attention given to legal and policy issues in the field of special education, personnel, policy development, and specific political issues that impact upon the role and direction of education in America. (Formerly EDUC 625)

EDLD 627 Professional Development and Mentor Training for Quality Education (3)
Preparation for those who want to become effective mentors, providing guidance and professional support. Emphasis on reflective decision making concerning the strengths and needs of the mentoree. (Formerly EDUC 627)

EDLD 628 Advanced Evaluation of Teaching and Learning (3)
Review of methods of research especially suited for active involvement of practicing school administrators in scientific inquiry related to school problems. Emphasis on stimulating school leaders to think reflectively about current problems facing American schools at all levels, the methods available for collecting data about these problems, and how to seek solutions. (Formerly EDUC 628)

EDLD 637 Current Issues in Education and Leadership (3)
Addresses current issues and trends in education with particular emphasis on leadership for meeting the needs of diverse learners. Candidates will use content knowledge regarding evidence-based best practices, including differentiation of curriculum and instruction, to provide teachers models and strategies that support student learning. Offered: Fall, Spring, and Summer. (Formerly EDUC 637)

EDLD 638 Professionalism and Ethics in Education (3)
Addresses the educational leader's role as the "first citizen" of the educational community. Candidates will develop the ability to examine personal and professional values that reflect a code of ethics, accepting responsibility for using their position ethically and constructively on behalf of the school/system where they work. Offered: Fall, Spring, and Summer, on rotation. (Formerly EDUC 638)

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-credit educational specialist program and then begin 30 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 score on the Graduate Record Exam (GRE) or Miller's Analogy Test (MAT), 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 and an educational specialist degree in educational leadership or teacher leader from an accredited college or university.
2. The candidate shall have earned a 3.75 GPA on all previous graduate work.
3. Each candidate shall submit writing samples for the purpose of assessing the candidate's ability to meet graduate school standards.
4. 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.
5. 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.
6. 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 interviewer(s) and the candidate's ability to meet admission criteria.

Courses

EDUCATION - DOCTORAL

EDLD 731 Educational Policy Development and Analysis: The Political Dimension of Schooling (3)
Examination of the factors that influence the development of school and school system policy. Exploration of the origin of policy issues, the educational policy infrastructure, and the interrelationship of educational policy to school practice, with particular emphasis on the political process as the major driving force in the policy-making arena.

EDLD 732 Foundations of Educational Inquiry (3)
Development of skills in designing and implementing research methodologies, reading and interpreting research reports, and developing strategies for converting research into action. Students develop an awareness of, and appreciation for, educational research as a tool for advancing the educational renewal agenda.

Ed.D. in Educational Leadership

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

Instructional Leadership Required Courses		Course Credits	Total Required Credits
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies & Tactics	3	
EDUC 629	Practicum in Quality Leadership: The Quality Improvement Analysis Project	3	
EDUC 681	Research in Certification Field	3	
EDLD 621	Educational Business Management	3	
EDLD 625	Legal and Policy Issues in Education	3	
EDLD 627	Professional Development & Mentor Training for Quality Education	3	
EDLD 628	Advanced. Eval. of Teaching and Learning	3	
EDLD 637	Current Issues in Education & Leadership	3	
EDLD 638	Professionalism & Ethics in Education	3	
	Total Required Credits		**30**

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

EDLD 733 Field-Based Inquiry: Authentic Problems of Practice (3)
Examination of authentic problems of practice in a clinical and/or field-based environment. Through this hands-on clinical process, students demonstrate leadership, administrative and management skills, and develop their ability to function effectively as a member of a learning team. Students learn inquiry and research skills as they conduct studies on authentic problems of practice that have direct relationship to the school leader's job.

EDLD 734 Strategic Planning (3)
Review of the skills and understanding necessary for successful management of the educational enterprise. Focus on a study of re-engineering organizations, strategic planning and decision making, the use of technology in managing the educational organization, and creating customer-focused schools and school systems.

EDLD 735 Ethical Issues in Education: The Moral Dimension of Schooling (3)
Study of ethical and moral theory and consideration of school administration as a moral activity. Central focus on helping students articulate an explicit set of values and beliefs to guide their actions. Religious, economic, social, and cultural issues that affect expectations about schooling are explored in an effort to help school administrators understand that all administrative decisions have ethical implications.

EDLD 737 Organizational Dynamics: Creating the School of the Future (3)
Investigation of emerging organizational behavior theory and its application to the development of the school and school system of the future. Major emphasis on the concept of building human capital as central to managing organizational behavior in education.

EDLD 738 The Learning Organization (3)
Exploration of the art and practice of learning organizations as applied to educational institutions. Students are provided with the knowledge needed to develop their skills in leading schools by taking a learning orientation as the major strategy for educational reform.

EDLD 739 Foundation of Qualitative Inquiry (3)
Introduction to qualitative inquiry, including an understanding of qualitative research methods and guidance in designing and implementing a qualitative research project. Includes opportunity to design and implement a qualitative study through guided instructions.

EDLD 741 Directed Doctoral Study (2)
Directed doctoral study provides the student with optimal support and direction in his/her dissertation research. The director of the dissertation and the student's dissertation committee provide ongoing supervision and assistance for completion of the dissertation phase of the student's doctoral program.

EDLD 742 Dissertation Research (1)
Additional support and direction in the completion of doctoral research. Student works with the dissertation committee to complete research, data analysis, dissertation writing, and dissertation debate. Grading is pass/fail only.

EDLD 743 Seminar in Educational Leadership (1)
Doctoral students are provided additional opportunities to explore current political, economic, and social issues that impact the governance of education. Students read and discuss current literature and interact with leaders from education, business, and governmental agencies.

EDLD 744 The Emerging School Superintendency: The Practice of Paradoxical Leadership (3)
In-depth study of the major tasks and related activities of school superintendents. Students are provided opportunities to study complex issues driving the changing role of school superintendents. Problem-based learning, case study analysis, and action research are also used to develop the skills necessary for leading a complex organization operating in a chaotic environment.

EDLD 745 The Art and Practice of Negotiation & Conflict Resolution (3)
Focuses on strategies of negotiation and conflict resolution such as managing organizational issues and conflicts, avoiding litigation, mediating differences, defusing crises, and dealing with difficult individuals.

EDLD 746 Behavioral Research and Statistics (3)
Designed to enhance innovative research in the doctoral program, this course builds on the introduction to research and basic statistics course (EDLD 733 Field Based Inquiry). It provides students the opportunity to develop advanced skills in quantitative research design, advanced statistics, and the use of a social science statistical software package (Predictive Analytic Software [PASW]). Students will explore a large-scale data set to pose an educational research question of their choice. Students will analyze data, interpret, and write up results. Prereq: EDLD 733. Offered: Fall and Spring.

EDLD 750 Ed.D. Dissertation Manuscript Seminar (3)
Focus on identification of a research topic, development of a research plan, implementation of the plan, and presentation of the dissertation-manuscript. Working under the direction of faculty members, students culminate the program of study in a final public presentation of the completed dissertation-manuscript. Can be repeated for a maximum of 12 credits. Grading is pass/fail. Prereqs: EDLD 732 and EDLD 733. Offered: Fall, Spring, and Summer.

Human Development and Family Life Education

Faculty

Kristie B. Chandler, Chair, Associate Professor
Clara E. Gerhardt, Professor
Jonathan C. Davis, Associate Professor
Celeste H. Hill, Assistant Professor

Undergraduate Programs and Requirements

Majors

Human Development and Family Science
Human Development and Family Science with a Concentration in
- Child Development Education
- Child Life
- Gerontology

Minor

Human Development and Family Science

Human development and family life science is the study of how individuals grow and develop across the life cycle—particularly in the context of personal, marital, and family relationships. Human development and family life science courses expose students to both practical and theoretical content in areas such as dating and relationship formation, marital relationships, human sexuality, parenting, families and society, lifespan development, gender roles, and multicultural perspectives. The philosophy and broad principles required to plan, implement, and evaluate educational programs designed to optimize family functioning, represent some of the specialized skills of the Family Life Educator.

This discipline concerns the study of an individual's physical, emotional, social, cognitive, and spiritual development from birth through adulthood and how that individual development impacts the family unit. It studies family dynamics from a systemic, developmental framework. The societal issues confronting families, including family law and family economics, are examined. The theories and research which attempt to explain and predict family functioning from an individual and societal perspective are emphasized.

Mission Statement
Enriching the lives of families through education, service and advocacy.

Certification
The human development and family science major recognizes the crucial role of families in society. The human development and family science curriculum focuses on personal relationships and their connection to and impact on human living and development. Since 1999 the human development and family science 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).

Degree Programs
The Department of Human Development and Family Life Education (HDFE) offers a bachelor of arts (B.A.) degree in human development and family science.

While not a requirement for a human development and family science degree, some students may choose to specialize in one of the pre-established concentrations (see below for further details about these concentrations) in child development education, child life specialist, gerontology, or the 3+3+ law program, or they may wish to declare a minor in one of the numerous possibilities throughout the academic programs available at Samford.

The department also offers a minor in human development and family science.

Child Development Education Concentration
This concentration focuses on the development and education of young children from infancy through Pre-K. Students in this concentration receive education and experience in order to prepare them for work in early childhood settings as a teacher and/or administrator. Special emphasis is given to the importance of family involvement during this most crucial time of development. This concentration is a collaboration between the Department of Human Development and Family Life Education and the Department of Curriculum and Instruction.

Child Life Concentration
This concentration may interest students who have a desire to work in a medical setting to provide emotional support and coping strategies for children and their families facing short and long-term hospital and other health care related issues. Upon completion of this concentration, students will submit their coursework for review to the Child Life Council, as well as pass a certification exam to become a Certified Child Life Specialist. For more information regarding certification, please visit www.childlife.org.

Gerontology Concentration
Due to the rapid growth of the aging population, this concentration prepares students to provide services and research for those in the later stages of the lifespan. Special emphasis is placed upon how aging affects the individual as well as the family system. Caregiving is an important service that families provide for their loved ones as well to the larger society. Professionals with a gerontology background can help individuals and their families through the successful transition required during this stage of life.

3+3 Law and Family Science Program
For students interested in family law, policy, or advocacy, the 3 + 3 law program combined with a degree in human development and family science is ideal for students interested in adoption, divorce, foster care, intimate partner violence and other areas impacting the well-being of children and families.

Samford University and the Cumberland School of Law have created an accelerated law degree program which permits a Samford student who has completed three-fourths of the work acceptable for a bachelor's degree to be admitted to the law school. After successful completion of the first year of classes at Cumberland, the student will be awarded a bachelor's degree in his/her undergraduate major. This program is available to Samford students from any undergraduate major. However, the human development and family science degree works particularly well for those interested in family law and policy issues. This program requires acceptance into Cumberland Law School following the normal application process, and careful advisement and documentation in order to ensure the completion of the bachelor's degree. Please consult your academic advisor for additional details regarding this program.

Career Options
Many human development and family science majors are attracted to job opportunities available through non-profit and not-for-profit organizations. The program is designed to prepare students for professional careers in the helping professions, in human service agencies, the non-profit and not-for-profit sectors, or for graduate school and research. Career options include counseling, marriage and family therapy, family life education, parenting education, helping professions, elder care services, family and social services, child development, youth ministry, family policy, community advocacy, and education.

While human development and family science is a solid foundation for a career in the helping professions, a master's degree or higher may be required to practice and be employed at a competitive level. A significant portion of human development and family science majors plan to attend a master's degree program.

Competencies

Samford University focuses on the following competencies in its educational approach: written, oral, quantitative, and information literacies.

Students who complete a human development and family science degree:

1. Have an understanding of an individual's physical, emotional, social, cognitive and spiritual development from birth through adulthood and how that individual development impacts the family unit.
2. Have an understanding of family dynamics from a systemic, developmental framework.
3. Have an understanding of the societal issues confronting families including family law and family economics.
4. Have an understanding of the philosophy and broad principles required to plan, implement, and evaluate educational programs designed to optimize family functioning.
5. Have an understanding of the theories and research which attempt to explain and predict family functioning from a micro (individual) and macro (societal) level perspective.
6. Have completed an internship in a child and/or family social/community agency.
7. Have received conditional approval as Certified Family Life Educators (CFLEs) recognized through the National Council on Family Relations.

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 courses. General Education Requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult the University Core Curriculum and General Education Requirements and the Physical Activity Program for a list of applicable courses.

Human Development and Family Science Major

Human Development and Family Science Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements:			**30**
Natural and Computational Sciences			**4**
BIOL 110	Human Biology	4	
Social Sciences			**8**
PSYC 101	General Psychology	4	
SOCI 100	Introduction to Sociology	4	
Mathematics			**8**
MATH 110	Contemporary Mathematics *or*	4	
MATH 150	Precalculus		
MATH 210	Elementary Statistics	4	
Fine Arts			**4**
Humanities			**4**
Physical Activity			**2**
Human Development and Family Science Major:			**62**
Family Life Education Core			**42**
COMS 221	Interpersonal Communication	4	
HDFE 202	Marriage and the Family	4	
HDFE 300	Parenting	4	
HDFE 322	Family Life Education	2	
HDFE 324	Human Sexuality	4	
HDFE 331	Family Dynamics	4	
HDFE 346	Family Economics	4	
HDFE 360	Infant and Child Development	4	
HDFE 365	Adolescent and Adult Development	4	
HDFE 383	Research Methods	2	
HDFE 400	Family Law and Public Policy	4	
HDFE 483	Senior Research	2	
Human Development and Family Science Core			**8**
HDFE 345	Families and Health	4	
HDFE 370	Practicum in Family Life Education *or*	4	
HDFE 390	Child Life Practicum		
Human Development and Family Science Electives (choose 12 credits from the following)			**12**
HDFE 310	Counseling Foundations	4	
HDFE 330	Death and Dying	4	
HDFE 350	Intro to Non-Profits & Grant Writing	4	
HDFE 366	Gerontology and the Family	4	
HDFE 375	Independent/Special Study	1-5	
HDFE 413	Multicultural Perspectives	4	
NURS 316	Developmental Disabilities	2	
NUTR 216	Personal Nutrition *or*	4	
NUTR 310	Lifecycle Nutrition		
POLS 205	Introduction to American Politices	4	
PSYC 215	Abnormal Psychology	4	
RELG 361	Pastoral Care	4	
SOCI 205	Sociology of Race and Ethnic Relations	4	
SOCI 331	Sociology of Aging	4	
SOCI 333	Sociology of Religion	4	
SOCI 345	Juvenile Delinquency	4	
SOCI 349	Sociology of Children and Youth	4	
General Electives			**14**
	Total Required Credits		**128**

Human Development and Family Science Major with Child Development Education Concentration

Human Development and Family Science Major with Child Development Education Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**26**
Natural and Computational Sciences		**4**
BIOL 110 Human Biology	4	
Social Sciences		**4**
PSYC 101 General Psychology	4	
Mathematics		**8**
MATH 110 Contemporary Mathematics *or* MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts		**4**
Physical Activity		**2**
Other General Education		**4**
COMS 221 Interpersonal Communication	4	
Human Development and Family Science Major w/ Child Development Education Concentration		**76**
Human Development and Family Science Core		**54**
HDFE 202 Marriage and the Family	4	
HDFE 300 Parenting	4	
HDFE 322 Family Life Education	2	
HDFE 324 Human Sexuality	4	
HDFE 331 Family Dynamics	4	
HDFE 346 Family Economics	4	
HDFE 365 Adolescent and Adult Development	4	
HDFE 383 Research Methods	2	
HDFE 390 Child Life Practicum	4	
HDFE 400 Family Law and Public Policy	4	
HDFE 413 Multicultural Perspectives	4	
HDFE 483 Senior Research	2	
HDFE 491 Child Development Education Internship	12	
Education		**22**
ART 206 School Art	2	
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 and Learning	2	
KINE 241 First Aid and CPR*	2	
KINE 321 Motor Development	2	
General Electives		**4**
Total Required Credits		**128**

* Registration permit may be required. See advisor for more information.

Human Development and Family Science Major with Child Life Concentration

Human Development and Family Science Major with Child Life Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**30**
Natural and Computational Sciences		**4**
BIOL 110 Human Biology	4	
Social Sciences		**8**
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Mathematics		**8**
MATH 110 Contemporary Mathematics *or* MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Human Development and Family Science Major with Child Life Concentration		**70**
Family Life Education Core		**42**
COMS 221 Interpersonal Communication	4	
HDFE 202 Marriage and the Family	4	
HDFE 300 Parenting	4	
HDFE 322 Family Life Education	2	
HDFE 324 Human Sexuality	4	
HDFE 331 Family Dynamics	4	
HDFE 346 Family Economics	4	
HDFE 360 Infant and Child Development	4	
HDFE 365 Adolescent and Adult Development	4	
HDFE 383 Research Methods	2	
HDFE 400 Family Law and Public Policy	4	
HDFE 483 Senior Research	2	
Child Life Core		**28**
HDFE 290 Introduction to Child Life*	2	
HDFE 330 Death and Dying	4	
HDFE 345 Families and Health	4	
HDFE 390 Child Life Practicum	4	
HDFE 490 Child Life Internship**	12	
KINE 321 Motor Development	2	
General Electives		**6**
Total Required Credits		**128**

* Offered during Summer or Jan Term only.

** May require an additional semester to complete. No other courses may be taken during the same semester without permission.

Human Development and Family Science Major with Gerontology Concentration

Human Development and Family Science Major with Gerontology Concentration Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**30**
Natural and Computational Sciences		**4**
BIOL 110 Human Biology	4	
Social Sciences		**8**
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
Mathematics		**8**
MATH 110 Contemporary Mathematics *or* MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts		**4**
Humanities		**4**
Physical Activity		**2**
Human Development and Family Science Major with Gerontology Concentration		**62**
Family Life Education Core		**42**
COMS 221 Interpersonal Communication	4	
HDFE 202 Marriage and the Family	4	
HDFE 300 Parenting	4	
HDFE 322 Family Life Education	2	
HDFE 324 Human Sexuality	4	
HDFE 331 Family Dynamics	4	
HDFE 346 Family Economics	4	
HDFE 360 Infant and Child Development	4	
HDFE 365 Adolescent and Adult Development	4	
HDFE 383 Research Methods	2	
HDFE 400 Family Law and Public Policy	4	
HDFE 483 Senior Research	2	
Gerontology Core		**16**
HDFE 330 Death and Dying	4	
HDFE 345 Families and Health	4	
HDFE 366 Gerontology and the Family	4	
HDFE 370 Practicum in Family Life Education	4	
Gerontology Electives (select one from the following)		**4**
BIOL 300 Mental Illness: A Biological Perspective	4	
HDFE 413 Multicultural Perspectives	4	
KINE 322 Lifespan Motor Development	4	
NUTR 310 Lifecycle Nutrition	4	
RELG 310 Theories of Faith Development	4	
SOCI 331 Sociology of Aging	4	
General Electives		**14**
Total Required Credits		**128**

Human Development and Family Science Minor

Human Development and Family Science Minor Required Courses	Course Credits	Total Required Credits
Human Development and Family Science Core		**8**
HDFE 202 Marriage and the Family	4	
HDFE 331 Family Dynamics	4	
Human Development and Family Science Electives		**12**
Select three upper-level courses (300-400)		
Total Required Credits		**20**

Courses

NOTE: Beginning Spring 2014, all courses formerly designated with the FAMS prefix now have the HDFE prefix. Old course numbers are noted in parentheses at the end of each course description.

HUMAN DEVELOPMENT & FAMILY LIFE EDUCATION

HDFE 202 Marriage and the Family (4)
Overview of theories and research methodologies related to the 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, the role of family and extended family, as well as micro and macro level influences on family issues. Offered: Fall and Spring. (Formerly FAMS 202)

HDFE 290 Introduction to Child Life (2)
An introduction to the field of child life taught by a Certified Child Life Specialist. This course encompasses the six required topics set forth by the Child Life Council: Child Life Documents; Scope of Practice; Impact of Illness, Injury, and Health; Family Centered Care; Therapeutic Play; and Preparation. Offered: Summer.

HDFE 300 Parenting (4)
Exploration of emotional, physical, and sociological aspects of parenthood, with special attention on the needs of children. Introduction to parenting philosophies, theories, and programs, including developmental parenting throughout the lifespan, family diversity, and challenges to contemporary parents and their children. Focus on parent education programs and how the family life educator can present and use these programs. Offered: Fall. (Formerly FAMS 300)

HDFE 310 Counseling Foundations (4)
Emphasis on (1) orienting students to the field of counseling, with its different settings and variety of activities, and (2) equipping the student with basic understanding of counseling techniques and basic skill proficiency intended to serve the student well in many aspects of interpersonal interaction. Prereq: HDFE 202. Offered: Fall, on rotation. (Formerly FAMS 310)

HDFE 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: HDFE 202. Offered: Fall. (Formerly FAMS 322)

HDFE 324 Human Sexuality (4)
Examination of human sexuality from multidisciplinary perspectives, including the biological, spiritual, psychosocial, and cultural dimensions. Discussion of beliefs and values that influence individual health and well-being. Implications for personal values formation and decision-making. Co-listed as PSYC 324 and SOCI 324. Prereq: HDFE 202. Offered: Spring. (Formerly FAMS 324)

HDFE 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: On rotation. (Formerly FAMS 330)

HDFE 331 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, HDFE 331 focuses on training students to develop effective APA research writing skills. Prereq: HDFE 202. Offered: Spring. (Formerly FAMS 331)

HDFE 345 Families and Health (4)
Study of dynamic aspects of health and wellness in the family throughout the lifespan. Focus on preventative and remedial approaches to safeguarding emotional and physical health to promote optimal well-being for families. Impact of illness and disabilities on family dynamics. Emphasis on family behaviors related to nutrition, fitness, stress, and illness, and responsibly contributing to their own and others' health and well-being. Prereq: HDFE 202 or instructor permission. Offered: Spring. (Formerly FAMS 345)

HDFE 346 Family Economics (4)
Study of economic topics as they pertain to family resource management. Focus on financial decisions throughout the lifespan, including budgeting, investments, retirement planning, insurance, housing, and informed consumer decisions. Developing and protecting personal and family resources. Investigation of career choices and habits necessary for constructive financial and resource related decisions. Prereq: HDFE 202 or instructor permission. Offered: Fall. (Formerly FAMS 346)

HDFE 350 Introduction to Non-Profit Organizations & Grant Writing (4)
Survey course that explores the role of non-profit organizations in society. Students will examine the theoretical, philosophical, practical, and ethical perspectives related to the creation and administration of non-profit organizations, including grant writing. Prereq: HDFE 202. Offered: On rotation. (Formerly FAMS 350)

HDFE 360 Infant and Child Development (4)
Overview of the science of child development. Includes introduction to major theories of child development and a close examination of the major domains of child development (cognitive, physical, social-emotional) from prenatal to early adolescence. Special focus will also be given to specific disabilities which interplay with development (e.g., ADHD, autism). Additionally, students will gain hands on training and practice administering the Denver II instrument. Prereq: HDFE 202. Offered: Fall. (Formerly FAMS 360)

HDFE 365 Adolescent and Adult Development (4)
In depth study of the physical, emotional, cognitive, social, personality, and spiritual development of persons from adolescence through later life. Major theories of adolescent and adult development are presented as well as various issues related to these stages such as peer relationships, dating, marriage, career choice, transitions to parenting, empty nest, mid-life, and retirement. Prereq: HDFE 202 or instructor permission. Offered: Spring. (Formerly FAMS 365)

HDFE 366 Gerontology and the Family (4)
Introduction to the growing field of family gerontology. Serves as the introductory course for the gerontology concentration within the human development and family science major. Students will gain an understanding of demographic trends, theoretical perspectives, and research methods in gerontology. Students will examine major developmental late-life events and the impact of those events on the family. Special attention will be given to issues involving family caregiving. Offered: Fall and Spring.

HDFE 370 Practicum in Family Life Education (4)
Students complete a practicum of 125 hours in a child/family/social/community agency, as well as attend class. The focus is on personal and professional development, ethical guidelines of various helping professions, and compilation of a professional portfolio. Practicum sites must meet specified criteria, available from the HDFE practicum supervisor. Enrollment is limited to juniors and seniors. Prereq: HDFE 202. Offered: Fall and Spring. (Formerly FAMS 370)

HDFE 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: HDFE 202. Offered: See advisor. (Formerly FAMS 375)

HDFE 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, as well as research ethics. Students design a research project that is completed in the senior research course to follow. Prereq: HDFE 331. Offered: Fall. (Formerly FAMS 383)

HDFE 390 Child Life Practicum (4)
Students in the child development education concentration work (as volunteers) in an early childhood learning program under supervision of its staff and Samford faculty. Class meets once per week for 2 hours and 40 minutes, plus 8 hours per week of field experience. (Students pursuing the child life concentration will work as volunteers in a hospital child life program under supervision of the hospital child life staff and Samford faculty.) (Formerly FAMS 390)

HDFE 397 Special Topics (1-4)
Examination of a particular topic in human development and/or family science that is not normally examined in depth in the regular course offerings. This course is designed to teach students about a special research interest of a faculty member or a newly emerging area of family science. Topics vary. May be repeated for a maximum of 12 credits. Prereq: HDFE 202 or instructor permission. (Formerly FAMS 397)

HDFE 399 Special Topics Abroad (4)
Special courses designed for and offered through the Office of International Studies. Topics vary. May be repeated for a maximum of 12 credits. Prereq: HDFE 202 or instructor permission. (Formerly FAMS 399)

HDFE 400 Family Law and Public Policy (4)
Promotion of interdisciplinary knowledge in the content areas of family law and public policy. Topics include legislation and policies relating to marriage, family leave, divorce, family support, child custody, child protection, and economic support for children and families. Ethics are emphasized as pertaining to the lifespan and to the helping professions, specifically human development and family life education. Prereq: HDFE 202 or instructor permission. Offered: Spring. (Formerly FAMS 400)

HDFE 413 Multicultural Perspectives (4)
Overview of contemporary family science scholarship related to multicultural, diversity and gender perspectives. Examines the centrality of cultural identity and gender in the organization, structure and functioning of families and societies. Cultural competence and cross cultural skills are explored through multicultural and diversity perspectives in national and international contexts. Offered: On rotation. (Formerly FAMS 413)

HDFE 483 Senior Research (2)
Capstone course designed to familiarize seniors with theoretical and applied research, and research ethics, as it relates to their particular discipline and interests. Final objective is a senior project, which is evaluated by practitioners in the field. Prereq: HDFE 383. Offered: Fall. (Formerly FAMS 483)

HDFE 490 Child Life Internship (12)
Students complete an approved Child Life internship experience in a hospital setting. All internship experiences are supervised by a certified Child Life Specialist and involve a minimum of 480 hours of experience. Enrollment in this course is dependent upon acceptance into an approved hospital program. Security clearance and proper immunizations may be required by the hospital prior to the start of the internship. Failure to meet these requirements may result in termination of enrollment. Prereqs: HDFE 390 and instructor permission. (Formerly FAMS 490)

HDFE 491 Child Development Education Internship (12)
Students complete an approved internship involving a minimum of 450 hours of clinical, structured experiences working with young children and their families in one or more early childhood learning center locations. Hours include a minimum of four supervisory consultations by approved University personnel. Travel within and outside the Birmingham metro area may be required to reach the site(s). Students enrolled in this course MUST have a **negative security clearance** by the Alabama Department of Human Resources prior to the start of their internship. Failure to receive clearance may result in termination of enrollment. Prereqs: HDFE 390 and instructor permission. Offered: Spring. (Formerly FAMS 491)

Evening College

Administration

Chris J. McCaghren, Executive Director, Evening College
Sherry Gotlieb, Director of Academic Services
Stacy Harrison, Evening College Coordinator

Undergraduate Programs and Requirements

Majors

Criminal Justice
Liberal Studies
Organizational Leadership
Paralegal Studies
Youth Studies

Samford University's Evening College provides opportunities for personal and professional growth through rigorous academic programs and relationships in a Christian community. The program acts as a bridge between the community and Samford University, identifying and addressing the educational needs of the local workforce and introducing the values and meaning of the University to those with whom we connect.

Through the Evening College, the bachelor of arts degree with majors in liberal studies, organizational leadership, and paralegal studies, and the bachelor of science degree with majors in criminal justice and youth studies are awarded.

A minimum of 64 credits must be taken at Samford University in order to meet residency requirements for the 128-credit bachelor of arts or bachelor of science degree.

Most programs offered through the Evening College have two options for completion: 1) as a four-year program, with most, if not all, of the degree requirements (general education, major, and general electives) being taken at Samford, or 2) as a degree completer program, where a student who has previously earned an associate of arts or associate of science degree can bypass the general education requirements and need only take the 68 hours within the major. The bachelor of science in criminal justice is only offered under the degree completer option—students pursuing this major must have completed an associate or arts or associate of science degree prior to beginning this program.

These programs are the most flexible of all awarded by the University and are designed specifically for adult students. The responsibility for determining the suitability of these majors and their applicability to particular conditions rests with the individual student. Students planning to pursue post-baccalaureate studies should review the requirements of the targeted graduate program to determine whether undergraduate-level prerequisites exist.

Courses for all programs are conveniently scheduled in the evenings and online. Students may be admitted to begin courses in fall, spring, or summer. The program faculty is composed of members chosen from the full-time Samford faculty and practitioners who are experts in their fields.

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 the Evening College. Students should apply for this credit during the first term at the University. Program staff 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.

College-Level Examination Program (CLEP)

College-level credit is awarded for scores of 50 or higher in most subject areas; however, students should consult with their advisors or the Office of Student Records before scheduling any CLEP examinations. See the CLEP table for more information.

Credit Limitations

The aggregate of credit earned through portfolio 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.

Academic Regulations

Unless stated otherwise, Evening 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 DEADLINES FOR EVENING COLLEGE APPLICANTS FOR 2014-2015

Term	Priority Deadline*	Final Deadline**	Term Begins
Fall 2014	Aug 7, 2014	Aug 16, 2014	Aug 25, 2014
Spring 2015	Jan 7, 2015	Jan 16, 2015	Jan 26, 2015
Summer 2015	May 13, 2015	May 21, 2015	Jun 1, 2015

* Submission of FAFSA and completed application by this date guarantees financial aid consideration for the current term.

** Applicants applying for admission after this date may be eligible for financial aid through the submission of the FAFSA. Due to possible timing issues or time constraints, financial aid may not be available for disbursement by the first day of class. Students must secure other funding in the mean time to guarantee their continued enrollment.

Admission Procedures for Evening College

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. The Evening College is the administrative office that serves these programs and students. Applications for admission are accepted each term.

Please complete the following steps to apply for admission to the Evening College.

Please visit www.samford.edu/eveningcollege/ to apply online or to download a copy of the Application for Admission. All application materials should be addressed to the Evening College, Samford University, Birmingham, AL, 35229.

1. Admission application, completed in full, including reference forms and essay.
2. One official transcript from each college that you attended. Transcripts must be mailed directly from your former institution's records office to the Evening College office.
3. One reference. See guidelines below.
4. Admission essay. See guidelines below.
5. Résumé.
6. Application fee: $35 (nonrefundable).
7. If you earned fewer than 24 semester or 36 quarter hours of credit at other institutions, you must also provide the Evening College Office with an official copy of your high school transcript.* This must be mailed from the high school directly to the Evening College office.

*If you have a GED, please review the High School Equivalency information in the Admission Procedures and Policies section of this catalog.

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

In two typed 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.

Tuition, Fees, and Financial Aid

Because Evening College 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. Courses taken during the day carry the full-tuition rate.

Although University scholarships are not available to Evening College students, they should apply for non-University scholarships. Also, residents of the state of Alabama are eligible to receive the Alabama Student Grant if they meet the eligibility requirements. Evening students may also apply for other types of federal financial aid programs such as Pell grants and student loans. Financial Aid Applications may be requested by calling the Office of Financial Aid at (205) 726-2905.

There are few additional fees associated with evening classes aside from the cost of textbooks. Most major credit cards are accepted. (See the General Miscellaneous Fees chart for a list of additional fees that may apply.)

Parking

All evening students must register their automobiles with Transportation Services. There is a minimal annual charge for parking on campus.

Class Registration and Policies

Evening College students are limited to 14 credits per fall or spring semester and 10 credits per summer term without the director's approval.

EVENING COLLEGE – UNDERGRADUATE EVENING STUDENT TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to Samford **Undergraduate Evening Students** enrolled in **Evening College** (including the Paralegal Studies Certificate Program). Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. Click here for payment regulations and refund notes.*

Description	Student Classification	Expense	Notes
Tuition			
All credits - Degree or Audit (including Paralegal Studies Certificate Program)	All Undergraduate Students (Evening)	$350/credit each term	
Fees			
Application Fee for Undergraduate Admission (Evening)	All Undergraduate Students (Evening)	$35/application	Nonrefundable; Due at time of application
Books and Supplies	All Undergraduate Students (Evening)	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Campus Life Fee - Fall & Spring	All Undergraduate Students (Evening)	$50/semester	
Insurance Co-Pay	All Undergraduate Students (Evening)	As incurred	
International Student Fee-Fall & Spring	All International Undergrad Students (Evening)	$50/semester	
International Student Fee-Jan Term/Sum	All International Undergrad Students (Evening)	$25/term	
Legal Research & Writing Lab Fee	All Students enrolled in PARA 123	$95/course	
Portfolio Evaluation Fee	All Students seeking Portfolio Credit	$100/credit (optional)	
Reinstatement Fee (all terms)	All Undergraduate Students (Evening)	$100/term, as applicable	
Technology Fee - Fall & Spring	All Undergraduate Students (Evening)	$150/semester	

NOTE 1: Click here for a list of General Fees that apply to ALL students (Vehicle Registration/Decal, ID Replacement, etc.).
NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedules for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

Bachelor's Degree Requirements

General Education Requirements

All bachelor degree programs require a minimum of 128 total credits that include 40 credits of upper-level (300-400) coursework, 3 credits of computer literacy, and 18 credits of upper-level coursework in the major. Specific requirements for each major are outlined in the following tables. Credits within the degree are divided as follows: 45-46 credits fall under General Education, 68 credits fall within the chosen major, and 14-15 credits of General Electives round out the overall 128 credits required. **ECEN 101 and ECEN 102 should be taken as part of a student's first 18 credits at Samford.** Unless otherwise specified, credits that have been used to satisfy general education requirements may not be counted as part of any major.

Evening College Bachelor of Arts or Bachelor of Science Required Courses	Course Credits	Total Required Credits
General Education Requirements* **OR** **Transfer Credit with AA or AS degree***		**45-46 or 60**
Natural & Computational Sciences	**7**	
Social Science	**9**	
Mathematics	**3**	
Fine Arts	**3**	
Humanities	**21**	
Physical Education	**2-3**	
Major:**		**68**
Criminal Justice***	68	
Liberal Studies	68	
Organizational Leadership	68	
Paralegal Studies	68	
Youth Studies	68	
General Electives † (directed by advisor) **OR** **If Transfer Credit with AA or AS degree awarded †**		**14-15 or 0**
Total Required Credits		**128**

* Students who have earned a transferrable two-year degree from a state institution may apply 60 hours of credit toward the 128-hour requirement for the award of a bachelor's degree. This transferable degree will satisfy all General Education requirements and will waive the General Electives requirement. See General Education Requirements table for required/applicable courses.

** See individual major tables for required/applicable courses.

*** Criminal Justice is only available as a degree completer program. Students pursuing this major must have already completed an AA or AS degree.

† General Elective credits (if required) may be chosen from courses listed in the Evening College General Education table or from select upper-level courses outside the student's declared major.

General Education Requirements (for B.A. or B.S. degree)

Evening College General Education Requirements Required Courses	Course Credits	Total Required Credits
Natural & Computational Sciences (complete all)		**7**
ECCO 100 Introduction to Computing	3	
Any Lab Science Course	4	
Social Science (complete three courses total)		**9**
Social Science Core (required)		**3**
ECPS 101 General Psychology *or* ECSO 100 Introductory Sociology	3	
Social Science Electives (select two courses)		**6**
ECCN 256 Becoming a Self-Regulated Learner	3	
ECPO 211 American National Government	3	
ECPS 205 Life-Span Development	3	
ECSO 203 Contemporary Social Problems	3	
Mathematics		**3**
ECMA 110 Contemporary Mathematics	3	
Fine Arts (select one course)		**3**
ECAR 300 Art Appreciation	3	
ECMU 200 Music Appreciation	3	
ECTH 300 Theatre Appreciation	3	
Humanities (complete seven courses total)		**21**
Humanities Core (required)		**9**
ECCS 215 Oral Communication	3	
ECEN 101 Oral and Written Communication I	3	
ECEN 102 Oral and Written Communication II	3	
Humanities Electives (select four courses)		**12**
ECEN 209 Special Topics in Literature	3	
ECEN 211 Major American Authors	3	
ECHI 101 World History I	3	
ECHI 102 World History II	3	
ECHI 217 Early America to 1877	3	
ECHI 218 Modern America since 1865	3	
Students must complete at least one of the following:		
ECRE 101 Old Testament Survey	3	
ECRE 102 New Testament Survey	3	
ECRE 201 Introduction to World Religions	3	
Physical Education (select one course)		**2-3**
ECPE 122 Fitness Walking and Strength Training	2	
ECPE 231 Personal and Community Health	3	
Total Required General Education Credits		**45-46**

Criminal Justice (B.S.)

Samford's bachelor of science in criminal justice degree completion program allows working adults the opportunity to develop the knowledge, skills, and abilities necessary for employment or career advancement in this growing field. The core curriculum follows national standards for best practices in criminal justice education. Students in this program will learn the fundamentals of the American justice system, with an emphasis on real-world application as well as critical theory.

Evening College Criminal Justice Major Required Courses		Course Credits	Total Required Credits
Transfer Credit with AA or AS degree*			**60**
Criminal Justice Major:			**68**
Criminal Justice Core			**27**
ECCJ 300	Field Experience in Criminal Justice (take three times)	3	
ECCJ 301	Introduction to Criminal Justice	3	
ECCJ 302	Ethics in Criminal Justice	3	
ECCJ 303	Fundamentals of Criminal Law	3	
ECCJ 304	Police Operations	3	
ECCJ 305	Corrections in America	3	
ECCJ 343	Criminology	3	
ECCJ 400	Criminal Procedure and Evidence	3	
ECSO 401	Social Psychology	3	
Criminal Justice Electives (choose three)			**9**
ECCJ 401	Law Enforcement Administration	3	
ECCJ 402	Criminal Investigations	3	
ECCJ 403	Criminalistics	3	
ECSO 345	Juvenile Delinquency	3	
ECYS 320	Children and the Law	3	
ECYS 340	Working with Youth in Groups	3	
Evening College Common Courses			**32**
ECCC 101	Evening College Orientation	1	
ECCC 201	Biblical Perspectives	4	
ECMA 210	Statistics	3	
ECCC 321	Substance Abuse Counseling	3	
ECCC 345	Principles of Communication	3	
ECCC 406	Race and Ethnic Relations	3	
ECCC 441	Personal Growth and Development	3	
ECCC 453	Professional Communication	3	
ECCC 475	Research Methods	3	
ECCC 490	Senior Capstone I	3	
ECCC 491	Senior Capstone II	3	
	Total Required Credits		**128**

* Students who have earned a transferrable two-year degree from a state institution may apply 60 hours of credit toward the 128-hour requirement for the award of a bachelor's degree. This transferable degree will satisfy all General Education requirements and will waive the General Electives requirement.

Liberal Studies Major (B.A.)

This major 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 other available majors.

Evening College Liberal Studies Major Required Courses		Course Credits	Total Required Credits
General Education Requirements* **OR** **Transfer Credit with AA or AS degree***			**45-46** **or** **60**
Liberal Studies Major:			**68**
Choices within the four concentrations: (Students must choose at least three courses from each concentration below)			**48**
Leadership Concentration			**9 or more**
ECMG 300	Survey of Management	3	
ECMG 472	Case Studies in Leadership	3	
ECMG 473	Human Resource Management	3	
ECOL 305	Information Systems and Technology I	3	
ECOL 315	Workplace Diversity	3	
ECOL 405	Information Systems and Technology II	3	
ECOL 420	Leadership for Organizational Change**	3	
ECPI 401	Business Ethics	3	
Behavioral Sciences Concentration			**9 or more**
ECSO 401	Social Psychology	3	
ECYS 331	Family Dynamics	3	
ECYS 349	Basic Psychopathology	3	
ECYS 360	Sociology of Children and Youth	3	
Legal Studies Concentration			**9 or more**
ECBL 352	Legal Environment of Business	3	
ECOL 325	Employment Law for Managers	3	
ECYS 320	Children and the Law	3	
PARA 121	Intro to Paralegal Studies	3	
PARA 123	Legal Research and Writing	3	
Or choose one course from the following:***			
PARA 227	Estates and Trusts	3	
PARA 301	Employment Law for Paralegals	3	
PARA 302	Environmental Law for Paralegals	3	
PARA 304	Family Law	3	
PARA 305	Administrative Law for Paralegals	3	
PARA 306	Debtor-Creditor Law	3	
PARA 307	Criminal Law	3	
PARA 308	Real Estate Law	3	
PARA 309	Legal Drafting and Transactions	3	
PARA 310	Torts	3	
Communication Concentration			**9**
ECCC 247	Theory and Practice in Human Services	3	
ECCC 345	Principles of Communication	3	
ECOL 320	Human Behavior in Organizations	3	
Evening College Common Courses			**20**
ECCC 101	Evening College Orientation	1	
ECCC 201	Biblical Perspectives	4	
ECCC 406	Race and Ethnic Relations	3	
ECCC 441	Personal Growth and Development	3	
ECCC 453	Professional Communication	3	
ECCC 490	Senior Capstone I	3	
ECCC 491	Senior Capstone II	3	
General Electives † (directed by advisor) **OR** **If Transfer Credit with AA or AS degree awarded †**			**14-15** **or** **0**
	Total Required Credits		**128**

* Students who have earned a transferrable two-year degree from a state institution may apply 60 hours of credit toward the 128-hour requirement for the award of a bachelor's degree. This transferable degree will satisfy all General Education requirements and will waive the General Electives requirement.

** Prerequisite: ECOL 320

*** Prerequisites: PARA 121, PARA 123

† General Elective credits (if required) may be chosen from courses listed in the Evening College General Education table or from select upper-level courses outside the student's declared major.

Organizational Leadership Major (B.A.)

This major is designed to prepare students for successful careers as leaders in their organizations. The curriculum addresses the fundamental business, communication, human behavior, leadership, human resource, and technology concepts and skills needed to succeed in leadership roles in a variety of settings.

Evening College Organizational Leadership Major Required Courses		Course Credits	Total Required Credits
General Education Requirements **OR** **Transfer Credit with AA or AS degree***			**45-46** **or** **60**
Organizational Leadership Major:			**68**
Leadership			**15**
ECMG 472	Case Studies in Leadership	3	
ECOL 320	Human Behavior in Organizations	3	
ECOL 420	Leadership for Organizational Change	3	
ECPI 401	Business Ethics	3	
ECSO 401	Social Psychology	3	
Business			**15**
ECAC 200	Survey of Accounting	3	
ECBL 352	Legal Environment of Business	3	
ECEC 200	Survey of Economics	3	
ECMG 300	Survey of Management	3	
ECMK 300	Survey of Marketing	3	
Technology			**6**
ECOL 305	Information Systems and Technology I	3	
ECOL 405	Information Systems and Technology II	3	
Human Resources			**9**
ECMG 473	Human Resource Management	3	
ECOL 315	Workplace Diversity	3	
ECOL 325	Employment Law for Managers	3	
Evening College Common Courses			**23**
ECCC 101	Evening College Orientation	1	
ECCC 201	Biblical Perspectives	4	
ECMA 210	Statistics	3	
ECCC 406	Race and Ethnic Relations	3	
ECCC 441	Personal Growth and Development	3	
ECCC 453	Professional Communication	3	
ECCC 490	Senior Capstone I	3	
ECCC 491	Senior Capstone II	3	
General Electives** (directed by advisor) **OR** **If Transfer Credit with AA or AS degree awarded****			**14-15** **or** **0**
	Total Required Credits		**128**

* Students who have earned a transferrable two-year degree from a state institution may apply 60 hours of credit toward the 128-hour requirement for the award of a bachelor's degree. This transferable degree will satisfy all General Education requirements and will waive the General Electives requirement.

** General Elective credits (if required) may be chosen from courses listed in the Evening College General Education table or from select upper-level courses outside the student's declared major.

Paralegal Studies Major (B.A.)

This major is designed for students interested in pursuing a career in the legal field. Students who complete this program will earn an American Bar Association-approved paralegal certificate along with a bachelor of arts degree.

Evening College Paralegal Studies Major Required Courses		Course Credits	Total Required Credits
General Education Requirements* **OR** **Transfer Credit with AA or AS degree***			**45-46** **or** **60**
Paralegal Studies Major:			**68**
Paralegal Core			**18**
PARA 121	Introduction to Paralegal Studies	3	
PARA 123	Legal Research and Writing	3	
PARA 229	Litigation	3	
PARA 303	Technology in the Law Office	3	
PARA 311	Corporate Law	3	
PARA 410	Advanced Paralegalism	3	
Paralegal Electives (choose five from the following)			**15**
PARA 227	Estates and Trusts	3	
PARA 301	Employment Law for Paralegals	3	
PARA 302	Environmental Law for Paralegals	3	
PARA 304	Family Law	3	
PARA 305	Administrative Law for Paralegals	3	
PARA 306	Debtor-Creditor Law	3	
PARA 307	Criminal Law	3	
PARA 308	Real Estate Law	3	
PARA 309	Legal Drafting and Transactions	3	
PARA 310	Torts	3	
Business			**15**
ECAC 200	Survey of Accounting	3	
ECEC 200	Survey of Economics	3	
ECMG 300	Survey of Management	3	
ECOL 315	Workplace Diversity	3	
ECPI 401	Business Ethics	3	
Evening College Common Courses			**20**
ECCC 101	Evening College Orientation	1	
ECCC 201	Biblical Perspectives	4	
ECCC 345	Principles of Communication	3	
ECCC 441	Personal Growth and Development	3	
ECCC 453	Professional Communication	3	
ECCC 490	Senior Capstone I	3	
ECCC 491	Senior Capstone II	3	
General Electives** (directed by advisor) **OR** **If Transfer Credit with AA or AS degree awarded****			**14-15** **or** **0**
	Total Required Credits		**128**

* Students who have earned a transferrable two-year degree from a state institution may apply 60 hours of credit toward the 128-hour requirement for the award of a bachelor's degree. This transferable degree will satisfy all General Education requirements and will waive the General Electives requirement.

** General Elective credits (if required) may be chosen from courses listed in the Evening College General Education table or from select upper-level courses outside the student's declared major.

Youth Studies (B.S.)

The bachelor of science in youth studies program provides students with an interdisciplinary view into the cultures and dynamics of young people with an emphasis on the development of strategies for working effectively with youth in a variety of settings. Sociological principles provide the overall guiding framework for the program.

Evening College Youth Studies Major Required Courses		Course Credits	Total Required Credits
General Education Requirements OR Transfer Credit with AA or AS degree*			**45-46 or 60**
Youth Studies Major:			**68**
Youth Studies Core			**33**
ECSO 345	Juvenile Delinquency	3	
ECSO 401	Social Psychology	3	
ECYS 300	Field Experience in Youth Studies	3	
ECYS 320	Children and the Law	3	
ECYS 330	Child and Adolescent Development	3	
ECYS 331	Family Dynamics	3	
ECYS 340	Working with Youth in Groups	3	
ECYS 349	Basic Psychopathology	3	
ECYS 350	The Adolescent Learner	3	
ECYS 360	Sociology of Children and Youth	3	
ECYS 401	Counseling Children and Youth	3	
Evening College Common Courses			**35**
ECCC 101	Evening College Orientation	1	
ECCC 201	Biblical Perspectives	4	
ECMA 210	Statistics	3	
ECCC 247	Theory and Practice in Human Services	3	
ECCC 321	Substance Abuse Counseling	3	
ECCC 345	Principles of Communication	3	
ECCC 406	Race and Ethnic Relations	3	
ECCC 441	Personal Growth and Development	3	
ECCC 453	Professional Communication	3	
ECCC 475	Research Methods	3	
ECCC 490	Senior Capstone I	3	
ECCC 491	Senior Capstone II	3	
General Electives** (directed by advisor) **OR If Transfer Credit with AA or AS degree awarded****			**14-15 or 0**
Total Required Credits			**128**

* Students who have earned a transferrable two-year degree from a state institution may apply 60 hours of credit toward the 128-hour requirement for the award of a bachelor's degree. This transferable degree will satisfy all General Education requirements and will waive the General Electives requirement.

** General Elective credits (if required) may be chosen from courses listed in the Evening College General Education table or from select upper-level courses outside the student's declared major.

Evening College Courses

ADMINISTRATION/BUSINESS

ECAC 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. (Formerly MPAC 200)

ECBL 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). (Formerly MPBL 352)

ECEC 200 Survey of Economics (3)
Survey of the macroeconomic theories that explain the behavior of the world economy and the national economies that comprise it. Course covers the micro-economic relationships that explain the operations of individual consumer/supplier markets. (Formerly MPEC 200)

ECFI 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: ECAC 200, ECEC 200, and ECMA 210. (Formerly MPFI 300)

ECHR 361 The Injured and Absent Employee (3)
Introduction to the human resources professional's role in the laws and regulations affecting injured and absent employees. Focus on the states' various approaches to workers' compensation (i.e., medical benefits and limited compensation), the Family and Medical Leave Act (FMLA) and the Americans with Disabilities Act (ADA). Also covered: various other aspects of state and federal law the human resources professional will need knowledge of to administer to injured and absent employees. Prereqs: ECMG 473 and ECBL 352, or equivalent. (Formerly MPHR 361)

ECMG 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: ECAC 200 and ECEC 200. (Formerly MPMG 300)

ECMG 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: ECAC 200 and ECEC 200. (Formerly MPMG 470)

ECMG 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: ECAC 200 and ECEC 200. (Formerly MPMG 471)

ECMG 472 Case Studies in Leadership (3)
Through case studies and real world examples, students will examine various styles of leadership and apply current theories to better understand the qualities and characteristics necessary to be a successful leader. Prereqs: ECAC 200 and ECEC 200. (Formerly MPMG 472)

ECMG 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: ECAC 200 and ECEC 200. (Formerly MPMG 473)

ECMK 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: ECAC 200 and ECEC 200. (Formerly MPMK 300)

ART

ECAR 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. (Formerly MPAR 300)

BIOLOGY

ECBI 105 Principles of Biology (4)
Study of the principles of life common to all living organisms. LEC, LAB. (Formerly MPBI 105)

ECBI 107 Contemporary Biology (4)
Designed for non-biology majors. Study of the interactions of humans within the biological world. Includes laboratory. (Formerly MPBI 107)

ECBI 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. (Formerly MPBI 110)

ECBI 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. (Formerly MPBI 111)

ECBI 112 Plant Biology (4)
Study of the form, function, and classification of the plant kingdom. Includes laboratory. (Formerly MPBI 112)

ECBI 324 Introduction to Toxicology (4)
Designed for the nonscientist and especially for those in the paralegal studies major. 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. (Formerly MPBI 324)

ECBI 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. (Formerly MPBI 327)

COMMON COURSES

ECCC 101 Evening College Orientation (1)
Introduces the Evening College student to program expectations and tools for success. Includes an examination of student learning styles and individual career goals.

ECCC 201 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.

ECCC 247 Theory and Practice in the Human Services (3)
Study of the stages and factors involved in the helping process. Practical applications and theories of helping necessary for successful work in the social or human services. (Formerly MPCN 247)

ECCC 321 Substance Abuse Counseling (3)
Addresses the general concepts and treatment alternatives for those affected by substance abuse. Topics covered include drug terminology, specific drug information, theories and treatment of addictions, medical and psychological aspects of addictions on the individual and affected family members, and laws pertaining to substance abuse counselors. (Formerly MPCN 321)

ECCC 345 Principles of Communication (3)
Designed to increase student understanding and implementation of effective interpersonal communication behavior. The course examines basic verbal and non-verbal elements affecting communication between individuals in family, peer groups and work contexts. (Formerly MPCN 345)

ECCC 361 Multicultural Issues in Human Services (3)
Examination of how culture affects behavior. Students will examine the ways in which their family of origin and culture has impacted their worldview and how this worldview may affect the counseling process. Students will study the cultural norms of specific populations and explore ways in which the counseling process can be modified to effectively serve clients in any counseling or other human services setting. Prereq: ECCN 245. (Formerly MPCN 361)

ECCC 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. (Formerly MPSO 406)

ECCC 441 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: ECEN 102. (Formerly MPCN 441)

ECCC 453 Professional Communication (3)
Study of theories and research of rhetorical strategies as practiced in various professional discourse communities. Applications of theory are made to a number of writing contexts, including business and technical communication. Prereq: ECEN 102. (Formerly MPCS 453)

ECCC 475 Research Methods (3)
Review of methodologies and skills used by social scientists. 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).

ECCC 490 Senior Capstone I (3)
Required of Evening College students. This first half of the Capstone sequence will require students to create an annotated bibliography and research proposal which will be developed and presented in Capstone II. Prereq: Senior status. (Formerly MPIS 401, in part)

ECCC 491 Senior Capstone II (3)
Required of Evening College students. This second half of the Capstone sequence will require students to conduct research developed in Capstone I, and produce and present a scholarly paper based on that research. Prereq: Senior status. (Formerly MPIS 401, in part)

COMMUNICATION STUDIES

ECCS 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. (Formerly MPCS 215)

COUNSELING AND HUMAN SERVICES

ECCN 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. (Formerly MPCN 245)

ECCN 256 Becoming a Self-Regulated Learner (3)
Designed to assist adult learners returning to academic study to acquire learning and memory strategies and tactics. Provides students with research information and individual assessment feedback to develop a learner profile contributing to more effective information management. (Formerly MPCN 256)

ECCN 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. (Formerly MPCN 332)

ECCN 341 Employee Assistance Counseling (3)
Introduction to and an overview of the field of employee assistance. Emphasis is placed on the role of the counselor. Topics include the history, structure, and purpose of employee assistance; an introduction to employee assistance professional organizations; and an introduction to current employee assistance enterprises. Students will also be exposed to frequently used personality and vocational assessments used in the workplace. While primarily intended for those in the counseling and human services program, this course would also be beneficial to students pursuing a major in organizational leadership. (Formerly MPCN 341)

ECCN 342 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: ECCN 245 and ECEN 102. (Formerly MPCN 342)

ECCN 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. (Formerly MPCN 350)

ECCN 442 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: ECEN 102. (Formerly MPCN 442)

ECCN 450 Issues in Counseling and Human Services (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: ECEN 102. (Formerly MPCN 450)

ECCN 456 Special Topics in Counseling and Human Services (1-3)
Weekend or special seminar courses. Topics vary. May be taken up to three times for a maximum of nine credits. (Formerly MPCN 456)

ECCN 471 Counseling and Interviewing Techniques (3)
Focuses on the skills necessary for success in the helping professions. Emphasis is placed on role play and the study of the varied research-based methods of effective and empathic interviewing and counseling. Prereqs: ECCN 245 and ECCC 247. (Formerly MPCN 471)

ECCN 480 Research in Human Services (3)
Focus on scientific inquiry and the research process as it relates to problems associated with counseling and human services agencies and settings. Emphasis will be given to qualitative and quantitative areas of investigation, along with the techniques that support them. Students will experience research opportunities designed to enhance problem-solving and critical thinking skills in ways that translate to the workplace. Prereq: ECCN 245. (Formerly MPCN 480)

CRIMINAL JUSTICE

ECCJ 300 Field Experience in Criminal Justice (1)
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. Criminal justice majors must take three-one hour offerings in order to facilitate learning experiences in three different environments.

ECCJ 301 Introduction to Criminal Justice (3)
Survey of the entire criminal justice process, including in-depth analyses of various aspects of law enforcement, courts, and corrections. Emphasis is placed on current procedures, and the application of recent case law, theory, research and politics to policy, rules and regulations. Career pathways in criminal justice will be explored.

ECCJ 302 Ethics in Criminal Justice (3)
An exploration of the ethical issues associated with the police, prosecution, courts, and correctional systems. An examination of theory and its application to contemporary criminal justice issues will be a focus of the course. Prereq: ECCJ 301.

ECCJ 303 Fundamentals of Criminal Law (3)
Overview of criminal law including basic concepts, legal definitions of crime and the differences between substantive and procedural criminal law. The criminal justice system will be examined with special attention to the roles of police, prosecutors, defense attorneys and the courts. Prereq: ECCJ 301.

ECCJ 304 Police Operations (3)
Examination of the current structure and strategies of police in America. Topics include mission and goals of police organizations, the demand for police service, patrol functions, responsibilities of the sworn officer, ethics and accountability, and the relationship between the officer and the community. Prereq: ECCJ 301.

ECCJ 305 Corrections in America (3)
An examination of the role of correction in the criminal justice system. Major topics include organization and operation of correctional systems, alternatives to institutionalization, rights and treatment of offenders, theories of punishment and rehabilitation, and current and future issues in corrections. Prereq: ECCJ 301.

ECCJ 343 Criminology (3)
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.

ECCJ 400 Criminal Procedure and Evidence (3)
Overview of criminal procedure and evidence examining the criminal case from investigation and arrest through trial and appeal. Particular emphasis will be placed on procedural and evidentiary issues as they relate to the roles and responsibilities of law enforcement personnel. Prereq: ECCJ 301.

ECCJ 401 Law Enforcement Administration (3)
Explores change and leadership theory to criminal justice organizations. Case study and role play will be utilized to help the student develop management and leadership skills. Current research and trends in the area of law enforcement administration will be examined to help prepare students for careers in administration. Prereq: ECCJ 301.

ECCJ 402 Criminal Investigations (3)
An examination of theories and practices of the investigation process in the criminal justice system. Development of skills related to interviewing, interrogation, as well as collection, analysis and preservation of evidence will be a focus. Duties and responsibilities of the investigator both in the field and in the courtroom will also be addressed. Prereq: ECCJ 301.

ECCJ 403 Criminalistics (3)
An examination of the comprehensive realm of forensics and its role in criminal investigations. Topics include crime scene reconstruction, fingerprint analysis, field and laboratory texts and techniques, and preservation of evidence for admissibility in court. Hands-on lab exercises and case studies will be used to enforce practical skills. Prereq: ECCJ 301.

EDUCATION

ECED 307 Foundations of Leadership (3)
Introduction to the foundations of leadership and the importance of principled leadership in all areas of life. (Formerly MPED 307)

ENGLISH

ECEN 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 ECEN 102. (Formerly MPEN 101)

ECEN 102 Oral and Written Communication II (3)
Continuation of MPEN 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: ECEN 101 with a grade of C- or better. (Formerly MPEN 102)

ECEN 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: ECEN 102 with grade of C- or better. (Formerly MPEN 201)

ECEN 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: ECEN 102 with grade of C- or better. (Formerly MPEN 209)

ECEN 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: ECEN 102 with grade of C- or better. (Formerly MPEN 211)

HISTORY

ECHI 101 World History I (3)
Survey of selected cultures from prehistory to 1500 within their political, economic, and social frameworks. (Formerly MPHI 101)

ECHI 102 World History II (3)
Survey of selected cultures from the Renaissance to the present within their political, economic, and social frameworks. (Formerly MPHI102)

ECHI 217 Early America to 1877 (3)
Social, cultural, and political overview of American history from its colonial beginnings through the end of Reconstruction. (Formerly MPHI 217)

ECHI 218 Modern America since 1865 (3)
Social, cultural, and political overview of American history from 1865 through the present. (Formerly MPHI 218)

KINESIOLOGY

ECPE 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. (Formerly MPPS 122)

ECPE 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. (Formerly MPPE 231)

MATHEMATICS AND COMPUTING

ECCO 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. (Formerly MPCO 100)

ECCO 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: ECCO 100. (Formerly MPCO 101)

ECCO 312 Empowering Managers to Understand IT (3)
Study of the role information technology plays as an enabler of business. Students will learn how to properly work with information technology (IT) resources in the workplace and how to fully leverage the benefits that IT can provide. Prereq: ECAC 200. (Formerly MPCO 312)

ECMA 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. (Formerly MPMA 110)

ECMA 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: ECMA 110 or equivalent. (Formerly MPMA 210)

MUSIC

ECMU 200 Music Appreciation (3)
Introduction to historical and stylistic developments in music for non-music majors. Emphasis is placed upon listening, through both recordings and live concerts. (Formerly MPMU 200)

ORGANIZATIONAL LEADERSHIP

ECOL 305 Information Systems and Technology I (3)
First of two courses designed to give the student a solid understanding of information systems and technology. The connection between effective management and strategic implementation of information technologies will be explored along with the importance of management information systems, hardware and software considerations, database processing, and cloud computing. Lab exercises will allow the student to develop the critical competencies needed to function as a leader in the workplace. Prereq: ECCO 100. (Formerly MPOL 305)

ECOL 310 Supervision (3)
Case-study intensive course. With the use of written as well as video case studies, the student will be placed in the role of a supervisor. Students will acquire the theoretical knowledge and refine the interpersonal communication, decision-making, conflict resolution, and other supervisory skills most important for immediate and future career success. Prereq: ECMG 300. (Formerly MPOL 310)

ECOL 315 Workplace Diversity (3)
Examination of the concepts of workplace diversity through historical, societal, practical, and theoretical lenses. This course is designed to equip students with the knowledge and skills to be culturally aware managers and employees. (Formerly MPOL 315)

ECOL 320 Human Behavior in Organizations (3)
Survey course that provides students with the fundamental concepts and principles of human and organizational behavior. The study of interpersonal relationships and communication in the workplace, as well as self-assessment, prepare the student for successful leadership roles. Prereq: ECPS 101 or ECSO 100. (Formerly MPOL 320)

ECOL 325 Employment Law for Managers (3)
Introduction to the laws and regulations affecting the employment relationship. Federal and state laws that affect the employer-employee relationship, including the Fair Labor Standards Act (FLSA); Title VII of the Civil Rights Act of 1964 (Title VII); the Age Discrimination in Employment Act (ADEA); the Pregnancy Discrimination Act of 1978 (PDA); the Americans With Disabilities Act (ADA); the Family and Medical Leave Act (FMLA); the Uniformed Services Employment and Reemployment Rights Act (USERRA); the Alabama Age Discrimination in Employment Act (AADEA); Alabama Workers' Compensation Law; and H.B. 56 (Alabama's immigration law) will be explored in depth. Prereq: ECMG 300. (Formerly MPOL 325)

ECOL 405 Information Systems and Technology II (3)
Designed to follow ECOL 305 (Information Systems and Technology I), this course will continue the same themes while addressing additional IT considerations and implications for business. Students will develop an understanding of information systems and security management, structured processes, and social media information systems, as well as how to use IT for competitive advantage. Students in this course will continue to develop their skills in MS Excel and MS Access. Prereq: ECOL 305. (Formerly MPOL 405)

ECOL 420 Leadership for Organizational Change (3)
Through extensive case study, this course explores the theories and principles behind organizational change. The influences of technology, culture, diversity, ethics, mission, vision, and motivation will be examined. Students will learn how to successful leaders respond dynamically to effect positive change in their organizations. Prereqs: ECOL 320, ECPS 101, and ECSO 100. (Formerly MPOL 420)

PARALEGAL STUDIES

See the Paralegal Studies Certificate Program section for PARA course listings.

PHILOSOPHY

ECPI 401 Business Ethics (3)
Examination of the application of ethics to business, specifically how to think and act ethically in business. Concentrates on ethical analyses of moral issues involved with the foundations and operations of business. Become familiar with the main tenets of thinking ethically, of virtue-based ethics, deontological ethics, and utilitarianism, and how to apply these insights toward and ethical evaluation of business. (Formerly MPPI 401)

POLITICAL SCIENCE

ECPO 211 American National Government (3)
Introduction to the political process in America with a focus on national political institutions. (Formerly MPPO 211)

PSYCHOLOGY

ECPS 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. (Formerly MPPS 101)

ECPS 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: ECPS 101. (Formerly MPPS 205)

ECPS 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. (Formerly MPPS 411)

RELIGION

ECRE 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. (Formerly MPRE 101)

ECRE 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. (Formerly MPRE 102)

ECRE 201 Introduction to World Religions (3)
Investigation of the world's major living religions of both the Eastern and Western worlds. (Formerly MPRE 201)

ECRE 300 Contemporary Ethical Issues (3)
Study of critical and ethical issues confronting Christians in today's world, with attention to ethical decision-making. (Formerly MPRE 300)

SOCIOLOGY

ECSO 100 Introductory Sociology (3)
Basic sociological concepts are used in the analysis of contemporary and past social life. (Formerly MPSO 100)

ECSO 203 Contemporary Social Problems (3)
Analysis of such current social issues as population growth, crime, poverty, war, and agedness. (Formerly MPSO 203)

ECSO 345 Juvenile Delinquency (3)
Focuses on the development, prevention, control, and treatment of juvenile delinquency. (Formerly MPSO 345)

ECSO 348 Sociology of Family (3)
Study of how sociological theory and research applies to an understanding of the family in the social context including family as a social group, family as an institution within society, and family in global perspective across different societies. 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? What are the similarities and differences in family globally? (Formerly MPSO 348)

ECSO 401 Social Psychology (3)
Examination of the interaction between the individual and the social environment as a major factor in human behavior. (Formerly MPSO 401)

SPANISH

ECSP 101 Elementary Spanish I (4)
Introduction to Spanish language and culture, aimed at developing basic proficiency in understanding, speaking, reading, and writing Spanish. (Formerly MPSP 101)

ECSP 102 Elementary Spanish II (4)
Continuation of ECSP 101. Prereq: Successful completion of ECSP 101. (Formerly MPSP 102)

THEATRE

ECTH 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. (Formerly MPTH 301)

WORLD LANGUAGES AND CULTURES

Many additional language courses are offered in the evenings. See the World Languages and Cultures section within the Howard College School of Arts and Sciences for more information.

YOUTH STUDIES

ECYS 300 Field Experience in Youth Studies (1-3)
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. Youth Studies majors must take three one-hour offerings in order to facilitate learning experiences in three different environments. May be repeated twice for a maximum of 3 credits. (Formerly MPCN 448)

ECYS 320 Children and the Law (3)
Examines the relationship between children and the law at the state and federal levels. Topics covered include dependency, adoptions, delinquency, education, and special needs.

ECYS 330 Child and Adolescent Development (3)
Application of theory and research about children and youth, with particular emphasis on the adolescent. Addresses how research findings can be used and how theories facilitate the understand of behavior.

ECYS 331 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: ECEN 102. (Formerly MPCN 331)

ECYS 340 Working with Youth in Groups (3)
Study of group dynamics and group management as they relate to youth and adolescents. Focus on different types of settings in which adolescents are served by groups and the different types of groups utilized in youth work. Social, cultural, gender, racial, and other differences in group composition will be explored.

ECYS 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. (Formerly MPCN 349)

ECYS 350 The Adolescent Learner (3)
Provides students with a knowledge base that will support the ability to work effectively with the adolescent learner. Special emphasis will be given to understanding the complex configuration and implications of the adolescent brain.

ECYS 360 Sociology of Children and Youth (3)
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 adolescents negotiate their social roles with each other and with adults; and how youth create their own culture distinct from adult culture. Social problems that youth experience are focal points for research in the course.

ECYS 401 Counseling Children and Youth (3)
Presentation of theories, techniques, and strategies for working with children and adolescents and their families in a human services setting. Explores counseling issues related to this population with particular emphasis on the terminology, diagnoses, treatment options, and resources for the most common issues facing this population. Prereqs: ECCN 245 and ECCC 247. (Formerly MPCN 401)

ECYS 481 Human Services Administration (3)
Emphasizes the basic skills required to effectively manage agency staff and other resources in human service organizational settings. The focus of the course is on the unique needs of human service managers in planning, organizing, budgeting, and supervising their programs and organizations within an ever-changing social environment. Particular emphasis is placed on the role of counselor in the organization. Prereq: ECCN 245. (Formerly MPCN 481)

College of Health Sciences

Administration

Nena F. Sanders, Vice Provost, Ralph W. Beeson Dean and Professor
Leslie Mann, Assistant to the Vice Provost
Katie Stripling, Executive Director of External Relations
Marian Carter, Assistant Dean of Enrollment Management and Student Services

Health care is one of the most dynamic career paths in the world today. It is reinventing itself in the face of constant change and opportunities exist now that no one imagined 10 years ago. Although many things are changing, the one thing in health care that will never change is the need for smart, compassionate, skilled and motivated people who are answering a call to care for others. Those individuals fortunate enough to have such a calling go on to more than just a career—they create a life rich in opportunity and fulfillment knowing they make a difference in the life of each person they touch. The College of Health Sciences was created to extend the reach of Samford's mission and to provide students the opportunity to answer the call to a lifetime of caring for others.

Four schools make up the College of Health Sciences: Ida V. Moffett School of Nursing, McWhorter School of Pharmacy, School of Health Professions and School of Public Health. At the intersection of these schools is the Center for Faith and Health. The Center is where we put our academic programs and Christian faith into practice caring for people at home, in the community and around the world. This purposeful interaction with the world around us is the practical application of all that we know and all that we are continually learning.

Caregivers who begin their careers at Samford are uniquely positioned to combine their faith, skills and knowledge to positively impact the lives of patients and families. We believe in caring for the whole person and our graduates are committed to caring for others physically, spiritually and emotionally.

For people called to the health care profession, the opportunities you will find within the College are unprecedented in our history. This year, we have more than 30 health-related degrees divided between undergraduate and graduate programs and we expect to add an additional 20 in the future. The College prepares students for some of the fastest growing and most fulfilling careers in the country. To learn more about the College of Health Sciences, please visit www.samford.edu/healthsciences.

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School of Health Professions

Administration

Margaret L. Johnson, Chair, Associate Professor,
Communication Sciences and Disorders
Alan P. Jung, Chair, Associate Professor, Kinesiology
Matthew P. Ford, Chair, Associate Professor, Physical Therapy

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

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

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

*NOTE: Samford's Department of Physical Therapy is seeking accreditation of a new physical therapist education program from CAPTE. The program will submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Communication Sciences and Disorders

Faculty

Margaret L. Johnson, Chair, Associate Professor
Karen L. Thatcher, Associate Professor
Laura S. Promer, Instructor and Director of Clinical Education

Mission Statement
The mission of the Department of Communication Sciences and Disorders (CSDS) in the School of Health Professions is to prepare highly qualified speech-language pathologists through faith-based academic coursework and clinical placements designed to foster lifelong learning, attainment of personal career goals and high moral and ethical competency so that practitioners will be of service to others in their community and throughout the world.

Vision for the CSDS Department
- Learning through commitment
- Preparing professionals for service
- Distinctive education for the 21st century clinician
- Helping and serving others through educational experiences
- Creating leaders as speech-language pathologists and audiologists

CSDS Code of Values and Philosophy
- Faith – we live our faith by our words and actions
- Excellence – we strive for excellence in our academic programming and in our students' learning outcomes
- Integrity – we embrace persons who hold themselves to a higher standard
- Learning – we provide a platform for becoming lifelong learners
- Teamwork – we believe that together we are stronger
- Service – we believe in serving others as our gifts and talents allow

"Don't be jealous or proud; be humble and consider others more important than yourselves. Care about them as much as you care about yourselves and think the same way that Jesus thought."

Phillippians 2: 3-5

Undergraduate Programs and Requirements

Major
Communication Sciences and Disorders

Minor
Communication Sciences and Disorders

The Department of Communication Sciences and Disorders (CSDS) offers a major in communication sciences and disorders leading to a bachelor of science degree. Students are required to earn at least 50 percent of the credit for a first undergraduate degree in each degree program from Samford.

The department also offers a minor in communication sciences and disorders.

Admission Requirements
Freshman applicants: Must be accepted for admission to Samford University. Must achieve a minimum composite score of 21 on the ACT or 1000 on the SAT. High school graduates must have a cumulative GPA of 3.0 or above, have completed four units of English, two units of math, and two units of lab sciences with a grade of C (2.0) or better.

Transfer students with less than 24 semester credits or 36 quarter credits in total at other institutions must also meet the requirements of entering freshmen.

Transfer students with 24 credits or more must meet one of the following admission requirements:
1. Cumulative GPA of 3.0 or above in all coursework and a 21 ACT or 1000 SAT within the last five years.
   OR
2. Have a cumulative GPA of 3.0 on all coursework attempted.

Program Specific Requirements:

Progression Policy: In order to progress in the undergraduate program in communication sciences and disorders, the student must:
1. Have a completed Health Data Record (with all required immunizations) updated annually and on file in the CSDS department.
2. Submit negative results on drug screen and background check.
3. Have a signed HIPAA confidentiality statement on file in the CSDS department.
4. Maintain a cumulative GPA of 3.0 or above on all coursework.
5. Make a grade of B- or better in each required or prescribed course in the CSDS curriculum. Note: A grade of C or lower constitutes failure in any required or prescribed course in the CSDS curriculum. The CSDS department will accept no lower than a C- in any required general education course.
6. A student will be allowed to take a failed CSDS course one additional time, but must make greater than a B- for a passing grade.
7. A student who fails (C) two CSDS courses will be terminated from the department.
8. A student may not enroll in any CSDS course more than twice.

University Core Curriculum and General Education Requirements
General Education Requirements are detailed in the degree table, with some exceptions. In those cases where a requirement is not specified, consult the University Core Curriculum and General Education Requirements and the Physical Activity Program for a list of applicable courses.

Communication Sciences and Disorders Major

The four-year curriculum in the CSDS program is built on a foundation of rigorous academics and code of values. Our faith-based academic coursework focuses on service, leadership and critical thinking skills. Interprofessional education experiences with students and faculty from other health care disciplines are also a key component of the program. Students will have service opportunities to work alongside professionals in the community to learn by experience, working with children and adults who exhibit communication disorders.

The four-year program in communication sciences and disorders prepares the student for entry into graduate degree programs such as the master of science in speech language pathology, or the doctor of audiology degree, which prepares the student for practice in the profession.

Communication Sciences and Disorders Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**38**
Natural and Computational Sciences		**8**
BIOL 110 Human Biology	4	
PHYS 100 Physics for Society	4	
Social Sciences		**8**
COMS 221 Interpersonal Communication	4	
PSYC 101 General Psychology	4	
Mathematics (select one course)		**4**
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
Languages (two sequential semesters, such as 101 & 102)*		**8**
Fine Arts (select two courses)		**4**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities		**4**
PHIL/RELG 200 Christian Ethics	4	
Physical Activity		**2**
Communication Sciences and Disorders Major:		**63**
CSDS 110 Intro to Speech-Lang Pathology/Audiology	4	
CSDS 211 Clinical Phonetics	4	
CSDS 212 Anatomy/Physiology-Speech/Hearing Mech	4	
CSDS 213 Development of Language in Children	4	
NURS 232 Statistics for Health Care Professionals	3	
CSDS 312 Principles of Audiology	3	
CSDS 313 Language Disorders in Children	4	
CSDS 314 Rehabilitation Audiology	3	
CSDS 315 Dev Leadership Potential in Health Profess	3	
CSDS 318 Basic Speech Science	3	
CSDS 319 Speech Sound Disorders in Children	4	
CSDS 412 Basics of Critical Thinking-Helping Profess	2	
CSDS 413 Low Incidence Disorders	4	
CSDS 414 Clin Methods-Communicative Disorders	4	
CSDS 415 Communication Disorders-Medical Setting	4	
CSDS 416 Supervision in Comm Sciences/Disorders	4	
CSDS 417 Roles/Resp/Trends-SLP Special Ed Setting	2	
CSDS 418 Senior Seminar	4	
General Electives		**5**
Total Required Credits		**128**

*Latin or Spanish recommended, but not required to be the chosen language. If a student places into a level of language higher than 102, two sequential semesters of that language must still be completed.

Communication Sciences and Disorders Minor

The minor in communication sciences and disorders consists of 22 hours of coursework with clinical observation experiences included within the academic coursework. Students pursuing the minor will be required to take all CSDS courses at Samford to earn this designation.

Communication Sciences and Disorders Minor Required Courses	Course Credits	Total Required Credits
Communication Sciences and Disorders Core		**22**
CSDS 211 Clinical Phonetics	4	
CSDS 212 Anatomy/Physiology-Speech/Hearing Mech	4	
CSDS 213 Development of Language in Children	4	
CSDS 312 Principles of Audiology	3	
CSDS 314 Rehabilitation Audiology	3	
CSDS 414 Clin Methods-Communicative Disorders	4	
Communication Sciences and Disorders Electives (encouraged electives, if time permits)		
CSDS 313 Language Disorders in Children	4	
CSDS 318 Basic Speech Science	3	
Total Required Credits		**22**

Undergraduate Courses

COMMUNICATION SCIENCES AND DISORDERS

CSDS 110 Introduction to Speech-Language Pathology & Audiology (4)
This course will provide an overview of varying types of speech-language and hearing disorders. The role of the speech-language pathologist and audiologist will be discussed and the student will be exposed to information on varied work settings and potential career opportunities. Attention will be given to interprofessional collaborative teamwork that occurs in all workplace settings. An emphasis on cultural awareness, sensitivity to persons with disabilities, etiologies, and principles of management will be discussed. This course will also provide observation experiences for the student. Offered: Spring.

CSDS 211 Clinical Phonetics (4)
Introduction and training with the International Phonetic Alphabet (IPA) including practice in transcribing both normal and disordered speech. Offered: Fall.

CSDS 212 Anatomy & Physiology of the Speech & Hearing Mechanism (4)
An in-depth course that provides the learner with the anatomical and physiological workings of the communication system. Emphasis will be placed on the respiratory, phonatory, articulatory, and sensory systems required for speech, language, and hearing. Prereqs: BIOL 110 and PHYS 100. Offered: Fall.

CSDS 213 Development of Language in Children (4)
The study of the development of language in children including theoretical constructs and beliefs that guide practitioners in working with children. Neuroplastic principles will be discussed as students examine case studies. Offered: Spring.

CSDS 312 Principles of Audiology (3)
The introduction to the science of hearing as it relates to communication; also included are basic instrumentation skills for the screening and evaluation of hearing. Prereq: CSDS 212. Offered: Fall and Jan Term, on rotation.

CSDS 313 Language Disorders in Children (4)
This course will cover possible language disorders that occur from birth into adolescence and introduce the student to the evaluation and treatment utilizing best practice techniques from the literature. Prereq: CSDS 213. Offered: Fall.

CSDS 314 Rehabilitation Audiology (3)
The study of the techniques utilized in the habilitation/rehabilitation of hearing including amplification, cochlear implants, speech sound training, and auditory training. Prereq: CSDS 312. Offered: Spring.

CSDS 315 Developing Leadership Potential in Health Professions (3)
This course provides students with the opportunity to evaluate their leadership potential and also provides them with a look into faith based leadership principles that can be utilized in the health professions. Must be junior level or higher status. Offered: Spring.

CSDS 318 Basic Speech Science (3)
The basic principles for the acoustic, perceptual, and physiological characteristics of speech. Prereqs: CSDS 212 and CSDS 312. Offered: Spring.

CSDS 319 Speech Sound Disorders in Children (4)
The study of articulatory and phonologic disorders exhibited by children at varied stages in their development. The student will be immersed with information on evaluation and treatment for these disorders. Prereq: CSDS 211. Offered: Spring.

CSDS 412 The Basics of Critical Thinking in the Helping Professions (2)
Critical thinking is an essential skill for speech-language pathologists and audiologists. This course will provide the learner with the tools for faith-based critical thinking and students will have the opportunity to practice these skills via case examples using research from professional journals. Must be junior level or higher status. Offered: Fall.

CSDS 413 Low Incidence Disorders (4)
Disorders such as voice, fluency, and resonance problems will be covered in this course as they relate to children and adults. Prereq: CSDS 212. Offered: Fall.

CSDS 414 Clinical Methods in Communicative Disorders (4)
This hands-on course will introduce the CSDS student to the therapeutic management of patients with developmental and/or acquired disorders. The skills required for treating persons with specific disorders will be discussed and students will become familiar with steps in the evaluation and treatment of communication disorders. The student will learn how to write SOAP notes and evaluate data through case studies and observation of patients. Prereqs: CSDS 213, 313, and 319. Offered: Fall.

CSDS 415 Communication Disorders in the Medical Setting (4)
This survey course is designed to provide the learner with information related to communication disorders that occur in adults such as aphasia, acquired brain injury, dysarthria, apraxia, and other related disorders. Prereqs: CSDS 212 and CSDS 318. Offered: Spring.

CSDS 416 Supervision in Communication Sciences & Disorders (4)
As students graduate and become practicing speech-language pathologists and audiologists, they are often called upon to supervise students themselves. This course teaches the basic theory of supervision and provides the continuum of learning that all clinicians follow as they progress toward independence in clinical practice. Must be junior level or higher status. Offered: Spring.

CSDS 417 Roles, Responsibilities, & Trends for the Speech-Language Pathologist in the Special Education Setting (2)
Communication disorders professionals often seek employment in the educational setting. Upon entering schools, there is sometimes confusion as to "who does what." This course will provide the student with insight into this complex setting and teach collaborative skills that serve the best interest of children. Prereqs: CSDS 213 and CSDS 313. Offered: Spring.

CSDS 418 Senior Seminar (4)
Students will integrate essential topics in communication sciences and disorders as well as their clinical observation experiences through a portfolio-based product that should reflect their sequence of learning within the major. Prereqs: CSDS 213, 313, 319, 413, 414, and 415. Offered: Spring.

Graduate Programs and Requirements

Degree/Majors

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

The Department of Communication Sciences and Disorders offers the master of science degree with a major in speech language pathology. The master of science degree is designed to help students become a highly qualified speech-language pathologist with the skills, compassion, and motivation to make a difference in their community. Faith-based academic coursework and clinical placements are designed to help students reach their career goals, while emphasizing life-long learning, high moral, and ethical competencies. As students graduate, they will be prepared to impact people's lives in truly meaningful ways.

Graduate Admission Requirements
Two options of admission status are designated:
1. Possess a CSD/SLP baccalaureate degree.

Conditional admission: A completed bachelor's degree is required prior to enrollment, as evidenced by a final official college/university transcript. Applicants may receive conditional acceptance with a letter from the registrar stating they have in fact completed the requirements for the degree. The "conditional" status is removed once an official transcript is received.

Prerequisite courses:
- Biological science (4 credits)
- Physical science (must be chemistry or physics) (4 credits)
- Statistics (math, psychology, health sciences accepted) (3 credits)
- Social/Behavioral Science (i.e., sociology, psychology, anthropology) (3 credits)

2. Possess a baccalaureate degree or higher in a related field such as education, health sciences, psychology, or family sciences.

Prerequisite courses:
- Biological science (4 credits)
- Physical science (must be chemistry or physics) (4 credits)
- Statistics (math, psychology, health sciences accepted) (3 credits)
- Social/Behavioral Science (i.e., sociology, psychology, anthropology) (3 credits)
- CSDS 211 Clinical Phonetics (4)
- CSDS 212 Anatomy & Physiology of the Speech & Hearing Mechanism (4)
- CSDS 213 Development of Language in Children (4)
- CSDS 312 Principles of Audiology (3)
- CSDS 314 Rehabilitation Audiology (3)
- CSDS 414 Clinical Methods in Communicative Disorders (4)

These courses may be taken at another university; however they must be approved by the chair of the department so that course content can be evaluated.

Additional requirements:
1. Obtain a minimum cumulative GPA of 3.0 on a 4.0 scale and a minimum of 3.25 on a 4.0 scale in the last 60 hours. Undergraduate CSD or major area—no grade in a "major" area less than a C.
2. Submit GRE scores earned within the past five years (GRE minimum scores: Verbal: 160; Quantitative: 140; Analytical Writing: 4.0; CSDCAS Code: 6967.)
3. Submit three letters of reference submitted through the application system. The three required references should be from a) current or previous professor, b) work supervisor, c) professional colleague.
4. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer) or 80 (internet) on the Test of English as a Foreign Language (TOEFL).
5. Submit a Likelive Interview Video: A link will be provided upon submission of the application.
6. Exceptions to any admission requirements will be handled on an individual basis.
7. If accepted, a non-refundable fee of $500 is required to secure admission into the program. This fee is applied to the first semester's tuition.
8. The application may be found at https://portal.csdcas.org/.

Transfer Credit
Students who wish to transfer into the master of science program with a major in speech language pathology at Samford University must be admitted with the current admission criteria. Students may transfer in up to nine credit hours with chair/faculty approval and have transcripts and grade records for all courses requested. Courses transferred and accepted for transfer credit must meet the grade of B or better.

Master of Science (M.S.) with a Major in Speech Language Pathology

The Department of Communication Sciences and Disorders offers a master of science degree in speech language pathology. This program is created as a hybrid program that has both an on-campus traditional didactic component and an online/distance education component. Candidates who complete this program will be eligible for both state licensure and national certification by the American Speech-Language-Hearing Association. Students are required to complete clinical rotations in each semester of their program.

Master of Science with a Major in Speech Language Pathology Required Courses		Course Credits	Total Required Credits
SLPA 501	Beginning Clinical Practicum	1	
SLPA 502	Clinical Practicum	1	
SLPA 503	Neuroscience for Speech Lang Pathologists	3	
SLPA 504	Research Methods-Speech Lang Pathology	2	
SLPA 505	Practical Application of Speech Science	2	
SLPA 506	Lang Disorders-Children I: Nature/Etiology	2	
SLPA 507	Lang Disorders-Children II: Assessment	2	
SLPA 508	Lang Disorders-Children III: Treatment Tech	3	
SLPA 509	Articulation and Phonological Disorders	4	
SLPA 511	Prevention and Diagnosis of Speech, Language, & Cognitive Disorders	2	
SLPA 512	Counseling Strategies in Speech Lang Path	2	
SLPA 601	Clinical Practicum	1	
SLPA 602	Clinical Practicum	2	
SLPA 603	Clinical Practicum	2	
SLPA 604	Evaluation/Treatment of Aphasia in Adults	3	
SLPA 605	Voice and Resonance Disorders across the Lifespan	3	
SLPA 606	Motor Speech Disorders	3	
SLPA 607	Medical Aspects of Speech Lang Pathology	2	
SLPA 608	Dysphagia in Pediatrics and Adults	3	
SLPA 609	Cognitive-Communicative Disorders-Adults	3	
SLPA 610	Fluency Disorders across the Lifespan	3	
SLPA 611	Professional Trends-Speech Lang Pathology	3	
SLPA 612	Capstone Seminar	3	
	Total Required Credits		**55**

Graduate Courses

SPEECH LANGUAGE PATHOLOGY

SLPA 501 Beginning Clinical Practicum (1)
This beginning clinical practicum begins in the second semester of the student's graduate program. The student will be asked to apply theoretical concepts gained in academic coursework to assess, diagnose, and provide appropriate evidence-based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will further their clinical knowledge and skill base while working with patients in a variety of settings. This practicum is designed to assist the clinician with beginning to develop competencies defined by ASHA in the Knowledge and Skills document (KASA). Grading is pass/fail only. Prereq: Admission into the M.S. program and completion of 25 clinical clock hours of supervised observation experiences. Offered: Fall.

SLPA 502 Clinical Practicum (1)
This clinical practicum begins in the third semester of the student's graduate program. The student will be asked to apply theoretical concepts gained in academic coursework to assess, diagnose, and provide appropriate evidence-based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will further their clinical knowledge and skill base while working with patients in a variety of settings. This practicum is designed to assist the clinician with continuing to develop competencies defined by ASHA in the Knowledge and Skills document (KASA) as their clinical breadth and depth is expanded with varied clinical populations. Grading is pass/fail only. Prereq: SLPA 501. Offered: Spring.

SLPA 503 Neuroscience for Speech Language Pathologists (3)
The introduction to neuroanatomy, neurophysiology, and neuroscience as the foundation for diagnosis and treatment related to speech, language, hearing, and swallowing disorders. Offered: Summer.

SLPA 504 Research Methods in Speech Language Pathology (2)
The study of research questions and methodologies utilized in speech-language pathology that include how to read, understand, and critically evaluate research in the literature. Offered: Fall.

SLPA 505 Practical Application of Speech Science (2)
Focused study on the speech/vocal mechanism, speech production, and acoustics of speech. Hands-on applications utilizing everyday technological equipment will be addressed for use in clinical practice settings. Prereq: SLPA 503. Offered: Summer.

SLPA 506 Language Disorders in Children I: Nature/Etiology (2)
Communication development for children between the ages of birth through adolescence and the disorders that may occur at these stages of life will be addressed. Strategies for preventing the onset of disorders will be reviewed. Offered: Summer.

SLPA 507 Language Disorders in Children II: Assessment (2)
Assessment strategies and instruments will be introduced for children between the ages of birth through adolescence. Emphasis will be placed on utilizing critical thinking/analysis and the importance of evidence-based and culturally appropriate practice when working with children and their families. Prereq: SLPA 506. Offered: Fall.

SLPA 508 Language Disorders in Children III: Treatment Techniques (3)
Evidence-based treatment techniques and best practice guidelines will be presented for children between the ages of birth through adolescence. Special emphasis will be provided for intervention of children with language and learning disorders. Interprofessional collaboration will be promoted by lectures from all disciplines working with children. Prereq: SLPA 507. Offered: Spring.

SLPA 509 Articulation and Phonological Disorders (4)
Etiology, symptomatology, evaluation, and evidence-based treatment techniques for all speech sound disorders including consideration of cultural and linguistic differences. Offered: Fall.

SLPA 511 Prevention and Diagnosis of Speech, Language, & Cognitive Disorders (2)
This course will provide the student with knowledge in the area of diagnostic tools utilized in the analysis process for speech, language, and cognitive assessment. The student will learn to use differential diagnosis, review of pertinent literature, interpretation of test results, and the implications of the diagnostic findings. Offered: Spring.

SLPA 512 Counseling Strategies in Speech Language Pathology (2)
This course will provide principles and methods of counseling for persons with various communication disorders. Students will learn basic counseling and critical thinking skills to use when working with patients and families. A special emphasis of the course will be to enable students to improve their own personal coping strategies and stress when working with clients and families and the emotion that coexists within these stressful environments. Offered: Summer.

SLPA 601 Clinical Practicum (1)
This specialty clinical practicum is in the fourth semester of the student's graduate program. The student will be asked to apply theoretical concepts gained in academic coursework to assess, diagnose, and provide appropriate evidence based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will be assigned "specialty" clinical rotations in the Birmingham area as students will be on campus during this semester. Students will further their clinical knowledge and skill base while working with patients in a variety of complex settings. This practicum is designed to assist the clinician with continuing to develop competencies defined by ASHA in the Knowledge and Skills document (KASA) as their clinical breadth and depth is expanded with varied clinical populations. Grading is pass/fail only. Prereq: SLPA 502. Offered: Summer.

SLPA 602 Clinical Practicum (2)
This initial clinical externship is in the fifth semester of the student's graduate program. The student will be asked to independently apply theoretical concepts gained in academic coursework to assess, diagnose, and provide appropriate evidence-based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will conduct their more extensive externship in varied healthcare facilities, schools, and private clinics. Students will continue to further their clinical knowledge and skill base while working with patients in a variety of complex settings. This practicum is designed to assist the clinician with continuing to develop competencies defined by ASHA in the Knowledge and Skills document (KASA) as their clinical breadth and depth is expanded with varied clinical populations. Grading is pass/fail only. Prereq: SLPA 601. Offered: Fall.

SLPA 603 Clinical Practicum (2)
This final clinical externship is in the last semester of the student's graduate program. The student will be asked to independently apply theoretical concepts gained in academic coursework to assess, diagnose, and provide best-practice evidence-based treatment for individuals with speech, language, cognitive, hearing, and swallowing disorders. Students will conduct their extensive externship in varied healthcare facilities, schools, and private clinics. Students will continue to further their clinical knowledge and skill base while working with patients in a variety of complex settings. This practicum is designed to assist the clinician with continuing to develop and refine competencies defined by ASHA in the Knowledge and Skills document (KASA) as their clinical breadth and depth is expanded with varied clinical populations. Grading is pass/fail only. Prereq: SLPA 602. Offered: Spring.

SLPA 604 Evaluation and Treatment of Aphasia in Adults (3)
The focused study of language disorders in adults including the neurological bases, differential diagnosis, prevention, and efficacious treatment strategies for persons with aphasia. Prereqs: SLPA 503 and SLPA 504. Offered: Spring.

SLPA 605 Voice and Resonance Disorders across the Lifespan (3)
This course includes a focus on the clinical aspects of voice and cleft palate and the etiological factors that contribute to these disorders. Diagnostic skills and therapeutic methods will be discussed for both aspects of voice and resonance with practical applications of evidence-based treatment provided. Offered: Spring.

SLPA 606 Motor Speech Disorders (3)
This course covers the anatomic, physiologic, and neurological correlates of dysarthria and apraxia across the lifespan. Assessment and treatment strategies will be discussed with a specific focus on augmentative and alternative communication. Prereqs: SLPA 503 and SLPA 505. Offered: Summer.

SLPA 607 Medical Aspects of Speech Language Pathology (2)
This course will be offered as an interprofessional course with nursing students and other health care majors. The focus of the course will be to introduce the student learner to the world of healthcare in terms of medical abbreviations, pharmacology, communication within healthcare environments, and ethical considerations. The student will also be exposed to computer simulation patients where they will experience hands-on care with tracheotomies, ventilators, oral and non-oral communication tools, respiration, and swallowing. Offered: Summer.

SLPA 608 Dysphagia in Pediatrics and Adults (3)
The study of the sequence of events for normal swallowing in pediatrics and adults. This course will also include the congenital and acquired swallowing disorders along with their neurological and anatomic bases, the differential diagnosis of various swallowing disorders, and treatment techniques that are evidence-based. Prereqs: SLPA 503 and SLPA 607. Offered: Fall.

SLPA 609 Cognitive-Communicative Disorders in Adults (3)
This course will focus on the pathophysiology of acquired brain injuries and the neuroanatomical correlates of the cognitive and communicative impairments associated with brain injury in pediatrics, adolescents, and adults. Particular attention will be given to treatment strategies, using the World Health Organization guidelines for functional outcomes, as they relate to return to school and/or work for the survivor of ABI. Prereqs: SLPA 503 and SLPA 504. Offered: Fall.

SLPA 610 Fluency Disorders across the Lifespan (3)
This course covers the theories, principles, and protocols for the assessment and treatment of stuttering and its related disorders. Prereq: SLPA 504. Offered: Fall.

SLPA 611 Professional Trends in Speech Language Pathology (3)
This course will introduce current professional topics to students studying speech-language pathology which will impact their career such as licensing, credentialing, political endeavors, ethics, and others. Offered: Spring.

SLPA 612 Capstone Seminar (3)
A capstone course will be required as the exit criteria for all graduate students in speech-language pathology. Students will be required to complete a portfolio that will document their overall learning sequence related to knowledge and skills. Students will be required to present their findings to faculty/staff at two points during matriculation. Offered: Spring.

Kinesiology

Faculty

Alan P. Jung, Chair, Associate Professor
James B. Angel, Professor
Ralph R. Gold Jr., Associate Professor
Robert W. Hensarling, Jr., Associate Professor
John K. Petrella, Associate Professor
Allison J. Jackson, Assistant Professor
W. Nathan Kirkpatrick, Assistant Professor
Mallory Marshall, Assistant Professor
Shannon M. Ashe, Instructor, Clinical Coordinator

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

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

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

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

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

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

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

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

Undergraduate Programs and Requirements

Majors
Athletic Training
Exercise Science (Pre-Physical Therapy)
Health Sciences
Sport Administration
Sports Medicine

Minor
Sports and Recreation Ministry

The Department of Kinesiology offers majors in athletic training (ATTR), exercise science (pre-physical therapy) (EXER), health sciences (HESC), sport administration (SADM), and sports medicine (SMED) leading to a bachelor of science degree. The department also offers a minor in sports and recreation ministry. See department chair for details.

A minimum grade of C- must be achieved in all KINE prefix courses within each major and minor.

University Core Curriculum and General Education Requirements
General Education Requirements are detailed in the individual degree tables, with some exceptions. In those cases where a requirement is not specified, consult the University Core Curriculum and General Education Requirements and the Physical Activity Program for a list of applicable courses.

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 is offered as a nonteaching major containing, in addition to athletic training studies, courses in nutrition and psychology. The program was developed to prepare students to meet the Board of Certification requirements.

The Samford University Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program has met the nationally-recognized Standards for Entry-Level Athletic Training Education that were established with support of the following sponsoring organizations: the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopaedic Society for Sports Medicine, and the National Athletic Trainer's Association, Inc.

Admission Requirements and Procedures

1. Accepted for admission to Samford University.
2. Make a written request for an Athletic Training Education Program application packet to: Director of Athletic Training Education, Samford University, Birmingham, Alabama, 35229.
3. Complete an application and obtain three letters of recommendation, three reference forms, and official transcripts from all high schools and higher education institutions attended. Submit materials to: Director of Athletic Training Education, Samford University, Birmingham, Alabama 35229.
4. Priority consideration will be given to prospective students who meet the following academic standards:
   a. Achieve a composite score of 21 on the ACT or 900 on the SAT.
   b. Graduate from high school with a GPA of 3.00 or above.
   c. Transfer to Samford University from another institution with a GPA of 3.00 or above.
5. Approved by the Athletic Training Admissions Committee (ATAC). The ATAC reviews all application packets and makes a report to the director of athletic training education regarding eligibility for admission to the program.
6. After eligibility status has been approved, the applicant must interview with the ATAC.
7. Must demonstrate technical standards for admission. (See Technical Standards for Admission box below.)
8. In order to be admitted to the Athletic Training Education Program a student must have completed a course in CPR (Cardiopulmonary Resuscitation) and AED (Automatic Electronic Defibrillator). Documentation of completion of this course must be included with application materials.
9. All students entering the Athletic Training Education Program must have reviewed the OSHA/Blood Bourne Pathogens Guidelines included in the application packet. Upon review of the materials, the student must sign the statement indicating that they have reviewed and understand the materials. During athletic training student orientation a quiz regarding this material will be given after a brief review of the materials.
10. All students entering the Athletic Training Education Program must be immunized for Hepatitis B. Proof of this vaccination must be provided in the application materials.
11. Prospective students should sign the confidentiality statement included with the application materials. This statement informs the students that they may see or hear medical information regarding the health and welfare of a student athlete. Athletic training students are not allowed to discuss medical information with anyone other than the athletic training and sports medicine staff.
12. Upon completion of all interviews, recommendations are made by the ATAC concerning admission to the program. In order for the student to be admitted, there must be an available position so that the clinical instructor-to-student ratio guidelines are not violated. Students selected for admission into the program will be notified in writing by the director of athletic training education.
13. Any student who, in the opinion of the ATAC, is judged to have characteristics that are deemed to be undesirable for the profession of athletic training may, with proper review, be denied admission to the athletic training program.
14. Applicants who do not meet the stated criteria may be considered on an individual basis for conditional status admission. The ATAC will stipulate the terms of the conditional status admission in writing to the applicant. Students admitted under conditional status must carefully follow the stipulations set forth by the ATAC. If the student is unable to follow the said stipulation, he/she will be dismissed from the program.

Transfer Policy Information

1. Transfers are considered to be students who come to Samford University from other schools or who are currently enrolled at Samford but change their major to athletic training.
2. Transfer students must follow the guidelines of the University to be admitted to the program. This information may be found in the Transfer Student Applicant section of this catalog.
3. A student who is transferring will be given priority consideration if he/she has a 3.00 GPA from the institution that they formerly attended.
4. Transfer students will follow a similar progression as a sophomore in the program. Attempts will be made to maintain course sequencing as is possible pursuant to the classes offered across the curriculum.

Retention Requirements

1. Athletic training students must maintain academic requirements set forth by Samford University. In addition, each student must maintain an overall GPA of 2.00.
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: KINE 232, 274, 275, 277, 303, 304, 345, 374, 375, 376, 450, 451, 473, 476, 477, 478, 485, 486, 498, and 499.
4. A student may repeat only one required course (see list above) in which a grade of less than C was received. Failure to make at least a C in two required courses or one course twice will result in dismissal from the program.
5. Any student who, in the opinion of the ATAC, is judged to have developed characteristics that are deemed to be undesirable for the profession of athletic training may, with proper review, be dismissed from the program.
6. A student must be able to demonstrate technical standards to continue in the program.
7. Athletic training students are required to submit a current CPR/AED certification card at the beginning of each school year. The certification must be current through the end of that school year.
8. Students will attend a basic review of OSHA guidelines and complete a quiz regarding the information discussed in this review.
9. All athletic training students must abide by the disciplinary rules of Samford. Any student not abiding by the rules will be subject to University discipline.
10. All athletic training students are subject to random drug testing in accordance with Department of Athletics rules. All discipline will be carried out in the appropriate manner as specified and defined in the Department of Athletics drug testing policy and procedures statement.
11. Appeals regarding any of the retention rules and requirements will be heard by the director of athletic training education, the chair of the Department of Kinesiology, and the dean of the School of Health Professions. All appeals must be made in writing and submitted to the director of athletic training education.

Technical Standards for Admission to the Athletic Training Education Program

NOTE: A formal version of the following is included in the admissions materials for the Athletic Training Education Program. The official form requires the student's signature.

The Athletic Training Education Program at Samford University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency. The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted to the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the Athletic Training Educational Program must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem-solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training education program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The advisor for students with disabilities will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the education process of the student or the institution, including coursework, clinical experiences, and internships deemed essential to graduation.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Alternative statement for students requesting accommodations:

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the advisor for students with disabilities to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Admission Scoring System

INFORMATION
(20 Points Needed for Unconditional Acceptance)

Application
Scoring: **3** = excellent **2** = good **1** = average **0** = poor

Three (3) Reference Forms and/or Letters of Recommendation
Scoring: **3** = excellent **2** = good **1** = average **0** = poor (Reference #1)
Scoring: **3** = excellent **2** = good **1** = average **0** = poor (Reference #2)
Scoring: **3** = excellent **2** = good **1** = average **0** = poor (Reference #3)

Application Essay
Scoring: **3** = excellent **2** = good **1** = average **0** = poor

Interview
Scoring: **3** = excellent **2** = good **1** = average **0** = poor

Grade Point Average
Scoring: **3** = 3.50-4.00 **2** = 3.00-3.49 **1** = 2.50-2.99 **0** = less than 2.50

ACT or SAT Equivalent
Scoring: **3** = 25+ **2** = 22-24 **1** = 20-21 **0** = below 20

CPR/AED Training
Scoring: **1** = YES **0** = NO

Hepatitis B Vaccination
Scoring: **1** = YES **0** = NO

Technical Standards Agreement
Scoring: **1** = YES **0** = NO

Confidentiality Agreement
Scoring: **1** = YES **0** = NO

Athletic Training Major (Non-Teaching)

Athletic Training Major (Non-Teaching) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**32**
Natural and Computational Sciences		**12**
BIOL 217 Human Anatomy-Allied Health Sciences	4	
BIOL 218 Human Physiology-Allied Health Sciences	4	
CHEM 108 General, Organic, & Biological Chemistry	3	
CHEM 109 General, Organic, & Biological Chem Lab	1	
Social Sciences		**4**
PSYC 101 General Psychology	4	
Mathematics		**8**
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		**4**
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
HIST 200 Global Perspectives	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
INTL 360 British Heritage and Culture	4	
LAST 201 Latin American Studies	4	
PHIL 241 Introduction to Philosophy	4	
RELG/PHIL 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Theology	4	
Physical Activity		**2**
Athletic Training Major:		**72**
Kinesiology/Nutrition and Dietetics		**68**
KINE 141 Intro to Health Sciences	2	
NUTR 216 Personal Nutrition	4	
KINE 232 Prevention and Care of Athletic Injuries	2	
KINE 241 First Aid and CPR	2	
KINE 250 Medical Terminology	2	
KINE 274 Practicum in Athletic Training I	1	
KINE 275 Practicum in Athletic Training II	1	
KINE 277 Practicum in Athletic Training III	1	
KINE 303 Therapeutic Interventions I	3	
KINE 304 Therapeutic Interventions II	3	
KINE 322 Lifespan Motor Development (Majors)	4	
KINE 331 Personal and Community Health	4	
KINE 345 Medical Aspects of Exercise and Sport	2	
KINE 374 Admin. of Athletic Training Prog.	1	
KINE 375 Practicum in Athletic Training IV	1	
KINE 376 Practicum in Athletic Training V	1	
KINE 420 Tests and Measurements	4	
KINE 450 Practicum in Athletic Training VI	1	
KINE 451 Practicum in Athletic Training VII	1	
KINE 473 Exercise Physiology	4	
KINE 476 Anatomy and Kinesiology	4	
KINE 477 Sports Nutrition	4	
KINE 478 Sport Psychology	4	
KINE 485 Recog/Eval of Athletic Injuries: Lower Body	4	
KINE 486 Recog/Eval of Athletic Injuries: Upper Body	4	
KINE 498 Research Methods	2	
KINE 499 Senior Seminar in Kinesiology	2	
Physics		**4**
PHYS 101 General Physics I	4	
General Electives (directed by advisor)		**4**
Total Required Credits		**130**

Exercise Science Major

The purpose of the exercise science major is to prepare students for an entry-level doctoral degree program in physical therapy. An interdisciplinary approach is applied to this major, including classes in 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. Students must have a minimum GPA of 2.5 for admission to the program.

Exercise Science Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**33**
Natural and Computational Sciences		**13**
CHEM 205/206 Foundations of Chemistry I w/Lab	5	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences: PSYC 101 General Psychology		**4**
Mathematics		**8**
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		**4**
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
HIST 200 Global Perspectives	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
INTL 360 British Heritage and Culture	4	
LAST 201 Latin American Studies	4	
PHIL 241 Introduction to Philosophy	4	
RELG/PHIL 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Theology	4	
Physical Activity		**2**
Exercise Science Major:		**64**
Kinesiology Core		**24**
KINE 141 Intro to Health Sciences	2	
KINE 250 Medical Terminology	2	
KINE 330 Externship in Physical Therapy	2	
KINE 398 Foundations of Scientific Inquiry	2	
KINE 473 Exercise Physiology	4	
KINE 476 Anatomy and Kinesiology	4	
KINE 485 Recog/Eval of Athl Injuries: Lower Body *or* KINE 486 Recog/Eval of Athl Injuries: Upper Body	4	
KINE 498 Research Methods	2	
KINE 499 Senior Seminar in Kinesiology	2	
Kinesiology Electives (8 crds must be 300-level or above)		**12**
Biology		**16**
BIOL 105 Principles of Biology *or* BIOL 203 Foundations of Biology I	4	
BIOL 106 Principles of Biology II *or* BIOL 204 Foundations of Biology II	4	
BIOL 217 Human Anatomy-Allied Health Sci *or* BIOL 301 Mammalian Anatomy	4	
BIOL 218 Human Physiology-Allied Health Sci *or* BIOL 302 Mammalian Physiology	4	
Chemistry		**4**
CHEM 215/216 Fundamentals of Organic Chem w/Lab	4	
Psychology (select 2 courses; 4 crds must be 300-level or above)		**8**
KINE 478 Sport Psychology	4	
PSYC 203 Psychology of Adjustment	4	
PSYC 205 Life-Span Development	4	
PSYC 210 Child and Adolescent Psychology	4	
PSYC 215 Abnormal Psychology	4	
PSYC 220 Theories of Personality	4	
PSYC 304 Social Psychology	4	
PSYC 308 Physiological Psychology	4	
PSYC 310 Applied Psychology	4	
PSYC 320 Health Psychology	4	
General Electives (directed by advisor)		**10**
Total Required Credits		**129**

Health Sciences Major

The health sciences major is designed to prepare students for a variety of careers or graduate programs within the broad field of health. Students in the major pursue areas such as physician assistance, occupational therapy, strength and conditioning, among other health professions. The health sciences major provides many elective hours along with inter-professional education to allow students, under the guidance of an advisor, to tailor programs of study to meet professional goals. Students must have a minimum GPA of 2.5 for admission to the program.

Health Sciences Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**24**
Natural & Computational Sciences (select one course)		**4**
Social Sciences		**4**
PSYC 101 General Psychology	4	
Mathematics		**8**
MATH 210 Elementary Statistics	4	
Select one calculus course: MATH 150 Precalculus *or* MATH 240 Calculus I *or* MATH 260 Calculus II	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		**4**
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
HIST 200 Global Perspectives	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
INTL 360 British Heritage and Culture	4	
LAST 201 Latin American Studies	4	
PHIL 241 Introduction to Philosophy	4	
RELG/PHIL 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Theology	4	
Physical Activity		**2**
Health Sciences Major:		**48**
Kinesiology Core		**28**
KINE 141 Intro to Health Sciences	2	
KINE 250 Medical Terminology	2	
KINE 331 Personal and Community Health	4	
KINE 370 Health Professions Internship	2	
KINE 398 Foundations of Scientific Inquiry	2	
KINE 473 Exercise Physiology	4	
KINE 476 Anatomy and Kinesiology	4	
KINE 479 Exercise Testing and Prescription *or* KINE 490 Exercise as Medicine	4	
KINE 498 Research Methods	2	
KINE 499 Senior Seminar in Kinesiology	2	
Health Sciences Electives (12 crds must be 300-level or above)		**20**
General Electives (directed by advisor)		**34**
Total Required Credits		**128**

NOTE: 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.

Sport Administration Major

The sport administration major is designed to prepare students for sport industry leadership positions in: intercollegiate athletic administration, professional sports, facility and event operations, marketing and public relations, law, interscholastic athletic administration, sport business, and related fields. Every course is grounded in leadership skills such as punctuality, problem-solving, professional speaking and intentionality. Students must have a minimum GPA of 2.5 for admission to the program.

Sport Administration Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**24**
Natural & Computational Sciences (select two courses)		**8**
Social Sciences (select one course from the list of		**4**
Gen Ed Reqs, but ECON 201 is recommended)		
Mathematics (select one course)		**4**
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities		**4**
Physical Activity		**2**
Sport Administration Major:		**44**
Kinesiology		**33**
KINE 142 Intro to Sport Administration	2	
KINE 280 Sport Facility and Event Operations	3	
KINE 320 Sport and Communication	3	
KINE 355 Legal and Contractual Aspects of Sport	3	
KINE 365 Contemporary Issues in Sport	3	
KINE 391 Christian Leadership and Ethics in Sport	3	
KINE 396 Internship in Sport Administration I	4	
KINE 398 Foundations of Scientific Inquiry	2	
KINE 400 Sport Governance and the NCAA	3	
KINE 460 Financial Operations in Sport	3	
KINE 497 Internship in Sport Administration II	4	
Communication Studies		**8**
COMS 215 Public Speaking	4	
COMS 221 Interpersonal Communication	4	
Marketing		**3**
MARK 301 Sports Marketing	3	
General Electives (directed by advisor)		**39**
Total Required Credits		**129**

NOTE: 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.

Sports Medicine Major

This major is the department's pre-medicine program and is an alternative to the traditional pre-medical programs. In addition to meeting the prerequisite requirements for medical school the sports medicine major provides a prevention-oriented curriculum with course options in nutrition, exercise physiology and exercise prescription. Students will be assigned a departmental academic advisor in addition to the health professions advisor who will guide their progress toward medical school or other medically-based professional school (e.g., dental school). An interdisciplinary approach including nutrition, biology, mathematics, chemistry, athletic training, and exercise science is included in the major. Students must have a minimum GPA of 2.5 for admission to the program.

Sports Medicine Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**33**
Natural and Computational Sciences		**13**
CHEM 205/206 Foundations of Chemistry I w/Lab	5	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
Social Sciences		**4**
PSYC 101 General Psychology	4	
Mathematics		**8**
MATH 210 Elementary Statistics	4	
Select one calculus course: MATH 150 Precalculus *or* MATH 240 Calculus I *or* MATH 260 Calculus II	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		**4**
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
HIST 200 Global Perspectives	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
INTL 360 British Heritage and Culture	4	
LAST 201 Latin American Studies	4	
PHIL 241 Introduction to Philosophy	4	
RELG/PHIL 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Theology	4	
Physical Activity		**2**
Sports Medicine Major:		**53**
Kinesiology Core		**18**
KINE 141 Intro to Health Sciences	2	
KINE 370 Health Professions Internship *or* KINE 405 Adv Research Techniques-Exercise Science	2	
KINE 398 Foundations of Scientific Inquiry	2	
KINE 473 Exercise Physiology	4	
KINE 476 Anatomy and Kinesiology	4	
KINE 498 Research Methods	2	
KINE 499 Senior Seminar in Kinesiology	2	
Kinesiology Electives (8 crds must be 300-level or above)		**12**
Biology		**8**
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
Chemistry		**15**
CHEM 215/216 Fundamentals of Organic Chem w/Lab	4	
CHEM 305/306 Foundations of Chemistry II w/Lab	4	
CHEM 315/316 Org Reactions & Mechanisms w/Lab	4	
CHEM 350 Biochemistry	3	
General Electives (directed by advisor)		**24**
Total Required Credits		**132**

Sports and Recreation Ministry Minor

Sports and Recreation Ministry Minor Required Courses	Course Credits	Total Required Credits
Sports and Recreation Ministry Core		**17**
KINE 142 Introduction to Sport Administration	2	
KINE 280 Sport Facility and Event Operations	3	
KINE 325 Practicum in Sports & Recreation Ministry (take twice)	2	
KINE 380 Sport Marketing and Finance	3	
KINE 390 Leadership/Programming-Sports & Rec	3	
RELG 221 Christian Theology	4	
Religion Elective (choose one of the following)		**4**
RELG 204 Formation for Christian Ministry	4	
RELG 210 Foundations of Congregational Studies	4	
RELG 310 Theories of Faith Development	4	
Total Required Credits		**21**

Courses

KINESIOLOGY

KINE 110 Introduction to Speech-Language Pathology & Audiology (4)
This elective course will provide an overview of varying types of speech-language and hearing disorders. The role of the speech-language pathologist and audiologist will be discussed and the student will be exposed to information on varied work settings and potential career opportunities. Attention will be given to interprofessional collaborative teamwork that occurs in all workplace settings. An emphasis on cultural awareness, sensitivity to persons with disabilities, etiologies and principles of management will be discussed. This course will also provide observation experiences for the student. Offered: Fall and Spring.

KINE 141 Introduction to Health Sciences (2)
This introductory course is designed to expose students in the Department of Kinesiology to their specific area of study and to provide experiences in selecting and using appropriate technology in this profession. Each sub-discipline will be examined relative to philosophical and historical foundations, impact and contribution to society, potential career opportunities and the relationship to other disciplines in the department (exercise science, health sciences, sports medicine). Learning strategies, including experiential learning and problem-based learning (PBL), will be used to link real world situations with content. These experiences will provide students with skills needed to become reflective decision-makers. Offered: Fall, Spring, and Summer. (Formerly KINS 141)

KINE 142 Introduction to Sport Administration (2)
This course examines the details and techniques involved in leading and administrating in a wide variety of sport organizations and settings. A multitude of specific administrative principles, practices, and strategies will be examined to provide a strong and thorough foundation for leadership and supervision of sport organizations from a distinctively Christian perspective. This course will also provide an overview of sport organization functions such as: structure and policy, economics, marketing, human and labor relations, career development, and Christian ministry through sport. Offered: Fall.

KINE 143 Core Program for Majors and Minors (2)
Introduction to a variety of sports and activities. Emphasis on both skill acquisition and teaching techniques. Prereq: KINE 141. Offered: On rotation. (Formerly KINS 143)

KINE 144 Core Program for Majors and Minors (2)
Introduction to a variety of sports and activities. Emphasis on both skill acquisition and teaching techniques. Prereq: KINE 141. Offered: On rotation. (Formerly KINS 144)

KINE 145 Core Program for Majors and Minors (2)
Introduction to a variety of sports and activities. Emphasis on both skill acquisition and teaching techniques. Prereq: KINE 141. Offered: On rotation. (Formerly KINS 145)

KINE 200 Introduction to Sports and Recreation Ministry (2)
Introduction to and overview of the field of recreation, sports, and leisure service. Course will examine the importance of recreation and leisure participation in our society, as well as how it can be a valuable tool for ministry. Students will explore a broad variety of program-providing entities. Offered: Spring. (Formerly KINS 200)

KINE 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. Prereq: KINE 141. Offered: Spring. (Formerly KINS 201)

KINE 202 Physical Education for Elementary Schools (2)
Study of the program of physical education activities for the elementary school. Includes methods and procedures for conducting such a program. Offered: Spring and Jan Term. (Formerly KINS 202)

KINE 232 Prevention and Care of Athletic Injuries (2)
Study of safety and preventive measures and treatment of injuries incurred in athletic contests or practices. (Formerly KINS 232)

KINE 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. Prereq: KINE 141. (Formerly KINS 241)

KINE 250 Medical Terminology (2)
Systematic study of medical terminology emphasizing understanding and using medical terms. Restricted to majors and minors in the kinesiology department. Students majoring in other areas must have special permission of the instructor. Prereqs: KINE 141 or NUTR 210. Offered: Spring, Summer, and Jan Term. (Formerly KINS 250)

KINE 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 Commission on Accreditation of Athletic Training Education. Offered: Fall. (Formerly KINS 274)

KINE 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 Commission on Accreditation of Athletic Training Education. Prereq or Co-req: KINE 274. Offered: Fall. (Formerly KINS 275)

KINE 276 Therapeutic Modalities in Sports Medicine (4)
Introduction to the proper use of therapeutic modalities. Emphasis on practical experience and hands-on operation. Prereq: KINE 141. Offered: Fall. (Formerly KINS 276)

KINE 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 Commission on Accreditation of Athletic Training Education. Prereq: KINE 275. Offered: Spring. (Formerly KINS 277)

KINE 280 Sport Facility and Event Operations (3)
This course examines the methods, details and techniques involved in the full operations of a wide variety of sport facilities and their specific events. A multitude of specific management principles, practices, and strategies will be examined to provide a strong and thorough foundation for leadership and supervision of sport and recreation facilities as well as other public facilities including: college and high school buildings, convention centers, museums, theaters, and other arena or stadium type structures. This course will also provide an in depth look at sport facility management: history, theory, planning, site design, construction, systems and operations, maintenance, marketing and sales, finances, legal responsibilities, security, and event preparation. Prereq: KINE 142. Offered: Spring.

KINE 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. Prereq: KINE 141. Offered: Spring. (Formerly KINS 300)

KINE 302 Health & Physical Education for Elementary School Teachers (4)
This course is designed to provide future elementary classroom teachers with knowledge about providing quality, daily physical education and movement experiences in the classroom throughout the day. Material presented in this course describes changes in movement behavior occurring throughout the lifespan and the influences of variables such as growth and maturation, physical fitness development and perceptual motor development upon these changes. The purpose is to establish a foundation for effective teaching in the cognitive, affective, and physical domain. Prereq: EDUC 221. Offered: Fall and Spring.

KINE 303 Therapeutic Interventions in Sports Medicine I (3)
A classroom and practical study in the use of therapeutic modalities and their use in the treatment of athletic injuries; encompassing scientific and physiological rationales, selection criteria, indications for use, contraindications and clinical applications. This course will also include therapeutic rehabilitation and techniques of athletic injuries, encompassing scientific/physiological rationales, selection criteria, indications/contraindications and clinical applications. Prereq: KINE 141. Offered: Spring.

KINE 304 Therapeutic Interventions in Sports Medicine II (3)
A classroom and practical study in the use of therapeutic modalities and their use in the treatment of athletic injuries; encompassing scientific and physiological rationales, selection criteria, indications for use, contraindications and clinical applications. This course will also include therapeutic rehabilitation and techniques of athletic injuries, encompassing scientific/physiological rationales, selection criteria, indications/contraindications and clinical applications. Prereq: KINE 303. Offered: Fall.

KINE 320 Sport and Communication (3)
This course examines the history of communication and technology changes in the sport industry. Specific attention will be given to technological improvements and cultural trends in the dissemination of sporting news, advertisements, promotions, and viewer consumption. A strong emphasis will be placed on mobile and social media platforms, technological software packages, and the digital realm of sport messaging and consumer acquisition and choice. Prereq: KINE 142. Offered: Spring and Summer.

KINE 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-kinesiology department majors. May be repeated for a maximum of 2 credits. (Formerly KINS 321)

KINE 322 Lifespan Motor Development (Majors) (4)
Study of motor development across the lifespan, including the impact of physiological, sociological, and psychological developmental trends. Exposure to a broad range of motor/cognitive disabilities is included. Includes laboratory. For kinesiology department majors only. Prereq: KINE 141. (Formerly KINS 322)

KINE 325 Practicum in Sports and Recreation Ministry (1)
Designed to apply the principles of the sports and recreation ministry to a real world setting, this course will place the student in a professional setting to gain practical experience. May be repeated for a maximum of 3 credits. Prereq: KINE 200. Offered: Every semester. (Formerly KINS 325)

KINE 330 Externship in Physical Therapy (2)
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. Prereq: KINE 141. Offered: Every semester. (Formerly KINS 330)

KINE 331 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. Prereq: KINE 141. (Formerly KINE 231)

KINE 336 Fundamental Sports Skills: Acquisition and Analysis (4)
Opportunity to acquire the knowledge and skill necessary for analysis and teaching of sports skills. Prereq: KINE 141. Offered: Spring. (Formerly KINS 336)

KINE 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. Prereq: KINE 141. Offered: Spring. (Formerly KINS 337)

KINE 339 Exercise for Special Populations (4)
Survey of proper physiological assessment, analysis of test data, and exercise programming for disease states (e.g., cardiovascular disease, diabetes, obesity, hypertension) and other special populations, including older adults, adolescents, and athletes. Prereq: KINE 141. Offered: Fall. (Formerly KINS 339)

KINE 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. May be repeated for a maximum of 8 credits. Prereq: KINE 141. (Formerly KINS 340)

KINE 345 Medical Aspects of Exercise and Sport (2)
Study of the recognition, evaluation, management, and prevention of the most common medical conditions that affect exercise and sport participation. Emphasis will be placed on differentiating medical conditions. Emphasis will also be placed on the appropriate history, physical exam, indications for referral, and treatment for each condition. Prereqs: BIOL 217 and BIOL 218; and KINE 141. Offered: Spring. (Formerly KINS 345)

KINE 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. Prereq: KINE 141. Offered: Fall. (Formerly KINS 351)

KINE 355 Legal and Contractual Aspects of Sport (3)
Explores the various legal principles applicable to the sport industry. Contemporary society is becoming increasingly litigious resulting in a dramatic increase in the number of lawsuits. This trend is evident within the realm of sport and physical activity. Emphasis will be placed on legal issues related to sport administration. Prereq: KINE 142. Offered: Fall. (Formerly KINS 355)

KINE 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. Prereqs: KINE 141, 201, 322, and 336. Offered: Fall. (Formerly KINS 360)

KINE 362 Coaching Techniques (Football/Soccer) (2)
Opportunity to learn and develop techniques based on the latest theories of coaching. Combines theory in the classroom with application on the playing field. Prereq: KINE 141. Prereq or Co-req: KINE 351. (Formerly KINS 362)

KINE 363 Coaching Techniques (Basketball/Volleyball) (2)
Opportunity to learn and develop techniques based on the latest theories of coaching. Combines theory in the classroom with application on the playing court. Prereq: KINE 141. Prereq or Co-req: KINE 351. (Formerly KINS 363)

KINE 365 Contemporary Issues in Sport (3)
Study of contemporary issues related to athletics and sport administration. Through case studies and problem-based learning, students will research and critically analyze selected issues related to sport. Settings will include interscholastic, intercollegiate, and recreational and youth sport settings. Prereq: KINE 142. Offered: Spring. (Formerly KINS 365)

KINE 370 Health Professions Internship (2 or 4)
Understanding and insight into the duties of a physician, or other health care profession, in a medical setting. May be repeated for a maximum of 6 credits. Prereq: KINE 141. Offered: Fall, Jan Term, and Summer 1. (Formerly KINS 370)

KINE 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. Prereq: KINE 141. Offered: Spring. (Formerly KINS 374)

KINE 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 Commission on Accreditation of Athletic Training Education. Prereq: KINE 277. Offered: Fall. (Formerly KINS 375)

KINE 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 Commission on Accreditation of Athletic Training Education. Prereq: KINE 375. Offered: Spring. (Formerly KINS 376)

KINE 380 Sport Marketing and Finance (3)
Provides students with an overview of the major marketing and financial issues facing the sport industry. Content will focus on developing basic knowledge and understanding of sport marketing and promotion, specifically the history of sport marketing, evaluation of sport marketing programs, sources of revenue, and public versus private sector funding in sports. Prereq: KINE 141. Offered: Spring. (Formerly KINS 380)

KINE 390 Leadership and Programming in Sports and Recreation (3)
Introduction to core aspects of sports and recreation program planning. Assessment, implementation, and evaluation of total programs and individual program activities will be investigated, discussed, and applied. The roles of leadership and management within various organizations will be examined as will leadership and management styles, theories, and decision making processes. A personal approach to leadership and management will also be explored. Prereq: KINE 200. Offered: Fall. (Formerly KINS 390)

KINE 391 Christian Leadership and Ethics in Sport (3)
This course uses a Gospel-centered approach to help students understand more who Jesus Christ is and what He came to do for sinners, and how God's grace and love in the finished work of Jesus frees us to lead with humility, service, and love. Students will be taught how to engage the sport industry and its ever changing culture for the glory and name of Jesus Christ, and to be future Gospel-focused and Kingdom-minded leaders as they work in an industry where revenue generation and profit maximization is sought and expected. This course will specifically look at current sport industry trends and issues, and will focus on purposeful discussion using scripture and a Kingdom-minded approach in engaging these trends in order to help students think with a Christian mindset rooted in the Gospel of Jesus Christ. Prereqs: KINE 142, 355, and 365. Offered: Fall and Summer.

KINE 396 Internship in Sport Administration I (4)
The purpose of this first, required internship is to provide students an initial, practical and tangible experience to work in a variety of sport industry roles, and to learn how to practice Christian leadership and sport business skills that students have been immersed in through their first two years of sport administration curriculum. The practical work experience of this initial internship is designed to be an introductory professional sport administrative experience at Samford, and more importantly, is designed to be another opportunity to share the Gospel of Jesus Christ in both word and deed with fellow coworkers and individuals in the sport industry. This initial internship serves as the first of two crucial professional internships in the sport administration program. Prereqs: KINE 142 and KINE 280. Offered: Fall, Spring, and Summer.

KINE 398 Foundations of Scientific Inquiry (2)
Provides students with an overview of how to answer questions using the scientific process. Students will learn how to read, review and critique scientific literature, while learning the components of research design. Prereq: KINE 141 or KINE 142. Offered: Fall and Spring.

KINE 400 Sport Governance and the NCAA (3)
Critical analysis and research of policies and governance of various sport organizations at differing levels of competition, including high school, college and professional sport. Combines lecture, case study and classroom discussion. Prereq: KINE 141 and permission of the instructor. Offered: Summer and Jan Term. (Formerly KINE 353)

KINE 404 Student Teaching Physical Education, P-12 (12)
Supervised field internship for prospective teachers of elementary and secondary students, grades P-12. Prereqs: KINE 141 and KINE 360; EDUC 213, 221, 311, and 323. (Formerly KINS 404)

KINE 405 Advanced Research Techniques in Exercise Science (2)
Externship designed to give the student in-depth practical experience in various areas of clinical and applied research techniques. Research techniques will be taught in an exercise-based research laboratory environment. At completion of externship, students will have gained practical knowledge and skills needed to function with competence in a laboratory-based research setting. Students will work with research personnel for 100 hours. May be repeated for a maximum of 4 credits. Prereqs: KINE 141 and junior or senior status. Offered: Summer. (Formerly KINS 405)

KINE 420 Tests and Measurements (4)
Investigation of the basic concepts of measurement and evaluation as applied to the field of kinesiology. Prereqs: KINE 141; MATH 210 or equivalent. Offered: Fall and Summer 1. (Formerly KINS 420)

KINE 433 Organization and Administration (3)
Practical study of organizational and administrative theories and principles in exercise, health, and sport-related professions. Prereq: KINE 141. Offered Fall. (Formerly KINS 433)

KINE 450 Practicum in Athletic Training VI (1)
Practical study in the evaluation of upper body athletic injuries and injuries to the spine commonly sustained by the competitive athlete. Exploration of administrative skills commonly needed by certified athletic trainers. Emphasis on meeting the competencies and proficiencies as set forth by the Commission on Accreditation of Athletic Training Education. Prereqs: KINE 376. Offered: Fall. (Formerly KINS 450)

KINE 451 Practicum in Athletic Training VII (1)
Practical study in psychosocial intervention, health care administration, and nutritional skills commonly needed by the certified athletic trainer. Review of selected educational competencies and proficiencies instructed and evaluated during the athletic training students' educational career. Emphasis on meeting the competencies and proficiencies as set forth by the Commission on Accreditation of Athletic Training Education. Prereq: KINE 450. (Formerly KINS 451)

KINE 460 Financial Operations in Sport (3)
This course examines the many financial operations and functions of organizations in the sport industry, and specifically addresses the necessary details in helping sport organizations generate net profit and create new revenue streams. This course directly covers a multitude of significant financial areas including: the valuations and tax considerations of professional sport teams, how sports are positioned in the United States and world economies, revenue sharing and competitive balance issues in professional sport, ticket pricing, how star players generate higher gate receipts, media contracts, inflationary and deflationary salary mechanisms, college athletic fundraising, intercollegiate athletic winning and the costs associated with competition, and many more details. Prereqs: KINE 142, 280, 365; and MARK 301. Offered: Fall and Jan Term.

KINE 472 Problems and Practical Experiences in Kinesiology (1-6)
Concentrated study in the area of kinesiology, designed to meet the particular needs and interests of individual students. May be repeated for a maximum of 6 credits. Prereq: KINE 141. (Formerly KINS 472)

KINE 473 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: KINE 141. (Formerly KINS 473)

KINE 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: KINE 141. (Formerly KINS 476)

KINE 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. Prereq: KINE 141 or NUTR 210. (Formerly KINS 477)

KINE 478 Sport Psychology (4)
Overview of essential/psychological considerations involved in athletic participation, athletic training, and in coaching athletic teams. Prereqs: KINE 141; and PSYC 101 or equivalent. Offered: Spring. (Formerly KINS 478)

KINE 479 Exercise Testing and Prescription (4)
Classroom and practical study of a variety of exercise testing techniques used to determine cardiorespiratory fitness, muscular fitness, body composition, flexibility, and blood pressure in healthy populations. Primary focus includes selection of appropriate tests, proper administration of tests, and accurate interpretation of test results. Further study will include use of testing results to determine appropriate exercise prescriptions for improving health and fitness. Prereq/Co-req: KINE 473. Offered: Spring. (Formerly KINS 479)

KINE 485 Recognition & 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. Prereqs: KINE 141 and KINE 476. Offered: Fall. (Formerly KINS 485)

KINE 486 Recognition & 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. Prereqs: KINE 141 and KINE 485. Offered: Spring. (Formerly KINS 486)

KINE 490 Exercise as Medicine (4)
Integration of classroom work with laboratory exercises to increase the understanding of exercise as medicine. Includes exposure to laboratory equipment used in physiological research. Prereqs: KINE 141 and KINE 473. Offered: Fall. (Formerly KINS 490)

KINE 495 Fitness and Health Promotion Externship (8 or 12)
Practical externship experience in one of various areas of fitness and health promotion. Settings and/or experiences may include wellness coordinator/director, fitness leader, exercise programming, cardiac rehabilitation, strength and conditioning, fitness management, research assistant, and/or corporate wellness. Prereqs: KINE 479, 490, 498, and senior status. Offered: Fall, Spring, and Summer. (Formerly KINS 495)

KINE 497 Internship in Sport Administration II (4-12)
Professional internship designed to be the culmination of the sport administration major's practical experiences. This course will place the student in a professional setting to gain practical experience in the sport administration environment. May be repeated twice for a maximum of 12 credits. Prereq or Co-req: KINE 498. Offered: Fall and Spring. (Formerly KINS 497)

KINE 498 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. Prereq: KINE 141 or NUTR 210. Offered: Fall and Spring. (Formerly KINS 498)

KINE 499 Senior Seminar in Kinesiology (2)
Mastery of content and demonstration of ability to apply skills through completion of a comprehensive experimental research project. Includes preparation of results for publication, presentation of results in a professional setting, and a comprehensive examination. Prereqs: KINE 141 or NUTR 210; and KINE 498. Offered: Fall and Spring. (Formerly KINS 499)

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. Students with physical disabilities may consult the kinesiology department chair for special consideration.

PHYSICAL ACTIVITY PROGRAM

Students enrolled in the Air Force ROTC program or veterans who have active duty service may substitute that experience for all or part of their general education physical activity requirement. One semester of ROTC can substitute for one (1 credit) activity course requirement, up to a maximum of two credits. This does not include UCFH 120. See the kinesiology department chair for details. Students with physical disabilities may consult the kinesiology department chair for special consideration. Students may select any combination of one-credit courses to complete their general education physical activity requirement; however, one course MUST be a non-varsity physical activity. An activity course may not be taken twice to fulfill this requirement. If PHED 138 (Water Safety Instructor Course, 2 credits) is passed, the successful completion of UCFH 120 will fulfill the student's physical activity requirement. Varsity athletes may substitute only one varsity sport for one activity course requirement; however, a varsity sport may be taken no more than twice. Students in the Marching Band may substitute MUSC 1739 or MUSC 3739 for one activity course requirement. Students completing DANC 100, 101, 102, 201, 202, 211, 212, 301, or 302 may substitute one of those dance courses for only one physical activity credit. This does not include UCFH 120. All varsity sports are graded pass/fail.

PHYSICAL ACTIVITY COURSES (NON-VARSITY)
All regular physical activity courses earn standard letter grades, and only one instance of an individual course can be applied towards the general education physical activity requirement.

PHED 101 Outdoor Adventure (1)
PHED 102 Softball (1)
PHED 103 Flying Disc Sports (1)
PHED 104 Aqua Aerobics (1)
PHED 105 Beginner/Intermediate Golf (1)
PHED 106 Tennis (1)
PHED 107 Fitness Walking (1)
PHED 108 Fitness Running (1)
PHED 109 Strength Training-Physical Conditioning (1)
PHED 110 Personal Fitness (1)
PHED 111 Scuba (1)
PHED 112 Basketball (1)
PHED 113 Racquetball-Badminton (1)
PHED 114 Aerobics (1)
PHED 115 Volleyball-Wallyball (1)
PHED 116 Snow Skiing (1)
PHED 117 Beginning Social Dance-Women (1)
PHED 118 Beginning Social Dance-Men (1)
PHED 119 Karate (1)
PHED 120 Fitness Swimming (1)
PHED 121 Jazz/Tap for Fitness (1)
PHED 122 Spin® Cycling (1)
PHED 123 Kayaking (1)
PHED 124 Dance for Fitness (1)
PHED 127 Yoga (1)
PHED 131 Soccer (1)
PHED 132 Lacrosse (1)
PHED 133 Beginning Swimming (1)
PHED 134 Intermediate Swimming (1)
PHED 135 Synchronized Swimming (1)
PHED 136 Fencing (1)
PHED 137 Lifeguard Training (1)
PHED 138 Water Safety Instructor Course (2)
(Prereq: Advanced swimming skills)
PHED 139 Pilates (1)
PHED 140 Special Physical Activity (1) (Section titles vary)

VARSITY SPORTS
All varsity sports are graded pass/fail and may be repeated once, for a maximum of 2 credits. Only one instance of varsity sports can be applied towards the general education physical activity requirement.

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 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 Therapy

Faculty

Matthew P. Ford, Chair, Associate Professor
Senobia Crawford, Associate Professor
Lydia A. Thurston, Assistant Professor

Graduate Programs and Requirements

Degree/Major

Doctor of Physical Therapy (D.P.T.)
Physical Therapy

The Department of Physical Therapy offers a clinical doctorate in physical therapy degree (D.P.T.). This is a full-time, three-year graduate program preparing students to practice physical therapy in a variety of settings: hospitals, inpatient rehab, inpatient, out-patient, pediatrics, schools, nursing homes, home health, and community wellness.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Samford University is seeking accreditation of a new physical therapist education program from CAPTE. The program will submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Admission Requirements

1. Possess a baccalaureate degree from an accredited college or university (degree in any field) or be in the senior year of undergraduate study. A completed bachelor's degree is required prior to enrollment, as evidenced by a final official college/university transcript. Applicants may receive a conditional acceptance with a letter from the registrar stating they have in fact completed the requirements for the degree. The "conditional" status is removed once an official transcript is received.
2. Cumulative grade point average of at least 3.0 on a 4.0 scale.
3. Achieve a "B" or better in all pre-requisite courses. All pre-requisite courses must have been completed within ten years prior to application.

   Required pre-requisite courses include:
   Biology I & II with labs; Chemistry I & II with labs; Physics I & II with labs; Human Anatomy and Physiology I & II with labs; Pre-calculus; Statistics; Psychology
4. Graduate Record Examination within the past 5 years. (Minimum scores: Verbal: 146; Quantitative: 146; Analytical: 4.0).
5. Ten hours of documented volunteer experience in each of three different physical therapy practice settings (30 hours total).
6. Three letters of reference submitted through the application system. The three required references should be from a) current or previous professor, b) work supervisor, c) professional colleague.
7. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer) or 80 (internet) on the Test of English as a Foreign Language (TOEFL).
8. Exceptions to any admission requirements will be handled on an individual basis.
9. If accepted, a non-refundable fee of $500 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Doctor of Physical Therapy (D.P.T.)

This is a three-year, full-time graduate study program in physical therapy, culminating in a doctor of physical therapy (D.P.T.). The program admits one class of students per year, in June. They are on campus for three consecutive semesters of didactic course work, then off campus in clinical experiences during the fourth semester. The students then come back to campus for three more semesters, and end their degree program with two consecutive semesters of full time clinical experiences.

Doctor of Physical Therapy Required Courses		Course Credits	Total Required Credits
Year I, Summer			**18**
PHTH 610	Human Anatomy	5	
PHTH 620	Histology/Physiology	4	
PHTH 631	Human Movement Sci 1: Exercise Phys	3	
PHTH 701	Ethics - Professional Practice 1	2	
PHTH 711	Professional Pract: Clinical Reasoning 1	1	
PHTH 731	Patient-Client Management 1	3	
Year I, Fall			**18**
PHTH 611	Neuroscience	4	
PHTH 621	Pathophysiology	4	
PHTH 632	Hum Mvmt Sci 2: Biomech/Mot Analysis	4	
PHTH 691	Evidence-Based Practice 1	1	
PHTH 712	Professional Pract: Clinical Reasoning 2	1	
PHTH 721	Health Promotion, Fitness, & Wellness 1	1	
PHTH 732	Patient-Client Management 2	3	
Year I, Spring			**16**
PHTH 633	Human Movement Sci 3: Motor Learning	2	
PHTH 641	Medical Mgmt of Health Conditions 1	2	
PHTH 651	Pharmacology 1	1	
PHTH 692	Evidence-Based Practice 2	1	
PHTH 702	Ethics - Professional Practice 2	2	
PHTH 722	Health Promotion, Fitness, & Wellness 2	1	
PHTH 733	Patient-Client Management 3	4	
PHTH 741	Phys Therapy: Mgmt-Gen Health Cond	3	
	Year I, Total Required Credits		**52**
Year II, Summer			**12**
PHTH 652	Pharmacology 2	1	
PHTH 780	Health Care Service/Field Experience	5	
PHTH 781	Clinical Internship 1	6	
Year II, Fall			**15**
PHTH 634	Hum Mvmt Sci 4: Motor Devl/Motor Ctrl	3	
PHTH 642	Medical Mgmt of Health Conditions 2	2	
PHTH 681	Teaching and Learning 1	1	
PHTH 693	Evidence-Based Practice 3	1	
PHTH 742	Physical Therapy: Prosthetics	2	
PHTH 761	PT: Mgmt-Musculoskeletal Conditions 1	3	
PHTH 771	PT: Mgmt-Neuromuscular Conditions 1	3	
Year II, Spring			**10**
PHTH 643	Medical Mgmt of Health Conditions 3	2	
PHTH 694	Evidence-Based Practice 4	1	
PHTH 723	Health Promotion, Fitness, & Wellness 3	1	
PHTH 762	PT: Mgmt-Musculoskeletal Conditions 2	3	
PHTH 772	PT: Mgmt-Neuromuscular Conditions 2	3	
	Year II, Total Required Credits		**37**
Year III, Summer			**12**
PHTH 682	Teaching and Learning 2	1	
PHTH 695	Evidence-Based Practice 5	1	
PHTH 703	Ethics - Professional Practice 3	2	
PHTH 724	Health Promotion, Fitness, & Wellness 4	2	
PHTH 763	PT: Mgmt-Musculoskeletal Conditions 3	3	
PHTH 773	PT: Mgmt-Neuromuscular Conditions 3	3	
Year III, Fall			**12**
PHTH 782	Clinical Internship 2	12	
Year III, Spring			**12**
PHTH 783	Clinical Internship 3	12	
	Year III, Total Required Credits		**36**
	Total Required Credits		**125**

Courses

PHYSICAL THERAPY

PHTH 610 Human Anatomy (5)
Study of the gross anatomical structure of the human body including the limbs, back, abdominal wall and cavity, head, neck, thoracic and pelvic cavity. Specific emphasis includes regional study of the relationships between musculoskeletal, nervous, and vascular systems, joint structure, cardiovascular and pulmonary systems, and surveys of selected viscera. Offered: Summer.

PHTH 611 Neuroscience (4)
Study of the structure and function of the human nervous system with focus on sensory/motor function and neuroanatomical/ neurophysiological principles underlying normal and abnormal movement. Emphasis will be placed on neuroanatomical correlates of nervous systems diseases commonly encountered by physical therapists. Offered: Summer.

PHTH 620 Histology/Physiology (4)
Fundamental principles and concepts of histology and human physiology are covered regarding the cell, cardiovascular, endocrine, gastrointestinal, pulmonary, renal, and skeletal muscle systems. Emphasis will also be placed on thermoregulation and nutrition and the effects on histology and physiology of these systems. Offered: Summer.

PHTH 621 Pathophysiology (4)
Cellular and system pathology is covered regarding the cardiovascular, endocrine, gastrointestinal, pulmonary, renal, and skeletal muscle systems. Both cellular and systemic dysfunction are addressed with an emphasis on a mechanistic and integrative approach to understanding both cellular and system dysfunction. Offered: Fall.

PHTH 631 Human Movement Science 1: Exercise Physiology (3)
This is the first course in the human movement science series. The focus is on human physiological systems during and after exercise. An emphasis will be placed on transfer of energy, physiological adaptations, prescription, nutrition, and body composition. Research evidence on exercise, physical activity, wellness, and disease is also covered. Offered: Fall.

PHTH 632 Human Movement Science 2: Biomechanics & Motion Analysis (4)
The fundamental concepts of human movement: physics, musculoskeletal biology, musculoskeletal anatomy, and biomechanics are covered in order to develop an understanding of normal human movement and provide a foundation for analyzing pathological human movement. Offered: Fall.

PHTH 633 Human Movement Science 3: Motor Learning (2)
Study of the theories of motor learning will serve as a foundation for the understanding how the CNS is organized in acquiring or (re)acquiring motor skills. Emphasis will be placed on learning how to design/organize practice environment in rehabilitation setting. Offered: Spring.

PHTH 634 Human Movement Science 4: Motor Development & Motor Control (3)
This is the fourth course in the Human Movement Science Series. Focus in this course in placed on learning how the motor system of the CNS develops over time. Additionally students will learn about how the CNS is organized around providing sitting/standing balance, and mobility. An emphasis will be placed on understand abnormal motor control as it pertains to assessment and measurement. Offered: Fall.

PHTH 641 Medical Management of Health Conditions 1 (2)
Introduces students to the management of health conditions outside of physical therapy. In this first course of a series emphasis is placed on both medical and nursing care of patients from the emergency room to when they are discharged back to their home community setting. Emphasis will be place on understanding how physical therapy practice can work collaboratively with patients across various settings, improving their overall outcome. Offered: Spring.

PHTH 642 Medical Management of Health Conditions 2 (2)
Introduces students to the management of health conditions outside of physical therapy. In this second course of a series emphasis is placed on both medical and nursing care of patients with musculoskeletal health conditions that require surgical, medical, and/or nursing care. Emphasis will be place on understanding how physical therapy practice can work collaboratively with patients across various settings, improving their overall outcome. Offered: Spring.

PHTH 643 Medical Management of Health Conditions 3 (2)
Introduces students to the management of health conditions outside of physical therapy. In this third course of a series emphasis is placed on both medical and nursing care of patients with musculoskeletal and neurological health conditions that require surgical, medical, and/or nursing care. Emphasis will be place on understanding how physical therapy practice can work collaboratively with patients across various settings, improving their overall outcome. Offered: Spring.

PHTH 651 Pharmacology 1 (1)
This is the first of two courses related to pharmacology. Emphasis will be placed on principles of pharmacokinetics. Students will learn the factors that affect pharmacokinetics, how drugs are transformed and absorbed in the various body systems. This course will serve as a foundation for understanding how pharmacology can affect physical therapy management of patients with movement dysfunction. Offered: Spring.

PHTH 652 Pharmacology 2 (1)
This is the second of two courses related to pharmacology. Emphasis will be placed on understanding how pharmacology can both impair and enhance physical activity in patients with movement dysfunction. Students will apply the principles learned in Pharmacology 1 to patients seen during their clinical education and service learning experiences. Offered: Summer.

PHTH 681 Teaching and Learning 1 (1)
This is the first of two courses that are related to teaching and learning for health care professionals. In this course, students will be introduced to theories of teaching and learning, principles of communication and listening. The focus of this course will be on applying these principles in the academic setting. Offered: Fall.

PHTH 682 Teaching and Learning 2 (1)
This is the second of two courses that are related to teaching and learning for health care professionals. In this course, students will be introduced to theories of teaching and learning, principles of communication and listening. The focus of this course will be on applying these principles in the academic setting. Offered: Summer.

PHTH 691 Evidence-Based Practice 1 (1)
This is the first course in the research series for physical therapy students. Students will be introduced to sources of bibliographic information and database searching, annotated bibliographies, critical review of scientific literature, and beginning concepts of the application of research to clinical practice. Offered: Fall.

PHTH 692 Evidence-Based Practice 2 (1)
This is the second course in the research series for physical therapy students. Students will be introduced to statistical design and statistical procedures. Offered: Spring.

PHTH 693 Evidence-Based Practice 3 (1)
This is the third course in the research series for physical therapy students. This seminar course emphasizes the use of current evidence in physical therapy practice. Each week the seminar course will focus discussions on literature that supports patient-client management coursework during the current semester. Offered: Fall.

PHTH 694 Evidence-Based Practice 4 (1)
This is the fourth course in the research series for physical therapy students. This seminar course emphasizes the use of current evidence in physical therapy practice. Each week the seminar course will focus discussions on literature that supports patient-client management coursework during the current semester. Offered: Spring.

PHTH 695 Evidence-Based Practice 5 (1)
This is the fifth course in the research series for physical therapy students. This seminar course emphasizes the use of current evidence in physical therapy practice. Each week the seminar course will focus discussions on literature that supports patient-client management coursework during the current semester. Offered: Summer.

PHTH 701 Ethics - Professional Practice 1 (2)
Introduction to the profession of physical therapy, health care and other related disciplines. Students will examine the history of PT, APTA, and scope of practice. Introduction to professional issues, specifically accountability, responsibility, and communication. Offered: Summer.

PHTH 702 Ethics - Professional Practice 2 (2)
Synthesis and application of regulatory mechanisms, legal mandates and ethical principles, and theories to issues facing the physical therapy student and the physical therapist functioning in a multifaceted role; values clarification and decision-making related to current professional issues. Strategies for dealing with diverse cultures and conflict. Utilization of documentation strategies to promote effective physical therapy practice and payment. Offered: Spring.

PHTH 703 Ethics - Professional Practice 3 (2)
This is the third course in the series on Ethics and Professional Practice. The focus will be on direct access and efficient management of practice services across different practice settings. Strategies for dealing with diverse cultures during practice will be emphasized. Utilization of documentation strategies to promote effective physical therapy practice and payment. Finally, students will learn about the business side, budgeting, reimbursement, finances, of day to day practice. Offered: Summer.

PHTH 711 Professional Practice: Clinical Reasoning 1 (1)
Introduction to the decision making and reasoning that takes place with patients across the lifespan. Emphasis will be on a conceptual framework for gathering patient related information, making clinical decisions, examining the patient, and providing interventions to the patient. This course will provide the foundation for other patient-client management courses in the DPT curriculum. Offered: Summer.

PHTH 712 Professional Practice: Clinical Reasoning 2 (1)
This is the second course in a series on the decision making and reasoning that takes place when working with patients across the lifespan. Emphasis will be on evaluating physical therapy examination findings in the context of the conceptual frameworks discussed in PHTH 711 – Professional Practice: Clinical Reasoning 1. This course will provide the foundation for reasoning/decision making in other patient-client management courses in the DPT curriculum. Offered: Fall.

PHTH 721 Health Promotion, Fitness, and Wellness 1 (1)
The first of four courses on the role of the physical therapist in health promotion, wellness, and prevention. Theories on health and wellness will be introduced with emphasis placed on current trends and the use of technology. These concepts will be applied to improving health and wellness in oneself. Using him or herself as the first patient, the student will learn how to assess risk for specific conditions, generate goals to decrease risk and increase health and wellness, develop and implement a plan to achieve his or her goals, and assess the results. Offered: Fall.

PHTH 722 Health Promotion, Fitness, and Wellness 2 (1)
This is the second course in the Health and Wellness course series. Emphasis will be placed on learning to develop health and wellness programs for persons with physical disabilities. Current health and wellness programs for persons with physical disabilities will be introduced. Emphasis will be placed on comparing and contrasting assessments for health and wellness versus rehabilitation for persons with physical disability. In this course students learn about barriers to health for persons with physical disability through designing and implementing a health and wellness program for persons in the community with a physical disability. Offered: Fall.

PHTH 723 Health Promotion, Fitness, and Wellness 3 (1)
This is the third course in the Health and Wellness course series. Emphasis will be placed on screening and assessing the overall health needs on individuals, groups, and communities. Students will focus on creating health and wellness programs in collaboration with other health care disciplines for groups and communities. Offered: Spring.

PHTH 724 Health Promotion, Fitness, and Wellness 4 (2)
This is the final course on the role of the physical therapist in health promotion, wellness, and prevention. The focus of this course will be on providing fitness programs across the life-span, with persons with physical disabilities, in a community setting. Offered: Fall.

PHTH 731 Patient-Client Management 1 (3)
Introduction to the physical therapy management of patient/clients and the conceptual framework for gathering patient related information, making clinical decisions, examining the patient, and providing interventions to patients across the life span. Overview of the major types of tests and measures with a focus on how to assess muscle strength and integrity. Offered: Summer.

PHTH 732 Patient-Client Management 2 (3)
This is the second course in the series related to overall management of physical therapy patients/clients. The focus will be on common physical examination strategies for impairments in functional mobility, posture, and neuromuscular/sensory systems. Emphasis will be placed on utilizing the decision-making framework introduced in PCM-1. Focus will be placed on making decisions related to patient vital signs and functional mobility interventions. Offered: Fall.

PHTH 733 Patient-Client Management 3 (4)
This is the third course in a series related to the physical therapy examination process including history taking, systems review, and tests and measures. Overview of the major types of tests and measures employed by physical therapists and the type of data generated with a focus on self-care for the patient. Introduction to the components and process of physical therapy intervention. Emphasis on beginning communication and documentation skills and basic procedural interventions of patient transfers, gait with assistive devices, superficial physical agents, massage, and passive range of motion. Offered: Spring.

PHTH 741 Physical Therapy: Management of General Health Conditions (3)
This course prepares students for physical therapy management of patients with general health conditions in the acute care. Emphasis will be placed on cardiac and pulmonary rehab, diabetes management, integumentary conditions, and prosthetics. Offered: Spring.

PHTH 742 Physical Therapy: Prosthetics (2)
This course is about the management of patients with limb amputations and prosthetics. The focus will be on learning components of prosthetic devices and how these devices can be used to improve the mobility and quality of life. Emphasis will also be placed on how to collaborate with health care providers, such as prosthetists, when working with these patients. Offered: Fall.

PHTH 761 Physical Therapy: Management of Musculoskeletal Conditions 1 (3)
This is the first of three courses on managing patient/clients with health conditions directly related to impairments in musculoskeletal system. The focus of this course will be physical therapy examination, evaluation, diagnosis, and prognosis in working with patients with deficits in muscle, bone, ligaments, and tendons. Offered: Fall.

PHTH 762 Physical Therapy: Management of Musculoskeletal Conditions 2 (3)
This is the second of three courses on managing patient/clients with health conditions directly related to impairments in musculoskeletal system. The focus of this course will be physical therapy examination, evaluation, diagnosis, and prognosis in working with patients with deficits in muscle, bone, ligaments, and tendons. Offered: Spring.

PHTH 763 Physical Therapy: Management of Musculoskeletal Conditions 3 (3)
This is the third of three courses on managing patient/clients with health conditions directly related to impairments in musculoskeletal system. The focus of this course will be physical therapy examination, evaluation, diagnosis, and prognosis in working with patients with deficits in muscle, bone, ligaments, and tendons. Offered: Summer.

PHTH 771 Physical Therapy: Management of Neuromuscular Conditions 1 (3)
This is the first of three courses on managing patient/clients with health conditions directly related to impairments in CNS. The focus of this course will be physical therapy examination, evaluation, diagnosis, and prognosis in working with patients with deficits of the CNS. Offered: Fall.

PHTH 772 Physical Therapy: Management of Neuromuscular Conditions 2 (3)
This is the second of three courses on managing children with health conditions directly related to impairments in CNS. The focus of this course will be physical therapy examination, evaluation, diagnosis, and prognosis in working with patients with deficits of the CNS. Offered: Spring.

PHTH 773 Physical Therapy: Management of Neuromuscular Conditions 3 (3)
This is the third of three courses related to managing patients with neuro-related health conditions. The focus of this course is on managing adults with health conditions directly related to impairments in CNS. The focus of this course will be total management of patients with deficits of the CNS. Offered: Summer.

PHTH 780 Health Care Service/Field Experience (5)
Full-time experience working in environments to serve persons in need. Students will work with health care professionals in the Birmingham area, around the state, and internationally with the primary aim of assisting in the medical care of underserved populations. Offered: Summer.

PHTH 781 Clinical Internship 1 (6)
Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skill to client care. Emphasis is on examination and evaluation skills; intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Offered: Summer.

PHTH 782 Clinical Internship 2 (12)
Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skill to client care. Emphasis is on examination and evaluation skills; intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Offered: Fall.

PHTH 783 Clinical Internship 3 (12)
Full-time supervised clinical education in a clinical setting to provide students with the opportunity to apply previously acquired knowledge and skill to client care. Emphasis is on examination and evaluation skills; intervention techniques, and treatment planning (including care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary and integumentary systems). Available experiences in supervision, consultation, research, management, and teaching are also included. Offered: Spring.

Ida V. Moffett School of Nursing

Administration

Eleanor V. Howell, Ralph W. Beeson Dean and Professor
Jane S. Martin, Associate Dean, Graduate Program, Professor
Joy H. Whatley, Associate Dean, Undergraduate Program, Professor
Terri M. Cahoon, Chair, Nurse Anesthesia Program, Associate Professor
Geri W. Beers, Chair, Undergraduate Program, Professor
Jill L. Cunningham, Chair, Family Nurse Practitioner Program, Associate Professor
Gretchen S. McDaniel, Director, NurCE, Professor
Amy C. Snow, Director, Clinical Services, Nurse Anesthesia, Instructor

Faculty

Jennifer J. Coleman, Professor
Cynthia G. Cortes, Professor
Margaret P. Findlay, Professor
Arlene N. Hayne, Professor
Nena F. Sanders, Professor
Sharron P. Schlosser, Professor
Mary Sue Baldwin, Associate Professor
Cynthia G. Berry, Associate Professor
Amy B. Bigham, Associate Professor
Nina E. McLain, Associate Professor
Carol J. Ratcliffe, Associate Professor
Frankie Wallis, Associate Professor
Stephanie D. Wynn, Associate Professor
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Andrea W. Collins, Assistant Professor
Tracey K. Dick, Assistant Professor
Lisa E. Gurley, Assistant Professor
Julie A. Head, Assistant Professor
Jill B. Hightower, Assistant Professor
Jane Holston, Assistant Professor
Abbey Holthaus, Assistant Professor
Erin E. Killingsworth, Assistant Professor
John D. Lundeen, Assistant Professor
Elaine M. Marshall, Assistant Professor
Jillyn N. Pence, Assistant Professor
Vicki W. Rochester, Assistant Professor
Lora R. Shelton, Assistant Professor
Jennifer Bondurant Steele, Assistant Professor
Rebecca Warr, Assistant Professor
Heidi H. Emanuel, Instructor
Sandra McMichael, Instructor
Megan R. Mileski, Instructor
Amber Patrick, Instructor
Hilary E. Vrocher, Instructor

History

Rich in tradition, the Ida V. Moffett School of Nursing was founded in 1922 by the Birmingham Baptist Association as a hospital-based diploma program. In 1955, the school became the first program in Alabama to achieve accreditation by the National League for Nursing and it has remained fully accredited throughout its existence. The nursing program transferred to Samford University in 1973 following a merger agreement with the Baptist Health System to offer associate and baccalaureate degrees in nursing. In 1988, the school moved to its current home in the Dwight and Lucille Beeson Center for Healing Arts on the Samford campus. Extraordinary growth and transformation have occurred since the school's inception, all while remaining focused on preparing students to provide exceptional, patient-centered care. Pass rates for graduates taking national licensure and certification examinations significantly exceed national averages. The Ida V. Moffett School of Nursing offers a variety of options for obtaining a bachelor of science in nursing, a master of science in nursing, or a doctor of nursing practice degree.

Accreditation and Approval

The baccalaureate degree in nursing, master's degree in nursing, and doctor of nursing practice degree at Samford University are accredited by The Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036-1120; phone (202) 887-6791. In addition, the nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Suite 304, Park Ridge, Illinois, 60068-4010; phone (847) 692-7050. The School of Nursing is also approved by the Alabama Board of Nursing.

Curricular Options

The Ida V. Moffett School of Nursing offers a unique curricular approach that allows students several choices in pursuing their nursing education. These options are:

Bachelor of Science in Nursing (B.S.N.): The goal of nursing is directing, maintaining, and reinforcing the adaptation of individuals, families, and groups toward optimal health. Students enrolled in the B.S.N. 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).

Accelerated Second Degree B.S.N: The accelerated second degree B.S.N. is an 18 month program for individuals who already hold a baccalaureate degree in a field of study other than nursing. Upon graduation with the B.S.N. degree, the graduate is eligible to write the licensing examination for registered nurses (NCLEX-RN).

Second Degree B.S.N.: The second degree B.S.N. program is a five-semester program for individuals who already hold a baccalaureate degree in a field of study other than nursing. Upon graduation with the B.S.N. degree, the graduate is eligible to write the licensing examination for registered nurses (NCLEX-RN).

Master of Science in Nursing (M.S.N.): The M.S.N. program prepares advanced practice nurses in a variety of specialty areas. Graduates are prepared as family nurse practitioners, nurse anesthetists, nurse educators, and nurse managers.

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

Post-Master of Science in Nursing Certificate: The post master's certificate is available to those who already possess the M.S.N. degree but who wish to receive additional graduate level instruction.

Doctor of Nursing Practice (D.N.P.): The online D.N.P. program will prepare clinicians (nurse practitioners, nurse anesthetists, and clinical nurse specialists) and nurse administrators for leadership roles, evidence-based practice, and to fully implement the emerging science and practice innovations in health care.

Program Goals

The goals of the Ida 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 nursing school and denial of permission by individual state boards of nursing to take the NCLEX-RN examination or be approved as an advanced practice nurse.

Students documented to have demonstrated unethical, unprofessional, or unsafe conduct merit immediate probation or dismissal from the nursing school. Grievances, which result from students failing to adhere to appropriate personal and professional conduct, will be considered by utilizing the grievance process in the Ida V. Moffett School of Nursing *Student Handbook* and the University Catalog.

School of Nursing Expenses

In addition to tuition, fees, and room and board costs (as described in this catalog), undergraduate students are responsible for other costs associated with beginning nursing courses. Costs include uniforms, books, medical equipment, yearly physical examinations, required immunizations, required drug testing, background checks, a personal laptop computer, remote proctor, 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. Students are responsible for providing transportation to and from clinical experiences.

Graduate students who are enrolled in specialty tracks can expect additional expenses. Costs include lab coat, books, medical equipment, Remote Proctor (FNP and Educator students), yearly physical examinations, required immunizations, required drug testing, background checks, a personal laptop with a webcam and microphone, software for electronic medical records, and required health insurance.

Personal Health Insurance/Liability Insurance

Students in the School of Nursing are required to provide proof of current personal health insurance coverage. Each semester, students in the IVMSON are automatically enrolled in the University sponsored student health insurance plan. There is a charge for this coverage. To have the charge removed from his/her Samford account, a nursing student must provide proof of insurance by completing the insurance waiver at:

http://www.firststudent.com/schools/SamfordUniversity/enrollment.htm

International Students: Based upon federal regulations and University policy, all F and J visa holders are required to carry insurance that meets certain coverage requirements. Information about specific policy carriers, minimum coverage, and premium costs is available from the International Studies Office at (205) 726-4334.

Liability insurance is provided by Samford University. 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.

Clinical Resources

Clinical experiences for the School of Nursing are provided in the following facilities: Baptist Health System, Children's Hospital of Alabama, Brookwood Medical Center, 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

The student must have completed and submitted all necessary documentation required by the University, the School of Nursing, and all clinical agencies before registering for clinical courses. The following health data must be currently on file:

1. **Health Form:** Prior to registering for clinical courses, the undergraduate student must have **a health form (updated yearly) on file in the School of Nursing**. Graduate students must also have this form on file to register for classes.
2. **Basic Life Support (BLS) Certification:** BLS is a requirement for all clinical nursing courses. The School of Nursing does not accept online courses. **Certification must be updated every two years**. This certification must be obtained through the American Heart Association. This certification must include one-rescuer and two-rescuer cardiopulmonary resuscitation (CPR) of adult, child, and infant. Evidence of a current card issued by the American Heart Association is required for the student's permanent file in the School of Nursing.
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. **Influenza immunization:** Each student must submit to an influenza immunization, annually, in the fall semester.
6. **Hepatitis B:** The School of Nursing requires each student to take the Hepatitis B vaccine. University Health Services offers the vaccine, or the student may consult a physician or local health department for the vaccination. If a student refuses the vaccination series, a waiver form must be completed, signed, and a copy filed in the nursing school.
7. **Mantoux Tuberculin Skin Test:** The School of Nursing requires each student to have a Mantoux tuberculin skin test **annually**. Students who test positive must meet current CDC guidelines regarding annual chest x-rays.
8. **Drug Testing and Background Checks:** All undergraduate students are required to submit to drug testing and a background check prior to beginning clinical experiences and an additional drug screen at the beginning of the senior year. Graduate students are drug tested and background checked at the beginning of the program. Nurse anesthesia students are required to submit to a drug test and a background check prior to admission. Additionally, all students may be tested for cause or clinical affiliation requirements. Students are responsible for all costs associated with the drug test and background check. (See School of Nursing *Student Handbook for Substance Abuse Policy and Procedure*.)
9. **Additional Requirements:** Clinical agencies may place additional health requirements on students affiliating with that agency. Clinical instructors will notify students when applicable.

Undergraduate Programs and Requirements

Majors

Nursing
Nursing (Five-Semester Second Degree B.S.N.)
Nursing (18-Month Accelerated Second Degree B.S.N.)

Students enrolled in the bachelor of science in nursing (BSN) program in the Ida V. Moffett School of Nursing are prepared to use knowledge, critical thinking skills, and practice skills learned from both nursing and liberal arts to provide professional nursing care in a variety of clinical settings. Upon completion of the program, graduates are eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Our graduates consistently achieve pass rates above state and national averages on the NCLEX-RN and experience excellent employment rates.

In addition to the traditional B.S.N. program, individuals who already hold a baccalaureate degree in a field other than nursing may pursue a B.S.N. through the accelerated 18-month second degree program, or the five-semester second degree program. Students may apply to the school of nursing immediately upon admission to Samford University.

Admission Policies

1. All prospective undergraduate students who desire to enter the Ida V. Moffett School of Nursing (IVMSON) must meet the following:
   Submit an application for admission to Samford University AND submit the nursing application form.
2. Freshman applicants must meet the following academic requirements:
   a. Achieve a minimum composite score of 21 on the ACT or 1000 on the SAT.
   b. High school graduates must have a cumulative GPA of 3.00 or above, have completed four units of English, two units of math, and two units of lab sciences with a grade of C (2.00) or better.
3. Transfer students with less than 24 semester credits or 36 quarter credits in total at other institutions must also meet the requirements of entering freshmen.
4. Transfer students with 24 credits or more must meet one of the following admission requirements:
   a. Have a cumulative GPA of 2.70 or above in all coursework and a 21 ACT or 1000 SAT within the last five years. OR
   b. Have a cumulative GPA of 3.00 or above in all coursework taken to be admitted.
   c. Submit a satisfactory Like Live video recorded interview following required guidelines and thoroughly answering all required questions or have a personal interview with the recruitment and admissions counselor.
   d. Have a minimum science GPA of 2.3 on a 4.0 scale in all required science courses (anatomy, physiology, chemistry, microbiology); or to be considered for conditional admission have a 2.3 on two of the four required courses (anatomy, physiology, chemistry, microbiology). Additionally, the 2.3 or higher GPA must be maintained for the remaining two science courses in order to be removed from conditional admission.
5. Five-semester second degree students must meet the following admission requirements:
   a. Hold a minimum of a baccalaureate degree in another discipline/field from an accredited institution.
   b. Have a minimum cumulative GPA of 2.7 on a 4.0 scale in courses required for prior bachelors and/or graduate degree(s).
   c. Submit a satisfactory Like Live video recorded interview following required guidelines and thoroughly answering all required questions or have a personal interview with the recruitment and admissions counselor.
   d. Have a minimum science GPA of 2.3 on a 4.0 scale in all required science courses (anatomy, physiology, chemistry, microbiology); or to be considered for conditional admission have a 2.3 on two of the four required courses (anatomy, physiology, chemistry, microbiology). Additionally, the 2.3 or higher GPA must be maintained for the remaining two science courses in order to be removed from conditional admission.
6. Accelerated second degree students (18-month program) must meet the following admission requirements:
   a. Hold a minimum of a baccalaureate degree in another discipline/field from an accredited institution.
   b. Have a minimum cumulative GPA of 2.8 on a 4.0 scale on in courses required for prior bachelor and/or graduate degree(s).
   c. Submit three letters of recommendation speaking to the applicant's ability to successfully complete a rigorous academic load. References will not be accepted from relatives.
   d. Submit a satisfactory Like Live video interview.
   e. Have a minimum science GPA of 2.5 on a 4.0 scale in all required science courses (anatomy, physiology, chemistry, microbiology) at the time of enrollment.
7. Be recommended by the School of Nursing Undergraduate Council. The committee reviews all completed admission folders and makes recommendations to the associate dean regarding applicant's admission to the School of Nursing.

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 apply to the Ida V. Moffett School of Nursing through Slate.
3. 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 performance standards, progression and graduation requirements. Re-admission is contingent upon seat and clinical space availability.

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) updated annually and on file in the School of Nursing.
2. Submit negative results on drug screen and background check.
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 nursing school accepts a C- in any required general education course in the nursing curriculum.
5. All undergraduate baccalaureate nursing students, must achieve at least an overall, cumulative 2.30 GPA on all required science courses (anatomy, physiology, microbiology, and chemistry), including all attempts in each course.
6. Accelerated second degree students must achieve a minimum 2.5 GPA on a 4.0 scale in all required science courses (anatomy, physiology, microbiology, and chemistry), including all attempts in each course.
7. Students may repeat up to 16 credits in which they earned a C- or lower grade, but only in core and general education courses.
8. A student may not enroll in the same nursing course more than twice.
9. Satisfy all prerequisites as prescribed in this catalog.
10. Adhere to the following policies regarding course failure:
    a. A traditional or five-semester second degree student who fails one nursing course in which a grade of D or F was received may repeat the course the following semester, if space is available. If the student fails a clinical nursing course the student may not enroll in another clinical nursing course until the failed course is successfully completed.
    b. A student who fails one nursing course in the accelerated second degree program (ASDP) may apply to the Undergraduate Council to transfer to the non-accelerated program, depending on space availability, or wait until the following year when the ASDP course is offered again. If the ASDP student fails a clinical nursing course the student may not enroll in another clinical nursing course until the failed course is successfully completed.
    c. A student who fails two nursing courses with grades of D or F will be terminated from the School of Nursing.
    d. A student who fails three or more nursing courses with grades of D or F will be permanently terminated from the School of Nursing and is not eligible to be considered for readmission.
    e. A student who fails the same nursing course twice is permanently terminated from the School of Nursing and is not eligible to be considered for readmission.

f. A student who fails two courses in the ASDP is not eligible to apply for consideration for readmission to the ASDP. If the student wishes to be considered for readmission to the IVMSON, he/she may apply to the associate dean of the undergraduate nursing program for consideration for readmission to the non-accelerated BSN program.
g. Any student who is terminated from the School of Nursing due to failure of two nursing courses with grades of D or F and who wishes to be considered for readmission is responsible for submitting a formal, written letter (no email) to the associate dean of the undergraduate program asking to be considered for readmission.
   1) Students seeking readmission must meet current admission criteria and readmission is contingent upon approval from the Undergraduate Council, the associate dean, and space availability.
   2) Those readmitted must enroll in and successfully complete all nursing courses.
   3) After readmission due to academic failure, one failure in a required nursing course results in permanent termination from the School of Nursing. Termination from the School of Nursing does not change the status of the student's admission or progression at Samford University.

11. The student must adhere to the Code of Ethical/Professional Conduct as specified in this catalog, School of Nursing section.
12. A student who fails to maintain progression standards may continue as a Samford student but will be terminated from the School of Nursing.
13. 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.

Bachelor of Science in Nursing

BSN Program Outcomes

Graduates with a B.S.N. from Ida V. Moffett School of Nursing will be prepared to:

1. Synthesize and apply knowledge gained from a liberal education and nursing to deliver safe, compassionate, and therapeutic nursing care.
2. Apply principles of leadership, management, and quality improvement to positively impact healthcare outcomes.
3. Integrate reliable evidence from multiple sources to inform practice, make clinical judgments and positively impact patient outcomes.
4. Demonstrate knowledge and skills to use information management and patient care technologies to enhance safe nursing practice.
5. Demonstrate an understanding of the significance of financial and regulatory agencies on quality patient care outcomes and nursing practice.
6. Demonstrate effective communication and collaboration within an interprofessional team to deliver care that is patient-centered and evidence-based.
7. Apply health promotion and disease prevention strategies to assist individuals, population groups, and communities in maintaining and/or improving an optimal level of wellness across the lifespan.
8. Demonstrate professional standards and accountability in working with other health professionals, patients, and communities.
9. Design, implement and coordinate patient centered, evidence-based nursing care across the life span in a variety of health care settings.

General Requirements for the Bachelor of Science in Nursing

1. Completion of overall general University graduation requirements for the bachelor's degree.
2. Completion of the required curriculum of 128 credits.
3. Maintenance of a cumulative Samford GPA of 2.00.
4. Transfer students must follow the University policy for resident credit as outlined in this catalog.
5. Transfer students must complete a minimum of 54 nursing credits.
6. Nursing students may pursue a minor in a field other than nursing. It is not required that nursing students complete a minor, and there is no limitation on the selected minor. Non-nursing students may not pursue a minor in nursing.

Nursing Major (B.S.N.)

Nursing Major (B.S.N.) Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements		**32-33**
Natural and Computational Sciences		**20-21**
BIOL 105 Principles of Biology	4	
BIOL 217 Human Anatomy for Allied Health Sci	4	
BIOL 218 Human Physiology for Allied Health Sci	4	
BIOL 225 Microbiology for Allied Health Sciences	4	
CHEM 108/109 General, Organic & Biol Chem w/Lab *or* CHEM 205/206 Foundations of Chemistry w/Lab *or* an introductory chemistry course	4-5	
Social Sciences		**8**
PSYC 101 General Psychology	4	
PSYC 205 Life-Span Development	4	
Mathematics (choose one)		**4**
MATH 110 Contemporary Mathematics *or* MATH 150 Precalculus *or* higher mathematics	4	
Nursing Major:		**74**
NURS 210 Medication Dosage Calculations-Nurses	1	
NURS 222 Healthcare Trends and Issues	2	
NURS 232 Statistics for Health Care Professionals	3	
NURS 241 Prof Nursing Concepts/Health Assessment	4	
NURS 243 Pathophysiology	4	
NURS 332 Pharmacology in Nursing	3	
NURS 335 Research Basic to Nursing Interventions	3	
NURS 344 Psychiatric Mental Health Nursing	4	
NURS 351 Childbearing Family	5	
NURS 381 Foundations for Clinical Nursing Practice	8	
NURS 383 Nursing Process in Adult Health	8	
NURS 422 Senior Seminar	2	
NURS 438 Clinical Preceptorship	3	
NURS 451 Community Health Nursing	5	
NURS 452 The Childrearing Family	5	
NURS 454 Management for Nurses	5	
NURS 460 Principles of Critical Care Nursing	6	
Nursing Elective	3	
Total Required Credits		**128-129**

Nursing Electives

Course Number/Name	Credit Hrs
NURS 110 Health Care Perspectives	1
NURS 301 Camp Nursing	3
NURS 302 Nursing Care of the Older Adult	3
NURS 303 Technology and Informatics in Health Care	3
NURS 304 Missions Nursing Abroad	3
NURS 305 Independent Study	1
NURS 306 Independent Study	2
NURS 307 Independent Study	3
NURS 308 High-Risk Neonatal Nursing	3
NURS 309 Perioperative Nursing	3
NURS 310 Ethical Considerations in Nursing	3
NURS 313 Labor and Delivery Nursing	3
NURS 316 Developmental Disabilities	2
NURS 317 CampUS for Developmental Disabilities	1
NURS 318 Emergency Nursing	3
NURS 402 Nursing in the British Isles	3
NURS 403 Missions Nursing	3
NURS 411 Pediatric Oncology Nursing	3

Nursing Major (18-Month Accelerated Second Deg B.S.N.)

Nursing Major 18-Month Accelerated Second Degree B.S.N. Required Courses	Course Credits	Total Required Credits
General Education Requirements:		**31-32**
Natural Sciences/Applied Sciences		**22**
Mathematics* - college algebra or higher	3	
Statistics	3	
Anatomy	4	
Physiology	4	
Microbiology	4	
Introduction to Chemistry or higher	4	
Social Sciences		**6**
Introduction to Psychology	3	
Developmental Psychology	3	
Humanities		**3-4**
Religion, Old or New Testament	3-4	
Nursing Major (18-Month Accelerated Program):		**68**
NUAD 210 Medication Dosage Calculations-Nurses	1	
NUAD 222 Healthcare Trends and Issues	2	
NUAD 241 Prof Nursing Concepts/Health Assessment	4	
NUAD 243 Pathophysiology	4	
NUAD 332 Pharmacology in Nursing	3	
NUAD 335 Research	3	
NUAD 344 Psychiatric Mental Health Nursing	4	
NUAD 351 Childbearing Family	5	
NUAD 381 Foundations for Clinical Nursing Practice	8	
NUAD 383 Nursing Process in Adult Health	8	
NUAD 422 Senior Seminar	2	
NUAD 438 Clinical Preceptorship	3	
NUAD 451 Community Health Nursing	5	
NUAD 452 The Childrearing Family	5	
NUAD 454 Management for Nurses	5	
NUAD 460 Principles of Critical Care Nursing	6	
Total Required Credits		**99-100**

*Samford University course MATH 110 or 150.

Nursing Major (Five-Semester Second Degree B.S.N.)

Nursing Major Five-Semester Second Degree B.S.N. Required Courses	Course Credits	Total Required Credits
General Education Requirements:		**34-36**
Natural Sciences/Applied Sciences		**25-26**
Mathematics* - college algebra or higher	3	
Statistics	3	
Anatomy	4	
Pathophysiology	3-4	
Physiology	4	
Microbiology	4	
Introduction to Chemistry or higher	4	
Social Sciences		**6**
Introduction to Psychology	3	
Developmental Psychology	3	
Humanities		**3-4**
Religion, Old or New Testament	3-4	
Nursing Major (Five-Semester Program):		**64**
NURS 210 Medication Dosage Calculations-Nurses	1	
NURS 222 Healthcare Trends and Issues	2	
NURS 241 Prof Nursing Concepts/Health Assessment	4	
NURS 332 Pharmacology in Nursing	3	
NURS 335 Research	3	
NURS 344 Psychiatric Mental Health Nursing	4	
NURS 351 Childbearing Family	5	
NURS 381 Foundations for Clinical Nursing Practice	8	
NURS 383 Nursing Process in Adult Health	8	
NURS 422 Senior Seminar	2	
NURS 438 Clinical Preceptorship	3	
NURS 451 Community Health Nursing	5	
NURS 452 The Childrearing Family	5	
NURS 454 Management for Nurses	5	
NURS 460 Principles of Critical Care Nursing	6	
Total Required Credits		**98-100**

*Samford University course MATH 110 or 150.

Undergraduate Courses

NURSING

NURS/NUAD 210 Medication Dosage Calculation for Nurses (1)
Introduces students to the basic principles of medication calculation and facilitates the development of skills necessary to ensure accuracy when calculating medication dosage. LEC 1. Prereq: Admission to the School of Nursing and sophomore standing.

NURS/NUAD 222 Healthcare Trends and Issues (2)
Introduction to current healthcare issues and trends. Topics discussed include: the aging, vulnerable populations, healthcare delivery systems, genetics, biogenetics, regulatory agencies, bioterrorism, emerging infections, health insurance, and informatics. LEC 2. Prereq: Admission to the School of Nursing and sophomore standing

NURS 232 Statistics for Health Care Professionals (3)
Study of descriptive statistics as well as basic parametric and nonparametric statistical tests. These statistics are necessary for a beginning understanding of factual information and probability decision-making required to critique and utilize research in nursing. LEC 3. Prereq: College algebra or higher.

NURS/NUAD 241 Professional Nursing Concepts & Health Assessment (4)
Initiates the process of professional nursing socialization for the baccalaureate student focusing on the major nursing concepts of caring, health, culture, holism, values, ethics, and legal implications for nursing practice. Additionally, students are introduced to beginning health assessment principles with a consideration for cultural and ethnic variations. Using the nursing process as a framework, students will acquire the skills to perform a systematic examination of a healthy adult and document the findings. Opportunities for individual and supervised practice enhance classroom learning. LEC 3, LAB 2. Prereqs/Co-reqs: BIOL 225, NURS/NUAD 222, and NURS/NUAD 243.

NURS/NUAD 243 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, BIOL 225, CHEM 108, and CHEM 109.

NURS/NUAD 332 Pharmacology in Nursing (3)
Provides theoretical and conceptual bases for pharmacology in nursing based on a collaborative interdisciplinary approach. Emphasis on developing a broad base of knowledge of the major drug classifications necessary for safe and effective administration and monitoring of medications to clients of all ages. Key concepts of pharmacology, basic medication facts, and dosage calculations will be discussed. LEC 4. Prereqs: NURS/NUAD 210, 241, and NURS 243.

NURS/NUAD 335 Research Basic to Nursing Interventions (3)
Provides an introduction to the research process and the application to scholarship and clinical practice. Students learn to be consumers of research through reviewing the literature, critiquing research, and identifying methods appropriate to study specific practice-related problems. Emphasis is placed on critical thinking, evidence-based practice, and quality improvement. LEC 3. Prereqs: NURS 232 and NURS/NUAD 381.

NURS/NUAD 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. Prereqs/Co-reqs: NURS/NUAD 332.

NURS/NUAD 351 Childbearing Family (5)
Development of skills and the acquisition of knowledge and professional values to prepare the student for the role of health care provider for the childbearing family. Clinical experiences provide a variety of in-patient and community-based learning opportunities. LEC 2.5, LAB 7.5. Prereq: NURS/NUAD 381. Prereq/Co-req: NURS/NUAD 344.

NURS/NUAD 381 Foundations for Clinical Nursing Practice (8)
Initiates the acquisition of basic clinical nursing skills that will assist students to become safe, efficient, compassionate practitioners. Students will utilize and continue to develop physical assessment skills and a theoretical knowledge base to be used in clinical situations. Opportunities are provided for the student to implement the nursing process to deliver safe care to individual clients. LEC 5, LAB 9. Prereqs: NURS/NUAD 222, 241, and NURS 243. Prereq/Co-req: NURS/NUAD 332 and 344.

NURS/NUAD 383 Nursing Process in Adult Health (8)
Focuses on clinical decision making in the management of adult medical surgical clients in secondary health care settings. Emphasis is placed on acute well-defined health stressors and their effect on the whole person. Students develop collaborative problem solving and evidenced-based practice as they provide care for individual and small groups of clients. Nutritional needs and rehabilitation are integrated throughout the content. LEC 5, LAB 9. Prereqs: NURS/NUAD 344 and NURS/NUAD 381.

NURS/NUAD 422 Senior Seminar (2)
Capstone seminar experience designed for the student to develop, analyze, implement, and present a written and oral presentation of a selected project. Last semester, senior standing. Prereqs/Co-reqs: NURS/NUAD 454 and NURS/NUAD 460.

NURS/NUAD 438 Clinical Preceptorship (3)
Concentrated clinical immersion experience. Students enhance the use of the nursing process and clinical skills as they assess, plan, implement, and evaluate evidence-based care provided to a small, select number of patients in secondary practicum settings. Includes 135 clinical hours. Grading is pass/fail. Last semester, senior standing. Prereqs: NURS/NUAD 454 and 460

NURS/NUAD 451 Community Health Nursing (5)
Relates public health principles to professional nursing practice. Focuses on health promotion, disease prevention, and risk reduction in individuals, families, groups, and populations across the lifespan in the community setting. LEC 2.5, LAB 7.5 hours per week. Prereqs: NURS/NUAD 351 and NURS/NUAD 383.

NURS/NUAD 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/NUAD 351 and 383.

NURS/NUAD 454 Management for Nurses (5)
Study of concepts, principles, and theories as a basis for developing the role of an entry-level nurse manager in a health care organization. Critical thinking skills are utilized to problem-solve and effect change in the clinical setting. LEC 3, LAB 9.5 hours per week for 12 weeks. Prereqs: NURS 335, NURS/NUAD 451 and 452.

NURS/NUAD 460 Principles of Critical Care Nursing (6)
Provides structured learning experiences in adult critical care environments in tertiary health care settings. The student establishes priorities of care for patients experiencing complex and multisystem health stressors. Communication skills are strengthened as students collaborate with other members of the health care team to become managers of care for critically ill patients. LEC 3.5, LAB 12 hours per week for 12 weeks. Prereqs: NURS/NUAD 451 and 452.

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.

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 381, and permission of the instructor.

NURS 302 Nursing Care of the Older Adult (3)
Examination of in-depth nursing care issues of the older adult. Topics discussed include theories of aging, the gerontological nursing specialty, legal aspects, models of care, geriatric syndromes, and gerontological care issues. Prereq: NURS 381.

NURS 303 Technology and Informatics in Health Care (3)
Provides the student with knowledge regarding informatics and technology in the health care delivery system. Students use an electronic health record program and technology to help facilitate health of the individual, family, and community. Prereq: NURS 241.

NURS 304 Missions Nursing Abroad (3)
Examination of missions nursing from a global perspective. Provides the opportunity to explore the nature of missions nursing, to examine one's calling to missions nursing, to plan and participate in nursing activities related to missions, and to share experiences from the mission field. Offered: Summer.

NURS 305, 306, & 307 Independent Study (1, 2, & 3, respectively)
Content varies with the needs and interests of the student. Prereqs: Permission of the instructor and associate 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, including the role of providers in early intervention services. Prereqs: NURS 351, 383, and 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 381 and permission of the instructor.

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 381 or permission of the instructor.

NURS 313 Labor and Delivery Nursing (3)
Opportunities for the student to gain additional theoretical knowledge and clinical skills related to the labor and delivery process. The student will complete a preceptored clinical experience with a registered nurse in a labor and delivery setting. LEC 1.5, LAB 4.5. Prereq: NURS 351 and permission of the instructor.

NURS 316 Developmental Disabilities (2)
This elective interdisciplinary online course facilitates the acquisition of knowledge, skills, and professional values to prepare students to work with individuals with developmental disabilities and their families. Attention is given to interprofessional collaborative teamwork that coordinates and provides care for individuals with developmental disabilities and their families. The course content emphasizes the issues and challenges that affect the lives of people with disabilities and their families, while increasing cultural awareness, sensitivity, and knowledge of available support services in the community. Prereq: Sophomore standing or higher.

NURS 317 CampUS for Developmental Disabilities (1)
This summer lab intensive elective course allows students from various disciplines/majors the opportunity to care for individuals with developmental disabilities in an inclusive summer day camp environment. Attention is given to interprofessional collaborative teamwork that coordinates and provides care for individuals with developmental disabilities. Students engage in direct interaction with individuals with disabilities while anticipating, planning, managing and evaluating developmental care. Web-enhanced. Prereq: Permission of instructor; sophomore standing or higher (no major restrictions).

NURS 318 Emergency Nursing (3)
Examination of the role and responsibilities of the nurse in emergency nursing. This course utilizes the preceptor model in local hospital emergency departments. Prereqs: NURS/NUAD 351 and NURS/NUAD 383, and 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: NURS 241 and permission of the instructor.

NURS 403 Missions Nursing (3)
Examination of missions nursing from a global perspective. Provides the opportunity to explore the nature of missions nursing, to examine one's calling to missions nursing, to plan and participate in nursing activities related to local and foreign missions, and to share experiences from the mission field. Meets requirements for Samford's Convocation program that encourages students to develop both spiritually and academically and to integrate faith and learning from a distinctively Christian perspective. LEC 3. Prereq: NURS/NUAD 241.

NURS 411 Pediatric Oncology Nursing (3)
Focus on health needs of children and their families who are affected with devastating illnesses. Students collaborate with interdisciplinary care teams to provide safe nursing care and refine critical decision-making skills in a preceptor model of learning. LEC .5, LAB 6.5. Prereq: NURS 452, and permission of instructor.

Graduate Programs and Requirements

Degrees/Majors

Master of Science in Nursing (M.S.N.)
- Nurse Anesthesia
- Nursing
  - Family Nurse Practitioner
  - Health Systems Management and Leadership
  - Nurse Educator

RN to M.S.N. Option (M.S.N.)
- Nursing
  - Family Nurse Practitioner
  - Health Systems Management and Leadership
  - Nurse Educator

Doctor of Nursing Practice (D.N.P.)
- Administration
- Advanced Practice

Certificate Programs

Post-Master of Science in Nursing Certificate
- Family Nurse Practitioner

The Ida V. Moffett School of Nursing offers flexible, innovative options in a program leading to a master of science in nursing degree. Graduates are prepared to practice in an advanced role to meet and/or manage health care needs of families across the life span. The graduate will be prepared to practice in a variety of settings with a functional focus in one of the following areas: family nurse practitioner practice, health systems management and leadership, nursing education, and nurse anesthesia.

Through the RN to M.S.N. option, the School of Nursing provides experienced registered nurses, who currently hold an associate of science in nursing or a hospital diploma, the opportunity to earn an M.S.N. through a nontraditional path. As in the main M.S.N. program, the same options are available, with the exception of nurse anesthesia.

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

M.S.N. Outcomes

Graduates with a master of science in nursing from the Ida V. Moffett School of Nursing will be prepared to:

1. Integrate multidisciplinary scientific findings for the continual improvement of nursing care across diverse settings.
2. Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective to promote high quality and safe patient care.
3. Articulate and apply quality methods, tools, performance measures, and standards within organizations.
4. Apply research outcomes within the practice setting to resolve practice problems, work as a change agent, and disseminate results.
5. Utilize patient-care and communications technologies to deliver, enhance, integrate, and coordinate care.
6. Intervene at the system level by developing and advocating policy to influence health and health care.
7. Demonstrate effective collaborative, communicating, and consulting skills as a leader and as a member of inter-professional teams to manage and coordinate care.
8. Provide evidence-based clinical prevention and health promotion care and services in a client-centered manner to individuals, families, and populations.
9. Synthesize an advanced level of understanding of nursing and relevant sciences to integrate this knowledge for direct or indirect care.

M.S.N. Program

Admission to the Family Nurse Practitioner, Health Systems Management and Leadership, and Nurse Educator Programs

Applications for the M.S.N. degree program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required material:

1. Completion of application through www.nursingcas.org. For complete admission instructions, visit www.samford.edu/nursing.
2. Completed the Supplemental Application form for the M.S.N. program, found at www.samford.edu/nursing/supplemental-application-forms.aspx.
3. Attach a CV/résume to your NursingCAS application.
4. Current unencumbered license as a registered nurse.
5. Bachelor of science in nursing degree from an ACEN or CCNE accredited program.
6. One undergraduate course in nursing research with a grade of C (2.00) or better.
7. One undergraduate health assessment course with a grade of C (2.00) or better (for FNP students only).
8. Cumulative GPA of 3.00 on a 4.00 scale.
9. Minimum MAT or GRE score within the last 5 years.
   a. MAT: 402
   b. Old test: Combined score (verbal and quantitative): 970; Analytical writing: 4.0
   c. New test: Verbal: 153; Quantitative: 144; Analytical 4.0
   d. The MAT or GRE is waived if the applicant has a cumulative GPA of 3.20 overall or a 3.20 GPA of the last 60 hours taken. Post-graduate applicants (applicants who have successfully completed a graduate program) with a 3.00 or above are also waived.
10. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL).
11. Computer proficiency.
12. Video conference interview.
13. If accepted, a non-refundable fee of $750 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Conditional Admission

A student who is admitted conditionally must complete the first nine credits of the required Graduate Nursing Curriculum at Samford University with a "B" or better in each course attempted. Failure to meet the requirement as stated will prevent progression in the School of Nursing Graduate Program.

Academic Policy and Progression

Transfer Credit

Graduate students are permitted to transfer a maximum of twelve hours of graduate credit from an accredited college or university. To do so, students should complete a course substitution form and attach a copy of the syllabus. Transfer credits will be evaluated by the appropriate course coordinator for applicability to the graduate program.

Progression Policies

In order to progress in the master's program in the School of Nursing, the student must:

1. Have a completed Health Data Record (with all required immunizations) updated annually and on file in University Health Services and the School of Nursing.
2. Verify and keep current the following requirements:
   a. Carry health insurance while enrolled at Samford. Students in the School of Nursing are required to provide proof of current personal health insurance coverage. Each semester, students in the IVMSON are automatically enrolled in the University-sponsored student health insurance plan. There is a charge for this coverage. If you are a new nursing student, you will need to register your health insurance coverage by clicking on the following link and completing the information:

http://www.firststudent.com/schools/SamfordUniversity/waive_insurance.htm, OR if you are a new student and would like to enroll in the University-offered insurance program, click on the following link:

http://www.firststudent.com/schools/SamfordUniversity/enrollment.htm and complete the information.

   b. BLS certification

3. Adhere to the Code of Ethical/Professional Conduct as specified in this catalog.
4. Possess a current unencumbered registered nursing license.
5. Submit to a criminal background check and random drug testing.
6. Make a grade of B or better in each required or prescribed course in the M.S.N. program. Note: A grade of C, D or F constitutes a failure in any prescribed or required course in the M.S.N. program. **Students must maintain a cumulative 3.00 GPA and may not earn a grade below B in any course to progress in the curriculum.
7. Have a 3.00 cumulative GPA to graduate.
8. Meet track and department-specific academic policies.

Academic Policies
Graduate students who receive a grade below a B in any required or prescribed course or whose cumulative GPA falls below a 3.00 will be placed on academic probation.

Students placed on academic probation must:
- Repeat any nursing course in which a grade received was below a B and receive a grade of B or better.
- Be aware that a required nursing course can only be repeated one time.
- Failure of the same course twice or failure of two separate courses constitutes dismissal from the program

Students on academic probation who fail to successfully complete a required nursing course within one calendar year of the academic probation notification will be dismissed from the program. Students must be aware that plagiarism, unethical, unprofessional or unsafe conduct may result in immediate dismissal from the School of Nursing.

Program Interruptions
Students who need more than five years to complete the program, may petition the School of Nursing graduate program to request an additional year for completion (a total of six years for completion).

Readmissions
A student who has been dismissed from the Ida V. Moffett School of Nursing graduate program may apply through the Office of Graduate Student Services for readmission after an intervening period of not less than one semester. The appropriate graduate admission committee will consider such requests for readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. There is no guarantee, however, that a student will be readmitted. The decision regarding readmission rests with the Dean and is based upon the faculty's evaluation of the likelihood of the applicant's ability to perform successfully in graduate coursework.

Master of Science in Nursing: Core Courses

Master of Science in Nursing Required Core Courses for All MSN Programs	Course Credits	Total Required Credits
NURG 514 Population Health and Policy	3	
NURG 515 Statistics for Advanced Practice Nursing	3	
NURG 516 Research, Theory, & Quality Improvement	3	
NURG 517 Ethical Leadership and Collaboration	3	
Total Required Credits		**12**

Master of Science in Nursing: Family Nurse Practitioner

Master of Science in Nursing: Family Nurse Practitioner Required Courses	Course Credits	Total Required Credits
Core Course Requirements		**12**
Adv Practice Courses - Family Nurse Practitioner		**30**
NURG 533 Advanced Physiology & Pathophysiology	3	
NURG 600 Common Diagnostics/Procedures	3	
NURG 601 Advanced Physical Assessment	3	
NURG 602 Family Practice I: Care of Adults	6	
NURG 603 Family Practice II: Care of Women	3	
NURG 604 Family Practice III: Care of Children	3	
NURG 605 Family Practice IV: Practicum	6	
NURG 633 Pharmacotherapeutics for Advanced Nursing Practice	3	
Total Required Credits		**42**

Master of Science in Nursing: Health Systems Management and Leadership

Master of Science in Nursing: Health Systems Management & Leadership Required Courses	Course Credits	Total Required Credits
Core Course Requirements		**12**
Adv Practice Courses - Health Sys Mgt/Leadership		**18**
NURG 620 Health Care Systems and Management	3	
NURG 621 Resource Management	3	
NURG 622 Financial and Project Management	3	
NURG 623 Management Practicum	3	
NURG 624 Management Outcomes Practicum	6	
Total Required Credits		**30**

Master of Science in Nursing: Nurse Educator

Master of Science in Nursing: Nurse Educator Required Courses	Course Credits	Total Required Credits
Core Course Requirements		**12**
Advanced Practice Courses - Nurse Educator		**26**
NURG 533 Advanced Physiology & Pathophysiology	3	
NURG 660 Educational Theory & Curriculum Devl	3	
NURG 661 Principles of Teaching-Learning/Stu Eval	3	
NURG 662 Adv Health Assessment-Nurse Educators	3	
NURG 663 Adv Pharmacology for Nurse Educators	3	
NURG 664 Clinical Practicum I	2	
NURG 665 Clinical Practicum II	2	
NURG 667 Clinical Education	3	
NURG 668 Nurse Educ Role Trans/Teaching Prac	4	
Total Required Credits		**38**

RN TO M.S.N. Option

The School of Nursing offers the master of science in nursing (M.S.N.) degree through a nontraditional pathway. The program provides the experienced registered nurse (RN) who holds an associate of science in nursing degree or hospital diploma an opportunity to earn a master's degree within one program of study.

In the RN to M.S.N. option, the graduate does not earn a bachelor's degree. Should an individual not complete the requirements for the M.S.N., whether for personal or academic reasons, no B.S.N. is awarded nor is academic credit transferred to the B.S.N. program.

The RN to M.S.N. option consists of five bridge courses and the M.S.N. curriculum. The bridge courses (NURG 500, 501, 502, 503, and 504) can be completed in two semesters and must be completed prior to progressing to the M.S.N. core courses. When taken full time and in sequence, the length of the RN to M.S.N. option is approximately seven semesters, or two years. General education courses may be completed at another college or university and then transferred to Samford University prior to enrolling in the RN to M.S.N. option.

Admission Criteria

Applications for the RN to M.S.N. degree program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials. In addition, a completion of a minimum of 72 hours of college credit is required for admission to the RN to M.S.N. program:

1. Completion of application through www.nursingcas.org. For complete admission instructions, visit www.samford.edu/nursing.
2. Complete the Supplemental Application form for the RN to M.S.N. program, found at www.samford.edu/nursing/supplemental-application-forms.aspx.
3. Attach a CV/résume to your NursingCAS application.
4. Current unencumbered license as a registered nurse.
5. Associate of science in nursing from an ACEN or CCNE accredited program.
6. Cumulative GPA of 3.00 on a 4.00 scale.
7. Minimum MAT or GRE score within the last 5 years.
   a. MAT: 402
   b. Old test: Combined score (verbal and quantitative): 970; Analytical writing: 4.0
   c. New test: Verbal: 153; Quantitative: 144; Analytical 4.0
   d. The MAT or GRE is waived if the applicant has a cumulative GPA of 3.20 overall or a 3.20 GPA of the last 60 hours taken. Post-graduate applicants (applicants who have successfully completed a graduate program) with a 3.00 or above are also waived.
8. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL).
9. Completion of general education requirements before program begins.
10. Computer proficiency.
11. Video conference interview.
12. If accepted, a non-refundable fee of $750 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Conditional Admission

A student who is admitted conditionally must complete the first nine 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.

RN to M.S.N. Progression Policies

1. Have a completed Health Data Record (with all required immunizations) updated annually and on file in University Health Services and the School of Nursing.
2. Adhere to all Ida V. Moffett School of Nursing policies and procedures, as well as the Code of Ethical/Professional Conduct.
3. Make a grade of B or better in each RN to M.S.N. bridge course.
4. Submit to a background check and random drug testing.

RN to M.S.N. Option

RN to M.S.N. Option Required Courses	Course Credits	Total Required Credits
General Education Requirements:		**40**
Natural Sciences/Applied Sciences		**19**
College Algebra or higher-level math	3	
Anatomy	4	
Physiology	4	
Microbiology	4	
Intro to Chemistry or higher-level Chemistry	4	
Social Sciences		**9**
Intro to Psychology	3	
Developmental Psychology	3	
Speech	3	
Humanities: English Composition I and II		**6**
Other Liberal Arts courses*		**6**
RN to M.S.N. Bridge Courses		**15**
NURG 500 Transition-Professional Nursing Practice	3	
NURG 501 Health Assessment	3	
NURG 502 Healthcare Research & Intro to Statistics	3	
NURG 503 Clinical Prevention & Population Health	3	
NURG 504 Leadership and Management	3	
Core Course Requirements**		**12**
Selected Option: Advanced Practice Courses**		**18-30**
Family Nurse Practitioner	30	
Health Systems Management and Leadership	18	
Nurse Educator	26	
Total Required Credits		**85-97**

* Liberal arts credit may be chosen from political science, history, English literature, languages, philosophy, biology, chemistry, psychology, sociology, geography, economics, religion, and either art, music, or theatre appreciation (no more than three credits may be in appreciation courses).

** See M.S.N. tables for course requirements.

Department of Nurse Anesthesia

Admission Criteria

Applications for the M.S.N. Nurse Anesthesia program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Completion of application through www.nursingcas.org. For complete admission instructions, visit www.samford.edu/nursing.
2. Completed the Supplemental Application Form for the nurse anesthesia program, found at www.samford.edu/nursing/supplemental-application-forms.aspx.
3. Current unencumbered license as a registered nurse.
4. Bachelor of science in nursing degree from an ACEN or CCNE accredited program.
5. Cumulative GPA of 3.00 on a 4.00 scale.
6. Minimum one year full time critical care experience as a registered nurse.
7. Minimum GRE score within the last 5 years.
   a. Old test: Combined score (verbal and quantitative): 1000; Analytical writing: 4.0
   c. New test: Verbal: 153; Quantitative: 144; Analytical 4.0
   d. The Miller Analogy Test (MAT) is not accepted.
8. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL).
9. On-campus interview.
10. If accepted, a non-refundable fee of $1,000 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Progression Policies

In order to progress in the School of Nursing nurse anesthesia program, the student must:

1. Have a completed Health Data Record (with all required immunizations) updated annually and on file in University Health Services and the School of Nursing.
2. Carry health insurance while enrolled at Samford. Students in the School of Nursing are required to provide proof of current personal health insurance coverage. Each semester, students in the IVMSON are automatically enrolled in the University-sponsored student health insurance plan. There is a charge for this coverage. If you are a new nursing student, you will need to register your health insurance coverage by clicking on the following link and completing the information:

http://www.firststudent.com/schools/SamfordUniversity/waive_insurance.htm, OR if you are a new student and would like to enroll in the University-offered insurance program, click on the following link:

http://www.firststudent.com/schools/SamfordUniversity/enrollment.htm and complete the information.

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

Program Interruptions and Readmissions

1. Students must complete all semester coursework before progressing to the next semester. Individual exceptions may be made by the department chair. An incomplete grade (INC) may be awarded if the student has done work that would earn a passing grade in the course but has failed to complete some portion of the required work because of an emergency, and the work can be completed without further class attendance. An INC grade automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given.
2. Students who receive a non-progressing grade may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the nurse anesthesia program faculty with approval of the dean of the School of Nursing.
3. Students who take a leave of absence or withdraw from the program may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the nurse anesthesia program faculty with approval of the dean of the School of Nursing.
4. Students will be obligated for complete tuition payments for any enrolled semester. For students readmitted to the program, tuition costs will be at the tuition rate in place at the time of readmission.

Master of Science in Nursing – Nurse Anesthesia

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

Post-Master of Science in Nursing Program

Admissions

Applications for the Post-M.S.N. certificate program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Completion of application through www.nursingcas.org. For complete admission instructions, visit www.samford.edu/nursing.
2. Complete the Supplemental Application form for the Post-M.S.N. program, found at: www.samford.edu/nursing/supplemental-application-forms.aspx.
3. Current unencumbered license as a registered nurse.
4. Master of science in nursing degree from an ACEN or CCNE accredited program.
5. Cumulative GPA of 3.00 on a 4.00 scale.
6. The MAT or GRE is waived if the applicant has successfully completed a graduate program with a 3.00 GPA or higher.
7. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL).
8. Computer proficiency.
9. Video conference interview.
10. If accepted, a non-refundable fee of $750 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Post-Master of Science in Nursing: Family Nurse Practitioner Required Courses		Course Credits	Total Required Credits
NURG 533	Advanced Physiology & Pathophysiology	3	
NURG 600	Common Diagnostics/Procedures	3	
NURG 601	Advanced Physical Assessment	3	
NURG 602	Family Practice I: Care of Adults	6	
NURG 603	Family Practice II: Care of Women	3	
NURG 604	Family Practice III: Care of Children	3	
NURG 605	Family Practice IV: Practicum	6	
NURG 633	Pharmacotherapeutics for Advanced Nursing Practice	3	
	Total Required Credits		**30**

Graduate Courses

NURSE ANESTHESIA

NUNA 514 Population Health and Policy (3)
Exploration of epidemiology, policies, theories, concepts, and research as a framework for advanced practice care in promoting health in diverse populations. Health behaviors and health promotion activities as well as ethical principles, administration planning models, and appropriate funding are also explored. Co-listed as NURG 514. Prereq: Admission to graduate program. Offered: Fall.

NUNA 515 Statistics for Advanced Practice Nursing (3)
Study of biostatistical principles with an emphasis on management and analysis of outcome data utilizing descriptive and inferential statistics. These statistical principles are necessary to critically appraise, utilize, and conduct nursing research to provide evidence for practice. Co-listed as NURG 515. Prereq: Admission to the M.S.N. Program. Offered: Summer.

NUNA 516 Research, Theory, and Quality Improvement (3)
Exploration of the scientific and theoretical foundations of nursing, the evidence-based practice process, research methodologies, and quality improvement process that support advanced nursing practice. Co-listed as NURG 516. Prereq: NUNA 515 and admission to graduate program. Offered: Spring.

NUNA 517 Ethical Leadership and Collaboration (3)
Ethical leadership in complex organizations includes knowledge, skills, and attitudes of organizational behavior, communication, collaboration, and change. A review of theories of organizations, systems, economics, change, leadership, and ethics provides the foundation for this course. Emphasis is placed on an understanding that organizational systems leadership is critical to the promotion of high quality and safe patient care. Development of leadership skills that emphasize ethical decision making and effective working relationships from a systems perspective prepares the student for inter-professional teamwork. Co-listed as NURG 517. Prereq: None. Offered: Spring.

NUNA 550 Human Anatomy for Nurse Anesthesia (3)
Survey of gross human anatomy with special emphasis for the nurse anesthetist. Provides the foundation needed in other basic and clinical science courses in the nurse anesthesia curriculum. Muscles, skeletal elements, vascular and neural supply and significant supporting connective tissues from clinically important anatomical regions are studied. Method of instruction is an equal mixture of lecture and instructor guided laboratory cadaver dissections. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Spring.

NUNA 579 Pharmacology for Advanced Nursing Practice (3)
Study of the concepts of pharmacology and pharmacotherapeutics used as a means of assessing and analyzing the need for medication, as well as planning, implementing, and evaluating the therapeutic effect of medication. Selected drugs within categories are compared and contrasted for indications, efficacy, therapeutic, and adverse effects, monitoring parameters, dosing principles, and common drug interactions. Offered: Summer.

NUNA 580 Nurse Anesthesia Pharmacology I (3)
Addresses clinical application of neuromuscular blockers, opioids, intravenous anesthetic agents, monitoring of neuromuscular blocking agents, and drugs such as analgesics, and anesthetic adjuncts. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Spring.

NUNA 581 Nurse Anesthesia Pharmacology II (3)
Addresses pharmacokinetics, pharmacodynamics, clinical application, and drugs such as inhalation anesthetic agents, analgesics, anesthesia adjuncts, and injectable drugs used to control cardiovascular function. Prereq: NUNA 580. Offered: Fall.

NUNA 582 Nurse Anesthesia Physiology I (3)
Provides working knowledge of human physiology; how cells, tissues, organs, and organ systems function together to create one organism. Emphasis placed on communication and integration of structure-function relationships at the micro and macro organizational levels, under normal and abnormal conditions. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Spring.

NUNA 584 Pathophysiology for Nurse Anesthetists (3)
Exploration of the etiology, processes, and clinical manifestations of disease and the associated anesthesia management of patients with specific disorders. Prereq: NUNA 582. Offered: Fall.

NUNA 590 Nurse Anesthesia Principles I (3)
Explores the principles of physics including gas laws, fluid dynamics, thermal principles, and mechanisms of vaporization; principles of monitoring including monitoring modalities used in practice of anesthesia, with emphasis on application involved with specialty procedures and pathological states. Prereq: Admission to the Department of Nurse Anesthesia. Offered: Spring.

NUNA 591 Nurse Anesthesia Principles II (3)
Focus on airway management, anesthesia management plans, premedication, anesthesia techniques and procedures, equipment use and requirements, fluid management, positioning, infection control, monitoring, and record keeping. Prereq: NUNA 590. Offered: Summer.

NUNA 592 Nurse Anesthesia Principles III (3)
Focus on major surgical specialties with emphasis on laparoscopic, trauma, outpatient, orthopedic, neurosurgical, ENT, head and neck, gynecologic, thoracic, cardiovascular, urologic, transplant, and plastic procedures. Also included are principles of anesthetic management in the pediatric patient population. Prereq: NUNA 591. Offered: Fall.

NUNA 601 Advanced Physical Assessment (2)
Application of advanced physical assessment and health history knowledge. Emphasis is placed on learning how to perform and document comprehensive health histories and physical exams. Prereq: NUNA 550. Offered: Summer.

NUNA 640 Obstetric and Regional Anesthesia (4)
Emphasizes techniques for labor analgesia and operative delivery and regional anesthesia. Obstetric topics include changes in anatomy and physiology during pregnancy, changes in pharmacokinetics and dynamics, and the maternal-fetal interface. Regional anesthesia topics encompass the principles and techniques involved in anesthesia and analgesia. Offered: Fall.

NUNA 650 Nurse Anesthesia Seminar I (2)
Focuses on cognitive and practical application in the areas of pre-anesthetic assessment, formulating a safe and effective anesthetic plan, and post-anesthetic evaluation of care, and evidence-based practice. Provides an opportunity to discuss issues surrounding the graduate student's clinical experiences, inconsistencies in evidence and clinical practice, and adjustment to the clinical anesthesia environment. Prereqs: Completion of all year one didactic coursework of the program. Offered: Spring.

NUNA 651 Nurse Anesthesia Seminar II (2)
Focuses on evidenced-based practice and clinical problem solving. The problems explored may be the genesis to capstone project ideas. Explores issues such as quality assurance, contract negotiation, informed consent, and legal/ethical issues related to anesthesia practice. Prereq: NUNA 650. Offered: Summer.

NUNA 652 Nurse Anesthesia Seminar III (3)
Focus on personal and professional aspects of anesthesia conduct. Discussions include wellness, chemical dependency, practice development, professional association membership, leadership legal and malpractice issues, quality improvement processes and activities and anesthesia reimbursement. Testing for certification examination competency. Prereq: NUNA 651. Offered: Fall.

NUNA 653 Nurse Anesthesia Seminar IV (3)
Refining care/case evaluation skills, utilizing evidence-based practice information and journal club presentations. Transition to the professional role. Testing for certification examination competency. Prereq: NUNA 652. Offered: Spring.

NUNA 654 Nurse Anesthesia Capstone Project (2)
Focuses on identification of a clinical topic, development and completion of the nurse anesthesia capstone project. Under the direction of a faculty member, students prepare and present a current topic on anesthesia practice. Prereq: Year one nurse anesthesia coursework. Offered: Fall

NUNA 660 Nurse Anesthesia Clinical Practicum I (4)
Emphasizes clinical anesthesia management, including pre-anesthetic assessment, equipment utilization, use of anesthetic drugs, and airway management. Prereq: Successful completion of year one didactic coursework in the nurse anesthesia curriculum. Offered: Spring.

NUNA 661 Nurse Anesthesia Clinical Practicum II (7)
Emphasizes advanced application of anesthesia principles and techniques in assessment, anesthetic management, and technical skills across specialized patient populations. Prereq: NUNA 660. Offered: Summer.

NUNA 662 Nurse Anesthesia Clinical Practicum III (7)
Emphasizes management of patients and procedures with increased complexity and high acuity, demonstrating substantial progress toward self-direction and independence in clinical practice. Prereq: NUNA 661. Offered: Fall.

NUNA 663 Nurse Anesthesia Clinical Practicum IV (7)
Emphasizes completion of all clinical requirements of the Department of Nurse Anesthesia, 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 the graduate's chosen state of practice. Prereq: NUNA 662. Offered: Spring.

NUNA 670 Seminar I for Advanced Practice Nurses (4)
Development of a portfolio for validation of the achievements and competencies of the advanced practice nurse/student entering the degree completion program. Exploration of adult learning theories and theoretical bases of portfolio assessments to provide evidence and to demonstrate past achievements and future educational needs. Development of strategies to meet specific educational goals. Offered: Fall, Spring, and Summer. (Formerly NURG 670)

NUNA 671 Seminar II for Advanced Practice Nurses (4)
Second of a three-seminar series in the degree completion program for clinically active nurse anesthetists. This seminar focuses specifically on continued portfolio development and goal establishment. Students will be introduced to evidence-based practice principles and clinical problem-solving methods. Prereqs: NURG 670. Offered: Fall, Spring, and Summer. (Formerly NURG 671)

NUNA 672 Seminar III for Advanced Practice Nurses (4)
Third of a three-seminar series in the degree completion program for clinically active nurse anesthetists. This seminar focuses on completion of portfolio development and goal establishment, and abstract development from current professional journals. Prereqs: NURG 671. Offered: Fall, Spring, and Summer. (Formerly NURG 672)

NUNA 673 Capstone for Advanced Practice Nurses (6)
Capstone is a culminating experience designed to provide the student with opportunity to demonstrate synthesis of knowledge, practice, and skills developed throughout the program of study. A final project will reflect the integration of research methodology, theory, and advanced nursing practice in an area of specialization. The project may consist of a written manuscript, oral presentation, or other approved product. Grading is pass/fail. Prereqs: NURG 672. Offered: Fall, Spring, and Summer. (Formerly NURG 673)

NUNA 698 Clinical Practicum-Independent Study (1-4)
Guided clinical independent study in nurse anesthesia. Arranged with permission of the director of clinical anesthesia services.

NUNA 699 Independent Study in Nurse Anesthesia (1-3)
Content varies with the needs and interests of the student. Credits determined by student and faculty. Offered: TBA.

NURSING

NURG 500 Transition to Professional Nursing Practice (3)
Introduction to theories, concepts, and knowledge necessary for the transition into professional nursing practice. Emphases are on professional role development; the value of life-long learning; and the trends, issues, values, and standards that shape professional nursing practice. Offered: Spring.

NURG 501 Health Assessment (3)
Promotes the development of safe essential professional registered nursing skills. Expands of knowledge base through the study of physical assessment, health promotion and disease prevention strategies, complimentary alternatives, pathophysiology, and cultural spiritual concepts. Prereq/Co-req: NURG 500. Offered: Spring.

NURG 502 Healthcare Research and Introduction to Statistics (3)
Professional role development through an introduction to the research process and descriptive statistics. Students develop the ability to interpret and use quantitative data necessary to critique and utilize research in order to improve efficacy and effectiveness of nursing interventions. Prereqs: NURG 500 and NURG 501. Offered: Spring.

NURG 503 Clinical Prevention and Population Health (3)
Focuses on the nursing concepts and theories needed to promote health and prevent disease at the population level with diverse cultures and at-risk populations. Explores the role of the community health nurse in assessing and analyzing trends and issues in national and global health initiatives that impact a community's health. Prereqs: NURG 500, 501, and 502. Offered: Summer.

NURG 504 Leadership and Management (3)
Study of concepts and principles basic to professional nursing practice as a leader and manager in an entry level position. Critical thinking skills are utilized to problem solve and affect change in the clinical setting. Prereqs: NURG 500, 501, and 502. Offered: Summer.

NURG 514 Population Health and Policy (3)
Exploration of epidemiology, policies, theories, concepts, and research as a framework for advanced practice care in promoting health in diverse populations. Health behaviors and health promotion activities as well as ethical principles, administration planning models, and appropriate funding are also explored. Co-listed as NUNA 514. Prereq: Admission to graduate program. Offered: Spring and Summer.

NURG 515 Statistics for Advanced Practice Nursing (3)
Study of biostatistical principles with an emphasis on management and analysis of outcome data utilizing descriptive and inferential statistics. These statistical principles are necessary to critically appraise, utilize, and conduct nursing research to provide evidence for practice. Co-listed as NUNA 515. Prereq: Admission to the M.S.N. Program. Offered: Fall and Spring.

NURG 516 Research, Theory, and Quality Improvement (3)
Exploration of the scientific and theoretical foundations of nursing, the evidence-based practice process, research methodologies, and quality improvement process that support advanced nursing practice. Co-listed as NUNA 516. Prereq: NURG 515 and admission to graduate program. Offered: Spring and Summer.

NURG 517 Ethical Leadership and Collaboration (3)
Ethical leadership in complex organizations includes knowledge, skills, and attitudes of organizational behavior, communication, collaboration, and change. A review of theories of organizations, systems, economics, change, leadership, and ethics provides the foundation for this course. Emphasis is placed on an understanding that organizational systems leadership is critical to the promotion of high quality and safe patient care. Development of leadership skills that emphasize ethical decision making and effective working relationships from a systems perspective prepares the student for inter-professional teamwork. Co-listed as NUNA 517. Prereq: None. Offered: Summer and Fall.

NURG 533 Advanced Physiology and Pathophysiology (3)
Study of physiologic concepts, adaptations, and alterations that occur in selected disease processes using a systems approach. Building upon previously learned principles of physiology and pathophysiology, knowledge gained in this course serves as a basis for understanding the rationale for assessment and evaluation of therapeutic interventions learned in advanced clinical nursing courses. Required for all students in the advanced practice nursing courses (FNP) and all educator students. Offered: Fall and Spring.

NURG 600 Common Diagnostics/Procedures (3)
Focus on acquisition of knowledge related to common lab, diagnostic tests, and procedures routinely performed, ordered, and interpreted by advanced practice nurses. Prereq: Admission to graduate nursing program or permission of instructor. Offered: Fall and Spring.

NURG 601 Advanced Physical Assessment (3)
Focus on comprehensive advanced health and physical assessment of individuals. Emphasis on learning how to take and interpret comprehensive health histories and perform accurate advanced physical exams. Prereq: NURG 533; admission to RN-MSN graduate program or permission of instructor. Offered: Fall and Spring.

NURG 602 Family Practice I: Care of Adults (6)
First clinical course in the family nurse practitioner track. Focus on identifying and managing common acute and chronic health care problems in the adult client. Health promotion and disease prevention strategies for the adult are emphasized. Prereq: NURG 533, 601, and 633; and admission to graduate nursing program. Offered: Fall and Spring.

NURG 603 Family Practice II: Care of Women (3)
Second clinical course in the family nurse practitioner track. Focus on identifying and managing common acute and chronic health care problems in the female client. Health promotion and disease prevention strategies for female clients are emphasized. Prereq: NURG 533, 601, and 633; and admission to graduate nursing program. Offered: Spring and Summer.

NURG 604 Family Practice III: Care of Children (3)
Third clinical course in the family nurse practitioner track. Focus on identifying and managing common acute and chronic health care problems in the pediatric client. Immunizations, developmental assessments, and health promotion and disease prevention strategies for pediatric clients are emphasized. Prereq: NURG 602 and NURG 603; and admission to graduate nursing program. Offered: Fall and Summer.

NURG 605 Family Practice IV: Practicum (6)
Fourth and final clinical course in the family nurse practitioner track. Focus on synthesis and application of knowledge and skills gained from previous courses and intensive practice in the role of an advanced family nurse practitioner. Emphasis on the provision of safe, quality, cost-effective, evidence-based health care, with attention to appropriate health promotion and disease prevention education to clients across the lifespan. Prereqs: NURG 602, 603, and 604; and admission to graduate nursing program. Offered: Fall and Spring.

NURG 610 Principles of Teaching-Learning (3)
Emphasis on principles of teaching-learning, learning theories, learning styles, and how these principles can be used in planning teaching-learning experiences, appropriate for various learning styles. Open to students in all M.S.N. tracks in the School of Nursing and to graduate students in other disciplines. Prereqs: Admission to graduate program or permission of instructor. Co-reqs: NURG 514 and NURG 515. Offered: Fall.

NURG 611 Nurse Educator Role in Curriculum Development (3)
Introduction for the nurse educator student to the process of curriculum and course development, including curricular components, philosophical foundation, writing objectives, selection of learning experiences, and factors and issues influencing curriculum development. Prereqs: All first year graduate courses and NURG 601 and NURG 610. Co-reqs: NURG 612 and NURG 613. Offered: Fall.

NURG 612 Nurse Educator Role in Student Evaluation (3)
Introduction to general evaluation principles and theories necessary for student evaluation in nursing education. Includes test construction and evaluation of clinical performance, classroom assessments, standardized testing, program outcomes, admission/progression requirements. Evaluation of curriculum and faculty will also be discussed. Prereqs: All first year graduate courses and NURG 601 and NURG 610. Co-reqs: NURG 611 and NURG 613. Offered: Fall.

NURG 613 Capstone Seminar (2)
Focus on the practical application of evaluation theory and principles with emphasis on quality management and development of the capstone project proposal. Prereqs: All first year graduate courses and NURG 601 and NURG 610. Co-reqs: NURG 611 and NURG 612. Offered: Fall.

NURG 614 Nurse Educator Role Transition and Practicum (8)
Examination of role theory for transition to advanced practice roles in nursing education. Includes study of legal/ethical aspects of nursing education, trends and issues in nursing education, and role expectations for both classroom and clinical teaching. Practicum provides an opportunity to demonstrate synthesis, refinement, and application of nursing, educational, and evaluation theory in a variety of educational settings. Prereqs: NURG 611, 612, and 613. Offered: Spring.

NURG 620 Health Care Systems and Management (3)
Foundational course for the advanced practice nurse manager. Organizational behavior and management functions, based on classic and contemporary theories, are reviewed. This course familiarizes the nurse manager with the system components of the health care organization and principles of management. Course includes 45 hours of field experience. Prereq: Admission to the M.S.N. Program. Offered: Fall.

NURG 621 Resource Management (3)
Identification and review of the major components of strategic resource management. Workforce planning, recruitment and retention strategies are reviewed. The evidence to create a healthy work environment is discussed. Patient safety and risk issues from an organization and human resource perspective are identified. Course includes 50 hours of field experience. Prereq: NURG 620. Offered: Spring.

NURG 622 Financial and Project Management (3)
Covers the financial, marketing, information management, and project management competency areas. The course is followed by a 3-credit management skill practicum course. Prereq: NURG 621. Offered: Summer.

NURG 623 Management Practicum (3)
Covers the application of financial, marketing, and information management theories and principles. This is a 135-hour practicum. Prereq: NURG 622. Offered: Fall.

NURG 624 Management Outcomes Practicum (6)
The practicum is a culminating experience for the student in the Health Systems Leadership option. The practicum provides an organizational-based practice setting in which the nurse management student synthesizes and applies knowledge and skills learned in previous nursing courses. Each practicum is individualized and builds on the student's professional goals, special interests, prior experience, and personal strengths and weaknesses. This course is a 270-hour practicum. Prereq: NURG 623. Offered: Spring.

NURG 633 Pharmacotherapeutics for APRN (3)
Focus is on application of pharmacotherapeutic concepts; prescribing safe, appropriate medication for clients across the lifespan; and management of clients taking therapeutic agents. Common medications are compared and contrasted for indications, efficacy, therapeutic and adverse effects, monitoring parameters, dosing principles, and drug interactions. Legal and ethical implications of pharmacotherapeutics will be addressed, as well as elements of prescription writing. Course is repeatable for a maximum of 6 credits. Prereqs or Co-reqs: NURG 533 and permission of the instructor. Offered: Fall and Summer.

NURG 660 Educational Theory and Curriculum Development (3)
Emphasis is on application of theories of education and the process of curriculum and course development, including curricular components, philosophical foundation, writing objectives, selection of learning experiences, and factors and issues influencing curriculum development. Offered: Fall.

NURG 661 Principles of Teaching-Learning and Student Evaluation (3)
Emphasis is on principles of teaching-learning and student evaluation including learning styles, planning teaching-learning experiences, test construction, classroom assessments, standardized testing, high-stakes testing, program outcomes, and admission/progression requirements. Offered: Spring.

NURG 662 Advanced Health Assessment for Nurse Educators (3)
Emphasis is on advanced assessment of the acute care patient, cultural and spiritual needs, and special populations. This course provides the nurse educator student with the theoretical and clinical knowledge required to teach health assessment to students enrolled in basic nursing education programs. Offered: Spring.

NURG 663 Advanced Pharmacology for Nurse Educators (3)
Emphasis is on the principles of pharmacology in relation to various patient populations and disease processes. The concepts of pharmacodynamics, pharmacokinetics, pharmacotherapeutics, and pharmacogenetics will be discussed as well as broad categories of pharmacologic agents. This course provides the nurse educator student with the theoretical and clinical knowledge required to teach pharmacology to students enrolled in basic nursing education programs. Prereq: NURG 533. Offered: Summer.

NURG 664 Clinical Practicum I (2)
Emphasis is placed on strengthening the student's scientific background and application of health-related information in a selected area of nursing practice. Opportunities are provided for the student to apply content from the core and specialty courses including evidence-based practice, quality and safety, population health, health policy, inter-professional education, and collaborative practice. Students will initiate a clinically-focused project related to a current topic such as patient safety, informatics, technology, end-of-life care, genetics, genomics, gerontology, or nursing care of diverse patient populations. The project will be completed during enrollment in NURG 665, Clinical Practicum II. Offered: Summer.

NURG 665 Clinical Practicum II (2)
Emphasis is placed on strengthening the student's scientific background and application of health-related information in a selected area of nursing practice. Opportunities are provided for the student to apply content from the core and specialty courses including evidence-based practice, quality and safety, population health, health policy, inter-professional education, and collaborative practice. Students will complete the clinically-focused project initiated in NURG 664, Clinical Practicum I, on a current topic such as patient safety, informatics, technology, end-of-life care, genetics, genomics, gerontology, or nursing care of diverse patient populations. The project will be formally presented at the end of the semester. Prereq: NURG 664. Offered: Fall.

NURG 667 Clinical Education (3)
Emphasis is on selection of clinical sites, clinical teaching strategies, clinical simulation, clinical performance evaluation, legal-ethical aspects of clinical education, and trends and issues affecting student clinical experiences. Practicum provides opportunity to explore technologies used in clinical education including concentrated hours in a clinical simulation setting. Prereqs: NURG 660 and NURG 661. Offered: Fall.

NURG 668 Nurse Educator Role Transition and Teaching Practicum (4)
Examination of role theory for transition to advanced practice roles in nursing education. Includes study of legal-ethical aspects of nursing education, student-faculty relationships, trends and issues in nursing education, and role expectations for both classroom and clinical teaching. Practicum provides an opportunity to demonstrate synthesis, refinement, and application of nursing, educational, and evaluation theory in a variety of educational settings. Prereqs: NURG 662, 663, 665, and 667. Offered: Spring.

NURG 699 Independent Study in Nursing (1-3)
Credits determined by student and faculty. Offered: TBA.

Doctoral Programs and Requirements

Degrees/Majors

Doctor of Nursing Practice (D.N.P.)
- Administration
- Advanced Practice

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

The doctor of nursing practice (D.N.P.) is a terminal degree in nursing that can be completed in one calendar year of full-time study or in two years of part-time study. The D.N.P. program will fulfill a need within the profession for advanced practice nurses who can provide leadership in the healthcare system of the 21st century. The D.N.P. will be a visionary leader for the practice of nursing and the delivery of health care in all settings. This program prepares graduates to demonstrate competencies, including organizational and systems leadership, advanced clinical skills, the ability to mobilize interdisciplinary teams, the ability to establish collaborative relationships to solve complex clinical problems, and to initiate policy and programmatic changes. The D.N.P. program will prepare clinicians (nurse practitioners, nurse anesthetists, and clinical nurse specialists) and nurse administrators for leadership roles, evidence-based practice, and to fully implement the emerging science and practice innovations in health care.

D.N.P. Outcomes

Graduates with a doctor of nursing practice from the Ida V. Moffett School of Nursing will be prepared to:

1. Practice at the highest level of nursing by integrating nursing science and the biophysical, psychosocial, analytical, organizational and public health sciences to improve health, nursing and education outcomes;
2. Integrate advanced critical reasoning and judgment in the management of complex clinical situations and systems;
3. Assimilate ethical principles, personal beliefs, and Christian values to provide a framework for advanced nursing practice;
4. Engage in scholarship and analytical methods for evidence-based practice to effect optimal outcomes;
5. Apply information systems and technology for the provision and/or transformation of health care delivery and nursing practice;
6. Participate in interprofessional collaboration for the improvement of individual and population health outcomes;
7. Advocate change in health care practice through policy development, implementation and evaluation.

Admissions

Applications for the D.N.P. program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Completion of application through www.nursingcas.org. For complete admission instructions, visit www.samford.edu/nursing.
2. Complete the Supplemental Application Form for the D.N.P. program, found at www.samford.edu/nursing/supplemental-application-forms.aspx.
3. Complete the Verification of Clinical Hours form.
4. In one document, include a curriculum vitae or résumé AND a 1-2 page paper describing a clinical practice problem that you are interested in. This could be a practice improvement issue, a clinical management problem, or an area of practice in need of change that the applicant will address while in the D.N.P. program. This paper should cite appropriate sources and follow APA format. In addition, the applicant must be able to identify key resources (personnel, preceptors, institutions) necessary to complete the project. Attach this document to your NursingCAS application.
5. Current unencumbered license as a registered nurse.
6. Master of science in nursing from an ACEN or CCNE accredited program, One Dupont Circle, Suite 530, Washington, DC, 20036-1120.
7. Cumulative GPA of 3.50 on a 4.00 scale.
8. No GRE or MAT required.
9. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (Internet) on the Test of English as a Foreign Language (TOEFL).
10. Computer proficiency.
11. Video conference interview.

Academic Policy and Progression

Transfer Credit

Graduate students are permitted to transfer a maximum of twelve hours of graduate credit from an accredited college or university. To do so, students should complete a course substitution form and attach a copy of the syllabus. Transfer credits will be evaluated by the associate dean of the graduate program for applicability to the program.

Progression Policies

In order to progress in the doctoral program in the School of Nursing, the student must:

1. Have a completed Health Data Record (with all required immunizations) updated annually and on file in University Health Services and the School of Nursing.
2. Document and keep current the following requirements:
   a. Carry health insurance while enrolled at Samford. Students in the School of Nursing are required to provide proof of current personal health insurance coverage. Each semester, students in the IVMSON are automatically enrolled in the University-sponsored student health insurance plan. There is a charge for this coverage. If you are a new nursing student, you will need to register your health insurance coverage by clicking on the following link and completing the information:

http://www.firststudent.com/schools/SamfordUniversity/waive_insurance.htm, OR if you are a new student and would like to enroll in the University-offered insurance program, click on the following link:

http://www.firststudent.com/schools/SamfordUniversity/enrollment.htm and complete the information.

   b. BLS certification
3. Adhere to the Code of Ethical/Professional Conduct as specified in the School of Nursing section.
4. Completion of Verification of Clinical Hours Form.
5. Possess a current unencumbered registered nursing license.
6. Submit to drug testing and background check prior to entering the first clinical or specialty course in each doctoral nursing track.
7. Students must make a grade of B or better in each required or prescribed course in the D.N.P. program. Note: A grade of C, D or F constitutes a failure in any prescribed or required course in the D.N.P. program. **Students must maintain a cumulative 3.00 GPA and may not earn a grade below B in any course to progress in the curriculum. Students must have a 3.00 cumulative GPA to graduate.

Academic Policies

Graduate students who receive a grade below a B in any required or prescribed course or whose cumulative GPA falls below a 3.00 will be placed on academic probation.

Students placed on academic probation must:

- Repeat any nursing course in which a grade received was below a B and receive a grade of B or better.
- Be aware that a required nursing course can only be repeated one time.
- Failure of the same course twice or failure of two separate courses constitutes dismissal from the program

Students on academic probation who fail to successfully complete a required nursing course within one calendar year of the academic probation notification will be dismissed from the program. Students must be aware that plagiarism, unethical, unprofessional or unsafe conduct may result in immediate dismissal from the School of Nursing.

Program Interruptions

Students who need more than five years to complete the program may petition the School of Nursing doctoral program to request an additional year for completion (a total of six years for completion).

Doctor of Nursing Practice: Core Courses

Doctor of Nursing Practice: Required Core Courses for All Tracks	Course Credits	Total Required Credits
NURG 700 Theory & Philosophy of Nursing Practice	3	
NURG 701 Methods for Evidence-Based Practice	3	
NURG 702 Biostatistics	3	
NURG 703 Information Systems & Technology	3	
NURG 704 Population Health	3	
NURG 705 Advanced Practice Leadership	3	
Total Required Credits		**18**

Doctor of Nursing Practice: Administration

Doctor of Nursing Practice: Administration Required Courses	Course Credits	Total Required Credits
Core Course Requirements		**18**
Administration		**19-21**
NURG 720 Administrative & Organizational Theory	3	
NURG 721 Strategic Management of Organizations	3	
NURG 722 Administrative & Organizational Controls	3	
NURG 725 Nurse Administrator Practicum	6-8	
NURG 760 DNP Capstone Project I	2	
NURG 761 DNP Capstone Project II	2	
Additional Education Courses - Optional		**12**
NURG 710 Teaching/Learning Principles	3	
NURG 711 Nurse Faculty Role in Curriculum Dev	3	
NURG 712 Nurse Faculty Role in Program Evaluation	3	
NURG 715 Nurse Faculty Role Transition	3	
Total Required Credits		**37-39**

Doctor of Nursing Practice: Advanced Practice

Doctor of Nursing Practice: Advanced Practice Required Courses	Course Credits	Total Required Credits
Core Course Requirements		**18**
Advanced Practice		**19-21**
NURG 740 Resource Planning for the Advanced Practice Nurse	3	
NURG 741 Contemporary Issues within Vulnerable Populations	3	
NURG 742 Emerging Diseases/Genetics/Health Trends	3	
NURG 745 Advanced Practice Practicum	6-8	
NURG 760 DNP Capstone Project I	2	
NURG 761 DNP Capstone Project II	2	
Additional Education Courses - Optional		**12**
NURG 710 Teaching/Learning Principles	3	
NURG 711 Nurse Faculty Role in Curriculum Dev	3	
NURG 712 Nurse Faculty Role in Program Evaluation	3	
NURG 715 Nurse Faculty Role Transition	3	
Total Required Credits		**37-39**

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

Readmissions Policy

A student who has been dismissed from the Ida V. Moffett School of Nursing graduate program may apply through the Office of Graduate Student Services for readmission after an intervening period of not less than one semester. The appropriate graduate admission committee will consider such requests for readmission on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period. There is no guarantee, however, that a student will be readmitted. The decision regarding readmission rests with the dean and is based upon the faculty's evaluation of the likelihood of the applicant's ability to perform successfully in graduate coursework.

Doctoral-Level Courses

NURG 700 Theory and Philosophy of Nursing Practice (3)

Study of philosophy of science and its relationship to the philosophy of nursing as the basis for the highest level of nursing practice. Theory development is explored from the perspective of nursing science, ethics, and the biophysical, psychosocial, analytical, and organizational sciences, and is related to its application in effecting change in health care, administration, and education. Selected metaparadigms and theories from scientific disciplines are analyzed and applied to advanced nursing practice. Prereq: Admission to the D.N.P. Program. Offered: Summer.

NURG 701 Methods for Evidence-Based Practice (3)

Study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nursing profession, and effect health care policy. Emphasis is on the transformation of research knowledge into nursing practice through planned change processes and includes an in depth study of the steps involved in implementing evidence-based practice. Activities are designed to facilitate development of the Capstone project. Prereq: Admission to the D.N.P. Program. Offered: Summer.

NURG 702 Biostatistics (3)

Focuses on understanding and applying multivariate quantitative statistical methods and meta-analysis. Students will explore sources of data management and a variety of multivariate statistical methods to enhance abilities to critique research for evidence-based practice. Students will gain knowledge required to critique and conduct a meta-analysis to contribute high level evidence to nursing practice and improve health care outcomes. Prereq: Admission to the D.N.P. Program. Offered: Summer.

NURG 703 Information Systems and Technology (3)

Exploration of information systems technology and patient care technology for the provision and/or transformation of health care. Students will evaluate the design and application of selected information systems used to achieve program outcomes and quality improvement initiatives, as well as to support practice, the effectiveness of clinical and administrative decision-making, and the appropriateness of consumer health information. When evaluating information system technology and patient care technology, students will apply knowledge of standards and principles related to ethical, regulatory, and legal issues. Prereq: Admission to the D.N.P. Program. Offered: Fall.

NURG 704 Population Health (3)

Examines and analyzes the interdependence of the care delivery issues of health disparities, culture, ethics, globalization, access, economics, equity, and social justice in the development of health policy and the delivery of health care. Students will evaluate the effectiveness of health systems and health policy in improving the health of individuals and populations. Prereq: Admission to the D.N.P. Program. Offered: Fall.

NURG 705 Advanced Practice Leadership (3)

Examination of advance communication skills and other leadership behaviors used in the development of collaborative interdisciplinary relationships to achieve cost effective and quality-based decisions within health care organizations. Prereq: Admission to the D.N.P. Program. Offered: Spring.

NURG 710 Teaching-Learning Principles (3)

Emphasis on principles of teaching-learning, learning theories, learning styles, and how these principles can be used in planning teaching-learning experiences appropriate for various learning styles and level of learner. Prereq: Admission to the D.N.P. Program. Offered: Fall and Spring.

NURG 711 Nurse Faculty Role in Curriculum Development (3)
Introduction of the nurse educator student to the process of curriculum and course development, including curricular components, philosophical foundation, writing objectives, selection of learning experiences, and factors and issues influencing curriculum development. Curriculum development at both graduate and undergraduate levels will be explored. Prereq: NURG 710. Offered: Summer.

NURG 712 Nurse Faculty Role in Program Evaluation (3)
Introduction to the general evaluation principles and theory necessary for design and development of an evaluation plan in nursing education, including test construction, clinical evaluation, additional data collection instruments, as well as utilization of data in outcomes assessment and management. Prereq: Admission to the D.N.P. Program. Offered: Spring.

NURG 715 Nurse Faculty Role Transition (3)
A culminating experience that emphasizes the application of role theory in actualizing the multidimensional roles of the nurse faculty. Additionally, the student will explore the impact of current trends and issues on the faculty role in higher education and develop objectives to guide individual learning experiences. Prereqs: NURG 710 and NURG 712. Co-req: NURG 711. Offered: Summer.

NURG 720 Administrative and Organizational Theory (3)
Traces the evolution of administrative and organizational theory; examines various metaphors for understanding organizations; addresses the administrative process; assists administrators to "read" complex organizations and to utilize this knowledge and understanding to become more effective leaders and administrators. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: Admission to the D.N.P. Program or instructor's permission. Offered: Summer.

NURG 721 Strategic Management of Organizations (3)
Focuses on the three major aspects of strategic management—strategy formulation, strategy implementation, and strategy control. Additionally, a comparison of two schools of strategic management (prescriptive versus descriptive) are explored, along with a categorization of the essential characteristics of strategic planning. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: NURG 720. Offered: Fall.

NURG 722 Administrative and Organizational Controls (3)
Addresses the function and process of managerial control as it relates to achieving organizational strategic plans. Utilizes a systems theory approach; provides direction in attaining planned objectives at the operational, organizational, and policy levels. Various theories of control and measurement in relation to organizational resources and information requirements are examined. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: NURG 721. Offered: Spring.

NURG 725 Nurse Administrator Practicum (6-8)
A culminating experience that provides an organizational-based practice setting in which the student synthesizes and applies knowledge and skills learned in previous doctoral-level courses and actuates the role of administrator. Emphasis on application of role theory in actualizing the multidimensional roles of the nurse administrator in complex health service organizations or institutions of higher education. Additionally, the student will explore the impact of current trends and issues on the administrative role in complex organizations. Six (6) credits require a minimum of 365 practice hours; 7 credits require a minimum of 487 practice hours; 8 credits require a minimum of 609 practice hours. Co-req: NURG 722. Prereqs: All D.N.P. Core Courses and NURG 760. Offered: Spring.

NURG 740 Resource Planning for the Advanced Practice Nurse (3)
Explore available avenues to fund projects in the students' specific areas of interest. The course will explore complex resource planning issues and offer solutions to associated challenges. In addition, the students will learn to apply best-practice capital management in a variety of settings. The student will identify essential objectives, incorporate appropriate methodology, and formulate a comprehensive budget as part of a clear and focused funding proposal. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: Admission to the D.N.P. Program. Offered: Summer.

NURG 741 Contemporary Issues within Vulnerable Populations (3)
Focus on assessing domestic and international issues that impact vulnerable patient populations and the interventions and evidence that support the highest level of nursing practice. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: NURG 742. Offered: Spring.

NURG 742 Emerging Diseases, Genetics, and Health Trends (3)
Focuses on three substantive areas—emerging infectious diseases, genetics, and health trends—as each relate to the role of the advanced practice nurse and impact the students' individual areas of interest. Includes 45 hours of field experience to be arranged based on individual student needs and objectives. Prereq: NURG 740. Offered: Fall.

NURG 745 Advanced Practice Practicum (6-8)
Course builds upon advanced nursing competencies developed at the master's level, the D.N.P. core curriculum, and advanced practice specialty courses, to expand knowledge for expert nursing practice. Students are expected to enhance practice and/or systems management skills, including clinical reasoning, and advance to a higher level of expertise in their chosen specialty area. The student will develop an individualized prospectus for his/her practicum in collaboration with a faculty advisor to complete a minimum of 500 post-M.S.N. clinical practice hours. Six (6) credits require a minimum of 365 practice hours; 7 credits require a minimum of 486 practice hours; 8 credits require a minimum of 609 practice hours. Co-req: NURG 761. Prereqs: All D.N.P. core and specialty courses and NURG 760. Offered: Spring.

NURG 760 DNP Capstone Project I (2)
Focuses on identification of topic and development of a plan for completing the D.N.P. capstone project. Under the direction of two faculty members, students formulate a plan to solve a problem and/or contribute to the advancement of the nursing profession through evidence-based practice. May be repeated for maximum of 8 credits. Grading is pass/fail. Prereqs: NURG 701 and NURG 702. Offered: Fall, Spring, and Summer.

NURG 761 DNP Capstone Project II (2)
Focuses on implementation and presentation of the D.N.P. capstone project designed to improve health care outcomes. Students critique the clinical projects of classmates. Working independently under the direction of two faculty members, students culminate the program of study as they present their capstone projects. May be repeated for maximum of 8 credits. Grading is pass/fail. Prereq: NURG 760. Offered: Fall, Spring, and Summer.

McWhorter School of Pharmacy

Administration

Michael A. Crouch, Fred E. McWhorter Dean and Professor
Michael G. Kendrach, Associate Dean for Academic Affairs, Professor
Renee DeHart, Associate Dean for Student Affairs, Professor
Katrina Hunter Mintz, Associate Dean of Assessment, Associate Professor
Bruce A. Waldrop, Chair, Pharmaceutical, Social and Administrative Sciences, Associate Professor
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B. DeeAnn Dugan, Associate Professor
Greg S. Gorman, Vice Chair, Pharmaceutical Sciences, Associate Professor
Jeffrey A. Kyle, Associate Professor
David R. Luthin, Associate Professor
Valerie T. Prince, Associate Professor
Angela D. Thomason, Associate Professor
Paula A. Thompson, Associate Professor
Robert Wang, Associate Professor
Terri M. Wensel, Associate Professor
Jongwha Chang, Assistant Professor
Bernadette D'Souza, Assistant Professor
Peter J. Hughes, Assistant Professor
Maryam Iranikhah, Assistant Professor
Anna E. Meador, Assistant Professor
Pilar Murphy, Assistant Professor
Patricia B. Naro, Assistant Professor
Ami M. Shell, Assistant Professor
Jessica Skelley, Assistant Professor
Rachel Morgan Slaton, Assistant Professor
C. Whitney White, Assistant Professor

McWhorter School of Pharmacy Organizations

Academy of Managed Care Pharmacy
American Pharmacists Association Academy of Student Pharmacists
Christian Pharmacy Fellowship
Kappa Psi Pharmaceutical Fraternity
National Community Pharmacists Association
The Pediatric Pharmacy Advocacy Group
Phi Lambda Sigma (Leadership Society)
Rho Chi Society (Academic Honor Society)
Student College of Clinical Pharmacy
Student National Pharmaceutical Association
Student Society of Health-System Pharmacy

History

The McWhorter School of Pharmacy of Samford University was established January 31, 1927, in Birmingham, Alabama as the Howard College Department of Pharmacy. The Department grew steadily and became the Division of Pharmacy in 1938. Designation as the Samford University School of Pharmacy occurred in 1965 when Howard College reorganized to become Samford University. In 1995, Samford University Trustees authorized naming the school the McWhorter School of Pharmacy in recognition of the generous support of alumnus R. Clayton McWhorter ('55) and his family. In 2012, the School celebrated its 85th year of operation.

Vision and Mission

The vision of the pharmacy school is to prepare pharmacists who transform lives.

The pharmacy school supports the Joint Commission of Pharmacy Practitioners (JCPP) statement of a unified vision for the future of pharmacy practice that states that "Pharmacists will be the health care professionals responsible for providing patient care that ensures optimal medication therapy outcomes."

The mission of the Samford University McWhorter School of Pharmacy is to nurture and prepare persons within a Christian environment to be exemplary pharmacists and to improve health worldwide through innovative pharmacy practice, scholarship, and service.

Curriculum Outcome

A doctor of pharmacy graduate from the McWhorter School of Pharmacy is one who is prepared to:

- Render exemplary pharmaceutical care
- Succeed in a postgraduate training or degree program
- Pursue life-long learning
- Advance the practice and profession of pharmacy

McWhorter School of Pharmacy Values

Christian Faith

We value Christian faith, which encompasses:

- Supporting the Christian mission of the university
- Encouraging the exploration of calling in one's professional and personal life
- Creating an environment that fosters community and acceptance
- Providing opportunities for shaping one's own spiritual formation

Discovery

We value discovery, which encompasses:

- Acquiring knowledge relating to pharmacy and medication therapy
- Applying knowledge to better patients' health and lives
- Engaging in teaching and learning that challenges and enlightens
- Conducting research that contributes to the body of knowledge relating to pharmacy and medication therapy
- Fostering creativity and inquisitiveness

Patient Health

We value patient health, which encompasses:

- Caring for the individual patient as well as the population
- Cultivating patient-centered approach to healthcare
- Exhibiting compassionate care for the whole person
- Promoting patient wellness and preventative care
- Advancing pharmacists' role in the healthcare team
- Advocating use of the most effective healing methods
- Promoting optimal medication use
- Improving care for the underserved

Tradition

We value tradition, which encompasses:

- Providing rigorous academic inquiry in a Christian setting
- Promoting distinction in practice that spans generations of pharmacists since our founding in 1927
- Pursuing excellence in teaching and learning while engaging in quality scholarship and excellence in practice
- Producing accomplished student and alumni leaders in the pharmacy profession and in local communities
- Establishing collaboration with local, national, and international partners
- Recruiting and retaining highly credentialed and qualified faculty

Relationships
We value relationships, which encompass:
- Cultivating caring and respectful faculty-student interactions
- Maintaining involvement with alumni
- Encouraging student connectedness
- Providing a community environment for employees
- Appreciating and supporting external constituents

Achievement
We value achievement, which encompasses:
- Striving for excellence in teaching, learning, service, practice, and scholarship
- Cultivating an environment that encourages personal growth and development
- Maintaining continuous school accreditation through ACPE since our first site visit in 1940
- Graduating pharmacists who consistently exceed national averages on licensure exams
- Promoting life-long learning and an attitude of service to others and the profession

Professionalism
We value professionalism, which encompasses:
- Demonstrating personal integrity
- Accepting responsibility for the quality of individual practice
- Practicing with a commitment to service
- Serving the needs of both the patient and profession
- Exhibiting continuously the ethical, moral, and legal principles of our profession
- Participating in pharmacy organizations to advance the profession

Ability-Based Outcomes
- **Professionalism:** The candidate will exhibit behaviors and values consistent with the trust given to the profession of pharmacy and actively and effectively engage as a healthcare team member.
- **Communication:** The candidate will model effective communication through use of verbal, written, visual, and kinesthetic media.
- **Self-Directed Learning:** The candidate will develop and actively maintain depth and breadth of knowledge in biomedical, pharmaceutical, social, behavioral, administrative, and clinical sciences.
- **Patient-Centered Care:** The candidate will provide optimal, patient-centered pharmaceutical care by designing prevention, intervention, and educational strategies for common disease states to improve health and wellness for individuals and communities.
- **Resource Management:** The candidate will link business applications and clinical practices to manage human, financial, technological, and physical resources effectively and to optimize the safety and efficacy of medication use systems.
- **Evidence-Based Practice:** The candidate will demonstrate competency in using drug information skills to promote evidence-based practice.
- **Critical Thinking:** The candidate will effectively evaluate information and critically think through issues in order to exercise appropriate judgment and provide appropriate solutions to drug-related problems.
- **Leadership:** The candidate will take responsibility for the continual improvement and advancement of the profession of pharmacy.
- **Interprofessionalism:** The candidate will engage with other health care providers to learn the role of other disciplines in providing patient care and to contribute to the health care team.

Accreditation
The McWhorter School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL, 60602, telephone (312) 664-3575. Web address: www.acpe-accredit.org.

Academic Program and Requirements

Degrees/Majors
Pharmacy Studies (B.S.)
Doctor of Pharmacy (Pharm.D.)

Transfer
A student enrolled in another ACPE-accredited college/school of pharmacy may request a transfer into the McWhorter School of Pharmacy (MSOP). Because of the highly integrated nature of the MSOP curriculum, it may not be possible to grant credit for prior coursework completed in another ACPE-accredited professional program. The decision will be determined on a case-by-case basis. Any student requesting to transfer into MSOP must complete the MSOP admission process. The student is required to submit the following to the MSOP associate dean for academic affairs: Official transcript from the current college/school of pharmacy; current college/school of pharmacy curriculum from current catalog or first academic year enrolled; syllabus and learning objectives for each pharmacy course completed; two letters of reference from the current college/school of pharmacy, in which one letter has to be from the academic dean; and any other materials requested by MSOP admissions or deans.

Admission Policies
For the most up-to-date information on admissions policies, please visit our Web site at http://www.samford.edu/pharmacy.

All communications regarding admission should be directed to the director of pharmacy admissions in the McWhorter School of Pharmacy (MSOP). Applications are considered on a competitive basis by the MSOP Admissions Committee. The committee meets regularly beginning in September and notifies applicants as decisions are made. No student can be considered for admission to the program until 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. Applicants to the pharmacy school must have a 2.75 grade point average (GPA) overall at the time of application and complete all coursework in the pre-pharmacy curriculum with at least a 2.75 GPA both overall and in required math and science courses to meet admissions standards. A prior baccalaureate degree is preferred but not required. 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, a PharmCAS application must be submitted by **March 2**. This deadline may be extended if the entering class is not filled. To make application to the MSOP, the applicant must complete the national online application at **www.PharmCAS.org**. References are processed through PharmCAS. Official transcripts, essay, and PCAT scores are sent to PharmCAS and then forwarded to every pharmacy school the applicant designates. The link to the online supplemental application is located at our Web site: http://www.samford.edu/pharmacy. The PCAT and ACT **or** SAT scores 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 took the ACT/SAT more than 12 years ago, or has English as the applicant's second language and the applicant did not attend high school in the U.S. After an applicant is notified of acceptance, but before he or she enrolls in the pharmacy school, official transcripts must be sent directly to Samford University. Applicants are welcome to visit the school while their applications are under consideration. An interview on campus at the applicant's expense is required for applicants invited for admission consideration.

Final decisions regarding admission are made by May 15. Students may be accepted from a rank-ordered alternate list approved for admission after this date if previously accepted students decline the opportunity to enter the program. Students who are notified of acceptance to the pharmacy school must return a deposit of $500 within a specified period of time to reserve a place in the class. The $500 deposit is not refundable but will apply toward tuition for the first semester in residence.

Students who have been accepted by the MSOP may be denied admission 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, (3) failure to meet any academic stipulations set forth in the letter of acceptance, and/or (4) proven behavior that is not well-suited for the responsibilities and privileges embodied in the practice of pharmacy.

After notification of admission to the pharmacy school, students are expected to learn medical terminology on a self-study basis and be prepared for a proficiency examination at the start of the fall semester.

Notice to ADA Students

Samford University complies with applicable provisions of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek disability accommodations should contact Disability Resources located in room 205 of the University Center, or call #726-4078. A faculty member will grant reasonable accommodations only upon written notification from Disability Resources.

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 the pre-pharmacy studies elsewhere and then completing the professional curriculum at Samford. Pre-pharmacy courses equivalent to those listed in the program table 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 MSOP should complete the pre-pharmacy curriculum for transfer students. Pre-pharmacy students at other institutions are encouraged to work closely with the pre-pharmacy or health sciences advisor to assure the courses they take are consistent with the pre-pharmacy curriculum. Students are encouraged to contact the director of external relations and pharmacy admissions at the MSOP 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 MSOP. 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 30 years of age, and students with physical disabilities may petition for special consideration concerning physical education requirements. You may also refer to the Transfer Guide from our Web site at http://pharmacy.samford.edu.

A student from an ACPE-accredited college/school of pharmacy may request a transfer into the MSOP. Because of the highly integrated nature of the MSOP curriculum, it may not be possible to grant credit for prior coursework. Please contact the associate dean for academic affairs (205-726-2526) for further information.

Technical Standards for Admission to MSOP

In order to comply and proceed with the mission of MSOP, noted earlier in this section, technical standards for admission are a necessity, which ensures the education of pharmacists who facilitate competent patient care and professional services in all facets of healthcare. Students admitted to MSOP must possess the intellectual, emotional, and physical abilities, with reasonable accommodations as needed for those with disabilities, to acquire the knowledge, behaviors, and skills needed to complete the curriculum. These standards are essential to ensure the competencies of graduates of MSOP. Each applicant to MSOP will be assessed in the academic and technical standards set forth by the admissions committee, notwithstanding reasonable accommodations, prior to matriculation.

The doctor of pharmacy (Pharm.D.) degree identifies persons who have completed the curriculum necessary to perform the functions of a pharmacist; thus, graduates must convey and demonstrate abilities to preserve the safety and protection of public interests. Moreover, applicants for the Pharm.D. degree must be able, with or without reasonable accommodations, to perform specific essential functions that the faculty deem requisite for the practice of pharmacy. These functions fall into several categories including: communication, physical abilities, conceptual, interpretative, quantitative, behavioral, and social skills. Applicants must also have the physical and emotional stamina to perform in a competent manner in practice settings that involve heavy workloads and/or stressful stimuli. Furthermore, MSOP has determined that those individuals currently impaired by alcohol or substance abuse cannot meet the technical standards.

I. Communication: Candidates must be able to speak, hear, and observe patients in a practice setting. They must be able to record information accurately and clearly, speak fluent English, and communicate effectively and sensitively with patients. Candidates must also be able to communicate effectively—and accurately—with other members of the healthcare team in oral and written form, and in patient care settings in which decisions based upon those communications must be made rapidly. Students must also be able to both receive and deliver all necessary communication in an accurate, timely, and easily understood manner.

II. Physical Abilities: Candidates must possess sufficient visual, auditory, tactile and motor abilities to allow them to gather data from written reference material, from oral presentations, by observing demonstrations and experiments, by studying various types of medical illustrations, by observing a patient and his/her environment, by observing clinical procedures performed by others, by reading digital or analog representations of physiologic phenomena, and by performing basic physical examination techniques on a patient. Candidates must have sufficient physical function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers necessary to assess a patient. Candidates must have the physical ability and manual dexterity to compound sterile and non-sterile products in an environment and manner compliant with existing regulations.

III. Interpretative, Conceptual, and Quantitative: Candidates must have effective and efficient learning techniques and habits that allow mastery of the complex curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology. They must be able to memorize, measure, calculate, reason, analyze, synthesize, transcribe verbal messages accurately, and interpret written prescriptions accurately. Candidates must possess physical, emotional, and interpretative skills to complete examination and assessment requirements of the program in compliance with the curricular schedule. Candidates must possess like skills to be able to fully assess a patient with regard to physical status, patient communication, and behavior plus patient outward presentation which might be indicative of the patient's status. Candidates must be able to read, comprehend and respond to serial information related to a medical situation or patient.

IV. Behavioral, Social and Emotional Attributes: Candidates must understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals. This requires that they place the welfare of their patients foremost, and demonstrate honesty, integrity, dedication, compassion and nondiscrimination in the care of their patients. Candidates must, at all times, demonstrate the emotional stability to be able to exercise good judgment, and carry out prompt completion of all responsibilities attendant to the care of their patients in a sensitive and effective manner. This sensitivity includes self-examination of personal attitudes, perceptions, and stereotypes in order to avoid potential negative impact on relationships and patient care. Applicants must be of sufficient emotional health to adapt to changing environments, display flexibility and professional responsibility to their patients, and learn to function in an environment of uncertainty, in which changes may occur rapidly and without warning. Candidates must have sufficient emotional health to perform to standard in all experiential settings and in all acceptable teaching practices. An individual with a diagnosed disability may function as a pharmacy student as long as the above technical standards are fulfilled.

V. Stamina: The study and ongoing practice of pharmacy may involve taxing workloads and stressful situations. A pharmacy student must have the physical and emotional stamina to maintain a high level of function in the face of such working conditions. In the event of a deteriorating behavioral, social or emotional function, it is essential that a pharmacy student be willing to engage in dialogue with MSOP officials as soon as there is evidence that the student is not meeting the technical standards.

A pharmacy student whose actions or decisions pose a danger to self, patients and/or colleagues will not be allowed to continue in the program unless the student agrees to accept professional help under conditions acceptable to MSOP.

Applicants are advised to contact the board of pharmacy of the states in which they intend to practice to be aware of any technical standards of those states which might restrict options to practice pharmacy.

Required Health Data

All MSOP students are required to have health insurance and must register their current health insurance or enroll in the health insurance offered to Samford students within two weeks of the first day of class. Information about the registration of insurance or enrollment in the insurance offered to Samford University students is sent via email to students each academic year by the Office of Risk Management. Deadlines for enrollment or registration of current insurance coverage (referred to as a "waive") are set by Samford University. Once the deadline is passed any students not taking action (active enrollment or registration of current insurance) will be automatically enrolled in the plan offered to Samford University students. At that point, charges for the insurance are non-refundable. Students must also be able to provide proof of insurance on demand during any experiential course if requested by the experiential education site.

All pharmacy students accepted into the program will receive a McWhorter School of Pharmacy Health Form and Immunization Record. Both forms must be completed and the originals returned to University Health Services before August 1. A duplicate copy of both forms must be provided to the Experiential Program Office of the Department of Pharmacy Practice by July 1. Physical exams for newly admitted students must be conducted within one year of the first day of classes in the P1 year, must be performed by a physician or mid-level provider (nurse practitioner or physician's assistant), and can only be submitted on the form provided. Immunization history should be comprehensive. Failure to submit both documents to University Health Services within two weeks of the first day of class will result in a $150 fine and a registration hold on the student's record. Students who fail to submit both forms to the experiential program office of the department of pharmacy practice by the deadline but no later than the first day of class will be unable to begin required experiential coursework and will jeopardize their enrollment in the MSOP.

On an annual basis, documentation of a current physical exam and seasonal flu vaccination must be provided throughout enrollment in pharmacy school. Documentation of the physical exam must be submitted on an Annual Update Form available through the home page of E-Value or from the experiential office. Deadlines for submission of documentation of a seasonal flu vaccination will be set each year by the experiential office via an e-mail based upon CDC guidelines and local availability of vaccine.

The MSOP has the following additional specific requirements related to immunizations and health screenings:

- **Tetanus Diphtheria Pertussis (Tdap)** – All students are required to be immunized with adult Tdap vaccine due to the risk of transmitting pertussis. Only one dose of Tdap is required as an adult to provide protection from pertussis. Based upon guidelines from the Centers for Disease Control and Prevention for receipt of adult Tdap vaccine, even if you have received a tetanus antigen-containing vaccine (e.g. Td) within the past 10 years, you are required to receive the Tdap vaccine at this time. However, if it has been greater than 10 years since you received the Tdap vaccine you are required to provide documentation that you have received a tetanus booster (Td). Students who provide medical documentation from a physician of current uncontrolled seizure disorders are exempt from this requirement.
- **Measles, Mumps, Rubella (MMR)** – All students born on or after January 1, 1957 must provide documentation of either a) written documentation of two (2) live measles-antigen containing vaccines given no less than one month apart, and on or after the first birthday, or b) written documentation of immunity by blood test (titer) demonstrating protective antibody levels to measles, mumps, and rubella.
- **Tuberculosis (TB) Screening** – All P1 students must provide written evidence of two-step TB skin test within the past twelve (12) months of their first day of class (after the initial TB skin test another TB skin test will be performed within one [1] to three [3] weeks). If the second TB skin test is positive, an Interferon Gamma Release Assay (IGRA) test may be conducted to rule out a "false positive" and the test results provided as documentation. If the TB skin test is determined to be positive (10mm or greater), a letter from a physician must be submitted which addresses the health status of the student and includes a baseline chest x-ray report. For those students with a previously negative two-step TB skin test, a one-step TB skin test is required annually throughout the Pharm.D. program. International students with documentation of receipt of tuberculosis vaccine (Bacillus Calmette-Guérin, or BCG Vaccine) must provide a letter from a physician documenting that a chest x-ray and appropriate follow-up has been completed.
- **Hepatitis B** – All students must provide proof of immunity by quantitative blood titer or documentation of completed series of vaccinations. For those students who must begin the series, the first dose must be administered prior to the first week of class attendance. Completion of the full series is required by April 1 of the spring semester of the first year (P1).
- **Varicella (Chickenpox)** – All students must provide documentation of two doses of vaccine at least 4 weeks (28 days) apart. The first dose must be administered prior to the second week of class attendance. Documentation of immunity by blood test (titer) or documentation of disease (month/year) by physician is acceptable in lieu of vaccine administration dates.
- **Flu Vaccinations** – These are required on an annual basis. Students receive an e-mail in late summer with details about when new vaccines will be available. Documentation is due by October 1.
- **Random Urine Drug Screening** – All students enrolled in the MSOP will be subject to random drug urine screening until graduation from the program. The current policies and procedures for random urine drug screening are available in the *Pharmacy Student Handbook*. All fees associated with random urine drug screening are the sole responsibility of the student.
- **Criminal Background Checks** – All students are required to complete a criminal background check as part of the admissions process and periodically during their training. Criminal violations or failure to to submit to background checks required by the experiential office may prevent enrollment in or result in suspension from the MSOP. All fees associated with criminal background checks are the sole responsibility of the student. Criminal background check "rechecks" will be conducted during the spring of the P1 and P3 years.
- **Health Insurance Portability & Accountability Act (HIPAA) Training** – All students enrolled in the MSOP will be required to complete an online training program for protection of patient-sensitive health information as required by HIPAA. Students will be notified on the first day of class of the details for completion of this training, and will be given two weeks from the first day of class to complete this training. Failure to do so will result in being unable to complete required experiential courses and will jeopardize enrollment in the MSOP.
- **OSHA Training** – All students enrolled in the MSOP will be required to complete an online training program for prevention of exposure to blood-borne pathogens as required by the Occupational Safety and Health Administration (OSHA). This training must be renewed annually throughout the time enrolled in the MSOP.
- **CPR Training** – CPR training must be kept current the entire time while enrolled in pharmacy school beginning in the P2 year. CPR training is received at the MSOP during the spring of the P1 and P3 years and is valid for two (2) years. At the end of this time the student is responsible for recertification. Each student is responsible for providing the active certification to the experiential program office prior to the P4 year.

Tuition and Financial Aid

Students may apply for federal and private financial aid through the University's financial aid office. The MSOP has additional but limited funds available for loans and scholarships. A number of pharmacy scholarships are available and awarded on the basis of both merit and need. Applications for all MSOP scholarships are available in the spring.

Students who wish to take non-PHRX courses (undergraduate or graduate) during the academic year will be required to pay the undergraduate or graduate rate upon enrollment. This fee will be in addition to the normal pharmacy tuition. Students will not be allowed to take courses that interfere with pharmacy coursework.

Student Athletes and ROTC Candidates

The MSOP will cooperate with student athletes and ROTC candidates to accommodate class scheduling to the fullest extent possible. The MSOP cannot, however, alter its program schedule for these students and the pharmacy school schedule takes precedence with any scheduling conflicts.

Pre-Pharmacy Curriculum for Samford Students* Required Courses	**Course Credits**	**Total Required Credits**
Fall Semester I		**17**
CHEM 205 Foundations of Chemistry I	4	
CHEM 206 Foundations of Chemistry I Laboratory	1	
MATH 150 Precalculus	4	
UCCA 101 Communication Arts I	4	
UCCP 101 Cultural Perspectives I	4	
Spring Semester I		**16**
BIOL 217 Principles of Human Anatomy	4	
CHEM 215 Fundamentals of Organic Chemistry	3	
CHEM 216 Fundamentals of Organic Chemistry Lab	1	
UCCA 102 Communication Arts II	4	
UCCP 102 Cultural Perspectives II	4	
Summer Term		**4**
Liberal Arts**	4	
Fall Semester II		**18**
BIOL 225 Microbiology	4	
CHEM 315 Organic Reactions & Mechanisms	3	
CHEM 316 Organic Reactions & Mechanisms Lab	1	
MATH 240 Calculus I	4	
UCBP 101 Biblical Perspectives	4	
UCFH 120 Concepts in Fitness and Health	2	
Spring Semester II		**15-16**
BIOL 218 Principles of Human Physiology	4	
CHEM 305 Foundations of Chemistry II *and****	3	
CHEM 306 Foundations of Chemistry II Lab*** *or*	1	
CHEM 325 Quantitative Chemical Analysis *and****	3	
CHEM 326 Quantitative Chemical Analysis Laboratory	1	
MATH 210 Elementary Statistics	4	
Liberal Arts**	4	
Total Required Credits		**70-71**

* Dual-enrollment courses, those courses taken while in high school for both college and high school credit, may not be accepted by Samford if you enter the University as a freshman. Contact the Undergraduate Admission Office for clarification.

** 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.

*** Students can take either CHEM 305/306 or CHEM 325/326. CHEM 306 is an optional lab, while CHEM 326 is required if CHEM 325 is taken.

Pre-Pharmacy Curriculum for Transfer Students Required Courses	**Course Credits**	**Total Required Credits**
Humanities		**12**
English Composition	6	
English or American Literature	3	
Religion, New or Old Testament*	3	
Natural and Applied Sciences		**35**
Calculus I**	4	
Anatomy and Physiology**	8	
Microbiology with Lab***	4	
General Chemistry	8	
Organic Chemistry	8	
Statistics (Math Dept)	3	
Social Sciences		**6-9**
Public Speaking	3	
World History (3) *or* Western Civilization (3) *or* U. S. History (6)	3-6	
Liberal Arts		**12**
Sociology or Psychology	3	
Other Liberal Arts †	9	
Physical Activity		**2**
Physical activity course *or* Health and Wellness/Prevention course	2	
Total Required Credits		**67-70**

* For students transferring more than 30 hours/credits, a religion course is not required. However, religion course credit may be applied to the liberal arts requirement.

** A prerequisite course may be required by most colleges.

*** Some schools offer only three hours of credit.

† The remaining credits may be chosen from political science, history, English literature, foreign languages, philosophy, psychology, sociology, geography, economics, religion, and either art, music, or drama appreciation (no more than three credits may be in appreciation courses).

Bachelor of Science in Pharmacy Studies

The bachelor of science in pharmacy studies is designed to provide doctor of pharmacy (Pharm.D.) students (who have no prior degree) the opportunity to pursue other degree programs during or after completing the Pharm.D. degree. Pharmacy students completing the entire second year of the professional Pharm.D. program will be awarded this degree (regardless of graduating from the Pharm.D. program). Please note that this bachelor's degree alone does not qualify a person to take the North American Pharmacist Licensure Examination (NAPLEX).

Pharmacy Studies (B.S.) Required Courses		Course Credits	Total Required Credits
Pre-Pharmacy Curriculum for Samford Students OR Pre-Pharmacy Curriculum for Transfer Students			**70-71 or 67-70**
Pharmacy Studies Major:			**68**
Fall, First Professional Year (Junior)			**17**
PHRX 301	Intro Pharm Practice Experience (IPPE) I	1	
PHRX 306	Cellular and Molecular Biochemistry	4	
PHRX 307	Foundations of Drug Information	1	
PHRX 308	Physiologic Basis of Disease I	4	
PHRX 313	Pharmaceutics I	4	
PHRX 315	Introduction to Patient Care Systems	2	
PHRX 320	Integrated Pharmacy Applications (IPA) I	1	
Spring, First Professional Year (Junior)			**19**
PHRX 302	IPPE II	1	
PHRX 303	IPPE III	1	
PHRX 305	Introduction to Pharmaceutical Sciences	4	
PHRX 309	Physiologic Basis of Disease II	4	
PHRX 312	Institutional Practice/Sterile Compounding	2	
PHRX 314	Pharmaceutics II	3	
PHRX 316	Population Health	3	
PHRX 321	IPA II	1	
First Professional Year, Total Required Credits			**36**
Fall, Second Professional Year (Senior)			**16-18**
PHRX 401	IPPE IV*	2	
PHRX 403	Pharmacotherapy I	4	
PHRX 405	Pharmaceutical Sciences I	4	
PHRX 407	Biopharmaceutics/Pharmacokinetics	4	
PHRX 415	Financial Management	3	
PHRX 420	IPA III	1	
Spring, Second Professional Year (Senior)			**14-16**
PHRX 401	IPPE IV*	2	
PHRX 404	Pharmacotherapy II	4	
PHRX 406	Pharmaceutical Sciences II	4	
PHRX 410	Patient Self-Care and Monitoring I	3	
PHRX 416	Ethics in Christianity and Health Care	2	
PHRX 421	IPA IV	1	
Second Professional Year, Total Required Credits			**32**
	Total Required Credits		**135-139**

* Half of the class will complete PHRX 401 during the fall semester and the other half of the class will complete the course in the spring semester.

Professional Pharmacy Curriculum

Our curriculum is designed to provide practical and innovative educational experiences for our students. The name of our curriculum describes this endeavor: **"Coordinated Topics with Integrated Applications: A Patient-Centered Approach Focusing on Drug-Related Problems and Pharmacy Applications."** One of our goals is to coordinate and integrate material for students to apply their knowledge.

As an overview, there are 141 total credit hours in this professional program. The first three years combine classroom instruction with direct patient interaction. The Introductory Pharmacy Practice Experiences occurring almost every semester during these years are planned to augment learning that takes place through coursework as well as offer opportunities for students to put their knowledge to practical use to help patients. The fourth year includes Advanced Pharmacy Practice Experiences in addition to a culminating project to provide students with a variety of environments in which to synthesize and apply their educational preparation.

As a means to coordinate and integrate content, the Integrated Pharmacy Applications course each semester will link information both across courses in a given semester as well as between years in the curriculum. Students enrolled in the same courses will have opportunities to see how content from these various classes can benefit patients. Additionally, students in all four years will meet together periodically to discuss aspects of patient care that reflect their particular knowledge levels. This horizontally and vertically integrated approach is intended to make learning interesting and relevant for our students.

Another method of integrating course content and documenting accomplishments and outcomes is the compilation of the student portfolio. All students are required to complete their own portfolio according to the instructions and information provided to them by the school of pharmacy. Also, each student will have a mentor who will read the portfolio and provide feedback and advice.

Delivery of Curriculum

The Department of Pharmacy Practice is composed of 29 faculty and eight staff personnel. The mission of the department is to educate, develop, and mentor students and pharmacists so that they are prepared to: 1) provide patient-centered and population-based care that optimizes medication therapy, 2) manage health care system resources to improve therapeutic outcomes, and 3) promote health improvement, wellness, disease prevention, and medication safety. The department collaborates with many health care facilities and community pharmacies to provide the delivery of experiential pharmacy education. In addition, the department is responsible for delivering didactic education related to the clinical use of medications in patients. The focus of all this learning is the provision of optimal patient care based upon sound therapeutic principles and evidence-based data. Furthermore, the department also carries out a rigorous program of clinical and educational research designed to improve medication use and enhance student learning.

The Department of Pharmaceutical, Social and Administrative Sciences (PSAS) is comprised of 16 full-time faculty, two adjunct or part-time faculty, and three administrative staff personnel. The PSAS faculty are pleased to provide the foundational components of our students' education in the professional curriculum such as physiology and pathophysiology, cellular and molecular biochemistry, drug delivery systems, pharmacology, pharmacokinetics, medicinal chemistry, patient care systems, sterile compounding, financial and human resource management, pharmacy law, and ethics. Research interests in the PSAS department are varied and involve areas such as the study of apoptosis, mitochondrial injury, pharmacogenomics, drug metabolism and drug-drug interactions, structure-activity relationships and determinations, pharmacokinetic studies, ophthalmologic considerations in drug delivery, educational research, home health care, end-of-life care, and moral development. In addition, several PSAS faculty provide research and experiential education for our students. Department faculty are also involved in service to the profession through international, national, regional, and local opportunities.

In addition to teaching, the MSOP faculty serves the School and University as advisors to professional, social, and honorary organizations encouraging student involvement in those organizations and developing professionalism and leadership among the students. The faculty exemplify leadership and professionalism through service in leadership roles in professional and scientific organizations. Furthermore, the faculty are engaged in a number of scholarly activities including research, writing, presentation, and publication.

The professional pharmacy curriculum is designed to impart in students the knowledge, skills, and attitudes essential for the practice of pharmacy today, as well as in the future. The doctor of pharmacy degree is a professional degree that requires basic educational preparation essential to provide patient-centered care and perform managerial functions.

The MSOP uses active learning (AL) concepts in its courses, with the percentage of time devoted to AL dependent upon the adaptability of the course material to these learning methods. Students in each professional year are divided into groups of four to nine students, and group work is periodically assigned. The percentage of the final grade for the course from group work is clearly stated in the syllabus for each course.

The professional curriculum includes 98 semester credits of didactic and laboratory instruction and approximately 43 semester credits (1740 contact hours) of experiential training in various practice settings. All required courses in the professional curriculum are to be completed at Samford University. Students may not receive an exemption waiver for a MSOP course based upon coursework completed at a non ACPE-accredited program.

The professional curriculum requires 36 credits of Advanced Pharmacy Practice Experiences (APPE), beginning in June or immediately following the successful completion of all required coursework prior to the fourth professional year in the pharmacy curriculum. Starting in June 2014, six (6) APPEs must be completed by all students, including PHRX 601 (Primary/Ambulatory Care I), PHRX 620 (General Medicine I), PHRX 650 (Community Pharmacy I), PHRX 660 (Institutional Health Systems I), and two additional PHRX 600-level APPE courses. Also starting in June 2014, all APPEs will be 6 credit hour courses. Beginning in the 2015-2016 academic year, the professional curriculum requires 40 credits of Advanced Pharmacy Practice Experiences (APPE), beginning in mid-May or immediately following the successful completion of all required coursework prior to the fourth professional year in the pharmacy curriculum. Starting in May 2015, eight (8) APPEs must be completed by all students, including PHRX 601 (Primary/Ambulatory Care I), PHRX 620 (General Medicine I), PHRX 650 (Community Pharmacy I), PHRX 660 (Institutional Health Systems I), and four additional PHRX 600-level APPE courses. Also starting in May 2015, all APPEs will be 5 credit hour courses. Students will be allowed to provide input into their preferences for non-specified PHRX 600-level APPE courses; however, the director of experiential programs will have the final say in which specific courses the student will be registered based upon site availability and academic needs.

The maximum load for a pharmacy student is 21 semester hours. Full-time status is granted for students taking 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 Information section of this catalog.

The professional pharmacy curriculum of the MSOP follows the pharmacy calendar listed in this section of the catalog. The School incorporates January in its spring semester. Therefore, students enrolled in the professional pharmacy curriculum cannot take courses offered in the University's Jan Term. Furthermore, the fall semester of the fourth professional year begins the first working day in June. Starting in the 2015-2016 academic year, the first semester of the fourth professional year begins mid-May. Consequently, students enrolled in the last year of the professional curriculum cannot take courses offered during the summer terms at Samford or another university.

All incoming students are required to have their own personal laptop to use for various learning and teaching activities throughout the curriculum. The laptop must meet the minimum specifications, which will be provided to the students by the MSOP Admissions Department in advance of the beginning of the first semester of the first year (i.e., with the acceptance notification). Tablets and mobile phones do not meet the laptop requirement.

Academic Policies

The following policies for students are also published in the McWhorter School of Pharmacy (MSOP) Student Handbook. Additional academic policies addressing Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE) courses are published in the master syllabus and program requirements for Introductory and Advanced Practice Experiential Courses.

1. In order to receive a degree, candidates must satisfy all requirements of the MSOP and other applicable requirements of Samford University. A student must successfully complete the entire prescribed curriculum within six academic years from the original date of matriculation, and have a final cumulative GPA of at least 2.00 in order to be eligible for the degree. A student's academic standing is monitored by the associate dean of academic affairs and the Academic Standards Committee. The associate dean advises any student who experiences academic difficulty. However, it is the responsibility of the individual student to ensure that all requirements have been met.
2. Satisfactory academic progress is required of all students to remain in the pharmacy school. Academic standing is determined by the GPA and/or the number of failed courses. MSOP students must pass all prerequisite and corequisite courses to proceed in the curriculum. The prerequisite of all courses in the upcoming term is the successful completion of all required courses in the current term. Therefore, if a student fails a required course, the student will not take any required MSOP courses until the failed MSOP course is offered again. Students must complete all courses in the PHRX 300-500 level and achieve at least a cumulative 2.00 GPA in the professional curriculum before entering the APPE courses in the fourth professional year. If the student does not achieve the minimum GPA, the student will be withdrawn from the program and is not eligible for re-admission.
3. Unless otherwise stated in the course syllabus, grades are assigned by instructors in the school according to the following scale:

92-100 = A	88-89 = B+	78-79 = C+	67-69 = D
90-91 = A-	82-87 = B	70-77 = C	< 67 = F
	80-81 = B-		

   Only grades earned in PHRX courses are used to calculate the professional GPA. The MSOP does not "round" the GPA. Other letter grades that may be assigned and the quality point system utilized by the University are described in the current University Catalog.
4. A student may not repeat a pharmacy course unless there is a failure in the course. Both the failing course grade(s) and repeat course grade(s) are used to calculate the professional GPA. The minimum passing grade of "C" is required in IPPE and APPE courses, and the minimum passing grade in all other pharmacy coursework is a "D". All required coursework must be completed at the MSOP. Availability of courses is limited to that published in the University Catalog and offered during the specified semesters.
5. A student who fails a single course or whose cumulative professional GPA is below 2.0 in any academic term will be placed on academic probation. If academic probation is the result of failed coursework, then the student is cautioned that additional failed coursework can result in dismissal from the pharmacy school, either by academic suspension or expulsion, as delineated below. If academic probation is the result of the GPA being less than 2.00, then the student is cautioned that failure to achieve and maintain a cumulative GPA of at least 2.00 at the end of the remaining academic terms will result in academic suspension.
6. A student who fails two courses or whose cumulative GPA is below 2.0 for any two academic terms will be suspended, which results in dismissal from the pharmacy school. A student on academic suspension must apply in writing to the Admissions Committee for readmission. The letter should explain the reasons for his/her academic difficulty and what measures have been taken to ensure his/her ability to succeed academically. Should readmission not be granted, the student is withdrawn from the program and is not eligible for re-admission. Should readmission be granted, the student is cautioned against further academic difficulties. A criminal background check may also be performed at the student's expense. If academic suspension is the result of failed coursework, then the student is cautioned that additional failed coursework will result in dismissal from the pharmacy school via academic expulsion. If academic suspension is the result of the GPA being less than 2.00, then the student is cautioned that failure to achieve and maintain a cumulative GPA of a least 2.00 at the end of all remaining academic terms will result in dismissal from the pharmacy school via academic expulsion.
7. A student who fails three or more courses or who fails the same course twice or whose cumulative GPA falls below 2.0 for any three full-time academic terms, either sequential or non-sequential, will be expelled, which results in permanent dismissal from the pharmacy school. Expulsion from the pharmacy school is without recourse. Expelled pharmacy students desiring to remain at Samford University will become subject to University policies on academic progression and retention.

8. Since the level of a student's academic difficulty, i.e., academic probation, suspension, and expulsion may be determined by the quantity of failed coursework, multiple failed courses in a given academic term may preclude the need for academic probation or suspension. In any regard, Samford University rules on continued enrollment at the University prevail.
9. The school has the right to implement assessments that evaluate student learning and curricular effectiveness. This may be in the form of formative and/or summative evaluations. Students may be required to complete assessments (each semester and/or yearly) that gauge student knowledge and/or skills. Successful completion of the assessments may be required to proceed into the next academic year.
10. Students are held accountable to the Academic Eligibility for Participation in Activities Policy. Refer to the MSOP Student Handbook for the details of this policy.
11. Students must adhere to the Code of Ethical/Professional Conduct, as well as plagiarism and copyright laws, as outlined in the MSOP Student Handbook and the University Catalog. Failure to do so can result in consequences that range from a verbal reprimand to expulsion from the academic program and university. This decision is made by the pharmacy school's Student Affairs Committee and/or the University Values Council.
12. Students enrolled at Samford University or other accredited institutions can not audit courses in the pharmacy curriculum.

Resources

World Wide Web – Students are invited to visit the McWhorter School of Pharmacy Web site (http://pharmacy.samford.edu.) for additional information regarding faculty, admissions, curriculum and other useful student information. Students may also visit the Samford University main Web site (www.samford.edu) for additional university information such as campus life, admissions, financial aid, and many other useful topics.

Drug Information Center – The Drug Information 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 electronic reference materials are available. The University's Davis Library also provides online reference services.

Student Computer Facilities – The MSOP is equipped with computers that contain various drug information databases for course work and research. Wireless computer access is available in the MSOP and across the University. The University also has several computer labs on campus.

Professional Pharmacy Curriculum **Required Courses** **Summary-All Years**	**Total Required Credits**
Year I, Total Required Credits	**36**
Year II, Total Required Credits	**32-34**
Year III, Total Required Credits	**34-36**
Year IV, Total Required Credits	**37**
Total Required Credits for All Years	**141**

Note: See table at right for a detailed curriculum.

Professional Pharmacy Curriculum **Required Courses**	**Course Credits**	**Total Required Credits**
Year I, Fall		**17**
PHRX 301 Intro Pharm Practice Experience (IPPE) I	1	
PHRX 306 Cellular and Molecular Biochemistry	4	
PHRX 307 Foundations of Drug Information	1	
PHRX 308 Physiologic Basis of Disease I	4	
PHRX 313 Pharmaceutics I	4	
PHRX 315 Introduction to Patient Care Systems	2	
PHRX 320 Integrated Pharmacy Applications (IPA) I	1	
Year I, Spring		**19**
PHRX 302 IPPE II	1	
PHRX 303 IPPE III	1	
PHRX 305 Introduction to Pharmaceutical Sciences	4	
PHRX 309 Physiologic Basis of Disease II	4	
PHRX 312 Institutional Practice/Sterile Compounding	2	
PHRX 314 Pharmaceutics II	3	
PHRX 316 Population Health	3	
PHRX 321 IPA II	1	
Year I, Total Required Credits		**36**
Year II, Fall		**16-18**
PHRX 401 IPPE IV*	2	
PHRX 403 Pharmacotherapy I	4	
PHRX 405 Pharmaceutical Sciences I	4	
PHRX 407 Biopharmaceutics/Pharmacokinetics	4	
PHRX 415 Financial Management	3	
PHRX 420 IPA III	1	
Year II, Spring		**14-18**
PHRX 401 IPPE IV*	2	
PHRX 404 Pharmacotherapy II	4	
PHRX 406 Pharmaceutical Sciences II	4	
PHRX 410 Patient Self-Care and Monitoring I	3	
PHRX 416 Ethics in Christianity and Health Care	2	
PHRX 421 IPA IV	1	
PHRX 450-499 Elective**	2	
Year II, Total Required Credits		**32-34**
Year III, Fall		**16-18**
PHRX 500 Introduction to Capstone Project	1	
PHRX 501 IPPE V	1	
PHRX 503 Pharmacotherapy III	4	
PHRX 505 Pharmaceutical Sciences III	4	
PHRX 510 Patient Self-Care and Monitoring II	2	
PHRX 515 Human Resource Management	3	
PHRX 520 IPA V	1	
PHRX 450-499 Elective**	2	
Year III, Spring		**16-18**
PHRX 502 IPPE VI	1	
PHRX 504 Pharmacotherapy IV	4	
PHRX 513 Preparation for Patient Care	4	
PHRX 516 Pharmacy Law	3	
PHRX 521 IPA VI	1	
PHRX 527 Drug Literature Evaluation	2	
PHRX 550 Capstone Project I	1	
PHRX 450-499 Elective**	2	
Year III, Total Required Credits		**34-36**
Year IV, June-May* **		
Capstone Project		**1**
PHRX 600 Capstone Project II	1	
Required Advanced Pharmacy Practice Experiences (APPE)		**24**
PHRX 601 Primary/Ambulatory Care I	6	
PHRX 620 General Medicine I	6	
PHRX 650 Community Pharmacy I	6	
PHRX 660 Institutional Health Systems I	6	
Selective (1)/Elective (1) APPE		**12**
600-level Selective APPE	6	
600-level Elective APPE	6	
Year IV, Total Required Credits		**37**
Total Required Credits		**141**

* Half of the Year II students take PHRX 401 in the fall while the other half take the course in the spring.
**Students must complete a total of 4 credits of electives (two, 2-crd electives) during two of the following semester options: Year II Spring, Year III Fall, Year III Spring.
***Starting June 2014, students are required to take six (6) APPEs in seven possible time periods offered during the fourth year.

Advanced Pharmacy Practice Experiences (APPE)

Enrollment in 600-level APPE courses is based on availability of training sites and preceptors for each course. Successful completion of all coursework prior to the fourth professional year in the pharmacy curriculum is a prerequisite for all 600-level courses. Refer to the Experiential Manual for additional information.

Course Number/Name	Credit Hrs
PHRX 601 Primary/Ambulatory Care I	6
PHRX 602 Primary/Ambulatory Care II	6
PHRX 610 Drug Information I	6
PHRX 611 Drug Information II	6
PHRX 612 Poison Information/Toxicology	6
PHRX 620 General Medicine I	6
PHRX 621 General Medicine II	6
PHRX 622 General Medicine III	6
PHRX 623 Geriatric Pharmacy I	6
PHRX 624 Geriatric Pharmacy II	6
PHRX 625 Pediatric Pharmacy I	6
PHRX 626 Pediatric Pharmacy II	6
PHRX 627 Neonatology	6
PHRX 628 Psychiatric Pharmacy	6
PHRX 629 Cardiology	6
PHRX 630 Hematology and Oncology	6
PHRX 631 Neurology	6
PHRX 632 Nephrology	6
PHRX 633 Metabolic Support	6
PHRX 634 Infectious Disease	6
PHRX 635 Cardiac Critical Care	6
PHRX 636 Surgical Critical Care	6
PHRX 637 Medical Critical Care	6
PHRX 650 Community Pharmacy I	6
PHRX 651 Community Pharmacy II	6
PHRX 652 Community Pharmacy III	6
PHRX 660 Institutional Health Systems I	6
PHRX 661 Institutional Health Systems II	6
PHRX 670 Home Infusion Therapy	6
PHRX 671 Nuclear Pharmacy	6
PHRX 672 Managed Care Pharmacy	6
PHRX 673 Pharmacy Management	6
PHRX 674 Association Management	6
PHRX 676 Specialty Pharmacy	6
PHRX 677 Pharmacy Research	6
PHRX 678 International Pharmacy I	6
PHRX 680 Academic Pharmacy I	6

Professional Electives

The doctor of pharmacy curriculum requires two, 2-credit electives (for a total of 4 credits) to be completed during two of the following semester options: Year II Spring, Year III Fall, Year III Spring. Didactic electives may be selected from the courses listed below, provided prerequisites are fulfilled. Courses taken prior to enrollment in the McWhorter School of Pharmacy cannot be counted toward elective requirements in the professional curriculum. Completion of the spring semester in the first professional year is a prerequisite for all electives.

Course Number/Name	Credit Hrs
PHRX 450 Contemporary Topics in Pharmacy	2
PHRX 451 Geriatric Pharmacy	2
PHRX 452 Independent Pharmacy Ownership	2
PHRX 453 Radiopharmaceuticals	2
PHRX 454 Journal Club	2
PHRX 455 Therapeutic Immunology	2
PHRX 456 Managed Care Pharmacy	2
PHRX 458 Current Topics in Pediatric Pharmacotherapy	2
PHRX 459 Chemical Dependency in Health Care Professionals	2
PHRX 460 Research	2
PHRX 461 Latin American Culture for Pharmacy Practice	2
PHRX 462 Current Topics in Toxicology	2
PHRX 463 Complementary and Alternative Medicine	2
PHRX 465 Drug Discovery and Development	2
PHRX 466 Mental Illness and Treatment in the Movies	2
PHRX 467 Exploring Medical Missions	2
PHRX 468 Applied Medical Missions	2
PHRX 470 Pharmacy and Healthcare in Great Britain	2
PHRX 472 Medication Use in the 15th and 16th Century	2
PHRX 473 Advanced Topics in Extemporaneous Compounding	2
PHRX 475 Bioanalytical Techniques in Pharmaceutical Analysis	2
PHRX 478 Women's Health: A Focus on Select Gynecologic & Obstetric Disorders	2

Courses

PHARMACY

PHRX 301, 302, and 303 Introductory Pharmacy Practice Experience (IPPE) I-II-III (1 each course)
Three-course sequence designed to complement, within a pharmacy practice setting, the academic content in the first professional year didactic courses. Each sequence is slightly more involved as a foundational experience in the practice of pharmacy and serves as preparation for the Advanced Pharmacy Practice Experiences in the fourth professional year. Offered: Fall (301); Spring (302 and 303).

PHRX 305 Introduction to Pharmaceutical Sciences (4)
Introduction to the core concepts underlying pharmacology, pharmacokinetics, pharmacogenomics, and medicinal chemistry. Includes the basic pharmaceutical properties of various classes of antibiotics and their use in the treatment of infectious diseases. Topics covered serve as foundation for the Pharmaceutical Sciences course sequence in subsequent years of the curriculum. Offered: Spring.

PHRX 306 Cellular and Molecular Biochemistry (4)
Topics addressed include DNA/RNA/protein structure and synthesis, signal transduction pathways, gene regulation, organelle function and regulation, enzyme kinetics, energy catalysis, and bacterial/viral biology. Foundation for understanding the cellular and biochemical actions of drugs. Offered: Fall.

PHRX 307 Foundations of Drug Information (1)
Introduction to various drug information resources commonly used in the practice of pharmacy. The different types of research and database searching skills also are included. Afternoon lab sessions are mandatory to learn these resources and practice these skills. Concepts applied will be reinforced throughout the curriculum. Offered: Fall.

PHRX 308 and 309 Physiologic Basis of Disease I-II (4 each course)
Two-course sequence addresses the basics of physiologic processes in the body as they relate to various diseases. Provides basis for the Pharmaceutical Sciences and Pharmacotherapy courses in subsequent years of the program. Offered: Fall (308); Spring (309).

PHRX 312 Institutional Practice and Sterile Compounding (2)
Introduction to institutional/hospital pharmacy practice that specifically addresses the compounding of sterile products. Includes medication ordering and dispensing systems, patient medical charts, interprofessional interactions, and pharmacy-specific patient care activities. Students also learn the theory of sterile compounding and aseptic technique, discuss USP 797 regulations for a sterile compounding environment, special procedures, and quality control as well as a review of state pharmacy regulations. In addition, this course addresses sterile compounding of antineoplastic agents, use of relevant references, applicable calculations, and production of total parenteral nutrition mixtures in addition to parenteral administration and equipment. Offered: Spring.

PHRX 313 Pharmaceutics I (4)
Integration of pharmaceutical calculations with biopharmaceutics and technologies related to drug delivery systems and pharmaceutical dosage forms. Topics include weights and measures, proper prescription interpretation, concentrations, conversions, dosing, and mathematics of various dosage forms integrated with drug stability, solubility, dissolution, storage, delivery systems, and extemporaneous compounding. Offered: Fall. (Formerly PHRX 304 and 310 combined)

PHRX 314 Pharmaceutics II (3)
Continuation of Pharmaceutics I addressing biopharmaceutics and technologies related to drug delivery systems and pharmaceutical dosage forms. Specific topics include drug delivery systems, administration techniques, routes of administration, and extemporaneous compounding. Offered: Spring. (Formerly PHRX 311)

PHRX 315 Introduction to Patient Care Systems (2)
Introduction to the "big picture" of health care in this country. Aspects of patient care addressed include societal, financial, legal, and governmental influences. The pharmacist's role emphasized as students begin to understand the opportunities and responsibilities of taking care of patients. Assessment of current level of professionalism in pharmacy education. Offered: Fall.

PHRX 316 Population Health (3)
Encompasses communication with patients, health care professionals, and insurers including Medicare, Medicaid, and managed care. Introduction of broad concepts related to Medication Therapy Management, pharmacoepidemiology, pharmacoeconomics, public health, health care outcomes, health literacy and education, and cultural competence as they relate to the pharmacist as a change agent. Offered: Spring.

PHRX 320 and 321 Integrated Pharmacy Applications (IPA) I-II (1 each course)
Designed to integrate content within the first professional year as well as between years in the curriculum. Involves a combination of learning strategies such as labs and case discussions to augment student learning. Foundational content integrating students' knowledge of pharmacy courses completed in the first academic year. Offered: Fall (320); Spring (321).

PHRX 401 Introductory Pharmacy Practice Experiences (IPPE) IV (2)
Designed to complement, within a pharmacy practice setting, the academic content in the second professional year didactic courses. Provides deeper insights into patient care and serves as preparation for the Advanced Pharmacy Practice Experiences in the fourth professional year. Offered: Fall or Spring.

PHRX 403, 404, 503 and 504 Pharmacotherapy I-II-III-IV (4 each course)
Four-course sequence designed to incorporate knowledge of drug therapy and its management concerning acute and chronic disease states. These courses will build on content addressed in other courses and will include evidence-based practice analysis to properly formulate therapeutic decisions. Offered: Fall (403 and 503); Spring (404 and 504).

PHRX 405, 406, and 505 Pharmaceutical Sciences I-II-III (4 each course)
Three-course sequence developed to provide an understanding of the pharmacological and chemical properties of individual agents and various drug classes. These properties include mechanism of action, pharmacokinetics, indications, adverse effects, drug interactions, dosage forms, and contraindications. Designed to apply understanding of pharmaceutical sciences to make rational decisions in the management of medication therapy. Topics covered in Pharmaceutical Sciences will serve as the foundation for the treatment of disease states outlined in the Pharmacotherapy course sequence. Offered: Fall (405 and 505); Spring (406).

PHRX 407 Biopharmaceutics/Pharmacokinetics (4)
Encompasses foundational aspects of biopharmaceutics and pharmacokinetics. Designed to gain an understanding of the mathematical modeling of drug absorption, distribution, metabolism, and excretion. Addresses the impact of the dosage regimen and drug formulation on the ensuing therapeutic drug plasma concentrations. Offered: Fall.

PHRX 410 and 510 Patient Self-Care and Monitoring I-II (3 and 2 respectively)
Two-course sequence designed to prepare the pharmacist to effectively assist patients in making self-care decisions. Particular emphasis given to the therapeutic use and monitoring of non-prescription medications and dietary supplements. Offered: Spring (410); Fall (510).

PHRX 415 Financial Management (3)
Addresses concepts related to the fiscal management of pharmacy services at the systems, pharmacy, and patient level in various practice settings. Emphasizes decision-making related to the evaluation, procurement, and utilization of financial resources in order to maximize the value of the organization and to optimize patient care. Offered: Fall.

PHRX 416 Ethics in Christianity and Health Care (2)
Based around six character traits of ethical persons. Provides various biblical and health care perspectives on each of these traits by both faculty and students. Lectures are supplemented by small-group discussions during which current ethical issues and viable options are addressed. Reflects on the individual's moral character. Facilitated by faculty trained in pharmacy, nursing, and religion. Offered: Spring.

PHRX 420 and 421 Integrated Pharmacy Applications (IPA) III-IV (1 each course)
Designed to integrate content within the second professional year as well as between years in the curriculum. Built on the previous Integrated Pharmacy Applications courses (PHRX 320 and 321) and involves a combination of learning strategies such as labs and case discussions to augment student learning. More in-depth progression of content to integrate students' knowledge of all pharmacy courses in the second professional year. Offered: Fall (420); Spring (421).

PHRX 500 Introduction to Capstone Project (1)
Designed to provide the student with the opportunity to demonstrate a general knowledge of (1) the fundamentals of research, (2) how to develop a capstone project, (3) ways to collect appropriate data based on the project, (4) how to write and prepare a manuscript, possibly for publication, (5) ways to present project results in an appropriate and professional manner, (6) how to communicate effectively with various audiences, and (7) the appropriate forms for the IRB approval process. Offered: Fall.

PHRX 501 and 502 Introductory Pharmacy Practice Experiences (IPPE) V-VI (1 each course)
Two-course sequence designed to complement the academic content in the third professional year didactic courses. Involves more complex patient care situations and serves as preparation for the Advanced Pharmacy Practice Experiences in the fourth professional year. Offered: Fall (501); Spring (502).

PHRX 513 Preparation for Patient Care (4)
Designed to provide students with skills and information necessary to fulfill roles as patient care providers and self-directed learners during the Advanced Pharmacy Practice Experiences. Students will learn to assess a patient, present assessments to other health care professionals, and refine other clinical skills to optimize patient care. Offered: Spring.

PHRX 515 Human Resource Management (3)
Designed to equip students with essential personnel management and leadership skills necessary for practice in various pharmacy settings. Offered: Fall.

PHRX 516 Pharmacy Law (3)
Presents legal basis of pharmacy practice through examination of federal and state laws, administrative laws, and regulations. Other topics will include court decisions dealing with drug manufacturing and distribution, professional liability, and handling of medicinals, poisons, and controlled substances. Offered: Spring.

PHRX 520 and 521 Integrated Pharmacy Application (IPA) V-VI (1 each course)
Designed to integrate course content within the third year as well as between years in the curriculum. Built on the previous Integrated Pharmacy Applications courses and will involve a combination of learning strategies such as labs and case discussions to augment student learning. Content will become much more advanced as we integrate students' knowledge of all pharmacy courses in the third professional year and prior years. Offered: Fall (520); Spring (521).

PHRX 527 Drug Literature Evaluation (2)
Provides students with the tools and skills for appropriately evaluating literature concerning drug therapy. The basics of this evaluation will be delivered in the Pharmacotherapy I course so that students have some background regarding this discipline at the beginning of that course sequence. Offered: Spring.

PHRX 550 Capstone Project I (1)
Building on knowledge and skills learned in Introduction to Capstone Project, this independent study course will enable a student to work with a faculty facilitator to design a capstone project. The student will be expected to demonstrate acceptable professional written communication skills. The capstone project will involve the basic, clinical, educational, social, or administrative sciences in an area related to the field of pharmacy. Topics may include original research or a different project related to: 1) education, 2) clinical specialty practice, 3) program or tool evaluation, 4) health care finance, 5) evidence-based practice, or 6) another area, with faculty approval. Grading is pass/fail. Offered: Spring.

PHRX 600 Capstone Project II (1)
Building on progress made in Capstone Project I, this independent study course will promote critical thinking as the student will be expected to demonstrate acceptable professional written and verbal communication skills. These skills will be assessed through completion and presentation of a capstone project in the basic, clinical, educational, social, or administrative sciences in an area related to the field of pharmacy. Topics may include original research or a different project related to: 1) education, 2) clinical specialty practice, 3) program or tool evaluation, 4) health care finance, 5) evidence-based practice, or 6) another area, with faculty approval. Offered: Fall.

PHRX 601 Primary/Ambulatory Care I (6)
Required APPE designed to grant experience in providing clinical pharmacy services to ambulatory patients in a community pharmacy setting and/or selected outpatients of a general medicine/family practice ambulatory care service. Offered: Fall and Spring.

PHRX 602 Primary/Ambulatory Care II (6)
APPE designed to provide in-depth experiences in the provision of clinical pharmacy services to ambulatory patients in a community pharmacy setting and/or selected in-patients of a general medicine/family practice ambulatory care service. Prereq: PHRX 601. Offered: Fall and Spring.

PHRX 610 Drug Information I (6)
Selective APPE designed to enhance knowledge and skills in preparing for the pharmacist's role as a pharmacotherapy advisor and consultant. Offered: Fall and Spring.

PHRX 611 Drug Information II (6)
Elective APPE providing the student with an opportunity to develop knowledge and skills in the operation of a Drug Information Center, formulary programs, DUE/DUR, managed care, continuous quality improvement, and antibiotic management programs. Prereq: PHRX 610. Offered: Fall and Spring.

PHRX 612 Poison Information/Toxicology (6)
Elective APPE providing the student with an opportunity to enhance knowledge and skills in assessing and managing drug-induced toxicity and poisoning. Offered: Fall and Spring.

PHRX 620 General Medicine I (6)
First in a three-course sequence designed to enhance knowledge and skills used when providing clinical pharmacy services to adult populations. Offered: Fall and Spring.

PHRX 621 General Medicine II (6)
Selective course, second in a three-course sequence designed to enhance knowledge and skills used when providing clinical pharmacy services to adult populations. Prereq: PHRX 620. Offered: Fall and Spring.

PHRX 622 General Medicine III (6)
Elective course, third in a three-course sequence designed to enhance knowledge and skills used when providing clinical pharmacy services to adult populations. Prereq: PHRX 621. Offered: Fall and Spring.

PHRX 623 Geriatric Pharmacy I (6)
Selective APPE providing the student with an opportunity to develop knowledge and skills in serving the unique drug therapy needs of a geriatric population. Offered: Fall and Spring.

PHRX 624 Geriatric Pharmacy II (6)
Elective APPE providing the student with an opportunity to enhance skills in the application of pharmaceutical knowledge to geriatric patients. Prereq: PHRX 623. Offered: Fall and Spring.

PHRX 625 Pediatric Pharmacy I (6)
Selective APPE providing the student with an opportunity to develop knowledge and skills in serving the unique drug therapy needs of a pediatric population. Offered: Fall and Spring.

PHRX 626 Pediatric Pharmacy II (6)
Elective APPE providing the student with an opportunity to enhance skills in the application of pharmaceutical knowledge to pediatric patients. Prereq: PHRX 625. Offered: Fall and Spring.

PHRX 627 Neonatology (6)
Selective APPE designed to provide the student with basic skills and the knowledge base needed to provide pharmaceutical care to the neonate. Offered: Fall and Spring.

PHRX 628 Psychiatric Pharmacy (6)
Selective APPE that provides the opportunity to enhance knowledge and skills in the delivery of pharmaceutical care in the psychiatric setting. Offered: Fall and Spring.

PHRX 629 Cardiology (6)
Selective APPE designed to enhance knowledge and skills in caring for patients with cardiovascular disease. Offered: Fall and Spring.

PHRX 630 Hematology and Oncology (6)
Selective APPE that will expose students to the care of patients with hematologic and oncologic diseases. Offered: Fall and Spring.

PHRX 631 Neurology (6)
Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to patients with neurologic diseases. Offered: Fall and Spring.

PHRX 632 Nephrology (6)
Selective APPE designed to provide the student an opportunity to gain experience and skills in the provision of pharmaceutical care to adult patients with renal disease. Offered: Fall and Spring.

PHRX 633 Metabolic Support (6)
Selective APPE providing the student an opportunity to enhance fundamental knowledge in the provision of metabolic (nutritional) support through parenteral and enteral routes. Offered: Fall and Spring.

PHRX 634 Infectious Disease (6)
Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to patients with infectious diseases. Offered: Fall and Spring.

PHRX 635 Cardiac Critical Care (6)
Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to critically ill adult populations with cardiac diseases. Offered: Fall and Spring.

PHRX 636 Surgical Critical Care (6)
Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to critically ill adult populations in a surgical unit. Offered: Fall and Spring.

PHRX 637 Medical Critical Care (6)
Selective APPE designed to enhance knowledge and skills in providing clinical pharmacy services to critically ill adult populations. Offered: Fall and Spring.

PHRX 650 Community Pharmacy I (6)
Required APPE focusing on development of clinical and managerial skills in a community pharmacy/ambulatory care setting. Offered: Fall and Spring.

PHRX 651 Community Pharmacy II (6)
Elective APPE designed to enhance knowledge and managerial skills in providing clinical pharmacy services to patients in a community pharmacy. Offered: Fall and Spring.

PHRX 652 Community Pharmacy III (6)
Elective APPE designed to further enhance knowledge and managerial skills in providing clinical pharmacy services to patients in a community pharmacy. Prereq: PHRX 651. Offered: Fall and Spring.

PHRX 660 Institutional Health Systems I (6)
Required APPE focusing on development of knowledge and skills in institutional pharmacy management and application of such systems in various practice environments. Offered: Fall and Spring.

PHRX 661 Institutional Health Systems II (6)
Elective APPE designed to enhance knowledge and skills in institutional pharmacy management and application of such systems in various practice environments. Prereq: PHRX 660. Offered: Fall and Spring.

PHRX 670 Home Infusion Therapy (6)
Elective APPE designed to provide experience in preparing intravenous preparations including chemotherapy, antimicrobials, and total parenteral nutrition. Students will also provide drug information, patient counseling, and in some cases, visit patients in the home. Offered: Fall and Spring.

PHRX 671 Nuclear Pharmacy (6)
Elective APPE providing the student with the opportunity to expand knowledge and skills in the area of radiopharmaceutics. Offered: Fall and Spring.

PHRX 672 Managed Care Pharmacy (6)
Elective APPE designed to provide the opportunity to enhance knowledge and skills in managed care pharmacy. Offered: Fall and Spring.

PHRX 673 Pharmacy Management (6)
Elective APPE designed to enhance knowledge and skills in pharmacy management including such topics as financial planning and analysis, budgeting, pricing, capital investment, inventory control, organizational design, personnel development and administration, and legal aspects of pharmacy management. Offered: Fall and Spring.

PHRX 674 Association Management (6)
Elective APPE focusing on development of knowledge, skills, and attitudes necessary for professional association management. Experiences provided include budgeting, publication coordination, membership activities, legislative activities, and meeting planning. Offered: Fall and Spring.

PHRX 676 Specialty Pharmacy (6)
Elective APPE designed to provide the student with the opportunity to develop knowledge of the management of specialty pharmaceuticals and their use in a variety of patient care environments. Offered: Fall and Spring.

PHRX 677 Pharmacy Research (6)
Elective APPE that provides the opportunity to enhance knowledge and skills in planning and conducting research. Students will be introduced to research design, protocol development, regulatory requirements, data collection, and data analysis. Offered: Fall and Spring.

PHRX 678 International Pharmacy I (6)
Elective APPE designed to provide the student with an opportunity to develop knowledge and patient care skills in an international setting. Prereqs: Minimum pharmacy GPA of 3.00; no grade of D or F in required pharmacy coursework; good academic standing. Offered: Fall and Spring.

PHRX 680 Academic Pharmacy I (6)
Elective APPE designed to develop knowledge and skills in various aspects of academic pharmacy. Students will have the opportunity to be exposed to and participate in faculty teaching, service, and scholarship. Prereqs: Minimum pharmacy GPA of 3.00; no grade of D or F in required pharmacy coursework; good academic standing. Offered: Fall and Spring.

PHARMACY ELECTIVES

PHRX 450 Contemporary Topics in Pharmacy (2)
Encompasses contemporary topics of interest in the pharmacy profession. Multiple or single topics may be considered. Offered: Fall or Spring.

PHRX 451 Geriatric Pharmacy (2)
This elective prepares pharmacy students to practice in a pharmaceutical care setting which includes the elderly population. Emphasis on geriatric pharmacotherapy and the special needs of the older patient/resident. Prereq: Completion of P2 Spring curriculum. Offered: Spring.

PHRX 452 Independent Pharmacy Ownership (2)
Project-oriented elective that focuses on the fundamentals of entrepreneurial opportunities in pharmacy. Participants will work in groups with existing independent pharmacy owners to write business plans and explore ownership concepts in a real world environment. Business ownership concepts are explored in a seminar format. Consideration is given to the pros and cons of choosing an existing practice versus establishing a new practice. Prereq: PHRX 415. Offered: Fall.

PHRX 453 Radiopharmaceuticals (2)
Introduces radiopharmaceuticals and the practice of nuclear pharmacy. Consideration is given to the properties, methods of measurement and detection, preparation, storage, administration, and diagnostic and therapeutic applications of radioactive pharmaceuticals. Offered: Fall or Spring.

PHRX 454 Journal Club (2)
This elective is designed for students to further enhance their skill at evaluating and critiquing randomized, controlled clinical trials. Selected trials will be thoroughly assessed to identify strengths and limitations plus determine appropriate application into practice. Prereq: PHRX 403. Offered: Spring.

PHRX 455 Therapeutic Immunology (2)
This elective provides an overview of new and emerging therapies derived from the study of immunology as a basic science. Emphasis is placed on immunotherapy of cancer. Evaluation of the ever-increasing immunotherapies available to the pharmacist. Prereqs: Completion of P2 Fall curriculum. Offered: Spring.

PHRX 456 Managed Care Pharmacy (2)
This elective explores the fundamental knowledge and skills needed in the delivery of pharmaceutical care in a managed health care environment, primarily serving ambulatory patients. Emphasis on drug benefit management from a fiscal and clinical perspective. Offered: Spring.

PHRX 458 Current Topics in Pediatric Pharmacotherapy (2)
This elective provides an overview of pediatric pharmacotherapy with a focus on treatment and therapeutic monitoring of common pediatric diseases. A course fee ($30) will be charged to students enrolled in this elective. Prereq: Completion of second professional year or permission of course coordinator. Offered: Fall.

PHRX 459 Chemical Dependency in Health Care Professionals (2)
Through participation in class-directed activities, students will study the field of addiction and examine multiple aspects of the disease of chemical dependency. Emphasis will be directed at the impact of addiction on health care professionals. Offered: Fall.

PHRX 460 Research (2)
Applies literature and laboratory techniques, or other methods of scientific investigation, to pharmaceutical problems. Students choose to study and investigate a suitable problem with faculty in either department in the McWhorter School of Pharmacy. Prereqs: Completion of P2 Fall curriculum and a professional GPA of at least 2.50. Offered: Fall or Spring.

PHRX 461 Latin American Culture for Pharmacy Practice (2)
Introduction to Latin American culture in relation to the health care profession and a review of Spanish phrases, as well as understanding the social, emotional, and cultural needs of the Latin American patient population. Prereq: Completion of P2 Spring curriculum. Offered: Spring.

PHRX 462 Current Topics in Toxicology (2)
Covers common biologic, chemical, and drug poisonings. Learn signs and symptoms, mechanisms of action, and toxicokinetics of various toxicants. Highlights "state of the science" treatment modalities. Includes site visit to local poison control center. Prereqs: Completion of the P2 Spring curriculum or consent of course coordinator. Offered: Spring.

PHRX 463 Complementary and Alternative Medicine (2)
This elective provides pharmacy students with more specific education regarding herbal/natural products and other practices of complementary and alternative medicine. Prereq: Successful completion of all P1 courses. Offered: Spring.

PHRX 465 Drug Discovery and Development (2)
This elective is designed to provide pharmacy students with more in-depth training and understanding of the process of drug discovery and development and about related careers in the pharmaceutical industry. Prereq: Successful completion of all P1 courses. Offered: Spring.

PHRX 466 Mental Illness and Treatment in the Movies (2)
This elective is designed to evaluate the description and treatment of mental illness as portrayed in the movies. The class will be divided into groups and each group will present one movie. The groups will focus on specific movie scenes that address the disease in terms of symptomatology, effects on the characters' lives, attitudes of friends/family, portrayal of health care workers, treatment, etc. Prereq: Successful completion of all P1 courses. Offered: Spring.

PHRX 467 Exploring Medical Missions (2)
This elective is an introduction to medical missions aimed at understanding the need to provide medical care among the world's underserved communities, the role of the pharmacist on the medical mission team, and how to serve Jesus Christ by providing spiritual and physical healthcare with an emphasis on global healthcare. Aimed at understanding the social, emotional, and cultural needs of specific patient populations and providing patient care, medicine, and patient education to the less fortunate. Prereq: Successful completion of all P1 courses. Offered: Spring.

PHRX 468 Applied Medical Missions (2)
This elective allows students who desire to serve on an international healthcare mission team to explore more deeply their service on a team and their future in short-term medical missions. Students must be pre-approved for enrollment in the course by the instructor-of-record (IOR) and must participate in an international healthcare mission trip; as well as complete assigned reflective writings, readings, and post-trip discussion sessions. Students enrolled in the course are permitted to drop the course until the first day of the scheduled mission trip; thereafter, the student is not permitted to drop the course. Prereq: Successful completion of all P1 courses. Offered: Fall and Spring.

PHRX 470 Pharmacy and Healthcare in Great Britain (2)
Provides students with the opportunity to learn about the role of the pharmacist in the health care system of Great Britain. In addition to preparatory meetings at the McWhorter School of Pharmacy prior to the trip, the course requires international travel to the Samford University Study Centre in London, England (or other housing in London) and travel within Great Britain. It also involves local travel within London to multiple health care, cultural, and historical sites. Limited to a minimum of eighteen (18) and maximum of twenty-four (24) enrolled students and additional course fees apply. Prereqs: Completion of P1 curriculum; professional GPA above 2.00; no active university values violations. Offered: Spring.

PHRX 472 Medication Use in the 15th and 16th Century (2)
This elective is designed to provide the student with an overview of common disease states and treatments during the 15th and 16th centuries. The course will compare and contrast prevalence and treatment of common disease states of that period with modern day prevalence and treatment. Considerations will be given to social/cultural aspects of the period which may have influenced the use of medications in Western civilizations. Prereq: Successful completion of all P1 courses. Offered: Spring.

PHRX 473 Advanced Topics in Extemporaneous Compounding (2)
This elective explores advanced topics related to non-sterile and sterile extemporaneous compounding through a case-based approach. Topics include compounding techniques, regulations, and requirements; as well as pharmacy business models. Compounding laboratory sessions will simulate real-world scenarios in preparing and dispensing compounded products. A course fee (up to $50) will be charged to students enrolled in this elective. Prereq: Successful completion of all P1 courses. Offered: Spring.

PHRX 475 Bioanalytical Techniques in Pharmaceutical Analysis (2)
This elective consists of a lecture and laboratory portion that applies analytical and bioanalytical methodologies to the qualitative and quantitative analysis of pharmaceutical compounds, their biological effects, and their metabolic stability in formulations and biological tissues and fluids. Theory and application of advanced techniques used in pharmaceutical analysis, including mass spectrometry, spectrophotometry, liquid chromatography, electrophoresis and immunochemistry are covered. Students will gain hands-on experience with these techniques as well as develop critical thinking skills in the ordering, processing and analyzing of data necessary for pharmaceutical analysis. Prereq: Successful completion of all P1 courses. Offered: Spring.

PHRX 478 Women's Health: A Focus on Select Gynecologic & Obstetric Disorders (2)
This elective is designed to provide an overview of gynecologic and obstetric disorders. Emphasis will be placed on medication therapy used for these disorders (e.g., PCOS, infertility, fibroids, uterine & ovarian cancer, disorders during pregnancy [hypertension, diabetes, thromboembolism], labor & delivery/post-partum care & issues, lactation & breastfeeding). Prereq: Successful completion of all P1 courses. Offered: Fall.

Calendar for Academic Year 2014-2015 for the McWhorter School of Pharmacy

www.samford.edu/studentrecords/academic-calendars.aspx

Fall Semester 2014

June 2	Payment due date for P4 students*
June 2	APPEs begin for P4 students
July 4	Independence Day Holiday; no classes meet
August 18	Classes begin for all P2 and P3 students
August 19	Orientation for P1 students begins
August 25	Payment due date for P1-P3 students*
August 25	Didactic classes begin for P1 students
August 29	Last day for P3 students to add or drop a Fall didactic or elective course(s)
September 1	Labor Day Holiday; no classes meet
September 2	Didactic classes begin for all P2 students
October 3	MSOP White Coat Ceremony
October 27	Registration begins for Spring Semester *(NOTE: Registration continues until the last day to add/drop for each term)*
November 14	Last day for P1-P3 students **to completely withdraw from ALL Fall courses without ACADEMIC penalty**
November 24-25	Fall Break for P1-P3 students; no classes meet (P4s still report to APPE site)
November 26-28	Thanksgiving Holidays, no classes meet
December 4	Capstone Poster Presentations
December 5	Classes end for P1-P3 students
December 8-11	Final Examinations for P1-P3 students
December 13	University Commencement

Spring Semester 2015

January 26	Payment due date for students who are registered*
January 5	Classes begin for all students
January 19	Martin Luther King, Jr. Holiday, no classes meet (except PHRX 302)
January 26	Didactic classes begin for P1-P3 students
February 2	Last day to add or drop a Spring didactic elective course(s)
March 16-20	Spring Break for P1-P3 students; no classes meet
March 30	Registration begins for Fall Semester *(NOTE: Registration continues until the last day to add/drop for each term)*
April 6	Easter Monday Holiday; no classes meet for P1-P3 students
April 24	Last day **to completely withdraw from ALL Spring courses without ACADEMIC penalty**
May 8	Classes end
May 11-14	Final Examinations
May 14	Commencement

***Important Note:** Students who register AFTER the payment due date MUST make their payments IMMEDIATELY upon registration.

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

Legend:
APPE = Advanced Pharmacy Practice Experiences
MSOP = McWhorter School of Pharmacy
P1 = 1st-year Pharmacy student
P2 = 2nd-year Pharmacy student
P3 = 3rd-year Pharmacy student
P4 = 4th-year Pharmacy student

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

MCWHORTER SCHOOL OF PHARMACY TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to Samford **Pharmacy Students**. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. Click here for payment regulations and refund notes. For basic tuition and fees that apply to all or most graduate students, see the Financial Information section.*

Description	Student Classification	Expense	Notes
Tuition			
Tuition Deposit	All Pharmacy Students	$500	Nonrefundable; Due upon acceptance
Less than 12 credits - Fall & Spring	Part-Time Pharmacy Students	$1,397/credit	
12 to 21 credits - Fall & Spring	Full-Time Pharmacy Students	$17,191/semester	
More than 21 credits - Fall & Spring	Full-Time Pharmacy Students	$1,397/credit	
Joint Degree	Joint Degree Pharmacy Students	By Classification	
Residence Hall Fees, Double Occupancy*			
Beeson Woods - Fall & Spring	All Pharmacy Students	$2,691/student/semester	
Evergreen Hall - Fall & Spring	All Pharmacy Students	$2,556/student/semester	
Pittman - Fall & Spring	All Pharmacy Students	$2,343/student/semester	
West Campus - Fall & Spring	All Pharmacy Students	$2,691/student/semester	
West Village** - Fall & Spring	All Pharmacy Students	$4,015/student/semester	
Student Apartments - Fall & Spring	All Pharmacy Students	$1,920/student/semester	
Board			
19 meals/week + $130 declining balance	All Pharmacy Students	$2,163/semester (Fall & Spring)	
12 meals/week + $130 declining balance	All Pharmacy Students	$1,737/semester (Fall & Spring)	
7 meals/week + $130 declining balance	All Pharmacy Students	$1,134/semester (Fall & Spring)	
Fees			
Application Fee for Pharmacy School Admission	All Pharmacy Students	$50/application	Nonrefundable; Due at time of application
Books and Supplies	All Pharmacy Students	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Campus Life Fee - Fall & Spring	All P1, P2, & P3 Pharmacy Students	$100/sem/term	
Campus Life Fee - Fall & Spring	All P4 Clinical Pharmacy Students	$25/term	
Insurance Premium	All Pharmacy Students	$697/semester	Charge reversed if waiver is appropriately submitted
Insurance Co-Pay	All Pharmacy Students	As incurred	
International Student Fee - Fall & Spring	All International Pharmacy Students	$50/semester	
International Student Fee - Jan Term & Sum	All International Pharmacy Students	$25/term	
P4 Experiential Course Fee, Select Sites	All P4 Experiential Pharmacy Students	$1,000	
P4 Only, 7th PHRX 600-Level Experiential Course	All P4 Experiential Pharmacy Students who take a 7th PHRX 600-level experiential course	$1,250/fall semester	
PHRX Elective Course Fees:	All Pharmacy Students enrolled in the following:		
	PHRX 458 (Pediatric Pharmacotherapy)	$30/per course	
	PHRX 468 (Applied Medical Missions)	up to $4,000	fee varies by section
	PHRX 473 (Extemporaneous Compounding)	$50/per course	
Pharmacy Drug Screening Fee	All Pharmacy Students	$80/year	
Pharmacy Lab Supplies	All Pharmacy Students	$325/year	
Reinstatement Fee (all terms)	All Pharmacy Students	$100/term, as applicable	
Technology Fee - Fall & Spring	All Pharmacy Students	$150/semester	

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

** West Village is considered single occupancy with one bed per bedroom.

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

NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedules for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

School of Public Health

Administration

Patricia Hart Terry, Chair, Professor, Nutrition and Dietetics
Melissa Galvin Lumpkin, Chair, Professor, Public Health
Kenneth M. Stoltzfus, Chair, Associate Professor, Social Work

Students within the School of Public Health pursue a variety of disciplines focused on the prevention of disease and the promotion of improved health among entire communities and populations. Majors within the School of Public Health are inherently interdisciplinary, with teams of professionals working together to solve some of society's most complex challenges. The school includes the Department of Nutrition and Dietetics, the Department of Public Health, and the Department of Social Work. The School currently offers baccalaureate degrees in nutrition and dietetics as well as in foods and nutrition, a dietetic internship certificate, and a master of public health degree. Additional master's and doctoral degree programs are coming soon.

Faith, health and service are at the core of the School of Public Health, making graduates uniquely prepared to pursue a variety of careers. Regardless of major, students will graduate prepared to pursue their calling as a health care advocate or researcher in the private or public sector, armed with the expertise and practical knowledge required to significantly impact our world.

Nutrition and Dietetics

Faculty

Patricia Hart Terry, Chair, Professor
Debra W. Morrison, Assistant Professor, Director, Dietetic Internships
Donna Seibels, Assistant Professor, Director, Didactic Program

Mission

The mission of the Samford University Department of Nutrition and Dietetics is to provide a comprehensive study of all areas of food, nutrition, and dietetics. The nutrition and dietetics major, foods and nutrition major, and dietetic internship all offer students the opportunity to pursue knowledge and competency in a distinctive Christian environment. The faculty of the department is committed to the preparation of graduates who are well informed, scientifically and empirically competent, self-educated, and ethically responsible. Graduates are capable of entering successful careers in foods, nutrition, and dietetics, while also contributing to the needs of their community and society at large.

Undergraduate Programs and Requirements

Majors

Foods and Nutrition
Nutrition and Dietetics

Minor

Nutrition and Dietetics

The Department of Nutrition and Dietetics offers majors in foods and nutrition and nutrition and dietetics, both leading to a bachelor of science degree. The department also offers a minor in nutrition and dietetics.

A minimum grade of C- must be achieved in all KINE and NUTR prefix courses within each major and minor.

University Core Curriculum and General Education Requirements

General Education Requirements are detailed in the degree table, with some exceptions. In those cases where a requirement is not specified, consult the University Core Curriculum and General Education Requirements and the Physical Activity Program for a list of applicable courses.

Nutrition and Dietetics Minor

Nutrition and Dietetics Minor Required Courses	Course Credits	Total Required Credits
Nutrition and Dietetics Core		**12**
NUTR 110 Principles of Food Preparation	4	
NUTR 216 Personal Nutrition	4	
NUTR 301 Foundations of Nutrition	4	
Nutrition and Dietetics Electives (select two courses from the following)		**8**
NUTR 310 Lifecycle Nutrition	4	
NUTR 312 Food, Culture, and Society	4	
NUTR 412 Quantity Food Production and Mgmt	4	
NUTR 413 Food Service Organization and Management	4	
NUTR 414 Experimental Foods	4	
KINE 477 Sports Nutrition	4	
Total Required Credits		**20**

Foods and Nutrition Major

The foods and nutrition major will allow students to plan a degree program based upon career goals. Students will develop a basic knowledge in foods and nutrition and may combine this base with a related field or discipline such as health, wellness, fitness, culinary arts, food service, journalism, business and marketing or communications. In addition to academic coursework, the students will have opportunities in hands-on laboratory classes and externships, and are encouraged in volunteer, service-based learning activities.

Foods and Nutrition Major Required Courses	Course Credits	Total Required Credits
University Core Curriculum		**22**
General Education Requirements:		**28**
Natural and Computational Sciences		**12**
BIOL 217 Human Anatomy-Allied Health Sciences	4	
BIOL 218 Human Physiology-Allied Health Sciences	4	
CHEM 108 General, Organic, & Biological Chemistry	3	
CHEM 109 General, Organic, & Biological Chem Lab	1	
Social Sciences		**4**
Mathematics		**4**
MATH 210 Elementary Statistics	4	
Fine Arts (select one course)		**2**
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
Humanities (select one course)		**4**
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
HIST 200 Global Perspectives	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
INTL 360 British Heritage and Culture	4	
LAST 201 Latin American Studies	4	
PHIL 241 Introduction to Philosophy	4	
RELG/PHIL 200 Christian Ethics	4	
RELG 201 Introduction to World Religions	4	
RELG 221 Christian Theology	4	
Physical Activity		**2**
Foods and Nutrition Major:		**50-54**
Nutrition and Dietetics/Kinesiology		**50-54**
NUTR 110 Principles of Food Preparation	4	
NUTR 210 Intro to Nutrition and Dietetics	2	
NUTR 216 Personal Nutrition	4	
NUTR 301 Foundations of Nutrition	4	
NUTR 310 Lifecycle Nutrition	4	
NUTR 312 Food, Culture, & Society	4	
NUTR 350 Community Nutrition Education	4	
NUTR 371 Externship	8 or 12	
NUTR 412 Quantity Food Production & Management	4	
NUTR 413 Food Service Organization & Management	4	
NUTR 414 Experimental Foods	4	
NUTR 490 Senior Seminar in Foods & Nutrition	4	
General Electives (directed by advisor)		**24-28**
Total Required Credits		**128**

Nutrition and Dietetics Major

Dietetics is a dynamic profession offering many different opportunities for practice. Today's dietetic professionals pursue careers in health care, education, and research. They work in business, industry, public relations, and mass media. Their services are also used in government agencies, restaurant management, corporate and sports wellness programs, food companies, and private practice. The Samford Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. 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.

Nutrition and Dietetics Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			**22**
General Education Requirements:			**25**
Natural and Computational Sciences			**13**
BIOL 217	Human Anatomy-Allied Health Sciences	4	
BIOL 218	Human Physiology-Allied Health Sciences	4	
CHEM 205	Foundations of Chemistry I	4	
CHEM 206	Foundations of Chemistry I Laboratory	1	
Social Sciences			**4**
PSYC 101	General Psychology	4	
Mathematics			**4**
MATH 150	Precalculus	4	
Fine Arts (select one course)			**2**
ART 200	Art Appreciation	2	
MUSC 200	Music Appreciation	2	
THEA 200	Theatre Appreciation	2	
Physical Activity			**2**
Nutrition and Dietetics Major:			**82-83**
Nutrition and Dietetics/Kinesiology			**64**
NUTR 110	Principles of Food Preparation	4	
NUTR 210	Intro to Nutrition and Dietetics	2	
NUTR 216	Personal Nutrition	4	
NUTR 301	Foundations of Nutrition	4	
NUTR 310	Lifecycle Nutrition	4	
NUTR 312	Food, Culture, & Society	4	
NUTR 350	Community Nutrition Education	4	
NUTR 371	Externship	4	
NUTR 410	Medical Nutrition Therapy I	4	
NUTR 411	Medical Nutrition Therapy II	4	
NUTR 412	Quantity Food Production & Management	4	
NUTR 413	Food Service Organization & Management	4	
NUTR 414	Experimental Foods	4	
NUTR 416	Advanced Nutrition and Metabolism	4	
NUTR 491	Nutrition Seminar	2	
KINE 477	Sports Nutrition	4	
KINE 498	Research Methods	2	
KINE 499	Senior Seminar in Kinesiology	2	
Biology, Chemistry, Economics, and Mathematics			**18-19**
BIOL 225	Microbiology for Allied Health Sciences	4	
CHEM 215	Fundamentals of Organic Chemistry	3	
CHEM 216	Fundamentals of Organic Chemistry Lab	1	
CHEM 345	Nutritional Biochemistry	3	
ECON 201	Principles of Macroeconomics	4	
MATH 210 NURS 232	Elementary Statistics (4) *or* Statistics for Health Care Professionals (3)	3-4	
General Electives			**4**
	Total Required Credits		**133-134**

Courses

NUTRITION AND DIETETICS - UNDERGRADUATE

NUTR 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, Spring, and Jan Term. (Formerly KINS 110)

NUTR 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. (Formerly KINS 210)

NUTR 216 Personal Nutrition (4)
Introduction to nutrition for personal lifestyle choices. Includes study of digestion, absorption, and metabolism of nutrients. Recent advancements in nutrition, application to meal planning, and strategies for selecting nutritionally balanced foods are also presented. Offered: Fall and Spring. (Formerly KINS 216)

NUTR 301 Foundations of Nutrition (4)
Study of fundamental principles of normal nutrition and their relation to the health and physical fitness of individuals. Offered: Fall. (Formerly KINS 301)

NUTR 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: NUTR 216. Offered: Spring. (Formerly KINS 310)

NUTR 312 Food, Culture, and Society (4)
Examination of how, what, when, where, and why people eat. Cultural differences related to food provision, production, and consumption will be evaluated. Relationships of history, geography, climate, customs, social status, health, economy, religion, and politics to food and society also explored. Offered: Spring and Jan Term. (Formerly KINS 312)

NUTR 350 Community Nutrition Education (4)
Study of community-based programs with nutrition components, including worksite 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: NUTR 216. Offered: Fall. (Formerly KINS 350)

NUTR 371 Nutrition Externship (2-12)
In-depth study and practical experience in foods, nutrition and/or dietetics. Students may work in a variety of professional settings including clinical settings with dietetic preceptors, food service, food management, food production, nutritional counseling, etc. May be repeated three times for a maximum of 12 credits. Prereqs: NUTR 110, 216, 301, 310, and permission of the instructor. Offered: Every semester. (Formerly KINS 371)

NUTR 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. Prereqs: CHEM 215 and CHEM 216; NUTR 216, 301, 310, 350, and KINE 477. Offered: Fall. (Formerly KINS 410)

NUTR 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. Prereqs: NUTR 301 and NUTR 410. Offered: Spring. (Formerly KINS 411)

NUTR 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: NUTR 110. Offered: Fall. (Formerly KINS 412)

NUTR 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: NUTR 412. Offered: Spring. (Formerly KINS 413)

NUTR 414 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: NUTR 110. Offered: Fall. (Formerly KINS 414)

NUTR 416 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 215, 216, and 345. Offered: Spring. (Formerly KINS 416)

NUTR 490 Senior Seminar in Foods and Nutrition (4)
Students seeking a degree in foods and nutrition are required to complete the senior seminar course. It represents the culmination of the undergraduate career by integrating and applying knowledge and experiences from the full range of the undergraduate educational experience. The work required and is commensurate to a project designed to showcase the totality of the student's educational achievements. Prereq: Senior status. Offered: Spring.

NUTR 491 Nutrition 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: Fall. (Formerly KINS 491)

NUTR 493 Problems in Nutrition (1-4)
Individual topic in nutrition selected by the student. Topic may be one not examined in depth in a regular course or research the student needs to complete to meet foundational knowledge and skills required by an ADA Didactic Program in Dietetics. Offered: See advisor. (Formerly KINS 493)

Graduate Programs and Requirements

Certificate/Major

Dietetic Internship

The Department of Nutrition and Dietetics offers a graduate-level dietetic internship certificate.

Admissions Requirements

Applicants to Samford's dietetic internship program must complete the online centralized internship application, DICAS. The fee to use DICAS is $40 for the first application submitted and $20 for each additional internship application. All applications become the property of the Dietetic Internship at Samford University and will not be returned. Digital Matching: Applicants must also register online at D & D Digital for computer matching and select dietetic internship priority choices. There is a $50.00 computer matching fee.

Additional requirements:

- Possess a baccalaureate degree from an accredited college or university.
- Possess an official Verification Statement of Completion or Declaration of Intent to Complete from an accredited Didactic Program in Dietetics (DPD), with original signatures issued within the last 5 years.
- Have a minimum cumulative GPA of 3.0 on a 4.0 scale.
- Have a minimum of 3.2 on a 4.0 scale of all major courses.
- Have a minimum of 2.75 on a 4.0 scale in all science courses.
- Submit a GRE or MAT within the past 5 years.
  GRE minimum scores: Verbal: 153; Quantitative: 144; Analytical: 4.0.
  MAT minimum score: 402.
  The MAT or GRE is waived if the applicant has successfully completed a graduate program with a cumulative GPA of 3.0 or above.
- Submit a resume and/or portfolio.
- Submit thoughtful answers to all questions for your personal/career statement.
- Submit three letters of reference submitted through the application system. Two references must be from a prior faculty member, academic advisor, or other professional who has supervised the applicant's academic studies; the other professional reference may be from an employer or other who can provide a knowledgeable testament regarding character, ethics, responsibility, potential for success, and other attributes which predict an applicant's favorable performance in an internship.
- Possess good written and verbal communication skills in English; for international students or American citizens learning English as a second language, a Test of English as a Foreign Language (TOEFL) score of 550 (paper), 213 (computer), or 80 (internet) or better.
- Submit a recorded personal interview via Likelive online video software. Applicants with visual or hearing impairment will be accommodated as is appropriate, and must make special requirements known to the DI director early in the application process. A link will be provided upon submission of the application.
- Exceptions to any admission requirements will be handled on an individual basis.
- If accepted, a non-refundable fee of $500 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Priority consideration will be given to applicants who have:

- Passed professional nutrition courses (community nutrition, food service, and medical nutrition therapy with a "B" or better).
- 150 hours or more dietetics-related and/or food service work experience, volunteer or paid.
- Service work in the community.
- Clear professional goals stated in their career statement.
- Strong letters of reference.
- Professional presentation and communication skills demonstrated in the video interview.

Dietetic Internship Certificate

The dietetic internship program has been granted Candidate for Accreditation status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). It qualifies graduates to take the exam for professional credentialing as a Registered Dietitian (RD). The program of study has a concentration in community nutrition and public health, and consists of four graduate courses and 1,272 supervised practice internship hours completed in healthcare organizations and other community-based settings. Interns complete the program with 12 graduate credits which may be applied toward the M.P.H. degree. The university awards a certificate to the program's graduates.

Dietetic Internship Certificate Required Courses		Course Credits	Total Required Credits
Didactic Courses			**12**
NUTR 501	Nutrition Counseling/Wellness Promotion	3	
NUTR 502	Cultivating Nutrition Health: Strategies for Reducing Chronic Disease	3	
NUTR 503	Mgt Leadership in Nutrition & Dietetics	3	
NUTR 510	Research Methods/Applications in Dietetics	3	
Supervised Practice Courses			**13**
NUTR 504	Supervised Prac-Foodservice Systems Mgt	2	
NUTR 505	Supervised Prac-Community Nutrition	2	
NUTR 506	Supervised Prac-Medical Nutrition Therapy	4	
NUTR 507	Supervised Prac-Child Nutrition	1	
NUTR 508	Supervised Prac-Lifestyle MNT	1	
NUTR 509	Culminating Dietetic Internship Practicum: Community Nutrition/PH Concentration	3	
	Total Required Credits		**25**

Graduate Courses

NUTRITION AND DIETETICS - GRADUATE

NUTR 501 Nutrition Counseling and Wellness Promotion (3)
Interviewing and counseling methods, incorporating principles of counseling skill development; client-centered counseling techniques focused on behavior change. Issues surrounding nutrition counseling to diverse populations. Theory of health promotion; community needs assessment. Fundamentals of applying community engagement, organization, and development principles to community public health campaigns; development, implementation, and evaluation of health promotion interventions and programs. Prereq: Admission into the dietetic internship program. Offered: Fall, Spring, and Summer.

NUTR 502 Cultivating Nutrition Health: Strategies for Reducing Chronic Disease (3)
Exploration of evidence-based approaches in the broad realms of community nutrition and public health which have demonstrated success in promoting sustained health improvements. Application of evidence-based nutrition-related health promotion strategies in a community setting utilizing an interdisciplinary approach and employing the principles of health promotion program management. Prereqs: NUTR 501, 505, 506, and 510. Co-req: NUTR 503. Offered: Fall, Spring, and Summer.

NUTR 503 Management Leadership in Nutrition and Dietetics (3)
Comprehensive, integrative, and practical focus on leadership and management theories/concepts that have emerged over the past several decades. Applicable to organizational and entrepreneurial settings in nutrition and public health. Exploration of contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, strategic leadership, and crisis leadership as related to public health nutrition management and policy development. Special consideration will be given to the moral aspects of servant leadership and how its application can make a difference in organizations, communities, and societies. Prereqs: NUTR 501, 505, 506, and 510. Co-req: NUTR 502. Offered: Fall, Spring, and Summer.

NUTR 504 Supervised Practice in Foodservice Systems Management (2)
Management systems and their application to foodservice in a clinical rotation. Prereq: Admission into the dietetic internship program. Offered: Spring.

NUTR 505 Supervised Practice in Community Nutrition (2)
Experience in traditional public health settings providing nutrition counseling and education to persons of diverse ages and socioeconomic and cultural backgrounds. Prereqs: NUTR 501 and NUTR 510; admission into the dietetic internship program. Offered: Spring.

NUTR 506 Supervised Practice in Medical Nutrition Therapy (4)
Clinical experience in health care facilities applying the principles of advanced clinical nutrition in the care of patients and communication of care in the medical record. Prereqs: NUTR 501 and NUTR 510; admission into the dietetic internship program. Offered: Summer.

NUTR 507 Supervised Practice in Child Nutrition (1)
Management systems and their application to food service in a child nutrition setting. Prereqs: NUTR 504 and admission into the dietetic internship program. Offered: Fall.

NUTR 508 Supervised Practice in Lifestyle MNT (1)
Unique and creative supervised practicum integrating evidence-based MNT with comprehensive lifestyle interventions (within the dietetics scope of practice) in primary care and community healthcare settings. Prereqs: NUTR 501, 505, 506, and 510; admission into the dietetic internship program. Co-reqs: NUTR 502 and NUTR 503. Offered: Fall.

NUTR 509 Culminating Dietetic Internship Practicum: Community Nutrition/PH Concentration (3)
Culminating practicum, in a setting of the intern's choosing in the broad realm of public health/community nutrition. This practicum is expected to contain elements of service and will expect the intern to demonstrate an ability to meet a target population's cultural, educational, and/or social requirements for nutrition intervention. Prereqs: NUTR 501, 504, 505, 506, 507, 508, and 510; admission into the dietetic internship program. Co-reqs: NUTR 502 and NUTR 503. Offered: Fall.

NUTR 510 Research Methods and Applications in Dietetics (3)
Fundamentals of research design in nutrition. Knowledge and skill development will encompass: literature review; research study design and analysis; critical review of published research and practice protocols; research grant proposals; Institutional Review Board process; cultural competency; critical evaluation of websites. Course requirements include writing a formal proposal for a community nutrition intervention incorporating proper research design, methodology, writing style and format utilized in nutrition research journals. The topic of this paper will be the foundation for the culminating project conducted during NUTR 509. Prereq: Admission into the dietetic internship program. Offered: Fall, Spring, and Summer.

Public Health

Faculty

Melissa Galvin Lumpkin, Chair, Professor

Graduate Programs and Requirements

Degree/Major

Master of Public Health (M.P.H.)
- Public Health
- Public Health with a Concentration in Nutrition

The Department of Public Health offers a master of public health degree, with a major in public health. An optional concentration in nutrition is also available.

Admission Requirements

1. Possess a baccalaureate degree or higher from an accredited college or university (degree in any field).
2. Obtain a cumulative grade point average of at least 3.0 on a 4.0 scale. If the applicant's GPA is below a 3.0, a GRE or MAT score may be submitted for possible conditional admission (Minimum scores: Verbal: 153; Quantitative: 14; Analytical: 4.0).
3. Achieve a "B" or better in all "major" courses.
4. Submit three letters of reference through the application system. The three required references should be from a) current or previous professor, b) work supervisor, c) professional colleague.
5. International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer) or 80 (internet) on the Test of English as a Foreign Language (TOEFL).
6. Submit a Likelive Interview Video: A link will be provided upon submission of the application.
7. Upon acceptance, a non-refundable fee of $500 is required to secure admission into the program. This fee is applied to the first semester's tuition.

Academic Policies

Students in the M.P.H. program must maintain an overall 3.00 in all graduate work. Graduate students who receive a grade below a B in any required course or who cumulative GPA falls below a 3.00 will be placed on academic probation.

Time Limit

All students must complete the M.P.H. within a period of five years from the academic session of first admission.

Transfer Credit

Up to 12 semester credit hours of appropriate and approved graduate coursework completed at another accredited university may be substituted for program course requirements. Coursework requested to be transferred must have been completed with a grade of at least a B in each course.

M.P.H. Program Outcomes

Students who have completed the M.P.H. degree will be able to demonstrate broad knowledge and skills based in the core areas of public health and will be able to:

- Apply epidemiologic methods to the measurement of disease rates, prevention of infectious diseases, and the development and evaluation of health programs and policies.
- Apply statistical methods of estimation and hypothesis testing and explain the basics of correlation and regression for the purpose of analyzing the health of populations.
- Analyze how environmental contaminants (chemical, physical, and other exposures) interact with biological systems and their effect on human populations for the purpose of evaluating risk reduction strategies.
- Assess the impact on health policy options of social, political, technological, economic, and cultural forces, and apply basic management techniques to address organizational challenges to providing health care.
- Examine public health issues and responses from a social and behavioral sciences perspective and explain social, cultural, political, economic, and behavioral determinants of disparities in health status.
- Demonstrate knowledge and skills for effective practice in selected field of study.

Master of Public Health

The master of public health (M.P.H.) degree program prepares students to become leading public health professionals capable of addressing current global health problems through multidisciplinary approaches that apply the latest scientific knowledge. The five-semester program is designed for health professionals who wish to expand their skills, knowledge, and expertise, and for students who wish to build a career in public health. The M.P.H. is online which allows flexibility to the working professional and students concurrently enrolled in other programs at Samford.

Master of Public Health Required Courses		Course Credits	Total Required Credits
Public Health Core			**15**
PHLT 500	Public Health Overview	3	
PHLT 501	Introduction to Epidemiology	3	
PHLT 502	Social & Behavioral Science-Public Health	3	
PHLT 503	Environmental Risk Analysis	3	
PHLT 504	Biostatistics for Public Health Professionals	3	
Public Health Electives (choose 21 credits)			**21**
Graduate-level public health electives from programs across the University, approved by advisor			
Public Health Practicum			**3**
PHLT 695	Public Health Internship	3	
Capstone in Public Health			**3**
PHLT 699	Public Health Capstone	3	
	Total Required Credits		**42**

Master of Public Health with a Concentration in Nutrition

The master of public health (M.P.H.) degree program prepares students to become leading public health professionals capable of addressing current global health problems through multidisciplinary approaches that apply the latest scientific knowledge. The five-semester program is designed for health professionals who wish to expand their skills, knowledge, and expertise, and for students who wish to build a career in public health. The M.P.H. is online which allows flexibility to the working professional and students concurrently enrolled in other programs at Samford. The nutrition concentration allows students who are enrolled in the Dietetic Internship to apply didactic and practice credit towards the M.P.H.

Master of Public Health with Nutrition Concentration Required Courses		Course Credits	Total Required Credits
Public Health Core			**15**
PHLT 500	Public Health Overview	3	
PHLT 501	Introduction to Epidemiology	3	
PHLT 502	Social & Behavioral Science-Public Health	3	
PHLT 503	Environmental Risk Analysis	3	
PHLT 504	Biostatistics for Public Health Professionals	3	
Nutrition Concentration			**21**
NUTR 501	Nutrition Counseling/Wellness Promotion	3	
NUTR 502	Cultivating Nutrition Health: Strategies for Reducing Chronic Disease	3	
NUTR 503	Management Leadership-Nutrition/Diet	3	
NUTR 504	Supervised Practice-Foodservice Sys Mgt	2	
NUTR 505	Supervised Practice-Community Nutrition	2	
NUTR 507	Supervised Practice-Child Nutrition	1	
NUTR 508	Supervised Practice-Lifestyle MNT	1	
NUTR 509	Culminating Dietetic Internship Practicum: Community Nutrition/PH Concentration	3	
NUTR 510	Research Methods/Applications in Dietetics	3	
Public Health Practicum			**3**
PHLT 695	Public Health Internship	3	
Capstone in Public Health			**3**
PHLT 699	Public Health Capstone	3	
	Total Required Credits		**42**

Courses

PUBLIC HEALTH

PHLT 500 Public Health Overview (3)
This is a required core course for the M.P.H. The course presents selected information, concepts, and methods from the field of public health. Topics concerning the history, organization, economic underpinnings, and services of the public health system, as well as the structure, management and current status of the US and other health care system are discussed. Offered: Fall.

PHLT 501 Introduction to Epidemiology (3)
This is a required core course for the M.P.H. Introduction to Epidemiology is designed for graduate level public health students to learn the basic principles, methods, and applications of epidemiology. Offered: Fall.

PHLT 502 Social and Behavioral Science in Public Health (3)
This is a required core course for the M.P.H. and is intended to provide students in public health a solid grounding in social/behavioral theory and its application to health promotion programs. Examine factors that influence behavior, the relationship between behavior and selected health issues, and survey theoretical perspectives from psychology, social psychology, sociology, communications, community and organizational mobilization, political economy, and anthropology that offer explanations of human behavior. Review approaches for applying theory, and examine types of health promotion programs that have sought to apply these theories in communities, schools, workplaces, global health efforts, mass media/communications programs, with high risk populations, and in the effort to eliminate health disparities. There are no prerequisites. Offered: Spring.

PHLT 503 Environmental Risk Analysis (3)
This is a required core course for the M.P.H. 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. There are no prerequisites. Co-listed as ENVM 521. Offered Spring.

PHLT 504 Biostatistics for Public Health Professionals (3)
This is an introductory biostatistics course to provide foundation and application of statistics in the field of public health. The course provides an overview of various statistical methods used in public health practice and research. Emphasis is on application of appropriate methods and interpretation of results. Examples and problems from public health settings will be included. Various statistical software will be used to analyze data (Excel, SPSS and others), but prior computing experience is not required. Topics covered include methods of summarizing data and estimation and hypothesis testing techniques, including the t-test, the chi-square test, the analysis of variance, correlation analysis, and linear regression. Offered: Summer.

PHLT 520 Introduction to the Health Care Delivery System (3)
This course facilitates the understanding of the complexity of the health care delivery system. Before recommendations can be made on health policy, one must understand and be able to answer questions relative to who is impacted, what is needed, and why. This course familiarizes the student with the system components of health care delivery to include health policy, population health, medical care delivery, support for medical care delivery, and the future of healthcare delivery. The roles of patients, providers, insurers, and suppliers will be established. Current healthcare policy initiatives will be explored. Offered: Every semester.

PHLT 600 Patient Safety and Quality Improvement (3)
Students will become familiar with the principles of a high reliability organization (HRO), Just Culture, and how implementation can transform organizational culture to improve care. The importance of inter-professional relationships and team building to create change and sustain improvement are embedded throughout the course. Students will learn how to apply methods to assess the quality of health care using outcomes data. The student will understand the use of information technology, evidence-based literature to improve quality, and methods for risk assessment and safe system design. Offered: Every semester.

PHLT 610 Strategic Management of Healthcare (3)
This course focuses on the three major aspects of strategic management—strategy formulation, strategy implementation, and strategy control. Additionally, a comparison of ten schools of strategic management is explored, along with a categorization of the essential characteristics of strategic planning. Offered: Every semester.

PHLT 695 Public Health Internship (3)
The internship provides an opportunity for each student to work in a public health setting in a position that carries responsibility and is of particular interest. Each placement is different, but all depend upon completion of most coursework, the ability to work with minimal supervision, and acquiring permission of the student's SOPH advisor and on-site preceptor/supervisor. The M.P.H. is a professional degree that prepares individuals to develop basic public health skills. The Council on Education for Public Health (CEPH), our accrediting agency, requires that each M.P.H. student be able to demonstrate the application of these concepts through an internship experience that is relevant to his or her area of specialization. This experience must be appropriately planned, supervised, and evaluated. Students should have completed the core classes before registering for an internship, so that usually means internships are performed in the summer of the first year at the earliest. Prereqs: PHLT 500, 501, 502, 503, and 504. Offered: Fall.

PHLT 699 Public Health Capstone (3)
The M.P.H. Capstone course is designed to provide a culminating highly interactive experience for students and to allow for the synthesis and application of public health competencies in situations simulating the actual practice of public health. Competencies to be reinforced include leadership, systems thinking, communication, the basic public health sciences, analytical skills applied to public health problems, public health policy development and program planning, ethical issues in public health, professionalism, financial planning and management, and the skills to work in the setting of diverse cultures. Prereqs: PHLT 500, 501, 502, 503, and 504. Offered: Fall, Spring, and Summer.

Social Work

Faculty

Kenneth M. Stoltzfus, Chair, Associate Professor
Christson Adedoyin, Associate Professor
Jean Roberson, Instructor and Director of Field Education

Graduate Programs and Requirements

Degree/Major

Master of Social Work (M.S.W.)
Social Work

The Department of Social Work offers a master of social work (M.S.W.), with a major in social work. The program prepares graduates for advanced social work practice and includes concentrations in clinical social work and global community development. The program may be completed in two years of full-time study or three years of part-time study. An advanced standing option will allow individuals who hold a baccalaureate degree in social work from a program accredited by the Council on Social Work Education to complete the M.S.W. program in one year of full-time study or two years of part-time study.

Master of Social Work (MSW) Program Admission Criteria

Individuals who do not possess a bachelor's degree in social work must meet the following criteria:

- Applicants must hold an earned bachelor's degree from a college or university accredited by a recognized regional accrediting association. Please note: A completed bachelor's degree, as evidenced by an official college/university transcript, is required prior to enrollment in the MSW Program. Applicants may receive conditional acceptance into the MSW Program by submitting a transcript that demonstrates that they are enrolled in their final semester of undergraduate coursework. The conditional status is removed upon receipt of an official transcript demonstrating that the baccalaureate degree has been completed.
- Applicants must have a cumulative grade point average of at least 3.00 on a 4.0 scale or a minimum of a 3.2 GPA during their last 60 hours of undergraduate coursework. Applicants who have a GPA of at least 2.8 may submit an application for consideration with an MAT or GRE score. Potential applicants who have a GPA lower than 2.8 may request an exception to the GPA requirement. Such requests must be made in writing to the MSW Program Director. All requests will be reviewed by the admission committee. GRE or MAT scores and additional supporting documentation of the applicant's potential for success as a graduate student must be submitted with the request for an exception to the GPA requirement.
- The GRE or MAT is not required; however, an applicant who does not meet the GPA requirement may submit an acceptable GRE or MAT score for admission consideration. Acceptable scores are as follows:
    - MAT: 402
    - GRE: Verbal: 153; Quantitative: 144; Analytical: 4.0
- Candidates who do not meet the GPA requirement (i.e., a 3.0 cumulative GPA or a 3.2 GPA for the final 60 hours of undergraduate coursework) are admitted conditionally and must earn a grade of B or higher in their first semester of MSW Program courses in order to move from conditional status to full acceptance status. Students who earn a grade lower than a B in any of their first semester MSW Program courses will be terminated from the social work program. Students who are terminated from conditional admission status may follow the grievance procedure outlined in the student handbook to appeal their termination.

Individuals who have earned a bachelor's degree in social work and are applying for Advanced Standing status must meet the following criteria:

- Applicants must hold a baccalaureate social work degree from a program accredited by the Council on Social Work Education (CSWE), recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors. Please note: A completed bachelor's degree in social work, as evidenced by an official college/university transcript, is required prior to enrollment. Applicants may receive conditional acceptance into the MSW Program by submitting a transcript that demonstrates that they are enrolled in their final semester of undergraduate coursework. The conditional status is removed upon receipt of an official transcript demonstrating that the baccalaureate degree has been completed.
- Applicants must have a cumulative grade point average of at least 3.00 on a 4.0 scale or a minimum of a 3.2 GPA during their last 60 hours of undergraduate coursework.
- Applicants must have received a grade of B- or higher in all required undergraduate social work courses. Please note: Applicants with a grade lower than B- in no more than two social work courses may apply for Advanced Standing. If accepted, these students will be required to complete analogous courses in the Samford University MSW Program with a grade of B or higher. These courses will be required in addition to all courses required for Advanced Standing and may not be substituted for required MSW courses or for required MSW Program electives. Applicants who have more than two courses with grades lower than B- are not eligible for Advanced Standing, but may apply for admission to the full MSW Program if they meet the admission criteria.

All applicants must:

- Submit three letters of reference through the online application system. The three required reference letters should be from a current or previous professor, a work supervisor, and a professional colleague.
- Complete a LikeLive Video Submission. LikeLive is an online video interview platform that enables applicants to record a video of their responses to standardized interview questions. Applicant videos are reviewed by the admission committee and used to make final decisions regarding admission to the MSW Program. A link to the LikeLive site will be provided upon receipt of the application.
- Have completed an undergraduate level statistics class with a grade of C or higher. Applicants who have not completed a statistics course may receive conditional acceptance. Such applicants will be required to submit evidence of completion of a statistics course prior to enrollment in the program.

English Proficiency Requirement

International applicants or American citizens who learned English as a second language must score at least 550 (paper), 213 (computer), or 80 (internet) on the Test of English as a Foreign Language (TOEFL).

Transfer Policy

Students may transfer up to 12 credits of Foundation Sequence coursework from a CSWE-accredited MSW program. Students must submit the course syllabus for the actual course they completed (a syllabus from the same course offered in a different term or format is not acceptable) via an online submission form. The course syllabus and request for transfer credit will be reviewed by the instructor of the analogous Samford MSW Program course and by the MSW Program director, who will make the final decision regarding awarding transfer credit. Students who are requesting transfer credit may make this request during the application process or immediately after they are admitted to the program. Transfer credit may be requested for any course in the Foundation Sequence.

No Credit for Life Experience or Work Experience

The Samford University MSW Program does not award academic credit for life experience or previous work experience.

Master of Social Work (M.S.W.)

The master of social work program prepares graduates for advanced social work practice. The program offers concentrations in clinical social work and global community development. The clinical social work concentration prepares graduates to serve as counselors, psychotherapists, or case managers, or in similar positions that provide social services to individuals, families, and/or small groups. The global community development concentration prepares graduates to address large-scale systemic challenges, such as homelessness, hunger, poverty, human trafficking, and access to healthcare.

Master of Social Work Required Courses		Course Credits	Total Required Credits
Social Work Major: Foundation Sequence			**30**
Year I, Fall			**15**
SOWK 501	Foundations of Social Work	3	
SOWK 502	Social Work Practice I: Individuals	3	
SOWK 503	Human Rights/Social Justice/SW Ethics	3	
SOWK 504	Social Welfare Policy	3	
SOWK 505	Field Placement I*	3	
Year I, Spring			**15**
SOWK 506	Social Work Research	3	
SOWK 507	Social Work Practice II: Families & Groups	3	
SOWK 508	Social Work Practice III: Comm & Orgs	3	
SOWK 509	Diversity & Multicultural SW Practice	3	
SOWK 510	Field Placement II*	3	
	OR		
SOWK 600	Advanced Standing Seminar** (Advanced Standing students only)	3	
Social Work Electives (choose two)			**6**
Year I or II, Summer			
SOWK 550	Substance Abuse Assess/Treatment	3	
SOWK 551	Congregational Social Work	3	
SOWK 552	Global Poverty: Responses-Cultures	3	
Social Work Major: Concentration Sequence			**24**
Year II, Fall			**15**
SOWK 601	Advanced Research Seminar	3	
Clinical Social Work Concentration (12 Credits):			
SOWK 602	Models/Theories of Clinical SW Practice	3	
SOWK 604	Psychopathology	3	
SOWK 606	Faith Perspectives on Clinical SW Practice	3	
SOWK 608	Field Placement III (Clinical Social Work)*	3	
Global Community Development Conc (12 Crds):			
SOWK 603	Models/Theories of Global Comm Devl	3	
SOWK 605	Current Issues in Global Community Devl	3	
SOWK 607	Faith Perspectives on Global Comm Devl	3	
SOWK 609	Field Placement III (Global Comm Devl)*	3	
Year II, Spring			**9**
SOWK 610	Applied Research Project	3	
Clinical Social Work Concentration (6 Credits):			
SOWK 611	Clinical Specialization Seminar	3	
SOWK 613	Field Placement IV (Clinical Social Work)*	3	
Global Community Development Conc (6 Crds):			
SOWK 612	Global Community Devl Spec Seminar	3	
SOWK 614	Field Placement IV (Global Comm Devl)*	3	
	Total Required Credits		**60**

* All Field Placement courses include a Field Seminar, which meets 1 hour/week.

** Please note: The program allows flexibility in time to completion. Advanced Standing students (i.e., students who hold a baccalaureate degree in social work from a program that is accredited by the Council on Social Work Education) may waive the first year of the program, complete the Advanced Standing Seminar bridge course, and complete the program in one year of full-time study or two years of part-time study. Non-Advanced Standing students may complete the program in two years of full-time study or three years of part-time study. The Advanced Standing Seminar is available in the summer.

Courses

SOCIAL WORK

SOWK 501 Foundations of Social Work (3)
This course provides students with an introduction to the social work profession. The course emphasizes theories of human behavior and the social environment. The course also includes content on the integration of faith and social work practice, fields of social work practice, and professional identity. Offered: Fall.

SOWK 502 Social Work Practice I: Individuals (3)
This course provides students with an overview of social work practice and introduces students to the Generalist Intervention Model (GIM) (Kirst-Ashman and Hull, 2009), a planned change model that divides direct social work practice into seven categories or stages: 1) Engagement, 2) Assessment, 3) Planning, 4) Implementation, 5) Evaluation, 6) Termination, 7) Follow up. The Practice I course applies the GIM to social work practice with individual clients. Offered: Fall.

SOWK 503 Human Rights, Social Justice, and Social Work Ethics (3)
This course introduces students to the values that serve as a foundation for professional social work practice. The course incorporates a human rights perspective that emphasizes the dignity and worth of all people, as well as a social justice perspective that prioritizes the importance of equitable and just social structures. The course also introduces students to professional social work values, as exemplified in the National Association of Social Workers' Code of Ethics, as well as various legal and regulatory codes. Students are also trained to recognize and resolve ethical dilemmas. Prereqs/Co-reqs: SOWK 501 and SOWK 502. Offered: Fall.

SOWK 504 Social Welfare Policy (3)
This course examines the historical and philosophical foundations of the modern welfare state, and explores current social welfare policy issues. The course examines social welfare policy from a global perspective by comparing US social welfare policy approaches to approaches utilized in other nations. The course also prepares students to engage in effective policy analysis and advocacy. Prereq/Co-req: SOWK 503. Offered: Fall.

SOWK 505 Field Placement I (3)
This course involves a 200-hour field placement at a social service agency, as well as a one-hour per week field placement seminar. Field Placement I emphasizes development of advanced generalist social work practice skills. Prereqs/Co-reqs: SOWK 501 and SOWK 502. Offered: Fall.

SOWK 506 Social Work Research (3)
This course introduces students to both qualitative and quantitative approaches to social science research. Course content includes the development of research questions and problems, the selection of a methodological approach appropriate for the research problem, hypothesis formation, research design, instrumentation, sample selection, data collection, data analysis, and the presentation of results and findings. The course also includes content related to research ethics and protection of research participants. Offered: Spring.

SOWK 507 Social Work Practice II: Families and Groups (3)
This course builds on the Social Work Practice I course (SOWK 502) by applying the Kirst-Ashman and Hull (2009) Generalist Intervention Model (GIM) (engagement, assessment, planning, implementation, evaluation, termination, and follow up) to social work practice with families and groups. Prereq: SOWK 502. Offered: Spring.

SOWK 508 Social Work Practice III: Communities and Organizations (3)
This course builds on the Social Work Practice I course (SOWK 502) by applying the Kirst-Ashman and Hull (2009) Generalist Intervention Model (GIM) (engagement, assessment, planning, implementation, evaluation, termination, and follow up) to social work practice with communities and organizations. Prereq: SOWK 502. Offered: Spring.

SOWK 509 Diversity and Multicultural Social Work Practice (3)
This course introduces students to the various dimensions of human diversity and discusses the links between minority status and oppression and disenfranchisement. The course emphasizes culturally sensitive social work practice. An anti-oppressive practice approach is used to frame multicultural social work practice. Offered: Spring.

SOWK 510 Field Placement II (3)
This course involves a 200-hour field placement at a social service agency (which typically takes place at the same field placement site as Field Placement I, SOWK 505), as well as a one-hour per week field placement seminar. Field Placement II emphasizes continued development of advanced generalist social work practice skills. Prereq: SOWK 505. Offered: Spring.

SOWK 550 Substance Abuse Assessment and Treatment (3)
This elective course examines various substances of abuse and provides training in the assessment, diagnosis, and treatment of substance abuse disorders. Offered: As needed.

SOWK 551 Congregational Social Work (3)
This elective course examines the church congregation as a context for social work practice, identifying the roles and skills necessary for effective practice. This course examines congregational social work practice in the context of the church's historical role in social service provision and current practices in church social work. Special emphasis is given to missions partnerships as both an expression of and a tool for congregational social work. Offered: As needed.

SOWK 552 Global Poverty: Responses Across Cultures (3)
This course examines poverty in various non-Western cultures and covers the nature, scope, and distribution of poverty; definitions of poverty; common characteristics of the poor; as well as cultural traditions and folkways which contribute to the problem. This course also examines social welfare/social work responses, and faith-based models in addressing the problems of global poverty. Offered: As needed.

SOWK 600 Advanced Standing Seminar (3)
This course links the knowledge and skills gained during students' undergraduate social work education to advanced, master's-level social work practice. The seminar provides a review of essential Foundation Sequence content areas, with a special focus on social work research in order to prepare students to participate in the Advanced Research Seminar (SOWK 601) in the Concentration sequence. The seminar also provides students with an orientation to the distinctive aspects of the Samford MSW Program. Prereq: Advanced Standing status. Offered: Summer.

SOWK 601 Advanced Research Seminar (3)
This course prepares students to design a research project in collaboration with other students and a community-based organization or group. Students are divided into research teams; these teams develop a research project designed to address the needs of a social service organization or community group. Each group produces a research proposal and an internal review board proposal by the end of the course. The course instructor serves as a consultant to the research teams and assists them in developing a rigorous and realistic research project. Offered: Fall.

SOWK 602 Models and Theories of Clinical Social Work Practice (3)
This course reviews the primary theories used for clinical practice and also reviews empirical support for each theory. The course also presents an integrative model wherein practitioners select theories based on client needs and utilize multiple theories simultaneously, as necessary due to client needs. Offered: Fall and Summer.

SOWK 603 Models and Theories of Global Community Development (3)
This course reviews the primary theories used for community development work by macro-level social work practitioners. The course also examines the appropriateness of theoretical models for use in the cross-cultural practice contexts in which community development work often takes place. Offered: Fall and Summer.

SOWK 604 Psychopathology (3)
This course examines the various types of mental illness and trains students in DSM-5 diagnosis. The course also examines alternative diagnostic models (including the International Classification of Diseases or ICD), criticism regarding the development and utilization of the DSM, and ethical issues related to diagnosing mental health conditions. Prereq/Co-req: SOWK 602. Offered: Fall.

SOWK 605 Current Issues in Global Community Development (3)
This course examines specific issues and problems related to community development in the US and throughout the world. These issues and needs are analyzed via the social work knowledge base. Prereq/Co-req: SOWK 603. Offered: Fall.

SOWK 606 Faith Perspectives on Clinical Social Work Practice (3)
This course examines the role of religion and spirituality in clinical social work practice. The following topics are examined in the course: the role of spirituality and religion in the establishment of the social work profession, the profession's historical and current relationship to religion and spiritualty, understanding religion/spirituality as a metanarrative for some clients, use of spiritual interventions, empirical support for spiritual interventions, toxic faith, spiritual/religious perspectives on clinical work, spirituality/religion as a protective factor, and religious/spiritual tension in clinical practice. Offered: Fall and Summer.

SOWK 607 Faith Perspectives on Global Community Development (3)
This course examines the role of religion and spirituality in community development practice. The following topics are examined in the course: the role of spirituality and religion in the establishment of the social work profession, the profession's historical and current relationship to religion and spirituality, faith-based approaches to community development, areas of tension and potential ethical dilemmas related to faith-based community development, and research/scholarship on faith-based approaches to community development. Offered: Fall and Summer.

SOWK 608 Field Placement III (Clinical Social Work Concentration) (3)
This course involves a 250-hour clinical field placement, as well as a one-hour per week field placement seminar. Field Placement III emphasizes development of advanced clinical social work practice skills. Offered: Fall.

SOWK 609 Field Placement III (Global Community Development Concentration) (3)
This course involves a 250-hour community development field placement, as well as a one-hour per week field placement seminar. Field Placement III emphasizes development of advanced community development practice skills. Offered: Fall.

SOWK 610 Applied Research Project (3)
During this course, students conduct the research project that was designed during the Advanced Research Seminar course (SOWK 601, which is typically completed during the previous semester). The course focuses on data collection, data analysis, interpretation of results, and presentation of findings. The instructor serves as a mentor and consultant for the various research teams. Prereq: SOWK 601. Offered: Spring.

SOWK 611 Clinical Specialization Seminar (3)
This course requires students to identify a clinical social work subfield as an area of specialization and to develop further expertise related to their chosen subfield. Prereq: SOWK 602 and SOWK 604. Offered: Spring.

SOWK 612 Global Community Development Specialization Seminar (3)
This course requires students to identify a community development subfield as an area of specialization and to develop further expertise related to their chosen subfield. Prereq: SOWK 603 and SOWK 605. Offered: Spring.

SOWK 613 Field Placement IV (Clinical Social Work Concentration) (3)
This course involves a 250-hour clinical field placement (which typically takes place at the same field placement site as Field Placement III, SOWK 608), as well as a one-hour per week field placement seminar. Field Placement IV emphasizes continued development of advanced clinical social work practice skills. Prereq: SOWK 608. Offered: Spring.

SOWK 614 Field Placement IV (Global Community Development Concentration) (3)
This course involves a 250-hour community development field placement (typically at the same site as Field Placement III, SOWK 609), as well as a one-hour per week field placement seminar. Field Placement III emphasizes continued development of advanced community development practice skills. Prereq: SOWK 609. Offered: Spring.

Cumberland School of Law

Administration

Henry C. Strickland, Dean, Ethel P. Malugen Professor
Brannon P. Denning, Associate Dean for Academic Affairs, Professor
Kenneth W. England, Director of Admissions and Administration
Anne L. Marovich, Director of Alumni Relations
Jeffrey B. Price, Director of Career Development
Cassandra Adams, Director, Cumberland Community Mediation Center and Public Interest Program
Patricia C. Harris, Director of Law Student Records
Gregory K. Laughlin, Director of Lucille Beeson Law Library, Associate Professor
Pamela J. Nelson, Director of Student Services
Jeffrey M. Whitcomb, Technology Services Manager
Laura H. Tomlin, Director of Paralegal Studies and Special Programs
David R. Hutchens, Senior Advancement Director
Derrek G. Smith, Director of Law School Communication

Faculty

Alyssa A. DiRusso, Whelan W. and Rosalie T. Palmer Professor of Law
Robert J. Goodwin, J. Russell McElroy Professor of Law
William G. Ross, Lucille Stewart Beeson Professor of Law
David M. Smolin, Harwell G. Davis Professor of Constitutional Law
Joseph A. Snoe, Whelan W. and Rosalie T. Palmer Professor of Law
Howard P. Walthall, Leslie S. Wright Professor of Law
T. Brad Bishop, Professor
John L. Carroll, Professor
LaJuana S. Davis, Professor
Michael E. DeBow, Professor
Jill E. Evans, Professor
Michael D. Floyd, Professor
Doris "Wendy" Greene, Professor
Paul Kuruk, Professor
Edward C. Martin, Professor
R. Thomas Stone, Jr., Professor
Deborah Young, Professor
Woodrow N. Hartzog, Associate Professor
Herman N. "Rusty" Johnson, Associate Professor
Belle H. Stoddard, Assistant Professor
LaVone R. Warren, Assistant Professor
David J. Langum, Research Professor
A. Robert Greene, Visiting Assistant Professor

Cumberland School of Law, founded in 1847 as part of Cumberland University in Lebanon, Tennessee, was acquired by Howard College, now Samford University, in 1961. The Law School is accredited by the American Bar Association and is a member of the Association of American Law Schools.

The Cumberland School of Law offers two degree programs. The core program is a 90-credit course of study leading to a Juris Doctor (J.D.) degree. In addition to the J.D. program, the Law School offers a Master of Comparative Law (M.C.L.). To apply to the J.D. program, an undergraduate degree and a satisfactory Law School Admissions Test (LSAT) score are required. Admission is competitive.

The Law School sponsors eight joint-degree programs in connection with the J.D. degree: Law/Accounting (J.D./M.Acc.), Law/Bioethics (J.D./M.S.), Law/Business Administration (J.D./M.B.A.), Law/Divinity (J.D./M.Div.), Law/Environmental Management (J.D./M.S.E.M.), Law/Public Administration (J.D./M.P.A.), Law/Public Health (J.D./M.P.H.), and Law/Theological Studies (J.D./M.A.T.S.).

Cumberland School of Law offers a J.D. 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 Michael D. Floyd, 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 2014-2015

*The following tuition and fees apply to Samford **Law Students**. Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. Click here for payment regulations and refund notes. For basic tuition and fees that apply to all or most graduate students, see the Financial Information section.*

Description	Student Classification	Expense	Notes
Tuition			
Initial Tuition Deposit	All Law Students	$250	Nonrefundable; Due April 15
Additional Tuition Deposit	All Law Students	$500	Nonrefundable; Due June 1
Less than 10 credits - Fall & Spring	Part-Time Law Students	$1,189/credit	
10 to 16 credits - Fall & Spring	Full-Time Law Students	$18,117/semester	
More than 16 credits - Fall & Spring	Full-Time Law Students	$1,189/credit	
Summer Abroad Program	All Law Students	$3,989 (Summer 2015)	
Master of Comparative Law (M.C.L.)	Graduate Law Students	$5,462 (Summer 2015)	
Joint Degree	Joint Degree Law Students	By Classification	
Fees			
Application Fee for Law School Admission	All Law Students	$50/application	Nonrefundable; Due at time of application
Reapplication Fee	All Law Students	$50/application	Nonrefundable; Due at time of reapplication
Cambridge Program Application Fee	All Participating Law Students	$200	
Books and Supplies	All Law Flex (8 hrs) Students	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Books and Supplies	All Law Flex (9 hrs) Students	$1,000 (estimate)	Same as above
Books and Supplies	All Law Fall/Spring Students	$2,000 (estimate)	Same as above
Campus Life Fee - Fall & Spring	All Law Students	$100/sem/term	
Insurance Co-Pay	All Law Students	As incurred	
International Student Fee - Fall & Spring	All International Law Students	$50/semester	
International Student Fee - Jan Term/Sum	All International Law Students	$25/term	
Reinstatement Fee (all terms)	All Law Students	$100/term, as applicable	
Technology Fee - Fall & Spring	All Law Students	$150/semester	

NOTE 1: Click here for a list of General Fees that apply to ALL students (Vehicle Registration/Decal, ID Replacement, etc.).
NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedules for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

Paralegal Studies

Administration

Laura Hendley Tomlin, Director of Paralegal Studies and Special Programs
Penny Seals, Recruiter

Paralegal Studies Certificate Program

Samford University's Cumberland School of Law also offers a Paralegal Studies Certificate Program. The program is approved by the American Bar Association and is the oldest such program in the state of Alabama. All courses in the 30 credit hour curriculum are taught in the evenings by experienced legal professionals and are offered for undergraduate level academic credit. Students may apply for admission for the fall, spring or summer term. Course schedules are structured to allow students to complete the program in as little as one year. The curriculum consists of six required and four elective courses, designed to help students gain the substantive knowledge and practical skills needed to begin or to continue their career as a paralegal.

Academic Regulations

Unless stated otherwise, Paralegal Studies Certificate Program 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 Evening College

Students who have previously earned a bachelor's degree from a regionally accredited institution may apply for admission through the University's online application which can be found at https://undergradadmission.samford.edu.

Students who have earned 60 credit hours of college level coursework (with or without earning a degree) from a regionally accredited institution may also apply directly for admission to the Paralegal Studies Certificate Program through the University's online application.

Requirements for all applicants:

1. Official transcript sent directly from all institutions attended.
2. Current résumé.
3. Personal essay.
4. Letter of reference.
5. Interview with the director.

Additional requirements for students who have not earned at least an associate of science or associate of arts and who do not intend to complete a bachelor's degree concurrently through the Evening College:

1. Two letters of reference from employers or supervisors
2. Résumé must indicate a minimum of two years full-time employment in the legal field.
3. Transcript must indicate certain general education credit hour requirements are met (see samford.edu/paralegal for details).
4. Overall cumulative GPA of 2.0 is required on all prior coursework.

Click here for a link to the tuition and fees table applicable to the Paralegal Studies Certificate Program.

Program Goals

The Paralegal Studies Certificate Program is committed to producing well educated, capable, and ethically aware graduates who, although they may not provide legal services directly to the public except as permitted by law, are prepared for careers as paralegals to attorneys in private, public, and corporate settings. Paralegals 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 paralegals 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 paralegals.
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, paralegals, and students.

Transfer Policy

A total of three courses may transfer into the Paralegal Studies Certificate Program, provided that all of the following are met:

1. Each course was completed in the last seven years.
2. Each course was completed at an American Bar Association-approved program.
3. Each course was completed at an institution accredited by a regional accrediting agency.
4. Each course is equivalent in content and credit hours as one currently offered through the Paralegal Studies Certificate Program, as determined by the program's director.
5. The student provides a syllabus and a program/university catalog for each course under consideration.
6. The final determination concerning transferability is approved by the program's director.

Paralegal Studies Certificate Program

Evening College Paralegal Studies Certificate Program Required Courses		Course Credits	Total Required Credits
Paralegal Core			**18**
PARA 121	Introduction to Paralegal Studies	3	
PARA 123	Legal Research and Writing	3	
PARA 229	Litigation	3	
PARA 303	Technology in the Law Office	3	
PARA 311	Corporate Law	3	
PARA 410	Advanced Paralegalism	3	
Paralegal Electives (choose four from the following)			**12**
PARA 227	Estates and Trusts	3	
PARA 301	Employment Law for Paralegals	3	
PARA 302	Environmental Law for Paralegals	3	
PARA 304	Family Law	3	
PARA 305	Administrative Law for Paralegals	3	
PARA 306	Debtor-Creditor Law	3	
PARA 307	Criminal Law	3	
PARA 308	Real Estate Law	3	
PARA 309	Legal Drafting and Transactions	3	
PARA 310	Torts	3	
	Total Required Credits		**30**

Courses

NOTE: Beginning Spring 2015, courses formerly designated with the ECPA prefix now have the PARA prefix. Old course numbers are noted in parentheses.

PARALEGAL STUDIES

PARA 121 Introduction to Paralegal Studies (3)
Examination of the concept, qualifications, and role of the paralegal. 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-paralegal-client-public relationships, and the role of the paralegal in several substantive law areas. Students will also be exposed to technologies currently in use by paralegals including electronic filing and case management software. (Formerly ECPA 121)

PARA 123 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. Prereq or Co-req: PARA 121. (Formerly ECPA 123)

PARA 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. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 227)

PARA 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 paralegals. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 229)

PARA 301 Employment Law for Paralegals (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. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 301)

PARA 302 Environmental Law for Paralegals (3)
Comprehensive overview of environmental law including its relationship with political science, technology, economics, and science. In addition to examining current law and policy, this course will review the history of environmental law including the historical legal responses to environmental contamination. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 302)

PARA 303 Technology in the Law Office (3)
General introduction to the use of computers and of legal specialty computer software programs in the modern law office. The course includes hands-on computer exercises using professional software programs frequently used in the law office by paralegals. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 303)

PARA 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. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 304)

PARA 305 Administrative Law for Paralegals (3)
Overview of administrative law, looking at the substantive and procedural aspects of various administrative law agencies, with emphasis on providing skills to practice in administrative law. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 305)

PARA 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 Uniform Commercial Code (UCC), and Bankruptcy. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 306)

PARA 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. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 307)

PARA 308 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. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 308)

PARA 309 Legal Drafting and Transactions (3)
Review of the basic skills necessary for drafting documents for legal transactions. Includes discussion about drafting issues, both legal and non-legal, and the law as it relates to drafting, including rules of interpretation (such as the cannons of construction) and substantive law issues that relate to particular transactions. Students will complete writing exercises that test their knowledge of and ability to apply the materials, including the ability to avoid inadvertent ambiguity, to properly define terms and concepts, to make appropriate stylistic choices, and to draft and revise documents. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 309)

PARA 310 Torts (3)
Provides students with the basic legal terms of torts and personal injury law; helps students identify the various types of torts and the defenses a defendant can raise to each; and provides students with practical, hands-on experience in learning the related medical terminology and in drafting the documents commonly used in this area of law. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 310)

PARA 311 Corporate Law (3)
Broad overview of two important areas of the law: (1) the law of contracts and (2) the law of business organizations. The contracts part of the course covers forming contracts, restitution, statute of frauds, contract interpretation, modification, and other topics. The business organizations part of the course covers an overview of the principle legal issues that arise in business relationships over the life cycle of the business, including an explanation of the basic concepts that govern these relationships, the specific examples of how they apply, and the similarities and dissimilarities in the business associations covered. Prereqs: PARA 121 and PARA 123. (Formerly ECPA 311)

PARA 410 Advanced Paralegalism (3)
Designed to prepare the student for entry into the legal community through intensive study of the paralegal profession and additional development of the student's organizational, communication, and critical analysis skills using modalities such as portfolio preparation, mock interviews, and advanced research and writing assignments. Prereqs: PARA 121 and PARA 123, and 18 hours completed in the major. (Formerly ECPA 410)

EVENING COLLEGE – UNDERGRADUATE EVENING STUDENT TUITION AND FEES FOR ACADEMIC YEAR 2014-2015

*The following tuition and fees apply to Samford **Undergraduate Evening Students** enrolled in **Evening College** (including the Paralegal Studies Certificate Program). Unless otherwise indicated, all fees are due on or before the e-bill payment due date and are nonrefundable. Click here for payment regulations and refund notes.*

Description	Student Classification	Expense	Notes
Tuition			
All credits - Degree or Audit (including Paralegal Studies Certificate Program)	All Undergraduate Students (Evening)	$350/credit each term	
Fees			
Application Fee for Undergraduate Admission (Evening)	All Undergraduate Students (Evening)	$35/application	Nonrefundable; Due at time of application
Books and Supplies	All Undergraduate Students (Evening)	$1,000 (estimate)	Cash/check/credit card due at time of purchase
Campus Life Fee - Fall & Spring	All Undergraduate Students (Evening)	$50/semester	
Insurance Co-Pay	All Undergraduate Students (Evening)	As incurred	
International Student Fee-Fall & Spring	All International Undergrad Students (Evening)	$50/semester	
International Student Fee-Jan Term/Sum	All International Undergrad Students (Evening)	$25/term	
Legal Research & Writing Lab Fee	All Students enrolled in PARA 123	$95/course	
Portfolio Evaluation Fee	All Students seeking Portfolio Credit	$100/credit (optional)	
Reinstatement Fee (all terms)	All Undergraduate Students (Evening)	$100/term, as applicable	
Technology Fee - Fall & Spring	All Undergraduate Students (Evening)	$150/semester	

NOTE 1: Click here for a list of General Fees that apply to ALL students (Vehicle Registration/Decal, ID Replacement, etc.).
NOTE 2: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: http://www.samford.edu/bursar/

NOTE ON PAYMENT/REINSTATEMENT: Charges incurred after the e-bill has been generated for the semester/term are due on or before the payment due date. Charges incurred during the drop/add period are due when incurred. Late fee of 5% (capped at $100) will be applied to the past due balance if payment is not received in the Bursar's Office by the due date. To avoid registration cancellation and reinstatement fee, students should pay all tuition and fees by the payment due date. See the Billing and Refund Schedules for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.

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Boards, Administration, and Faculty

Board of Trustees (2013-2014)*

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Sheri P. McKean (2017) . . . . . Montgomery, Alabama
Jerry Newby (2017) . . . . . Athens, Alabama
Gary R. Pearman (2017) . . . . . Huntsville, Alabama
John C. Pittman (Life) . . . . . Birmingham, Alabama
Mazen Sahawneh, O.D. (2016) . . . . . Mobile, Alabama
Mary Shaw (2016) . . . . . Pelham, Alabama
Albert L. Shumaker (2016) . . . . . Centre, Alabama
Zeke W. Smith (2016) . . . . . Trussville, Alabama
James C. Stivender (Life) . . . . . Gadsden, Alabama
Beth Thorne Stukes (2014) . . . . . Jasper, Alabama
Timothy Vines (2015) . . . . . Birmingham, Alabama
W. Clark Watson (2015) . . . . . Birmingham, Alabama
Rhonda C. Witcher (2015) . . . . . Cullman, Alabama
The Reverend Dr. Rick L. Lance *(ex officio)* . . . . . Montgomery, Alabama
The Reverend Dr. John H. Killian *(ex officio)* . . . . . Maytown, Alabama

* Board terms run from December to December.

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Carolyn M. McKinstry, Secretary . . . . . Birmingham, Alabama

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Bonnie Bolding. . . . . Birmingham, Alabama
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Joseph O. Dean, Jr. . . . . Birmingham, Alabama
Willard L. Dean. . . . . Birmingham, Alabama
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C. Curtis James, Jr. . . . . Birmingham, Alabama
J. Fred Kingren . . . . . Birmingham, Alabama
R. Clayton McWhorter . . . . . Nashville, Tennessee
Carl Edwin Miller III . . . . . Birmingham, Alabama
Malcolm K. Miller, Jr.. . . . . Birmingham, Alabama
Eric L. Motley . . . . . Washington, DC
Doug Neil. . . . . Birmingham, Alabama
Kevin C. Newsom . . . . . Birmingham, Alabama
Frank O. Page, M.D. . . . . Birmingham, Alabama
Edward R. Pascoe . . . . . Birmingham, Alabama
Lenora W. Pate . . . . . Birmingham, Alabama
Greg Powell . . . . . Birmingham, Alabama
Leigh Ann Pusey . . . . . Washington, DC
C. Duane Randleman, M.D.. . . . . Birmingham, Alabama
Sandra H. Ray. . . . . Tuscaloosa, Alabama
Alan Register . . . . . Birmingham, Alabama
Richard R. Robey . . . . . Birmingham, Alabama
Robert E. Sasser. . . . . Montgomery, Alabama
Senator Jeff B. Sessions . . . . . Mobile, Alabama
Jacquelyn S. Shaia . . . . . Birmingham, Alabama
Lisa J. Sharp . . . . . Birmingham, Alabama
R. Waid Shelton, Jr., M.D. . . . . Birmingham, Alabama
Vicki R. Simmons. . . . . Memphis, Tennessee
Kenneth O. Simon. . . . . Birmingham, Alabama
Nathan B. Smith, M.D. . . . . Birmingham, Alabama
Jack D. Stewart . . . . . Louisville, Kentucky
Jeffrey I. Stone . . . . . Birmingham, Alabama
Jason C. Swanner, M.D.. . . . . Birmingham, Alabama
Neal Wade . . . . . Panama City, Florida
William J. Ward. . . . . Birmingham, Alabama
Elouise Wilkins Williams . . . . . Birmingham, Alabama
Gary C. Wyatt . . . . . Birmingham, Alabama
Ronnie J. Wynn . . . . . Montgomery, Alabama
Gil T. Simmons *(ex officio)*. . . . . Birmingham, Alabama

* Board terms run from December to December.

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Ed.D., University of Arkansas at Little Rock

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B.A., Baylor University
M.Div., Ph.D., Southwestern Baptist Theological Seminary

Vice President for Business and Financial Affairs
Harry B. Brock, III (Buck)
B.S., The University of Alabama

Vice President for Student Affairs and Enrollment Management
R. Philip Kimrey
A.A., Chipola Junior College
B.A., William Carey College
M.R.E., New Orleans Baptist Theological Seminary
Ed.D., The University of Alabama

Vice President for University Advancement
W. Randall Pittman
B.S., Auburn University

College/School Deans

Howard College of Arts and Sciences
David W. Chapman, Dean and Professor
B.A., The University of Oklahoma
M.A., The University of Tulsa
Ph.D., Texas Christian University

School of the Arts
Joseph Hopkins, Dean and Professor
B.M., Shorter College
M.M., Baylor University
D.M., Indiana University

Brock School of Business
J. Howard Finch, Dean and Professor
B.B.A, North Georgia College and State University
M.B.A., Mercer University
M.A., Ph.D., The University of Alabama

Beeson School of Divinity
Timothy F. George, Ralph W. Beeson Dean and Professor
A.B.,The University of Tennessee at Chattanooga
M.Div., Th.D., Harvard University

Orlean Bullard Beeson School of Education
Jean A. Box, Ralph W. Beeson Dean and Professor
B.S., Auburn University
M.A., Ph.D., Ed. S., University of Alabama at Birmingham

Cumberland School of Law
Henry C. Strickland, Dean and Ethel P. Malugen Professor
B.A., Presbyterian College
J.D., Vanderbilt University

Ida V. Moffett School of Nursing
Eleanor V. Howell, Ralph W. Beeson Dean and Professor
B.S.N., Medical College of Georgia
M.S.N., Ph.D., University of Alabama at Birmingham

McWhorter School of Pharmacy
Michael A. Crouch, Fred E. McWhorter Dean and Professor
B.S., The University of North Carolina
Pharm D., Medical University of South Carolina

Administrative Staff

Academic Affairs

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Associate Provost for Academics . . . . . Christopher Metress
Associate Provost for Administration . . . . . Nancy C. Biggio
Dean of Samford University Library . . . . . Kimmetha Herndon
Director of Academic Grants . . . . . Tim Wolfe
Director of the Academic Success Center . . . . . Bridget C. Rose
Director of Disability Resources . . . . . Anne R. Sherman
Director of Diversity and Intercultural Initiatives . . . . . Denise Gregory
Director of the Frances Marlin Mann Center for Ethics & Leadership . . . . . Drayton Nabers, Jr.
Director of International Education . . . . . Angela Ferguson
Director of Law Library . . . . . Gregory K. Laughlin
Director of Special Projects . . . . . Sheila L. Thomas
Director of University Fellows . . . . . Bryan M. Johnson
University Registrar . . . . . John J. Flynn
Research Professor of History . . . . . Ginger Frost

Business and Financial Affairs

Assistant Vice President and General Counsel . . . . . Lisa C. Imbragulio
Chief Information Officer . . . . . Doug Rigney
Director of Athletics . . . . . Martin Newton
Director of Budget & Financial Planning . . . . . Matt DeFore
Director of Capital Planning & Improvement . . . . . David T. Whitt
Director of Business Services . . . . . H. Michael McCormack
Director of LSW Fine Arts Center . . . . . Sean Wright
Director of Facilities Management . . . . . D. Mark Fuller
Director of Human Resources . . . . . Fred Rogan
Director of Student Financial Services . . . . . Lane Smith
Controller . . . . . Mike Darwin
Manager of Accounting & Financial Services . . . . . K. Randy McKinney

President's Office

Assistant to the President . . . . . Michael Morgan
Assistant to the President for External Programs . . . . . Chris McCaghren
Assistant to the President for Church Relations . . . . . Kevin Blackwell
Chief Institutional Effectiveness Officer . . . . . Mary Sue Baldwin
Chief Strategy Officer . . . . . Colin Coyne

Student Affairs and Enrollment Management

Dean of Admission . . . . . Jason Black
Assistant Dean for Campus Life . . . . . Renie Moss
Assistant Dean for Spiritual Life & University Minister . . . . . Matt Kerlin
Assistant Dean for Student Services & Values Advocate . . . . . Garry Atkins
Director of Campus Recreation . . . . . Nick Madsen
Director of Campus Visits & Special Programs, Admission . . . . Elizabeth Primm
Director of Counseling Services . . . . . Richard Yoakum
Director of Greek Life . . . . . Denny Bubrig
Director of Operations, Admission . . . . . Brad Tomas
Director of Parent Programs . . . . . Susan Todd Doyle
Director of Public Safety & Emergency Management . . . . . Wayne Pittman
Director of Recruitment, Admission . . . . . Brian Kennedy
Director of Residence Life & University Services . . . . . Lauren Taylor
Director of Student Activities & Events . . . . . Beth Roller
Director of Student Leadership & Community Engagement . . Janna Pennington

University Advancement

Chief Marketing Officer . . . . . Betsy Bugg Holloway
Executive Director, University Communication . . . . . Philip Poole
Executive Director of Development . . . . . Douglas Wilson
Senior Director of Alumni Programs and Annual Giving . . . . Lauren McCaghren
Director of Advancement Services . . . . . Judith F. Aucoin
Director of Alumni Programs . . . . . Molly McGuire
Director of Annual Giving . . . . . Kim Cripps
Director of Broadcast Media . . . . . Brad Radice
Director of Client Relations . . . . . Laine Williams
Director of Creative Operations . . . . . Janica York Carter
Director of Gift & Estate Planning . . . . . C. Stanley Davis
Director of Public Relations and Senior Editor . . . . . William A. Nunnelley
Director of Web and Digital Marketing . . . . . Todd Cotton

Faculty

Adedoyin, A. Christson
Associate Professor, Social Work (2014)
B.S., M.S.W., University of Ibadan, Nigeria
Ph.D., University of Kentucky

Alemán, Carlos Enrique
Assistant Professor, History (2013)
B.A., University of California-Santa Cruz
Ph.D., Michigan State University

Allison, Lisa
Assistant Professor, Nursing (2013)
B.S.N., University of Alabama at Birmingham
M.S.N., Samuel Merritt University
D.N.P., University of Alabama at Birmingham

Angel, James B.
Professor, Kinesiology (1984)
B.S., U.S. Naval Academy
M.A., University of Alabama at Birmingham
Ph.D., The University of Tennessee

Ankney, Raymond N.
Chair, Associate Professor, Journalism & Mass Communication (2006)
B.A., Indiana University of Pennsylvania
M.A., Syracuse University
Ph.D., The University of North Carolina at Chapel Hill

Arnold, John Jefferson
Associate Professor, Pharmaceutical Sciences (2008)
B. S., Auburn University
Ph.D., University of Alabama at Birmingham

Ashe, Shannon
Instructor, Kinesiology (2013)
B.S., University of Arizona
M.Ed., Northwestern State University of Louisiana

Ashmore, Beth E.
Librarian, Samford University Library (2003)
B.A., Loyola University-Chicago
M.S., University of Illinois

Atkinson, Bruce W.
Chair, Professor, Mathematics & Computer Science (1995)
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B.A., M.A., J.D., The University of Alabama
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B.A., University of Virginia
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B.S., United States Naval Academy
M.A., Boston University
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Baldwin, Mary Sue
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Associate Professor, Nursing (2002)
B.S.N., University of Michigan
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Ed.S., Ed.D., Samford University

Barnette, James R.
Director, Pre-Ministerial Scholars,Associate Professor, Religion (1994)
B.A., Samford University
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Basinger, Dana K.
Assistant Dean, Arts & Sciences,
Assistant Professor, Core Curriculum (2001)
B.A., M.A., The University of Alabama

Bass, S. Jonathan
Chair, Professor, History, University Historian (1998)
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Ph.D., The University of Tennessee

Bateman, J. Mark
Associate Professor, Educational Leadership (2004)
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Ed.D., Indiana University

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Chair, Undergraduate Programs, Professor, Nursing (1991)
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B.A., Washington and Jefferson College
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Benner, Kimberley W.
Vice Chair, Professor, Pharmacy Practice (1997)
B.S., University of Alabama at Birmingham
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B.S.N., University of Bridgeport
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Berry, Jack W.
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B.S., University of Alabama at Birmingham
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Assistant Professor, Core Curriculum (2004)
B.A., Drew University
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B.S., M.A., University of Montevallo
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B.A., Lake Forest College
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Dean and Professor, Education (1989)
B.S., Auburn University
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Chair, Associate Professor, Sociology (2014)
B.A., Mars Hill College
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Associate Professor, Communication Studies (2004)
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Research Professor, Divinity (1994)
B.A., McGill University
Maitrise en lettres classiques, Doctorat de troisieme cycle en lettres classiques, University de Paris-Sorbonne

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B.S.N., Pharm.D., University of Florida
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Chair and Professor, Accounting & Management Information Systems (2008)
B. S., William Carey College
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A.B., Tennessee Technological University
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B.S., The Ohio State University
Ph.D., Mercer University

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Professor of Ethics, Philosophy (2004)
B.A., Walla Walla College
M.B.A., The University of Chicago
M.Div., Church Divinity School of the Pacific
M.D., Loma Linda University
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B.S., Middle Tennessee State University
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Cahoon, Terri M.
Chair, Associate Professor, Nurse Anesthesia (2003)
B.S.N., Auburn University
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Carden, William (Art)
Assistant Professor, Economics, Finance, & Quantitative Analysis (2012)
B.S., M.A., The University of Alabama
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Carey, Michael Clay
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B.S., Middle Tennessee State University
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B.A., Tufts University,
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B.P.A., M.B.A., Mississippi State University
Ph.D., The University of Mississippi

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Castle, Mark J.
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Cates, Marshall E.
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B.S., Rhodes College
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B.A., Colgate University
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Ph.D., University of California, Los Angeles

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Chair, Professor, Psychology (1993)
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Th.D., Australian College of Theology

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M.F.A., The University of Chicago

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J.D., The University of Tennessee

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Creed, J. Bradley
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Crouch, Michael A.
Fred E. McWhorter Dean, Professor, Pharmacy (2014)
B.S., The University of North Carolina
Pharm.D., Medical University of South Carolina

Cruthirds, Danielle L.
Associate Professor, Pharmaceutical Sciences (2007)
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Cunningham, Jill L.
Chair, Family Nurse Practitioner Program,
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D.N.P., The University of Tennessee Health Science Center

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Assistant Professor, Pharmaceutics (2011)
B.A., Mumbai University
Ph.D., Mercer University

Dalton, Grant B.
Associate Professor, Music (2001)
B.S., David Lipscomb University
M.M., D.M.A., The Ohio State University

Darby, Della H.
Serial Librarian, Law Library (2000)
B.S., Spalding University
M.L.I.S., University of South Carolina

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Assistant Librarian, University Library (2013)
B.A., Auburn University
M.L.I.S., The University of Alabama

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Professor, Biological & Environmental Sciences (1985)
B.A., Miami University (Ohio)
M.S., Ph.D., The University of Alabama

Davidson, Theresa C.
Associate Professor, Sociology (2005)
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M.A., Northern Arizona University
Ph.D., Louisiana State University

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B.M., Samford University
M.A., D.M.A., Claremont Graduate University

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