

# Samford University

Catalog  
2012-2013  
Academic Year



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

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 of 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.*

## **HOW TO READ THE COURSE LISTINGS**

### **Program Abbreviation**

**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.**

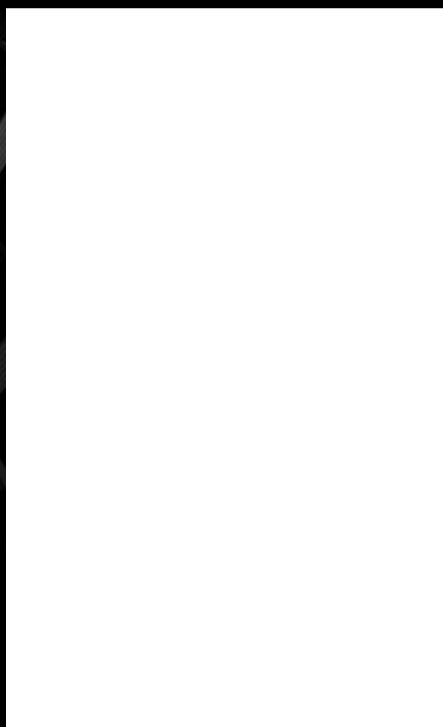
All photographs in this catalog were provided by Samford University's Office of Communication, Photographic Services Team, unless otherwise indicated.

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# Academic Calendars and Critical Deadlines





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

## ***Undergraduate Day and Evening Students; All Graduate Students\****

### **Semester System**

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

### **Jan Term**

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

### **Summer Terms**

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

### **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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\*Except graduate nursing and environmental management students.

**JUNE 2012**

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**JULY 2012**

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**AUGUST 2012**

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**OCTOBER 2012**

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**NOVEMBER 2012**

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**DECEMBER 2012**

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# Calendar for Academic Year 2012-2013 for Undergraduate Day & Evening, and All Graduate Programs\*

(except Graduate Nursing & Environmental Management)

**Orientation & Connections Dates for Summer 2012**

<b>June 4-5</b>	New Student Orientation (Session 1)
<b>June 11-12</b>	New Student Orientation (Session 2)
<b>June 15</b>	Transfer Student Orientation
<b>June 18-19</b>	New Student Orientation (Session 3)
<b>August 23-24</b>	New Student Orientation (Session 4)
<b>August 24-26</b>	Connections

**Graduation Application Deadlines (Undergraduate Only)**

Students must complete the **Application for Undergraduate Degree** to assure timely assessment of their graduation requirements. The form is available online at the following URL: [www.samford.edu/groups/sturec/DegreeApplication-UG.pdf](http://www.samford.edu/groups/sturec/DegreeApplication-UG.pdf)

Expected Graduation Term	Application Deadline
Spring 2013	October 1, 2012
Summer 2013	February 15, 2013
Fall 2013	April 2, 2013

**Summer I 2012 (First Five-Week Summer Session)**

<b>June 4</b>	Payment due date for students who have registered
<b>June 4</b>	Advising, registration, and payment for students not registered
<b>June 4</b>	Classes begin
<b>June 6</b>	Last day to add or drop a Summer I course(s) <b>without FINANCIAL penalty</b>
<b>June 6</b>	Deadline to submit Course Repeat form in session repeated course is taken
<b>June 22</b>	Last day to <b>withdraw from a Summer I course OR to completely withdraw from ALL Summer I courses without ACADEMIC penalty</b>
<b>July 4</b>	Independence Day Holiday; no classes meet
<b>July 5</b>	Classes end
<b>July 6</b>	Final Examinations

**Summer II 2012 (Second Five-Week Summer Session )**

<b>July 9</b>	Payment due date for students who have registered
<b>July 9</b>	Advising, registration, and payment for students not registered
<b>July 9</b>	Classes begin
<b>July 11</b>	Last day to add or drop a Summer II course(s) <b>without FINANCIAL penalty</b>
<b>July 11</b>	Deadline to submit Course Repeat form in session repeated course is taken
<b>July 27</b>	Last day to <b>withdraw from a Summer II course OR to completely withdraw from ALL Summer II courses without ACADEMIC penalty</b>
<b>August 9</b>	Classes end
<b>August 10</b>	Final Examinations

**Summer 10-Week Term 2012**

<b>June 4</b>	Payment due date for students who have registered
<b>June 4</b>	Advising, registration, and payment for students not registered
<b>June 4</b>	Classes begin
<b>June 7</b>	Last day to add or drop a Summer 10-Week course(s) <b>without FINANCIAL penalty</b>
<b>June 7</b>	Deadline to submit Course Repeat form in term repeated course is taken
<b>July 4</b>	Independence Day Holiday; no classes meet
<b>July 20</b>	Last day to <b>withdraw from a Summer 10-Week course OR to completely withdraw from ALL Summer 10-Week courses without ACADEMIC penalty</b>
<b>August 9</b>	Classes end
<b>August 10</b>	Final Examinations

**Fall Semester 2012**

<b>August 20-24</b>	Faculty in residence for the academic session
<b>August 24</b>	Advising, registration and payment for students not registered
<b>August 27</b>	Payment due date for students who have registered
<b>August 27</b>	Classes begin
<b>August 28</b>	University Convocation
<b>August 31</b>	Payment due date for students in Orientation Session #4 (Aug 23-24)
<b>August 31</b>	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
<b>August 31</b>	Deadline to submit Course Repeat form in semester repeated course is taken
<b>September 3</b>	Labor Day Holiday; no classes meet
<b>October 8-9</b>	Fall Break; no classes meet
<b>October 17</b>	Deadline for faculty to submit midterm grades for freshmen (deadline subject to change)
<b>Nov 5-30</b>	Registration begins for <b>Jan Term</b> and <b>Spring Semester</b> (Note: Registration continues until the last day to add/drop for each future term)
<b>November 16</b>	Last day to <b>withdraw from a Fall course OR to completely withdraw from ALL Fall courses without ACADEMIC penalty</b>
<b>November 21-23</b>	Thanksgiving Holidays; no classes meet
<b>December 7</b>	Classes end
<b>December 10-13</b>	Final Examinations
<b>December 15</b>	Commencement

# Calendar for Academic Year 2012-2013 for Undergraduate Day & Evening, and All Graduate Programs\* (cont'd) (except Graduate Nursing & Environmental Management)

## Jan Term 2013

January 3	Payment due date for students who have registered
January 3	Advising, registration, and payment for students not registered
January 3	Classes begin
January 7	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
January 7	Deadline to submit Course Repeat form in term repeated course is taken
January 18	Last day to <b>withdraw from a Jan Term course OR to completely withdraw from ALL Jan Term courses without ACADEMIC penalty</b>
January 21	Martin Luther King, Jr. Holiday; no classes meet
January 24	Classes end
January 25	Final Examinations

## Spring Semester 2013

January 25	Advising, registration and payment for students not registered
January 28	Payment due date for students who have registered
January 28	Classes begin
January 29	University Convocation
February 1	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
February 1	Deadline to submit Course Repeat form in semester repeated course is taken
March 13	Deadline for faculty to submit midterm grades for freshmen (deadline subject to change)
March 18-22	Spring Break Holidays; no classes meet
April 1	Easter Monday Holiday; no classes meet
April 2	Deadline to submit Transient Enrollment Form/Letter of Good Standing Request for Summer transient work
April 2-26	Registration begins for Summer Terms and Fall Semester (NOTE: Registration continues until the last day to add/drop for each future term)
April 26	Last day to <b>withdraw from a Spring course OR to completely withdraw from ALL Spring courses without ACADEMIC penalty</b>
May 10	Classes end
May 13-16	Final Examinations
May 17-18	Commencement Weekend

## Summer I 2013 (First Five-Week Summer Session)

June 3	Payment due date for students who have registered
June 3	Advising, registration, and payment for students not registered
June 3	Classes begin
June 5	Last day to add or drop a Summer I course(s) <b>without FINANCIAL penalty</b>
June 5	Deadline to submit Course Repeat form in session repeated course is taken
June 26	Last day to <b>withdraw from a Summer I course OR to completely withdraw from ALL Summer I courses without ACADEMIC penalty</b>
July 3	Classes end
July 4	Independence Day Holiday; no classes meet
July 5	Final Examinations

## Summer II 2013 (Second Five-Week Summer Session)

July 8	Payment due date for students who have registered
July 8	Advising, registration, and payment for students not registered
July 8	Classes begin
July 10	Last day to add or drop a Summer II course(s) <b>without FINANCIAL penalty</b>
July 10	Deadline to submit Course Repeat form in session repeated course is taken
July 26	Last day to <b>withdraw from a Summer II course OR to completely withdraw from ALL Summer II courses without ACADEMIC penalty</b>
August 8	Classes end
August 9	Final Examinations

## Summer 10-Week Term 2013

June 3	Payment due date for students who have registered
June 3	Advising, registration, and payment for students not registered
June 3	Classes begin
June 7	Last day to add or drop a Summer 10-Week course(s) <b>without FINANCIAL penalty</b>
June 7	Deadline to submit Course Repeat form in term repeated course is taken
July 4	Independence Day Holiday; no classes meet
July 26	Last day to <b>withdraw from a Summer 10-Week course OR to completely withdraw from ALL Summer 10-Week courses without ACADEMIC penalty</b>
August 8	Classes end
August 9	Final Examinations

## JANUARY 2013

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## FEBRUARY 2013

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## MARCH 2013

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## APRIL 2013

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## MAY 2013

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## JUNE 2013

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## JULY 2013

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## AUGUST 2013

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\* For the **Beeson School of Divinity** Academic Calendar, see their Web site: [www.beesondivinity.com/](http://www.beesondivinity.com/) (Choose Academic Calendar from the Academics drop down menu)  
 For the **Cumberland School of Law** Academic Calendar, see their Web site: [cumberland.samford.edu/](http://cumberland.samford.edu/), then click on Calendar.  
 For the **McWhorter School of Pharmacy** Academic Calendar for 2012-2013, see that school's section of this catalog.  
 For the **2013-2014 Academic Calendar**, see the following Web site: [www.samford.edu/groups/sturec/acadcalendar.html](http://www.samford.edu/groups/sturec/acadcalendar.html)

# Calendar for Academic Year 2012-2013 for Graduate Nursing and Graduate Environmental Management

## JUNE 2012

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## JULY 2012

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## AUGUST 2012

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## SEPTEMBER 2012

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## OCTOBER 2012

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## NOVEMBER 2012

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## DECEMBER 2012

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## JANUARY 2013

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## Summer Term 2012

June 4	Payment due date for students who have registered
June 4	Advising, registration and payment for students not registered
June 4	Classes begin
June 7	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
July 4	Independence Day Holiday, no classes meet
July 20	Last day to <b>withdraw from a Summer course OR to completely withdraw from ALL Summer courses without ACADEMIC penalty</b>
August 9	Classes end
August 10	Final Examinations

## Fall Semester 2012

August 27	Payment due date for students who have registered
August 20	Advising, registration and payment for students not registered
August 20	Classes begin
August 28	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
September 3	Labor Day Holiday; no classes meet
Nov 5-30	Registration begins for Spring Semester*
November 15	Last day to <b>withdraw from a Fall course OR to completely withdraw from ALL Fall courses without ACADEMIC penalty</b>
November 21-23	Thanksgiving Holidays; no classes meet
December 7	Classes end
December 10-13	Final Examinations
December 15	Commencement

## Spring Semester 2013

January 28	Payment due date for students who have registered
January 3	Advising, registration and payment for students not registered
January 3	Classes begin
January 8	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
January 21	Martin Luther King, Jr. Holiday; no classes meet
March 18-22	Spring Break Holidays; no classes meet
April 1	Easter Monday Holiday; no classes meet
April 2-26	Registration begins for Summer and Fall Terms*
April 24	Last day to <b>withdraw from a Spring course OR to completely withdraw from ALL Spring courses without ACADEMIC penalty</b>
May 10	Classes end
May 13-16	Final Examinations
May 17-18	Commencement Weekend

## Summer Term 2013

June 3	Payment due date for students who have registered
June 3	Advising, registration and payment for students not registered
June 3	Classes begin
June 7	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
July 4	Independence Day Holiday, no classes meet
July 26	Last day to <b>withdraw from a Summer course OR to completely withdraw from ALL Summer courses without ACADEMIC penalty</b>
August 8	Classes end
August 9	Final Examinations

\*NOTE: Registration continues until the last day to add/drop for each future term.

For the **Beeson School of Divinity** Academic Calendar, see their Web site: [www.beesondivinity.com/](http://www.beesondivinity.com/)  
(Click on Academic Calendar from the Academics drop down menu)

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## FEBRUARY 2013

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## MARCH 2013

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## APRIL 2013

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## JULY 2013

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## AUGUST 2013

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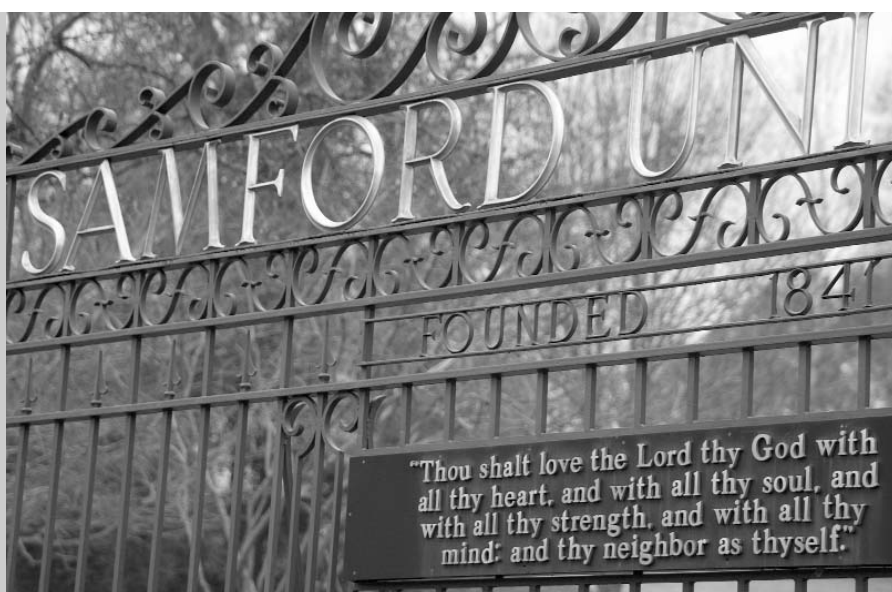




# About Samford University

*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 eight 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, Ida V. Moffett School of Nursing, and McWhorter School of Pharmacy.

### **Mission**

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

### **Core Values**

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

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

### **Vision**

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

## 1841

Founded and chartered 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.



## 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.



## Samford Facts

- Samford is consistently ranked in the top tier of its peer group by *U.S. News & World Report* and also has been nationally ranked for its academic programs and affordability by *The Princeton Review*, *Forbes*, *Kiplinger's* and other publications.
- 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*.
- **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.
- **Twelve** National Merit Scholars enrolled as entering freshmen for **Fall 2011**.
- **One hundred and two** children, ages six weeks through four years, are enrolled at the Children's Learning Center, which serves as an inclusive demonstration model and laboratory school under the supervision of the Orlean Bullard Beeson School of Education and Professional Studies.
- 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, and health care.
- The University's libraries house approximately **1,116,815** volume equivalents.
- Samford's fine arts complex include the Leslie S. Wright Fine Arts Center with its **2,700-seat** concert hall; Bonnie Bolding Swearingen Hall with the **400-seat** Ben F. Harrison Theatre, the **120-seat** Bolding Studio and the Samford Art Gallery; and Jane Hollock Brock Hall, which includes a state-of-the-art **330-seat** recital hall.
- Samford has a **700-seat** undergraduate chapel and a **400-seat** divinity school chapel.
- Samford is the **87th** oldest college or university in America.
- For **Fall 2011**, **4,758** men and women enrolled, applying from **47** states. Total enrollment includes students from **20** foreign countries.
- Approximately **84%** of Samford's **301** full-time faculty have earned a terminal degree.
- Samford offers **25** degree programs in approximately **110** majors.
- 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 **2011** entering freshmen were in the top 25 percent of their high school class (of those reporting rank). The average ACT score of **2011** entering freshmen was **26**.
- Samford intercollegiate athletics sponsors **17** sports in NCAA Division I, nine for women and eight for men.
- There are **125** social, faith-based, service, performing, club sport, professional, and honorary organizations, as well as five national fraternities and eight national sororities.
- A total of **330** computers are available on campus for general student use; all computers offer the latest software and are connected to the Internet; telephone and Internet connections are provided for every resident student.

## Accreditation

Samford University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur, GA 30033-4097; (404) 679-4501, to award associate, 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. The appropriate professional schools at Samford are accredited by:

Accreditation Council for Pharmacy Education (ACPE)  
 American Bar Association (ABA)  
 American Dietetic Association (ADA)  
 Association of Theological Schools (ATS)  
 Association to Advance Collegiate Schools of Business (AACSB)

## 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  
 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 family studies 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.

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

### WHAT ARE THE ADMISSION REQUIREMENTS?

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

### WHEN DO I APPLY FOR ADMISSION?

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

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

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

### HOW MUCH DOES IT COST?

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

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

Included with your letter of acceptance, you will receive a packet of information including campus residence request forms, and most important, New Student Orientation information. New Student Orientation is coordinated by the Director of Orientation, and is held in June for freshmen and their parents prior to the fall semester. (See the Academic Calendar for 2012-2013 in this catalog for dates.) 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](http://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 five 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 Help Desk for more detailed information at (205) 726-2662 or e-mail [support@samford.edu](mailto:support@samford.edu). Also, see Computer Services and Resources in the Campus Life, Services, and Facilities section of this catalog.

#### WHAT CHOICES DO I HAVE FOR A MAJOR?

There are approximately 110 majors available from eight colleges and schools. A complete list of undergraduate majors and degrees offered can be found in the Academic Policies and Regulations section of this catalog. There you will also find a list of minors, certificates, and graduate and professional degrees offered.

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

The 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 chapters of five national fraternities and eight national 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. Completed applications and related documents should be mailed to the address listed below, or submitted online at [admission.samford.edu/applynow](http://admission.samford.edu/applynow).*

*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 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 Office of New Student Orientation and Parent Programs 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: [admission.samford.edu](http://admission.samford.edu).

**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 **2011** Freshman Class possessed an ACT composite middle 50 percent range of 23-29; their SAT-Total middle 50 percent range was 1053-1278. 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 [admission.samford.edu/applynow](http://admission.samford.edu/applynow) and include a \$35 nonrefundable application fee.
2. Request two official transcripts from your high school to be sent to the Office of Admission. One should be sent at the time of application. The second one should be sent at the completion of the senior year certifying graduation. Transcripts must be mailed by the school to the Office of Admission in order to be considered official.
3. Have official scores on the ACT or SAT sent to the Office of Admission by the respective agency.
4. Arrange for submission of the School Recommendation Form provided 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. Include a leadership résumé of high school, church, and community activities.
7. 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. Adult Degree Program is the administrative office that serves evening students. (See the Adult Degree Program section of this catalog.) Adult Degree Program staff can assist you with academic advising, admission, and other areas of concern. Contact them at (205) 726-2898.

## International Student Applicant

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

### International Student Applicant Procedures

An international student who desires to attend Samford University should:

1. Complete an application form and attach a \$35 (U. S. dollars) nonrefundable application fee.
2. Have official scores on the ACT or the SAT sent directly from the testing agency to the Office of Admission if attending high school in the United States.
3. Have official scores on the TOEFL (Test of English as a Foreign Language) sent directly from the Educational Testing Service directly to the Office of Admission. A minimum score of 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

College courses taken in a high school setting without external testing (e.g. AP, CLEP, IB) or fulfilling a high school requirement will be treated as dual enrollment credit. Beginning in the 2009-2010 academic year, entering freshmen may have limited dual enrollment courses considered for transfer credit. Students may transfer up to 12 semester credits of dual enrollment credit in which the student has earned a grade of B- or higher. The aggregate of credit earned in dual enrollment, AP (Advanced Placement), CLEP, and International Baccalaureate may not exceed 30 credits, none of which counts toward the 50 percent residency requirement. With the sole exception of UCCA 101, core curriculum courses (as listed on pp. 24 and 74) cannot be met with dual enrollment credit.

## 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.

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 12 semester credits of dual enrollment credit in which the student has earned a grade of B- or higher. Transferred coursework must be comparable to Samford courses offered at the 100 and 200 level. **Only one Core Curriculum course (UCCA 101) may be transferred as dual enrollment credit.**

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



### Transfer Student Applicant Procedures for Admission

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

A transfer student who desires to attend Samford University should:

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

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

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](http://www.wes.org) or AACRAO International Education Services (IES), found at [ies.aacrao.org](http://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 Office of the Dean of Academic Services and Registrar within twelve (12) months following entry (or re-entry) to Samford University. This application should be supported by at least one semester of recent coursework at Samford that indicates a reasonable expectation of the candidate's continued academic success. Written approval of the student's Academic Dean is required for admission as a candidate for academic renewal and to invoke the academic renewal policy.
3. If granted, a statement of academic renewal is entered after the appropriate semester(s) for which coursework is being forgiven. Also, the declaration of academic renewal will include a statement prohibiting use of the designated previously earned credits and quality points to meet degree requirements, to compute the grade point average leading toward undergraduate certificates or degrees, or to determine graduation status.
4. No academic credit (whatever the grade) earned during the semester(s) being forgiven under academic renewal may be used as a part of a degree program, nor will it be calculated into the cumulative grade point average. However, the portion of the academic record being forgiven will remain a visible part of the student's transcript.
5. Academic renewal may be granted to a person only once, regardless of the number of institutions attended.
6. Students are cautioned that many undergraduate professional curricula, graduate, and professional schools compute the undergraduate GPA over all credits attempted when considering applications for admission.
7. Also, academic renewal does not pertain to accumulated financial aid history. Accumulated semester and award limits include all semesters of enrollment.

#### Audit Student Applicant

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

#### Guidelines

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

## Readmission Student Applicant

### Former Samford Students in Good Standing

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

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

### Former Samford Students on Academic Dismissal

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

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

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

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

### Former Samford Student on Indefinite Academic Dismissal

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

## Special Status Student Applicant

See Adult Degree Program, Admission Procedures.

## 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 on p. 29 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	Elective credit	3	3
Art, Studio: 3D	Elective credit	3	3
Biology	BIOL 105 Principles of Biology	3	4
Chemistry	CHEM 205 Foundations of Chem AND CHEM 206 Foundations of Chem Lab	4	5
Computer Science A	COSC 110 Intro to Programming	4	4
Computer Science AB	COSC 110 Intro to Programming	3	4
Computer Science AB	COSC 110 Intro to Programming AND COSC 210 Data Structures/Algorithms	4	8
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 Language	FREN 102 Elementary French II	3	4
French Language**	FREN 201 Intermediate French I AND FREN 202 Intermediate French II	4	8
German Language	GER 102 Elementary German II	3	4
German Language**	GER 201 Intermediate German I AND GER 202 Intermediate German II	4	8
German Literature	GER 302 Conv/Comp/Reading (Ger)	4	4
Govt/Pol (American)	POLS 205 Intro to American Politics	4	4
Govt/Pol (Comp)	Elective credit	4	4
History: European	HIST 200 The West-Global Perspective	4	4
History: U.S.	HIST 218 Modern America since 1865	4	4
History: World	HIST 200 The West-Global Perspective	5	4
Human Geography	GEOG 101 Global Geography	4	4
Latin: Vergil	LATN 102 Elementary Latin II	3	4
Latin: Vergil**	LATN 201 Intermediate Latin I AND LATN 202 Intermediate Latin II	4	8
Latin Literature	LATN 202 Intermediate Latin II	3	4
Math: Calculus AB	MATH 240 Calculus I	3	4
Math: Calculus BC	MATH 240 Calculus I AND MATH 260 Calculus II	3	8
Math: Calculus BC AB Subgrade***	MATH 240 Calculus I	3	4
Math, Statistics	MATH 210 Elementary Statistics	3	4
Music, Listening/Lit †	MUSC 200 Music Appreciation	3	2
Music, Theory ††	MUSC 1510 Theory I	3	3
Physics B	PHYS 100 Physics for Society OR PHYS 101 General Physics I	3	4
Physics C	no credit	-	-
Psychology	PSYC 101 General Psychology	4	4
Spanish Language	SPAN 102 Elementary Spanish II	3	4
Spanish Language**	SPAN 201 Intermediate Spanish I AND SPAN 202 Intermediate Spanish II	4	8
Spanish Literature	SPAN 302 Conv/Comp/Reading (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 French, German, Latin, or Spanish language at the **intermediate** level, receive a maximum of 8 credits for 201-202 and do not receive an additional 4 credits for exceeding the expectations of the 102 **elementary** level.

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

† MUSC 200 for a nonmajor and MUSC 3400 for a major.

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

## College-Level Examination Program (CLEP)

College-level credit is awarded for scores of 50 or higher in most subject areas; however, students should consult with their advisors or the Office of Student Records before scheduling any CLEP examinations. 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 Environmt of Business	50	3
Chemistry	CHEM 205 Foundations of Chem AND CHEM 206 Foundations of Chem 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 Intermediate French I AND FREN 202 Intermediate French II	62	8
German, Level 1*	GER 102 Elementary German II	50	4
German, Level 2*	GER 201 Intermediate German I AND GER 202 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 Intermediate Spanish I AND SPAN 202 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 Foundations of Chemistry CHEM 206 Foundations of Chem 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 Adult Degree Program 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 and Policies

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



## Colleges/Schools and Academic Departments

### Academic Affairs

#### Undergraduate

Adult Degree Program

### Howard College of Arts and Sciences

#### Undergraduate

Biological and Environmental Sciences  
Chemistry and Biochemistry  
Classics  
Communication Studies  
English  
Geography  
History  
Journalism and Mass Communication  
Mathematics and Computer Science  
Philosophy  
Physics  
Political Science  
Psychology  
Religion  
Sociology  
World Languages and Cultures

#### Graduate

Biological and Environmental Sciences

### School of the Arts

#### Undergraduate

Art  
Interior Architecture  
Music  
Theatre and Dance

### School of the Arts

#### Graduate

Music

### Brock School of Business

#### Undergraduate

Accounting and Management Information Systems  
Economics, Finance, and Quantitative Analysis  
Entrepreneurship, Management, and Marketing

#### Graduate

Business

### Beeson School of Divinity

#### Graduate - Divinity

#### Doctoral - Divinity

#### Extension Division

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

#### Undergraduate

Family Studies  
Kinesiology and Nutrition Science  
Teacher Education

#### Graduate - Graduate Studies-Education

#### Doctoral - Graduate Studies-Education

#### Noncredit/Continuing Education

Samford After Sundown

### Cumberland School of Law

### Ida V. Moffett School of Nursing

#### Undergraduate - Nursing

#### Graduate

Nurse Anesthesia  
Nursing

#### Doctoral - Nursing

### McWhorter School of Pharmacy

#### Undergraduate - Pharmacy

#### Professional - Pharmacy

## Majors and Undergraduate Degrees Offered\*

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

#### Majors

Classics  
Communication Studies  
Economics  
English  
English with Concentrations in  
Creative Writing, Film Studies  
Family Studies  
Family Studies with a Concentration in  
Child Development Education  
Fine Arts  
French  
German  
Greek  
History  
Interior Design  
Journalism and Mass Communication with  
Concentrations in Advertising, Broadcast and  
Electronic Journalism, Print Journalism, Public  
Relations  
Latin  
Music  
Philosophy  
Philosophy and Religion  
Physics  
Political Science  
Psychology  
Religion  
Religion with a Concentration in  
Congregational Studies  
Sociology  
Spanish  
Theatre  
World Language and Literature (French, German,  
and/or Spanish)

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

#### Interdisciplinary Concentrations/Majors

Global Studies  
International Relations  
Language and World Trade (with a specialty in  
French, German, Spanish or World Languages)  
Latin American Studies  
Public Administration

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

#### Majors

Graphic Design  
Interior Design  
Musical Theatre

### Bachelor of Music (B.M.)†

#### Majors

Church Music  
Performance (Instrumental Music, Organ, Piano,  
Piano with Pedagogy Emphasis, Voice)  
Theory/Composition

### Bachelor of Music Education (B.M.E.)†

#### Majors

Music with Concentrations in  
Instrumental Music, Vocal/Choral Music

### Bachelor of Science (B.S.)

#### Majors

Athletic Training (Non-Teaching)  
Biochemistry  
Biology  
Chemistry  
Computer Science  
Engineering and Engineering Physics  
(Dual-Degree)\*\*  
Engineering Physics  
Environmental Science  
Exercise Science (Pre-Physical Therapy)  
Fine Arts  
Fitness and Health Promotion  
Foods and Nutrition  
Geography  
Marine Science  
Mathematics  
Music  
Nutrition and Dietetics  
Physics  
Sport Administration  
Sports Medicine

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

#### Majors

Accounting  
Economics  
Entrepreneurship  
Finance  
Management  
Marketing

#### Concentration (in combination with any business major above)

Social Entrepreneurship

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

#### Majors

Early Childhood/Special Education/Elementary/  
Collaborative Teacher  
English  
History  
Secondary Education  
P-12 Education  
Teacher Education††

### Bachelor of Science in Interdisciplinary Studies (B.S.I.S.) (Adult Degree Program only)

#### Concentrations

Counseling and Human Services  
Liberal Studies  
Organizational Leadership  
Paralegal

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

#### Majors

Nursing  
Nursing (Second Degree B.S.N. in Five-Semester  
and 15-Month Accelerated Versions)

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

\*\* 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.

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

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

## Minors and Certificates Offered\*

<b>Minors</b> Aerospace Studies Art Bioinformatics* Biology Chemistry Christianity, Women, and Leadership Studies Classics Communication Studies Computer Science Dance Economics** English Family Studies Film Production French General Business**	Geography (Traditional) Geography (Certificate in Geographic Information Science) German Greek History Journalism and Mass Communication Latin Marine Science Marketing** Mathematics Ministry and Missions Missions Education*** Music Nutrition and Dietetics Philosophy Physics	Political Science Psychology Religion Social Entrepreneurship & Non-Profit Management** Sociology Spanish Theatre World Languages and Cultures Worship Leadership Writing <b>Interdisciplinary Minors</b> Asian Studies Film Production Latin American Studies The Arts <b>Certificates</b> Paralegal
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\* This minor available in three versions, depending on the student's major. See pp. 77 and 103.

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

\*\*\* The minor in missions education is available only to students earning a teaching certificate.

Note: A minor or cognate is required in the following degree programs (for all other programs, a minor is optional):

B.A. with a major in French, German, or Spanish language and literature (one language)

B.A. with a major in journalism and mass communication

B.F.A. with a major in interior design (requires art minor, which is incorporated into the degree itself; see p. 140)

## Graduate and Professional Degrees Offered\*

### Biology/Environmental Management (College of Arts and Sciences)

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

### Music (School of the Arts) †

Master of Music (M.M.)\*\*

Majors: Church Music, Piano Performance/Pedagogy

Master of Music Education (M.M.E.)\*\*

Majors: Music (Patterns: Traditional, Fifth-Year Non-Traditional),  
 Music Education (National Board Cohort)

### Business

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

Master of Accountancy (M.Acc.)

Master of Business Administration (M.B.A.)\*\*

Concentrations: Accounting, Entrepreneurship,  
 International Business, Marketing

### Divinity

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

Master of Divinity (M.Div.)\*\*

Majors: Divinity, Divinity with Emphasis in Church Music

Doctor of Ministry (D.Min.)\*\*

### Education

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

Majors: Early Childhood Education, Elementary Education,  
 Fifth-Year Non-Traditional (Early Childhood & Elementary Education),  
 Fifth-Year Non-Traditional (Secondary Education), Gifted Education,  
 Instructional Leadership, Secondary Collaborative

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

Majors: Early Childhood Education, Elementary Education,  
 Instructional Leadership, Teacher Leader

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

### Law

Juris Doctor (J.D.)\*\*

Master of Comparative Law (M.C.L.)\*\*

### Nursing

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

Majors: Nurse Anesthesia, Nursing (Tracks: Family Nurse Practitioner,  
 Nurse Educator, Nurse Manager)

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

Majors: Administration, Advanced Practice

### Pharmacy

Doctor of Pharmacy (Pharm.D.)\*\*

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

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

## Graduate Joint Degrees Offered†

### 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.)\*

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

### 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.)

### Nursing

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

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

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

\*Program under review. Contact the individual schools for more information.

# 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

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

### Minors

For a minor, 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. Beginning with the 2007-2008 entering class, students must acquire 60 Convocation credits to graduate, with no more than 15 credits in any one category. Credits may be earned in the following categories: Academic Lecture, Christian Faith Development, Culture and Arts, Personal and Professional Growth, and Faith-based Service. For transfer students, the number of credits required is prorated, and students transferring more than 15 academic credits are exempt from category limitations. Students acquire Convocation credits by attending approved events and having their ID cards scanned at the conclusion of each event. For more details, see the Convocation Web site at [www.samford.edu/um](http://www.samford.edu/um).

## 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.

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

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

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

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

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

**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.



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

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

#### 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 and Nutrition Science 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 three times—once for the general education requirement and twice 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 undergraduates 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.

\* Core curriculum requirements cannot be met through transient enrollment.

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

#### University Core Curriculum Courses (22 credits)

##### UCBP 101 Biblical Perspectives I (4)

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

##### UCCA 101 Communication Arts I (4)

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

##### UCCA 102 Communication Arts II (4)

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

##### UCCP 101 Cultural Perspectives I (4)

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

##### UCCP 102 Cultural Perspectives II (4)

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

##### UCFH 120 Concepts of Fitness and Health (2)

Physical fitness course, with emphasis on exercises that develop cardiorespiratory, muscular, and flexibility fitness. All aspects of fitness, such as principles of aerobic fitness, nutrition, flexibility, strength training, common fitness injuries, and weight control and body composition are discussed and applied. Students with physical disabilities may consult the KINS department chair for special consideration.

#### Graduate Degree Requirements

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





# Academic Regulations

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

## Undergraduate Academic Achievement Recognition

### 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)  
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)  
Alpha Kappa Psi  
Beta Gamma Sigma  
Accounting, Finance – Beta Alpha Psi  
Economics – Omicron Delta Epsilon

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

Teacher Education –  
Kappa Delta Pi  
Adult Degree Program –  
Alpha Sigma Lambda

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

### Seal

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

### Tower

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

### Howard

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

## Academic Integrity

A degree from Samford University is evidence of achievement in scholarship and citizenship. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be in keeping with the philosophy and mission of the University.

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

## Academic Renewal

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

## Audit Student Guidelines

As an alternative to full participation in a credit course, students may audit the course. Audit students do not receive grades and do not usually participate in examinations; however, instructors have the option of establishing requirements for a satisfactory audit. 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 five credits unless the school dean approves an overload. Adult Degree Program 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 dean of academic services to march with their class at commencement. Such students must file an approved request outlining their plans to complete the missing course requirements. A form for this purpose is available in the Office of Student Records.

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

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

## Elective Withdrawal

### Course Withdrawal and Dropping a Course

A student may drop a course without a grade of W (withdrawn) or academic penalty up through the last day to drop a course(s) without financial penalty. 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 without financial penalty 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 Schedule Change Form is returned to the Office of Student Records. Students can obtain the Schedule Change Form from the Student Records Forms page: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html)

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: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html)

- The permanent record of a student who withdraws before the last day to drop a course(s) without financial penalty will not show courses attempted for that semester/term.
- The permanent record of a student who withdraws from all courses for a semester/term before the deadline, as stated in the Academic Calendar, will show courses attempted and will show a grade of W (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 on p. 18 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 on p. 29 for more information.)

Forms for dropping/withdrawing from a course, University or semester withdrawal, and transient enrollment can be found on the Student Records Web site at the following URL: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html)

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

No course elected for grading on the pass/fail basis shall satisfy any part of a core, general education, major, 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 dean of academic services, 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 challenged before the last day of classes of the next full semester. This challenge should be presented to the dean of academic services after conferring with the instructor, the instructor's department head, and the academic dean of the school or college in which the course is taught. An E or an INC automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given. This grade of F may not be challenged.

## Letter Grading System

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

Grade Symbol	Definition	Quality Points Earned
A	The highest proficiency in ability and application	4.0
A-	Slightly less than the highest proficiency in ability and application	3.7
B+	Outstanding proficiency	3.3
B	Ability and achievement of a high but second order	3.0
B-	Ability and achievement of a high but third order	2.7
C+	A better than average performance	2.3
C	Average ability or average achievement	2.0
C-	Slightly below average achievement. 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 <b>because of an emergency</b> , and the work can be completed <b>without further class attendance</b> .	0.00
IP	Indicates that a course remains In Progress and ends after the semester's/term's final grade deadline.	0.00
Z	Represents No Grade. It is given when a faculty member does not assign a grade. Instructor must change the Z to a grade.	0.00
W	Indicates that the student withdrew before the academic penalty period, but was in good standing. There is no penalty for W.	0.00
WF	Indicates that the student withdrew during the academic penalty period. WF carries the same penalty as F.	0.00
P	Grade assigned for successful completion of a course designated Pass or Fail. It will not be included in the GPA.	0.00
AU	Symbol assigned for successful completion of a course taken on an audit basis. An audited course will not meet any graduation requirement or be included in the GPA.	0.00

## Transfer Policies for Current Samford Students

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

Samford students who take courses at another institution during a semester or term they are not enrolled at Samford (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 at: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html).
- 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 Adult Degree Program 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 on pp. 16-17 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 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 at: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html).
- 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 p. 26 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 April 2.

## Family Educational Rights and Privacy Act

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

1. Eligible students have the right to inspect and review all their educational records maintained by the school. The student must contact the dean of academic services and registrar office to make an appointment to view their academic record.
2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.
3. Generally, Samford University must have written permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
  - School employees who have a need to know
  - Other schools to which a student is transferring
  - Parents when a student over 18 is still a dependent
  - Certain government officials in order to carry out lawful functions
  - Appropriate parties in connection with financial aid to a student
  - Organizations doing certain studies for the school
  - Accrediting organizations
  - Individuals who have obtained court orders or subpoenas
  - Persons who need to know in cases of health and safety emergencies
  - State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974

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



# Financial 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.*



# Undergraduate and Graduate Tuition and Fee Policy

## Tuition Classifications

Students are classified based on their enrollment status. Enrollment status, charges, and courses covered are detailed below.

**Full-Time Undergraduate Day Students:** The tuition paid by students classified as undergraduate day admits them only to courses in the regular (day) curriculum where students may take 12-18 credits without further charge. Students taking over 18 credits or courses outside the day curriculum, including evening courses (offered through the Adult Degree Program), are charged additional tuition at the per-credit day rate. (See tables on pp. 36-37 for general tuition and fees.)

**Part-Time Undergraduate Day Students:** Part-time regular day students taking under 12 hours will pay the per-credit day rate for all credits. (See table on pp. 36-37 for general tuition and fees.)

**Undergraduate Evening Students:** The tuition paid by students classified as undergraduate evening admits them only to courses offered in the Adult Degree Program. Adult Degree Program students who enroll in day courses will pay the per-credit day rate for undergraduate day courses. (See table on p. 53 for general tuition and fees.)

**Graduate Students (includes Law and Pharmacy):** The tuition paid by students classified as graduate admits them only to courses within the specific program. Any course(s) outside the program will be charged at the current credit hour rate for the applicable course(s). For general tuition and fees, see tables on p. 35 (Graduate), p. 187 (Divinity), p. 221 (Law), and p. 253 (Pharmacy).

## 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 on p. 34.** 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 must 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:**

Payment Schedule: <http://www.samford.edu/admin/bursar/payschedule.html>

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

Student link: <http://www.samford.edu/subpage.aspx?id=2147484200>

Make payment - e-bill system link:

[https://secure.touchnet.com/C20180\\_tsa/web/login.jsp](https://secure.touchnet.com/C20180_tsa/web/login.jsp)

**Holds:** Students may not register for the next semester, receive transcripts, participate in commencement or receive a diploma until past due amounts are cleared.

**Collections:** Past due accounts assigned to a collection agency may be reported to the credit bureaus and students are 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](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 Samford's preferred method of payment. Payment by electronic check can be made by using your checking account.

### Online Payments with Credit Card

MasterCard, 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. Reminder: Fee (2.75%) will not be assessed if payment is made by electronic check.

### 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.

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

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.

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/admin/bursar/](http://www.samford.edu/admin/bursar/)

## 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) without financial penalty, 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, 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

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

### Withdrawal Refund Policy for Jan Term

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

1. On first and second day of classes, the tuition and room rent refund will be 100 percent.
2. On the third day of classes, the tuition and room rent refund will be 90 percent.

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

### Withdrawal Refund Policy for Summer Term

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

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

## Brief Definition of Terms Used in Financial Policies

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

**Arbitrarily discontinuing class attendance does not substitute for official notification of course dropping or withdrawal.**

### Drops and Adds

**Adding a Course:** A course can be added anytime on or before the date listed on the Academic Calendar as "Last Day to Drop or Add a Course(s) without Financial Penalty." Payment for the course is due the day the course is added.

**Dropping a Course:** This term applies to the **complete** removal of a course from a student's permanent record. *This can only be done if the student notifies the Office of Student Records on or before the date listed on the Academic Calendar as "Last Day to Drop or Add a Course(s) without Financial Penalty."*

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

### Withdrawals

**Course Withdrawal:** Course Withdrawal is also often referred to as Partial Withdrawal. In order to be considered as withdrawn from a course, a student must complete an official Schedule Change 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.)



### 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.

### Refund Appeal

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

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

### Military Call to Active Duty

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

Alternatively, incomplete (INC) grades with no tuition reimbursement may be more appropriate when the withdrawal is near the end of the semester and INCs are agreed to by the instructor(s) and the student and approved by the dean of the school or college. In the latter case, the student will be allowed to complete the coursework according to a written agreement submitted to the Office of Student Records.

### Return of Title IV Funds

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

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

## Miscellaneous Expenses

### Activity Fees

Tennis, swimming, racquetball, and many other recreational activities are available without charge. The 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 the 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

A student injury and sickness insurance plan is available to undergraduate and graduate students and their dependents. All students will be required to provide proof of medical insurance coverage. Any student not able to provide proof of coverage will be required to obtain a policy from the University's approved carrier and the charge will be posted to the student's account.

Based upon federal regulations and University policy, all F and J visa holders must have health insurance coverage for themselves and all dependents during residency in the U.S. Insurance may be obtained by the student independently or purchased through the University but must contain certain required coverage. Proof of coverage is required before registering for classes. Information about specific policy carriers, minimum coverage, and premium costs is available from the International Studies Office at (205) 726-2741.

### 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.

### 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](http://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 twin-sized beds, desks, chairs, desk lamps, 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.

ManageMyID will allow students, parents, and employees to deposit money online, without any credit card fees, into Bulldog Bucks. By using the link <https://samford.managemyid.com/>, cardholders can budget their account by tracking spending and report 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.ed.gov](http://www.fafsa.ed.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](http://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.

### Refund Schedule

Refunds are first available within five (5) to seven (7) business days after financial aid has been credited (disbursed) to your student account. Refunds will not be available before that time. Disbursement of aid on your account is regulated based on the first day of class as indicated on the academic calendar for your 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.

SPECIAL NOTE: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

## GENERAL MISCELLANEOUS FEES FOR ACADEMIC YEAR 2012-2013

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

Description	Expense
Vehicle Registration	\$20/academic year
Replacement Decal Vehicle Registration	\$10/when incurred
ID Replacement	\$15/when incurred
Portfolio Evaluation Fee (per credit)	\$100/credit (optional)
Bank Return and Correction Fee	\$30/each occurrence
Late Fee (acct balance unpaid by due date)	5% of unpaid balance (max \$100)
Reinstatement Fee (all terms)	\$100/term, as applicable
Insurance Premium	Per term, if required & no waiver
Insurance Co-Pay	As incurred

## PAYMENT SCHEDULE FOR MISCELLANEOUS CHARGES FOR 2012-2013

Month	E-bill Date	Payment Due Date	Late Fee Date
September 2012	Sept 10, 2012	Sept 25, 2012	Sept 26, 2012
October 2012	Oct 10, 2012	Oct 25, 2012	Oct 26, 2012
November 2012	Nov 9, 2012	Nov 26, 2012	Nov 27, 2012
February 2013	Feb 8, 2013	Feb 25, 2013	Feb 26, 2013
March 2013	Mar 8, 2013	Mar 25, 2013	Mar 26, 2013
April 2013	Apr 8, 2013	Apr 25, 2013	Apr 26, 2013

## BILLING, PAYMENT & REFUND SCHEDULE FOR ACADEMIC YEAR 2012-2013

Term	Year	Undergraduates (Day & Evening; includes Adult Degree Program, excludes Accelerated Nursing); Graduates (except Graduate Nursing & MSEM); Divinity					Undergraduate Nursing (Accelerated Program only); Graduate Nursing/Nurse Anesthesia; Environmental Management (MSEM)				
		E-Bill Date	Payment Due Date	Refund Availability Date	Late Fee Date	Registration Cancellation Date	E-Bill Date	Payment Due Date	Refund Availability Date	Late Fee Date	Registration Cancellation Date
Summer 10-Week Term	2012	May 21	June 4	June 4	June 5	June 7	May 21	June 4	June 4	June 5	June 8
Summer I	2012	May 21	June 4	June 4	June 5	June 7	May 21	June 4	June 4	June 5	June 8
Summer II	2012	June 25	July 9	July 9	July 10	July 12	n/a	n/a	n/a	n/a	n/a
Fall	2012	Aug 13	Aug 27	Aug 28	Aug 28	Sept 4	Aug 13	Aug 27	Aug 20	Aug 28	Sept 4
Fall (Last Orientation)	2012	Aug 24	Aug 31	Aug 28	n/a	Sept 4					
Jan Term	2013	Dec 17	Jan 3	Jan 9	Jan 4	Jan 8	n/a	n/a	n/a	n/a	n/a
Spring	2013	Jan 15	Jan 28	Jan 29	Jan 29	Feb 4	Jan 15	Jan 28	Jan 9	Jan 29	Feb 4
Sum 10-Wk, Sum I, & Sum II (pre 6/11/13)*	2013	May 20	June 3	June 3	June 4	June 10	May 20	June 3	June 3	June 4	June 10
Sum II (post 6/11/13)**	2013	June 24	July 8	July 8	July 9	July 11	n/a	n/a	n/a	n/a	n/a
		Law					Pharmacy				
Term	Year	E-Bill Date	Payment Due Date	Refund Availability Date	Late Fee Date	Registration Cancellation Date	E-Bill Date	Payment Due Date	Refund Availability Date	Late Fee Date	Registration Cancellation Date
Summer 10-Week Term	2012	May 14	May 29	May 29	May 30	June 6	n/a	n/a	n/a	n/a	n/a
Fall (L1, P1-3)	2012	Jul 30 (L1)	Aug 13 (L1)	Aug 13 (L1)	Aug 14 (L1)	Aug 22 (L1)	Aug 13 (P1-3)	Aug 27 (P1-3)	Aug 20 (P1-3)	Aug 28 (P1-3)	Sept 4 (P1-3)
Fall (L2-3, P4)	2012	Aug 13 (L2-3)	Aug 27 (L2-3)	Aug 20 (L2-3)	Aug 28 (L2-3)	Sept 4 (L2-3)	May 18 (P4)	June 1 (P4)	June 1 (P4)	June 4 (P4)	June 11 (P4)
Spring	2013	Jan 15	Jan 28	Jan 9	Jan 29	Feb 4	Jan 15	Jan 28	Jan 9	Jan 29	Feb 4
Summer 10-Week Term	2013	May 20	June 3	June 3	June 4	June 10	n/a	n/a	n/a	n/a	n/a

L1=1st-year Law students  
L2=2nd-year Law students  
L3=3rd-year Law students  
FYI: Graduate Nursing includes graduate nurse anesthesia and 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 1.

\* Dates applicable to Summer II 2013 if registration completed prior to June 11, 2013.  
\*\* Dates applicable to Summer II 2013 if registration completed after June 11, 2013.  
**Commencement Note:** Students participating in Fall 2012 or Spring 2013 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 all 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 2013 are not guaranteed to be released to the bank until January 9, 2013.

## GRADUATE STUDENT\* TUITION AND FEES FOR ACADEMIC YEAR 2012-2013

*The following tuition and fees apply to Samford **Graduate** students enrolled in Business, Education, Environmental Management, Music, Nurse Anesthesia, or Nursing. Unless otherwise indicated, all fees are due on or before the e-bill payment due date. See p. 34 for payment regulations and refund notes, if applicable. For tuition and fees that apply to students in other graduate/doctoral/professional programs such as Divinity, Law, or Pharmacy, see those catalog sections.*

Description	Student Classification	Expense	Notes
<b>Tuition</b>			
All credits	All Graduate and Graduate Audit Students in Business, Education, Environmental Management, and The Arts	\$688/credit/each sem/term	
Master of Science in Nursing	All MSN Students (excl MSN-NA)	\$705/credit/each sem/term	
Master of Science in Nursing-Nurse Anesthesia (MSN-NA)	All MSN-NA Students	\$8,653/semester or term	\$1,000 deposit upon acceptance and remainder on or before e-bill payment due date; Deposit nonrefundable
MSN-NA Continuation Fee	All MSN-NA Students	\$1,500/semester	
Doctor of Nursing Practice (DNP)	All DNP Students	\$705/credit/each sem/term	
Joint Degree	Joint Degree Students	By Classification	
<b>Basic Fees</b>			
Application Fee for Graduate Admission	All Graduate Students (excl MSN, DNP)	\$35/application	Nonrefundable; Due at time of application
Application Fee for NursingCAS	All Graduate/Doctoral Nursing Students	\$65/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
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 Graduate Students (excl CRNA students)	\$35/term	
Campus Life Fee	All Nurse Anesthesia students (CRNA-clinical)	\$25/term	
Reinstatement Fee (all terms)	All Students	\$100/term, as applicable	
Technology Fee - Jan Term	All Students	\$25/term	
Technology Fee - Summer	All Students	\$40/term	
Technology Fee - Fall, Spring	All Students	\$135/semester/term	
<b>Special Program/School Fees</b>			
Business School Admin Fee - Fall & Spring	All Graduate Business students	\$125/semester	
Business School Admin Fee - Jan Term	All Graduate Business students	\$50/term	
Business School Admin Fee - Summer	All Graduate Business students	\$100/term	
Education School Admin Fee - Fall & Spring	All Graduate Education students	\$100/semester	
ENVM Annual Administrative Fee	ENVM International students only	\$200/year	
ENVM-English as a Second Language (ESL)	ENVM International students only	\$2,500/sem/term, if required	
Music (Applied Instruction)	All Grad Music Students in Applied Instruction	\$150/credit	
Nursing Background Check Fee	All CRNA Students	\$100/one-time charge	
Nursing Drug Screening Fee	All CRNA, MSN, & DNP Students	\$40/one-time charge	
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 Medatrax Fee - CRNA	All CRNA Students	\$119/one-time charge	
Nursing-Typhon & Up-to-Date Clinical Fee	All MSN & FNP Students	\$140/one-time charge	
Nursing-Typhon Fee	All DNP Students	\$75/one-time charge	

CRNA=Certificate Nurse Anesthesia

MSN=Master of Science in Nursing

DNP=Doctor of Nursing Practice

NA=MSN-Nurse Anesthesia

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

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

NOTE 1: See p. 34 for a list of General Miscellaneous 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

**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 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 Billing, Payment, & Refund Schedule on p. 34 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 2012-2013

*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. See p. 34 for payment regulations and refund notes, if applicable. For basic tuition and fees that apply to all or most graduate students, see p. 35. 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
<b>Tuition</b>			
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)	\$821/credit	
12 to 18 credits	Full-Time Undergraduate (Day)	\$12,285/semester	
More than 18 credits	Full-Time Undergraduate (Day)	\$821/credit	
All credits - Jan Term	Undergraduate (Day)	\$821/credit	
All credits - Summer Terms	Undergraduate (Day)	\$620/credit (Sum 2013)	
Audit	Degree Seeking	\$821/credit	
Audit, except Applied Music & Art	Non-degree Seeking	\$821/credit, as space is available	
<b>London Programs at Daniel House, Samford's London Study Centre, Fees*</b>			
<b>Residence Hall Fees, Double Occupancy**</b>			
Room Deposit	All Students except Pharmacy	\$250	Nonrefundable
Beeson Woods	All Students except Pharmacy	\$2,330/student/sem	
Evergreen Hall	All Students except Pharmacy	\$2,208/student/sem	
Vail, Smith, & Pittman Halls	All Students except Pharmacy	\$2,125/student/sem	
West Campus (Fall and Spring)	All Students except Pharmacy	\$2,330/student/sem	
Student Apartments	All Students except Pharmacy	\$1,776/student/sem	
West Campus (Summer 2013 Terms)	All Students except Pharmacy	\$734/student/each Sum 13 Term	
All Dorms (Jan Term)***	All Students except Pharmacy	\$275/student/Jan Term	
<b>Board</b>			
19 meals/week + \$130 declining balance	Entering Freshmen & Students who have earned less than 24 credits	\$2,000/semester (Fall & Spring)	
12 meals/week + \$130 declining balance	Resident Students - Sophomore Status	\$1,686/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 2013	
12 meals/week for Summer Term	All Resident Students, but excluding Entering Freshmen	\$460/each Summer Term 2013	
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	
<b>Basic Fees</b>			
Application Fee for Undergraduate Admission (Day)	All Undergraduate Students	\$35/application	Nonrefundable; Due at time of application
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)	\$155/semester	
Campus Life Fee - Fall & Spring	All Part-Time Undergraduate Students	\$75/semester	
Campus Life Fee - Fall & Spring	All Undergraduate Clinical & Accelerated BSN Students	\$25/semester	
Campus Life Fee - Jan Term & Summer	All Students	\$35/term	
Reinstatement Fee (all terms)	All Students	\$100/term, as applicable	
Technology Fee - Fall, Spring	All Students	\$135/semester	
Technology Fee - Jan Term	All Students	\$25/term	
Technology Fee - Summer	All Students	\$40/each Summer term	
<b>English as a Second Language (ESL) Program Undergraduate International Students (all nonrefundable)</b>			
ESL Program - Fall and Spring	Full-Time ESL program students	\$6,000/semester	
ESL Program - Summer Terms	Full-Time ESL program students	\$2,000/each Summer term	
ESL Program - Jan Term	All ESL program students enrolled in Jan Term	\$1,200/term	
ESL Program - Less than Full-Time	Part-Time ESL program students	\$1,500/course	
ESL Program - International Student Fee	All ESL program students	\$200/one-time/first semester	
ESL Program - Campus Life Fee - Fall/Spring	Full-Time ESL program students	\$155/semester	
ESL Program - Campus Life Fee - Summer	All ESL program students	\$35/each Summer term	
ESL Program - Technology Fee - Fall/Spring	All ESL program students	\$135/semester	
ESL Program - Technology Fee - Summer	All ESL program students	\$40/each Summer term	

\* 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.

\*\*\* 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 p. 34 for a list of General Misc Fees (Vehicle Reg/Decal, ID Replacement, etc.) that apply to ALL students. See p. 37 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

## UNDERGRADUATE DAY STUDENT – SPECIAL COURSE, PROGRAM, OR SCHOOL FEES (IN ADDITION TO TUITION) FOR ACADEMIC YEAR 2012-2013

*The following fees apply to Samford **undergraduate** 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. See Class Drops and Adds (p. 32) for payment regulations and refund notes, if applicable. For special fees that apply to undergraduate evening students or for students in specific graduate programs, see those catalog sections.*

Description	Student Classification	Expense	Notes
<b>Special Course Fees</b>			
Chemistry Lab Fee	All students enrolled in CHEM Laboratory Courses: CHEM 109, 206, 216, 316, 326, 370, 375	\$150/course	See pp. 83-84 for course titles
Kinesiology & Nutrition Science Activity Fee	All students enrolled in the following PHED/UCFH courses:		
PHED 103 (Flying Disc Sports)	PHED 118 (Beginning Social Dance-Men)	\$10/per course	
PHED 104 (Aqua Aerobics)	PHED 120 (Fitness Swimming)		
PHED 105 (Beginner/Intermediate Golf)	PHED 127 (Yoga)		
PHED 106 (Tennis)	PHED 131 (Soccer)		
PHED 107 (Fitness Walking)	PHED 132 (Lacrosse)		
PHED 109 (Strength Training-Physical Conditioning)	PHED 133 (Beginning Swimming)		
PHED 110 (Personal Fitness)	PHED 134 (Intermediate Swimming)		
PHED 112 (Basketball)	PHED 135 (Synchronized Swimming)		
PHED 113 (Racquetball-Badminton)	PHED 136 (Fencing)		
PHED 114 (Aerobics)	PHED 137 (Lifeguard Training)		
PHED 115 (Volleyball-Wallyball)	PHED 138 (Water Safety Instructor Course)		
PHED 117 (Beginning Social Dance-Women)	PHED 139 (Pilates)		
	PHED 140 (Special Physical Activity)		
	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 Sci Special Course Fee	All students enrolled in the following KINS courses:		
	KINS 110 (Principles of Food Preparation)	\$125/per course	
	KINS 241 (First Aid and CPR)	\$25/per course	
	KINS 274 (Practicum in Athletic Training I)	\$25/per course	
	KINS 312 (Food, Culture, and Society)	\$125/per course	
	KINS 414 (Experimental Foods)	\$125/per course	
	KINS 477 (Sports Nutrition)	\$5/per course	
Freshman Orientation	All Freshmen enrolled in Orientation	\$175/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	\$120/semester	See pp. 140-142 for course titles
International Student Fee	All international students	\$200/one-time/first semester	
Music: Applied Instruction	All students enrolled in an MUSA Course	\$150/credit	See p. 154 for course list
Student Recital Fee	All students enrolled in a Recital Course	\$ 50/performance	
<b>Special Program/School Fees</b>			
Business School Admin Fee - Fall, Spring	All undergraduate Business students, incl pre-business	\$125/semester	
Business School Admin Fee - Jan Term & Sum	All undergraduate Business students, incl pre-business	\$50/term	
Nursing School - Clinical Practice Fees	All BSN students	\$500/one-time charge	
Nursing School - Drug Screening Fee (Initial)	All undergraduate Nursing students	\$40/per student	
Nursing School - Drug Screening Fee (Add'l)	All undergraduate Nursing students	\$40/per student as done	
Nursing School - Undergrad Tech & ATI Fee*	All undergraduate Nursing students	\$110/semester (Fall & Spring)	
Education School Admin Fee - Fall, Spring	All undergraduate Education students	\$100/semester	
Neighbor Now (formerly SOSA) - Summer	All students participating in Neighbor Now	\$260	
Samford Summer Adventure	All students participating in Samford Summer Adventure	\$350/summer session	
University Fellows Program Fee	All University Fellows students	\$350/year	

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

NOTE 1: See p. 34 for a list of General Miscellaneous 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

**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 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 Billing, Payment, & Refund Schedule on p. 34 for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.**

# Financial Assistance

*A financial assistance program has been established to aid students in attending Samford University. Federal and State financial aid in the form of grants, loans, and on-campus job opportunities is provided to assist students in meeting the financial responsibilities they incur at Samford. These programs are based on financial need as demonstrated by approved financial assessment instruments. In addition, the University provides scholarships, based on criteria such as academic achievement, leadership skills, need, athletic ability, or field of study. All financial aid programs 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.ed.gov](http://www.fafsa.ed.gov). An application priority date of March 1 has been established, with students meeting this priority date comprising the first group of students awarded aid for the upcoming academic year.

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

## Federal Assistance Programs

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

### Pell Grants

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

### Supplemental Educational Opportunity Grants

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

### Perkins Loans

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

### Stafford Loans

Federal Stafford Loans are available to students who qualify. The application process begins with certification of the application by the OFA. Application forms, available through the OFA, should be processed through the OFA at least four weeks before the beginning of a term. There are two types of federal Stafford loans: subsidized and unsubsidized. Need-based Stafford loans are subsidized (interest is paid by the federal government). For unsubsidized Stafford loans, interest is charged on the loan from the time funds are disbursed. Eligible freshmen may borrow up to \$5,500/year, sophomores \$6,500/year, juniors and seniors \$7,500/year, and 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-served, and need-based basis to eligible students. Parental data on FAFSA is required, even if student is independent.

## Work-Study

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

## Satisfactory Academic Progress Standards for Federal Assistance Programs

In order to receive 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.

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

### 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 80 percent of all credits attempted in the previous year. Both Samford and transfer attempts are included in the 80 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 80 percent of all credits attempted in the previous year. Both Samford and transfer attempts are included in the 80 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 80 percent of all credits attempted in the previous year. Both Samford and transfer attempts are included in the 80 percent calculation.

### Appeal Procedures

Students failing to meet satisfactory academic progress standards may believe there are mitigating circumstances which contributed to their failure to meet these standards. Students may choose to appeal in writing to the director of financial aid for an exception to be made based upon these circumstances. Decisions made by the director, relative to appeals, will be communicated in writing and will reflect any conditions imposed upon the student for continued eligibility. The decisions of the director are final and cannot be appealed within or outside of the University.

## State Assistance Programs

### Alabama Student Assistance Grants

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

### Alabama Student Grants

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

## Scholarships

### Scholarships Provided By Samford University

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

### General Guidelines

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

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

### Beeson Exceptional Scholars Program

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

## Other Types of Scholarships Available

### Graduate Scholarships for Certified Teachers

Graduate Scholarships for Certified Teachers are granted to students who hold a professional teaching certificate or who have completed requirements for it. These scholarships apply to master's level graduate classes in education. Application should be made prior to registration to the dean of the School of Education and Professional Studies.

### Preministerial Scholars Program

Samford is committed to fielding and developing ministerial students with the highest potential for effectiveness in ministry. The Premierial Scholars Program 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 traditional 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 traditional, professional, church-related ministry vocations: senior pastor, associate pastor, minister of education, minister of music, minister of youth, minister of children, career missionary (non-medical), hospital chaplain, campus minister, counselor, seminary/religion professor, or church-related non-profit minister. Students who intend to engage in part-time, bivocational, or voluntary ministry, or in fields such as media, elementary or secondary education, medicine, etc., do not qualify for this scholarship. Applicants must commit to a religion major or a religion minor. They must be committed to furthering ministerial formation by being

admitted as degree seeking students at an accredited seminary, divinity school or religion graduate program within two years of graduation from Samford. Seminary or divinity schools must be accredited by the Association of Theological Schools. A minimum score of 26 on the ACT is required to apply for the scholarship.

Students in the program must maintain a 3.00 GPA. They must undertake ministry internships that are connected to a religion course for at least four semesters. One hour of elective credit will be offered for each internship, which may count toward a 20-hour minor. 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 ministry mentoring coordinator in collaboration with the director of premierial 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 \$11,000 per year. Scholarship recipients who successfully complete the requirements in the first two years may receive a total of up to \$16,000 per year. Increased amounts depend on the recommendation of the Department of Religion and the Premierial Scholars Committee.

### 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 Premierial 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 \$3,200 (\$1,600 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 (<http://arts.samford.edu/>) 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](mailto: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 at <http://band.samford.edu> or by contacting the arts recruiter at [arts@samford.edu](mailto: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.

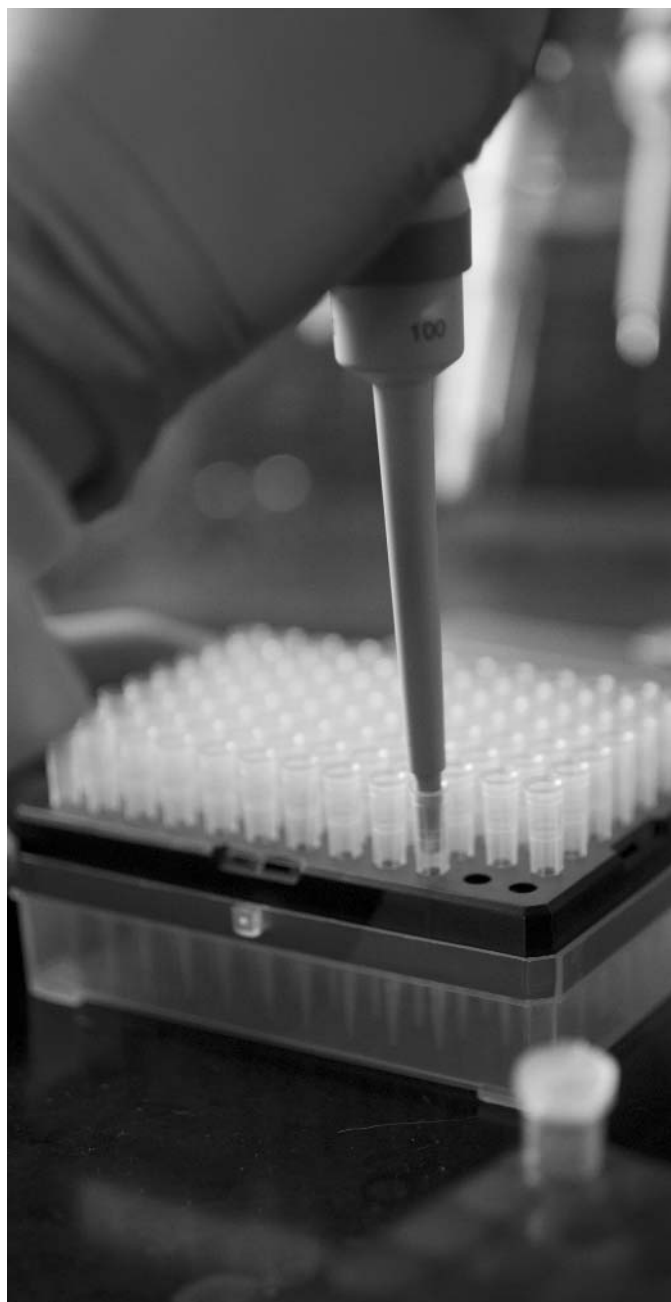
In order to obtain education benefits from the VA, any veteran or dependent who plans to enter Samford should:

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: [www.samford.edu/groups/sturec/vabenefits.html](http://www.samford.edu/groups/sturec/vabenefits.html).



# Samford University

Catalog  
2012-2013  
Academic Year



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

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 of 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.*

## **HOW TO READ THE COURSE LISTINGS**

### **Program Abbreviation**

**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.**

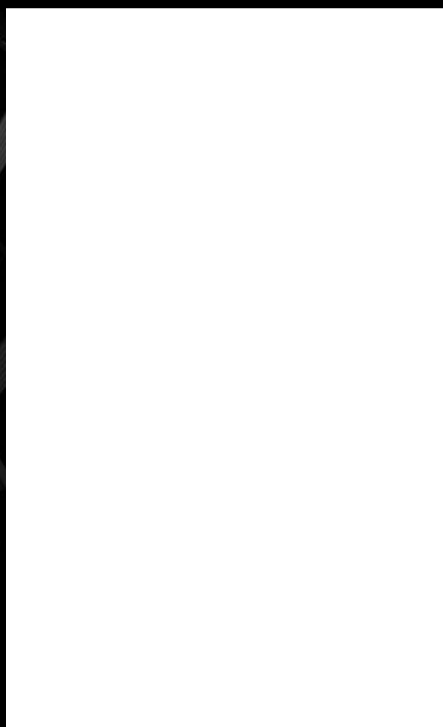
All photographs in this catalog were provided by Samford University's Office of Communication, Photographic Services Team, unless otherwise indicated.

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# Academic Calendars and Critical Deadlines





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

## ***Undergraduate Day and Evening Students; All Graduate Students\****

### **Semester System**

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

### **Jan Term**

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

### **Summer Terms**

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

### **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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\*Except graduate nursing and environmental management students.

**JUNE 2012**

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**JULY 2012**

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**AUGUST 2012**

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**SEPTEMBER 2012**

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**OCTOBER 2012**

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**NOVEMBER 2012**

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**DECEMBER 2012**

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# Calendar for Academic Year 2012-2013 for Undergraduate Day & Evening, and All Graduate Programs\*

(except Graduate Nursing & Environmental Management)

**Orientation & Connections Dates for Summer 2012**

<b>June 4-5</b>	New Student Orientation (Session 1)
<b>June 11-12</b>	New Student Orientation (Session 2)
<b>June 15</b>	Transfer Student Orientation
<b>June 18-19</b>	New Student Orientation (Session 3)
<b>August 23-24</b>	New Student Orientation (Session 4)
<b>August 24-26</b>	Connections

**Graduation Application Deadlines (Undergraduate Only)**

Students must complete the **Application for Undergraduate Degree** to assure timely assessment of their graduation requirements. The form is available online at the following URL: [www.samford.edu/groups/sturec/DegreeApplication-UG.pdf](http://www.samford.edu/groups/sturec/DegreeApplication-UG.pdf)

Expected Graduation Term	Application Deadline
Spring 2013	October 1, 2012
Summer 2013	February 15, 2013
Fall 2013	April 2, 2013

**Summer I 2012 (First Five-Week Summer Session)**

<b>June 4</b>	Payment due date for students who have registered
<b>June 4</b>	Advising, registration, and payment for students not registered
<b>June 4</b>	Classes begin
<b>June 6</b>	Last day to add or drop a Summer I course(s) <b>without FINANCIAL penalty</b>
<b>June 6</b>	Deadline to submit Course Repeat form in session repeated course is taken
<b>June 22</b>	Last day to <b>withdraw from a Summer I course OR to completely withdraw from ALL Summer I courses without ACADEMIC penalty</b>
<b>July 4</b>	Independence Day Holiday; no classes meet
<b>July 5</b>	Classes end
<b>July 6</b>	Final Examinations

**Summer II 2012 (Second Five-Week Summer Session )**

<b>July 9</b>	Payment due date for students who have registered
<b>July 9</b>	Advising, registration, and payment for students not registered
<b>July 9</b>	Classes begin
<b>July 11</b>	Last day to add or drop a Summer II course(s) <b>without FINANCIAL penalty</b>
<b>July 11</b>	Deadline to submit Course Repeat form in session repeated course is taken
<b>July 27</b>	Last day to <b>withdraw from a Summer II course OR to completely withdraw from ALL Summer II courses without ACADEMIC penalty</b>
<b>August 9</b>	Classes end
<b>August 10</b>	Final Examinations

**Summer 10-Week Term 2012**

<b>June 4</b>	Payment due date for students who have registered
<b>June 4</b>	Advising, registration, and payment for students not registered
<b>June 4</b>	Classes begin
<b>June 7</b>	Last day to add or drop a Summer 10-Week course(s) <b>without FINANCIAL penalty</b>
<b>June 7</b>	Deadline to submit Course Repeat form in term repeated course is taken
<b>July 4</b>	Independence Day Holiday; no classes meet
<b>July 20</b>	Last day to <b>withdraw from a Summer 10-Week course OR to completely withdraw from ALL Summer 10-Week courses without ACADEMIC penalty</b>
<b>August 9</b>	Classes end
<b>August 10</b>	Final Examinations

**Fall Semester 2012**

<b>August 20-24</b>	Faculty in residence for the academic session
<b>August 24</b>	Advising, registration and payment for students not registered
<b>August 27</b>	Payment due date for students who have registered
<b>August 27</b>	Classes begin
<b>August 28</b>	University Convocation
<b>August 31</b>	Payment due date for students in Orientation Session #4 (Aug 23-24)
<b>August 31</b>	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
<b>August 31</b>	Deadline to submit Course Repeat form in semester repeated course is taken
<b>September 3</b>	Labor Day Holiday; no classes meet
<b>October 8-9</b>	Fall Break; no classes meet
<b>October 17</b>	Deadline for faculty to submit midterm grades for freshmen (deadline subject to change)
<b>Nov 5-30</b>	Registration begins for <b>Jan Term</b> and <b>Spring Semester</b> (Note: Registration continues until the last day to add/drop for each future term)
<b>November 16</b>	Last day to <b>withdraw from a Fall course OR to completely withdraw from ALL Fall courses without ACADEMIC penalty</b>
<b>November 21-23</b>	Thanksgiving Holidays; no classes meet
<b>December 7</b>	Classes end
<b>December 10-13</b>	Final Examinations
<b>December 15</b>	Commencement

# Calendar for Academic Year 2012-2013 for Undergraduate Day & Evening, and All Graduate Programs\* (cont'd) (except Graduate Nursing & Environmental Management)

## Jan Term 2013

January 3	Payment due date for students who have registered
January 3	Advising, registration, and payment for students not registered
January 3	Classes begin
January 7	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
January 7	Deadline to submit Course Repeat form in term repeated course is taken
January 18	Last day to <b>withdraw from a Jan Term course OR to completely withdraw from ALL Jan Term courses without ACADEMIC penalty</b>
January 21	Martin Luther King, Jr. Holiday; no classes meet
January 24	Classes end
January 25	Final Examinations

## Spring Semester 2013

January 25	Advising, registration and payment for students not registered
January 28	Payment due date for students who have registered
January 28	Classes begin
January 29	University Convocation
February 1	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
February 1	Deadline to submit Course Repeat form in semester repeated course is taken
March 13	Deadline for faculty to submit midterm grades for freshmen (deadline subject to change)
March 18-22	Spring Break Holidays; no classes meet
April 1	Easter Monday Holiday; no classes meet
April 2	Deadline to submit Transient Enrollment Form/Letter of Good Standing Request for Summer transient work
April 2-26	Registration begins for Summer Terms and Fall Semester (NOTE: Registration continues until the last day to add/drop for each future term)
April 26	Last day to <b>withdraw from a Spring course OR to completely withdraw from ALL Spring courses without ACADEMIC penalty</b>
May 10	Classes end
May 13-16	Final Examinations
May 17-18	Commencement Weekend

## Summer I 2013 (First Five-Week Summer Session)

June 3	Payment due date for students who have registered
June 3	Advising, registration, and payment for students not registered
June 3	Classes begin
June 5	Last day to add or drop a Summer I course(s) <b>without FINANCIAL penalty</b>
June 5	Deadline to submit Course Repeat form in session repeated course is taken
June 26	Last day to <b>withdraw from a Summer I course OR to completely withdraw from ALL Summer I courses without ACADEMIC penalty</b>
July 3	Classes end
July 4	Independence Day Holiday; no classes meet
July 5	Final Examinations

## Summer II 2013 (Second Five-Week Summer Session)

July 8	Payment due date for students who have registered
July 8	Advising, registration, and payment for students not registered
July 8	Classes begin
July 10	Last day to add or drop a Summer II course(s) <b>without FINANCIAL penalty</b>
July 10	Deadline to submit Course Repeat form in session repeated course is taken
July 26	Last day to <b>withdraw from a Summer II course OR to completely withdraw from ALL Summer II courses without ACADEMIC penalty</b>
August 8	Classes end
August 9	Final Examinations

## Summer 10-Week Term 2013

June 3	Payment due date for students who have registered
June 3	Advising, registration, and payment for students not registered
June 3	Classes begin
June 7	Last day to add or drop a Summer 10-Week course(s) <b>without FINANCIAL penalty</b>
June 7	Deadline to submit Course Repeat form in term repeated course is taken
July 4	Independence Day Holiday; no classes meet
July 26	Last day to <b>withdraw from a Summer 10-Week course OR to completely withdraw from ALL Summer 10-Week courses without ACADEMIC penalty</b>
August 8	Classes end
August 9	Final Examinations

## JANUARY 2013

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## FEBRUARY 2013

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## MARCH 2013

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## APRIL 2013

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## MAY 2013

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## JUNE 2013

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## JULY 2013

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## AUGUST 2013

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\* For the **Beeson School of Divinity** Academic Calendar, see their Web site: [www.beesondivinity.com/](http://www.beesondivinity.com/) (Choose Academic Calendar from the Academics drop down menu)  
 For the **Cumberland School of Law** Academic Calendar, see their Web site: [cumberland.samford.edu/](http://cumberland.samford.edu/), then click on Calendar.  
 For the **McWhorter School of Pharmacy** Academic Calendar for 2012-2013, see that school's section of this catalog.  
 For the **2013-2014 Academic Calendar**, see the following Web site: [www.samford.edu/groups/sturec/acadcalendar.html](http://www.samford.edu/groups/sturec/acadcalendar.html)



# Calendar for Academic Year 2012-2013 for Graduate Nursing and Graduate Environmental Management

## JUNE 2012

S	M	T	W	T	F	S
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## JULY 2012

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## AUGUST 2012

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## SEPTEMBER 2012

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## OCTOBER 2012

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## NOVEMBER 2012

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## DECEMBER 2012

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## JANUARY 2013

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## Summer Term 2012

June 4	Payment due date for students who have registered
June 4	Advising, registration and payment for students not registered
June 4	Classes begin
June 7	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
July 4	Independence Day Holiday, no classes meet
July 20	Last day to <b>withdraw from a Summer course OR to completely withdraw from ALL Summer courses without ACADEMIC penalty</b>
August 9	Classes end
August 10	Final Examinations

## Fall Semester 2012

August 27	Payment due date for students who have registered
August 20	Advising, registration and payment for students not registered
August 20	Classes begin
August 28	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
September 3	Labor Day Holiday; no classes meet
Nov 5-30	Registration begins for Spring Semester*
November 15	Last day to <b>withdraw from a Fall course OR to completely withdraw from ALL Fall courses without ACADEMIC penalty</b>
November 21-23	Thanksgiving Holidays; no classes meet
December 7	Classes end
December 10-13	Final Examinations
December 15	Commencement

## Spring Semester 2013

January 28	Payment due date for students who have registered
January 3	Advising, registration and payment for students not registered
January 3	Classes begin
January 8	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
January 21	Martin Luther King, Jr. Holiday; no classes meet
March 18-22	Spring Break Holidays; no classes meet
April 1	Easter Monday Holiday; no classes meet
April 2-26	Registration begins for Summer and Fall Terms*
April 24	Last day to <b>withdraw from a Spring course OR to completely withdraw from ALL Spring courses without ACADEMIC penalty</b>
May 10	Classes end
May 13-16	Final Examinations
May 17-18	Commencement Weekend

## Summer Term 2013

June 3	Payment due date for students who have registered
June 3	Advising, registration and payment for students not registered
June 3	Classes begin
June 7	Last day to add or drop a course(s) <b>without FINANCIAL penalty</b>
July 4	Independence Day Holiday, no classes meet
July 26	Last day to <b>withdraw from a Summer course OR to completely withdraw from ALL Summer courses without ACADEMIC penalty</b>
August 8	Classes end
August 9	Final Examinations

\*NOTE: Registration continues until the last day to add/drop for each future term.

For the **Beeson School of Divinity** Academic Calendar, see their Web site: [www.beesondivinity.com/](http://www.beesondivinity.com/)  
(Click on Academic Calendar from the Academics drop down menu)

For the **Cumberland School of Law** Academic Calendar, see their Web site: [cumberland.samford.edu/](http://cumberland.samford.edu/)  
(Click on Calendar)

For the **McWhorter School of Pharmacy** Academic Calendar for 2012-2013, see that school's section of this catalog.

For the **2013-2014 Academic Calendar**, see the following Web site: [www.samford.edu/groups/sturec/acadcalendar.html](http://www.samford.edu/groups/sturec/acadcalendar.html)

## FEBRUARY 2013

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## MARCH 2013

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## APRIL 2013

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## MAY 2013

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## JUNE 2013

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## JULY 2013

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## AUGUST 2013

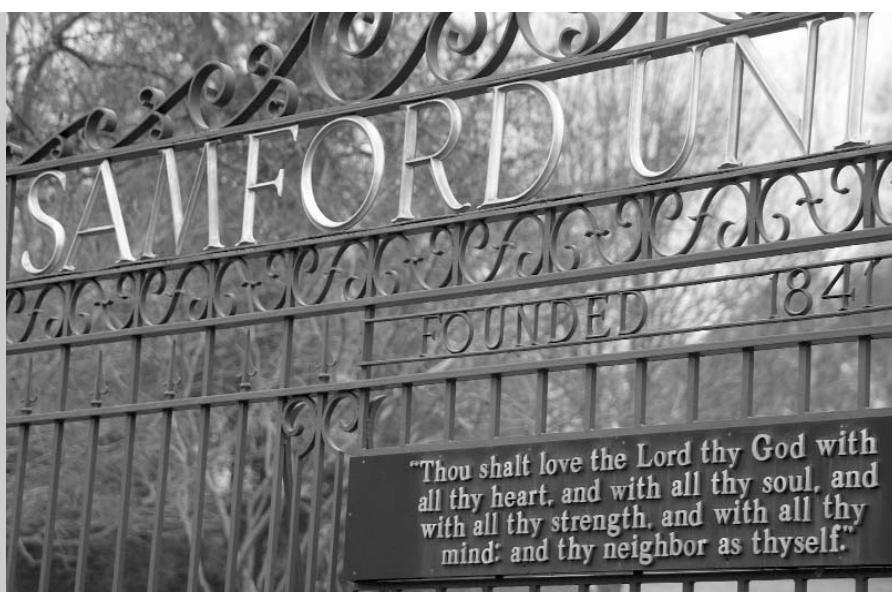
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# About Samford University

*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 eight 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, Ida V. Moffett School of Nursing, and McWhorter School of Pharmacy.

### **Mission**

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

### **Core Values**

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

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

### **Vision**

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

## 1841

Founded and chartered 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.



## 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.



## Samford Facts

- Samford is consistently ranked in the top tier of its peer group by *U.S. News & World Report* and also has been nationally ranked for its academic programs and affordability by *The Princeton Review*, *Forbes*, *Kiplinger's* and other publications.
- 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*.
- **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.
- **Twelve** National Merit Scholars enrolled as entering freshmen for **Fall 2011**.
- **One hundred and two** children, ages six weeks through four years, are enrolled at the Children's Learning Center, which serves as an inclusive demonstration model and laboratory school under the supervision of the Orlean Bullard Beeson School of Education and Professional Studies.
- 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, and health care.
- The University's libraries house approximately **1,116,815** volume equivalents.
- Samford's fine arts complex include the Leslie S. Wright Fine Arts Center with its **2,700-seat** concert hall; Bonnie Bolding Swearingen Hall with the **400-seat** Ben F. Harrison Theatre, the **120-seat** Bolding Studio and the Samford Art Gallery; and Jane Hollock Brock Hall, which includes a state-of-the-art **330-seat** recital hall.
- Samford has a **700-seat** undergraduate chapel and a **400-seat** divinity school chapel.
- Samford is the **87th** oldest college or university in America.
- For **Fall 2011**, **4,758** men and women enrolled, applying from **47** states. Total enrollment includes students from **20** foreign countries.
- Approximately **84%** of Samford's **301** full-time faculty have earned a terminal degree.
- Samford offers **25** degree programs in approximately **110** majors.
- 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 **2011** entering freshmen were in the top 25 percent of their high school class (of those reporting rank). The average ACT score of **2011** entering freshmen was **26**.
- Samford intercollegiate athletics sponsors **17** sports in NCAA Division I, nine for women and eight for men.
- There are **125** social, faith-based, service, performing, club sport, professional, and honorary organizations, as well as five national fraternities and eight national sororities.
- A total of **330** computers are available on campus for general student use; all computers offer the latest software and are connected to the Internet; telephone and Internet connections are provided for every resident student.

## Accreditation

Samford University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), 1866 Southern Lane, Decatur, GA 30033-4097; (404) 679-4501, to award associate, 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. The appropriate professional schools at Samford are accredited by:

Accreditation Council for Pharmacy Education (ACPE)  
 American Bar Association (ABA)  
 American Dietetic Association (ADA)  
 Association of Theological Schools (ATS)  
 Association to Advance Collegiate Schools of Business (AACSB)

## 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  
 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 family studies 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.

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

### WHAT ARE THE ADMISSION REQUIREMENTS?

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

### WHEN DO I APPLY FOR ADMISSION?

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

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

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

### HOW MUCH DOES IT COST?

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

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

Included with your letter of acceptance, you will receive a packet of information including campus residence request forms, and most important, New Student Orientation information. New Student Orientation is coordinated by the Director of Orientation, and is held in June for freshmen and their parents prior to the fall semester. (See the Academic Calendar for 2012-2013 in this catalog for dates.) 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](http://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 five 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 Help Desk for more detailed information at (205) 726-2662 or e-mail [support@samford.edu](mailto:support@samford.edu). Also, see Computer Services and Resources in the Campus Life, Services, and Facilities section of this catalog.

#### WHAT CHOICES DO I HAVE FOR A MAJOR?

There are approximately 110 majors available from eight colleges and schools. A complete list of undergraduate majors and degrees offered can be found in the Academic Policies and Regulations section of this catalog. There you will also find a list of minors, certificates, and graduate and professional degrees offered.

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

The 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 chapters of five national fraternities and eight national 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. Completed applications and related documents should be mailed to the address listed below, or submitted online at [admission.samford.edu/applynow](http://admission.samford.edu/applynow).*

*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 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 Office of New Student Orientation and Parent Programs 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: [admission.samford.edu](http://admission.samford.edu).

**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 **2011** Freshman Class possessed an ACT composite middle 50 percent range of 23-29; their SAT-Total middle 50 percent range was 1053-1278. 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 [admission.samford.edu/applynow](http://admission.samford.edu/applynow) and include a \$35 nonrefundable application fee.
2. Request two official transcripts from your high school to be sent to the Office of Admission. One should be sent at the time of application. The second one should be sent at the completion of the senior year certifying graduation. Transcripts must be mailed by the school to the Office of Admission in order to be considered official.
3. Have official scores on the ACT or SAT sent to the Office of Admission by the respective agency.
4. Arrange for submission of the School Recommendation Form provided 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. Include a leadership résumé of high school, church, and community activities.
7. 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. Adult Degree Program is the administrative office that serves evening students. (See the Adult Degree Program section of this catalog.) Adult Degree Program staff can assist you with academic advising, admission, and other areas of concern. Contact them at (205) 726-2898.

## International Student Applicant

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

### International Student Applicant Procedures

An international student who desires to attend Samford University should:

1. Complete an application form and attach a \$35 (U. S. dollars) nonrefundable application fee.
2. Have official scores on the ACT or the SAT sent directly from the testing agency to the Office of Admission if attending high school in the United States.
3. Have official scores on the TOEFL (Test of English as a Foreign Language) sent directly from the Educational Testing Service directly to the Office of Admission. A minimum score of 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

College courses taken in a high school setting without external testing (e.g. AP, CLEP, IB) or fulfilling a high school requirement will be treated as dual enrollment credit. Beginning in the 2009-2010 academic year, entering freshmen may have limited dual enrollment courses considered for transfer credit. Students may transfer up to 12 semester credits of dual enrollment credit in which the student has earned a grade of B- or higher. The aggregate of credit earned in dual enrollment, AP (Advanced Placement), CLEP, and International Baccalaureate may not exceed 30 credits, none of which counts toward the 50 percent residency requirement. With the sole exception of UCCA 101, core curriculum courses (as listed on pp. 24 and 74) cannot be met with dual enrollment credit.

## 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.

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 12 semester credits of dual enrollment credit in which the student has earned a grade of B- or higher. Transferred coursework must be comparable to Samford courses offered at the 100 and 200 level. **Only one Core Curriculum course (UCCA 101) may be transferred as dual enrollment credit.**

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

## Transfer Student Applicant Procedures for Admission

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

A transfer student who desires to attend Samford University should:

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

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

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](http://www.wes.org) or AACRAO International Education Services (IES), found at [ies.aacrao.org](http://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 Office of the Dean of Academic Services and Registrar within twelve (12) months following entry (or re-entry) to Samford University. This application should be supported by at least one semester of recent coursework at Samford that indicates a reasonable expectation of the candidate's continued academic success. Written approval of the student's Academic Dean is required for admission as a candidate for academic renewal and to invoke the academic renewal policy.
3. If granted, a statement of academic renewal is entered after the appropriate semester(s) for which coursework is being forgiven. Also, the declaration of academic renewal will include a statement prohibiting use of the designated previously earned credits and quality points to meet degree requirements, to compute the grade point average leading toward undergraduate certificates or degrees, or to determine graduation status.
4. No academic credit (whatever the grade) earned during the semester(s) being forgiven under academic renewal may be used as a part of a degree program, nor will it be calculated into the cumulative grade point average. However, the portion of the academic record being forgiven will remain a visible part of the student's transcript.
5. Academic renewal may be granted to a person only once, regardless of the number of institutions attended.
6. Students are cautioned that many undergraduate professional curricula, graduate, and professional schools compute the undergraduate GPA over all credits attempted when considering applications for admission.
7. Also, academic renewal does not pertain to accumulated financial aid history. Accumulated semester and award limits include all semesters of enrollment.

### Audit Student Applicant

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

#### Guidelines

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

## Readmission Student Applicant

### Former Samford Students in Good Standing

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

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

### Former Samford Students on Academic Dismissal

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

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

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

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

### Former Samford Student on Indefinite Academic Dismissal

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

## Special Status Student Applicant

See Adult Degree Program, Admission Procedures.

## 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 on p. 29 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	Elective credit	3	3
Art, Studio: 3D	Elective credit	3	3
Biology	BIOL 105 Principles of Biology	3	4
Chemistry	CHEM 205 Foundations of Chem AND CHEM 206 Foundations of Chem Lab	4	5
Computer Science A	COSC 110 Intro to Programming	4	4
Computer Science AB	COSC 110 Intro to Programming	3	4
Computer Science AB	COSC 110 Intro to Programming AND COSC 210 Data Structures/Algorithms	4	8
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 Language	FREN 102 Elementary French II	3	4
French Language**	FREN 201 Intermediate French I AND FREN 202 Intermediate French II	4	8
German Language	GER 102 Elementary German II	3	4
German Language**	GER 201 Intermediate German I AND GER 202 Intermediate German II	4	8
German Literature	GER 302 Conv/Comp/Reading (Ger)	4	4
Govt/Pol (American)	POLS 205 Intro to American Politics	4	4
Govt/Pol (Comp)	Elective credit	4	4
History: European	HIST 200 The West-Global Perspective	4	4
History: U.S.	HIST 218 Modern America since 1865	4	4
History: World	HIST 200 The West-Global Perspective	5	4
Human Geography	GEOG 101 Global Geography	4	4
Latin: Vergil	LATN 102 Elementary Latin II	3	4
Latin: Vergil**	LATN 201 Intermediate Latin I AND LATN 202 Intermediate Latin II	4	8
Latin Literature	LATN 202 Intermediate Latin II	3	4
Math: Calculus AB	MATH 240 Calculus I	3	4
Math: Calculus BC	MATH 240 Calculus I AND MATH 260 Calculus II	3	8
Math: Calculus BC AB Subgrade***	MATH 240 Calculus I	3	4
Math, Statistics	MATH 210 Elementary Statistics	3	4
Music, Listening/Lit †	MUSC 200 Music Appreciation	3	2
Music, Theory ††	MUSC 1510 Theory I	3	3
Physics B	PHYS 100 Physics for Society OR PHYS 101 General Physics I	3	4
Physics C	no credit	-	-
Psychology	PSYC 101 General Psychology	4	4
Spanish Language	SPAN 102 Elementary Spanish II	3	4
Spanish Language**	SPAN 201 Intermediate Spanish I AND SPAN 202 Intermediate Spanish II	4	8
Spanish Literature	SPAN 302 Conv/Comp/Reading (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 French, German, Latin, or Spanish language at the **intermediate** level, receive a maximum of 8 credits for 201-202 and do not receive an additional 4 credits for exceeding the expectations of the 102 **elementary** level.

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

† MUSC 200 for a nonmajor and MUSC 3400 for a major.

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

## College-Level Examination Program (CLEP)

College-level credit is awarded for scores of 50 or higher in most subject areas; however, students should consult with their advisors or the Office of Student Records before scheduling any CLEP examinations. 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 Environmt of Business	50	3
Chemistry	CHEM 205 Foundations of Chem AND CHEM 206 Foundations of Chem 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 Intermediate French I AND FREN 202 Intermediate French II	62	8
German, Level 1*	GER 102 Elementary German II	50	4
German, Level 2*	GER 201 Intermediate German I AND GER 202 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 Intermediate Spanish I AND SPAN 202 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 Foundations of Chemistry CHEM 206 Foundations of Chem 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 Adult Degree Program 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 and Policies

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



## Colleges/Schools and Academic Departments

### Academic Affairs

#### Undergraduate

Adult Degree Program

### Howard College of Arts and Sciences

#### Undergraduate

Biological and Environmental Sciences  
 Chemistry and Biochemistry  
 Classics  
 Communication Studies  
 English  
 Geography  
 History  
 Journalism and Mass Communication  
 Mathematics and Computer Science  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Religion  
 Sociology  
 World Languages and Cultures

#### Graduate

Biological and Environmental Sciences

### School of the Arts

#### Undergraduate

Art  
 Interior Architecture  
 Music  
 Theatre and Dance

### School of the Arts

#### Graduate

Music

### Brock School of Business

#### Undergraduate

Accounting and Management Information Systems  
 Economics, Finance, and Quantitative Analysis  
 Entrepreneurship, Management, and Marketing

#### Graduate

Business

### Beeson School of Divinity

#### Graduate - Divinity

#### Doctoral - Divinity

#### Extension Division

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

#### Undergraduate

Family Studies  
 Kinesiology and Nutrition Science  
 Teacher Education

#### Graduate - Graduate Studies-Education

#### Doctoral - Graduate Studies-Education

#### Noncredit/Continuing Education

Samford After Sundown

### Cumberland School of Law

### Ida V. Moffett School of Nursing

#### Undergraduate - Nursing

#### Graduate

Nurse Anesthesia  
 Nursing

#### Doctoral - Nursing

### McWhorter School of Pharmacy

#### Undergraduate - Pharmacy

#### Professional - Pharmacy

## Majors and Undergraduate Degrees Offered\*

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

#### Majors

Classics  
 Communication Studies  
 Economics  
 English  
 English with Concentrations in  
 Creative Writing, Film Studies  
 Family Studies  
 Family Studies with a Concentration in  
 Child Development Education  
 Fine Arts  
 French  
 German  
 Greek  
 History  
 Interior Design  
 Journalism and Mass Communication with  
 Concentrations in Advertising, Broadcast and  
 Electronic Journalism, Print Journalism, Public  
 Relations  
 Latin  
 Music  
 Philosophy  
 Philosophy and Religion  
 Physics  
 Political Science  
 Psychology  
 Religion  
 Religion with a Concentration in  
 Congregational Studies  
 Sociology  
 Spanish  
 Theatre  
 World Language and Literature (French, German,  
 and/or Spanish)

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

#### Interdisciplinary Concentrations/Majors

Global Studies  
 International Relations  
 Language and World Trade (with a specialty in  
 French, German, Spanish or World Languages)  
 Latin American Studies  
 Public Administration

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

#### Majors

Graphic Design  
 Interior Design  
 Musical Theatre

### Bachelor of Music (B.M.)†

#### Majors

Church Music  
 Performance (Instrumental Music, Organ, Piano,  
 Piano with Pedagogy Emphasis, Voice)  
 Theory/Composition

### Bachelor of Music Education (B.M.E.)†

#### Majors

Music with Concentrations in  
 Instrumental Music, Vocal/Choral Music

### Bachelor of Science (B.S.)

#### Majors

Athletic Training (Non-Teaching)  
 Biochemistry  
 Biology  
 Chemistry  
 Computer Science  
 Engineering and Engineering Physics  
 (Dual-Degree)\*\*  
 Engineering Physics  
 Environmental Science  
 Exercise Science (Pre-Physical Therapy)  
 Fine Arts  
 Fitness and Health Promotion  
 Foods and Nutrition  
 Geography  
 Marine Science  
 Mathematics  
 Music  
 Nutrition and Dietetics  
 Physics  
 Sport Administration  
 Sports Medicine

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

#### Majors

Accounting  
 Economics  
 Entrepreneurship  
 Finance  
 Management  
 Marketing

#### Concentration (in combination with any business major above)

Social Entrepreneurship

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

#### Majors

Early Childhood/Special Education/Elementary/  
 Collaborative Teacher  
 English  
 History  
 Secondary Education  
 P-12 Education  
 Teacher Education††

### Bachelor of Science in Interdisciplinary Studies (B.S.I.S.) (Adult Degree Program only)

#### Concentrations

Counseling and Human Services  
 Liberal Studies  
 Organizational Leadership  
 Paralegal

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

#### Majors

Nursing  
 Nursing (Second Degree B.S.N. in Five-Semester  
 and 15-Month Accelerated Versions)

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

\*\* 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.

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

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

## Minors and Certificates Offered\*

<b>Minors</b> Aerospace Studies Art Bioinformatics* Biology Chemistry Christianity, Women, and Leadership Studies Classics Communication Studies Computer Science Dance Economics** English Family Studies Film Production French General Business**	Geography (Traditional) Geography (Certificate in Geographic Information Science) German Greek History Journalism and Mass Communication Latin Marine Science Marketing** Mathematics Ministry and Missions Missions Education*** Music Nutrition and Dietetics Philosophy Physics	Political Science Psychology Religion Social Entrepreneurship & Non-Profit Management** Sociology Spanish Theatre World Languages and Cultures Worship Leadership Writing <b>Interdisciplinary Minors</b> Asian Studies Film Production Latin American Studies The Arts <b>Certificates</b> Paralegal
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\* This minor available in three versions, depending on the student's major. See pp. 77 and 103.

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

\*\*\* The minor in missions education is available only to students earning a teaching certificate.

Note: A minor or cognate is required in the following degree programs (for all other programs, a minor is optional):

B.A. with a major in French, German, or Spanish language and literature (one language)

B.A. with a major in journalism and mass communication

B.F.A. with a major in interior design (requires art minor, which is incorporated into the degree itself; see p. 140)

## Graduate and Professional Degrees Offered\*

### Biology/Environmental Management (College of Arts and Sciences)

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

### Music (School of the Arts) †

Master of Music (M.M.)\*\*

Majors: Church Music, Piano Performance/Pedagogy

Master of Music Education (M.M.E.)\*\*

Majors: Music (Patterns: Traditional, Fifth-Year Non-Traditional), Music Education (National Board Cohort)

### Business

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

Master of Accountancy (M.Acc.)

Master of Business Administration (M.B.A.)\*\*

Concentrations: Accounting, Entrepreneurship, International Business, Marketing

### Divinity

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

Master of Divinity (M.Div.)\*\*

Majors: Divinity, Divinity with Emphasis in Church Music

Doctor of Ministry (D.Min.)\*\*

### Education

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

Majors: Early Childhood Education, Elementary Education, Fifth-Year Non-Traditional (Early Childhood & Elementary Education), Fifth-Year Non-Traditional (Secondary Education), Gifted Education, Instructional Leadership, Secondary Collaborative

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

Majors: Early Childhood Education, Elementary Education, Instructional Leadership, Teacher Leader

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

### Law

Juris Doctor (J.D.)\*\*

Master of Comparative Law (M.C.L.)\*\*

### Nursing

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

Majors: Nurse Anesthesia, Nursing (Tracks: Family Nurse Practitioner, Nurse Educator, Nurse Manager)

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

Majors: Administration, Advanced Practice

### Pharmacy

Doctor of Pharmacy (Pharm.D.)\*\*

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

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

## Graduate Joint Degrees Offered†

### 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.)\*

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

### 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.)

### Nursing

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

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

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

\*Program under review. Contact the individual schools for more information.

# 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

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

### Minors

For a minor, 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. Beginning with the 2007-2008 entering class, students must acquire 60 Convocation credits to graduate, with no more than 15 credits in any one category. Credits may be earned in the following categories: Academic Lecture, Christian Faith Development, Culture and Arts, Personal and Professional Growth, and Faith-based Service. For transfer students, the number of credits required is prorated, and students transferring more than 15 academic credits are exempt from category limitations. Students acquire Convocation credits by attending approved events and having their ID cards scanned at the conclusion of each event. For more details, see the Convocation Web site at [www.samford.edu/um](http://www.samford.edu/um).

## 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.

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

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

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

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

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

**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.





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

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

#### 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 and Nutrition Science 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 three times—once for the general education requirement and twice 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 undergraduates 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.

\* Core curriculum requirements cannot be met through transient enrollment.

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

#### University Core Curriculum Courses (22 credits)

##### UCBP 101 Biblical Perspectives I (4)

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

##### UCCA 101 Communication Arts I (4)

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

##### UCCA 102 Communication Arts II (4)

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

##### UCCP 101 Cultural Perspectives I (4)

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

##### UCCP 102 Cultural Perspectives II (4)

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

##### UCFH 120 Concepts of Fitness and Health (2)

Physical fitness course, with emphasis on exercises that develop cardiorespiratory, muscular, and flexibility fitness. All aspects of fitness, such as principles of aerobic fitness, nutrition, flexibility, strength training, common fitness injuries, and weight control and body composition are discussed and applied. Students with physical disabilities may consult the KINS department chair for special consideration.

#### Graduate Degree Requirements

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



# Academic Regulations

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

## Undergraduate Academic Achievement Recognition

### 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)  
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)  
Alpha Kappa Psi  
Beta Gamma Sigma  
Accounting, Finance – Beta Alpha Psi  
Economics – Omicron Delta Epsilon

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

Teacher Education –  
Kappa Delta Pi  
Adult Degree Program –  
Alpha Sigma Lambda

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

### Seal

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

### Tower

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

### Howard

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

## Academic Integrity

A degree from Samford University is evidence of achievement in scholarship and citizenship. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be in keeping with the philosophy and mission of the University.

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

## Academic Renewal

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

## Audit Student Guidelines

As an alternative to full participation in a credit course, students may audit the course. Audit students do not receive grades and do not usually participate in examinations; however, instructors have the option of establishing requirements for a satisfactory audit. 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 five credits unless the school dean approves an overload. Adult Degree Program 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 dean of academic services to march with their class at commencement. Such students must file an approved request outlining their plans to complete the missing course requirements. A form for this purpose is available in the Office of Student Records.

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

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

## Elective Withdrawal

### Course Withdrawal and Dropping a Course

A student may drop a course without a grade of W (withdrawn) or academic penalty up through the last day to drop a course(s) without financial penalty. 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 without financial penalty 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 Schedule Change Form is returned to the Office of Student Records. Students can obtain the Schedule Change Form from the Student Records Forms page: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html)

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: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html)

- The permanent record of a student who withdraws before the last day to drop a course(s) without financial penalty will not show courses attempted for that semester/term.
- The permanent record of a student who withdraws from all courses for a semester/term before the deadline, as stated in the Academic Calendar, will show courses attempted and will show a grade of W (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 on p. 18 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 on p. 29 for more information.)

Forms for dropping/withdrawing from a course, University or semester withdrawal, and transient enrollment can be found on the Student Records Web site at the following URL: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html)

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

No course elected for grading on the pass/fail basis shall satisfy any part of a core, general education, major, 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 dean of academic services, 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 challenged before the last day of classes of the next full semester. This challenge should be presented to the dean of academic services after conferring with the instructor, the instructor's department head, and the academic dean of the school or college in which the course is taught. An E or an INC automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given. This grade of F may not be challenged.

## Letter Grading System

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

Grade Symbol	Definition	Quality Points Earned
A	The highest proficiency in ability and application	4.0
A-	Slightly less than the highest proficiency in ability and application	3.7
B+	Outstanding proficiency	3.3
B	Ability and achievement of a high but second order	3.0
B-	Ability and achievement of a high but third order	2.7
C+	A better than average performance	2.3
C	Average ability or average achievement	2.0
C-	Slightly below average achievement. 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 <b>because of an emergency</b> , and the work can be completed <b>without further class attendance</b> .	0.00
IP	Indicates that a course remains In Progress and ends after the semester's/term's final grade deadline.	0.00
Z	Represents No Grade. It is given when a faculty member does not assign a grade. Instructor must change the Z to a grade.	0.00
W	Indicates that the student withdrew before the academic penalty period, but was in good standing. There is no penalty for W.	0.00
WF	Indicates that the student withdrew during the academic penalty period. WF carries the same penalty as F.	0.00
P	Grade assigned for successful completion of a course designated Pass or Fail. It will not be included in the GPA.	0.00
AU	Symbol assigned for successful completion of a course taken on an audit basis. An audited course will not meet any graduation requirement or be included in the GPA.	0.00

## Transfer Policies for Current Samford Students

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

Samford students who take courses at another institution during a semester or term they are not enrolled at Samford (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 at: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html).
- 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 Adult Degree Program 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 on pp. 16-17 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 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 at: [www.samford.edu/groups/sturec/forms.html](http://www.samford.edu/groups/sturec/forms.html).
- 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 p. 26 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 April 2.

## Family Educational Rights and Privacy Act

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

1. Eligible students have the right to inspect and review all their educational records maintained by the school. The student must contact the dean of academic services and registrar office to make an appointment to view their academic record.
2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.
3. Generally, Samford University must have written permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
  - School employees who have a need to know
  - Other schools to which a student is transferring
  - Parents when a student over 18 is still a dependent
  - Certain government officials in order to carry out lawful functions
  - Appropriate parties in connection with financial aid to a student
  - Organizations doing certain studies for the school
  - Accrediting organizations
  - Individuals who have obtained court orders or subpoenas
  - Persons who need to know in cases of health and safety emergencies
  - State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974

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



# Financial 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.*



# Undergraduate and Graduate Tuition and Fee Policy

## Tuition Classifications

Students are classified based on their enrollment status. Enrollment status, charges, and courses covered are detailed below.

**Full-Time Undergraduate Day Students:** The tuition paid by students classified as undergraduate day admits them only to courses in the regular (day) curriculum where students may take 12-18 credits without further charge. Students taking over 18 credits or courses outside the day curriculum, including evening courses (offered through the Adult Degree Program), are charged additional tuition at the per-credit day rate. (See tables on pp. 36-37 for general tuition and fees.)

**Part-Time Undergraduate Day Students:** Part-time regular day students taking under 12 hours will pay the per-credit day rate for all credits. (See table on pp. 36-37 for general tuition and fees.)

**Undergraduate Evening Students:** The tuition paid by students classified as undergraduate evening admits them only to courses offered in the Adult Degree Program. Adult Degree Program students who enroll in day courses will pay the per-credit day rate for undergraduate day courses. (See table on p. 53 for general tuition and fees.)

**Graduate Students (includes Law and Pharmacy):** The tuition paid by students classified as graduate admits them only to courses within the specific program. Any course(s) outside the program will be charged at the current credit hour rate for the applicable course(s). For general tuition and fees, see tables on p. 35 (Graduate), p. 187 (Divinity), p. 221 (Law), and p. 253 (Pharmacy).

## 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 on p. 34.** 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 must 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:**

Payment Schedule: <http://www.samford.edu/admin/bursar/payschedule.html>

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

Student link: <http://www.samford.edu/subpage.aspx?id=2147484200>

Make payment - e-bill system link:

[https://secure.touchnet.com/C20180\\_tsa/web/login.jsp](https://secure.touchnet.com/C20180_tsa/web/login.jsp)

**Holds:** Students may not register for the next semester, receive transcripts, participate in commencement or receive a diploma until past due amounts are cleared.

**Collections:** Past due accounts assigned to a collection agency may be reported to the credit bureaus and students are 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](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 Samford's preferred method of payment. Payment by electronic check can be made by using your checking account.

### Online Payments with Credit Card

MasterCard, 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. Reminder: Fee (2.75%) will not be assessed if payment is made by electronic check.

### 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.

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

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.

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/admin/bursar/](http://www.samford.edu/admin/bursar/)



## 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) without financial penalty, 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, 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

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

### Withdrawal Refund Policy for Jan Term

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

1. On first and second day of classes, the tuition and room rent refund will be 100 percent.
2. On the third day of classes, the tuition and room rent refund will be 90 percent.

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

### Withdrawal Refund Policy for Summer Term

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

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

## Brief Definition of Terms Used in Financial Policies

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

**Arbitrarily discontinuing class attendance does not substitute for official notification of course dropping or withdrawal.**

### Drops and Adds

**Adding a Course:** A course can be added anytime on or before the date listed on the Academic Calendar as "Last Day to Drop or Add a Course(s) without Financial Penalty." Payment for the course is due the day the course is added.

**Dropping a Course:** This term applies to the **complete** removal of a course from a student's permanent record. *This can only be done if the student notifies the Office of Student Records on or before the date listed on the Academic Calendar as "Last Day to Drop or Add a Course(s) without Financial Penalty."*

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

### Withdrawals

**Course Withdrawal:** Course Withdrawal is also often referred to as Partial Withdrawal. In order to be considered as withdrawn from a course, a student must complete an official Schedule Change 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.)

## 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.

### Refund Appeal

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

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

### Military Call to Active Duty

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

Alternatively, incomplete (INC) grades with no tuition reimbursement may be more appropriate when the withdrawal is near the end of the semester and INCs are agreed to by the instructor(s) and the student and approved by the dean of the school or college. In the latter case, the student will be allowed to complete the coursework according to a written agreement submitted to the Office of Student Records.

### Return of Title IV Funds

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

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

## Miscellaneous Expenses

### Activity Fees

Tennis, swimming, racquetball, and many other recreational activities are available without charge. The 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 the 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

A student injury and sickness insurance plan is available to undergraduate and graduate students and their dependents. All students will be required to provide proof of medical insurance coverage. Any student not able to provide proof of coverage will be required to obtain a policy from the University's approved carrier and the charge will be posted to the student's account.

Based upon federal regulations and University policy, all F and J visa holders must have health insurance coverage for themselves and all dependents during residency in the U.S. Insurance may be obtained by the student independently or purchased through the University but must contain certain required coverage. Proof of coverage is required before registering for classes. Information about specific policy carriers, minimum coverage, and premium costs is available from the International Studies Office at (205) 726-2741.

### 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.

### 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](http://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 twin-sized beds, desks, chairs, desk lamps, 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.

ManageMyID will allow students, parents, and employees to deposit money online, without any credit card fees, into Bulldog Bucks. By using the link <https://samford.managemyid.com/>, cardholders can budget their account by tracking spending and report 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.ed.gov](http://www.fafsa.ed.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](http://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.

### Refund Schedule

Refunds are first available within five (5) to seven (7) business days after financial aid has been credited (disbursed) to your student account. Refunds will not be available before that time. Disbursement of aid on your account is regulated based on the first day of class as indicated on the academic calendar for your 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.

SPECIAL NOTE: Fees are subject to change without notice. See the Bursar's Office Web site for the latest tuition and fee info: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

### GENERAL MISCELLANEOUS FEES FOR ACADEMIC YEAR 2012-2013

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

Description	Expense
Vehicle Registration	\$20/academic year
Replacement Decal Vehicle Registration	\$10/when incurred
ID Replacement	\$15/when incurred
Portfolio Evaluation Fee (per credit)	\$100/credit (optional)
Bank Return and Correction Fee	\$30/each occurrence
Late Fee (acct balance unpaid by due date)	5% of unpaid balance (max \$100)
Reinstatement Fee (all terms)	\$100/term, as applicable
Insurance Premium	Per term, if required & no waiver
Insurance Co-Pay	As incurred

### PAYMENT SCHEDULE FOR MISCELLANEOUS CHARGES FOR 2012-2013

Month	E-bill Date	Payment Due Date	Late Fee Date
September 2012	Sept 10, 2012	Sept 25, 2012	Sept 26, 2012
October 2012	Oct 10, 2012	Oct 25, 2012	Oct 26, 2012
November 2012	Nov 9, 2012	Nov 26, 2012	Nov 27, 2012
February 2013	Feb 8, 2013	Feb 25, 2013	Feb 26, 2013
March 2013	Mar 8, 2013	Mar 25, 2013	Mar 26, 2013
April 2013	Apr 8, 2013	Apr 25, 2013	Apr 26, 2013

### BILLING, PAYMENT & REFUND SCHEDULE FOR ACADEMIC YEAR 2012-2013

Term	Year	Undergraduates (Day & Evening; includes Adult Degree Program, excludes Accelerated Nursing); Graduates (except Graduate Nursing & MSEM); Divinity					Undergraduate Nursing (Accelerated Program only); Graduate Nursing/Nurse Anesthesia; Environmental Management (MSEM)				
		E-Bill Date	Payment Due Date	Refund Availability Date	Late Fee Date	Registration Cancellation Date	E-Bill Date	Payment Due Date	Refund Availability Date	Late Fee Date	Registration Cancellation Date
Summer 10-Week Term	2012	May 21	June 4	June 4	June 5	June 7	May 21	June 4	June 4	June 5	June 8
Summer I	2012	May 21	June 4	June 4	June 5	June 7	May 21	June 4	June 4	June 5	June 8
Summer II	2012	June 25	July 9	July 9	July 10	July 12	n/a	n/a	n/a	n/a	n/a
Fall	2012	Aug 13	Aug 27	Aug 28	Aug 28	Sept 4	Aug 13	Aug 27	Aug 20	Aug 28	Sept 4
Fall (Last Orientation)	2012	Aug 24	Aug 31	Aug 28	n/a	Sept 4					
Jan Term	2013	Dec 17	Jan 3	Jan 9	Jan 4	Jan 8	n/a	n/a	n/a	n/a	n/a
Spring	2013	Jan 15	Jan 28	Jan 29	Jan 29	Feb 4	Jan 15	Jan 28	Jan 9	Jan 29	Feb 4
Sum 10-Wk, Sum I, & Sum II (pre 6/11/13)*	2013	May 20	June 3	June 3	June 4	June 10	May 20	June 3	June 3	June 4	June 10
Sum II (post 6/11/13)**	2013	June 24	July 8	July 8	July 9	July 11	n/a	n/a	n/a	n/a	n/a
		Law					Pharmacy				
Term	Year	E-Bill Date	Payment Due Date	Refund Availability Date	Late Fee Date	Registration Cancellation Date	E-Bill Date	Payment Due Date	Refund Availability Date	Late Fee Date	Registration Cancellation Date
Summer 10-Week Term	2012	May 14	May 29	May 29	May 30	June 6	n/a	n/a	n/a	n/a	n/a
Fall (L1, P1-3)	2012	Jul 30 (L1)	Aug 13 (L1)	Aug 13 (L1)	Aug 14 (L1)	Aug 22 (L1)	Aug 13 (P1-3)	Aug 27 (P1-3)	Aug 20 (P1-3)	Aug 28 (P1-3)	Sept 4 (P1-3)
Fall (L2-3, P4)	2012	Aug 13 (L2-3)	Aug 27 (L2-3)	Aug 20 (L2-3)	Aug 28 (L2-3)	Sept 4 (L2-3)	May 18 (P4)	June 1 (P4)	June 1 (P4)	June 4 (P4)	June 11 (P4)
Spring	2013	Jan 15	Jan 28	Jan 9	Jan 29	Feb 4	Jan 15	Jan 28	Jan 9	Jan 29	Feb 4
Summer 10-Week Term	2013	May 20	June 3	June 3	June 4	June 10	n/a	n/a	n/a	n/a	n/a

L1=1st-year Law students  
L2=2nd-year Law students  
L3=3rd-year Law students  
FYI: Graduate Nursing includes graduate nurse anesthesia and 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 1.

\* Dates applicable to Summer II 2013 if registration completed prior to June 11, 2013.  
\*\* Dates applicable to Summer II 2013 if registration completed after June 11, 2013.  
**Commencement Note:** Students participating in Fall 2012 or Spring 2013 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 all 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 2013 are not guaranteed to be released to the bank until January 9, 2013.

## GRADUATE STUDENT\* TUITION AND FEES FOR ACADEMIC YEAR 2012-2013

*The following tuition and fees apply to Samford **Graduate** students enrolled in Business, Education, Environmental Management, Music, Nurse Anesthesia, or Nursing. Unless otherwise indicated, all fees are due on or before the e-bill payment due date. See p. 34 for payment regulations and refund notes, if applicable. For tuition and fees that apply to students in other graduate/doctoral/professional programs such as Divinity, Law, or Pharmacy, see those catalog sections.*

Description	Student Classification	Expense	Notes
<b>Tuition</b>			
All credits	All Graduate and Graduate Audit Students in Business, Education, Environmental Management, and The Arts	\$688/credit/each sem/term	
Master of Science in Nursing	All MSN Students (excl MSN-NA)	\$705/credit/each sem/term	
Master of Science in Nursing-Nurse Anesthesia (MSN-NA)	All MSN-NA Students	\$8,653/semester or term	\$1,000 deposit upon acceptance and remainder on or before e-bill payment due date; Deposit nonrefundable
MSN-NA Continuation Fee	All MSN-NA Students	\$1,500/semester	
Doctor of Nursing Practice (DNP)	All DNP Students	\$705/credit/each sem/term	
Joint Degree	Joint Degree Students	By Classification	
<b>Basic Fees</b>			
Application Fee for Graduate Admission	All Graduate Students (excl MSN, DNP)	\$35/application	Nonrefundable; Due at time of application
Application Fee for NursingCAS	All Graduate/Doctoral Nursing Students	\$65/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
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 Graduate Students (excl CRNA students)	\$35/term	
Campus Life Fee	All Nurse Anesthesia students (CRNA-clinical)	\$25/term	
Reinstatement Fee (all terms)	All Students	\$100/term, as applicable	
Technology Fee - Jan Term	All Students	\$25/term	
Technology Fee - Summer	All Students	\$40/term	
Technology Fee - Fall, Spring	All Students	\$135/semester/term	
<b>Special Program/School Fees</b>			
Business School Admin Fee - Fall & Spring	All Graduate Business students	\$125/semester	
Business School Admin Fee - Jan Term	All Graduate Business students	\$50/term	
Business School Admin Fee - Summer	All Graduate Business students	\$100/term	
Education School Admin Fee - Fall & Spring	All Graduate Education students	\$100/semester	
ENVM Annual Administrative Fee	ENVM International students only	\$200/year	
ENVM-English as a Second Language (ESL)	ENVM International students only	\$2,500/sem/term, if required	
Music (Applied Instruction)	All Grad Music Students in Applied Instruction	\$150/credit	
Nursing Background Check Fee	All CRNA Students	\$100/one-time charge	
Nursing Drug Screening Fee	All CRNA, MSN, & DNP Students	\$40/one-time charge	
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 Medatrax Fee - CRNA	All CRNA Students	\$119/one-time charge	
Nursing-Typhon & Up-to-Date Clinical Fee	All MSN & FNP Students	\$140/one-time charge	
Nursing-Typhon Fee	All DNP Students	\$75/one-time charge	

CRNA=Certificate Nurse Anesthesia

MSN=Master of Science in Nursing

DNP=Doctor of Nursing Practice

NA=MSN-Nurse Anesthesia

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

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

NOTE 1: See p. 34 for a list of General Miscellaneous 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

**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 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 Billing, Payment, & Refund Schedule on p. 34 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 2012-2013

*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. See p. 34 for payment regulations and refund notes, if applicable. For basic tuition and fees that apply to all or most graduate students, see p. 35. 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
<b>Tuition</b>			
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)	\$821/credit	
12 to 18 credits	Full-Time Undergraduate (Day)	\$12,285/semester	
More than 18 credits	Full-Time Undergraduate (Day)	\$821/credit	
All credits - Jan Term	Undergraduate (Day)	\$821/credit	
All credits - Summer Terms	Undergraduate (Day)	\$620/credit (Sum 2013)	
Audit	Degree Seeking	\$821/credit	
Audit, except Applied Music & Art	Non-degree Seeking	\$821/credit, as space is available	
<b>London Programs at Daniel House, Samford's London Study Centre, Fees*</b>			
<b>Residence Hall Fees, Double Occupancy**</b>			
Room Deposit	All Students except Pharmacy	\$250	Nonrefundable
Beeson Woods	All Students except Pharmacy	\$2,330/student/sem	
Evergreen Hall	All Students except Pharmacy	\$2,208/student/sem	
Vail, Smith, & Pittman Halls	All Students except Pharmacy	\$2,125/student/sem	
West Campus (Fall and Spring)	All Students except Pharmacy	\$2,330/student/sem	
Student Apartments	All Students except Pharmacy	\$1,776/student/sem	
West Campus (Summer 2013 Terms)	All Students except Pharmacy	\$734/student/each Sum 13 Term	
All Dorms (Jan Term)***	All Students except Pharmacy	\$275/student/Jan Term	
<b>Board</b>			
19 meals/week + \$130 declining balance	Entering Freshmen & Students who have earned less than 24 credits	\$2,000/semester (Fall & Spring)	
12 meals/week + \$130 declining balance	Resident Students - Sophomore Status	\$1,686/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 2013	
12 meals/week for Summer Term	All Resident Students, but excluding Entering Freshmen	\$460/each Summer Term 2013	
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	
<b>Basic Fees</b>			
Application Fee for Undergraduate Admission (Day)	All Undergraduate Students	\$35/application	Nonrefundable; Due at time of application
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)	\$155/semester	
Campus Life Fee - Fall & Spring	All Part-Time Undergraduate Students	\$75/semester	
Campus Life Fee - Fall & Spring	All Undergraduate Clinical & Accelerated BSN Students	\$25/semester	
Campus Life Fee - Jan Term & Summer	All Students	\$35/term	
Reinstatement Fee (all terms)	All Students	\$100/term, as applicable	
Technology Fee - Fall, Spring	All Students	\$135/semester	
Technology Fee - Jan Term	All Students	\$25/term	
Technology Fee - Summer	All Students	\$40/each Summer term	
<b>English as a Second Language (ESL) Program Undergraduate International Students (all nonrefundable)</b>			
ESL Program - Fall and Spring	Full-Time ESL program students	\$6,000/semester	
ESL Program - Summer Terms	Full-Time ESL program students	\$2,000/each Summer term	
ESL Program - Jan Term	All ESL program students enrolled in Jan Term	\$1,200/term	
ESL Program - Less than Full-Time	Part-Time ESL program students	\$1,500/course	
ESL Program - International Student Fee	All ESL program students	\$200/one-time/first semester	
ESL Program - Campus Life Fee - Fall/Spring	Full-Time ESL program students	\$155/semester	
ESL Program - Campus Life Fee - Summer	All ESL program students	\$35/each Summer term	
ESL Program - Technology Fee - Fall/Spring	All ESL program students	\$135/semester	
ESL Program - Technology Fee - Summer	All ESL program students	\$40/each Summer term	

\* 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.

\*\*\* 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 p. 34 for a list of General Misc Fees (Vehicle Reg/Decal, ID Replacement, etc.) that apply to ALL students. See p. 37 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

## UNDERGRADUATE DAY STUDENT – SPECIAL COURSE, PROGRAM, OR SCHOOL FEES (IN ADDITION TO TUITION) FOR ACADEMIC YEAR 2012-2013

*The following fees apply to Samford **undergraduate** 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. See Class Drops and Adds (p. 32) for payment regulations and refund notes, if applicable. For special fees that apply to undergraduate evening students or for students in specific graduate programs, see those catalog sections.*

Description	Student Classification	Expense	Notes
<b>Special Course Fees</b>			
Chemistry Lab Fee	All students enrolled in CHEM Laboratory Courses: CHEM 109, 206, 216, 316, 326, 370, 375	\$150/course	See pp. 83-84 for course titles
Kinesiology & Nutrition Science Activity Fee	All students enrolled in the following PHED/UCFH courses:		
PHED 103 (Flying Disc Sports)	PHED 118 (Beginning Social Dance-Men)	\$10/per course	
PHED 104 (Aqua Aerobics)	PHED 120 (Fitness Swimming)		
PHED 105 (Beginner/Intermediate Golf)	PHED 127 (Yoga)		
PHED 106 (Tennis)	PHED 131 (Soccer)		
PHED 107 (Fitness Walking)	PHED 132 (Lacrosse)		
PHED 109 (Strength Training-Physical Conditioning)	PHED 133 (Beginning Swimming)		
PHED 110 (Personal Fitness)	PHED 134 (Intermediate Swimming)		
PHED 112 (Basketball)	PHED 135 (Synchronized Swimming)		
PHED 113 (Racquetball-Badminton)	PHED 136 (Fencing)		
PHED 114 (Aerobics)	PHED 137 (Lifeguard Training)		
PHED 115 (Volleyball-Wallyball)	PHED 138 (Water Safety Instructor Course)		
PHED 117 (Beginning Social Dance-Women)	PHED 139 (Pilates)		
	PHED 140 (Special Physical Activity)		
	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 Sci Special Course Fee	All students enrolled in the following KINS courses:		
	KINS 110 (Principles of Food Preparation)	\$125/per course	
	KINS 241 (First Aid and CPR)	\$25/per course	
	KINS 274 (Practicum in Athletic Training I)	\$25/per course	
	KINS 312 (Food, Culture, and Society)	\$125/per course	
	KINS 414 (Experimental Foods)	\$125/per course	
	KINS 477 (Sports Nutrition)	\$5/per course	
Freshman Orientation	All Freshmen enrolled in Orientation	\$175/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	\$120/semester	See pp. 140-142 for course titles
International Student Fee	All international students	\$200/one-time/first semester	
Music: Applied Instruction	All students enrolled in an MUSA Course	\$150/credit	See p. 154 for course list
Student Recital Fee	All students enrolled in a Recital Course	\$ 50/performance	
<b>Special Program/School Fees</b>			
Business School Admin Fee - Fall, Spring	All undergraduate Business students, incl pre-business	\$125/semester	
Business School Admin Fee - Jan Term & Sum	All undergraduate Business students, incl pre-business	\$50/term	
Nursing School - Clinical Practice Fees	All BSN students	\$500/one-time charge	
Nursing School - Drug Screening Fee (Initial)	All undergraduate Nursing students	\$40/per student	
Nursing School - Drug Screening Fee (Add'l)	All undergraduate Nursing students	\$40/per student as done	
Nursing School - Undergrad Tech & ATI Fee*	All undergraduate Nursing students	\$110/semester (Fall & Spring)	
Education School Admin Fee - Fall, Spring	All undergraduate Education students	\$100/semester	
Neighbor Now (formerly SOSA) - Summer	All students participating in Neighbor Now	\$260	
Samford Summer Adventure	All students participating in Samford Summer Adventure	\$350/summer session	
University Fellows Program Fee	All University Fellows students	\$350/year	

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

NOTE 1: See p. 34 for a list of General Miscellaneous 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

**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 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 Billing, Payment, & Refund Schedule on p. 34 for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.**

# Financial Assistance

*A financial assistance program has been established to aid students in attending Samford University. Federal and State financial aid in the form of grants, loans, and on-campus job opportunities is provided to assist students in meeting the financial responsibilities they incur at Samford. These programs are based on financial need as demonstrated by approved financial assessment instruments. In addition, the University provides scholarships, based on criteria such as academic achievement, leadership skills, need, athletic ability, or field of study. All financial aid programs 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.ed.gov](http://www.fafsa.ed.gov). An application priority date of March 1 has been established, with students meeting this priority date comprising the first group of students awarded aid for the upcoming academic year.

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

## Federal Assistance Programs

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

### Pell Grants

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

### Supplemental Educational Opportunity Grants

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

### Perkins Loans

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

### Stafford Loans

Federal Stafford Loans are available to students who qualify. The application process begins with certification of the application by the OFA. Application forms, available through the OFA, should be processed through the OFA at least four weeks before the beginning of a term. There are two types of federal Stafford loans: subsidized and unsubsidized. Need-based Stafford loans are subsidized (interest is paid by the federal government). For unsubsidized Stafford loans, interest is charged on the loan from the time funds are disbursed. Eligible freshmen may borrow up to \$5,500/year, sophomores \$6,500/year, juniors and seniors \$7,500/year, and 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-served, and need-based basis to eligible students. Parental data on FAFSA is required, even if student is independent.

## Work-Study

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

## Satisfactory Academic Progress Standards for Federal Assistance Programs

In order to receive 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.

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

### 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 80 percent of all credits attempted in the previous year. Both Samford and transfer attempts are included in the 80 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 80 percent of all credits attempted in the previous year. Both Samford and transfer attempts are included in the 80 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 80 percent of all credits attempted in the previous year. Both Samford and transfer attempts are included in the 80 percent calculation.

### Appeal Procedures

Students failing to meet satisfactory academic progress standards may believe there are mitigating circumstances which contributed to their failure to meet these standards. Students may choose to appeal in writing to the director of financial aid for an exception to be made based upon these circumstances. Decisions made by the director, relative to appeals, will be communicated in writing and will reflect any conditions imposed upon the student for continued eligibility. The decisions of the director are final and cannot be appealed within or outside of the University.



## State Assistance Programs

### Alabama Student Assistance Grants

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

### Alabama Student Grants

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

## Scholarships

### Scholarships Provided By Samford University

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

### General Guidelines

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

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

### Beeson Exceptional Scholars Program

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

## Other Types of Scholarships Available

### Graduate Scholarships for Certified Teachers

Graduate Scholarships for Certified Teachers are granted to students who hold a professional teaching certificate or who have completed requirements for it. These scholarships apply to master's level graduate classes in education. Application should be made prior to registration to the dean of the School of Education and Professional Studies.

### Preministerial Scholars Program

Samford is committed to fielding and developing ministerial students with the highest potential for effectiveness in ministry. The Premierial Scholars Program 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 traditional 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 traditional, professional, church-related ministry vocations: senior pastor, associate pastor, minister of education, minister of music, minister of youth, minister of children, career missionary (non-medical), hospital chaplain, campus minister, counselor, seminary/religion professor, or church-related non-profit minister. Students who intend to engage in part-time, bivocational, or voluntary ministry, or in fields such as media, elementary or secondary education, medicine, etc., do not qualify for this scholarship. Applicants must commit to a religion major or a religion minor. They must be committed to furthering ministerial formation by being

admitted as degree seeking students at an accredited seminary, divinity school or religion graduate program within two years of graduation from Samford. Seminary or divinity schools must be accredited by the Association of Theological Schools. A minimum score of 26 on the ACT is required to apply for the scholarship.

Students in the program must maintain a 3.00 GPA. They must undertake ministry internships that are connected to a religion course for at least four semesters. One hour of elective credit will be offered for each internship, which may count toward a 20-hour minor. 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 ministry mentoring coordinator in collaboration with the director of premierial 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 \$11,000 per year. Scholarship recipients who successfully complete the requirements in the first two years may receive a total of up to \$16,000 per year. Increased amounts depend on the recommendation of the Department of Religion and the Premierial Scholars Committee.

### 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 Premierial 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 \$3,200 (\$1,600 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 (<http://arts.samford.edu/>) 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](mailto: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 at <http://band.samford.edu> or by contacting the arts recruiter at [arts@samford.edu](mailto: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: [www.samford.edu/groups/sturec/vabenefits.html](http://www.samford.edu/groups/sturec/vabenefits.html).



# University-Wide Academic Opportunities



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## Academic Success Center

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

### Academic Support

The Center assists students in locating campus resources that promote academic success. Interested students can meet with the director to discuss their individual situation and needs. A schedule of departmental tutoring as well as a list of private tutors for various subject areas are maintained and updated each semester.

The Center 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.

The **Success Mentoring Program** offers support for conditionally admitted students and students at risk for academic difficulty. Participants are encouraged to meet with the program director in the fall semester and take advantage of special seminars offered to facilitate academic success. Freshmen placed on academic warning are encouraged to enroll the following spring semester and meet weekly with a mentor who can provide one-on-one support and accountability. The program is also open to other freshman students who desire to participate.

### Additional Resources and Opportunities

#### 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.

#### FOUN 102 Foundations: Special Topics (1)

One-hour course that allows a more intensive Foundations experience for students with specific interests, including major discernment, successful transition within the University, and preparation for professional school. 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.

**Orientation:** The Academic Success Center staff participates in four Freshman Orientation sessions and one Transfer Orientation session for students and their parents. Contact the Office of Admission or visit <http://admission.samford.edu> for more information.

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

**Career Development Center (CDC):** Two of the CDC's counselors are specifically trained to work with first-year students who are interested in exploring majors and career opportunities. The Academic Success Center often refers students to the CDC.

**Communication Resource Center (CRC):** Students who need assistance with writing or speaking assignments may be referred to the CRC. Tutors will work with students at any point in the writing or speaking process to assist them in skill development. See p. 44 for more information.

Contact Info: Academic Success Center  
Bridget Rose, Director  
133-C Brooks Hall  
Telephone: (205) 726-2229  
[bcrose@samford.edu](mailto:bcrose@samford.edu)

## Christianity, Women, and Leadership Studies

### Christianity, Women, and Leadership Studies (CWLS) Minor

The interdisciplinary minor in Christianity, women, and leadership studies unites Samford's Christian liberal arts curricula and Samford University faculty expertise in areas of gender, leadership, and religion—historically and interculturally. The program is designed to enhance a student's own leadership experiences with a greater appreciation and understanding of women's leadership and experiences in general. The program includes student projects and/or mentored service-learning opportunities in areas of interest to the student. The minor is open to and supports any academic major. The minor welcomes both female and male students and provides a combination of single-sex and co-educational learning opportunities consistent with Samford University's mission. For further information please contact (205) 726-4194 or e-mail: [cwl@samford.edu](mailto:cwl@samford.edu).

<b>Christianity, Women, and Leadership Studies Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>CWLS Core:</b>		<b>8</b>
CWLS 201 Women and Society	4	
CWLS 440 Seminar in CWLS	4	
<b>Leadership Component (choose one):</b>		<b>3-4</b>
EDUC 307 Foundations of Leadership	4	
MNGT 405 Leadership	3	
<b>Religion Component (choose one):</b>		<b>4</b>
RELG 204 Formation for Christian Ministry	4	
RELG 221 Christian Theology	4	
RELG 310 Theories of Faith Development*	4	
<b>Interdisciplinary Options** (choose from the following):</b>		<b>3-4</b>
COMS 325 Small Group Communication	4	
COMS 415 Persuasion	4	
CWLS 301 Special Topics in CWLS	1-4	
ENGL 309 Special Topics***	4	
FAMS 413 Multicultural Perspectives	4	
HIST 402 The History of American Women	4	
HIST 438 Family, Sex, & Marriage in Modern Europe	4	
MNGT 400 Managerial Values	3	
NURS 320 Eating & Body Image Disorders	3	
PHIL 311/RELG 311 Philosophy of Religion	4	
PHIL 314 Philosophical Ethics	4	
POLS 316 Public Administration	4	
PSYC 324 Human Sexuality	4	
RELG 302 History of Christianity	4	
RELG 304 American Religious History	4	
RELG 310 Theories of Faith Development*	4	
RELG 313 Preaching	4	
RELG 314 Christian Spirituality	4	
RELG 333/SOCI 333 Sociology of Religion	4	
RELG 350 Jesus and the Gospels	4	
RELG 354 Pastoral Theology	4	
RELG 355 Missiology	4	
RELG 361 Pastoral Care	4	
RELG 497 Special Topics***	4	
SOCI 409 Special Topics***	2-4	
300-400-level elective***	4	
<b>Total Required Credits</b>		<b>18-20</b>

\* RELG 310 may be used to satisfy either the Religion Component or the Interdisciplinary Option, but not both.

\*\* Check with departments for prerequisites and offerings.

\*\*\* Special Topics courses must be approved by the CWLS advisor.

## CWLS Courses

### CWLS 201 Women and Society (4)

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

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

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

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

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

## 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](mailto:crc@samford.edu) or

Dr. Charlotte Brammer, Director, [cdbramme@samford.edu](mailto:cdbramme@samford.edu)

Web Site: [www.samford.edu/crc](http://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](mailto:gekeller@samford.edu), David Garza at (205) 726-2455, [dgarza@samford.edu](mailto:dgarza@samford.edu), or James Angel, (205)726-2717, [jbangel@samford.edu](mailto: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, Associate Professor of JMC . . . . . David S. Shipley  
Resident Director, London Study Centre . . . . . Katie Hignett  
Study Abroad Coordinator . . . . . Kathy Champion  
Study Abroad Coordinator . . . . . Meg Lozner

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](http://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-Treffpunkt 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 Québec à Chicoutimi, Canada**

The Université du Québec à 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 Québec à 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](http://www.samford.edu/admin/bursar/fees.html).

**Pre-Law Advising**

Comprised of faculty from across the campus, the pre-law advisors seek to guide and to prepare students in all major fields for successfully applying to the law schools of their choice. Pre-law students can participate in the Samford Pre-Law Society and Mock Trial Competition; each offers valuable knowledge and expertise.

Students who have an interest in attending law school should contact Assistant Provost, Nancy Biggio, 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.

**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.

Periodically, the program will offer a seminar, "Introduction to the Legal System," which can be counted as an elective toward graduation.

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

**Pre-Law Course****PLAW 100 Mock Trial (1)**

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

**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 traditional 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

Brian W. Landry, Professor, Aerospace Studies

### Faculty

Eric S. Peele, Assistant Professor, Aerospace Studies

Joshua D. Wild, 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. However, there is an activity fee currently assessed by the program.

#### Scholarship Programs

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

Most freshmen and sophomores enter AFROTC without a scholarship. Once in the AFROTC program, these students 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). Scholarship awards are up to \$18,000 for tuition, \$900 for books, and \$300-500 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 in the AFROTC must complete Field Training. It is offered during the summer months at selected Air Force bases throughout the United States and normally occurs between the sophomore and junior years. It is an intense training environment designed to orient students toward service in the United States Air Force. The major areas of study include officership training, aircraft and aircrew orientation, career orientation, survival training, Air Force environment, and physical training. Cadets who have completed all courses in the GMC participate in **four weeks** of field training.

## Air Force ROTC Courses

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

#### AERO 101 The Air Force Today I (1)

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

#### AERO 102 The Air Force Today II (1)

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

**AERO 201 Development of Air Power I (1)**

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

**AERO 202 Development of Air Power II (1)**

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

**AERO 300 Field Training (2)**

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

**AERO 301 Air Force Leadership and Management I (3)**

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

**AERO 302 Air Force Leadership and Management II (3)**

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

**AERO 401 National Security Policy I (3)**

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

**AERO 402 National Security Policy II (3)**

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

## Army ROTC

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

**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.

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

**Professional Officer Course (POC)**

Students who complete the GMC and desire to serve on active duty in the Air Force continue training in the POC. The 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.

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

**Aerospace Studies Minor**

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

## University Fellows Program

### University Fellows Staff

Director, Associate Professor of English . . . . . Bryan M. Johnson  
 Associate Director . . . . . Ashley Floyd  
 Admission Coordinator . . . . . Caroline Williams  
 University Professor . . . . . Christopher Metress  
 Professor of Ethics . . . . . Wilton H. Bunch  
 Coordinator, Great Ideas Summer Institute;  
 Associate Professor of History . . . . . Jason Wallace  
 Coordinator, Italy Program; Assistant Professor of Classics . . . . . Shannon Flynt

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 two-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 (38-46 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](http://www.samford.edu/fellows).

## University Fellows Core Curriculum

### 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.

## University Fellows Program Degree Requirements

University Fellows Program Degree Requirements Required Courses		Course Credits	Total Required Credits
<b>University Fellows Core Curriculum*</b>			<b>38-46</b>
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	
UFCL 101	Calling and Leadership I	2	
UFCL 102	Calling and Leadership II	2	
UFSI 201	Scientific Inquiry: Theories & Practices	4	
MATH 240	Calculus I**	4	
UCFH 120	Concepts of Fitness and Health	2	
Global Studies (two courses)***		0-8	
<b>General Education Requirements †</b> (see p. 74 and major table for specific requirements)			<b>credits vary</b>
<b>Major Requirements</b> (see major table for requirements)			<b>credits vary</b>
<b>General Electives</b> (see major table for requirements)			<b>credits vary</b>
<b>Total Required Credits</b>			<b>128 min</b>

\* 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 & Professional Studies, Nursing, and Pharmacy. See the description at right for more details.

† 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.

### 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: Family Studies, Kinesiology and Nutrition Science; and in the following majors: ESEC (teacher education), pre-pharmacy (fulfills one liberal arts requirement). Students pursuing other majors within the School of Education & Professional Studies 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: Family Studies (satisfies the SOCI 100 requirement only), Kinesiology and Nutrition Science; and in the following majors: ESEC (teacher education), pre-pharmacy (fulfills one liberal arts requirement). Students pursuing other majors within the School of Education & Professional Studies should contact their academic advisor for equivalency information. Prereqs: UFWT 101, 102, and 201. Offered: Spring.

**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.

**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. Offered: Spring.

**UFCL 101 Calling and Leadership I (2)**

Exploration of how virtue and character are essential to the cultivation of responsible leadership. Through activities and readings, students will be challenged to reflect on their own calling and to prepare themselves to be intellectual leaders in their fields and disciplines. Offered: Fall.

**UFCL 102 Calling and Leadership II (2)**

Exploration of modern leadership theories and their implications upon society. Students will complete a service-learning project and develop a coherent leadership philosophy. Prereq: UFCL 101. Offered: Spring.

**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: Family Studies, with the understanding that they may need additional science if considering graduate school; and in the following major: ESEC (teacher education). Students pursuing other majors within the School of Education & Professional Studies should contact their academic advisor for equivalency information. Offered: Fall.

**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. Satisfies one mathematics course. However, certain programs may require additional mathematics credits. Prereqs: MATH 150 or suitable score on placement exam. Offered: Fall, Jan Term, Spring, and possibly summer.

**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 KINS department chair for special consideration.

**Global Studies (3 or 4 per course; two courses required)**

University Fellows majoring in Arts & Sciences or Business must take two 3 or 4-credit courses in non-Western cultures. The director maintains a list of university-wide courses that meet this requirement, and students should seek approval before registering. These courses 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 & Professional Studies, Nursing, and Pharmacy.

**ELECTIVES****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.

**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.

**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.

**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.

# Adult Degree Program

## Administration

Laura Hendley Tomlin, Director, Adult Degree Program,  
 Director of Paralegal Studies Certificate Program  
 Sherry Gotlieb, Director of Adult Learning Services  
 Stacy Harrison, Adult Degree Program Coordinator

## Undergraduate Programs and Requirements

### Concentrations

Counseling and Human Services  
 Liberal Studies  
 Organizational Leadership  
 Paralegal Studies

### Nondegree Credit Program

Paralegal Studies Certificate

Samford University's Adult Degree Program provides opportunities for personal and professional growth over the lifespan 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 Adult Degree Program, the Orlean Bullard Beeson School of Education and Professional Studies awards the bachelor of science in interdisciplinary studies (B.S.I.S.) degree with concentrations in counseling and human services, liberal studies, organizational leadership, and paralegal studies. In addition, a nondegree Paralegal Studies Certificate Program is also offered.

A minimum of 64 credits must be taken at Samford University in order to meet residency requirements for the 128-credit bachelor of science in interdisciplinary studies degree.

These B.S.I.S. programs are the most flexible of all awarded by the University and are designed specifically for adult students. The responsibility for determining the suitability of these concentrations and their applicability to particular conditions rests with the individual student. Students planning to pursue post-baccalaureate studies should review the requirements of the targeted graduate program to determine whether undergraduate-level prerequisites exist.

The certificate program allows students to develop a specific career-related skill set. Courses in the Paralegal Studies Certificate Program are offered for college credit. Professionals who have completed at least an associate of science degree may complete only the 30 credit hours required for the paralegal certificate, in addition to any prerequisites, to earn the certificate. In addition, credit earned in paralegal courses may be applied to the B.S.I.S. degree.

Courses for all programs are conveniently scheduled in the evenings; additionally, some degree programs offer courses on the weekends. 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.

ADMISSION DEADLINES FOR ADULT DEGREE PROGRAM APPLICANTS FOR 2012-2013			
Term	Priority Deadline*	Final Deadline**	Term Begins
Fall 2012	Aug 8, 2012	Aug 17, 2012	Aug 27, 2012
Spring 2013	Jan 9, 2013	Jan 18, 2013	Jan 28, 2013
Summer 2013	May 15, 2013	May 24, 2013	Jun 3, 2013

\* 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.

### 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 Adult Degree Program. 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 on p. 19 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 concentration field (with nine at the 300–400 level) must be taken at Samford.

## Academic Regulations

Unless stated otherwise, Adult Degree 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 the Adult Degree Program

It is expected that students who enter this program have been out of high school for at least three years and are unable to enroll in the day program due to work schedules, family concerns or other reasons. The Adult Degree Program 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 Adult Degree Program or the Paralegal Studies Certificate Program.

Online applications are preferred. Please visit [www.samford.edu/adultdegree](http://www.samford.edu/adultdegree) to apply online or to download a copy of the Application for Admission. All application materials should be addressed to the Adult Degree Program, 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 Adult Degree Program office.
3. One reference. See guidelines below.
4. Admission essay. See guidelines on the next page.
5. Application fee: \$35 (nonrefundable).
6. If you earned fewer than 24 semester or 36 quarter hours of credit at other institutions, you must also provide the Adult Degree Program Office with an official copy of your high school transcript.\* This must be mailed from the high school directly to the Adult Degree Program 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.

### Admission under the Special Status Classification

Special status is a nondegree-seeking classification. You may wish to consider the special status option for one of the following reasons:

1. Time constraints prevent the completion of the regular application process prior to the beginning of a desired term.
2. You have a desire to take courses for credit but are not interested in earning a bachelor's degree at the present time (regardless of whether or not you already have a bachelor's degree).

To apply as a special status student, please submit the following items to the Office of Admission:

1. Special Status Application, completed in full. The application may be submitted without the reference forms and essay.
2. Application fee: \$35 (nonrefundable)
3. If you attended college within the last 12 months, please request a letter of good standing from the institution. Otherwise, no transcripts are required to apply under the special status classification.

### Reclassification

Most students admitted under the special status classification may wish to eventually change their status to a regular, degree-seeking classification. In order to initiate a change of status, you must complete a Change of Status form and submit it to the Adult Degree Program Office. In order to be reclassified, you must meet the admission conditions set forth above and provide the additional required information and documents to the Adult Degree Program Office.

### Restrictions of the Special Status Admission Classification:

1. If you are currently under suspension from another institution, you may not attend Samford University until the suspension period imposed by the previous institution has expired.
2. **You are ineligible to receive federally funded financial aid until your admission status has been changed to a degree-seeking category.**
3. You must have been graduated from high school for three or more years.
4. **A maximum of 18 credit hours earned as a special status student will count towards a Samford degree program. Each academic**

**department reserves the right to determine the acceptability of credits earned under this classification.**

5. Credit earned as a special status student will not count towards a graduate degree.

### Admission as an Audit Student

Students may also apply under audit status. See Audit Student Applicant in Admission Procedures and Policies in this catalog.

### Tuition, Fees, and Financial Aid

Because Adult Degree Program 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 Adult Degree Program students, they should apply for non-University scholarships. Also, residents of the state of Alabama are eligible to receive the Alabama Student Grant if they meet the eligibility requirements. Evening students may also apply for other types of federal financial aid programs such as Pell grants and student loans. Financial Aid Applications may be requested by calling the Office of Financial Aid at (205) 726-2905.

There are few additional fees associated with evening classes aside from the cost of textbooks. Most major credit cards are accepted. (See the General Miscellaneous Fees chart on p. 34 for a list of additional fees that may apply.)

### Student Insurance

All Samford Adult Degree Program students enrolled in six (6) or more credit hours of a degree-granting program are automatically enrolled in student health insurance and billed accordingly. Students may waive out of this plan by providing proof of existing insurance.

For more information or to waive out of the mandatory student insurance plan, visit: [www.pearceandpearce.com/PearceSite/Schools/AL/SU/](http://www.pearceandpearce.com/PearceSite/Schools/AL/SU/).

### 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

Adult Degree Program students are limited to 14 credits per fall or spring semester and 10 credits per summer term without the director's approval.

## ADULT DEGREE PROGRAM – UNDERGRADUATE EVENING STUDENT TUITION AND FEES FOR ACADEMIC YEAR 2012-2013

*The following tuition and fees apply to Samford Undergraduate Evening students enrolled in the Adult Degree Program (incl the Paralegal Studies Certificate Program). Unless otherwise indicated, all fees are due on or before the e-bill payment due date. See p. 34 for payment regulations and refund notes, if applicable.*

Description	Student Classification	Expense	Notes
<b>Tuition</b>			
All credits - Degree or Audit (including Paralegal Studies Certificate Program)	All Undergraduate Students (Evening)	\$350/credit each term	
<b>Fees</b>			
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	All Undergraduate Students (Evening)	\$25/term	
Paralegal Research & Writing Lab Fee	All Students enrolled in MPPG courses	\$95/course	
Reinstatement Fee (all terms)	All Undergraduate Students (Evening)	\$100/term, as applicable	
Technology Fee - Jan Term	All Undergraduate Students (Evening)	\$25/term	
Technology Fee - Summer	All Undergraduate Students (Evening)	\$40/term	
Technology Fee - Fall, Spring	All Undergraduate Students (Evening)	\$135/semester	

NOTE 1: See p. 34 for a list of General Miscellaneous 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

**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 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 Billing, Payment, & Refund Schedule on p. 34 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 concentration. Specific requirements for each concentration are outlined below. Credits within the degree are divided as follows: 48-49 credits fall under General Education, a range of 48-80 credits fall within the chosen concentration, and 0-32 credits of General Electives round out the overall 128 credits required. **MPEN 101 and MPEN 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 concentration.

Adult Degree Program Bachelor of Science in Interdisciplinary Studies Required Courses	Course Credits	Total Required Credits
<b>General Education Requirements**</b>		<b>48-49</b>
Natural & Computational Sciences	7	
Social Science	12	
Mathematics	3	
Fine Arts	3	
Humanities	21	
Physical Education	2-3	
<b>Concentration**</b>		<b>48-80</b>
Counseling and Human Services	48	
Liberal Studies	79-80	
Organizational Leadership	60	
Paralegal Studies	51	
<b>General Electives***</b>		<b>0-32</b>
<b>Total Required Credits</b>		<b>128</b>

\* See General Education Requirements table for required/applicable courses.

\*\* Hours for each concentration includes MPIS 401 (Senior Capstone), a 3-credit required course. See individual concentration tables for required/applicable courses.

\*\*\* General Elective credits vary depending on concentration chosen.

### General Education Requirements (B.S.I.S.)

Adult Degree Program General Education Requirements Required Courses	Course Credits	Total Required Credits
<b>Natural &amp; Computational Sciences (complete all)</b>		<b>7</b>
MPCO 100 Introduction to Computing	3	
Any Lab Science Course	4	
<b>Social Science (complete four courses total)</b>		<b>12</b>
<b>Social Science Core (required)</b>		<b>6</b>
MPCN 256 Becoming a Self-Regulated Learner	3	
MPPS 101 General Psychology <i>or</i> MPSO 100 Introductory Sociology	3	
<b>Social Science Electives (select two courses)</b>		<b>6</b>
MPPO 211 American National Government	3	
MPPS 205 Life-Span Development*	3	
MPSO 203 Contemporary Social Problems	3	
MPSO 401 Social Psychology	3	
<b>Mathematics (select one course)</b>		<b>3</b>
MPMA 110 Contemporary Mathematics	3	
MPMA 210 Statistics	3	
<b>Fine Arts (select one course)</b>		<b>3</b>
MPAR 300 Art Appreciation	3	
MPMU 200 Music Appreciation	3	
MPTH 300 Theatre Appreciation	3	
<b>Humanities (complete seven courses total)</b>		<b>21</b>
<b>Humanities Core (required)</b>		<b>12</b>
MPEN 101 Oral and Written Communication I	3	
MPEN 102 Oral and Written Communication II	3	
MPCS 215 Oral Communication	3	
MPCS 453 Professional Communication	3	
<b>Humanities Electives (select three courses)</b>		<b>9</b>
MPEN 209 Special Topics in Literature	3	
MPEN 211 Major American Authors	3	
MPHI 101 World History I	3	
MPHI 102 World History II	3	
MPHI 217 Early America to 1877	3	
MPHI 218 Modern America since 1865	3	
MPRE 201 Introduction to World Religions	3	
MPRE 300 Contemporary Ethical Issues	3	
<b>Physical Education (select one course)</b>		<b>2-3</b>
MPPE 122 Fitness Walking and Strength Training	2	
MPPE 231 Personal and Community Health	3	
<b>Total Required General Education Credits</b>		<b>48-49</b>

\* Required for students in the counseling and human services (CNHS) and organizational leadership (MPOL) concentrations. MPPS 205 cannot be counted in both the General Education and the Concentration blocks.



### Counseling and Human Services Concentration (B.S.I.S.)

This concentration is useful for persons working in human services or other professions but does not apply toward professional counseling certification.

Adult Degree Program Counseling and Human Services Concentration Required Courses		Course Credits	Total Required Credits
<b>General Education Requirements</b>			<b>48-49</b>
<b>Counseling and Human Services Concentration:</b>			<b>48</b>
<b>Counseling and Human Services Core</b>			<b>24</b>
MPCN 245	Intro to the Helping Professions	3	
MPCN 247	Basic Counseling Theory and Practice	3	
MPCN 349	Basic Psychopathology	3	
MPCN 350	Small-Group Process	3	
MPCN 361	Multicultural Issues in Human Services	3	
MPCN 448	Field Experience-Helping Professions	3	
MPCN 480	Research in Human Services	3	
MPPS 205	Life-Span Development	3	
<b>Counseling and Human Services Electives</b> (select at least seven courses from the list below)			<b>21</b>
MPCN 321	Substance Abuse Counseling	3	
MPCN 331	Family Dynamics	3	
MPCN 341	Employee Assistance Counseling	3	
MPCN 345	Principles of Communication	3	
MPCN 401	Counseling Children and Youth	3	
MPCN 441	Personal Growth & Development	3	
MPCN 442	Life Crisis Management	3	
MPCN 456	Special Topics in Counseling & Hum Svcs (may be taken three times for a maximum of 9 credits)	1-3	
MPCN 471	Counseling & Interviewing Techniques	3	
MPCN 481	Human Services Administration	3	
<b>Capstone Course</b>			<b>3</b>
MPIS 401	Senior Capstone	3	
<b>General Electives</b> (directed by advisor)			<b>31-32</b>
<b>Total Required Credits</b>			<b>128</b>

### Liberal Studies Concentration (B.S.I.S.)

This concentration is designed for students who want maximum flexibility in their courses of study and/or who do not wish to focus in one of the regular B.S.I.S. concentrations.

Adult Degree Program Liberal Studies Concentration Required Courses		Course Credits	Total Required Credits
<b>General Education Requirements</b>			<b>48-49</b>
<b>Liberal Studies Concentration:*</b>			<b>79-80</b>
At least 40 credits within the concentration must be upper-division (300-400 level)			
<b>Capstone Course</b>			<b>3</b>
MPIS 401	Senior Capstone	3	
<b>Total Required Credits</b>			<b>128</b>

\*To be selected in consultation with an advisor.

### Organizational Leadership Concentration (B.S.I.S.)

This concentration 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.

Adult Degree Program Organizational Leadership Concentration Required Courses		Course Credits	Total Required Credits
<b>General Education Requirements</b>			<b>48-49</b>
<b>Organizational Leadership Concentration:</b>			<b>60</b>
<b>Communication</b>			<b>15</b>
MPCN 247	Basic Counseling Theory & Practice	3	
MPCN 345	Principles of Communication	3	
MPCN 441	Personal Growth and Development	3	
MPPS 205	Life-Span Development	3	
MPSO 401	Social Psychology	3	
<b>Leadership</b>			<b>12</b>
MPMG 472	Case Studies in Leadership	3	
MPOL 320	Human Behavior in Organizations	3	
MPOL 420	Leadership for Organizational Change	3	
MPPI 401	Business Ethics	3	
<b>Business</b>			<b>12</b>
MPAC 200	Survey of Accounting	3	
MPBL 352	Legal Environment of Business	3	
MPEC 200	Survey of Economics	3	
MPMG 300	Survey of Management	3	
<b>Technology</b>			<b>6</b>
MPOL 305	Information Systems and Technology I	3	
MPOL 405	Information Systems and Technology II	3	
<b>Human Resources</b>			<b>12</b>
MPMG 473	Human Resource Management	3	
MPOL 310	Supervision	3	
MPOL 315	Workplace Diversity	3	
MPOL 325	Employment Law for Managers	3	
<b>Capstone Course</b>			<b>3</b>
MPIS 401	Senior Capstone	3	
<b>General Electives*</b>			<b>19-20</b>
<b>Total Required Credits</b>			<b>128</b>

\* Acceptable transfer credits unused in other areas may apply here. Electives should be courses chosen to enhance required courses.  
Suggested Electives: MPCN 341, MPCN 481, MPFI 300, MPMG 471, MPMK 300.





### Paralegal Studies Concentration (B.S.I.S.)

This concentration 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 B.S.I.S.

Adult Degree Program Paralegal Studies Concentration Required Courses		Course Credits	Total Required Credits
<b>General Education Requirements</b>			<b>48-49</b>
<b>Paralegal Studies Concentration:</b>			<b>51</b>
<b>Paralegal Core</b>			<b>18</b>
MPPG 121	Introduction to Paralegal Studies	3	
MPPG 123	Legal Research and Writing	3	
MPPG 229	Litigation	3	
MPPG 303	Technology in the Law Office	3	
MPPG 311	Corporate Law	3	
MPPG 410	Advanced Paralegalism	3	
<b>Paralegal Electives (choose four from the following)</b>			<b>12</b>
MPPG 227	Estates and Trusts	3	
MPPG 301	Employment Law	3	
MPPG 302	Environmental Law for Paralegals	3	
MPPG 304	Family Law	3	
MPPG 306	Debtor-Creditor Law	3	
MPPG 305	Administrative Law for Paralegals	3	
MPPG 307	Criminal Law	3	
MPPG 308	Real Estate Law	3	
MPPG 309	Legal Drafting and Transactions	3	
MPPG 310	Torts	3	
<b>Business</b>			<b>18</b>
MPAC 200	Survey of Accounting	3	
MPCS 453	Professional Communication	3	
MPEC 200	Survey of Economics	3	
MPMG 300	Survey of Management	3	
MPOL 315	Workplace Diversity	3	
MPPI 401	Business Ethics	3	
<b>Capstone Course</b>			<b>3</b>
MPIS 401	Senior Capstone	3	
<b>General Electives*</b>			<b>28-29</b>
<b>Total Required Credits</b>			<b>128</b>

\* Acceptable transfer credits unused in other areas may apply here. Electives should be courses chosen to enhance required courses.

Suggested Electives: MPCN 341, MPCN 481, MPFI 300, MPMG 471, MPMK 300.



### Paralegal Studies Certificate Program

Samford University's Paralegal Studies Certificate Program is approved by the American Bar Association. Students who currently have an associate of science or bachelor's degree may take the ten legal specialty courses described below and earn the Paralegal Certificate. In addition, all legal specialty courses are offered for academic credit and may apply towards a degree. Students who do not currently have an associate or bachelor's degree should refer to the paralegal studies concentration (B.S.I.S) table. All instructors in the Paralegal Studies Certificate Program are licensed attorneys or paralegals.

The 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 (Non-Degree)

Paralegal Studies Certificate Program Required Courses		Course Credits	Total Required Credits
<b>Paralegal Core</b>			<b>18</b>
MPPG 121	Introduction to Paralegal Studies	3	
MPPG 123	Legal Research and Writing	3	
MPPG 229	Litigation	3	
MPPG 303	Technology in the Law Office	3	
MPPG 311	Corporate Law	3	
MPPG 410	Advanced Paralegalism	3	
<b>Paralegal Electives (choose four from the following)</b>			<b>12</b>
MPPG 227	Estates and Trusts	3	
MPPG 301	Employment Law	3	
MPPG 302	Environmental Law for Paralegals	3	
MPPG 304	Family Law	3	
MPPG 305	Administrative Law for Paralegals	3	
MPPG 306	Debtor-Creditor Law	3	
MPPG 307	Criminal Law	3	
MPPG 308	Real Estate Law	3	
MPPG 309	Legal Drafting and Transactions	3	
MPPG 310	Torts	3	
<b>Total Required Credits</b>			<b>30</b>

## Adult Degree Program Courses

### ADMINISTRATION/BUSINESS

#### MPAC 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.

#### MPBL 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).

#### MPEC 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.

#### MPFI 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: MPAC 200, MPEC 200, and MPMA 210.

#### MPHR 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: MPMG 473 and MPBL 352, or equivalent.

#### MPMG 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: MPAC 200 and MPEC 200.

#### MPMG 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: MPAC 200 and MPEC 200.

#### MPMG 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: MPAC 200 and MPEC 200.

#### MPMG 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: MPAC 200 and MPEC 200.

#### MPMG 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: MPAC 200 and MPEC 200.

#### MPMK 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: MPAC 200 and MPEC 200.

### ART

#### MPAR 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.

### BIOLOGY

#### MPBI 105 Principles of Biology (4)

Study of the principles of life common to all living organisms. LEC, LAB.

#### MPBI 107 Contemporary Biology (4)

Designed for non-biology majors. Study of the interactions of humans within the biological world. Includes laboratory.

#### MPBI 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.

#### MPBI 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.

#### MPBI 112 Plant Biology (4)

Study of the form, function, and classification of the plant kingdom. Includes laboratory. Prereq: BIOL 105 or equivalent.

#### MPBI 324 Introduction to Toxicology (4)

Designed for the nonscientist and especially for those in the business and paralegal certificate concentrations. Acquaints the student with the scope and history of toxicology, provides basic information on home and workplace health and safety, and covers OSHA/EPA regulations relevant to citizens' rights-to-know with respect to toxicants in their communities and workplaces. Includes laboratory. Prereq: Any 100-level biology.

#### MPBI 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.

### COMMUNICATION STUDIES

#### MPCS 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.

#### MPCS 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: MPEN 102.

## COUNSELING AND HUMAN SERVICES

### **MPCN 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.

### **MPCN 247 Basic Counseling Theory and Practice (3)**

Study of the stages and factors involved in the process of counseling. Practical applications of counseling form the basics of instruction with emphasis given to the relationships of counseling to the counselor and counselee. Prereq: MPCN 245.

### **MPCN 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.

### **MPCN 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.

### **MPCN 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: MPEN 102.

### **MPCN 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.

### **MPCN 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 concentration in organizational leadership.

### **MPCN 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: MPCN 245 and MPEN 102.

### **MPCN 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.

### **MPCN 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.

### **MPCN 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.

### **MPCN 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: MPCN 245.

### **MPCN 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: MPCN 245 and MPCN 247.

### **MPCN 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: MPEN 102.

### **MPCN 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: MPEN 102.

### **MPCN 448 Field Experience in the Helping Professions (3)**

Designed to supplement knowledge and skills acquired in the classroom by applying academic principles in a practical setting. Includes participation in an externship as well as on-campus seminar meetings with the instructor. Students are enrolled only by permission of the instructor.

### **MPCN 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: MPEN 102.

### **MPCN 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.

### **MPCN 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: MPCN 245 and MPCN 247.

### **MPCN 480 Research in Human Services (3)**

Designed for students pursuing a concentration in counseling foundations and human services. 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: MPCN 245.

### **MPCN 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: MPCN 245.

## EDUCATION

### **MPED 307 Foundations of Leadership (3)**

Introduction to the foundations of leadership and the importance of principled leadership in all areas of life.

## ENGLISH

### MPEN 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 MPEN 102.

### MPEN 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: MPEN 101 with a grade of C- or better.

### MPEN 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: MPEN 102 with grade of C- or better.

### MPEN 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: MPEN 102 with grade of C- or better.

### MPEN 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: MPEN 102 with grade of C- or better.

## HISTORY

### MPHI 101 World History I (3)

Survey of selected cultures from prehistory to 1500 within their political, economic, and social frameworks.

### MPHI 102 World History II (3)

Survey of selected cultures from the Renaissance to the present within their political, economic, and social frameworks.

### MPHI 217 Early America to 1877 (3)

Social, cultural, and political overview of American history from its colonial beginnings through the end of Reconstruction.

### MPHI 218 Modern America since 1865 (3)

Social, cultural, and political overview of American history from 1865 through the present.

## INTERDISCIPLINARY STUDIES

### MPIS 401 Senior Capstone (3)

Students seeking a degree in Interdisciplinary Studies (B.S.I.S.) are required to complete the senior seminar course. Students will demonstrate ability to critically analyze a problem related to their interdisciplinary program by completing a senior project related to their concentration and/or career. In addition, students will compile a portfolio that documents current educational accomplishments and projected learning needs. Prereq: Senior status; student must be within 12 hours of completing degree requirements.

## KINESIOLOGY AND NUTRITION SCIENCE

### MPPE 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.

### MPPE 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.

## MATHEMATICS AND COMPUTING

### MPCO 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.

### MPCO 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: MPCO 100.

### MPCO 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: MPAC 200.

### MPMA 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.

### MPMA 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: MPMA 110 or equivalent.

## MUSIC

### MPMU 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.

## ORGANIZATIONAL LEADERSHIP

### MPOL 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: MPCO 100.

### **MPOL 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: MPMG 300. (Formerly MPML 310)

### **MPOL 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.

### **MPOL 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: MPPS 101 or MPSO 100.

### **MPOL 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: MPMG 300.

### **MPOL 405 Information Systems and Technology II (3)**

Designed to follow MPOL 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: MPOL 305.

### **MPOL 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 successful leaders respond dynamically to effect positive change in their organizations. Prereqs: MPOL 320, MPPS 101, and MPSO 100.

## **PARALEGAL STUDIES**

### **MPPG 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.

### **MPPG 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: MPPG 121.

### **MPPG 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: MPPG 121 and MPPG 123.

### **MPPG 229 Litigation (3)**

Examination of the process of litigation. Special emphasis is placed on the pre-trial stage including pleading and discovery. The student performs tasks commonly performed by litigation paralegals. Prereqs: MPPG 121 and MPPG 123.

### **MPPG 301 Employment Law (3)**

The student will become familiar with transactions and will prepare documentation for the state and federal laws with respect to employment, sexual harassment, employment discrimination under Title VII and state law, litigation in the state and federal courts regarding employment matters, the Americans with Disabilities Act and its effect on employment, and the Family and Medical Leave Act and its effect on employment. Prereqs: MPPG 121 and MPPG 123.

### **MPPG 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: MPPG 121 and MPPG 123.

### **MPPG 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: MPPG 121 and MPPG 123.

### **MPPG 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: MPPG 121 and MPPG 123.

### **MPPG 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: MPPG 121 and MPPG 123.

### **MPPG 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: MPPG 121 and MPPG 123.

### **MPPG 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: MPPG 121 and MPPG 123.

### **MPPG 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: MPPG 121 and MPPG 123.

### **MPPG 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 canons 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: MPPG 121 and MPPG 123.

**MPPG 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: MPPG 121 and MPPG 123.

**MPPG 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: MPPG 121 and MPPG 123.

**MPPG 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: MPPG 121 and MPPG 123, and 18 hours completed in concentration.

**PHILOSOPHY****MPPI 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.

**POLITICAL SCIENCE****MPPG 211 American National Government (3)**

Introduction to the political process in America with a focus on national political institutions.

**PSYCHOLOGY****MPPS 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.

**MPPS 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: MPPS 101.

**MPPS 411 Special Topics in Psychology (3)**

Examination of a particular topic in psychology. Students may take the course more than once, if the topics are different, with permission of department chair. Prereq: Upper-level standing or permission of department chair.

**RELIGION****MPRE 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.

**MPRE 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.

**MPRE 201 Introduction to World Religions (3)**

Investigation of the world's major living religions of both the Eastern and Western worlds.

**MPRE 300 Contemporary Ethical Issues (3)**

Study of critical and ethical issues confronting Christians in today's world, with attention to ethical decision-making.

**SOCIOLOGY****MPSO 100 Introductory Sociology (3)**

Basic sociological concepts are used in the analysis of contemporary and past social life.

**MPSO 203 Contemporary Social Problems (3)**

Analysis of such current social issues as population growth, crime, poverty, war, and agedness.

**MPSO 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?

**MPSO 401 Social Psychology (3)**

Examination of the interaction between the individual and the social environment as a major factor in human behavior.

**MPSO 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.

**SPANISH****MPSP 101 Elementary Spanish I (4)**

Introduction to Spanish language and culture, aimed at developing basic proficiency in understanding, speaking, reading, and writing Spanish.

**MPSP 102 Elementary Spanish II (4)**

Continuation of MPSP 101. Prereq: Successful completion of MPSP 101.

**THEATRE****MPTH 300 Theatre Appreciation (3)**

Study of the historical and literary significance of drama through the ages. The course follows the development of the theatre, paying particular attention to literary examples of each period and current trends of the modern theatre.

**WORLD LANGUAGES AND CULTURES**

Many 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.

# Campus Life, Campus Facilities,



# and Campus Services



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

### Schedules

Schedules for all sports are distributed across campus and posted on the Web site at [www.samfordsports.com](http://www.samfordsports.com). All times are Central. All dates and times are subject to change. Contact the Office of Sports Information at (205) 726-2799 or 2802, or visit [www.samfordsports.com](http://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](http://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](http://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/](http://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 for Academic Services	Peter F. Neuberger
Senior Associate Director for Business Affairs	Wanda Lucas
Senior Associate Director for Compliance/SWA	Michelle Durban
Senior Associate Director for External Affairs	Marvin Julich
Associate Director for Corporate Sales	Jay Roberson
Assistant Director for Academic Services	Chris M. Scott
Director of Bulldog Club	Michael McGreevey
Director of Communications	Mike Grace
Director of Marketing	Don Scott
Directors of Sports Information	Joey Mullins/Zac Schrieber
Sports Medicine	Michelle Dorsey
Strength and Conditioning	Thomas Rohling
Ticket Manager	Rachel Ketchum

### Head Coaches for Men's Sports

Baseball	Casey Dunn
Basketball	Bennie Seltzer
Cross Country	Rod Tiffin
Football	Pat Sullivan
Golf	Woodie Eubanks
Tennis	Rahim Esmail
Track	Rod Tiffin

### Head Coaches for Women's Sports

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

### Head Coaches for Co-Ed Activities

Cheerleading	Lauren Hughston
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## Campus Bookstores

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

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

## Campus 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/](http://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](http://samford.orgsync.com). For a list of Honor Societies/Organizations, see the Academic Policies and Regulations section, p. 25.

### Greek Organizations

The Office of Greek Life works to support the 13 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 10 officers who are selected from the membership of the sororities.

See the next page for a list of student organizations/clubs.

## Computer Services and Resources

### Campus Portal Services

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

### Computing Assistance

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

<b>Student Clubs/Organizations</b>	
<b>Academic Organizations/Clubs</b>	
Active Minds	Samford Academic Team
Film Club	TEDxSamfordU
<b>Cultural Organizations/Clubs</b>	
Black Student Union	International Student Association
French Club	Model United Nations
International Club	Spanish Club
<b>Faith-Based Organizations/Clubs</b>	
Catholic Student Association	Reformed University Fellowship
Nurses' Christian Fellowship	University Ministries
RANSOM	Young Life*
<b>Faith-Based Performing Organizations/Clubs</b>	
Gospel Choir	Samford Ministries Choir*
Grace Dance Ministry*	Word Players*
In His Hands*	
<b>Greek Fraternities</b>	
<b>Greek Sororities</b>	
Alpha Phi Alpha	Alpha Delta Pi
Kappa Alpha Psi	Alpha Kappa Alpha
Lambda Chi Alpha (eligible return Spring 2013)	Alpha Omicron Pi
Pi Kappa Phi	Chi Omega
Sigma Chi	Delta Sigma Theta
Sigma Nu	Delta Xi Phi Multicultural
	Phi Mu
	Zeta Tau Alpha
<b>Media Organizations/Clubs</b>	
Entre Nous Yearbook	Sojourn
Samford Crimson Newspaper	
<b>Performing Organizations/Clubs</b>	
Bulldog Dancers	Vocal Impact
Percussion Society	
<b>Political Organizations/Clubs</b>	
College Republicans	Samford Democrats
<b>Professional Organizations/Clubs</b>	
Air Force ROTC	Public Relations Student Society of America
Financial Management Association	Samford Pre-Law Society
Interior Design Student Organization	Samford Student Dietetic Association
Music Educators National Association	Student Chapter of the American Chemical Society
Music Teachers National Association	Students in Free Enterprise
<b>Recreational Organizations/Club Sports</b>	
Men's Club Lacrosse	Samford Outdoor Adventure Club
Samford Crew Club	Samford Ultimate Club
Samford Disc Golf Team	Trailblazer Track Club
Samford Men's Soccer Club	Women's Club Lacrosse
<b>Service Organizations/Clubs</b>	
Alpha Phi Omega	Habitat for Humanity
Arnold Air Society	Restoring Eden
Community Service Council	Samford University Association of Nursing Students
Gamma Sigma Sigma (Service)	Silver Wings
<b>Social Justice Organizations/Clubs</b>	
Samford University Amnesty International	Project Africa Now
Oxfam	
<b>Student Governance Organizations/Clubs</b>	
Student Government Association	
<b>University Sponsored Organizations/Clubs</b>	
Nursing Diplomats	Samford Recruitment Team
Philanthropy Awareness Council	Samford Red Sea
Samford Ambassadors	

\*University Ministries

## Computing Laboratories

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

## Library Resources

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

## Residence Hall Network Access

Each resident room has one Ethernet port per student, allowing students to connect their personal computers to Samford's computer network. The Personal Technology Group assists students wishing to connect to the Samford University computing network. Nonresident students may access campus computing resources through an Internet service provider. For further information about computing resources at Samford University, call the Personal Technology Group (205) 726-2662, e-mail [support@samford.edu](mailto:support@samford.edu), or consult the Technology Services Web site at [www.samford.edu/ts](http://www.samford.edu/ts).

## Wireless Network Access

Samford University is now offering wireless network access across the entire campus, including residence halls and outdoors on the quadrangle. This service provides students and employees the convenience and flexibility of using portable computing devices. For more information, see the wireless networking Web page at [www.samford.edu/wireless](http://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](http://www.samford.edu/ts).

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

## 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. After admission to Samford, qualified students under the Americans with Disabilities Act (as amended) should contact the Director for Disability Resources and provide appropriate documentation for post-secondary education ([www.samford.edu/dr](http://www.samford.edu/dr)). After enrollment at Samford, 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. After appropriate accommodations are determined, Disability Resources will provide students with an Accommodation Memo. It is the responsibility of the student to meet promptly with professors. Professors will grant reasonable accommodations only upon written notification from Disability Resources. For more information, call 205-726-4078, 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 package pickup, 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 and Professional Studies. Its primary function is to provide current resources, media, and services to the School of Education students, faculty, and staff as they design and utilize instructional materials for the P-12 classroom. Resources include an Education Library, a Make-and-Take Lab for the creation of curriculum materials, and an Instructional Technology Lab, which consists of computers and instructional software to facilitate learning in the field of education. The center is staffed to provide technical services and assistance to teacher education students as required by the National Council for Accreditation of Teacher Education.

### Global Center

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

### Career Development Center Library

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

## Music

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

### Accompanying

Pianists and organists accompany in voice and instrumental studios with faculty supervision. They also meet in a weekly master class session on ensemble literature. This course is open to non-keyboard majors with the permission of the instructor.

### University Bands:

**Marching Band:** Performs at football games and other sporting events. Auditions are held each spring and continue into summer.

**Symphonic Band:** Performs a cross-section of quality literature in major concerts and University events each year. Auditions are held in fall and spring.

**Wind Ensemble:** Performs major wind band repertoire. Auditions are held each fall and spring.

**Jazz Ensemble:** Performs standard big band and small combo literature from the jazz repertoire. The performance season includes a featured concert or other collaborative event. Admission is by audition or recommendation of the director.

**Percussion Ensemble:** The Percussion Ensemble performs works that range from jazz to traditional chamber music to the avant-guard and world music. The ensemble season includes on-campus and off-campus events. Membership is by audition and is open to all Samford students.

### Other Instrumental Ensembles

**Bells of Buchanan:** A member of the Handbell Musicians of America, the choir 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.

**Chamber Ensembles:** Students and faculty work together to form various string, wind, percussion, vocal, and hybrid chamber ensembles. Ensembles are coached by music faculty and perform each semester.

**University Orchestra:** Performs standard orchestral and chamber orchestra repertoire. The orchestra season includes featured concerts, major University events, and collaborations. Auditions are held each August.

### University Choirs

**A Cappella Choir:** The major touring choir of the University. Auditions for A Cappella Choir are held each April.

**Music Theatre Ensemble:** Features students in review and ensemble productions. Auditions are held at the beginning of each semester.

**Samford Opera:** A mainstage production of opera and operetta. Auditions for the fall production are held each spring.

**Opera Workshop:** Performs scenes from opera and musical theatre. An interview is required with the instructor.

**University Chorale:** A non-audition ensemble, this group performs a cross-section of quality literature in major concerts and University events each year.

## Operations and Planning

The Division of Operations and Planning (OPS) is responsible for coordinating the strategic and master planning processes of the University, assessing University performance and operational effectiveness, and providing a welcoming, safe, and healthy environment for learning, teaching, working, and living. Two departments within OPS that play a key role in campus life are Public Safety and Emergency Management and Residence Life. See those sections within Campus Life for more information.

## 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

The Samford University Department of Public Safety and Emergency Management is a proprietary function of the University with jurisdiction to enforce the rules and regulations of the University on University property, as well as the laws of the State of Alabama in any extended jurisdiction prescribed by law. Those members of the department who are duly sworn and commissioned have full law enforcement authority and maintain a close working relationship with local law enforcement authorities, federal agencies, and other emergency agencies on all matters of mutual interest. Support and response by local law enforcement, fire department, and other emergency services are excellent. The Department of Public Safety and Emergency Management is located on the second floor of Beeson University Center and is staffed 24 hours a day, providing a patrol and traffic division, response to emergencies, security patrols and monitoring of persons on campus, and providing other services to the campus community. Crime statistics, as required by federal law, are available on the Public Safety Web site ([www.samford.edu/ops/publicsafety/](http://www.samford.edu/ops/publicsafety/)) or by writing or calling the director of public safety.

## Rules and Regulations

### Code of Values and Discipline

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

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

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

### Theft/Property Damage

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

### Automobiles on Campus

See the Transportation Services section for information about vehicle registration.

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

Rooms are furnished with twin-sized beds, desks, chairs, chests, desk lamps, and blinds. Students may wish to add approved appliances and decorations. It is recommended this be done in communication with their roommate prior to or after arrival on campus. (Information regarding appliances that students are permitted to have in their rooms will be sent with the notice of room assignment.) 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 and Spring Break. Students may leave their personal belongings in their rooms but may not remain on campus during these times.

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

### Residence Hall Regulations

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

To maximize the 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 are **required** to live on campus for four semesters (typically through the sophomore year) 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 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 operations and planning.

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](mailto:www.print@samford.edu)

## 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.

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

For additional information on the Code of Values, see the Public Safety and Emergency Management subsection.

## 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 includes both the Student Judiciary Council and the Traffic Appeals Council. The student activities branch is comprised of the Samford University Student Activities Council (SUSAC), 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.

### Miss Samford Scholarship Pageant

A Samford tradition since 1948, this pageant enables students to compete for a scholarship award and the opportunity to represent Samford University in the Miss Alabama pageant.

### 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. Lighting of the Way occurs in conjunction with University Ministries' Hanging of the Green ceremony.

### Spring Fling

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

### Harry's Coffeehouse

Every Thursday night, SGA presents a different musical artist in Harry's Coffeehouse. Artists range from talented Samford students to popular musicians. Free cookies and O'Henry's coffee are served during the weekly concerts.

## 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.

## 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 registration decal, and comply with appropriate traffic/parking regulations. Failure to comply with vehicle registration requirements, parking regulations, and traffic regulations may subject the vehicle operator to fines, forfeiture of the privilege of operating a vehicle on campus, and disciplinary action.

For more information, visit the Transportation Services department Web site: [www.samford.edu/ops/events/transportationservices.aspx](http://www.samford.edu/ops/events/transportationservices.aspx).

## 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](http://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](http://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.

## University Ministries

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

University Ministries exists to encourage and equip persons to deepen spiritual maturity, sharpen theological integrity, clarify vocational identity, and embrace missional responsibility. Through worship, spiritual formation, and service, University Ministries strives to engage heart, soul, mind, and strength in the effort to "love God, love people, and change the world."

### LOVE GOD...

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

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

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

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

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

**Small Groups:** If you are interested in deepening relationships and deepening faith, consider leading or joining a small group.

### LOVE PEOPLE...

**Freshman Ministries:** Small groups, special events, and a retreat the first weekend after classes begin provide opportunities to build relationships and spiritual support during the transition into college life.

**Neighboring:** Students practice what it means to "love your neighbor" in the communities of College Hills and East Lake. There are many and varied opportunities to put your gifts to good use and build meaningful relationships.

**Samford Ministries Choir (SMC):** This 50-voice, student-led choir shares the powerful story of God's love through music in area churches, at youth events, and on tour. Auditions are held at the beginning of each semester.

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

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

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

### CHANGE THE WORLD...

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

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

**The Journey Fund:** Each year, University Ministries raises a substantial amount of money for the specific purpose of supporting student mission endeavors. Any student preparing for a summer missions project can submit a request for missions funding assistance.

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

**Social Justice:** Students organize to encourage awareness and action on important issues of justice from environmental stewardship to human trafficking.

### Leadership

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

**Committees:** Students may volunteer to serve in any area of University Ministries. Visit [www.samford.edu/um](http://www.samford.edu/um) for details on how to get involved.

### Convocation

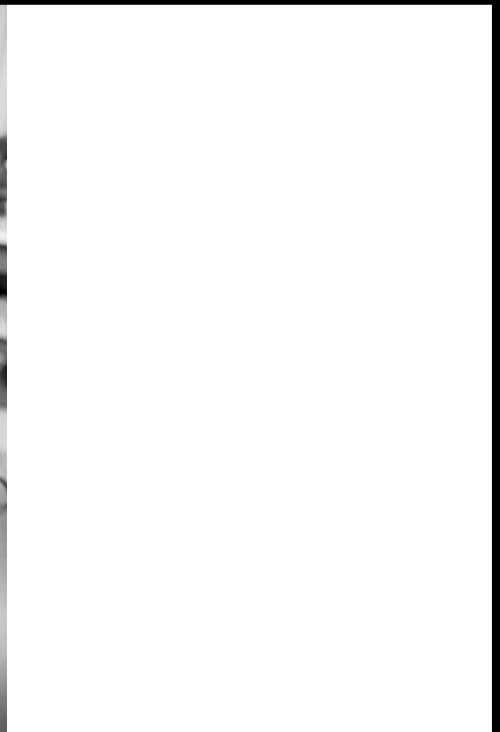
The purpose of Convocation is to nurture students in faith, learning, and values from a distinctly Christian perspective. Students are made aware of the Christian worldview and are encouraged to develop sympathy with the Christian mission in the world. Students are provided with opportunities to grow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

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

Convocation programs allow students to satisfy the Convocation requirement for graduation. For more information about Convocation requirements, please see p. 24 of this catalog, or visit the University Ministries Web site at [www.samford.edu/um](http://www.samford.edu/um).



# 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 and Professional Studies (OBB 322).

## Accreditation

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

## Departments

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## University Core Curriculum and General Education Requirements

### Core Faculty

Dana K. Basinger, Assistant Professor  
 Nancy C. Biggio, Assistant Professor  
 R. Kenneth Kirby, 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  
 Bridget C. Rose, 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	
<b>Total Required Credits</b>			<b>18-22</b>

\* 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 that are revised through multiple drafts and carefully edited before submission. They also must make at least three oral presentations during the course. Students must pass this course with a grade of C- or better to advance to UCCA 102.

#### UCCA 102 Communication Arts II (4)

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

#### UCCP 101 Cultural Perspectives I (4)

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

#### UCCP 102 Cultural Perspectives II (4)

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

#### UCFH 120 Concepts of Fitness and Health (2)

Physical fitness course, with emphasis on exercises that develop cardiorespiratory, muscular, and flexibility fitness. All aspects of fitness, such as principles of aerobic fitness, nutrition, flexibility, strength training, common fitness injuries, and weight control and body composition are discussed and applied. Students with physical disabilities may consult the KINS 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 p. 50 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
<b>Natural &amp; Computational Sciences (select two courses)</b>			<b>8</b>
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 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	
<b>Social Science (select one course outside your major)</b>			<b>4</b>
COMS 205	Intercultural 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	Introduction to Political Science	4	
PSYC 101	General Psychology	4	
SOCI 100	Introduction to Sociology	4	
<b>Mathematics (select one course)</b>			<b>4</b>
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	
<b>Languages (Biblical, Classical, &amp; World)* For students without language proficiency, the normal sequence is:</b>			<b>4*</b>
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	
<b>Fine Arts (select two courses)**</b>			<b>4</b>
ART 200	Art Appreciation	2	
MUSC 200	Music Appreciation	2	
THEA 200	Theatre Appreciation	2	
<b>Humanities (select one course outside your major)</b>			<b>4</b>
CLAS 200	Rediscovery of the Classical World	4	
ENGL 205	Fiction and Film	4	
HIST 200	The West in Global Perspective	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	
<b>Physical Activity***</b>			<b>2</b>
<b>Total Required Credits</b>			<b>30</b>

\* **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 (p. 122).

**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 p. 203 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.

# 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  
 George E. Keller III, Associate Professor  
 Kristin A. Bakkegard, Assistant Professor  
 Rita Malia Fincher, Assistant Professor  
 Grant L. Gentry, Assistant Professor  
 Andrew Hataway, Assistant Professor  
 Jennifer E. Layton, Assistant Professor  
 Marione E. Nance, 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. See p. 103 for more information.

### 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.

## Undergraduate Courses

### BIOLOGY

#### IDSC 201 Scientific Methods (4)

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

#### BIOL 105 Principles of Biology (4)

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

#### BIOL 107 Contemporary Biology (4)

Survey of contemporary biology, with emphasis on the interactions of humans with the biological world. Designed for non-biology majors. Includes laboratory.

#### BIOL 110 Human Biology (4)

Study of the biological principles of the human body from a human biology anatomical, physiological, and ecosociological perspective. Includes laboratory.

## Biology Major

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

Biology Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>38-45</b>
<b>Natural and Computational Sciences:</b>		<b>16-23</b>
<b>Chemistry</b> (select at least three combinations of lec/lab*)	<b>12-13</b>	
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry 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	
<b>Physics</b> (choose one option)	<b>4-10</b>	
PHYS 101 or 101-102 General Physics I and II (4-8) or PHYS 203 or 203-204 Physics I and II (5-10)		
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Biology Major:</b>		<b>36</b>
<b>Biology Core</b>		<b>24</b>
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	
<b>Biology Electives**</b>		<b>12</b>
<b>General Electives</b>		<b>25-32</b>
<b>Total Required Credits</b>		<b>128</b>

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

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

### 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>39</b>
<b>Natural and Computational Sciences:</b>		<b>13</b>
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry Laboratory	1	
CHEM 215 Fundamentals of Organic Chemistry	3	
CHEM 216 Fundamentals of Organic Chemistry Lab	1	
GEOG 216 Mapping a Changing World*	4	
<b>Social Sciences</b>		<b>4</b>
ECON 201 Principles of Macroeconomics	4	
<b>Mathematics</b>		<b>8</b>
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I**	4	
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
PHIL 241 Introduction to Philosophy***	4	
<b>Physical Activity</b>		<b>2</b>
<b>Environmental Science Major:</b>		<b>40-48</b>
<b>Environmental Science Core</b>		<b>16</b>
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 326 Environmental Science	4	
BIOL 438 Biology Seminar ‡	4	
<b>Environmental Science Tracks (choose one track)</b>		<b>12-20</b>
<b>Conservation/Stewardship Track †</b>	<b>12</b>	
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	
<b>Public/Occupational Health Track</b>	<b>20</b>	
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	
<b>Policy Track</b>	<b>12</b>	
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	
<b>Environmental Science Electives (three courses)</b>		<b>12</b>
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†		
<b>General Electives</b>		<b>19-27</b>
<b>Total Required Credits</b>		<b>128</b>

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

\*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
<b>Marine Science*</b>		<b>20</b>
MARS 403 Marine Invertebrate Zoology	4	
MARS 411 Marine Vertebrate Zoology	4	
MARS 412 Marine Botany	4	
MARS 436 Marine Ecology	4	
MARS or BIOL upper-level course	4	
<b>Total Required Credits</b>		<b>20</b>

\*BIOL 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.

<b>Bioinformatics Minor for Biology or Biochemistry Majors Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Computer Science Core</b>		<b>12</b>
COSC 110 Introduction to Programming	4	
COSC 200 Discrete Structures for Computer Science	4	
COSC 210 Data Structures and Algorithms	4	
<b>Computer Science Elective (select one from below)</b>		<b>4</b>
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	
<b>Bioinformatics</b>		<b>8</b>
COSC 306 or BIOL 306 Principles of Bioinformatics	4	
COSC 407 or BIOL 407 Advanced Bioinformatics	4	
<b>Mathematics</b>		
Meet math requirements for any course listed above		
<b>Total Required Credits</b>		<b>24</b>

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.

#### BIOL 111 Animal Biology (4)

Study of animal life from a cellular to organismal level with emphasis on animal taxonomy and environmental relationships. Includes laboratory.

#### BIOL 112 Plant Biology (4)

Study of the form, function, and classification of the plant kingdom. Includes laboratory. Offered: As needed.

#### BIOL 203 Foundations of Biology I (4)

Survey of cellular and subcellular biology, metabolism, physiology, genetics and the phylogeny, nomenclature, structure, and function of major animal taxa. Designed for biology and related majors. Includes laboratory.

#### BIOL 204 Foundations of Biology II (4)

Study of the phylogeny, nomenclature, structure, and function of plants, fungi, and algae in relation to the principles of ecology and natural selection. Designed for biology and related majors. Includes laboratory.

#### BIOL 205 Biology in Great Britain (4)

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

#### BIOL 217 Principles of Human Anatomy (4)

Survey of microscopic and gross anatomy of the human body. 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 Principles of Human Physiology (4)

Introductory exploration of the basic physiology of the human body and the principles fundamental to normal and pathological functioning. Designed for students majoring in nursing, pre-pharmacy, 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, or one year of biology with permission of department.

#### BIOL 302 Mammalian Physiology (4)

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

#### BIOL 306 Principles of Bioinformatics (4)

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

#### BIOL 311 Histology (4)

Study of the microscopic anatomy of the tissues and organs of vertebrate animals, particularly mammals. Strongly recommended for students seeking professional careers or graduate school. Includes laboratory. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: 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, or one year of biology with permission of department. 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 Adult Degree Program as MPBI 324.

#### **BIOL 325 General Microbiology (4)**

Study of the form and function of microbial organisms, especially bacteria, and of their relation to man. Restricted to biology majors. LEC 4, LAB 3. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Fall and Spring.

#### **BIOL 326 Environmental Science (4)**

Study of the relationship of humans to the environment on current environmental problems. Prereq: BIOL 203 and 204, or one year of biology with permission of department.

#### **BIOL 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, or one year of biology with permission of department.

#### **BIOL 334 Experimental Genetics (4)**

Laboratory-based study of current genetic laboratory methodologies, including cytogenetics and karyotypic analysis, transmission analysis, DNA isolation and fragmentation, cloning, chromosome mapping, and fingerprinting. Prereq: BIOL 333. Offered: As needed.

#### **BIOL 337 Infectious Diseases (4)**

Detailed study of microbe-host interaction and the linkage of basic microbiology to clinical infectious diseases. Designed to extend and enhance the knowledge of 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, or one year of biology with permission of department. Offered: Jan Term.

#### **BIOL 361 Hospital Internship (4)**

Supervised internship in a hospital setting, with exposure to various aspects of hospital operations. Grading is pass/fail only. 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, or one year of biology with permission of department. 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, or one year of biology with permission of department. Offered: Spring.

#### **BIOL 420 Neuroscience (4)**

Advanced exploration of the human nervous system relating gross and ultra-structural neuroanatomy, membrane biophysics, synaptic transmissions, and neural systems with human cognitive function in health and disease. Prereqs: BIOL 301 or BIOL 302; CHEM 205 or permission of the department. 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, or one year of biology with permission of department. Offered: Spring.

#### **BIOL 425 Basic Pathology (4)**

Study of the basic causes and mechanisms of cellular and organ dysfunction due to the influences of disease and chemical agents. LEC, LAB. Prereqs: BIOL 217 and BIOL 218, or BIOL 301 and BIOL 302, or permission of department. Offered: Spring.

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

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

#### **BIOL 436 Ecology (4)**

Study of the interactions of organisms in their environments with emphasis upon natural communities. The laboratory demonstrates basic techniques of ecological investigations by designing and carrying out field experiments, collecting and analyzing data, and drawing conclusions for scientific-quality publications. LEC, LAB. Prereq: BIOL 203 and 204, or one year of biology with permission of department. Offered: Fall.

#### **BIOL 438 Biology Seminar (4)**

Biology capstone course which emphasizes critical thinking and scientific writing/speaking. Required of all biology majors during the senior year. Prereq: Math and chemistry requirements for a biology major.

#### **BIOL 439 Research (1)**

Independent, directed-field, or laboratory research. Research topics must be selected by the student and approved by the Independent Research Screening Committee before registration. This course will not satisfy any of the credits of upper-level biology electives required for a major in biology nor the laboratory science general education requirement. Prereq: Permission of a supervising biology professor and approved project proposal.

**BIOL 440 Research (2)**

Independent, directed field, or laboratory research. Research topics must be selected by the student and approved by the Independent Research Screening Committee before registration. This course will not satisfy any of the credits of upper-level biology electives required for a major in biology nor the laboratory science general education requirement. Prereq: Permission of a supervising biology professor and approved project proposal.

**BIOL 441 Research (3)**

Independent, directed-field, or laboratory research. Requirement involves a written paper of scientific merit. Research topics must be selected by the student and approved by the Independent Research Screening Committee before registration. This course will not satisfy any of the credits of upper-level biology electives required for a major in biology nor the laboratory science general education requirement. Prereq: Permission of a supervising biology professor and approved project proposal

**MARINE SCIENCE**

Courses are offered only at the Dauphin Island Sea Lab operated by the Marine Environmental Sciences Consortium of which Samford University is an active member. A minimum of at least one year of biology (preferably more) is required before any upper-level course in marine science may be attempted. Admission into all courses is subject to ultimate approval by the instructor. Unless otherwise indicated, marine science courses (MARS) are offered during the summer.

**MARS 203 Marine Technical Methods (2)**

Introduction to the techniques, instrumentation and equipment necessary to perform marine research, emphasizing field methods. Subject matter includes pre-sampling 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 an 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 non-regional 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:

- Regular admission after three years of relevant work experience:
  - Graduation from an accredited college or university with an overall GPA of at least 2.50.
  - A minimum of three years relevant work experience
  - Two letters of reference from nonrelated persons.
- Regular admission for recent college graduates (three years or less since award of undergraduate degree):
  - Graduation from an accredited college or university with an overall minimum GPA of 3.00.
  - A GRE score of at least 1,000 or a MAT score of at least 50, taken within the last five years.
  - Two letters of reference from nonrelated persons.
- Provisional Admission: Provisional admission may be granted upon demonstrating seriousness of purpose and ability to succeed in the program. This status will be considered for applicants who do not meet all requirements for regular admission as listed above. The applicant must furnish two letters of recommendation from two nonrelated persons. If offered provisional admission, the student must complete the first six semester hours with no grade lower than a B. Upon demonstrating this level of work, the student will qualify for admission to regular graduate status.

### Required Credentials for Admission

Each student must submit official transcripts from all colleges and universities attended. In order for transcripts to be official, they must be sent directly from the student's college/university to the Office of Admission, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229. Transcripts sent to faculty or other offices on campus are not official. In addition, GRE or MAT scores must be sent directly to the Office of Admission from the testing agency. Scores furnished from other sources are not considered to be official.

### Notification of Admission

Official notification of admission is communicated by letter from the Office of Admission. In the case of provisional admission, the letter may stipulate certain conditions which must be met by the applicant.

### Prerequisites for Graduate Admission

While interdisciplinary in nature and accepting candidates with a variety of backgrounds and degrees, the program is heavily technical and scientific in design. Applicants will ideally have some training in the biological and physical sciences. If the admission committee notes a lack of scientific background in an applicant's preparation, it will require the student to complete 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)

Students in the M.S.E.M. program must maintain an overall 3.00 GPA in all graduate work. If a student earns a grade of D, F, or WF in any M.S.E.M. program course, or if his/her GPA falls below 3.00, the program director and relevant faculty must consider the student's promise and potential for successful completion of the program.

### Transfer Credit

Up to nine semester credits/hours of appropriate and approved graduate coursework completed at another institution may be substituted for program course requirements. Coursework requested to be transferred must have been completed with a grade of at least B in each course. Such coursework must be the equivalent of a full semester's work (specifically, a course taken for three quarter-hours is NOT the equivalent of a three semester credit/hour course) and be supported by official transcripts and appropriate syllabi. Acceptance of such credit is solely the authority of the program directors.

### Time Limit

All courses required for the master of science in environmental management must be completed within a period of five years from the academic session of first admission.

## 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.

**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 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.

<b>Master of Science in Environmental Management Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Environmental Management Core</b>			<b>12</b>
ENVM 501	Biological and Environmental Chemistry	3	
ENVM 502	Environmental Law and Regulation	3	
ENVM 504	Basic Toxicology	3	
ENVM 505	Environmental Sustainability	3	
<b>Environmental Management Electives</b> (choose eight courses)			<b>24</b>
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	
<b>Total Required Credits</b>			<b>36</b>

**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.

<b>Master of Science in Environmental Management w/Energy Management and Policy Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Environmental Management Core</b>			<b>12</b>
ENVM 501	Biological and Environmental Chemistry	3	
ENVM 502	Environmental Law and Regulation	3	
ENVM 504	Basic Toxicology	3	
ENVM 505	Environmental Sustainability	3	
<b>Energy Management and Policy Concentration</b>			<b>24</b>
<b>Energy Management and Policy Core</b> (required)			<b>21</b>
ENVM 506	Environmental Risk Assessment & Mgt	3	
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	
<b>Environmental Management Electives</b> (choose one)			<b>3</b>
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	
<b>Total Required Credits</b>			<b>36</b>

**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.

# Chemistry and Biochemistry

## Faculty

Morgan S. Ponder, Chair, Professor  
 Brian W. Gregory, Professor  
 David C. Garza, Associate Professor  
 Robert P. Cameron, Assistant Professor  
 Denise J. Gregory, Assistant Professor  
 Corey M. Johnson, Assistant Professor  
 Andrew J. Lampkins, 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.

## Courses

### IDSC 201 Scientific Methods (4)

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

### CHEM 108 General, Organic, and Biological Chemistry (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 (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 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.

## 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
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements:</b>			<b>32</b>
<b>Natural and Computational Sciences</b>			<b>10</b>
PHYS 203	Physics I	5	
PHYS 204	Physics II	5	
<b>Social Sciences</b>			<b>4</b>
<b>Mathematics</b>			<b>4</b>
MATH 240	Calculus I	4	
<b>Languages (proficiency through 202 or higher)</b>			<b>4</b>
<b>Fine Arts</b>			<b>4</b>
<b>Humanities</b>			<b>4</b>
<b>Physical Activity</b>			<b>2</b>
<b>Chemistry Major:</b>			<b>43</b>
<b>Chemistry</b>			<b>39</b>
CHEM 205	Foundations of Chemistry	4	
CHEM 206	Foundations of Chemistry 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	
<b>Mathematics</b>			<b>4</b>
MATH 260	Calculus II	4	
<b>General Electives</b>			<b>31</b>
<b>Total Required Credits</b>			<b>128</b>

## Chemistry Minor

Chemistry Minor Required Courses		Course Credits	Total Required Credits
<b>Chemistry Core</b>			<b>17</b>
CHEM 205	Foundations of Chemistry	4	
CHEM 206	Foundations of Chemistry 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	
<b>Chemistry Electives (choose two)</b>			<b>6</b>
CHEM 350	Biochemistry	3	
CHEM 355	Inorganic Chemistry	3	
CHEM 365	Physical Chemistry I	3	
<b>Total Required Credits</b>			<b>23</b>

## 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.

<b>Biochemistry Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>32</b>
<b>Natural and Computational Sciences</b>		<b>10</b>
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 240 Calculus I	4	
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Biochemistry Major:</b>		<b>51</b>
<b>Biology</b>		<b>16</b>
BIOL 203 Foundations of Biology I	4	
BIOL 204 Foundations of Biology II	4	
BIOL 333 Genetics	4	
BIOL 405 Cell and Molecular Biology	4	
<b>Chemistry</b>		<b>31</b>
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry 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	
<b>Mathematics</b>		<b>4</b>
MATH 260 Calculus II	4	
<b>General Electives</b>		<b>23</b>
<b>Total Required Credits</b>		<b>128</b>

### 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 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: Fall and Spring.

### CHEM 326 Quantitative Chemical Analysis Laboratory (1)

Laboratory to accompany CHEM 325. LAB 3. Co-req: CHEM 325. Offered: Fall and 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 concepts in 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

Classics  
 Greek  
 Latin

### Minors

Classics  
 Greek  
 Latin

The Department of Classics offers majors in classics, Greek, and Latin leading to a bachelor of arts degree. These majors provide students with the opportunity to pursue a course of study that covers a variety of Greek and Latin prose and poetry in the original languages, as well as the history and culture of the classical world and its importance for the 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.

## 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.

## Classics Major

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

## Greek Major

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

## Latin Major

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

**Classics Minor**

<b>Classics Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Classical Languages</b> (select one course)		<b>4</b>
GREK 300-454	4	
LATN 300-454	4	
<b>Classical Electives</b> (select four courses)		<b>16</b>
ART 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 421 Ancient Near East and Greece	4	
HIST 422 The Roman Republic and Empire	4	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
<b>Total Required Credits</b>		<b>20</b>

**Greek Minor**

<b>Greek Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Classical Languages</b> (select two courses)		<b>8</b>
GREK 300-454	8	
<b>Classical Electives</b> (select three courses)		<b>12</b>
ART 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 421 Ancient Near East and Greece	4	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
<b>Total Required Credits</b>		<b>20</b>

**Latin Minor**

<b>Latin Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Classical Languages</b> (select two courses)		<b>8</b>
LATN 300-454	8	
<b>Classical Electives</b> (select three courses)		<b>12</b>
ART 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 422 The Roman Republic and Empire	4	
PHIL 301 History of Philosophy: Ancient & Medieval	4	
<b>Total Required Credits</b>		<b>20</b>

**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)

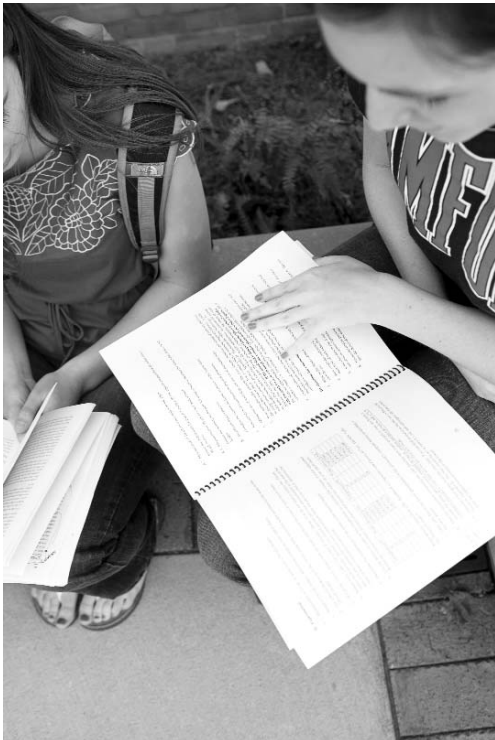
Selected readings from the works of Cicero. Through the careful study of these texts students further develop their ability to read, understand, and interpret Latin.

### 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  
 Grace L. Anderson, 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.

## 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.



### 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.

<b>Communication Studies Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Communication Studies Major:</b>		<b>40</b>
<b>Communication Studies Core</b>		<b>28</b>
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	2	
COMS 492 Senior E-Folio	2	
<b>Communication Studies Electives (select three courses)</b>		<b>12</b>
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 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	
<b>General Electives</b>		<b>36</b>
<b>Total Required Credits</b>		<b>128</b>

\*With advisor's approval only.

### Communication Studies Minor

<b>Communication Studies Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Communication Studies Core</b>		<b>8</b>
COMS 215 Public Speaking	4	
COMS 221 Interpersonal Communication	4	
<b>Communication Studies Electives</b> Must be in upper-level courses.		<b>12</b>
<b>Total Required Credits</b>		<b>20</b>

### 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.

<b>Writing Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Writing Core</b>		<b>8</b>
COMS 311 Rhetorical Criticism	4	
COMS 361 Grammar for Writers	4	
<b>Writing Electives (complete three to four courses)*</b>		<b>12</b>
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	
<b>Total Required Credits</b>		<b>20</b>

\*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.

#### 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 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 (2)**

Integration of knowledge and experience gleaned from lower-level communication studies courses in a capstone experience resulting in an applied communication project. Prereqs: COMS 311, COMS 321, and senior standing. Offered: Fall.

**COMS 492 Senior E-Folio (2)**

Reflection and synthesis of knowledge and experience gleaned from the communication studies curriculum leading to the creation of an electronic portfolio in which students demonstrate proficiency in oral communication, written communication, information literacy, and quantitative literacy. Prereqs: COMS 311, COMS 321, and senior standing. Offered: Spring.



# English

## Faculty

J. Mark Baggett, Chair, Associate Professor  
 Christopher Metress, University Professor  
 David W. Chapman, Professor  
 Rosemary M. Fisk, Professor  
 Steven Epley, Associate Professor  
 N. Jane Hiles, Associate Professor  
 Bryan M. Johnson, Associate Professor  
 Julie Sims Steward, Associate Professor  
 Keya Catherine Kraft, Assistant Professor  
 Geoffrey Wright, 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.

## 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 210 American Literature (4)

Introduction to the principles and practices of literary interpretation, research methodology, and other skills and terminology essential to the discipline through a chronological study of American literature. Offered: Spring.

#### ENGL 301 British Literature to 1798 (4)

Chronological study of British literature from Beowulf to the end of the eighteenth century, using the principles and practices of literary interpretation, research methodology, and other skills and terminology essential to the discipline. Offered: Fall.

#### ENGL 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.

## 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			24
ENGL 210	American Literature	4	
ENGL 301	British Literature to 1798	4	
ENGL 302	British Literature since 1798	4	
ENGL 310	Literary Theory	4	
ENGL 340	Shakespeare	4	
ENGL 410	Senior Thesis*	4	
English Electives			20
Select five English courses not already listed as a requirement for this major. Four of the five must be literature electives; the remaining course may be a film elective. (See electives table below) Note: Neither ENGL 200 nor ENGL 205 may count towards this elective requirement.			
General Electives			32
<b>Total Required Credits</b>			<b>128</b>

\* ENGL 410 (Senior Thesis) must be taken in the senior year.

### English Electives

Students pursuing the English major must choose five electives in addition to the English Core. Four of the five must fall under the literature group while the remaining elective can be film-related.

Course Number/Name	Credit Hrs
<b>Literature Electives</b>	
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: <i>The Canterbury Tales</i>	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
<b>Film Electives</b>	
ENGL 307 Film	4
ENGL 350 Film History	4
ENGL 355 Auteurs	4
FLME 351 Film Adaptation	4
FLME 352 Foreign Film	4
FLME 353 The Science Fiction Film	4
FLME 354 The War 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>English Major with Creative Writing Concentration:</b>		<b>44</b>
<b>Creative Writing Core</b>		<b>36</b>
ENGL 210 American 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 340 Shakespeare	4	
ENGL 410 Senior Thesis	4	
Upper-level English Elective	4	
<b>Creative Writing Electives (select two courses)</b>		<b>8</b>
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	
<b>General Electives</b>		<b>32</b>
<b>Total Required Credits</b>		<b>128</b>

### English Minor

English Minor Required Courses	Course Credits	Total Required Credits
<b>English</b>		<b>20</b>
ENGL 210 American Literature	4	
ENGL 301 British Literature to 1798	4	
ENGL 302 British Literature since 1798	4	
ENGL 340 Shakespeare	4	
English Elective (300-400 level)	4	
<b>Total Required Credits</b>		<b>20</b>

### 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>English Major with Film Studies Concentration:</b>		<b>44</b>
<b>Film Studies Core</b>		<b>32</b>
ENGL 205 Fiction and Film*	4	
ENGL 210 American Literature	4	
ENGL 302 British Literature since 1798	4	
ENGL 310 Literary Theory	4	
ENGL 340 Shakespeare	4	
ENGL 350 Film History	4	
ENGL 355 Auteurs	4	
ENGL 410 Senior Thesis	4	
<b>Film Studies Electives (select 12 hours)</b>		<b>12</b>
ENGL 307 Film	4	
FLME 351 Film Adaptation	4	
FLME 352 Foreign Film	4	
FLME 353 The Science Fiction Film	4	
FLME 354 The War Film	4	
FLME 356 Special Topics in Film Studies	4	
<b>General Electives</b>		<b>32</b>
<b>Total Required Credits</b>		<b>128</b>

\*Students majoring in English with a film studies concentration cannot use ENGL 205 to fulfill the general education humanities requirement.

### ENGL 303-307 Literary Forms (4 each course)

Examination of various literary genres (poetry, the short story, the novel, drama, and film). Investigation of each genre's representative texts and multiple practitioners in order to deepen competencies in interpreting literature and evaluating secondary sources. Also covered are major developments within the genre. Includes introduction to canon issues through examination of classical and non-classical, canonical and noncanonical, and multicultural literature. Offered: As needed.

- ENGL 303 Poetry**
- ENGL 304 Short Story**
- ENGL 305 Novel**
- ENGL 306 Drama**
- ENGL 307 Film**

### ENGL 308 American Literary Movements (4)

Examination of major American literary movements. Investigation of representative texts in order to broaden understanding of the scope of American literary history. Prereqs: UCCA 101, UCCA 102, and ENGL 210. Offered: 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 210. 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 320-328 Literature in Its Own Time (4 each course)**

Survey of literature from a particular period, including study of historical, intellectual, and social backgrounds while focusing on the literary forms and conventions characteristic of the era. English majors must complete two courses from this category. Offered: One period literature course every semester.

- ENGL 308 American Literary Movements** (see description above)
- ENGL 320 Millers, Monks, and Other Malefactors: The Canterbury Tales**
- ENGL 321 Fantasy Literature and the Renaissance**
- ENGL 322 Novels of Seduction in 18th Century Literature**
- ENGL 323 Romantic**
- ENGL 324 American Renaissance**
- ENGL 325 Revolution in Faith: Late 19th Century British Literature**
- ENGL 326 Counterculture and Modern British Literature**
- ENGL 327 The American Century**
- ENGL 328 Minority Literature**

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. Prereq: UCCA 101 and UCCA 102. Offered: Fall, on rotation. (Formerly ENGL 331)

### **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. (Formerly ENGL 332)

### **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 353 The Science Fiction Film (4)**

Examination of the genre of the science fiction film, including major periods and subgenres as well as specific works. Prereqs: UCCA 101 and UCCA 102. Offered: Spring, on rotation.

### **FLME 354 The War Film (4)**

Examination of the genre of the American war film, including major periods and subgenres as well as specific works. Prereqs: UCCA 101 and UCCA 102. Offered: Fall, 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

Eric J. Fournier, Chair, Professor  
Jennifer L. Rahn, Assistant Professor  
Jennifer Speights-Binet, Assistant Professor

## Undergraduate Programs and Requirements

### Major

Geography

### Minors

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.

## 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. (Formerly GEOG 214)

### 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: Spring.

### GEOG 299 Essentials of Geography (4)

Overview of the discipline of geography with an emphasis on developing the geographic skills necessary to investigate and solve problems in an increasingly complex world. Both traditional and emerging trends in geographic inquiry are explored with an emphasis on research, writing, and presentation abilities. Offered: Spring, 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.

## Geography Major

Geography Major Required Courses		Course Credits	Total Required Credits
University Core Curriculum			22
General Education Requirements			30
Geography Major:			40
<b>Geography Core</b>			<b>16</b>
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	4	
<b>Geography Electives</b> (select four 300-400 level geography courses)		16	<b>16</b>
<b>Geography in Practice</b> (complete four credits in the following)			<b>4</b>
GEOG 301	Independent Study	1-4	
GEOG 311	Directed Teaching Experience	1-4	
GEOG 460	Geography Internship	1-4	
<b>Geography Capstone</b>			<b>4</b>
GEOG 499	Senior Seminar	4	
<b>General Electives</b>			<b>36</b>
<b>Total Required Credits</b>			<b>128</b>

## 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
<b>Geography Core</b>			<b>8</b>
GEOG 101	Global Geography	4	
GEOG 150	Physical Geography	4	
<b>Geography Electives</b> (select three additional geography courses, two of which must be at the 300-400 level)		12	<b>12</b>
<b>Total Required Credits</b>			<b>20</b>

## Certificate in Geographic Information Science

Certificate in Geographic Information Science Required Courses		Course Credits	Total Required Credits
<b>Geography Core</b>			<b>12</b>
GEOG 150	Physical Geography	4	
GEOG 216	Mapping a Changing World	4	
GEOG 316	Applied GIS	4	
<b>Geography Elective</b> (select one upper-level geography course)		4	<b>4</b>
<b>Mathematics and Computer Science</b>			<b>8</b>
COSC 110	Introduction to Programming	4	
MATH 210	Elementary Statistics	4	
<b>Total Required Credits</b>			<b>24</b>

### Geography Major with GIS Certificate/Minor

Geography Major with GIS Certificate/Minor Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Geography Major with GIS Certificate/Minor:</b>		<b>52</b>
<b>Geography Core</b>		<b>16</b>
GEOG 101 Global Geography	4	
GEOG 150 Physical Geography	4	
GEOG 216 Mapping a Changing World	4	
GEOG 299 Essentials of Geography	4	
<b>Geography Electives</b> (select four 300-400 level geography courses)	16	<b>16</b>
<b>Geography in Practice</b>		<b>4</b>
GEOG 301 Independent Study*	1-4	
GEOG 311 Directed Teaching Experience**	1-4	
GEOG 460 Geography Internship	1-4	
<b>Advanced GIS Course</b>		<b>4</b>
GEOG 316 Applied GIS	4	
<b>Geography Capstone</b>		<b>4</b>
GEOG 499 Senior Seminar*	4	
<b>Mathematics and Computer Science</b>		<b>8</b>
COSC 110 Introduction to Programming	4	
MATH 210 Elementary Statistics	4	
<b>General Electives</b>		<b>24</b>
<b>Total Required Credits</b>		<b>128</b>

\*Projects chosen for Independent Study and Senior Seminar must be GIS-focused.

\*\*Directed Teaching Experience must be in GEOG 216 or GEOG 316.

#### 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: Spring, 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: Spring, on rotation. (Formerly GEOG 270)

#### 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: Spring, 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 twenty-first century. Co-listed as POLS 360 and SOCI 360. Offered: Spring, on rotation.

#### GEOG 361 Bridging London (4)

Field-based exploration of the geography of London and its environs. Students investigate historical development, commerce, naval power, imperialism, colonialism, scientific achievement, industrial revolution, financial systems, economic frameworks, transportation, governance, urban design, community, culture, society, ethnicity, international significance, and the intersection between globalization and urbanization. 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: Fall, 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: Fall, 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. Offered: Fall, 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 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 sub-field specialty involving a research component, a writing component, and a public, oral presentation of research results. A minimum grade of C is required to pass this course. Offered: Fall.

# History

## Faculty

S. Jonathan Bass, Chair, Professor  
 James S. Brown, Jr., Professor  
 Ginger S. Frost, Professor  
 John Mayfield, Professor  
 W. Jason Wallace, Associate Professor  
 Sung Kwang (Paul) Cha, Assistant Professor  
 LeeAnn Reynolds, Assistant Professor  
 Erin Stewart Mauldin, Instructor

## Undergraduate Programs and Requirements

<b>Major</b>	<b>Minors</b>
History	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. History course offerings also fulfill requirements for minors in Asian studies; Christianity, women, and leadership studies (CWLS); 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 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 (The West in Global Perspective) to meet the general education humanities requirement.

## Courses

### HIST 200 The West in Global Perspective (4)

Examination of the development of Western Civilization in its global setting since 1500, through its political, social, economic, and scientific evolution. Required of history majors. Offered: Fall and Spring.

### HIST 217 Early America to 1877 (4)

Social, cultural, and political overview of American history from its colonial beginnings through the end of Reconstruction. Required of history majors. Offered: Fall and Spring.

### HIST 218 Modern America since 1865 (4)

Social, cultural, and political overview of American history from 1865 to the present. Required of history majors. Offered: Fall and Spring.

## History Major

A history major prepares students for a broad range of careers in business, education, religion, communications, government service (both domestic and foreign), and other professions. It is excellent preparation for graduate study in history and for professional schools such as business administration and law. As a traditional major for students planning legal careers, the department offers students a strong background in western and non-western institutions and values.

The major also provides subject preparation for those seeking a career in education. History majors who wish to obtain certification for secondary teaching must meet additional requirements through the Orlean Bullard Beeson School of Education and Professional Studies. The student's degree affiliation remains in Arts and Sciences, and he or she must meet all University core curriculum and general education requirements imposed by the bachelor of arts.

## History Major

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

\* With some exceptions, 300-level courses are European and American period courses; 400-level courses are normally area studies or topical courses. Students should consult with their 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 Study (HIST 497) for this requirement.

### 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.

Course descriptions continued on p. 97



### 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.

<b>Global Studies Interdisciplinary Major Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements</b>			<b>30</b>
<b>Global Studies Interdisciplinary Major:</b>			<b>56-72</b>
<b>Global Studies Core</b>			<b>8-24</b>
HIST 200	The West in Global Perspective	4	
HIST 300	The Historian's Craft	4	
Elementary World Language courses*		(4-8)	
Intermediate or Accelerated Intermediate World Language courses*		(4-8)	
<b>Global Studies Electives</b>			<b>36</b>
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	
<b>Cultural Immersion</b>			<b>8</b>
Complete eight credits of international study or internship, subject to approval of academic advisors.		8	
<b>Capstone</b>			<b>4</b>
HIST 495	Senior Seminar	4	
<b>General Electives</b>			<b>4-20</b>
<b>Total Required Credits</b>			<b>128</b>

\*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.

### 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.

<b>International Relations Interdisciplinary Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements</b>			<b>30</b>
<b>IREL Interdisciplinary Concentration:</b>			<b>57-60</b>
<b>International Relations Core</b>			<b>36</b>
Political Science		8	
History		8	
Economics		4	
World Languages		8	
Methods and Capstone		8	
<b>International Relations Tracks</b>			<b>21-24</b>
Primary Track (4 courses)		13-16	
Secondary Track (2 courses)		6-8	
<b>General Electives</b>			<b>16-19</b>
<b>Total Required Credits</b>			<b>128</b>

Note: See the Department of Political Science section of the catalog for a detailed version of this degree table.

### 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.

<b>Latin American Studies Interdisciplinary Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements</b>			<b>30</b>
<b>Latin American Studies Interdisciplinary Concentration:</b>			<b>52</b>
<b>I. Language</b>		16	
<b>II. Interdisciplinary Course</b>		4	
<b>III. Discipline-Based Courses:</b>		20	
A. Social Science (8 credits)			
B. Literature (4 credits)*			
C. Civilization/Culture (8 credits)			
<b>IV. Study Abroad in Latin America</b>		4	
<b>V. Latin America in Global Perspective*</b>		4	
<b>VI. Capstone Experience**</b>		4	
<b>General Electives</b> (chosen with advisor's approval)			<b>24</b>
<b>Total Required Credits</b>			<b>128</b>

\* Selected courses within this group must have a Latin American focus.

\*\* Students must take a discipline-based senior seminar in an Arts and Sciences department. The research project must have Latin American-related content, as determined through agreement with the advisor and the seminar professor.

Note: See the Department of World Languages and Cultures section of the catalog for a detailed version of this degree table.

### History Minor

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

### Asian Studies Minor

<b>Asian Studies Minor Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Asian Studies</b>			<b>4</b>
HIST 463	Monsoon Asia: Survey of Cultural History	4	
<b>History</b>			<b>24</b>
HIST 395	Giants of Asia: China & India-21st Cent	4	
HIST 441	History of China to 1644	4	
HIST 442	Modern China	4	
HIST 443	Modern Japan	4	
HIST 444	Asia's Response to the West	4	
HIST 456	Vietnam: An American Watershed	4	
<b>Total Required Credits</b>			<b>28</b>

## Latin American Studies Interdisciplinary Minor

Latin American Studies Interdisciplinary Minor Required Courses		Course Credits	Total Required Credits
<b>Latin American Studies Core</b>			<b>12</b>
LAST 201	Introduction to Latin American Studies	4	
SPAN 301	Conversation/Composition/Grammar*	4	
SPAN 302	Conversation/Composition/Reading*	4	
<b>Latin American Cultural Studies (choose one)</b>			<b>4</b>
LAST 380	Latin American Studies Seminar	4	
SPAN 316	Latin American Culture I*	4	
SPAN 317	Latin American Culture II	4	
<b>Latin American Studies Electives (choose two)</b>			<b>8</b>
GEOG 397	Andes to Amazon: Physical Landscapes of Latin America	4	
HIST 461	Modern Latin America	4	
POLS 322	Latin American Politics	4	
<b>Total Required Credits</b>			<b>24</b>

\*Or the equivalent SPAN study abroad option in Latin America.

### 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 310 The Middle Ages (4)

Survey of political, social, and religious developments in Europe from the collapse of the Roman Empire to the high Middle Ages. Offered: Spring, on rotation.

### HIST 313 Reformation Europe (4)

Study of the dynamic forces loosed in the Reformation, with cultural, intellectual, theological, and political emphases.

### HIST 316 The Age of Revolutions (4)

Study of Europe and America during the 17th and 18th 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 348 Riots, Rebellions, and Revolutions (4)

Examination of radical social change through comparison of various revolutions (e.g., English, American, French, Russian, and Chinese). Co-listed as POLS 348. Offered: Jan Term, on rotation.

### HIST 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 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 405 Native Americas: An Ethnohistorical Seminar (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.

### 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 421 Ancient Near East and Greece (4)**

Review of the characteristics and contributions of this region from the rise of civilizations and the development of society in Sumeria, Egypt, Mesopotamia, Syria-Palestine, Asia Minor, and Greece.

**HIST 422 Roman Republic and Empire (4)**

Study of the growth of Roman civilization, with emphasis on Rome's political, cultural, and religious contributions.

**HIST 424 Early Modern England (4)**

Study of English political, social, and cultural history from 1485 through the Glorious Revolution.

**HIST 425 Modern England (4)**

Study of the development of the English nation and empire since 1750.

**HIST 426 The Modern Middle East (4)**

Study of the emergence of modern nation-states in the Middle East, beginning with the framework of the Ottoman Empire. Course focuses on political and social problems since 1800.

**HIST 429 Old Russia (4)**

Review of the development of Russian social, political, economic, and religious institutions through 1861.

**HIST 431 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.

**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 435 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.

**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 441 History of China to 1644 (4)**

Examination of the major political, social, economic, and cultural developments of Chinese civilization through 1644, and evaluation of the impact of these developments on world history.

**HIST 442 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.

**HIST 443 Modern Japan (4)**

Examination of the major political, economic, and social developments of Japan since 1868.

**HIST 444 Asia's Response to the West (4)**

Introduction to the way in which China, Japan, and Southeast Asia, including Malaysia, Indonesia, and the Philippines, have responded to Western imperialism.

**HIST 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 456 Vietnam: An American Watershed (4)**

Study of the Vietnam War, its origin, and its impact on American society.

**HIST 461 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.

**HIST 462 Modern Mexico (4)**

Seminar on Mexican history, with particular emphasis on the 19th and 20th centuries. Offered: Spring, on rotation.

**HIST 463 Monsoon Asia: Survey of Cultural History (4)**

Broad cultural history of China, Japan, India, and Indonesia.

**HIST 464 Africa/Mideast: Survey of Cultural History (4)**

Broad cultural history of Africa and the Middle East.

**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. (Formerly HIST 460)

**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 Society (4)**

Study of United States military policy, weapons, and strategy, with emphasis on the twentieth century.

**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.

**HIST 499 Special Topics in History (4)**

Unique, one-time courses offered either by visiting professors or as experimental advanced courses by members of the department.

# Journalism and Mass Communication

## Faculty

Raymond N. Ankney, Chair, Associate Professor  
 Jon Clemmensen, Professor  
 Dennis R. Jones, Associate Professor  
 David S. Shipley, Associate 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

**Admitted Freshman Majors:** Must achieve a JMC GPA of 2.75 or better upon completing JMC 200 (Mass Media and Society) and JMC 201 (Mass Media Practices). Students who fail to meet this requirement must change majors. Minimum 2.75 GPA applies to only JMC 200 and JMC 201.

**Students who Transfer and/or Change Majors:** Must have completed UCCA 101 (Communication Arts I) or the equivalent with a grade of C+ or better, and must have a Samford GPA of 3.00 or better. If a Samford GPA does not exist, a higher education GPA of 3.00 or better will qualify.

### University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses. JMC majors must take MATH 110 (Contemporary Mathematics) or higher to fulfill the general education mathematics requirement. JMC majors cannot use JMC 200 to satisfy their general education social science requirement.

## 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.

### Journalism and Mass Communication Major

Journalism and Mass Communication Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>30</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 110 Contemporary Mathematics <i>or</i> higher	4	
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Journalism &amp; Mass Communication Major:</b>		<b>42</b>
<b>Journalism &amp; Mass Communication Core</b>		<b>30</b>
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 <i>or</i>	4	
JMC 402 Applied Communication Research		
<b>Journalism &amp; Mass Communication Electives</b> (Must select two, 2-credit courses or one 4-credit course to satisfy requirement.)		<b>4</b>
<b>Journalism Concentration</b> (Choose one of the tracks below and complete both courses.)		<b>8</b>
<b>Advertising Track</b>		
JMC 411 Advertising/Marketing Communication	4	
JMC 412 Advertising/JMC Practicum	4	
<b>Broadcast and Electronic Journalism Track</b>		
JMC 421 Adv Mass Media Applications-Electronic	4	
JMC 422 Video Practicum	4	
<b>Print Journalism Track</b>		
JMC 431 Adv Mass Media Applications-Print/Web	4	
JMC 432 Magazine/E-zine Practicum	4	
<b>Public Relations Track</b>		
JMC 441 Public Relations Communication	4	
JMC 442 Public Relations Practicum	4	
<b>Required Minor or Cognate</b>		<b>20</b>
<b>General Electives</b>		<b>14</b>
	<b>Total Required Credits</b>	<b>128</b>

#### 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.

**Journalism and Mass Communication Minor**

<b>Journalism and Mass Communication Minor Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Journalism and Mass Communication Core</b>			<b>16</b>
JMC 201	Mass Media Practices	4	
JMC 300	Mass Media Writing and Editing	6	
JMC 310	Mass Media Production	6	
<b>Journalism Track</b> (Choose one of the tracks below and complete both courses.)			<b>8</b>
<b>Advertising Track</b>			
JMC 411	Advertising/Marketing Communication	4	
JMC 412	Advertising/JMC Practicum	4	
<b>Broadcast and Electronic Journalism Track</b>			
JMC 421	Adv Mass Media Applications-Electronic	4	
JMC 422	Video Practicum	4	
<b>Print Journalism Track</b>			
JMC 431	Adv Mass Media Applications-Print/Web	4	
JMC 432	Magazine/E-zine Practicum	4	
<b>Public Relations Track</b>			
JMC 441	Public Relations Communication	4	
JMC 442	Public Relations Practicum	4	
<b>Total Required Credits</b>			<b>24</b>

**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.

<b>Film Production Interdisciplinary Minor Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Film Production Core</b>			<b>15</b>
FLMJ 200	Introduction to Film Production	4	
FLMJ 300	Film Production	4	
FLMJ 400	Documentary Film Production <i>or</i>	4	
FLMJ 410	Short Film Production		
FLMT 310	Screenwriting	3	
<b>Film Production Electives</b> (Choose from the following)			<b>7-8</b>
ENGL 350	Film History	4	
FLME 352	Foreign Film	4	
FLME 354	The War 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	
<b>Total Required Credits</b>			<b>22-23</b>

**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 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 372 Media of Religion (2)**

Investigation of the relationship between two First Amendment rights: freedom of religion and freedom of the press. Course looks at how the church uses a variety of media to communicate the gospel message, how religion is reported in the secular media, and the effects on religion of media-use and vice versa.

**JMC 382 Feature Writing (2)**

Practical application in planning, developing, writing, and submitting manuscripts for publication in magazines and newspapers. Includes a study of query letters, markets, and market requirements.

**JMC 398 The Alabama Constitution: 100 Years of Controversy (4)**

Examination of the creation, structure, and interpretation of state constitutions. Special attention paid to the 1901 Alabama Constitution and issues surrounding the document, as well as to current and past reform movements. Co-listed as HIST 398 and POLS 398.

**JMC 399 London Study Topics (4)**

Special courses designed for and offered at the Daniel House London Study Centre. Topics vary. Offered: Jan Term.

**JMC 400 Senior Seminar (2)**

In-depth examination of selected mass communication topics. Students examine current mass communication issues, prepare group class discussions on the issues, and complete an extensive research paper on a selected mass communication topic. Prereq: Senior standing.

**JMC 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. Prereq: JMC 201.

**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, Associate Professor  
 David L. Foreman, Associate 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  
 Brian R. Toone, Assistant Professor  
 Ruric E. Wheeler, Research Professor  
 Candace H. Todd, Instructor

## 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 and Professional Studies 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.

## Courses

### MATHEMATICS

#### MATH 107 Mathematics for Elementary Teachers (4)

Designed to strengthen understanding of the mathematics that prospective teachers will teach. Includes review of natural numbers, whole numbers, integers, rational numbers, real numbers, and their properties; the variety of representations of different operations; algebraic reasoning and representation; measurements of area, perimeter, surface area, and volume; and geometry concepts including transformations, constructions, and similarities. Offered: Fall 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.

## 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 Teacher Education for more information.

Mathematics Major Required Courses		Course Credits	Total Required Credits
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements</b>			<b>30</b>
<b>Mathematics Major:</b>			<b>44</b>
<b>Mathematics Core</b>			<b>32</b>
MATH 240	Calculus I	4	
MATH 260	Calculus II	4	
MATH 270	Calculus III	4	
MATH 280	Intro to Advanced Mathematics	4	
MATH 330	Differential Equations	4	
MATH 340	Linear Algebra	4	
MATH 430	Abstract Algebra <i>or</i>	4	
MATH 440	Introductory Real Analysis		
MATH 485	Senior Seminar	2	
MATH 495	Senior Project	2	
<b>Mathematics Upper-Level Electives</b> (at least four credits must be at the 400 level)			<b>8</b>
<b>Computer Science</b>			<b>4</b>
COSC 110	Introduction to Programming	4	
<b>General Electives</b>			<b>32</b>
<b>Total Required Credits</b>			<b>128</b>

## Computer Science Major

In conjunction with the standard major, the department supports special interdisciplinary tracks in neuroinformatics, 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
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements</b>			<b>30</b>
<b>Computer Science Major:</b>			<b>48</b>
<b>Computer Science</b>			<b>44</b>
COSC 110	Introduction to Programming	4	
COSC 200	Discrete Structures for Computer Science	4	
COSC 210	Data Structures and Algorithms	4	
COSC 305	Computer Organization & Architecture	4	
COSC 306	Principles of Bioinformatics <i>or</i>	4	
COSC 315	Databases & Information Management		
COSC 325	Languages and Theory	4	
COSC 335	Operating Systems & Networking	4	
COSC 420	Software Engineering	4	
COSC 460	Current Topics in Computing	4	
COSC 470	Artificial Intelligence and Advanced Computing Strategies	4	
COSC 495	Senior Seminar and Project	4	
<b>Mathematics</b>			<b>4</b>
MATH 240	Calculus I	4	
<b>General Electives*</b>			<b>28</b>
<b>Total Required Credits</b>			<b>128</b>

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

<b>Bioinformatics Minor for Computer Science Majors Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Biology Core</b>		<b>12</b>
BIOL 203 Foundations of Biology I	4	
BIOL 333 Genetics	4	
BIOL 405 Cell and Molecular Biology	4	
<b>Biology Elective</b> (300 or 400-level, preferably an experimental course)	4	<b>4</b>
<b>Bioinformatics</b>		<b>8</b>
COSC 306 or BIOL 306 Principles of Bioinformatics	4	
COSC 407 or BIOL 407 Advanced Bioinformatics	4	
<b>Mathematics</b>		
Meet math requirements for any course listed above		
<b>Total Required Credits</b>		<b>24</b>

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\*

<b>Bioinformatics Minor for Majors in Other Disciplines* Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Biology Core</b>		<b>4-12</b>
BIOL 203 Foundations of Biology I	4	
BIOL 333 Genetics	4	
BIOL 405 Cell and Molecular Biology	4	
<b>OR**</b>		
BIOL elective(s) if core satisfied by another major/minor	4-8	
<b>Computer Science Core</b>		<b>4-12</b>
COSC 110 Introduction to Programming	4	
COSC 200 Discrete Structures for Computer Science	4	
COSC 210 Data Structures and Algorithms	4	
<b>OR**</b>		
COSC elective(s) if core satisfied by another major/minor	4-8	
<b>Bioinformatics</b>		<b>8</b>
COSC 306 or BIOL 306 Principles of Bioinformatics	4	
COSC 407 or BIOL 407 Advanced Bioinformatics	4	
<b>Mathematics</b>		
Meet math requirements for any course listed above		
<b>Total Required Credits</b>		<b>24-32</b>

\* 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.

## Mathematics Minor

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

## Computer Science Minor

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

### 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 finite differences, interpolations, differentiation and integration, Lagrangian formulas, solutions of equations, systems of equations initial-value problems for ordinary differential equations, curve fitting, and approximation theory. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200.

**MATH 330 Differential Equations (4)**

Study of ordinary differential equations. Methods of solutions to differential equations are presented and applied in detail. Topics include the general solution to a linear differential equation, linear homogeneous and nonhomogeneous differential equations of higher order with constant coefficients, Laplace transforms, infinite series methods, Legendre Polynomials, Bessel Functions, and linear systems of differential equations. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200. Offered: Spring.

**MATH 340 Linear Algebra (4)**

Study of fields, systems of linear equations, matrices, vector spaces, subspaces, bases and dimension, linear transformations, isomorphism, representation of transformations by matrices, linear functionals, determinants, eigenvalues and eigenvectors, invariant subspaces, inner product spaces, stochastic matrices, matrix exponentials, and numerical methods. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200. Offered: Fall.

**MATH 350 Vector Calculus (4)**

Study of vector algebra in two and three dimensions, equations of lines in space, scalar products, orientation, vector products, triple scalar products, vector identities, tensors, vector valued functions, velocity, tangent vectors, acceleration, vector fields, gradients, divergence, curl, the Laplacian, line integrals, potentials, conservative fields, irrotational fields, surface integrals, volume integrals, divergence theorem, Green's formula, and Stoke's theorem. Applications to electrostatics, force fields, potential theory, fluid flow, heat flow, gravitation, and wave equations. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200; PHYS 203 and PHYS 204.

**MATH 360 Complex Variables (4)**

Study of functions of a complex variable. Topics include analytic and harmonic functions, transformation and mapping, complex integration, power series, residues and poles, conformal mapping, and additional theory of functions. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200.

**MATH 370 Mathematical Statistics (4)**

Introduction to calculus-based probability theory and statistical inference. Topics include: probability measures, independence and conditional probability, discrete random variables, continuous random variables, distribution functions, expectations, multivariate distributions, correlations, binomial, Poisson, gamma, chi-square, normal distributions, sampling distributions, order statistics, moment-generating functions, functions of random variables, convergence of distributions, central limit theorem, point estimators, maximum likelihood, confidence intervals, hypothesis testing, sufficient statistics, Bayesian estimation, likelihood ratio tests, analysis of variance, linear regression, and nonparametric statistics. Prereq: MATH 270. Strongly recommended prereq: MATH 280 and/or COSC 200.

**MATH 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: Spring.

**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

### Minor

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 a minor in 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.

#### 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.

#### 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Philosophy Major:</b>		<b>36</b>
<b>Philosophy Core</b>		<b>24</b>
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	
<b>Philosophy/Political Science Electives</b> (select at least four courses)		<b>12</b>
PHIL 200 Christian Ethics	4	
PHIL 241 Introduction to Philosophy	4	
PHIL 311 Philosophy of Religion	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	
<b>General Electives</b>		<b>40</b>
<b>Total Required Credits</b>		<b>128</b>

## Philosophy and Religion Major

Philosophy and Religion Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Philosophy &amp; Religion Major:</b>		<b>36</b>
<b>Philosophy Core</b>		<b>16</b>
PHIL 301 History of Philosophy: Ancient/Medieval	4	
PHIL 302 History of Philosophy: Modern/Contemp	4	
PHIL 311 Philosophy of Religion <i>or</i>	4	
PHIL 328 Metaphysics		
PHIL 351 Logic	4	
<b>Philosophy Elective</b>		<b>4</b>
<b>Religion</b>		<b>16</b>
RELG 200 Christian Ethics	4	
RELG 201 Introduction to World Religions <i>or</i>	4	
RELG 300 Rituals and Myths in World Religions		
RELG 351 Contemporary Theology	4	
RELG/PHIL 498 Senior Seminar	4	
<b>General Electives</b>		<b>40</b>
<b>Total Required Credits</b>		<b>128</b>

## 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>31</b>
<b>Natural and Computational Sciences</b>		<b>9</b>
BIOL 203 Foundations of Biology I	4	
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry Laboratory	1	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>4</b>
MATH 240 Calculus I	4	
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
RELG 201 Introduction to World Religions	4	
<b>Physical Activity</b>		<b>2</b>
<b>Science and Religion Major:</b>		<b>50</b>
<b>Science and Religion Core</b>		<b>12</b>
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	
<b>Chemistry</b>		<b>4</b>
CHEM 215 Fundamentals of Organic Chemistry	3	
CHEM 216 Fundamentals of Organic Chemistry Lab	1	
<b>Mathematics and Computer Science</b>		<b>8</b>
MATH 260 Calculus II	4	
COSC 110 Introduction to Programming	4	
<b>Philosophy and Religion</b>		<b>12</b>
PHIL/RELG 311 Philosophy of Religion	4	
PHIL 328 Metaphysics	4	
RELG 333 Sociology of Religion	4	
<b>Physics</b>		<b>10</b>
PHYS 203 Physics I	5	
PHYS 204 Physics II	5	
<b>Psychology</b> (choose one)		<b>4</b>
PSYC 308 Physiological Psychology	4	
PSYC 409 Cognitive Psychology	4	
<b>Science and Religion Concentration</b> (Choose a concentration at right and complete all courses indicated)		<b>16-24</b>
<b>General Electives</b>		<b>0-13</b>
<b>Total Required Credits</b>		<b>128-139</b>

## Philosophy Minor

Philosophy Minor Required Courses	Course Credits	Total Required Credits
<b>Philosophy Core</b>		<b>8</b>
PHIL 301 History of Philosophy: Ancient/Med <i>or</i>	4	
PHIL 302 History of Philosophy: Modern/Contemp		
PHIL 351 Logic	4	
<b>Philosophy Electives*</b>		<b>12</b>
<b>Total Required Credits</b>		<b>20</b>

\*Students may also take POLS 315.

## Concentrations for the Science and Religion Major

Concentrations for the Science and Religion Major Required Courses	Course Credits	Total Required Credits
<b>Science and Religion Concentration</b> (Choose a concentration below and complete all courses indicated)		<b>16-24</b>
<b>Biology Concentration</b>		<b>20</b>
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	
<b>Chemistry Concentration</b>		<b>16</b>
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	
<b>Computer Science Concentration</b>		<b>24</b>
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	
<b>Mathematics Concentration</b>		<b>24</b>
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	
<b>Physics Concentration</b>		<b>16</b>
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	
<b>Pre-Health Concentration</b>		<b>16</b>
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	
<b>Religion Concentration</b>		<b>20</b>
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	
<b>Total Required Credits in a Concentration</b>		<b>16-24</b>

**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: Fall, on rotation.

**PHIL 351 Logic (4)**

Introduction to basic principles of correct reasoning, presenting criteria for sound, informal arguments and valid, deductive arguments. Offered: Spring.

**PHIL 491, 492, 493, and 494 Readings in Philosophy (1, 2, 3, and 4, respectively)**

Offered: As needed.

**PHIL 498 Seminar (4)**

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

**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.

**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)**

<b>Physics Major (BS) Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>32</b>
<b>Natural and Computational Sciences</b>		<b>10</b>
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry Laboratory	1	
PHYS 203 Physics I	5	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 240 Calculus I	4	
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Physics Major (Bachelor of Science):</b>		<b>62-65</b>
<b>Physics Core</b>		<b>25</b>
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	
<b>Physics Electives</b> (select three upper-level courses [300 and above] with lab, if offered)		<b>9-12</b>
<b>Mathematics and Computer Science Core</b>		<b>16</b>
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	
<b>Mathematics and Computer Science Electives</b> (select at least three)		<b>12</b>
MATH 280 Intro to Advanced Mathematics*	4	
MATH 320 Numerical Analysis	4	
MATH 340 Linear Algebra	4	
MATH 350 Vector Calculus	4	
MATH 360 Complex Variables	4	
<b>General Electives</b>		<b>9-12</b>
<b>Total Required Credits</b>		<b>128-131</b>

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

**Physics Minor**

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

\* PHYS 203 may also satisfy the general education natural and computational science requirement.

**Physics Major (Bachelor of Arts)**

<b>Physics Major (BA) Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>32</b>
<b>Natural and Computational Sciences</b>		<b>10</b>
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry Laboratory	1	
PHYS 203 Physics I	5	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 240 Calculus I	4	
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Physics Major (Bachelor of Arts):</b>		<b>40-41</b>
<b>Physics Core</b>		<b>21</b>
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	
<b>Physics Electives</b> (select one upper-level course [300 and above] with lab, if offered)		<b>3-4</b>
<b>Mathematics and Computer Science</b>		<b>16</b>
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	
<b>General Electives</b> (must be 300/400 level)*		<b>33-34</b>
<b>Total Required Credits</b>		<b>128</b>

\*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 degree 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)**

<b>Engineering Physics Major (BS) Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>32</b>
<b>Natural and Computational Sciences</b>		<b>10</b>
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry Laboratory	1	
PHYS 203 Physics I	5	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 240 Calculus I	4	
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Engineering Physics Major:</b>		<b>65-69</b>
<b>Physics Core</b>		<b>21</b>
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	
<b>Physics Electives</b> (Select four upper-level courses [300 and above] with lab, if offered. Note that these courses can alternately be upper-level engineering courses taken at other schools. See department chair for details.)		<b>12-16</b>
<b>Mathematics and Computer Science Core</b>		<b>16</b>
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	
<b>Mathematics and Computer Science Electives</b> (select at least four)		<b>16</b>
COSC 200 Discrete Structure for Computer Science*	4	
COSC 210 Data Structures & Algorithms	4	
MATH 320 Numerical Analysis	4	
MATH 340 Linear Algebra	4	
MATH 350 Vector Calculus	4	
MATH 360 Complex Variables	4	
<b>General Electives</b>		<b>5-9</b>
<b>Total Required Credits</b>		<b>128-135</b>

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

**Courses****IDSC 201 Scientific Methods (4)**

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

**PHYS 100 Physics for Society (4)**

Conceptual survey of all fields of physics, including modern developments, with an emphasis on the explanation of everyday physical phenomena. 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 Schrodinger, 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  
Serena Simoni, Assistant Professor  
Marissa Grayson, Instructor

## 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 (Introduction to Political Science) for the general education social science requirement.

\*See the World Languages and Cultures section for details on the Latin American studies minor and interdisciplinary concentration.

## Courses

**POLS 200 Introduction to Political Science (4)**

Introduction to the field of political science. Focus on political communities and the way in which groups organize to form governments. This is done in reference to the concept of democracy and the way in which political communities either attain or fall short of the democratic ideal. Required of political science majors. Offered: Fall and Spring.

**POLS 205 Introduction to American Politics (4)**

Survey of the structures and processes of the American political system with an emphasis on citizen participation. Required of political science majors. 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.



**Political Science Major**

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

**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.

<b>Public Administration Interdisciplinary Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Public Administration Interdisciplinary Concentration:</b>		<b>43-47</b>
<b>Political Science Core</b>		<b>12-16</b>
POLS 205 Introduction to American Politics	4	
POLS 316 Public Administration	4	
POLS 460 Internship (pass/fail)	4-8	
<b>Political Science Electives (Select three 300/400-level courses.)</b>		<b>12</b>
<b>Business*</b>		<b>19</b>
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	
<b>General Electives</b>		<b>29-33</b>
<b>Total Required Credits</b>		<b>128</b>

\*Students must complete their college math requirements before beginning the sequence of business courses, and must complete their 200-level business courses before registering for upper-level business courses.

**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 inter-state 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 nineteenth century to the present. Special focus on state-society relations. Subfield: World Politics.

**POLS 325 The Constitution and the Federalist Papers (4)**

Review of the United States Constitution and the Federalist Papers as an introduction to the ideas these founding documents represent. Subfields: Political Theory, American Politics.

**POLS 330 Classical Political Thought (4)**

Introduction to the most influential philosophical texts of the ancient world, with attention paid to the context of Greek cultural development. Subfield: Political Theory.

**POLS 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.

**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 are offered the flexibility of pursuing either an Analytical or Culture and Region Track, which allows students to take courses in a wide variety of disciplines.

**International Relations Interdisciplinary Concentration**

<b>International Relations Interdisciplinary Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>IREL Interdisciplinary Concentration:</b>		<b>57-60</b>
<b>International Relations Core</b>		<b>36</b>
<b>Political Science</b>		
POLS 310 U.S. Foreign Policy	4	
POLS 319 International Relations	4	
<b>History</b>		
HIST 200 The West in Global Perspective	4	
HIST 317 Nationalism*	4	
<b>Economics</b>		
ECON 201 Principles of Macroeconomics	4	
<b>World Languages</b>		
Two 4-credit courses at the 300-400 level	8	
<b>Methods and Capstone</b>		
POLS 301 Methods & Practice of Political Science**	4	
POLS 465 Senior Seminar in Political Science** (choose a section with international focus)	4	
<b>International Relations Tracks</b>		<b>21-24</b>
Choose one of two tracks--Analytical or Culture & Region--and complete four (4) courses from the primary track and two (2) courses from the secondary track. See the table at right for list of courses in each track.		
Primary Track (4 courses)	13-16	
Secondary Track (2 courses)	6-8	
<b>General Electives</b>		<b>16-19</b>
<b>Total Required Credits</b>		<b>128</b>

\* 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.

**Political Science Minor**

<b>Political Science Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Political Science Core</b>		<b>8</b>
POLS 200 Introduction to Political Science	4	
POLS 205 Introduction to American Politics	4	
<b>Upper-Level Courses in Special Field</b> (Select three upper-level courses, one in each of the subfields below.)		<b>12</b>
American Politics	4	
Political Theory	4	
World Politics	4	
<b>Total Required Credits</b>		<b>20</b>

**Analytical; Culture and Region Track Courses for the International Relations Interdisciplinary Concentration**

<b>International Relations Interdisciplinary Concentration Analytical; Culture &amp; Region Track Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Analytical Track Courses</b>		<b>13-16 or 6-8</b>
If primary track, complete four (4) courses (13-16 credits). OR If secondary track, complete two (2) courses (6-8 credits).		
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/HIST 348 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 450 Law and the World	4	
POLS 452 After Authoritarianism	4	
POLS 453 The State	4	
<b>Culture and Region Track Courses</b>		<b>16 or 8</b>
If primary track, complete four (4) courses (16 credits). OR If secondary track, complete two (2) courses (8 credits).		
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 310 The Middle Ages	4	
HIST 313 Reformation Europe	4	
HIST 316 The Age of Revolutions	4	
HIST 322 Early Twentieth Century Europe	4	
HIST 323 Recent European History	4	
HIST 405 Native Americas: An Ethnohistorical Seminar	4	
HIST 421 Ancient Near East and Greece	4	
HIST 422 Roman Republic and Empire	4	
HIST 424 Early Modern England	4	
HIST 425 Modern England	4	
HIST 426 The Modern Middle East	4	
HIST 429 Old Russia	4	
HIST 431 Modern Russia	4	
HIST 434 Folklore: Europe to America	4	
HIST 435 The Enlightenment	4	
HIST 438 Family, Sex, & Marriage in Modern England	4	
HIST 441 History of China to 1644	4	
HIST 442 Modern China	4	
HIST 443 Modern Japan	4	
HIST 444 Asia's Response to the West	4	
HIST 456 Vietnam: An American Watershed	4	
HIST 461 Modern Latin America	4	
HIST 462 Modern Mexico	4	
HIST 463 Monsoon Asia: Survey of Cultural History	4	
HIST 464 Africa/Mideast: Survey of Cultural History	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	
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.

**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 twenty-first 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. Offered: Fall, 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 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 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

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## 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). MATH 210 is a prerequisite for PSYC 305 (Statistics for the Social Sciences). Students with a strong high school algebra background should be able to take MATH 210 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. For students who have demonstrated strong college-level math skills, for example, successfully completing MATH 240 (Calculus I) or successfully completing one of the other general education mathematics courses with a good grade, the prerequisite of MATH 210 for PSYC 305 may be waived by permission of the instructor.

### Psychology Major

Courses should be selected in consultation with an advisor and in accordance to students' interests and career goals. The psychology major does not require a minor in any other discipline; however, students are encouraged to select a minor or a concentration of courses that will complement their interests, and educational and career goals.

Students typically take PSYC 305 (Statistics for the Social Sciences) and PSYC 306 (Research Methods) as a sequence during their junior year.

Students who take both PSYC 205 (Life-Span Development) and PSYC 210 (Child and Adolescent Psychology) may count only one of them toward the major or minor.

Students who intend to pursue graduate study and a career in psychology or a related area should take PSYC 301 (Internship) and/or PSYC 401 (Journal Seminar). These courses will help students to explore career options, gain pre-professional experience, and prepare for graduate work. PSYC 301 and PSYC 401 may be taken on a pass/fail basis only and will not count toward the major or minor. Students may take PSYC 401 more than once for credit. Students may take PSYC 301 up to two times for credit, as long as the internship placements differ.

Students may take PSYC 411 (Special Topics in Psychology) more than once if the topics are different and with permission of the department chair.

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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Psychology Major:</b>		<b>40</b>
<b>I. Fundamental Knowledge and Skills</b>		<b>12</b>
PSYC 101 General Psychology	4	
PSYC 305 Statistics for the Social Sciences	4	
PSYC 306 Research Methods	4	
<b>II. Human Development and Interaction</b> (select two courses)		<b>8</b>
PSYC 205 Life-Span Development	4	
PSYC 215 Abnormal Psychology	4	
PSYC 304 Social Psychology	4	
<b>III. Experimental Psychology</b> (select two courses)		<b>8</b>
PSYC 308 Physiological Psychology	4	
PSYC 408 Theories of Learning	4	
PSYC 409 Cognitive Psychology	4	
<b>IV. Electives*</b> (select two courses)		<b>8</b>
PSYC 203 Psychology of Adjustment	4	
PSYC 210 Child and Adolescent Psychology	4	
PSYC 220 Theories of Personality	4	
PSYC 310 Applied Psychology	4	
PSYC 312 Drugs and Human Behavior	4	
PSYC 320 Health Psychology	4	
PSYC 324 Human Sexuality**	4	
PSYC 402 History of Psychology	4	
PSYC 404 Approaches to Counseling & Psychotherapy	4	
PSYC 405 Measurement and Assessment	4	
PSYC 411 Special Topics in Psychology	2-4	
<b>V. Capstone Experience</b> (select one course)		<b>4</b>
PSYC 410 Directed Research	4	
PSYC 412 Senior Seminar	4	
<b>General Electives</b>		<b>36</b>
<b>Total Required Credits</b>		<b>128</b>

\* Any of the courses listed under Human Development and Interaction (II) and Experimental Psychology (III) not taken to fulfill a requirement may also count as electives with one restriction: only PSYC 205 or PSYC 210, but not both, may count towards the major or minor.

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

## 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. Prereqs: Eight (8) credits in psychology, completion of general education mathematics requirement, and either MATH 210 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

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## Faculty

Kenneth B.E. Roxburgh, Chair, S. Louis and Ann W. Armstrong Professor  
 David R. Bains, Professor  
 Penny L. Marler, Professor  
 James R. Barnette, Associate Professor  
 T. Scott McGinnis, Associate Professor  
 Joseph F. Scrivner, Assistant Professor  
 James R. Strange, Assistant Professor

## Undergraduate Programs and Requirements

### Majors

Religion  
 Religion with a Concentration in Congregational Studies

### Minors

Ministry and Missions  
 Religion

The Department of Religion offers two majors: religion and, for students preparing for a career in ministry, religion with a concentration in congregational studies. 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 or minor requirement.

### Congregational Studies Concentration

The department offers a concentration in congregational studies within the religion major for students preparing for a career in ministry. Students who intend to concentrate in congregational studies must choose at least one course in Area I, at least one course in Areas II and III, and three courses in Area IV. In addition, religion majors with a concentration in congregational studies have the option of completing RELG 499 (Senior Seminar in Congregational Ministry) instead of RELG 498 (Senior Seminar).

## 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.

## Religion Major

Religion Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Religion Major:</b>		<b>36</b>
<b>Religion Core</b>		<b>16</b>
RELG 201 Introduction to World Religions	4	
RELG 320 Creation & Covenant-Old Testament <i>or</i>	4	
RELG 350 Jesus and the Gospels		
RELG 371 The Craft of Religious Studies	4	
RELG 498 Senior Seminar	4	
<b>Choose one course each from three of the following four areas:</b>		<b>12</b>
<b>Area I. Jewish and Christian Scriptures</b>		
RELG 320 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	
<b>Area II. Historical/Cultural Studies</b>		
RELG 300 Rituals/Myths in World Religions	4	
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/HIST 433 Baptists: Their History & Theology	4	
<b>Area III. Theological/Ethical Studies</b>		
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	
<b>Area IV. Practice of Ministry</b>		
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	
<b>Religion Electives (choose two)</b>		<b>8</b>
<b>General Electives</b>		<b>40</b>
<b>Total Required Credits</b>		<b>128</b>

\* RELG 312 may be used to satisfy Area II, III or IV, but not all three simultaneously.

\*\* RELG 354 may be used to satisfy either Area III or IV, but not both simultaneously.

\*\*\* 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 Congregational Ministry) may be substituted for one Area IV requirement **with permission of the professor**.

Ministry & Missions Minor Required Courses	Course Credits	Total Required Credits
<b>Religion Core</b>		<b>8</b>
RELG 201 Introduction to World Religions	4	
RELG 354 Pastoral Theology <i>or</i> RELG 355 Missiology	4	
<b>Religion Electives</b> (from Area IV: Practice of Ministry) (select three courses, incl one at the 300/400 level)		<b>12</b>
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	
<b>Total Required Credits</b>		<b>20</b>

### Religion Minor

Religion Minor Required Courses	Course Credits	Total Required Credits
<b>Religion Core</b>		<b>4</b>
RELG 201 Introduction to World Religions	4	
<b>Religion Electives</b>		<b>16</b>
(At least 12 credit hours must be at the 300 level or above.)		
<b>Total Required Credits</b>		<b>20</b>

### 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 300 Rituals and Myths in World Religions (4)

Thematic introduction to world religions, focusing on rituals and myths. Exploration of how various religious traditions seek to order human life and how modern scholars have attempted to understand religions. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

### RELG 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 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 twenty-first century, focusing on the biblical, historical, and theological foundations of pastoral care. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor.

**RELG 355 Missiology (4)**

Introduction to missiology, focusing on its biblical, historical, and theological foundations, in order to explore the mission of God in the cultural context of the 21st century.

**RELG 361 Pastoral Care (4)**

Internship in hospital chaplaincy with 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 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 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 417 Hymnology (2)**

Survey of the historical development of congregational song in the Western church, with primary attention to texts. Emphasis is placed on the use of this literature in worship. Co-listed as MUSC 4170. Offered: Spring, 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 Senior Seminar (4)**

Correlation of the various studies within the religion major, focusing on a senior assessment paper or subject. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

**RELG 499 Senior Seminar in Congregational Ministry (4)**

Study of congregational ministry through supervised experience in church congregational or church-related settings. Prereqs: UCBP 101, UCCA 102, and UCCP 102, or permission of the instructor. Offered: Spring.

# Sociology

## Faculty

H. Hugh Floyd, Chair, Professor  
Theresa C. Davidson, Associate 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
<b>Sociology Major:</b>		<b>44</b>
<b>Sociology Core:</b>		<b>20</b>
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	
<b>Sociology Electives*</b>		<b>24</b>
<b>General Electives</b>		<b>32</b>
<b>Total Required Credits</b>		<b>128</b>

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

## Courses

### SOCI 100 Introduction to Sociology (4)

Introduction to the way sociologists view society. Questions explored include: Why is society organized the way it is? How and why do different societies establish different patterns of organization? How does society influence individuals? How and why does society change or remain the same over time? What factors in society influence occurrences such as social conflict, violence, crime, sexual deviance, social inequity, gender relations, religious practices, etc.?

### SOCI 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 203 Contemporary Social Problems (4)

Study of today's most pressing problems from the sociological perspective. Topics covered include alcohol and drug abuse, access and availability to health care, homicide, poverty, racism, rape, sexism, and sexual deviance, with a goal to understanding how personal limitations and expectations can sometimes cloud our perceptions and beliefs about these problems.

### SOCI 205 Sociology of Race and Ethnic Relations (4)

Exploration of historic social forces that shaped specific definitions, rivalries, prejudices and outcomes of race and ethnicity in North America. Examples of other racial and ethnic stratification provide critical/analytic comparisons with North America. Examination of the future of race and ethnicity through analysis of the socially constructed pathways that led to contemporary society.

### SOCI 310 Archaeology (4)

Investigation of world archaeology from the framework of major prehistoric cultural innovations. Discussion of the history of archaeology, theory, and methods of modern-day archaeologists and the significance of archaeological research to modern-day problems. Prereq: SOCI 100, or permission of the instructor. Offered: Summer.

### SOCI 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 Sociology of Medicine (4)**

Exploration of how society and culture influence perceptions that certain conditions/behaviors are indicators of health or illness. Questions include: Where do people seek help and how is it delivered/received? How widespread is illness and disease in society? Do factors such as gender, race, etc., impact which people get sick and what happens to them? What purpose does health care serve for the society at large? How does the United States health care system compare to those found in other societies? Prereq: SOCI 100 or permission of department chair.

**SOCI 339 Sociology of Mental Disorder (4)**

Study of the relationship between mental disorder and society. Issues addressed include the impact of the sociocultural context on the definition of mental disorder, and the distribution of mental disorder among persons based on gender, age, race, social class, and rural or urban residence. Analysis of effects of different forms of social organization and policy on the experiences of those identified as mentally disordered. Examination of the consequences of law and treatment services on social regulation for the mentally disordered. Prereq: SOCI 100 or permission of department chair.

**SOCI 343 Criminology (4)**

Introduction to the various theoretical approaches that guide the study of crime and its implications. Examination of problems related to the definition of crime, the extent or distribution of crime in society, as well as the impact of criminal activity on society. Review of the criminal justice system, the social processes that occur within it and the outcomes of this system for individuals and the community. Prereq: SOCI 100 or permission of department chair.

**SOCI 345 Juvenile Delinquency (4)**

Examination of juvenile delinquency using the sociological perspective. Critical questions include: What is juvenile delinquency? What is the distribution of juvenile delinquency in society? In which groups are youth more likely to be delinquent? Are there particular characteristics of society which influence patterns of juvenile delinquency? What research methods are used to study delinquency? How is society responding with regard to prevention and treatment of delinquency among youth? Prereq: SOCI 100 or permission of department chair.

**SOCI 347 Independent Study (2 or 4)**

Independent studies course that must comply with the following procedures: 1) Student is responsible for identifying an appropriate topic for investigation. 2) Student must determine if a faculty member can or will be able to undertake the project. This must be done at least one semester prior to the semester during which the work is to be completed. 3) Criteria for fulfilling the requirements for credit must be established between the student and the directing faculty member. 4) Agreement must be on file with the faculty member and the department. Students taking this course must have junior standing and have completed at least eight credits of sociology. Prereq: SOCI 100 or permission of department chair.

**SOCI 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. (Formerly SOCI 201)

**SOCI 349 Sociology of Children (4)**

Exploration of the social construction of childhood over time and space, presenting a view of childhood distinct from popular notions. Concepts covered include social forces involved in shaping childhood in North America; how society has changed its definition of childhood over the years; how children negotiate their social roles with each other and with adults; and how children create their own culture distinct from adult culture. Social problems that children experience are focal points for research in the course. Prereq: SOCI 100.

**SOCI 360 Urban Geography: 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 twenty-first 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 401 Social Psychology (4)**

Introduction to social psychology from a sociological perspective, examining the relationship between the person and society. Questions include: What impact does society have on the formation of identity and the view we have of ourselves? How do we, as a society, create a perspective of the world around us and use this perspective to regulate each other? What processes regulate the way we establish organizations such as family or work groups and interact within these social groups? Prereq: SOCI 100 or permission of department chair.

**SOCI 403 Social Class and Inequality (4)**

Examination of the various ways societies have organized the production and distribution of resources, and the results for social inequality. Concepts covered include the different ways we currently structure, define, and produce class in American society; assessment of the importance of socioeconomic class in society, and its consequences for social cohesion and optimal social functioning; and assessment of how class inequality interacts with other socially stratified systems such as race/ethnicity and sex/gender. Prereq: SOCI 100 or permission of department chair.

**SOCI 405 Sociology of Deviance (4)**

Examination of deviance using the major sociological theories, focusing on the incidence and distribution of deviance in society and explaining it from a sociological point of view. Prereq: SOCI 100 or permission of department chair.

**SOCI 407 Sociology Internship (4)**

Internship in which students can receive credit for community-based experience in agencies or organizations that deal with issues such as juvenile services, probation, literacy, the elderly, children's health care, etc. Through contact with department faculty and preparation of a written assessment, students develop and utilize a sociologically-based understanding of their experience. Prereq: Junior standing and 12 credits of sociology coursework.

**SOCI 409 Special Topics in Sociology (2 or 4)**

Classroom-based course in lecture and/or discussion format. Topics vary. See class schedule for topic. Prereq: SOCI 100 or permission of department chair.

**SOCI 410 Sociological Theory (4)**

Introduction to theories 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

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## Faculty

Mikle D. Ledgerwood, Chair, Professor, French and Linguistics  
 Myralyn F. Allgood, Professor, Spanish  
 Millicent A. Bolden, Associate Professor, Spanish  
 Kelly C. Jensen, Associate Professor, Spanish  
 Lynda J. Jentsch, Associate Professor and Program Director, Spanish  
 Mary E. McCullough, Associate Professor and Program Director, French  
 Charlotte L. Coleman, Assistant Professor, Spanish  
 Heather A. West, Assistant Professor, French, Director of Laboratories,  
 and Director, Critical Languages Program  
 Charles E. Workman, Assistant Professor, Spanish, Assistant Director of Laboratories  
 Marigene Chamberlain, Instructor, Spanish, Coordinator of Language Study Abroad  
 Carolyn R. Crocker, Instructor, Spanish  
 Angela D. Ferguson, Instructor, German  
 Andy M. Milstead, Instructor, Spanish, and Administrative Director of Laboratories

## Undergraduate Programs and Requirements

### Majors

French  
 German  
 Spanish  
 World Language and Literature  
 (Two Languages)

### Minors

French  
 German  
 Portuguese  
 Spanish  
 Latin American Studies  
 World Languages

### 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 language and literature major. The department also offers interdisciplinary concentrations in global studies, Latin American studies and language and world trade. 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, Portuguese, 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 Teacher Education 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 and in selected programs in the Orlean Bullard Beeson School of Education and Professional Studies only. See those sections of the catalog and/or consult with an advisor in those schools 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, Hindi, Italian, Japanese, 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). Students may take up to 8 credits in these courses. A maximum of 4 mentored credits at the 300- and 400-level of instruction may be applied to a major or minor.

## University Core Curriculum and General Education Requirements

See University Core Curriculum and General Education Requirements in the Howard College of Arts and Sciences introductory pages for a list of required and applicable courses.

## Required Minor for Language and Literature Majors

WLAC's language and literature majors are required to complete a minor, choosing one of the following options:

1. An established minor in a second world language.
2. An established minor (or second major) in another discipline
3. A specially designed world languages minor, consisting of six courses in a combination of other languages at any level, created in consultation with a WLAC faculty advisor.

## French, German, or Spanish

### Language and Literature Major (One Language)

The bachelor of arts in French, German, or Spanish language and literature prepares students for a variety of career and graduate school options. The program of study may be combined with essential education courses to earn teacher certification.

<b>French, German, or Spanish Language and Literature Major (One Language) Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Language &amp; Literature Major (One Language):</b>		<b>32</b>
<b>French, German, or Spanish</b>		<b>32</b>
Elementary French, German, or Spanish 101 (or equivalent proficiency)	(4)*	
Elementary French, German, or Spanish 102 (or equivalent proficiency)	(4)*	
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202** <i>or</i> Accelerated Intermediate French or Spanish 203**	(4)* (4)* <i>or</i> (4)*	
French, German, or Spanish 300- and 400-level courses, including two literature courses at the 400-level and the Senior Project***	32	
<b>Required Minor</b>		<b>20</b>
<b>General Electives</b>		<b>24</b>
<b>Total Required Credits</b>		<b>128</b>

\*Four of these credits are included in the General Education Requirements; the balance will be applied towards General Electives.

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

\*\*\*Senior Project may be replaced by an eighth upper-level course by second majors only.

## World Language and Literature Major French, German, and/or Spanish (Two Languages)

<b>World Language and Literature Major French, German, and/or Spanish (Two Languages) Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Language &amp; Literature Major (Two Languages):</b>		<b>36</b>
<b>French, German, or Spanish</b>		<b>36</b>
Elementary French, German, or Spanish 101 (or equivalent proficiency)	(8)*	
Elementary French, German, or Spanish 102 (or equivalent proficiency)	(8)*	
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202** <i>or</i> Accelerated Intermediate French or Spanish 203**	(8)* (8)* <i>or</i> (8)*	
Eight French, German, or Spanish 300- and 400-level courses (four in each language), including one 400-level literature course in each language, plus one Senior Project that combines the two languages.	36	
<b>General Electives</b>		<b>40</b>
<b>Total Required Credits</b>		<b>128</b>

\*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.

## 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.

<b>Language and World Trade Interdisciplinary Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Language &amp; World Trade Interdisciplinary Concentration:</b>		<b>72-76</b>
<b>Language Courses</b>		<b>40</b>
Intermediate French, German, or Spanish 201** and Intermediate French, German, or Spanish 202**	(4)*	
<i>or</i>	(4)*	
Accelerated Intermediate French or Spanish 203**	(4)*	
Conversation/Composition Course	4	
Civilization and Culture Course	4	
Literature 400-level Courses	8	
Major Language Electives, 300- and 400-level	8	
French, German, Spanish 370	4	
French, German, Spanish 470	4	
One year of a second language	8	
<b>Business and Mathematics Courses</b>		<b>29</b>
<b>Group I (to be completed first)</b>	<b>14</b>	
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 260 Computer Competency Assessment	1	
ECON 201 Principles of Macroeconomics*	(4)*	
ECON 202 Principles of Microeconomics	3	
MATH 210 Elementary Statistics	4	
<b>Group II (Prereq: Junior standing and completion of Group I)</b>	<b>15</b>	
BUSA 252 Legal Environment of Business	3	
FINC 321 Financial Management	3	
MNGT 303 Principles of Management	3	
MNGT 484 International Management	3	
MARK 311 Marketing Management	3	
<b>Electives: (Select from list below; other electives can be taken with advisor's permission.)</b>		<b>3-7</b>
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 461 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	
<b>General Electives</b>		<b>4</b>
<b>Total Required Credits</b>		<b>128</b>

\* Four of these credits are included in the General Education Requirements; the balance will be applied towards General Electives.

\*\* 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.

<b>Latin American Studies Interdisciplinary Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>	
<b>University Core Curriculum</b>		<b>22</b>	
<b>General Education Requirements</b>		<b>30</b>	
<b>Latin American Studies Interdisciplinary Concentration:</b>		<b>48-52</b>	
<b>I. Language</b>		<b>12-16</b>	
PORT 101 Elementary Portuguese I and	4		
PORT 102 Elementary Portuguese II	4		
<i>or</i>	<i>or</i>		
PORT 103 Accelerated Elementary Portuguese	4		
SPAN 301 Conversation/Composition/Grammar	4		
SPAN 302 Conversation/Composition/Reading	4		
<b>II. Interdisciplinary Course</b>			<b>4</b>
LAST 201 Introduction to Latin American Studies	4		
<b>III. Discipline-Based Courses:</b>			<b>20</b>
<b>A. Social Science (choose two)</b>			
Geography: GEOG/POLS 397 Andes to Amazon: Physical Landscapes of Latin America	4		
History: HIST 461 Modern Latin America	4		
Political Science: POLS 322 Latin American Politics	4		
<b>B. Literature (choose one)</b>			
SPAN 403 Spanish American Literature I	4		
SPAN 404 Spanish American Literature II	4		
SPAN 405 Special Topics*	4		
SPAN 406 Special Topics*	4		
<b>C. Civilization/Culture (choose two)</b>			
LAST 380 Latin American Studies Seminar	4		
SPAN 316 Latin American Culture I	4		
SPAN 317 Latin American Culture II	4		
<b>IV. Study Abroad in Latin America (select one of the following):</b>		<b>4</b>	
BIOL 340 Amazon Rain Forest	4		
PORT 351 Language Study Abroad: Adv Port I	4		
PORT 352 Language Study Abroad: Adv Port II	4		
PORT 353 Language Study Abroad: Cultural Studies I	4		
PORT 354 Language Study Abroad: Cultural Studies II	4		
SPAN 351 Language Study Abroad: Adv Spanish I	4		
SPAN 352 Language Study Abroad: Adv Spanish II	4		
SPAN 353 Language Study Abroad: Cultural Studies I	4		
SPAN 354 Language Study Abroad: Cultural Studies II	4		
<b>V. Latin America in Global Perspective (select one of the following):</b>			
BIOL 326 Environmental Science	4		
ECON 397 International Studies in Economics*	4		
KINS 312 Food, Culture, & Society*	4		
PHYS 100 Physics for Society*	4		
POLS 319 International Relations	4		
POLS 363 Politics of Developing Nations	4		
POLS 451 Geography of International Affairs	4		
<b>VI. Capstone Course</b>			<b>4</b>
LAST 480 Perspectives on Latin America	4		
<b>General Electives (chosen with advisor's approval)</b>			<b>24-28</b>
<b>Total Required Credits</b>		<b>128</b>	

\* Courses must have a Latin American focus.

## WLAC Minors - French, German, Portuguese, 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, Portuguese, and Spanish, consisting of 20 credits beyond the 202\* or 203\* language course.

Students in other disciplines may also choose to pursue a specially designed world languages minor consisting of six courses in a combination of other world languages at any level, excluding courses taken to satisfy the general education requirement, and created in consultation with a WLAC faculty advisor.

### French, German, Portuguese, or Spanish Minor

<b>French, German, Portuguese, or Spanish Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>French, German, Portuguese, or Spanish</b>		<b>20-36</b>
Intermediate French, German, Portuguese, or Spanish 201** and Intermediate French, German, Portuguese, or Spanish 202**	(4)*	
<i>or</i>	<i>or</i>	
Accelerated Intermediate French or Spanish 203**	(4)*	
300/400-level courses (French, German, Portuguese, or Spanish)	20	
<b>Total Required Credits</b>		<b>20-36</b>

\* Four of these credits are included in the General Education Requirements; the balance will be applied towards General Electives.

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

### World Languages and Cultures Minor

<b>World Languages and Cultures Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>World Languages</b>		<b>24</b>
World language courses, any combination (excluding those that apply towards the general education language requirement)	24	
<b>Total Required Credits</b>		<b>24</b>

### Latin American Studies Interdisciplinary Minor

<b>Latin American Studies Interdisciplinary Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Latin American Studies Core</b>		<b>12</b>
LAST 201 Introduction to Latin American Studies	4	
SPAN 301 Conversation/Composition/Grammar*	4	
SPAN 302 Conversation/Composition/Reading*	4	
<b>Latin American Cultural Studies (choose one)</b>		<b>4</b>
LAST 380 Latin American Studies Seminar	4	
SPAN 316 Latin American Culture I*	4	
SPAN 317 Latin American Culture II	4	
<b>Latin American Studies Electives (choose two)</b>		<b>8</b>
GEOG 397 Andes to Amazon: Physical Landscapes of Latin America	4	
HIST 461 Modern Latin America	4	
POLS 322 Latin American Politics	4	
<b>Total Required Credits</b>		<b>24</b>

\*Or the equivalent SPAN study abroad option in Latin America.

## 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.

<b>Global Studies Interdisciplinary Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>30</b>
<b>Global Studies Interdisciplinary Major:</b>		<b>56-72</b>
<b>Global Studies Core</b>		<b>8-24</b>
HIST 200 The West in Global Perspective	4	
HIST 300 The Historian's Craft	4	
Elementary World Language courses*	(4-8)	
Intermediate or Accelerated Intermediate World Language courses*	(4-8)	
<b>Global Studies Electives</b>		<b>36</b>
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	
<b>Cultural Immersion</b>		<b>8</b>
Complete eight credits of international study or internship, subject to approval of academic advisors.	8	
<b>Capstone</b>		<b>4</b>
HIST 495 Senior Seminar	4	
<b>General Electives</b>		<b>4-20</b>
<b>Total Required Credits</b>		<b>128</b>

\*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.

## Courses

### FRENCH

#### FREN 101 and 102 Elementary French I and II (4 each course)

Introduction to French language and culture, aimed at developing basic proficiency in understanding, speaking, reading, and writing French. Three class meetings and two audiovisual and computer laboratory sessions weekly provide students with novice-level proficiency in preparation for the intermediate-level sequence. Prereq for FREN 102: Successful completion of FREN 101, satisfactory score on placement exam, or permission of program director. Offered: Fall (101); Spring (102)

#### FREN 201 and 202 Intermediate French I and II (4 each course)

Systematic review of French with continued emphasis on enhancing proficiency in understanding, speaking, reading, writing, and cultural understanding. Sequence includes two class meetings and two audiovisual and computer laboratory sessions weekly to provide a setting for intermediate-level mastery. Completion of this sequence fulfills the general education language requirement. Prereq for FREN 201: Successful completion of FREN 102 or satisfactory score on placement exam. Prereq for FREN 202: Successful completion of FREN 201. Offered: Fall (201), Spring (202), Summer 1 (both, locally), and Summer 2 (both, abroad).

#### FREN 203 Accelerated Intermediate French (4)

Accelerated intermediate course that compresses essential elements of FREN 201 and FREN 202 into one semester. Designed to develop cross-cultural understanding and proficiency in speaking, reading, writing, and understanding, it includes three class meetings and two laboratory sessions each week. Successful completion of this sequence fulfills the general education language requirement. Prereq: Grade of A in FREN 102 or the required score on the placement exam. Offered: Fall.

#### FREN 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-level 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.

**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.

**GREEK and HEBREW**

See Department of Classics and the Biblical Languages course listing in the Department of Religion, respectively.

**LATIN**

See course listing in the Department of Classics.

**LATIN AMERICAN STUDIES****LAST 201 Introduction to Latin American Studies (4)**

Interdisciplinary introduction to the literature, drama, religion, philosophy, and fine arts of Latin America. Taught in English. Successful completion fulfills the general education humanities requirement.

**LAST 380 Latin American Studies Seminar (4)**

Exploration of special topics on Latin American culture and civilization, using an interdisciplinary approach. This course may also be taken as PORT 380 or SPAN 380 and may be cross-listed as a special topics course in disciplines related to Latin American studies. Taught in English. Prereq: SPAN or PORT 202; SPAN 203 or the equivalent; and permission of program director. Offered: On rotation.

**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.

**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 and Jan Term (101), Spring (102), and Summer (both, locally and abroad).

**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: SPAN 202, 203, or the equivalent. 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 twentieth century. Spanish is actively used in presentations, interactive class discussion, and writing assignments. One civilization course is required of all majors. Prereq: SPAN 202, 203, or the equivalent. Offered: Fall.

**SPAN 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: SPAN or PORT 202; SPAN 203 or the equivalent; and permission of program director. 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.

**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.

**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 (Adult Degree Program) students. Courses are sequential, with successful completion of the previous course serving as prerequisite to the next. Courses numbered 101 and 201 are offered during fall semesters only; courses numbered 102 and 202 are offered during spring semesters only. A WLAC minor (see description, p. 126) 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. Course sequences are as follows:

**ARAB, CHIN, CREO, HIND, ITAL, JAPN, KORE\*, PORT, RUSS, SWAH, THAI 101 & 102 Elementary I and II (4 each course)**

Introduction to understanding, speaking, reading, and writing the target language. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Prereq for CREO 101/102: Permission of the department. Prereq for KORE 101: Instructor's permit. Offered: Fall (101); Spring (102). \*Only KORE 101 available at this time.

**ARAB, CHIN, HIND, ITAL, JAPN, PORT, RUSS, SWAH, THAI 201 and 202 Intermediate I and II (4 each course)**

Continued study in understanding, speaking, reading, and writing the target language. Self-instructional (text and AV material), with two intensive tutorial drills and two laboratory sessions per week. Offered: Fall (201); Spring (202).

**THAI 205 Intermediate Thai II (4)**

Intensive practice of listening, speaking, reading, and writing the target language 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. Prereq: THAI 202 and instructor's permit. Offered: Fall.

**ARAB, CHIN, HIND, ITAL, JAPN, PORT, RUSS, SWAH, THAI 311, 321, & 331 Directed Teaching Experience I, II, and III (1 each course)**

Guided practicum in language teaching to develop the individual's linguistic, instructional, and leadership skills. Prereqs: Successful completion of 202 level in the target language, or the equivalent, and permission of program director.

**ARAB, CHIN, HIND, ITAL, JAPN, PORT, RUSS, SWAH, THAI 351 and 352 Language Study Abroad: Advanced I and II (4 each course)**

Intensive practice of audio-lingual skills and advanced grammatical structures in a setting abroad where the target language is spoken. Stresses practical communication and effective self expression in the target language.

**ARAB, CHIN, HIND, ITAL, JAPN, PORT, RUSS, SWAH, THAI 353 and 354 Language Study Abroad: Cultural Studies I and II (4 each course)**

Study of civilization and culture and overview of contemporary society in a target-culture setting abroad.

**ARAB, CHIN, HIND, ITAL, JAPN, PORT, RUSS, SWAH, THAI 360 Language for Missions Internship (1-4 each term of service)**

Missions fieldwork in a country where the target language is spoken, under the direction of a Samford mentor and on-site mission personnel. Open to all students with intermediate language proficiency or higher in the target language. Prereq: Permission of the program director and the WLAC language missions coordinator. Offered: As needed.

# English Language Learner Institute (ELLI)

## Administration

Sandi Prater, Coordinator of English Language Learner Institute (ELLI)  
Susan Blazer, Assistant Coordinator of ELLI  
Katherine Jarnigan, ESL Educator and ELLI Technology Coordinator

## Noncredit Program Overview

The English Language Learner Institute (ELLI) at Samford University offers a concentrated English language noncredit curriculum designed to help non-native English speakers develop the English skills needed to achieve academic success in an American university.

ELLI offers two types of programs: 1) an English Bridge Program which provides English training for undergraduate students to prepare them for university classes, and 2) an ESL Academic Support Program for graduate students, which includes academic content tutoring and ESL classes. Both programs include technology-based instruction and cultural awareness activities.

The English Bridge Program includes four levels of classes in each of the following language skills: listening and speaking, reading, and writing. Grammar classes are offered in three levels. Each English Bridge Program class is a three-hour class. The English Bridge Program also offers electives that are one-hour classes. Electives vary by semester and need of the current student population.

## Noncredit Curriculum - Undergraduate

### LISTENING AND SPEAKING COURSES

#### ESLB 031 Listening and Speaking 1

For beginners or near beginner students. In this class, students will gain confidence to take risks in the new language. Basic interpersonal and conversational skills will be emphasized in this class. At the end of this class, students will be able to do the following: talk about basic personal information and needs, formulate appropriate questions in daily conversations, understand the main idea of simple conversations related to personal information and needs (when spoken slowly and repeated) and give personal narratives in the present tense.

#### ESLB 032 Listening and Speaking 2

For intermediate level students. At the end of this class, students will be able to do the following: speak in simple phrases and short sentences as appropriate in daily conversations, display correct usage of the verb "be" in speaking, identify main ideas and supporting details of short lectures, produce personal narrations in the past tense, distinguish problematic vowel and consonant sounds and attempt to produce in daily interactions, identify syllable stress of words, utilize appropriate question intonation different types of questions and give short, organized, class presentations.

#### ESLB 033 Listening and Speaking 3

For advanced intermediate students. At the end of this class, students will be able to do the following: speak about a variety of subjects, speak for 5-7 minutes on one topic with connected thoughts, formulate appropriate questions about material from lectures and discussions, take notes during lectures at near-normal speech, orally narrate in past, present, future tenses, and identify word stress of sentences and phrases.

#### ESLB 034 Listening and Speaking 4

For advanced students. At the end of this class, students will be able to do the following: plan and deliver a 5-10 minute presentation on an academic topic in a variety of rhetorical modes, support and argue an opinion, speak about hypothetical situations and inferences and outcomes, listen to and understand complex discourse and lectures (spoken at normal rate of speech and with little rewording), master intonation of expressive tones and emotions. This is a pre-Communication Arts class, designed to prepare students for the oral presentation component of the Communication Arts class at Samford.

### READING COURSES

#### ESLB 041 Reading 1

For beginners and near beginners. At the end of this class, students will be able to do the following: read text of 200-400 words, determine the meaning of new words through context, find the main idea and supporting details, recognize punctuation usage, identify pronoun references to antecedent, and display knowledge of reading.

#### ESLB 042 Reading 2

For intermediate students. At the end of this class, students will be able to do the following: read a text of 400-600 words, build on reading skills of level one, develop word study skills, determine the meaning of new words using semantics and syntax, and determine point of view.

#### ESLB 043 Reading 3

For intermediate advanced students. At the end of this class, students will be able to do the following: read a text of 600-1000 words, manipulate a graphic organizer to show cause and effect, determine the meaning of words from context clues, locate details and key words in text, outline main ideas and important details, make inferences based on information in the text, compare and contrast points of view presented in a text, and read a novel in English as a means to study literary elements.

#### ESLB 044 Reading 4

For advanced students. At the end of this class, students will be able to do the following: read a text of 1500+ words, develop critical reasoning skills through the reading of significant texts and evaluating different viewpoints and arguments, understand the world through multiple perspectives and different world values, make inferences based on information in the text, read a novel in English as a means to study literary elements, distinguish main ideas, important details, and examples to use in arguing a perspective, and determine the meaning of words from context clues. This is a pre-Cultural Perspectives class designed to prepare students for the Cultural Perspectives class at Samford.

### WRITING COURSES

#### ESLB 051 Writing 1

For beginners or near beginners. At the end of this class, students will be able to do the following: use basic grammar necessary for writing, learn basic sentence structure, learn the structure of a paragraph, learn appropriate paper heading, spacing, and font style/size, effectively use graphic organizers, and avoid plagiarism by summarizing. The pre-requisite for this class is Grammar 1, unless assessment placement scores indicate otherwise.

#### ESLB 052 Writing 2

For intermediate students. At the end of this class, students will be able to do the following: identify the steps in the writing process, write a five-paragraph essay (narrative, opinion, comparison and contrast and descriptive essays), learn appropriate paper heading, spacing, and font style/size, avoid plagiarism by summarizing and paraphrasing, and utilize basic revision skills.

#### ESLB 053 Writing 3

For advanced intermediate students. At the end of this class, students will be able to do the following: write a well-organized five paragraph essay, apply citation skills required for a research paper, write research paper of 5-6 pages with citation page, utilize library and library resources, avoid plagiarism by citing sources, utilize refined revision skills, and develop ideas for writing.

#### ESLB 054 Writing 4

For advanced students. At the end of this class, students will be able to do the following: write a research paper of 7-8 pages with citation page, utilize library and library resources, practice writing skills necessary for success in university level studies, avoid plagiarism by citing sources, utilize refined revision skills, and develop ideas for writing. This is a pre-Communication Arts class, designed to prepare students for the writing component of the Communication Arts class at Samford.

## GRAMMAR COURSES

### ESLB 021 Grammar 1

For beginners or near beginners. At the end of this class, students will be able to do the following: display understanding of basic grammatical forms, meaning and use at the sentence and paragraph level in writing and at the phrase level in speaking. The class will focus on basics of grammatical structures, for example: nouns, adjective, simple present, simple past, present continuous, future tense, adverbs of frequency, adjectives, definite articles and other basic grammatical forms.

### ESLB 022 Grammar 2

For intermediate students. At the end of this class, students will be able to do the following: display understanding of more complex grammatical structures through writing assignments and sustained discussions in speaking that are grammatically nearly accurate. Students will learn specific and appropriate uses of the following grammatical functions: present perfect, future tense (distinguish appropriate form for context), if . . . then clauses, modals, indefinite and definite articles, order of adjectives, adverbs, gerunds/Infinitives, phrasal verbs and other applicable grammar functions that assessments reveal are needed.

### ESLB 023 Grammar 3

For advanced intermediate and advanced students. At the end of this class, students will be able to do the following: display consistent and appropriate use of grammatical structures for complex and abstract writing and speaking skills. Students will learn to distinguish best use of the following grammatical functions: present perfect, present perfect continuous, past perfect, past perfect continuous, modals, passive sentences, Indefinite and definite articles, relative clauses, conditionals, noun clauses, reported speech, and more complex applications of present, past and future tenses, and other applicable grammar functions that assessments reveal are needed.

## ESL ELECTIVES

One or two hour classes. Some courses are required for all ELLI students. Some courses are required of certain declared majors or for dual enrollment students.

### ESLB 061 ESLB Business Vocabulary I

Designed for ELLI students who are pre-business majors. This class will give students basic business vocabulary related to banking, business communications through email correspondence and business letters and exposure to undergraduate business classes. This is a two-hour elective class.

### ESLB 062 ESLB Business Vocabulary II

Designed for ELLI students who are pre-business majors. This class will build on the basic business vocabulary from ESL Business Vocabulary 1 and advance business communication skills. This class will also include basic vocabulary related to other academic subjects, thus building necessary background knowledge needed to succeed in the Samford general education curriculum as well as in American business classes. This class will include exposure to undergraduate classes. This is a two-hour elective class.

### ESLB 063 ESLB Lab Practice

Designed for extra practice in all English skills – listening, speaking, reading, grammar and writing through interactive learning. This is a one-hour elective class.

### ESLB 064 ESLB Cultural Intelligence

Designed to teach students about cultural intelligence, culture shock, appreciating cultural differences and adjustment to a new culture. This class will also provide opportunities for interaction with and building relationships with Samford undergraduate students and the Birmingham community. This class also includes cultural events two times per month. Students will be taught background information and vocabulary to enhance cultural events experiences and in preparation for general curriculum classes. This class is a two-hour elective.

### ESLB 065 ESLB Cultural Intelligence

Designed to provide students with an interactive outlet to discuss issues related to appreciating cultural differences and further adjustment to a new culture. This class will also provide opportunities for interaction with and building relationships with Samford undergraduate students and the Birmingham community. This class also includes cultural events two times per month. Students will be taught background information and vocabulary to enhance cultural events experiences. This class is a two-hour elective. This class builds on experiences and knowledge learned in ESLB 064 (ESLB Cultural Intelligence). This class is a two-hour elective.

### ESLB 066 ESLB Special Topics

Combination independent study and seminar class. Each student will be given an independent study and tutoring plan. Students will practice oral, reading, writing and grammar skills (targeted at the individual students' proficiency levels) in independent work and projects. Students will also meet with the ESL educator and as a class throughout the term.

## ESL Courses for Graduate Students

### ESLM 011 ESL Master Integrated Skills and Content Tutoring 1

ESL class for master of science in environmental management (MSEM) graduate students who are required to take ESL classes based on TOEFL or IELTS scores. This class will focus on the language skills of listening, speaking, reading, grammar and writing through interactive activities to facilitate learning. The course will empower students to interact in their science courses and in their everyday lives as visitors to this country. The course will integrate ESL proficiency skills with the science curriculum from the MSEM classes. This class will include a lab component. Students must score 85% in their class and receive a 4 or higher on all levels of the WebCAPE assessment in order to exit ESL Master classes.

### ESLM 012 ESL Master Integrated Skills and Content Tutoring 2

Second semester of the general ESL class for master of science in environmental management (MSEM) graduate students who are required to take ESL classes based on TOEFL or IELTS scores. This class will also focus on the language skills of listening, speaking, reading, grammar and writing through interactive activities to facilitate learning, with a focus on more advanced English skills. The course will empower students to interact in their science courses, with an emphasis on oral presentation skills for graduate classes. The course will further integrate ESL proficiency skills with the science curriculum from the MSEM classes. This class will also include a lab component. Students must score 85% in their class and receive a 4 or higher on all levels of the WebCAPE assessment in order to exit ESL Master classes.

### ESLM 054 Academic Writing for ESL Environmental Science

ESL class for graduate students of the MSEM program, which will introduce them to academic writing expectations in American universities while supporting their academic content needs. Emphasis will also be given to understanding what plagiarism is and how to properly credit sources and summarize information. Through the projects and research papers required for their courses, students will continue to improve revision skills, citation of sources skills, and development of connected thought. In order to exit an ESL writing, a student must score a level four on an end of the semester writing prompt and receive a recommendation to exit from the professors in the MSEM program.

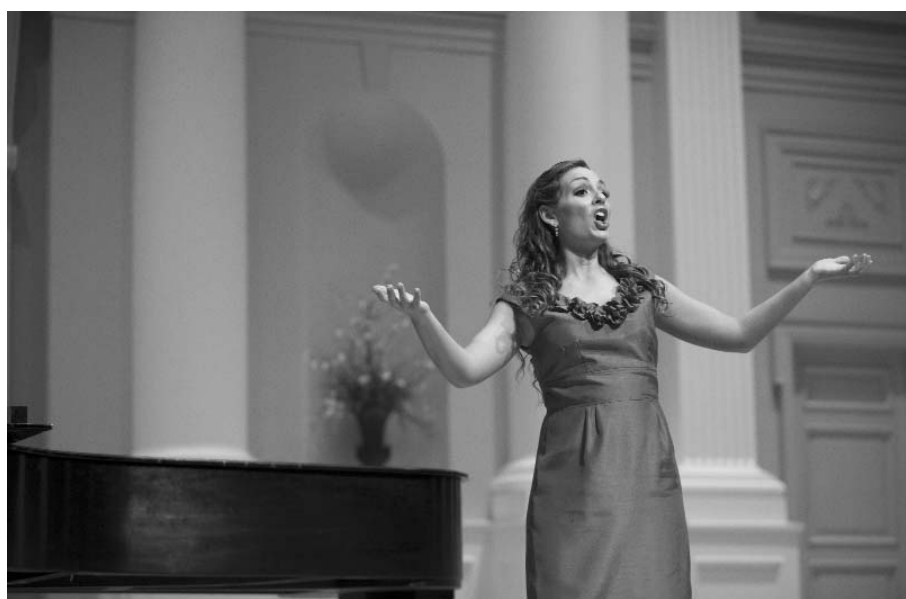
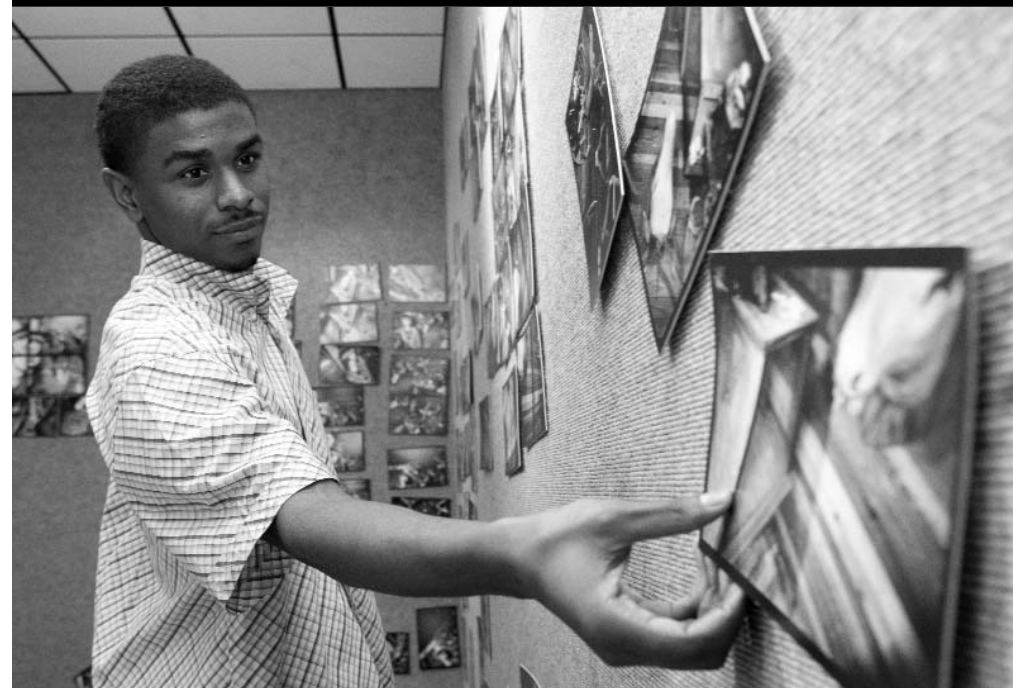
### ESLM 054 Academic Writing and Content Tutoring for ESL MBA

ESL class for graduate students of the business school, which will introduce them to academic writing expectations in American universities while supporting their academic content needs. Emphasis will also be given to understanding what plagiarism is and how to properly credit sources and summarize information. Through the projects and research papers required for their courses, students will continue to improve revision skills, citation of sources skills, and development of connected thought. Students will also receive tutoring in their graduate classes, in order to provide academic support in these classes. In order to exit an ESL writing, a student must score a level four on an end of the semester writing prompt and receive a recommendation to exit from the professors in the MBA program.

### ESL Web Site

For more information about the English Language Learning Institute, visit the following Web site, [www.samford.edu/bridge/default.aspx](http://www.samford.edu/bridge/default.aspx).

# School of the Arts





## Administration

Joseph Hopkins, Dean, Professor  
 Kathryn Fouse, Associate Dean for the Division of Music, Professor, Music  
 Larry Thompson, Chair, Professor, Art  
 Jeannie C. Krumdieck, Chair, Professor, Interior Architecture  
 Tzu-Ling, Sarana Chou, Director of Graduate Studies, Assistant Professor, Music  
 Don T. Sandley, Chair, Professor, Theatre and Dance

## 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.

## Departments

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# Art

## Faculty

Larry Thompson, Chair, Professor  
 Richard R. Dendy, Professor  
 Lowell C. Vann, Professor  
 Scott Fisk, Associate Professor  
 Don Rankin, Assistant Professor  
 Robin D. Snyder, Assistant Professor  
 Mary E. White, Assistant Professor

## Undergraduate Programs and Requirements

### Majors

Fine Arts  
 Graphic Design

### Minor

Art  
 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>28-30</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b> (select two courses)		<b>2-4</b>
ART 200 Art Appreciation*	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Fine Arts Major:</b>		<b>42-45</b>
<b>Fine Arts</b>		<b>8</b>
ART 101 Structure I	4	
ART 102 Structure II	4	
<b>Drawing</b> (select two courses)		<b>6</b>
ART 221 Drawing I	3	
ART 322 Drawing II	3	
ART 323 Drawing III	3	
<b>Painting</b> (select two courses)		<b>6</b>
ART 231 Painting I	3	
ART 232 Painting II	3	
ART 333 Painting III	3	
ART 334 Painting IV	3	
<b>Art History</b> (select two courses)		<b>8</b>
ART 381 Art History I	4	
ART 382 Art History II	4	
ART 383 Art History III	4	
<b>ART 450 Senior Portfolio</b>		<b>3-6</b>
<b>Art Electives</b> (in consultation with advisor)		<b>11</b>
<b>General Electives</b>		<b>31-36</b>
<b>Total Required Credits</b>		<b>128</b>

\* Students can use art history (ART 381, 382, 383) to count towards the general education fine arts requirement as well as for their major. However, they 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>24-26</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
<b>Fine Arts*</b>		<b>2-4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Fine Arts Major:</b>		<b>42-45</b>
(See Fine Arts Major for a Bachelor of Arts table for major requirements)		
<b>General Electives</b>		<b>35-40</b>
<b>Total Required Credits</b>		<b>128</b>

\* Students can use art history (ART 381, 382, 383) to count towards the general education fine arts requirement as well as for their major. However, they will still need to complete either MUSC 200 or THEA 200 to satisfy the fine arts requirement.

Course descriptions continued on p. 138

**Graphic Design Major (Bachelor of Fine Arts)**

<b>Graphic Design Major for a Bachelor of Fine Arts Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>24-26</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
<b>Fine Arts*</b>		<b>2-4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Graphic Design Major:</b>		<b>83</b>
<b>Fine Arts - Basic Courses</b>		<b>32</b>
ART 101 Structure I	4	
ART 102 Structure II	4	
ART 221 Drawing I	3	
ART 322 Drawing II	3	
ART 323 Drawing III	3	
ART 231 Painting I	3	
ART 381 Art History I	4	
ART 382 Art History II	4	
ART 383 Art History III	4	
<b>Graphic Design and Concepts - Advanced Courses</b>		<b>33</b>
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	
<b>Externship/Independent Study</b> (complete 3 crds total)	3	
ART 455 Externship/Independent Study (2-3)		
ART 494** Externship/Ind Study (Sum/Jan Term) (1)		
<b>Art Electives</b> (in consultation with advisor)		<b>18</b>
<b>Total Required Credits</b>		<b>129-131</b>

\* Students can use art history (ART 381, 382, 383) to count towards the general education fine arts requirement as well as for their major. However, they 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-cred ART 455 and the 1-cred ART 494 (available in Summer or Jan Term).

**Art Minor**

<b>Art Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Art Core</b>		<b>18</b>
Two structure courses (ART 101 & 102)	8	
One drawing course (ART 221, 322, or 323)	3	
One painting course (ART 231, 232, 333, or 334)	3	
One art history course (ART 381, 382, or 383)	4	
<b>Art Electives</b>		<b>4</b>
<b>Total Required Credits</b>		<b>22</b>

**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.

<b>Minor in the Arts Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Arts Core</b>		<b>12</b>
(12 credits required in the Arts Core, including the minimum number stated within each subgroup below.)		
<b>History/Literature Course</b> (complete at least 2 credits)		
ART 381 Art History I <i>or</i>	4	
ART 382 Art History II <i>or</i>		
ART 383 Art History III		
MUSC 3400 Introduction to Music Literature	2	
THEA 330 Theatre History & Literature I	3	
THEA 332 Theatre History & Literature II	3	
<b>Foundations Courses</b> (complete at least 4 credits)		
ART 101 Structure I	4	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	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	
<b>Performance Course</b> (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	
<b>Arts Electives</b>		<b>12</b>
Art Electives	4	
Music Electives	4	
Theatre/Dance Electives	4	
<b>Total Required Credits</b>		<b>24</b>

\* 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. Prereq: 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.

**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. Prereq: 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, Assistant 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 on p. 137. Students majoring in interior design should follow the minor requirements as detailed in the degree table on the next page. 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 p. 203 for a list of applicable activity courses.

**Courses**

NOTE: Beginning 2012-2013, courses formerly designated with the INTD prefix now have the IARC prefix. Old course numbers, if applicable, are noted in parentheses at the end of each course description. Some IARC courses are new and will not have INTD equivalents. Conversely, some older INTD courses were dropped and have no direct IARC equivalents.

**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.

**Interior Design Major (B.F.A.)**

<b>Interior Design Major (B.F.A.) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements</b>			<b>28</b>
<b>Natural and Computational Sciences (select one)</b>			<b>4</b>
IDSC 201	Scientific Methods	4	
PHYS 101	General Physics I	4	
PHYS 102	General Physics II	4	
<b>Social Sciences</b>			<b>8</b>
PSYC 101	General Psychology	4	
SOCI 100	Introduction to Sociology	4	
<b>Mathematics</b>			<b>4</b>
MATH 110	Contemporary Mathematics	4	
<b>Fine Arts: (select one course)</b>			<b>2</b>
MUSC 200	Music Appreciation	2	
THEA 200	Theatre Appreciation	2	
<b>Physical Activity</b>			<b>2</b>
<b>Other General Education (select one course)</b>			<b>4</b>
COMS 215	Public Speaking	4	
COMS 221	Interpersonal Communication	4	
COMS 453	Professional Communication	4	
<b>Interior Design Major (B.F.A.):</b>			<b>66</b>
<b>Interior Design Core</b>			<b>60</b>
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	
<b>Interior Design Electives (select six credits)</b>			<b>6</b>
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	
<b>Art Minor (Required):</b>			<b>22</b>
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	
<b>Total Required Credits</b>			<b>134</b>

### 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
<b>University Core Curriculum</b>			<b>16</b>
UCCA 101	Communication Arts I	4	
UCCA 102	Communication Arts II	4	
UCCP 101	Cultural Perspectives I	4	
UCCP 102	Cultural Perspectives II	4	
<b>General Education Requirements</b>			<b>8</b>
<b>Natural and Computational Sciences</b> (select one)			<b>4</b>
PHYS 101	General Physics I	4	
PHYS 102	General Physics II	4	
<b>Mathematics</b>			<b>4</b>
MATH 240	Calculus I	4	
<b>Pre-Architecture Concentration (Non-Degree):</b>			<b>44</b>
<b>Interior Architecture Core</b>			<b>22</b>
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	
<b>Art</b>			<b>22</b>
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	
<b>Total Required Credits</b>			<b>68</b>

### 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. (Formerly INTD 320)

### 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 architecturally. 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. (Formerly INTD 230)

### 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. Prereqs: IARC 251. Recommended Co-reqs: IARC 222 and IARC 224. Offered: Spring. (Formerly INTD 300)

### 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. (Formerly INTD 301)

### 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. (Formerly INTD 302)

### 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. Prereq: ART 101 and 102; and IARC 222, 224, 300, and 301. Offered: Fall. (Formerly INTD 412)

### 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, 223, and 301. Offered: Spring. (Formerly INTD 325)

### **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. (Formerly INTD 246)

### **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. (Formerly INTD 380)

### **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. (Formerly INTD 400)

### **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. (Formerly INTD 401)

### **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. (Formerly INTD 403)

### **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. (Formerly INTD 415)

### **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. (Formerly INTD 315)

### **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. (Formerly INTD 450)

### **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. (Formerly INTD 455)

### **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. (Formerly INTD 495)

## **Music Division**

### **Faculty**

Joseph Hopkins, Dean, Professor  
Kathryn Fouse, Associate Dean of Music, Professor  
Tzu-Ling, Sarana Chou, Director, Graduate Studies, Assistant Professor  
Moya L. Nordlund, Chair, Academic Studies, Professor  
W. Randall Richardson, Chair, Performance Studies, Professor  
Sharon L. Lawhon, Professor  
Paul A. Richardson, Professor  
Donald C. Sanders, Professor  
Ronald R. Shinn, Professor  
Philip L. Copeland, Associate Professor  
Grant B. Dalton, Assistant Professor  
Jeffrey Z. Flaniken, Assistant Professor  
Kristin Kenning, Assistant Professor  
James J. Smisek, Assistant Professor  
Brian B. Viliunas, Assistant Professor  
Christina Villaverde-Camara, Assistant Professor  
Melodie S. King, Instructor  
Connie Macon, Instructor  
Eric L. Mathis, Instructor  
Jaroslaw P. Szurek, Instructor, Assistant Librarian  
S. Milburn Price, Jr., Senior Lecturer  
Kenneth D. Berg, Jr., Lecturer  
William J. Dorroh, Lecturer, University Organist  
Laura H. Doss, Lecturer  
Angela M. Flaniken, Lecturer  
Laura Beth Gable, Lecturer  
Julia Anne Georges, Lecturer  
Yurii Henriques, Lecturer  
Judith S. Hicks, Lecturer  
Stephen B. Knight, Lecturer, University Carillonneur  
Jeffrey A. Koonce, Lecturer  
Kevin J. Kozak, Lecturer  
Daniel E. Lawhon, Lecturer  
Rachel E. Lim, Lecturer  
Tariq M. Masri, Lecturer  
Margaret E. McGinnis, Lecturer  
Vicki L. Portis, Lecturer  
R. Scott Robertson, Lecturer  
Karlo Senasi, Lecturer  
Barbara A. Shinn, Lecturer  
James B. Sullivan, Lecturer  
Terry D. Taylor, 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 curricula 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. In specialized areas, such as teacher training, composition, and church music, requirements include training and experiences in the special skills and knowledge appropriate to the respective degree program to equip the graduate to function effectively on the professional level. The liberal arts requirements contribute to the breadth of knowledge appropriate for the professional musician.

The Division of Music of the School of 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 addi-

tion 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, Samford Opera, Opera Workshop, University Chorale, Orchestra, Musical Theatre Ensemble, and numerous chamber ensembles.

## Undergraduate Programs and Requirements

### Majors

Church Music

Music

Music (Education) with a Concentration in

Instrumental Music

Vocal/Choral Music

Performance

Instrumental Music

Organ

Piano

Piano with Emphasis in Piano Pedagogy

Voice

Theory/Composition

### Minors

Music

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. Majors include church music, music (stand alone or with concentrations in instrumental music and vocal/choral), performance (instrumental music, organ, piano, piano with emphasis in piano pedagogy, and voice), and theory/composition. Degrees offered through the graduate program include the master of music and the master of music education. (See pp. 154-156 for details.) 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 Department of Art 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 Church Music:** This degree is designed for students committed to vocational ministry as a church musician. The program includes study as performer, conductor, and minister.

**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 in Theory/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 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. 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 in music must be admitted to the Division of Music in addition to gaining admission to the University. All prospective music majors must audition in their principal performance area(s) and take placement examinations in music theory and piano.

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.

Students desiring to minor in music must audition in the principal performance area and take a music theory placement examination.

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 Activity Hour (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 recital
Bachelor of Music in Church Music	1/2 hour recital
Bachelor of Music in Performance	1/2 hour junior recital 1 hour senior recital
Bachelor of Music in Piano Performance/ Pedagogy	1 hour senior recital
Bachelor of Music in Theory/Composition	1/2 hour composition recital 1/2 hour performance recital
Bachelor of Music Education in Music	1/2 hour recital
Bachelor of Science in Music	1/2 hour 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 below.

**Piano Proficiency.** All non-keyboard majors must pass a piano proficiency examination before graduating. Such students must enroll for piano study each semester until the piano proficiency examination has been passed. All degree candidates must complete piano proficiency requirements before enrolling in a senior recital. Music education majors must complete all piano proficiency requirements before enrolling for student teaching.

**Student Accompanying.** All keyboard principals are required to complete a minimum of two semesters of supervised accompanying. One credit will be given in ensemble for each semester of accompanying completed.

**Grade Restrictions.** No grade below C- in music courses required for a bachelor of music or a bachelor of music education degree will count toward fulfillment of degree requirements. No grade below C- in MUSC 1500, 1510, 1511, 1520, 1521, 2530, 2531, 2540, 2541 (Theory sequence) or in MUSC 1941, 1942, 2941, 2942 (Class Piano sequence) will count toward fulfillment of class requirements. Any grade below C- in these courses requires that the class be successfully repeated in order for the students to advance to the next course in the series.



Ensemble Requirements by Major						
Major	Performance Emphasis/ Concentration	Overall Ensemble Credits	Specific Ensemble Credits	Specific Ensemble Detail		
				Course	Title	Notes
Church Music	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
Church Music	Keyboard	8	2	MUSC 1740	Accompanying	Must take twice
Church Music	Vocal	8				Any major vocal ensemble
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
Theory/Composition	Keyboard	8	2	MUSC 1740	Accompanying	Optional substitution for two semesters
Performance: Instrumental Music		10	2	MUSC 1732	Chamber Ensembles	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 (see p. 153 for descriptions and additional information).

### Upper Level Standing

Each music major will be evaluated for approval for upper level status at the end of two years of music study. Upper level standing application forms are available in the music office. Each student should apply no later than April 1 in the spring semester of the sophomore year. Consult the manual for undergraduate studies for more details.

### 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. Church music 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 church music 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 theory/composition, the B.A. degree with a major in music, or the B.S. degree with a major in music may fulfill two of the eight credits of ensemble requirements by taking MUSC 1740 (Accompanying) for two semesters.
6. Church music majors with instrumental performance emphasis must take at least two semesters of choral ensemble (either A Cappella Choir or University Chorale).
7. 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 pp. 74 and 203 for a list of applicable courses.

## Undergraduate Courses

### CHURCH MUSIC

#### 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 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 3170 Introduction to Music Ministry (2)

Introduction to basic aspects of church music ministry for students preparing for vocational service in that field. Offered: Spring, on rotation.

#### 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: Fall, on rotation.

#### MUSC 4170 Hymnology (2)

Survey of the historical development of congregational song in the Western church, with primary attention to texts. Emphasis is placed on the use of this literature in worship. Co-listed as RELG 417. 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.

Course descriptions continued on p. 150

## Church Music Major

Church Music Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>22</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics or Natural Science</b> (choose one)		<b>4</b>
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 p. 74)	4	
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Other General Education</b>		<b>4</b>
RELG 100-499	4	
<b>Church Music Major:</b>		<b>87-92</b>
<b>Music</b>		<b>65</b>
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 1610 Diction for Singers I	1	
MUSC 1620 Diction for Singers II	1	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	3	
MUSC 2541 Theory Lab IV	1	
MUSC 3170 Introduction to Music Ministry	2	
MUSC 3220 Choral Conducting	2	
MUSC 3310 Methods and Materials	3	
MUSC 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	3	
MUSC 3530 Orchestration	3	
MUSC 4170 Hymnology	2	
MUSC 4180 Church Music Internship	1	
MUSC 4190 Music and Worship	2	
MUSC 4422 Survey of Choral Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4510 Counterpoint	3	
MUSC 4699 Senior Performance Recital	0	
Ensemble* (two credits each year) (see table on p. 144 for more information)	8	
<b>Performance Concentration</b> (choose one):		<b>22-27</b>
<b>Keyboard Concentration (26 hrs)</b>		
Principal (four credits each year)	16	
Secondary	4	
MUSC 2551-2552 Keyboard Harmony I & II	2	
MUSC 3151-3152 Service Playing I & II	2	
MUSC 4640 Piano Pedagogy (3) <i>or</i>	2-3	
MUSC 4650 Organ Pedagogy (2)		
<b>Vocal Concentration (22 hrs)</b>		
Principal (four credits each year)	16	
Secondary**	4	
MUSC 2649 Piano Proficiency**	0	
MUSC 4620 Vocal Pedagogy	2	
<b>Instrumental Concentration (22 hrs)</b>		
Principal (four credits each year)	16	
Secondary**	4	
MUSC 2649 Piano Proficiency**	0	
Music Elective	2	
<b>Total Required Credits</b>		<b>131-136</b>

\* One credit recommended in Samford Opera (MUSC 1723/3723) or Opera Workshop (MUSC 1724/3724).

\*\* Piano proficiency examination required for minimum requirement. Otherwise, additional study will be necessary.

## Composition Major

Composition Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>18-22</b>
<b>Mathematics or Natural Science</b> (choose one)		<b>4</b>
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 p. 74)	4	
<b>Fine Arts, Humanities, and Social Sciences</b> (Choose two areas below; complete 4 credits in each)		<b>8</b>
Fine Arts	4	
Humanities	4	
Social Science	4	
<b>World Languages</b> (through 102 or higher)		<b>4-8*</b>
Select from: French, German, Italian, or Spanish	4-8	
<b>Physical Activity</b>		<b>2</b>
<b>Composition Major:</b>		<b>89</b>
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	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	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 <i>or</i>	2	
MUSC 3230 Instrumental Conducting		
MUSC 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	3	
MUSC 3530 Orchestration	3	
Music Literature (select one course)	2	
MUSC 4421 Survey of Vocal Literature <i>or</i>		
MUSC 4430 Survey of Symphonic Literature <i>or</i>		
MUSC 4440 Survey of Piano Literature <i>or</i>		
MUSC 4450 Survey of Organ Literature		
MUSC 4499 Senior Seminar in Music	2	
MUSC 4510 Counterpoint	3	
MUSC 4520 Choral Arranging	2	
MUSC 4599 Senior Composition Recital	0	
MUSC 4699 Senior Performance Recital	0	
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), and Fourth Year (2)	14	
Secondary**	2	
Major Ensembles (2 crds each yr; see p. 144 for info)	8	
Music Elective	2	
<b>Total Required Credits</b>		<b>129-133</b>

\* **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)

<b>Music Major for a Bachelor of Arts Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>30</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
IDSC 201 Scientific Methods	4	
Four additional credits in Nat/Comp Science (see p. 74)	4	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
<b>Languages</b> (through 202 or higher)*		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Music Major (Bachelor of Arts):</b>		<b>59</b>
<b>Music</b>		<b>57</b>
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	3	
MUSC 2541 Theory Lab IV	1	
MUSC 3220 Choral Conducting <i>or</i>	2	
MUSC 3230 Instrumental Conducting		
MUSC 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	3	
MUSC 4699 Senior Performance Recital	0	
Performance Area Principal: First Year (4), Second Year (4), and Third Year (4)	12	
Secondary**	2	
Major Ensembles (see table on p. 144 for more information)	8	
<b>Supplementary Performance Requirements:</b>		<b>2</b>
<b>Vocal Concentration</b>		
MUSC 1610 Diction for Singers I	1	
MUSC 1620 Diction for Singers II	1	
MUSC 2649 Piano Proficiency*	0	
<b>Keyboard/Piano Concentration</b>		
MUSC 2551 Keyboard Harmony I	1	
MUSC 2552 Keyboard Harmony II	1	
<b>Keyboard/Organ Concentration</b>		
MUSC 3151 Service Playing I	1	
MUSC 3152 Service Playing II	1	
<b>Instrumental Concentration</b>		
MUSC 2649 Piano Proficiency**	0	
MUSC 4430 Survey of Symphonic Literature	2	
<b>General Electives</b>		<b>17</b>
<b>Total Required Credits</b>		<b>128</b>

\* **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)

<b>Music Major for a Bachelor of Science Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>59</b>
<b>Natural and Computational Sciences</b>		<b>37</b>
BIOL 110 Human Biology	4	
Select two courses from the following: BIOL 301 Mammalian Anatomy (4) BIOL 302 Mammalian Physiology (4) BIOL 325 General Microbiology (4) BIOL 333 Genetics (4) BIOL 405 Cell and Molecular Biology (4)	8	
CHEM 205/206 Foundations of Chemistry w/Lab	5	
CHEM 215/216 Fundamentals of Chemistry w/Lab	4	
CHEM 315/316 Organic Reactions & Mech w/Lab	4	
CHEM 325/326 Quantitative Analysis w/Lab	4	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>8</b>
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Music Major (Bachelor of Science):</b>		<b>59</b>
(See Bachelor of Arts table for major requirements)		
<b>Total Required Credits</b>		<b>140</b>

NOTE: If the principal instrument is not piano, the student will register for class piano until proficiency requirements are successfully completed.

### 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, School of the Arts, Samford University, Birmingham, AL 35229.

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.

<b>Music Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Music Core</b>		<b>22</b>
MUSC 0999 Music Seminar/Recital Attend (4 times)	0	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 3400 Introduction to Music Literature*	2	
Principal Performance Area**	8	
Ensemble	4	
<b>Music Electives</b> (not additional ensembles)		<b>2</b>
<b>Total Required Credits</b>		<b>24</b>

\* MUSC 3400 meets the general education requirement of MUSC 200 for music minors.

\*\* Music minors whose principal performance area is voice must take MUSC 1610 and MUSC 1620 (Diction for Singers I and II).

**Performance: Instrumental Music Major**

Performance: Instrumental Music Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>18-22</b>
<b>Mathematics or Natural Science</b> (choose one)		<b>4</b>
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 p. 74)	4	
<b>Fine Arts, Humanities, and Social Sciences</b> (Choose two areas below; complete 4 credits in each)		<b>8</b>
Fine Arts	4	
Humanities	4	
Social Science	4	
<b>World Languages</b> (through 102 or higher) Select from: French, German, Italian, or Spanish	4-8	<b>4-8*</b>
<b>Physical Activity</b>		<b>2</b>
<b>Performance-Instrumental Music Major:</b>		<b>83-84</b>
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2649 Piano Proficiency**	0	
MUSC 3230 Instrumental Conducting	2	
MUSC 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	3	
Orchestration/Arranging (select one course) MUSC 3530 Orchestration (3) <i>or</i> MUSC 4520 Choral Arranging (2) <i>or</i> MUSC 4530 Instrumental Arranging	2-3	
MUSC 4430 Symphonic Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4510 Counterpoint	3	
MUSC 4630 Instrumental Pedagogy	1	
MUSC 4699 Senior Performance Recital	0	
Performance Area Principal: First Year (4), Second Year (6), Third Year (6), and Fourth Year (6)	22	
Secondary**	4	
Major Ensembles: First Year (2), Second Year (2), Third Year (2), and Fourth Year (2)***	8	
Chamber Ensembles (MUSC 1732)	2	
Music elective	2	
<b>General Electives</b>		<b>0-5*</b>
<b>Total Required Credits</b>		<b>128</b>

\* **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 (102 or higher). However, many students will complete up to 8 language credits. These additional credits will be applied to the General Electives block.

\*\* Proficiency examination required for minimum requirement. Otherwise, additional study will be necessary.

\*\*\* See p. 144 for more information on ensemble requirements.

**Performance: Organ Major**

Performance: Organ Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>18-22</b>
<b>Mathematics or Natural Science</b> (choose one)		<b>4</b>
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 p. 74)	4	
<b>Fine Arts, Humanities, and Social Sciences</b> (Choose two areas below; complete 4 credits in each)		<b>8</b>
Fine Arts	4	
Humanities	4	
Social Science	4	
<b>World Languages</b> (through 102 or higher) Select from: French, German, Italian, or Spanish	4-8	<b>4-8*</b>
<b>Physical Activity</b>		<b>2</b>
<b>Performance-Organ Major:</b>		<b>92-93</b>
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	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 <i>or</i> MUSC 3230 Instrumental Conducting	2	
MUSC 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	3	
Orchestration/Arranging (select one course) MUSC 3530 Orchestration (3) <i>or</i> MUSC 4520 Choral Arranging (2) <i>or</i> MUSC 4530 Instrumental Arranging	2-3	
MUSC 4170 Hymnology	2	
MUSC 4190 Music and Worship	2	
MUSC 4450 Survey of Organ Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4510 Counterpoint	3	
MUSC 4650 Organ Pedagogy	2	
MUSC 4699 Senior Performance Recital	0	
Performance Area Principal: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Secondary	6	
Major Ensembles: First Year (2), Second Year (2), Third Year (2), and Fourth Year (2)**	8	
<b>Total Required Credits</b>		<b>132-137</b>

\* **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 p. 144 for more information.

**Performance: Piano Major**

<b>Performance: Piano Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>18-22</b>
<b>Mathematics or Natural Science</b> (choose one)		<b>4</b>
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 p. 74)	4	
<b>Fine Arts, Humanities, and Social Sciences</b> (Choose two areas below; complete 4 credits in each)		<b>8</b>
Fine Arts	4	
Humanities	4	
Social Science	4	
<b>World Languages</b> (through 102 or higher)		<b>4-8*</b>
Select from: French, German, Italian, or Spanish	4-8	
<b>Physical Activity</b>		<b>2</b>
<b>Performance-Piano Major:</b>		<b>87-88</b>
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2551 Keyboard Harmony I	1	
MUSC 2552 Keyboard Harmony II	1	
MUSC 3220 Choral Conducting <i>or</i> MUSC 3230 Instrumental Conducting	2	
MUSC 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	3	
Orchestration/Arranging (select one course) MUSC 3530 Orchestration (3) <i>or</i> MUSC 4520 Choral Arranging (2) <i>or</i> MUSC 4530 Instrumental Arranging	2-3	
MUSC 4440 Survey of Piano Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4510 Counterpoint	3	
MUSC 4640 Piano Pedagogy I	3	
MUSC 4699 Senior Performance Recital	0	
Performance Area Principal*: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Secondary**: First Year (4), Second Year (2)	6	
Major Ensembles: First Year (2), Second Year (2), Third Year (2), and Fourth Year (2)***	8	
<b>General Electives</b>		<b>0-1*</b>
<b>Total Required Credits</b>		<b>128-132</b>

\* **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 (102 or higher). However, many students will complete up to 8 language credits. These additional credits will be applied to the General Electives block.

\*\* All piano majors must select two semesters of organ, two credits each.

\*\*\* Two of the eight ensemble credits must be in MUSC 1740. See p. 144 for more information

**Performance: Piano Major with Pedagogy Emphasis**

<b>Performance: Piano Major with Pedagogy Emphasis Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>18-22</b>
<b>Mathematics or Natural Science</b> (choose one)		<b>4</b>
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 p. 74)	4	
<b>Fine Arts, Humanities, and Social Sciences</b> (Choose two areas below; complete 4 credits in each)		<b>8</b>
Fine Arts	4	
Humanities	4	
Social Science	4	
<b>World Languages</b> (through 102 or higher)		<b>4-8*</b>
Select from: French, German, Italian, or Spanish	4-8	
<b>Physical Activity</b>		<b>2</b>
<b>Performance-Piano Major with Pedagogy Emphasis:</b>		<b>92</b>
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2551 Keyboard Harmony I	1	
MUSC 2552 Keyboard Harmony II	1	
MUSC 3220 Choral Conducting <i>or</i> MUSC 3230 Instrumental Conducting	2	
MUSC 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	3	
MUSC 4440 Survey of Piano Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4510 Counterpoint	3	
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 4699 Senior Performance Recital	0	
Performance Area Principal: First Year (6), Second Year (6), Third Year (6), and Fourth Year (6)	24	
Secondary: Organ (2 semesters, 2 credits each)	4	
Major Ensembles: First Year (2), Second Year (2), Third Year (2), and Fourth Year (2)*	8	
<b>Total Required Credits</b>		<b>132-136</b>

\* **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 p. 144 for more information.

**Performance: Voice Major**

<b>Performance: Voice Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>26</b>
<b>Mathematics or Natural Science</b> (choose one)		<b>4</b>
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 p. 74)	4	
<b>Fine Arts, Humanities, and Social Sciences</b> (Choose two areas below; complete 4 credits in each)		<b>8</b>
Fine Arts	4	
Humanities	4	
Social Science	4	
<b>World Languages</b>		<b>12*</b>
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	
<b>Physical Activity</b>		<b>2</b>
<b>Performance-Voice Major:</b>		<b>82-83</b>
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 1610 Diction for Singers I	1	
MUSC 1620 Diction for Singers II	1	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	3	
MUSC 2541 Theory Lab IV	1	
MUSC 2649 Piano Proficiency*	0	
MUSC 3220 Choral Conducting	2	
MUSC 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	3	
Orchestration/Arranging (select one course)	2-3	
MUSC 3530 Orchestration (3) <i>or</i>		
MUSC 4520 Choral Arranging (2) <i>or</i>		
MUSC 4530 Instrumental Arranging		
MUSC 3530 Orchestration	3	
MUSC 4421 Survey of Vocal Literature	2	
MUSC 4499 Senior Seminar in Music	2	
MUSC 4510 Counterpoint	3	
MUSC 4620 Vocal Pedagogy	2	
MUSC 4699 Senior Performance Recital	0	
Performance Area Principal: First Year (4), Second Year (6), Third Year (6), and Fourth Year (6)	22	
Secondary**	4	
Major Ensembles: (two credits each year) (see p. 144 for more information)	8	
<b>Total Required Credits</b>		<b>130-131</b>

\* **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.

**Music Major: Instrumental Music (Bachelor of Music Educ)**

<b>Music Major: Instrumental Music Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>17</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
IDSC 201 Scientific Methods	4	
Four additional credits in Nat/Comp Science (see p. 74)	4	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 110 Contemporary Mathematics	4	
<b>Physical Activity</b>		<b>1</b>
<b>Music Major (Instrumental Music):</b>		<b>102</b>
<b>Education</b>		<b>14</b>
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	
<b>Music</b>		<b>88</b>
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	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 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	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 4530 Instrumental Arranging	2	
MUSC 4699 Senior Performance 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	
<b>Total Required Credits</b>		<b>141</b>

\* Proficiency examination required for minimum requirement. Otherwise, additional study will be necessary.

\*\* May be waived for proficiency by faculty committee.

\*\*\* See p. 144 for more information on ensemble requirements.

**Music Major: Vocal/Choral Music (Bachelor of Music Educ)**

<b>Music Major: Vocal/Choral Music Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>17</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
IDSC 201 Scientific Methods	4	
Four additional credits in Nat/Comp Science (see p. 74)	4	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 110 Contemporary Mathematics	4	
<b>Physical Activity</b>		<b>1</b>
<b>Music Major (Vocal/Choral Music):</b>		<b>103</b>
<b>Education</b>		<b>14</b>
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	
<b>Music</b>		<b>89</b>
MUSC 0999 Music Seminar/Recital Attend (7 times)	0	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	3	
MUSC 1521 Theory Lab II	1	
MUSC 1610 & 1620 Diction for Singers I & II <i>or</i> MUSC 2551 & 2552 Keyboard Harmony I & II	2	
MUSC 2500 Introduction to Music Technology	2	
MUSC 2530 Theory III	3	
MUSC 2531 Theory Lab III	1	
MUSC 2540 Theory IV	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 3400 Introduction to Music Literature	2	
MUSC 3401 Music History I	4	
MUSC 3402 Music History II	4	
MUSC 3510 Form and Analysis	3	
MUSC 4380 Assessment-Music/Reading Across Curr	2	
MUSC 4399 Student Teaching	12	
MUSC 4520 Choral Arranging	2	
MUSC 4620 Vocal Pedagogy	2	
MUSC 4699 Senior Performance Recital	0	
Performance Area Principal: First Year (4), Second Year (4), Third Year (4), and Fourth Year (2) Secondary*	14	
Major Ensembles (Seven semesters participation required.): First Year (2), Second Year (2), Third Year (2), and Fourth Year (1)**	7	
<b>Total Required Credits</b>		<b>142</b>

\* Proficiency examination required for minimum requirement. Otherwise, additional study will be necessary.

\*\* See p. 144 for more information on ensemble requirements.

**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.

<b>Minor in the Arts Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Arts Core</b>		<b>12</b>
(12 credits required in the Arts Core, including the minimum number stated within each subgroup below.)		
<b>History/Literature Course</b> (complete at least 2 credits)		
ART 381 Art History I <i>or</i>	4	
ART 382 Art History II <i>or</i>		
ART 383 Art History III		
MUSC 3400 Introduction to Music Literature	2	
THEA 330 Theatre History & Literature I	3	
THEA 332 Theatre History & Literature II	3	
<b>Foundations Courses</b> (complete at least 4 credits)		
ART 101 Structure I	4	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	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	
<b>Performance Course</b> (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	
<b>Arts Electives</b>		<b>12</b>
Art Electives	4	
Music Electives	4	
Theatre/Dance Electives	4	
<b>Total Required Credits</b>		<b>24</b>

\* 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.

**MUSC 4180 Church Music Internship (1)**

Combination of supervised practical field work with class readings and discussion of ministry experiences. Offered: Fall.

**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.

**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. Prereq: MUSC 1200 and MUSC 2649. Offered: Spring.

## 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
<b>Worship Leadership Core</b>		<b>16</b>
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	
<b>Foundational Music Skills</b>		<b>8</b>
MUSC 1510 Theory I*	3	
MUSC 1511 Theory Lab I*	1	
Ensemble (complete 2 credits in one of the following**): MUSC 1720 University Chorale (take twice) <i>or</i> 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 <i>or</i> MUSC 1920 Class Voice <i>or</i> MUSC 1941 Class Piano	2	
<b>Worship Leadership Capstone</b>		<b>2</b>
MUSC 4175/RELG 475 Ministry of Worship Leadership	2	
<b>Total Required Credits</b>		<b>26</b>

\* Students not prepared for these courses must complete MUSC 1500 (Music Fundamentals) and MUSC 1501 (Music Fundamentals Lab) as prerequisites.

\*\* Another ensemble may be selected with advisor's permission.

\*\*\* Another applied area may be selected with advisor's permission.

## MUSC 3230 Instrumental Conducting (2)

Builds upon concepts covered in MUSC 1200, with particular emphasis upon conducting instrumental groups. Prereq: MUSC 1200 and MUSC 2649. Offered: Fall.

## 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 string 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 percussion 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 3400 Introduction to Music Literature (2)

Introduction to historical and stylistic developments in music for entering music majors. While focus is on the Western cultivated tradition, aspects of the music of non-Western cultures and of vernacular genres are also included. Emphasis is placed upon listening, through both recordings and live concerts. Offered: Fall.

### MUSC 3401 Music History I (4)

Survey of music from the early Christian era until the mid-eighteenth century that examines the role of music in relation to political, religious, and other artistic developments. Compositions themselves are analyzed, both visually and aurally, to provide an understanding of the evolution of musical style. Prereq: MUSC 3400. Offered: Fall.

### MUSC 3402 Music History II (4)

Survey of music from the second half of the eighteenth century until the present that examines the role of music in relation to political, religious, and other artistic developments. Emphasis is upon the Western cultivated tradition, but some general aspects of non-Western cultures and of vernacular genres (especially jazz) are considered. Prereq: MUSC 3400. 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 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 AND 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 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. Successful completion of the course will allow students to enroll in 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 (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. Prereq: Musicianship Assessment.

**MUSC 1511 Theory Lab I (1)**

Development of basic sight-singing and ear-training skills. Prereq: Musicianship Assessment.

**MUSC 1520 Theory II (3)**

Focuses on the fundamentals of diatonic part-writing and voice leading, culminating with the introduction of secondary dominants. Prereq: MUSC 1510.

**MUSC 1521 Theory Lab II (1)**

Continuing development of basic sight-singing and ear-training skills. Prereq: MUSC 1511.

**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 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 (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. Prereqs: MUSC 1510 and MUSC 1520.

**MUSC 2531 Theory Lab III (1)**

Development of advanced sight-singing and ear-training skills. Prereqs: MUSC 1511 and MUSC 1521.

**MUSC 2540 Theory IV (3)**

Study of the expanded tonal language of the late nineteenth century and an introduction to practices of twentieth-century music. Prereqs: MUSC 1510, 1520, and 2530.

**MUSC 2541 Theory Lab IV (1)**

Continuing development of advanced sight-singing and ear-training skills. Prereqs: MUSC 1511, 1521, and 2531.

**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 3530 Orchestration (3)**

Study of the fundamentals of instrumentation and orchestration: history and development of the symphonic orchestra, ranges and transposition of orchestral instruments, practical exercises in idiomatic writing for strings, woodwinds, brass, percussion, and scoring for full orchestra. Prereqs: MUSC 2540 and MUSC 2541. Offered: Spring.

**MUSC 4510 Counterpoint (3)**

Study of contrapuntal technique in eighteenth century style, including practical exercises in species counterpoint in two parts, canon, invertible counterpoint, two-part invention. Prereqs: MUSC 2540 and MUSC 2541. Offered: Fall.

**MUSC 4520 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.

**MUSC 4530 Instrumental Arranging (2)**

Practical experience in the craft of arranging for instruments. Prereqs: MUSC 2540 and MUSC 2541. 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.

## 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 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 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 4699 Senior Performance Recital (0)**

Certification of completion of senior performance recital for all music majors. Registration for this requirement should be done the same semester the recital will be given.

## ENSEMBLES

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 Ensembles (0-1)**

Secondary Ensembles include Jazz Ensemble, Bells of Buchanan, Brass Quintet, Brass Choir, Percussion Ensemble, and other instrumental groups. 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).” For graduate performance study, see p. 158.

**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

### MUSC 1941 Class Piano I

Prereq/Co-req: MUSC 1510.

### MUSC 1942 Class Piano II

### MUSC 2941 Class Piano III

### 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

Master of Music Education (M.M.E.)

Music (Pattern 1: Traditional)

Music (Pattern 2: Fifth Year Non-Traditional)

Music Education (National Board Cohort)

### Joint-Degree

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

Graduate programs in music are offered in several areas: church music and piano performance/pedagogy, both leading to a master of music degree, and music (traditional and fifth-year non-traditional) and music education (national board cohort), all leading to a master of music education degree. 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.D.Div.)

### Admission

For admission to a graduate degree program in the Division of Music of the School of the Arts, a bachelor of music (B.M.), a bachelor of music education (B.M.E.), or an equivalent degree from a regionally accredited institution, is required. Unconditional admission requires an undergraduate grade point average of 3.00 in music courses and 2.50 in the program as a whole. Students entering the M.M.E.-MNBC program must have a minimum GPA of 3.0 for admission.

A complete application includes:

1. The application form and fee (\$35).
2. An official transcript from each institution attended since high school.
3. An acceptable score, not more than five years old, on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Applicants whose native language is not English may substitute the Test of English as a Foreign Language (TOEFL), on which a minimum score of 550 is required. NOTE: Students entering the M.M.E.-MNBC program must have an acceptable score on the GRE as the MAT is no longer accepted for admission into any graduate level teacher education program.
4. Acceptable scores on examinations in music theory and music history administered by the School of the Arts.
5. A copy of an Alabama Class B teaching certificate in music education or an acceptable score on the Alabama Basic Skills Test (for programs in music education only).
6. An audition in the solo performance area (for programs in church music only).
7. An interview with either the dean of the School of the Arts or the associate dean of the Division of Music.

### Master of Divinity with Emphasis in Church Music

The master of divinity with emphasis in church music (M.M./M.Div.), a joint degree offered through collaboration with the Beeson School of Divinity, is designed for persons who desire a stronger foundation in biblical, historical, theological, and ministry studies as preparation for ministry through music. This program includes all of the music components of the master of music in church music degree, combined with core requirements from the master of divinity degree. The degree concludes with a recital and an oral comprehensive examination. This degree program is currently under review. Contact the Beeson School of Divinity for more information.

## 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.

<b>Master of Music in Church Music Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Music</b>		<b>14-15</b>
MUSC 5130 Handbell Techniques	1	
MUSC 5221 Seminar in Choral Conducting	2	
MUSC 5300 Research in Music Education	3	
MUSC 5500 Analytical Techniques	2	
MUSC 5620 Vocal Pedagogy <i>or</i> MUSC 5640 Piano Pedagogy I <i>or</i> MUSC 5650 Organ Pedagogy	2-3	
Music Electives	4	
<b>Music Ministry</b>		<b>11</b>
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	
<b>Divinity</b>		<b>9</b>
DVHD 501 Patristic & Medieval History & Doctrine	3	
DVHD 502 Reformation History & Doctrine	3	
DVHD 606 Ecclesiology and Worship	3	
<b>Performance</b>		<b>6</b>
Ensemble (1 hr each semester)	2	
Solo Performance Instruction (2 hrs each semester)*	4	
MUSC 5699 Graduate Recital	0	
<b>Total Required Credits</b>		<b>40-41</b>

\* 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.

<b>Master of Music in Piano Performance &amp; Pedagogy Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Music</b>		<b>6</b>
MUSC 5401 History/Appl of Performance Practices I	2	
MUSC 5402 History/Appl of Performance Practices II	2	
MUSC 5500 Analytical Techniques	2	
<b>Pedagogy</b>		<b>12</b>
EDUC 510 Instr Adaptation for Student Diversity <i>or</i> EDUC 513 Instr Design for Opt Student Learning <i>or</i> EDUC 514 Social Dynamics & Student Learning	3	
MUSC 5300 Research in Music Education	3	
MUSC 5640 Piano Pedagogy I	3	
MUSC 5642 Piano Pedagogy II	3	
<b>Performance</b>		<b>14</b>
MUSA 5351 Applied Piano Instruction	12	
MUSC 5699 Graduate Recital (2 required)	0	
MUSC 5732 Graduate Ensemble (take twice)	2	
<b>Total Required Credits</b>		<b>32</b>

## 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

#### Pattern 1: Traditional Program

<b>Master of Music Education Pattern 1: Traditional Program Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Education:</b>		<b>12</b>
EDUC 509 Advanced Techniques for the Diagnosis & Remediation of Reading Problems	3	
EDUC 510 Instructional Adaptation-Student Diversity	3	
EDUC 513 Instr Design-Optimal Student Learning <i>or</i> EDUC 514 Social Dynamics & Student Learning <i>or</i> EDUC 515 Standards-Driven Teacher Leadership	3	
EDUC 597 Curriculum Integration of Technology	3	
<b>Music:</b>		<b>20</b>
<b>Music Education Core</b>		<b>5</b>
MUSC 5340 Foundations and Curricular Trends in American Music Education	3	
MUSC 5380 Assessment-Music/Reading Across Curr	2	
<b>Teaching Field: Music (Required)</b>		<b>7</b>
MUSC 5221 Seminar in Choral Conducting <i>or</i> MUSC 5230 Seminar in Instrumental Conducting	2	
MUSC 5300 Research in Music Education	3	
MUSC 5500 Analytical Techniques	2	
<b>Teaching Field Electives</b> (Choose 8 credits from the following)		<b>8</b>
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 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	
<b>Total Required Credits</b>		<b>32</b>

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

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

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

† No more than three credits of special studies can be counted toward the degree.

†† No more than two credits of Samford Opera, Opera Workshop, and/or Graduate Ensemble can be counted toward the degree.

††† No more than four credits of performance can be counted in this cluster.

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

**Master of Music Education  
Pattern 2: Fifth Year Non-Traditional Program**

<b>Master of Music Education Pattern 2: Fifth Year Non-Traditional Program Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Education:</b>			<b>12</b>
EDUC 509	Advanced Techniques for the Diagnosis & Remediation of Reading Problems	3	
EDUC 510	Instructional Adaptation-Student Diversity	3	
EDUC 513	Instr Design-Optimal Student Learning <i>or</i>	3	
EDUC 514	Social Dynamics & Student Learning <i>or</i>		
EDUC 515	Standards-Driven Teacher Leadership	3	
EDUC 597	Curriculum Integration of Technology	3	
<b>Music Education:</b>			<b>32</b>
<b>Music Education Core</b>			<b>17</b>
MUSC 5310	Curriculum/Teaching in the Elem School	3	
MUSC 5320	Curric/Teach-Secd School: Choral <i>or</i>	3	
MUSC 5330	Curric/Teach-Secd School: Instrumental		
MUSC 5340	Foundations and Curricular Trends in American Music Education	3	
MUSC 5380	Assessment-Music/Reading Across Curr	2	
MUSC 5399	Student Teaching	6	
<b>Teaching Field: Music (Required)</b>			<b>5</b>
MUSC 5300	Research in Music Education	3	
MUSC 5500	Analytical Techniques	2	
<b>Music Electives: Vocal/Choral or Instr Emphasis</b>			<b>10</b>
<b>Vocal/Choral Emphasis</b> (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	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	
<b>Instrumental Emphasis</b> (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	
<b>Total Required Credits</b>			<b>44</b>

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

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

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

† No more than three credits of special studies can be counted toward the degree.

†† No more than two credits of Samford Opera, Opera Workshop, and/or Graduate Ensemble can be counted toward the degree.

††† No more than four credits of performance can be counted in this cluster.

§ May be waived by proficiency examination.

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

**Master of Music Education in Music Education (National Board Cohort)**

The master of music education in music education 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 and a written comprehensive exam in the Orlean Bullard Beeson School of Education and Professional Studies. 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.

<b>Master of Music Education Music Education (National Board Cohort) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Education:</b>			<b>6</b>
(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 520	Foundations of Instructional Leadership	3	
EDUC 526	Legal and Ethical Issues in Education	3	
<b>Music:</b>			<b>26</b>
<b>Music Education Core</b>			<b>5</b>
MUSC 5340	Foundations and Curricular Trends in American Music Education	3	
MUSC 5380	Assessment-Music/Reading Across Curr	2	
<b>Teaching Field: Music (Required)</b>			<b>16</b>
MUSC 5221	Seminar in Choral Conducting <i>or</i>	2	
MUSC 5230	Seminar in Instrumental Conducting		
MUSC 5300	Research in Music Education	3	
MUSC 5391	National Brd Prof Tchng Stds for Music I	3	
MUSC 5392	National Brd Prof Tchng Stds for Music II	3	
MUSC 5500	Analytical Techniques	2	
MUSC 5597	Curriculum Integration of Music Tech	3	
<b>Teaching Field Electives</b>			<b>5</b>
(Choose 5 credits from the following)			
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	
<b>Total Required Credits</b>			<b>32</b>

\* Must take these courses if not already taken for Class B certification.

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

\*\*\* No more than three credits of special studies can be counted toward the degree.

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



## 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: Spring, on rotation.

#### **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).

#### **MUSC 5170 Hymnology (2)**

Survey of the historical development of congregational song in the Western church, with primary attention to texts. Emphasis is placed on the use of this literature in worship. Offered: Spring, on rotation.

### 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 THEORY AND COMPOSITION

#### **MUSA 5581 and 5582 Graduate Composition I and II (3 each course)**

Individualized exploration of advanced compositional techniques and skills. Development of student's creativity and craftsmanship in writing music. Prereq: Permission of the instructor. Offered: Fall (5581); Spring (5582).

#### **MUSA 5591 and 5592 Graduate Composition III and IV (3 each course)**

Continuing development of advanced compositional techniques and skills. Further growth of individual voice in writing music. Prereqs: MUSA 5581, 5582, and permission of the instructor. Offered: Fall (5591); Spring (5592).

#### **MUSC 5500 Analytical Techniques (2)**

Graduate-level studies in analyzing music from major periods of music history, beginning with the medieval period. Offered: Fall, 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.

### 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 Education (3)**

Study of bibliographical material and research techniques directed specifically toward music education objectives. 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 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 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 & 5642 Piano Pedagogy I and II (3 each course)**

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.

**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.

**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.

**MUSC 5421 Survey of Vocal Literature (2)**

Study of major contributors to solo vocal literature and their compositions. 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: Fall, on rotation.

**MUSC 5440 Survey of Piano Literature (2)**

Study of major contributors to piano literature and their compositions.

**MUSC 5450 Survey of Organ Literature (2)**

Study of major contributors to organ literature and their compositions. Offered: Spring, on rotation.

**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 and Spring.

**MUSC 5730 Wind Ensemble (0-1)**

**MUSC 5731 Orchestra (0-1)**

**MUSC 5732 Graduate Ensemble (0-1)**

**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  
 Lisa E. Gibbs, Instructor  
 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  
 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 p. 74 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>28</b>
<b>Natural &amp; Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
<b>Languages</b> (proficiency through 102 or higher)*		<b>4</b>
<b>Fine Arts</b> (select one course)		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
DANC 100 Ballet Fundamentals <i>or</i>	1	
DANC 101 Ballet I		
PHED 117-118 Beginning Social Dance <i>or</i>	1	
PHED 121 Jazz/Tap for Fitness		
<b>Theatre Major:</b>		<b>48</b>
<b>Theatre Core</b>		<b>36</b>
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 <i>or</i>	3	
THEA 343 Lighting Design <i>or</i>		
THEA 344 Makeup Design <i>or</i>		
THEA 345 Costume Design <i>or</i>		
THEA 346 Sound Design		
THEA 347 Stage Management	3	
THEA 450 Capstone Course	3	
<b>Theatre Electives:</b> (see note)**		<b>12</b>
<b>Theatre Design Track</b>		
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	
<b>Acting/Directing Track</b>		
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 375 Acting Workshop	1	
THEA 414 Playwriting	3	
THEA 415 Creative Drama	3	
THEA 424 Theatre Internship	3	
THEA 455 Directed Studies in Theatre	3	
<b>General Electives</b>		<b>30</b>
<b>Total Required Credits</b>		<b>128</b>

\* 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.

<b>Musical Theatre Major for a Bachelor of Fine Arts Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>16</b>
<b>Mathematics or Natural Science</b> (choose one)		<b>4</b>
Any Lab Science Course	4	
MATH 110 Contemporary Mathematics	4	
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
MATH 240 Calculus I	4	
<b>Humanities or Social Sciences</b> (choose one area below and complete four credits)		<b>4</b>
Humanities	4	
Social Science	4	
<b>World Languages</b>		<b>8</b>
Two courses in either French, German, or Italian	8	
<b>Musical Theatre Major (B.F.A.):</b>		<b>90</b>
<b>Theatre</b>		<b>33</b>
THEA 101-102 Introduction to Theatre I-II	2	
THEA 175 Freshman Acting Workshop (2 semesters)	2	
THEA 201 Theatre Production (8 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	
<b>Music</b>		<b>37</b>
MUSA 1257 Voice (must take twice)	4	
MUSA 2157-4357 Voice	6	
MUSC 1200 Basic Conducting	2	
MUSC 1510 Theory I	3	
MUSC 1511 Theory Lab I	1	
MUSC 1520 Theory II	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 2500 Introduction to Music Technology	2	
MUSC 2550 Elementary Keyboard Harmony	1	
MUSC 3400 Introduction to Music Literature	2	
Ensembles*	6	
<b>Dance</b>		<b>10</b>
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	2	
<b>Music Theatre Electives</b>		<b>10</b>
Ten (10) upper-level credits in theatre, music, or dance		
<b>Total Required Credits</b>		<b>128</b>

\*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

<b>Dance Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Dance Core</b>		<b>18</b>
DANC 100 Ballet Fundamentals <i>or</i> DANC 101 Ballet I	1	
DANC 102 Ballet II	1	
DANC 201 Jazz I	1	
DANC 202 Jazz II	1	
DANC 210 Dance Production (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	
<b>Theatre Electives</b>		<b>7</b>
Four (4) credits must be in upper-level courses		
<b>Total Required Credits</b>		<b>25</b>

## 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.

<b>Film Production Interdisciplinary Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Film Production Core</b>		<b>15</b>
FLMJ 200 Introduction to Film Production	4	
FLMJ 300 Film Production	4	
FLMJ 400 Documentary Film Production <i>or</i> FLMJ 410 Short Film Production	4	
FLMT 310 Screenwriting	3	
<b>Film Production Electives</b> (Choose from the following)		<b>7-8</b>
ENGL 350 Film History	4	
FLME 352 Foreign Film	4	
FLME 354 The War 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	
<b>Total Required Credits</b>		<b>22-23</b>

## Theatre Minor

<b>Theatre Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Theatre Core</b>		<b>9</b>
THEA 201 Theatre Production (take three times)	0-1	
THEA 212 Acting I	3	
THEA 242 Fundamentals of Design	3	
THEA 330 Theatre History & Literature I <i>or</i> THEA 332 Theatre History & Literature II	3	
<b>Theatre Electives *</b>		<b>14</b>
<b>Total Required Credits</b>		<b>23</b>

\*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
<b>Arts Core</b>			<b>12</b>
(12 credits required in the Arts Core, including the minimum number stated within each subgroup below.)			
<b>History/Literature Course</b> (complete at least 2 credits)			
ART 381	Art History I <i>or</i>	4	
ART 382	Art History II <i>or</i>		
ART 383	Art History III		
MUSC 3400	Introduction to Music Literature	2	
THEA 330	Theatre History & Literature I	3	
THEA 332	Theatre History & Literature II	3	
<b>Foundations Courses</b> (complete at least 4 credits)			
ART 101	Structure I	4	
MUSC 1510	Theory I	3	
MUSC 1511	Theory Lab I	1	
MUSC 1520	Theory II	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	
<b>Performance Course</b> (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	
<b>Arts Electives</b>			<b>12</b>
Art Electives		4	
Music Electives		4	
Theatre/Dance Electives		4	
<b>Total Required Credits</b>			<b>24</b>

\* 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 Production (0-1)

Dance performance participation course. Students will perform and may also choreograph, design costumes, sets, lights, or sound for dance performances. 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 twentieth century, and how this art form is similar yet very different from classical ballet. Students learn the physical aspects of alignment, succession, opposition, potential and kinetic energy, fall, weight, recovery and rebound, suspension, and isolation. Students will also strengthen muscles, increase flexibility, and increase coordination while developing self-discipline and self-awareness. 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 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.

## **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. (Formerly THEA 412)

### **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. (Formerly THEA 413)

### **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 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. (Formerly THEA 241)

**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 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. (Formerly MUSC 4460)

**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)**

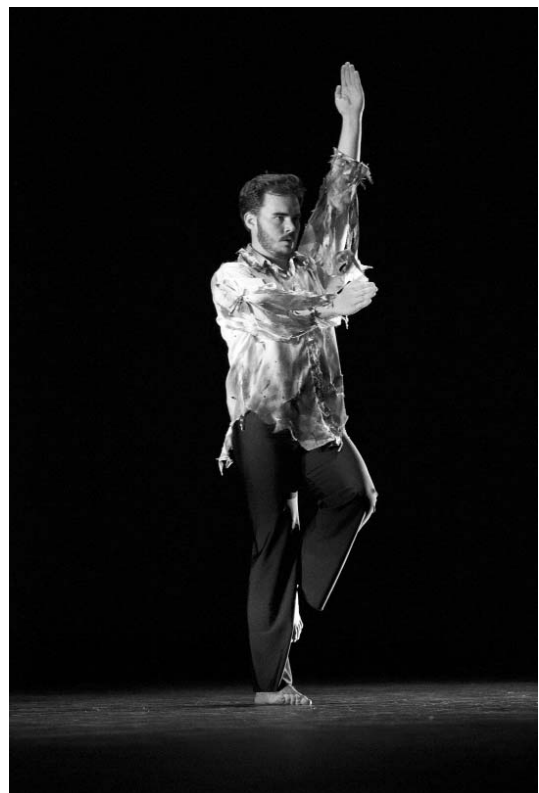
Advanced study of a specific area of theatre or a related field. This course involves written, oral, and other forms of communication, including a required paper, oral presentation, and/or other major presentation. Designed to meet a variety of needs, this course can be structured as an individual study 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, Director, 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. A concentration in social entrepreneurship is also available. Students in the University Fellows program can pursue the Brock Scholars major while students whose primary focus is not business can pursue a bachelor of arts (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, 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.

## Departments

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## 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](http://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

### Minors

Economics  
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 the concentration in social entrepreneurship. For University Fellows students pursuing a major in business, the Brock Scholars major is available to those who meet the selection criteria (see p. 174 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, 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 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.S.B.A.-Fellows in Brock Scholars:** Graduates will be prepared to engage in their selected vocation.

**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.

### 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, 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. If a student's cumulative business GPA falls below 2.25, the student will be placed on academic probation. **The student will be required to raise his/her cumulative business GPA to a 2.25 within the next two successive terms of undergraduate enrollment. If the student fails to meet this requirement, then the student will be permanently dismissed from the School of Business.**

### Graduation Requirements

1. Complete a minimum of 128 credits.
2. Complete 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

### 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. 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 apply to enter the Professional Accountancy Program during the spring term of their junior year. Students are notified of their conditional acceptance along with their financial aid package for the program by November 15 of their senior year. Students must declare their intention to enter the Professional Accountancy Program by February 1 of their junior year. This declaration will be used to alert the Brock School of Business Graduate 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
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements:*</b>			<b>24-32</b>
<b>Natural and Computational Sciences</b>			<b>8</b>
<b>Social Sciences</b>			<b>4</b>
ECON 201	Principles of Macroeconomics (Pre-Bus)	4	
<b>Mathematics</b>			<b>4</b>
MATH 150	Precalculus	4	
<b>Languages</b> (proficiency through 102 or higher)			<b>0-8</b>
<b>Fine Arts</b>			<b>4</b>
<b>Humanities</b>			<b>4</b>
<b>Accounting Major:</b>			<b>68</b>
<b>Pre-Business Curriculum**</b>			<b>19</b>
ACCT 211	Accounting Concepts I	3	
ACCT 212	Accounting Concepts II	3	
BUSA 100	World of Business	3	
BUSA 130	Quantitative Methods I	3	
BUSA 231	Quantitative Methods II	3	
BUSA 260	Computer Software Competency	1	
ECON 202	Principles of Microeconomics	3	
<b>Business Core</b>			<b>25</b>
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	
<b>Accounting Core</b>			<b>21</b>
ACCT 310	Income Tax I	3	
ACCT 311	Financial Accounting & Reporting I	3	
ACCT 312	Financial Accounting & Reporting II	3	
ACCT 313	Cost Accounting	3	
ACCT 420	Auditing I	3	
ACCT 470	Information Systems	3	
BUSA 454	Business Law	3	
<b>Accounting Elective</b>			<b>3</b>
(select one from the following)			
ACCT 410	Income Tax II	3	
ACCT 415	Governmental & Not-for-Profit Accounting	3	
ACCT 496	Accounting Internship	3	
<b>General Electives</b>			<b>6-14</b>
		<b>Total Required Credits</b>	<b>128</b>

\*Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

**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**

<b>Professional Accountancy Degree Program Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:*</b>		<b>24-32</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>Languages</b> (proficiency through 102 or higher)		<b>0-8</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Professional Accountancy Major:</b>		<b>96-104</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Professional Accountancy Track</b>		<b>40</b>
ACCT 310 Income Tax I	3	
ACCT 311 Financial Accounting & Reporting I	3	
ACCT 312 Financial Accounting & Reporting II	3	
ACCT 313 Cost Accounting	3	
ACCT 410 Income Tax II	3	
ACCT 420 Auditing I	3	
ACCT 470 Accounting Information Systems	3	
BUSA 454 Business Law	3	
ACCT 515 Governmental/Not-for-Profit Accounting	3	
ACCT 520 Auditing II	3	
ACCT 525 Applied Professional Research	3	
ACCT 540 Financial Accounting & Reporting III	3	
ACCT 555 Accounting Internship	3	
ACCT 599 Contemporary Issues in Accountancy	1	
<b>Accounting Elective</b> (choose three from the following)		<b>9</b>
ACCT 514 Tax Research	3	
ACCT 521 Fraud Examination	3	
ACCT 550 Managerial Accounting Seminar	3	
ACCT 560 Accounting Theory	3	
ACCT 570 Financial Statement Analysis	3	
<b>Required Business Electives (Non-Accounting)</b>		<b>3-11</b>
Business courses (select a minimum of one course from the MBA list on p. 181)	3-11	
<b>Total Required Credits</b>		<b>150</b>

\*Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

# Economics, Finance, and Quantitative Analysis

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**Faculty**

Jennings B. Marshall, Chair, Professor of Economics  
 Steven T. Jones, Professor of Finance  
 Thomas W. Woolley, Professor of Business Statistics  
 Jeremy P. Thornton, Associate Professor of Economics  
 William (Art) Carden, Assistant Professor, Economics  
 Sara E. Helms, Assistant Professor of Economics  
 John M. Venable, Assistant Professor of Business  
 Rustin (Rusty) Yerkes, Instructor, 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  
 Finance  
 Finance with a Concentration in Social Entrepreneurship

**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. 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.)**

<b>Economics Major (B.S.B.A.) Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements (see note):</b>		<b>24-32</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>Languages (proficiency through 102 or higher)</b>		<b>0-8</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Economics Major (B.S.B.A.):</b>		<b>68-69</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Economics Core</b>		<b>9</b>
BUSA 332 Quantitative Methods III	3	
ECON 301 Intermediate Macroeconomics	3	
ECON 302 Intermediate Microeconomics	3	
<b>Business Electives-Economics Majors</b> (select any three business courses not previously taken to meet a stated requirement of this major)		<b>9</b>
<b>Economics Electives (select two from the following)</b>		<b>6-7</b>
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	
<b>General Electives</b>		<b>5-14</b>
<b>Total Required Credits</b>		<b>128</b>

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

Gen Ed Note: Unless a requirement is specified, see the General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

**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.

<b>Economics Major (B.A.) Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements (see note):</b>		<b>30</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Science:</b> ECON 201 Principles-Macroeconomics		<b>4</b>
<b>Mathematics:</b> MATH 150 Precalculus		<b>4</b>
<b>Languages (proficiency through 202 or higher)</b>		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Economics Major (B.A.):</b>		<b>30-32</b>
<b>Economics Core</b>		<b>18</b>
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	
<b>Economics Electives (select four from the following)</b>		<b>12-14</b>
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	
<b>General Electives</b>		<b>44-46</b>
<b>Total Required Credits</b>		<b>128</b>

**Economics Minor**

<b>Economics Minor* Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Economics Core</b>		<b>10</b>
BUSA 130 Quantitative Methods I**	3	
ECON 201 Principles of Macroeconomics***	4	
ECON 202 Principles of Microeconomics	3	
<b>Economics Electives (select four from the following)</b>		<b>12-13</b>
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	
<b>Total Required Credits</b>		<b>22-23</b>

\* 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:*</b>		<b>24-32</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>Languages (proficiency through 102 or higher)</b>		<b>0-8</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Finance Major:</b>		<b>68</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Finance Core</b>		<b>15</b>
BUSA 332 Quantitative Methods III	3	
FINC 422 Financial Statement Analysis	3	
FINC 424 Investments	3	
FINC 428 Financial Institutions	3	
FINC 429 Business Finance II	3	
<b>Business Elective-Finance Majors</b> (select one business course not previously taken to meet a stated requirement of this major)	3	<b>3</b>
<b>Finance Electives</b> (select two from the following)		<b>6</b>
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 434 Fixed Income Securities	3	
FINC 450 Bulldog Investment Fund***	3	
FINC 492 Business Internship: Finance	3	
<b>General Electives</b>		<b>6-14</b>
<b>Total Required Credits</b>		<b>128</b>

\* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

\*\*\* 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  
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  
Betsy B. Holloway, Associate Professor of Marketing,  
Dwight Moody Beeson Chair in Business  
Barbara H. Cartledge, Assistant Professor of Business  
Larron C. Harper, Assistant Professor of Business

## Undergraduate Programs and Requirements

### Majors

Entrepreneurship  
Entrepreneurship with a Concentration in Social Entrepreneurship  
Management  
Management with a Concentration in Social Entrepreneurship  
Marketing  
Marketing with a Concentration in Social Entrepreneurship

### Minors

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.

Minors in 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:*</b>		<b>24-32</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>Languages</b> (proficiency through 102 or higher)		<b>0-8</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Entrepreneurship Major:</b>		<b>68</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Entrepreneurship Core</b>		<b>18</b>
BUSA 332 Quantitative Methods III	3	
BUSA 454 Business Law <i>or</i>	3	
MNGT 404 Human Resources Management		
ENTR 304 Entrepreneurship/Small Business Concepts	3	
ENTR 410 Entrepreneurial Finance***	3	
ENTR 485 Entrepreneurship	3	
MARK 414 Marketing Research <i>or</i>	3	
MARK 419 Services Marketing		
<b>Business Elective-Entrepreneurship Majors †</b> (select one business course not previously taken to meet a stated requirement of this major)	3	<b>3</b>
<b>Entrepreneurship Elective</b> (select one from below)		<b>3</b>
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	
<b>General Electives</b>		<b>6-14</b>
<b>Total Required Credits</b>		<b>128</b>

\* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

\*\*\* Other electives are possible with department chair approval.

† Entrepreneurship majors are encouraged to take BUSA 322 (Personal Finance), if possible.

†† Double majors may be able to substitute another internship for ENTR 494 with MGMC department chair approval.

### Management Major

Management Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:*</b>		<b>24-32</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>Languages</b> (proficiency through 102 or higher)		<b>0-8</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Management Major:</b>		<b>68</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Management Core</b>		<b>15</b>
BUSA 332 Quantitative Methods III	3	
BUSA 496 Business Management Internship I <i>or</i>	3	
ENTR 488 Small Business Consulting		
ENTR 304 Entrepreneurship/Small Business Concepts	3	
MNGT 404 Human Resource Management	3	
MNGT 405 Leadership	3	
<b>Business Electives-Management Majors</b> (select any two business courses not previously taken to meet a stated requirement of this major)	3	<b>6</b>
<b>Management Electives</b> (select one from the following: any 400-level ENTR OR MNGT course not previously taken to meet a stated requirement of this major)	3	<b>3</b>
<b>General Electives</b>		<b>6-14</b>
<b>Total Required Credits</b>		<b>128</b>

\*Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

### Marketing Major

Marketing Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:*</b>		<b>24-32</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
ECON 201 Principles of Macroeconomics (Pre-Bus)	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>Languages (proficiency through 102 or higher)</b>		<b>0-8</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
<b>Marketing Major:</b>		<b>68</b>
<b>Pre-Business Curriculum**</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II	3	
BUSA 100 World of Business	3	
BUSA 130 Quantitative Methods I	3	
BUSA 231 Quantitative Methods II	3	
BUSA 260 Computer Software Competency	1	
ECON 202 Principles of Microeconomics	3	
<b>Business Core</b>		<b>25</b>
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	
<b>Marketing Core</b>		<b>12</b>
BUSA 332 Quantitative Methods III	3	
MARK 414 Marketing Research	3	
MARK 416 Consumer Behavior	3	
MARK 419 Services Marketing	3	
<b>Business Elective-Marketing Majors</b> (select one business course not previously taken to meet a stated requirement of this major)	3	<b>3</b>
<b>Marketing Electives (select three from the following)</b>		<b>9</b>
ENTR 485 Entrepreneurship	3	
ENTR 486 Social Entrepreneurship/Not-for-Profit Mgt	3	
MARK 401 Sports Marketing	3	
MARK 402 Retailing	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 491 Business Internship: Marketing <i>or</i> BUSA 498 Business Research Project	3	
<b>General Electives</b>		<b>6-14</b>
<b>Total Required Credits</b>		<b>128</b>

\* Unless a requirement is specified, see General Education Requirements in the Howard College of Arts & Sciences section for a list of required and applicable courses.

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

### General Business Minor\*

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

\* 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 3.00 GPA. Once in the minor, students must maintain a 2.00 GPA.

Marketing Minor* Required Courses	Course Credits	Total Required Credits
<b>Group I (must be completed before starting Group II)</b>		<b>3-7</b>
BUSA 231 Quantitative Methods II	3	
ECON 201 Principles of Macroeconomics** <i>or</i> ECON 202 Principles of Microeconomics	3-4	
<b>Group II (must be completed before starting Group III)***</b>		<b>3</b>
MARK 311 Marketing Management	3	
<b>Group III (should be taken after Group II) (select four from the following)</b>		<b>12</b>
MARK 401 Sports Marketing	3	
MARK 402 Retailing	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	
<b>Total Required Credits</b>		<b>18-22</b>

\* Students must have a 3.00 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.

<b>Social Entrepreneurship and Non-Profit Management Minor*</b> <b>Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Group I</b> (must be completed before starting Group II)			<b>9-10</b>
ACCT 211	Accounting Concepts I	3	
ACCT 212	Accounting Concepts II <i>or</i>	3	
ACCT 384	Financial Mgmt of Non-Profit Entities		
ECON 201	Principles of Macroeconomics** <i>or</i>	3-4	
ECON 202	Principles of Microeconomics		
<b>Group II</b> (can be completed in any order)***			<b>9</b>
BUSA 322	Personal Finance <i>or</i>	3	
FINC 321	Financial Management		
ENTR 304	Entrepreneurship/Small Bus Concepts <i>or</i>	3	
MNGT 303	Principles of Management		
MARK 311	Marketing Management	3	
<b>Group III</b> (should be taken after Group II)			<b>3</b>
ENTR 486	Social Entrepreneurship and Not-for-Profit Management	3	
<b>Total Required Credits</b>			<b>21-22</b>

\* Students must maintain a 2.00 GPA in the social 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 social entrepreneurship minor is not available for School of Business majors. Social entrepreneurship minors must complete 6 of the 9 credits in the 300-level at Samford.

### 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.

<b>Social Entrepreneurship Concentration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Social Entrepreneurship Core</b>			<b>10-12</b>
ACCT 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	
<b>Total Required Credits</b>			<b>10-12</b>

\* Course repeatable up to 3 total credits.

### 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.

<b>Course Number/Name</b>	<b>Credit Hrs</b>	
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	Public Finance and Public Policy	3
ECON 493	Business Internship: Economics	3
ENTR 304	Entrepreneurship and Small Business Concepts	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	Business Finance II	3
FINC 434	Fixed Income Securities	3
FINC 492	Business Internship: Finance	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 408	International Management	3
MNGT 444	Total Quality Management	3
MARK 401	Sports Marketing	3
MARK 402	Retailing	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 491	Business Internship: Marketing	3

### Brock Scholars Major (B.S.B.A.-Fellows)

The Brock Scholars major is an imaginative, demanding, and competitive program of study designed for University Fellows 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.

<b>Brock Scholars Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Fellows Core Curriculum</b> †		<b>38-46</b>
<b>General Education Requirements:</b> ††		<b>8-16</b>
<b>Natural and Computational Sciences</b> (one course)		<b>4</b>
<b>Languages</b> (proficiency through 102 or higher)†††		<b>0-8</b>
<b>Fine Arts</b> (two courses)		<b>4</b>
<b>Brock Scholars Major:</b>		<b>66-82</b>
<b>Freshman Year:</b>		<b>3</b>
BUSA 100 World of Business (Spring)	3	
<b>Sophomore Year:</b>		<b>19</b>
ACCT 211 Accounting Concepts I	3	
ACCT 212 Accounting Concepts II*	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	
<b>Junior Year:</b>		<b>17 or 20</b>
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	
<b>Senior Year:</b>		<b>12</b>
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	
<b>Additional Major/Enrichment Courses</b>		<b>12-31</b>
(may come from inside or outside the business school)		
<b>Total Required Credits</b>		<b>128</b>

† See pp. 50-51 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, in part, through Summer Fellowship. The additional 4 credits must be met through a non-Western culture course outside the student's discipline.

†† See p. 64 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 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.

#### 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. Prereq: 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 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. (Formerly BUSA 160)

#### 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. (Formerly ECON 203).

#### 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 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: ENTR 304. 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. (Formerly ENTR 484)

**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: ENTR 304. Offered: Fall.

**ENTR 486 Social Entrepreneurship and Not-for-Profit Management (3)**

Examination of management topics unique to the particular objectives of non-profit 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 Business Finance II (3)**

Case-based course in which students apply skills and concepts acquired in the core finance course (Financial Management) to actual business situations. Prereq: FINC 321. Offered: Spring.

**FINC 434 Fixed Income Securities (3)**

An introduction to the markets for and valuation of fixed income securities including coupon bonds, floating rate notes, bonds with embedded options, mortgage-backed securities, and the derivatives of these securities. Tools covered include yield curve construction as well as managing interest rate risk and credit risk. Prereq: FINC 321. Offered: Spring, on rotation.

**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 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 408 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 484)

**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 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 401 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. Offered: Jan Term 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 414 Marketing Research (3)**

Practical, hands-on approach to marketing research. Emphasis on gaining a fundamental understanding of both qualitative and quantitative research, including the application of different research techniques and methods of analysis. Students apply knowledge gained through various exercises, cases, and group-based research projects. Prereq: 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 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 ([www.aacsb.edu](http://www.aacsb.edu))—and by SACSCOC—the Southern Association of Colleges and Schools.

### Degrees

Master of Accountancy (M.Acc.)

Accountancy

Master of Business Administration (M.B.A.)

Business Administration

Business Administration with a Concentration in

Accounting

Entrepreneurship

International Business

Marketing

### Joint-Degrees

Master of Accountancy/Juris Doctor (M.Acc./J.D.)

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

Master of Business Administration/Master of Divinity (M.B.A./M.Div.)

Master of Business Administration/Juris Doctor (M.B.A./J.D.)

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

The master of accountancy (M.Acc.) program prepares graduates to succeed as advisors to organizations in today's dynamic, global business environment. Students will develop technical, interpersonal, critical-thinking, and communication skills to enable them to derive and interpret information used by investors, managers, and governments. The program encourages the creation and dissemination of knowledge that is useful to those in the accounting profession through scholarly and service activities of its faculty. The program works effectively with others to provide a network that brings together Samford students, faculty, and alumni with those in the accounting profession to facilitate career and placement opportunities for students, to assure the continued growth and financial strength of the programs, and to share the skills of Samford accounting faculty with the greater community.

The master of business administration (M.B.A.) is an evening program designed to serve working professionals. The M.B.A. program provides a comprehensive education for expanded managerial roles in a variety of organizations. Students will develop or strengthen quantitative, teamwork, leadership, problem-solving, and communication skills. International and ethical issues are emphasized. The program serves practicing professionals who pursue graduate education while working full-time, have significant work experience, value learning from their peers, and have diverse educational and developmental goals. The program uses varied instructional formats, emphasizing case and active-learning strategies, vigorous class discussion and interaction, while maintaining convenient, flexible program admissions and procedures.

Students who have a 3.00 or better GPA in the M.B.A. program may add an optional concentration in either accounting, entrepreneurship, international business, 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.

Joint-degree programs allow students to simultaneously pursue degrees in two areas of interest with fewer credit requirements than would be needed to earn the degrees separately. Graduate joint-degree programs currently offered within the Brock School of Business are: M.Acc./J.D., M.B.A./M.Acc., and M.B.A./J.D. Additional joint degree programs, M.B.A./M.Div. and M.B.A./M.S.N., are currently under review. Contact the Brock School of Business for more information.

### Class Schedules

The Brock School of Business offers students an evening program that consists of two 15-week semesters (fall and spring) and two five-week summer terms per year. Evening classes for each course meet from 5:30 p.m. until 7:30 p.m. or 7:45 p.m. until 9:45 p.m. in the fall and spring semesters and from 5:30 p.m. until 8:30 p.m., two nights a week, in the summer term.

### International Study

Graduate students in the Brock School of Business have an opportunity to study abroad each year. Students participate in a short-stay research sojourn, completing their research after the visit. Study locations are determined annually.

### Graduate Admission Criteria and Enrollment Requirements

The Brock School of Business' Office of Academic Programs welcomes applications from professionals with solid academic abilities, demonstrated managerial potential, and a bachelor's degree.

Managerial potential is evaluated on the basis of the applicant's work experience and work history, recommendations, and professional recognition. Extracurricular, community, church activities, involvement in continuing education, and indications of strong character are also considered in the admissions process.

Academic ability is evaluated on the basis of the undergraduate and graduate academic records, scores on the Graduate Management Admission Test (GMAT), recommendations, and academic recognition. Applicants must have earned a bachelor's degree from a regionally accredited institution prior to being accepted for admission.

### Graduate Student Applicant Procedures

For more information and the appropriate forms, please visit [business.samford.edu/mba](http://business.samford.edu/mba).

## 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)

Focus on accounting for business combinations and consolidations. Includes standard setting, accounting for partnerships, and annual and interim reporting for public entities. Prereq: Admission to the M.Acc. program.

## 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 graduation and in most cases, prior to beginning graduate work: ACCT 211, 212, 310, 311, 312, 410, 420, 470; BUSA 252, and BUSA 454. See the undergraduate business course listings for more information.

### Careers in Accounting

Success in the accounting profession, be it working for one's own firm, a corporate accounting department, a public accounting firm, or a nonprofit or government agency, typically includes successfully passing the CPA Exam. Accounting programs at Samford prepare students for a career in this dynamic profession and for successful completion of the CPA exam.

In nearly all states, one can take the CPA exam only after completing a 150-hour program of study. A combination of the B.S.B.A. accounting major and the M.Acc. degree fulfills this requirement. Taking the M.Acc. courses upon completion of the undergraduate degree gets students into the workforce in only one more year.

## Master of Accountancy

Master of Accountancy Required Courses		Course Credits	Total Required Credits
<b>Accounting:</b>			<b>24</b>
<b>Accounting Core</b>			<b>6-15</b>
ACCT 510	Income Tax II*	3	
ACCT 515	Governmental/Not-for-Profit Accounting*	3	
ACCT 520	Auditing II	3	
ACCT 525	Applied Professional Research	3	
ACCT 540	Financial Accounting & Reporting III*	3	
<b>Accounting Electives</b> (select three or more)			<b>9-18</b>
ACCT 514	Tax Research	3	
ACCT 521	Fraud Examination	3	
ACCT 550	Managerial Accounting Seminar	3	
ACCT 555	Internship	3	
ACCT 560	Accounting Theory	3	
ACCT 594	Topics in Accounting	3	
<b>Business:</b>			<b>6</b>
<b>Business Electives**</b> (select two)			<b>6</b>
BUSA 533	MIS and Communications Technology	3	
BUSA 551	Operations Management	3	
BUSA 552	Managing Corporate Integrity	3	
ECON 520	The Economics of Competitive Strategy	3	
FINC 521	Managerial Finance	3	
MNGT 535	Human Resources & Org Management	3	
MARK 541	Marketing Strategy	3	
MBA Elective(s) (see table at right)		3-6	
<b>Total Required Credits</b>			<b>30</b>

\* Course may be waived with appropriate undergraduate credit. Waived courses do not count towards the required 24 graduate accounting credits nor the 30 credits required overall. If waived, an additional 500-level ACCT course 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. Identified courses may be omitted based on the exemption policies. A copy of the exemption policies may be obtained from the Office of Academic Programs. Students will be given a curriculum check sheet at the time of admission identifying individual academic requirements. 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
<b>MBA Program Core</b>			<b>30-39</b>
ACCT 511	Financial Accounting for Managers*	3	
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 512	Foundations of Economics*	3	
ECON 520	Economics of Competitive Strategy	3	
FINC 514	Corporate Finance*	3	
FINC 521	Managerial Finance	3	
MNGT 535	Human Resources & Organization Mgt	3	
MNGT 561	Strategic Management***	3	
MARK 541	Marketing Strategy	3	
<b>MBA Electives</b> (select two courses from the table below)			<b>6</b>
<b>Total Required Credits</b>			<b>36-45</b>

\* Students are not required to take these courses if they hold a regionally accredited undergraduate degree that included accounting, economics, and finance courses. Students without the equivalent business courses may attempt to test out of these courses. Please contact the director of academic programs 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. 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 594	Topics in Finance	3
BUSA 595	Topics in Information Systems	3
BUSA 597	Topics in Business Planning & Entrepreneurship	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 555	New Venture Business Planning	3
FINC 523	Behavioral Finance	3
FINC 525	Bulldog Investment Fund	3
FINC 530	Personal Financial Planning	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

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

<b>Master of Business Administration with Accounting Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>MBA Program Core</b>		<b>30-39</b>
<b>Accounting Concentration</b>		<b>9</b>
(select three from the following)		
ACCT 510 Income Tax II	3	
ACCT 521 Fraud Examination	3	
ACCT 525 Applied Professional Research	3	
ACCT 540 Financial Accounting & Reporting III	3	
ACCT 570 Financial Statement Analysis	3	
<b>Total Required Credits</b>		<b>39-48</b>

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

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

† Other electives are possible if approved by the director of academic programs. For example, Topics courses in several functional areas (e.g., marketing, finance, or information systems) could serve as viable electives, if approved.

**M.B.A. with a Concentration in International Business**

<b>Master of Business Administration with International Business Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>MBA Program Core</b>		<b>30-39</b>
<b>International Business Concentration †</b>		<b>9</b>
(select three from the following)		
BUSA 590 Topics in International Business/Field Study	3	
ECON 522 International Economics	3	
MNGT 532 International Management	3	
MARK 542 International Marketing	3	
<b>Total Required Credits</b>		<b>39-48</b>

† Other electives are possible if approved by the director of academic programs. For example, Topics courses in several functional areas (e.g., marketing, finance, or information systems) could serve as viable electives, if approved.

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

<b>Master of Business Administration with Marketing Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>MBA Program Core</b>		<b>30-39</b>
<b>Marketing Concentration</b>		<b>9</b>
(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	
<b>Total Required Credits</b>		<b>39-48</b>

† 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.

**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 director of the accounting program 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. Prereqs: ACCT 519 and FINC 521, or by permission of instructor. Offered: Summer.

**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.

**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.

**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.

## ECONOMICS

### ECON 512 Foundations of Economics (3)

Survey of the theorems, tools, and techniques of basic economic analysis. Provides an integrated framework of micro and macroeconomics, preparing the student for more advanced study in ECON 520. Prereq: None.

### ECON 520 The Economics of Competitive Strategy (3)

Study of the methods used in making economic decisions in an uncertain world. Topics such as forecasting economic activity and decision making using game theory, are discussed. In addition, the course examines the effects of the global economic environment on business decisions. Prereq: ECON 512.

### ECON 522 International Economics (3)

Graduate-level analysis of the theoretical principles underlying international trade, investment, and the international monetary system. Includes effects on domestic and foreign economics of commercial, monetary, and fiscal policies. Prereq: ECON 512.

## 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. Prereq: ACCT 511

### 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 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. Prereqs: ACCT 511, FINC 514, and MARK 515.

## 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.

### 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 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. Prereq: Permission of the instructor.

### 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.

## MANAGEMENT

### MNGT 532 International Management (3)

Graduate-level case-based course highlighting management issues encountered by companies when they conduct business overseas.

### MNGT 535 Human Resources and Organization Management (3)

Examines the strategic, planning, and organizational issues associated with managing people in different and complex organizations. Upon completion, students will be able to understand the challenges of managing the staffing process within businesses.

### MNGT 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.

## 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.

### 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.

## ADDITIONAL M.B.A. ELECTIVES

Electives designed for advanced study in a topic area. Specific prerequisites will appear on the schedule.

### ACCT 594 Topics in Accounting (3)

### BUSA 590 Topics in International Business/Field Study (3)

### BUSA 594 Topics in Finance (3)

### BUSA 595 Topics in Information Systems (3)

### BUSA 597 Topics in Business Planning and Entrepreneurship (3)

### BUSA 599 Topics in Business Law Regulation (3)

### ECON 593 Topics in Economics (3)

### MNGT 591 Topics in Organizational Behavior (3)

### MNGT 596 Topics in Human Resources (3)

### MNGT 598 Topics in Organizational Leadership (3)

### MARK 592 Topics in Marketing (3)



# Beeson School of Divinity



## Administration

Timothy F. George, Ralph W. Beeson Dean and Professor  
 David S. Hogg, Associate Dean and Associate Professor  
 Burch R. Barger, Administrative Dean  
 Sherri Brown, Director of Admissions  
 Mark A. Searby, Director of Doctor of Ministry Studies  
 James C. Pounds, Jr., Director of the Extension Division  
 Thomas L. Fuller, Director, Ministry Leadership Development, Placement, and Assessment  
 Carolyn Lankford, Advancement Officer  
 Benjamin Smith, Alumni Relations Officer  
 Vickie J. Gaston, Curator of the Chapel

## Faculty

Charles T. Carter, James H. Chapman Fellow of Pastoral Ministry  
 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  
 M. Sydney Park, Associate Professor  
 Gisela H. Krelinger, Assistant Professor  
 Piotr Malysz, Assistant Professor  
 Osvaldo Padilla, Assistant Professor  
 Gerald L. Bray, Research Professor  
 Calvin A. Miller, Research Professor and Distinguished Writer-in-Residence

## 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.)  
 Master of Divinity with Emphasis in Church Music (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.)

Below and on the next page are brief summaries of the degree requirements for the M.A.T.S., M.Div. and D.Min. degrees, as well as joint degrees. Students seeking to enter a joint degree program must meet admission requirements for both schools participating in the joint program. Please refer to the Beeson School of Divinity Bulletin for further information on all curricular listings. To obtain a 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 39 credits, with not less than two-thirds of these credits being completed at Samford. A minimum grade point average of 2.00 is required.

<b>Master of Arts in Theological Studies Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Biblical Studies</b>		<b>13 or 14</b>
Biblical Interpretation	2	
Old and New Testament Theology	6	
Old and New Testament Exposition	5 or 6	
<b>Historical and Doctrinal Studies</b>		<b>13</b>
History and Doctrine	12	
Faith and Vocation	1	
<b>Ministry Studies</b>		<b>4</b>
Spiritual Formation	2	
Christian Missions	2	
<b>Electives</b>		<b>8 or 9</b>
<b>Total Required Credits</b>		<b>39</b>

## 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 96 credits, with not less than two-thirds of these credits being completed at Samford. A minimum grade point average of 2.00 is required.

The M.Div. with emphasis in church music, offered through collaboration with the School of Music, is designed for persons who desire a stronger foundation in biblical, historical/theological, and ministry studies as preparation for ministry through music. This program includes all of the music components of the master of music degree, combined with core requirements from the master of divinity degree. The degree concludes with a recital and an oral comprehensive examination. This degree program is currently under review. Contact the Beeson School of Divinity for more information.

<b>Master of Divinity Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Biblical Studies</b>		<b>32</b>
Biblical Interpretation	2	
Old and New Testament Theology	6	
Introduction to Biblical Greek	6	
Greek Exegesis	6	
Introduction to Biblical Hebrew	6	
Hebrew Exegesis	6	
<b>Historical and Doctrinal Studies</b>		<b>21</b>
History and Doctrine	12	
Ecclesiology and Worship	3	
Pastoral Theology	3	
Christian Ethics	3	
<b>Ministry Studies</b>		<b>30</b>
Spiritual Formation	6	
Evangelism and Church Growth	3	
Christian Missions	3	
Christian Preaching	6	
Pastoral Counseling	3	
Ministry Leadership Development	9	
<b>Electives</b>		<b>13</b>
<b>Total Required Credits</b>		<b>96</b>

## Doctor of Ministry

Admission to the doctor of ministry (D.Min.) program requires a master of divinity degree or its equivalent from an accredited school. As an advanced professional degree, admission requires a GPA of 3.00. Probationary admission is possible in some cases with a slightly lower average. Applicants must be engaged currently in vocational Christian ministry, with a minimum of three years of ministry experience since completing the master of divinity degree. The D.Min. degree requires 42 credits.

<b>Doctor of Ministry Required Courses</b>	<b>Total Required Credits</b>
<b>On-Campus Seminars</b>	
First Year – Two two-week Foundational Seminars	<b>12</b>
Second Year – One two-week Foundational Seminar One two-week Ministry Studies Seminar One semester of Research in Ministry	<b>15</b>
Third Year – One one-week Ministry Studies Seminar Ministry Praxis Proposal Seminar	<b>6</b>
<b>Three Semesters of Approved-Field Supervision Concurrent with Seminars</b>	<b>3</b>
<b>Ministry Praxis Written Ministry Dissertation</b>	<b>6</b>
<b>Total Required Credits</b>	<b>42</b>

## 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 from 129 to 109. 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 from 186 to 158-159. 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 School of Business, allows students to pursue the master of divinity degree and the M.B.A. degree concurrently. The program is designed to enrich the educational opportunities available to students in the separate disciplines by encouraging interdisciplinary approaches to ministry preparation and organizational problems that directly impact churches and other religious institutions. Students take 84 credits of coursework in the divinity school and 24-42 credits in the business school. 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. This joint degree program is currently under review. 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 School of Education and Professional Studies. Twelve credits of education-degree coursework are accepted as part of the elective requirement of the M.Div. degree. Crossover credit from the divinity degree to the education degree is determined on a case-by-case basis as may be allowable within government regulations concerning teacher certification. Students normally are required to complete the first year of the M.Div. before beginning work in the School of Education and Professional Studies.

## Nondegree Divinity Programs

### Extension Division

The Extension Division is a nondegree program of lifelong theological education that prepares and equips Christian leaders for service in God's Kingdom. This program was begun in 1947 and became part of Beeson School of Divinity in 1988. Students who complete extension division courses earn certificate credit and continuing education units (CEUs).

The Extension Division offers instruction that is Biblically based, ecumenical, and administered with the highest integrity. The desired outcome of this program is transformed people who serve God in His Kingdom with excellence, confidence, and kindness.

Beeson School of Divinity and Samford University cooperate with local Christian associations and organizations in providing these courses for adult students from various educational backgrounds. The Extension Division curriculum includes biblical, theological, and practical ministry courses led by qualified and experienced instructors.

Over the last six decades, thousands of ministers and lay persons have received invaluable training through the Extension Division's local centers, prison centers, and on-campus classes and conferences. Approximately 30 of these schools operate across the state of Alabama.

### Entrance Requirements

Classes are offered on a semester-to-semester basis. All students applying for admission to Extension Division classes must be at least 18 years of age and will be considered without regard to race, color, or national or ethnic origin. The Extension Division reserves the right to refuse admission or readmission to any student or prospective student.

### Proficiencies/Certifications

Students can earn certificate credit based on the number of course hours that the individual has completed. Continuing education units (CEUs) are available upon request. Units of credit do not apply to a college degree.

### For further information contact:

Extension Division  
Samford University  
Birmingham, Alabama 35229  
Phone: (205) 726-2731 or (205) 726-2338.

### Global Center

The Global Center in the Beeson School of Divinity exists to help people know their world, help people serve God in the world, and help the world know God through Jesus Christ. It serves as a research and networking center for the dissemination of information on Christian mission worldwide.

The Global Center exhibit area highlights cross-cultural Christian witness, and major issues of concern for the twenty-first century that affect that witness. Exhibit area computers offer a wealth of material on global issues and Christian ministry through carefully selected and regularly updated subscription-based Internet services and CD-ROMs.

Global Center staff is involved in teaching; speaking in church and academic settings; hosting conferences; facilitating short-term missions, mission research, and publishing.

### For additional information please contact:

The Global Center  
Beeson School of Divinity  
Samford University  
Birmingham, Alabama 35229-2268  
Phone: (205)726-2170  
Fax: (205)726-2271  
Web site: [www.beesondivinity.com](http://www.beesondivinity.com)

## BEESON SCHOOL OF DIVINITY TUITION AND FEES FOR ACADEMIC YEAR 2012-2013\*

*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. See p. 34 for payment regulations and refund notes, if applicable. For basic tuition and fees that apply to all or most graduate students, see p. 35.*

Description	Student Classification	Expense	Notes
<b>Tuition</b>			
Tuition Deposit	All Divinity Students	\$200	Nonrefundable; Due upon acceptance
Less than 9 credits - Fall, Spring	Part-Time Master's Degree Divinity Students	\$511/credit	
9 to 16 credits - Fall, Spring	Full-Time Master's Degree Divinity Students	\$5,380/semester	
More than 16 credits - Fall, Spring	Full-Time Master's Degree Divinity Students	\$511/credit	
All credits - Summer Term and Jan Term	All Master's Degree Divinity Students - Summer or Jan Term	\$205/credit/term	
Doctor of Ministry	All Doctor of Ministry (D.Min.) Students	\$344/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	
<b>Extension Division**</b>			
Institute Program	All Extension Division Students	\$40/course	
Registration Fee	All Extension Division Students	\$10/semester	
<b>Fees</b>			
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	All Divinity Students	\$35/term	
Reinstatement Fee (all terms)	All Divinity Students	\$100/term, as applicable	
Technology Fee - Jan Term	All Divinity Students	\$25/term	
Technology Fee - Summer	All Divinity Students	\$40/term	
Technology Fee - Fall, Spring	All Divinity Students	\$135/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.

\*\* The Extension Division Program is a non-degree seeking program. Courses do not earn college credit. For complete details and additional information, contact the Extension Division, Samford University, Birmingham, AL 35229-2252 or call (205) 726-2731 or (205) 726-2338.

NOTE 1: See p. 34 for a list of General Miscellaneous 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

**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 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 Billing, Payment, & Refund Schedule on p. 34 for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.**

# Orlean Bullard Beeson School of Education



# and Professional Studies

## Administration

Jean Ann Box, Dean, Professor, Teacher Education  
 Jo Beth Newton, Associate Dean, Assistant Professor, Teacher Education  
 James B. Angel, Associate Dean of Budgets,  
 Professor, Kinesiology and Nutrition Science  
 Kristie B. Chandler, Chair, Assistant Professor, Family Studies  
 Alan P. Jung, Chair, Associate Professor, Kinesiology and Nutrition Science  
 H. Elizabeth (Betsy) Rogers, Chair, Assistant Professor, Teacher Education  
 J. Maurice Persall, Chair, Orlean Bullard Beeson Professor, Graduate Studies  
 Clara E. Gerhardt, Director of International Education, Professor, Family Studies  
 Suzanne Montgomery, Director of Samford After Sundown

## Departments

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## Mission

The mission of the Orlean Bullard Beeson School of Education and Professional Studies 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 and Professional Studies 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 and Professional Studies 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 and Professional Studies.
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.



# Family Studies

## Faculty

Kristie B. Chandler, Chair, Assistant Professor  
 Clara E. Gerhardt, Professor  
 Jonathan C. Davis, Associate Professor

## Undergraduate Programs and Requirements

### Majors

Family Studies  
 Family Studies with a Concentration in Child Development Education

### Minor

Family Studies

Family studies is the study of how individuals grow and develop across the life cycle—particularly in the context of personal, marital, and family relationships. Family studies 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

To promote and support healthy family life, to teach and to learn about family life in its diversity, as families are the fabric of society.

### Certification

The family studies major recognizes the crucial role of families in society. The family studies curriculum focuses on personal relationships and their connection to and impact on human living and development. Since 1999 the family studies 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 Family Studies (FAMS) offers a major in family studies culminating in a bachelor of arts (B.A.) degree.

For students interested in obtaining a master of science in education with Class A certification for preschool through sixth grade, the Orlean Bullard Beeson School of Education and Professional Studies offers a fifth-year nontraditional graduate program in early childhood and elementary education. Detailed requirements are described in the Teacher Education section of this catalog.

The department also offers a minor in family studies.

### Social Entrepreneurship and Non-Profit Management Minor (Brock School of Business)

While not a requirement for a family studies degree, some students may benefit from declaring a minor. There are numerous possibilities throughout the academic programs available at Samford. Many family studies majors are attracted to job opportunities available through non-profit and not-for-profit organizations. A family studies major, coupled with a minor in social entrepreneurship and non-profit management through the Brock School of Business, may increase job marketability. If interested, please refer to the Brock School of Business section of this catalog to review the requirements for the minor.

### Concentration in Child Development Education

In addition to the general family studies major, a concentration in child development education is available. This concentration leads toward a specialized career as a professional educator in a child development setting. Its focus is on working with children and families in the pre-school setting, with specific emphasis on early childhood curriculum. Samford University utilizes the Samford Children's Learning Center (CLC) as a practicum setting. This concentration represents a collaboration between the Departments of Family Studies and Teacher Education with students taking courses in both disciplines. Students interested in this concentration must notify their advisor during the fall semester of their sophomore year.

### Career Options

The program is designed to prepare students for professional careers in the helping professions, in human service agencies, the non profit sector, or for graduate school and research. Career options include family life education, parenting education, helping professions, elder care services, family and social services, child development, youth ministry, and education.

While family studies 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 family studies students plan to attend a master's degree program in areas such as social work, marriage and family therapy, counseling, early childhood education, occupational therapy and seminary.

### Competencies

Samford University focuses on the following competencies in its educational approach: written, oral, quantitative, and information literacies.

Students who complete a family studies 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 pp. 74 and 203 for a list of applicable courses.

For the family studies major (FAMS), a student can satisfy the language requirement by taking up to 16 credits (language 101, 102, 201, 202). \* However, the requirement can be waived if the student demonstrates proficiency on the Samford foreign language placement exam.

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 \*Four credits of language (202 or higher for FAMS majors only) will be applied to the general education language requirement while the balance of language credits will be applied to general electives.

**Family Studies Major**

Family Studies Major Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>38</b>
<b>Natural and Computational Sciences</b>		<b>4</b>
BIOL 110 Human Biology*	4	
<b>Social Sciences</b>		<b>8</b>
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
<b>Mathematics</b>		<b>8</b>
MATH 110 Contemporary Mathematics <i>or</i> MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Languages</b> (proficiency through 202 or higher)		<b>4</b>
<b>Fine Arts</b>		<b>4</b>
<b>Humanities</b>		<b>4</b>
RELG 200 Christian Ethics	4	
<b>Physical Activity</b>		<b>2</b>
<b>Other General Education</b>		<b>4</b>
COMS 221 Interpersonal Communication	4	
<b>Family Studies Major:</b>		<b>50</b>
<b>Family Studies Core</b>		<b>46</b>
FAMS 202 Marriage and the Family	4	
FAMS 300 Parenting	4	
FAMS 322 Family Life Education	2	
FAMS 324 Human Sexuality	4	
FAMS 331 Family Dynamics	4	
FAMS 345 Families and Health	4	
FAMS 346 Family Economics	4	
FAMS 360 Infant and Child Development	4	
FAMS 365 Adolescent and Adult Development	4	
FAMS 370 Practicum in Family Studies	4	
FAMS 383 Research Methods	2	
FAMS 400 Family Law and Public Policy	4	
FAMS 483 Senior Research	2	
<b>Family Studies Electives</b> (select one course)		<b>4</b>
FAMS 310 Counseling Foundations	4	
FAMS 330 Death and Dying	4	
FAMS 350 Intro to Non-Profits & Grant Writing	4	
FAMS 375 Independent/Special Study	1-5	
FAMS 413 Multicultural Perspectives	4	
KINS 216 Personal Nutrition	4	
PSYC 215 Abnormal Psychology	4	
RELG 361 Pastoral Care	4	
SOCI 205 Sociology of Race and Ethnic Relations	4	
SOCI 331 Sociology of Aging	4	
SOCI 333 Sociology of Religion	4	
SOCI 345 Juvenile Delinquency	4	
SOCI 349 Sociology of Children and Youth	4	
<b>General Electives</b>		<b>18</b>
<b>Total Required Credits</b>		<b>128</b>

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

**Family Studies Minor**

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

**Family Studies Major with  
Child Development Education Concentration**

Family Studies Major with Child Development Education Concentration Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>26</b>
<b>Natural and Computational Sciences</b>		<b>4</b>
BIOL 110 Human Biology	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics*</b>		<b>8</b>
MATH 110 Contemporary Mathematics <i>or</i> MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Other General Education</b>		<b>4</b>
COMS 221 Interpersonal Communication	4	
<b>Family Studies Major with Child Development Education Concentration</b>		<b>76</b>
<b>Family Studies Core</b>		<b>54</b>
FAMS 202 Marriage and the Family	4	
FAMS 300 Parenting	4	
FAMS 322 Family Life Education	2	
FAMS 324 Human Sexuality	4	
FAMS 331 Family Dynamics	4	
FAMS 346 Family Economics	4	
FAMS 365 Adolescent and Adult Development	4	
FAMS 383 Research Methods	2	
FAMS 390 Child Life Practicum	4	
FAMS 400 Family Law and Public Policy	4	
FAMS 413 Multicultural Perspectives	4	
FAMS 483 Senior Research	2	
FAMS 491 Child Development Education Internship	12	
<b>Education</b>		<b>22</b>
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	
KINS 241 First Aid and CPR**	2	
KINS 321 Motor Development	2	
<b>General Electives</b>		<b>4</b>
<b>Total Required Credits</b>		<b>128</b>

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

\*\* Registration permit may be required. See advisor for more information.

**Courses****FAMS 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.

**FAMS 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 life-span, 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.



**FAMS 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: FAMS 202. Offered: Fall, on rotation.

**FAMS 322 Family Life Education (2)**

Introduction to the general philosophy and broad principles of family life education, in conjunction with the ability to plan, implement, and evaluate such educational programs. Students observe family life education in practice, and then critique and develop their own curriculum presentations. Emphasis on process-oriented teaching methodology. Prereq: FAMS 202. Offered: Fall.

**FAMS 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: FAMS 202. Offered: Spring.

**FAMS 330 Death and Dying (4)**

Introduction to personal death awareness, including aspects associated with counseling clients who are facing death, as well as the concerns of family members going through the grief process. Offered: On rotation.

**FAMS 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, FAMS 331 focuses on training students to develop effective APA research writing skills. Prereq: FAMS 202. Offered: Spring.

**FAMS 345 Families and Health (4)**

Study of dynamic aspects of health 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: FAMS 202 or instructor permission. Offered: Spring.

**FAMS 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: FAMS 202 or instructor permission. Offered: Fall.

**FAMS 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: FAMS 202. Offered: On rotation.

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

Overview of the science of child development. Includes introduction to major theories of child development and a close examination of the major domains of child development (cognitive, physical, social-emotional) from prenatal to early adolescence. Special focus will also be given to specific disabilities which interplay with development (e.g., ADHD, autism). Additionally, students will gain hands on training and practice administering the Denver II instrument. Prereq: FAMS 202. Offered: Fall.

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

In depth study of the physical, 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: FAMS 202 or instructor permission. Offered: Spring.

**FAMS 370 Practicum in Family Studies (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 FAMS practicum supervisor. Enrollment is limited to juniors and seniors. Prereq: FAMS 202. Offered: Fall and Spring.

**FAMS 375 Independent/Special Study (1-5)**

Individual problem selected by the student, with approval of the department chair, arranged with the guidance and supervision of an assigned staff member. Prereq: FAMS 202. Offered: See advisor.

**FAMS 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: FAMS 331. Offered: Fall.

**FAMS 390 Child Life Practicum (4)**

Students work (as volunteers) in an early childhood learning program under supervision of the children's learning center 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 former child life concentration will work as volunteers in a hospital child life program under supervision of the hospital child life staff and Samford faculty.)

**FAMS 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 family studies. Prereq: FAMS 202 or instructor permission. Offered: Spring.

**FAMS 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.

**FAMS 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: FAMS 383. Offered: Fall.

**FAMS 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. Prereq: Instructor permission.

**FAMS 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. Prereq: Instructor permission. Offered: Spring.

# Kinesiology and Nutrition Science

## Faculty

Alan P. Jung, Chair, Associate Professor  
 James B. Angel, Professor  
 Donna L. Dunaway, Professor  
 Patricia Hart Terry, Professor  
 Christopher A. Gillespie, Assistant Professor  
 Ralph R. Gold Jr., Assistant Professor  
 Robert W. Hensarling, Jr., Assistant Professor  
 John K. Petrella, Assistant Professor  
 Patrice R. Donnelly, Instructor  
 Allison J. Jackson, Instructor  
 Donna Seibels, Clinical Coordinator, Instructor

## Mission

The mission of the Department of Kinesiology and Nutrition Science is to nurture and prepare students to positively contribute to 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 and Nutrition Science 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 and Nutrition Science (KINS) culture.

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

**Quality** - A commitment to quality has created the KINS department's legacy of achievement and innovation in curricular and programmatic areas resulting in high achievement for students and faculty. The KINS department has taken a leadership role in cultivating intellectual curiosity of students and establishing standards of excellence.

**Integrity** - Adherence to scientific, professional, and personal integrity are the ethical cornerstones that underlie our desire to do the following: mentor students; conduct clinical research investigations; educate students and allied health professionals; guide the fiscal and administrative management of the KINS department.

**Compassion** - A commitment to compassion includes a respect for our students' and their families' needs for emotional support during their time at Samford. The KINS department believes in providing the highest level of service to its students and families.

**Commitment** - As an institution, the KINS department recognizes its responsibilities to the community in which it resides, 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)  
 Fitness and Health Promotion  
 Foods and Nutrition  
 Nutrition and Dietetics  
 Sport Administration  
 Sport Administration with a Concentration in Sports and Recreation Ministry  
 Sports Medicine

### Minor

Nutrition and Dietetics

The Department of Kinesiology and Nutrition Science offers majors in athletic training (ATHT), exercise science (pre-physical therapy) (EXSC), fitness and health promotion (FHPR), foods and nutrition (FONU), nutrition and dietetics (NTDT), sport administration (SPAD), and sports medicine (SPMD) leading to a bachelor of science degree. The sport administration major also has an optional concentration available in sports and recreation ministry. See department chair for details. The department also offers a minor in nutrition and dietetics.

A minimum grade of C- must be achieved in all KINS prefix courses within each 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 courses. General Education Requirements are detailed in the individual KINS degree tables, with the exception of the physical activity requirement. Consult p. 203 for a list of applicable activity courses.

### Problem-Based Learning

The long-range goal of the problem-based learning (PBL) methodology is the acquisition and retention of greater amounts of information to be used in solving real world problems utilizing critical-thinking skills necessary for success in today's rapidly changing world. Through the implementation of PBL, it is the hope of the faculty of the Department of Kinesiology and Nutrition Science (KINS) to develop dynamic group interaction skills, critical-thinking skills, and a desire in the students to be actively involved in their learning throughout the course, the remainder of their undergraduate education, and ultimately throughout their careers. The problems will assist students in making the important connections between classroom concepts, principles, theories, and their application to the real world environment. The KINS faculty has developed PBL throughout the curriculum of each departmental major.

### Athletic Training Major

Athletic training is designed to prepare students in the "major tasks" comprising the role of the certified athletic trainer. These tasks include the following: 1) prevention of athletic injuries; 2) evaluation, recognition, and immediate care of athletic injuries; 3) rehabilitation and reconditioning of athletic injuries; 4) health care administration; and 5) professional development and responsibility.

The program 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 on p. 195.)
8. In order to be admitted to the Athletic Training Education Program a student must have completed a course in CPR (Cardiopulmonary Resuscitation) and AED (Automatic Electronic Defibrillator). Documentation of completion of this course must be included with application materials.
9. All students entering the Athletic Training Education Program must have reviewed the OSHA/Blood Borne Pathogens Guidelines included in the application packet. Upon review of the materials, the student must sign the statement indicating that they have reviewed and understand the materials. During athletic training student orientation a quiz regarding this material will be given after a brief review of the materials.
10. All students entering the Athletic Training Education Program must be immunized for Hepatitis B. Proof of this vaccination must be provided in the application materials.
11. Prospective students should sign the confidentiality statement included with the application materials. This statement informs the students that they may see or hear medical information regarding the health and welfare of a student athlete. Athletic training students are not allowed to discuss medical information with anyone other than the athletic training and sports medicine staff.
12. Upon completion of all interviews, recommendations are made by the ATAC concerning admission to the program. In order for the student to be admitted, there must be an available position so that the clinical instructor-to-student ratio guidelines are not violated. Students selected for admission into the program will be notified in writing by the director of athletic training education.
13. Any student who, in the opinion of the ATAC, is judged to have characteristics that are deemed to be undesirable for the profession of athletic training may, with proper review, be denied admission to the athletic training program.
14. Applicants who do not meet the stated criteria may be considered on an individual basis for conditional status admission. The ATAC will stipulate the terms of the conditional status admission in writing to the applicant. Students admitted under conditional status must carefully follow the stipulations set forth by the ATAC. If the student is unable to follow the said stipulation, he/she will be dismissed from the program.

### Transfer Policy Information

1. Transfers are considered to be students who come to Samford University from other schools or who are currently enrolled at Samford but change their major to athletic training.
2. Transfer students must follow the guidelines of the University to be admitted to the program. This information may be found on pp. 16-17 of this catalog.
3. A student who is transferring will be given priority consideration if he/she has a 3.00 GPA from the institution that they formerly attended.
4. Transfer students will follow a similar progression as a sophomore in the program. Attempts will be made to maintain course sequencing as is possible pursuant to the classes offered across the curriculum.

### Retention Requirements

1. Athletic training students must maintain academic requirements set forth by Samford University. In addition, each student must maintain an overall GPA of 2.00. A student enrolled in the "teaching" program must meet the minimum standards of the School of Education and Professional Studies Program.
2. Should a student's GPA fall below the required level, he/she will be placed on probation by the director of athletic training education. Should a student be placed on probation, he/she must make satisfactory progress within two semesters. Should he/she be unable to do so, the student will be dismissed from the program. In the event that the student's GPA rises to the acceptable level after being dismissed from the program, the application process is the same as for any other student.
3. Students making less than a C- in a required athletic training course will be required to repeat the course. These courses are: KINS 232, 274, 275, 276, 277, 300, 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 Nutrition Science, and the dean of the Orlean Bullard Beeson School of Education and Professional Studies. All appeals must be made in writing and submitted to the director of athletic training education.

<b>Admission Scoring System</b>	
<b>INFORMATION</b>	
<i>(20 Points Needed for Unconditional Acceptance)</i>	
<b>Application</b>	
Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor	
<b>Three (3) Reference Forms and/or Letters of Recommendation</b>	
Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor (Reference #1)	
Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor (Reference #2)	
Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor (Reference #3)	
<b>Application Essay</b>	
Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor	
<b>Interview</b>	
Scoring: <b>3</b> = excellent <b>2</b> = good <b>1</b> = average <b>0</b> = poor	
<b>Grade Point Average</b>	
Scoring: <b>3</b> = 3.50-4.00 <b>2</b> = 3.00-3.49 <b>1</b> = 2.50-2.99 <b>0</b> = less than 2.50	
<b>ACT or SAT Equivalent</b>	
Scoring: <b>3</b> = 25+ <b>2</b> = 22-24 <b>1</b> = 20-21 <b>0</b> = below 20	
<b>CPR/AED Training</b>	
Scoring: <b>1</b> = YES <b>0</b> = NO	
<b>Hepatitis B Vaccination</b>	
Scoring: <b>1</b> = YES <b>0</b> = NO	
<b>Technical Standards Agreement</b>	
Scoring: <b>1</b> = YES <b>0</b> = NO	
<b>Confidentiality Agreement</b>	
Scoring: <b>1</b> = YES <b>0</b> = NO	

## 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.

## Athletic Training Major (Non-Teaching)

Athletic Training Major (Non-Teaching) Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>32</b>
<b>Natural and Computational Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 108 General, Organic, & Biological Chemistry	3	
CHEM 109 General, Organic, & Biological Chem Lab	1	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course)</b>		<b>4</b>
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
HIST 200 The West in Global Perspective	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	
<b>Physical Activity</b>		<b>2</b>
<b>Athletic Training Major:</b>		<b>72</b>
<b>Kinesiology and Nutrition Science</b>		<b>68</b>
KINS 141 Intro to KINS	2	
KINS 216 Personal Nutrition	4	
KINS 231 Personal and Community Health	4	
KINS 232 Prevention and Care of Athletic Injuries	2	
KINS 241 First Aid and CPR	2	
KINS 274 Practicum in Athletic Training I	1	
KINS 275 Practicum in Athletic Training II	1	
KINS 276 Therapeutic Modalities in Sports Medicine	4	
KINS 277 Practicum in Athletic Training III	1	
KINS 300 Rehab Techniques in Sports Medicine	4	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 345 Medical Aspects of Exercise and Sport	2	
KINS 374 Admin. of Athletic Training Prog.	1	
KINS 375 Practicum in Athletic Training IV	1	
KINS 376 Practicum in Athletic Training V	1	
KINS 420 Tests and Measurements	4	
KINS 450 Practicum in Athletic Training VI	1	
KINS 451 Practicum in Athletic Training VII	1	
KINS 473 Exercise Physiology	4	
KINS 476 Anatomy and Kinesiology	4	
KINS 477 Sports Nutrition	4	
KINS 478 Sport Psychology	4	
KINS 485 Recog/Eval of Athletic Injuries: Lower Body	4	
KINS 486 Recog/Eval of Athletic Injuries: Upper Body	4	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
<b>Physics</b>		<b>4</b>
PHYS 101 General Physics I	4	
<b>General Electives (directed by advisor)</b>		<b>4</b>
<b>Total Required Credits</b>		<b>130</b>

### Exercise Science Major

The purpose of the exercise science major is to prepare students for the entry-level master's or doctoral degree program in physical therapy. An interdisciplinary approach is applied to this major, including classes in nutrition, psychology, biology, physics, chemistry, athletic training, and exercise science. The courses contained within the major meet or exceed the prerequisites for the majority of physical therapy schools. Students are encouraged to volunteer service in all aspects of physical therapy prior to and during their undergraduate studies. Academic advisors monitor student progress to maximize acceptance into physical therapy schools. Students must have a minimum GPA of 2.5 for admission to the program.

<b>Exercise Science Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>37</b>
<b>Natural and Computational Sciences</b>		<b>17</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 205/206 Foundations of Chemistry w/Lab	5	
CHEM 215/216 Fundamentals of Organic Chem w/Lab	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course; see Athletic Training major table for a complete list of course options)</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Exercise Science Major:</b>		<b>58</b>
<b>Kinesiology and Nutrition Science Core</b>		<b>22</b>
KINS 141 Intro to KINS	2	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 330 Externship in Physical Therapy	4	
KINS 473 Exercise Physiology	4	
KINS 476 Anatomy and Kinesiology	4	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
<b>Kinesiology and Nutrition Science Electives</b>		<b>12</b>
<b>Biology (select two courses)</b>		<b>8</b>
BIOL 225 Microbiology for Allied Health Sciences	4	
BIOL 333 Genetics	4	
BIOL 405 Cell and Molecular Biology	4	
BIOL 425 Basic Pathology	4	
<b>Physics</b>		<b>8</b>
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Psychology (select two courses)</b>		<b>8</b>
KINS 478 Sport Psychology	4	
PSYC 203 Psychology of Adjustment	4	
PSYC 205 Life-Span Development	4	
PSYC 210 Child and Adolescent Psychology	4	
PSYC 215 Abnormal Psychology	4	
PSYC 304 Social Psychology	4	
PSYC 308 Physiological Psychology	4	
PSYC 310 Applied Psychology	4	
<b>General Electives (directed by advisor)</b>		<b>12</b>
<b>Total Required Credits</b>		<b>129</b>

### Fitness and Health Promotion Major

This major is designed to prepare students for employment in strength and conditioning, corporate wellness, fitness and wellness (e.g., YMCA), and cardiac rehabilitation. Academic training will be complemented by laboratory work and practicums in fitness-related programs. The coursework and practicums are designed to prepare students for the American College of Sports Medicine certification examination as a Health Fitness Specialist (HFS). Students must have a minimum GPA of 2.5 for admission to the program.

<b>Fitness and Health Promotion Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>32</b>
<b>Natural and Computational Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Four additional credits in Nat/Comp Science (see p. 74)	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course; see Athletic Training major table for a complete list of course options)</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Fitness and Health Promotion Major:</b>		<b>58-62</b>
<b>Kinesiology and Nutrition Science</b>		<b>58-62</b>
KINS 141 Intro to KINS	2	
KINS 216 Personal Nutrition	4	
KINS 231 Personal and Community Health	4	
KINS 232 Prevention and Care of Athletic Injuries	2	
KINS 241 First Aid and CPR	2	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 420 Tests & Measurements	4	
KINS 473 Exercise Physiology	4	
KINS 476 Anatomy and Kinesiology	4	
KINS 477 Sports Nutrition	4	
KINS 478 Sport Psychology	4	
KINS 479 Exercise Testing and Prescription	4	
KINS 490 Exercise as Medicine	4	
KINS 495 Fitness & Health Promotion Externship	8 or 12	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
<b>General Electives (directed by advisor)</b>		<b>12-16</b>
<b>Total Required Credits</b>		<b>128</b>

## 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.

<b>Foods and Nutrition Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>28</b>
<b>Natural and Computational Sciences</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 108 General, Organic, & Biological Chemistry	3	
CHEM 109 General, Organic, & Biological Chem Lab	1	
<b>Social Sciences</b>		<b>4</b>
<b>Mathematics</b>		<b>4</b>
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course; see Athletic Training major table for a complete list of course options)</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Foods and Nutrition Major:</b>		<b>50-54</b>
<b>Kinesiology and Nutrition Science</b>		<b>50-54</b>
KINS 110 Principles of Food Preparation	4	
KINS 210 Intro to Nutrition and Dietetics	2	
KINS 216 Personal Nutrition	4	
KINS 301 Foundations of Nutrition	4	
KINS 310 Lifecycle Nutrition	4	
KINS 312 Food, Culture, & Society	4	
KINS 350 Community Nutrition Education	4	
KINS 371 Externship	8 or 12	
KINS 412 Quantity Food Production & Management	4	
KINS 413 Food Service Organization & Management	4	
KINS 414 Experimental Foods	4	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
<b>General Electives (directed by advisor)</b>		<b>24-28</b>
<b>Total Required Credits</b>		<b>128</b>

## Nutrition and Dietetics Minor

<b>Nutrition and Dietetics Minor Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Nutrition and Dietetics Core</b>		<b>12</b>
KINS 110 Principles of Food Preparation	4	
KINS 216 Personal Nutrition	4	
KINS 301 Foundations of Nutrition	4	
<b>Nutrition and Dietetics Electives (select two courses from the following)</b>		<b>8</b>
KINS 310 Lifecycle Nutrition	4	
KINS 312 Food, Culture, and Society	4	
KINS 412 Quantity Food Production and Mgmt	4	
KINS 413 Food Service Organization and Management	4	
KINS 414 Experimental Foods	4	
KINS 477 Sports Nutrition	4	
<b>Total Required Credits</b>		<b>20</b>

## 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 NTDI 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.

<b>Nutrition and Dietetics Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>25</b>
<b>Natural and Computational Sciences</b>		<b>13</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry Laboratory	1	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>4</b>
MATH 150 Precalculus	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Physical Activity</b>		<b>2</b>
<b>Nutrition and Dietetics Major:</b>		<b>82-83</b>
<b>Kinesiology and Nutrition Science</b>		<b>64</b>
KINS 110 Principles of Food Preparation	4	
KINS 210 Intro to Nutrition and Dietetics	2	
KINS 216 Personal Nutrition	4	
KINS 301 Foundations of Nutrition	4	
KINS 310 Lifecycle Nutrition	4	
KINS 312 Food, Culture, & Society	4	
KINS 350 Community Nutrition Education	4	
KINS 371 Externship	4	
KINS 410 Medical Nutrition Therapy I	4	
KINS 411 Medical Nutrition Therapy II	4	
KINS 412 Quantity Food Production & Management	4	
KINS 413 Food Service Organization & Management	4	
KINS 414 Experimental Foods	4	
KINS 416 Advanced Nutrition and Metabolism	4	
KINS 477 Sports Nutrition	4	
KINS 491 Nutrition Seminar	2	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
<b>Biology, Chemistry, Economics, and Mathematics</b>		<b>18-19</b>
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 Elementary Statistics (4) <i>or</i>	3-4	
NURS 232 Statistics for Health Care Professionals (3)		
<b>General Electives</b>		<b>4</b>
<b>Total Required Credits</b>		<b>133-134</b>

### Sport Administration Major

The sport administration major is designed to prepare students for employment in corporate and/or educational sport administration settings. Graduates may find employment in such positions as professional/collegiate level sport administration, high school athletic directors, or pursue an advanced degree in the discipline. The coursework and field experiences culminate with a semester long externship. Students must have a minimum GPA of 2.5 for admission to the program.

<b>Sport Administration Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>28</b>
<b>Natural and Computational Sciences:</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Four additional credits in Nat/Comp Science*	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities and Social Sciences (select one course)</b>		<b>4</b>
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
<b>Physical Activity</b>		<b>2</b>
<b>Sport Administration Major:</b>		<b>49</b>
<b>Kinesiology and Nutrition Science</b>		<b>49</b>
KINS 141 Intro to KINS	2	
KINS 231 Personal and Community Health	4	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 351 Coaching Principles & Administration	3	
KINS 355 Legal Aspects of Sport	3	
KINS 365 Contemporary Issues in Sport	3	
KINS 380 Sport Marketing & Finance	3	
KINS 420 Tests & Measurements	4	
KINS 433 Organization & Administration	3	
KINS 478 Sport Psychology	4	
KINS 497 Externship in Sport Administration	12	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
<b>General Electives (directed by advisor)</b>		<b>30</b>
<b>Total Required Credits</b>		<b>129</b>

\*See p. 64 for a complete list of natural and computational science course options. However, COSC 107 is excluded for students in the sport administration major.

### Sport Administration Major with a Concentration in Sports & Recreation Ministry

<b>Sport Administration Major with Sports and Recreation Ministry Concentration Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements:</b>		<b>28</b>
<b>Natural and Computational Sciences:</b>		<b>12</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
Four additional credits in Nat/Comp Science*	4	
<b>Mathematics</b>		<b>8</b>
MATH 150 Precalculus	4	
MATH 210 Elementary Statistics	4	
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities and Social Sciences (select one course)</b>		<b>4</b>
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
PSYC 101 General Psychology	4	
SOCI 100 Introduction to Sociology	4	
<b>Physical Activity</b>		<b>2</b>
<b>Sport Administration Major:</b>		<b>49</b>
<b>Kinesiology and Nutrition Science</b>		<b>49</b>
KINS 141 Intro to KINS	2	
KINS 231 Personal and Community Health	4	
KINS 322 Lifespan Motor Development (Majors)	4	
KINS 351 Coaching Principles & Administration	3	
KINS 355 Legal Aspects of Sport	3	
KINS 365 Contemporary Issues in Sport	3	
KINS 380 Sport Marketing & Finance	3	
KINS 420 Tests & Measurements	4	
KINS 433 Organization & Administration	3	
KINS 478 Sport Psychology	4	
KINS 497 Externship in Sport Administration	12	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
<b>Sports and Recreation Ministry Concentration:</b>		<b>16</b>
<b>Sports and Recreation Ministry Core</b>		<b>12</b>
KINS 200 Intro to Sports & Recreation Ministry	2	
KINS 325 Practicum in Sports & Recreation Ministry	3	
KINS 390 Leadership & Programming in Sports/Rec	3	
RELG 221 Christian Theology	4	
<b>Religion Elective (choose one of the following)</b>		<b>4</b>
RELG 201 Introduction to World Religions	4	
RELG 210 Foundations of Congregational Studies	4	
RELG 310 Theories of Faith Development	4	
<b>General Electives (directed by advisor)</b>		<b>16</b>
<b>Total Required Credits</b>		<b>131</b>

\*See p. 64 for a complete list of natural and computational science course options. However, COSC 107 is excluded for students in the sport administration major.

## Sports Medicine Major

<b>Sports Medicine Major Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>33</b>
<b>Natural and Computational Sciences</b>		<b>13</b>
CHEM 205/206 Foundations of Chemistry w/Lab	5	
PHYS 101 General Physics I	4	
PHYS 102 General Physics II	4	
<b>Social Sciences</b>		<b>4</b>
PSYC 101 General Psychology	4	
<b>Mathematics</b>		<b>8</b>
MATH 210 Elementary Statistics	4	
<b>Select one calculus course:</b>	4	
MATH 150 Precalculus <i>or</i>		
MATH 240 Calculus I <i>or</i>		
MATH 260 Calculus II		
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation	2	
MUSC 200 Music Appreciation	2	
THEA 200 Theatre Appreciation	2	
<b>Humanities (select one course; see Athletic Training major table for a complete list of course options)</b>		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>Sports Medicine Major:</b>		<b>61</b>
<b>Kinesiology and Nutrition Science</b>		<b>30</b>
KINS 141 Intro to KINS	2	
KINS 216 Personal Nutrition <i>or</i>	4	
KINS 477 Sports Nutrition		
KINS 231 Personal and Community Health	4	
KINS 345 Medical Aspects of Exercise and Sport	2	
KINS 370 Health Professions Internship <i>or</i>	2	
KINS 405 Adv Research Techniques-Exercise Science		
KINS 420 Tests & Measurements <i>or</i>	4	
KINS 479 Exercise Testing and Prescription		
KINS 473 Exercise Physiology	4	
KINS 476 Anatomy and Kinesiology	4	
KINS 498 Research Methods	2	
KINS 499 Senior Seminar in KINS	2	
<b>Biology Core (complete both courses)</b>		<b>8</b>
BIOL 217 Principles of Human Anatomy	4	
BIOL 218 Principles of Human Physiology	4	
<b>Biology Electives (choose two courses)</b>		<b>8</b>
BIOL 225 Microbiology for Allied Health Sciences	4	
BIOL 311 Histology	4	
BIOL 314 Embryology	4	
BIOL 325 General Microbiology	4	
BIOL 333 Genetics	4	
BIOL 344 Principles of Immunology	4	
BIOL 405 Cell and Molecular Biology	4	
BIOL 425 Basic Pathology	4	
<b>Chemistry</b>		<b>15</b>
CHEM 215/216 Fundamentals of Organic Chem w/Lab	4	
CHEM 315/316 Org Reactions & Mechanisms w/Lab	4	
CHEM 350 Biochemistry	3	
Chemistry Elective	4	
<b>General Electives (directed by advisor)</b>		<b>16</b>
<b>Total Required Credits</b>		<b>132</b>

## Sports Medicine Major

This major is the department's pre-medicine program and is an alternative to the traditional pre-medical programs. It will provide valuable training for future physicians in areas of prevention such as nutrition, exercise, fitness, and weight management. This information is generally not offered in medical schools, and a firm foundation can be achieved through this prevention-oriented program. Students will be assigned a departmental academic advisor in addition to the health professions advisor who will guide their progress toward medical school or other medically-based professional school (e.g., dental school). Students will gain competencies in exercise stress testing, maximal oxygen uptake testing, body composition, computerized-diet analysis, and exercise prescription. 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.

### Courses

NOTE: Beginning 2012-2013, all courses formerly designated with the ESSM prefix now have the KINS prefix. Old course numbers are noted in parentheses at the end of each course description. PHED activity courses retain the PHED course prefix.

### KINESIOLOGY & NUTRITION SCIENCE

#### KINS 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 ESSM 110)

#### KINS 141 Introduction to KINS (2)

Introductory course designed to expose all departmental majors to their specific area of study and to provide experiences in selecting and utilizing appropriate technology. Includes survey of each discipline relative to purpose, history and development, career opportunities, and relationship to other disciplines in the department. Prereq: Must be a KINS major. Offered: Fall and Spring. (Formerly ESSM 141)

#### KINS 143-145 Core Program for Majors and Minors (2 each course)

Introduction to a variety of sports and activities. Emphasis on both skill acquisition and teaching techniques. Prereq: KINS 141. Offered: On rotation. (Formerly ESSM 143-145)

#### KINS 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.

#### KINS 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: KINS 141. Offered: Spring. (Formerly ESSM 201)

#### KINS 202 Physical Education for Elementary Schools (2)

See course description for KINS 201. Offered: Spring and Jan Term. (Formerly ESSM 202)

#### KINS 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 ESSM 210)

#### KINS 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 ESSM 216)

#### KINS 231 Personal and Community Health (4)

Study of the basic fundamentals of general health. Emphasis on such topical areas as personal fitness, nutrition, mental and emotional health, and community and environmental health. Prereq: KINS 141. (Formerly ESSM 231)



**KINS 232 Prevention and Care of Athletic Injuries (2)**

Study of safety and preventive measures and treatment of injuries incurred in athletic contests or practices. Prereq: KINS 141. (Formerly ESSM 232)

**KINS 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: KINS 141. (Formerly ESSM 241)

**KINS 250 Medical Terminology (2)**

Systematic study of medical terminology emphasizing understanding and using medical terms. Restricted to majors and minors in the KINS department. Students majoring in other areas must have special permission of the instructor. Prereqs: KINS 141 or KINS 210. Offered: Spring, Summer, and Jan Term. (Formerly ESSM 250)

**KINS 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: Spring. (Formerly ESSM 274)

**KINS 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. Offered: Fall. (Formerly ESSM 275)

**KINS 276 Therapeutic Modalities in Sports Medicine (4)**

Introduction to the proper use of therapeutic modalities. Emphasis on practical experience and hands-on operation. Prereq: KINS 141. Offered: Fall. (Formerly ESSM 276)

**KINS 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: KINS 141. Offered: Spring. (Formerly ESSM 277)

**KINS 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/contraindications, and clinical applications. Prereq: KINS 141. Offered: Spring. (Formerly ESSM 300)

**KINS 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 ESSM 301)

**KINS 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: KINS 216. Offered: Spring. (Formerly ESSM 310)

**KINS 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 ESSM 312)

**KINS 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-KINS majors. (Formerly ESSM 321)

**KINS 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 KINS majors only. Prereq: KINS 141. (Formerly ESSM 322)

**KINS 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: KINS 200. Offered: Every semester.

**KINS 330 Externship in Physical Therapy (4)**

Observational externship in an outpatient physical therapy setting. Designed to provide the student with an understanding of physical therapy in an ambulatory outpatient facility. Prereq: Thirty (30) volunteer hours in a physical therapy setting. Prereq: KINS 141. Offered: Fall. (Formerly ESSM 330)

**KINS 336 Fundamental Sports Skills: Acquisition and Analysis (4)**

Opportunity to acquire the knowledge and skill necessary for analysis and teaching of sports skills. Prereq: KINS 141. Offered: Spring. (Formerly ESSM 336)

**KINS 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: KINS 141. Offered: Spring. (Formerly ESSM 337)

**KINS 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: KINS 141. Offered: Fall. (Formerly ESSM 339)

**KINS 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. Prereq: KINS 141. (Formerly ESSM 340)

**KINS 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: KINS 141 and KINS 232; BIOL 217 and BIOL 218. Offered: Spring. (Formerly ESSM 345)

**KINS 350 Community Nutrition Education (4)**

Study of community-based programs with nutrition components, including work-site wellness, health promotion, schools, day-care programs, and health clinics. Programs in these areas include nutrition screening and assessment, feeding programs and assistance, plus health promotion and disease prevention. Emphasis on development of counseling skills and use of resources to take into account cultural differences and to develop nutrition education plans, goals, and programs for community groups. Prereq: KINS 216. Offered: Fall. (Formerly ESSM 350)

**KINS 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: KINS 141. Offered: Fall. (Formerly ESSM 351)

**KINS 353 Sport Governance (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: KINS 141 and permission of the instructor. Offered: Summer and Jan Term. (Formerly ESSM 353)

**KINS 355 Legal 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: KINS 141. Offered: Fall. (Formerly ESSM 355)

**KINS 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: KINS 141, 201, 322, and 336. Offered: Fall. (Formerly ESSM 360)

**KINS 362-363 Coaching Techniques (2 each course)**

Opportunity to learn and develop techniques based on the latest theories of coaching. Combines theory in the classroom with application on the playing field/court. Prereq: KINS 141. Prereq or Co-req: KINS 351. (Formerly ESSM 362-363)

**KINS 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: KINS 141. Offered: Spring. (Formerly ESSM 365)

**KINS 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: KINS 141. Offered: Fall, Jan Term, and Summer 1. (Formerly ESSM 370)

**KINS 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: KINS 110, 216, 301, 310, and permission of the instructor. Offered: Every semester. (Formerly ESSM 371)

**KINS 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: KINS 141. Offered: Spring. (Formerly ESSM 374)

**KINS 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: KINS 141. Offered: Fall. (Formerly ESSM 375)

**KINS 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: KINS 141. Offered: Spring. (Formerly ESSM 376)

**KINS 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: KINS 141. Offered: Fall. (Formerly ESSM 380)

**KINS 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: KINS 200. Offered: Fall.

**KINS 404 Student Teaching Physical Education, P-12 (12)**

Supervised field internship for prospective teachers of elementary and secondary students, grades P-12. Prereqs: KINS 141 and 360; EDUC 213, 221, 311, and 323. (Formerly ESSM 404)

**KINS 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. Course is repeatable, for a maximum of 4 credits. Prereqs: KINS 141 and junior or senior status. Offered: Summer. (Formerly ESSM 405)

**KINS 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; KINS 216 or KINS 301; and KINS 310, 350, and 477. Offered: Fall. (Formerly ESSM 410)

**KINS 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: KINS 301 and KINS 410. Offered: Spring. (Formerly ESSM 411)

**KINS 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: KINS 110. Offered: Fall. (Formerly ESSM 412)

**KINS 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: KINS 412. Offered: Spring. (Formerly ESSM 413)

**KINS 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: KINS 110. Offered: Fall. (Formerly ESSM 414)

**KINS 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 ESSM 416)

**KINS 420 Tests and Measurements (4)**

Investigation of the basic concepts of measurement and evaluation as applied to the field of kinesiology. Prereqs: KINS 141; MATH 210 or equivalent. Offered: Fall and Summer 1. (Formerly ESSM 420)

**KINS 433 Organization and Administration (3)**

Practical study of organizational and administrative theories and principles in exercise, health, and sport-related professions. Prereq: KINS 141. Offered Fall. (Formerly ESSM 433)

**KINS 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: KINS 141, 274, 275, 277, 375, and 376. Offered: Fall. (Formerly ESSM 450)

**KINS 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: KINS 141. (Formerly ESSM 451)

**KINS 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. (Formerly ESSM 472)

**KINS 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. Prereqs: BIOL 217 and BIOL 218, or equivalent; and KINS 141. (Formerly ESSM 473)

**KINS 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. Prereqs: BIOL 217 and BIOL 218, or equivalent; KINS 141. (Formerly ESSM 476)

**KINS 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: KINS 141 or KINS 210. (Formerly ESSM 477)

**KINS 478 Sport Psychology (4)**

Overview of essential/psychological considerations involved in athletic participation, athletic training, and in coaching athletic teams. Prereqs: KINS 141; PSYC 101 or equivalent. Offered: Spring. (Formerly ESSM 478)

**KINS 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: KINS 473. Offered: Spring. (Formerly ESSM 479)

**KINS 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: KINS 141 and KINS 476. Offered: Fall. (Formerly ESSM 485)

**KINS 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: KINS 141 and KINS 485. Offered: Spring. (Formerly ESSM 486)

**KINS 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: KINS 141 and KINS 473. Offered: Fall. (Formerly ESSM 490)

**KINS 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: Spring. (Formerly ESSM 491)

**KINS 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 ESSM 493)

**KINS 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: KINS 479, 490, 498, and senior status. Offered: Fall, Spring, and Summer. (Formerly ESSM 495)

**KINS 497 Externship in Sport Administration (12)**

Professional externship 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. Prereq or Co-req: KINS 498. Offered: Fall and Spring. (Formerly ESSM 497)

**KINS 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: KINS 141. Offered: Fall and Spring. (Formerly ESSM 498)

**KINS 499 Senior Seminar in Kinesiology and Nutrition Science (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: KINS 141 and KINS 498. Offered: Fall and Spring. (Formerly ESSM 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 KINS 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 KINS department chair for details. Students with physical disabilities may consult the KINS 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)

# Teacher Education - Undergraduate

## Faculty

- H. Elizabeth (Betsy) Rogers, Chair, Assistant Professor
- Charlotte Freeman, Professor
- Martha B. Ralls, Professor, Director of Secondary Education
- David M. Finn, Associate Professor, CEO, Children's Learning Center, Director of Special Education
- Amanda S. Hilsmier, Associate Professor
- Karen J. Birkenfeld, Assistant Professor
- Amy Hoaglund, Assistant Professor
- Myrtis A. Johnson, Instructor and Clinical Coordinator
- Michele K. Haralson, Director of Curriculum Materials and Technology Center

## Undergraduate Programs and Requirements

### Majors

- Early Childhood/Special Education/Elementary/Collaborative (ESEC)
- English
- History
- P-12 Education
- Secondary Education

### Minor

- Missions Education

### Teacher Certifications

- Combined Program (ESEC):
  - Early Childhood Education (Grades P-3)
  - Early Childhood Special Education (Grades P-3)
  - Elementary Education (Grades K-6)
  - Elementary Collaborative Education (Grades K-6)
- P-12 Education
- Secondary Education (Grades 6-12)

The Department of Teacher Education offers three distinct majors—ESEC (early childhood/early childhood special education/elementary/elementary collaborative), 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. The department also offers a minor in missions education, which is available only to students pursuing a teaching certificate.

Each program in teacher education complies with teacher certification requirements prescribed by the Alabama State Department of Education. Certification requirements outlined by the Alabama State Department of Education differ slightly from traditional Arts and Sciences majors and must be followed exactly. 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 and Professional Studies at the beginning of the freshman year for advisement.

The teacher education department 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.

All certification programs offered through the teacher education department are aligned with the No Child Left Behind (NCLB) Act of 2001.

## Teacher Certification Subject Areas Offered

Composite Subject Areas (6-12)	Major Subject Areas (6-12)	Major Subject Areas (P-12)
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 teacher education undergraduate students in general may be noted:

1. ESEC majors are not required to earn additional majors or minors.
2. Those earning P-12 certification in world languages 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 Prospective Teacher Testing Program (APTTP)

### Admission to Teacher Education

Requirements for admission to teacher education undergraduate programs are:

1. Minimum ACT score of 20.
2. Grade of C- or better required in all courses.
3. Formal application for admission.
4. Successful completion of EDUC 221 and EDUC 222.
5. Completion of 60 credits of coursework with a GPA of at least 3.00 for ESEC majors and 2.80 for 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 and Professional Studies.
8. Two letters of recommendation for ESEC 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 teacher education 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 Prospective Teacher Testing Program (APTTP) examination.
12. Demonstration of satisfactory potential for teaching, including evidence of emotional stability and a satisfactory record as to conduct, character, and mental health, to the effect that the applicant does not have any personal qualities prejudicial to satisfactory performance as a teacher.

Acceptance is contingent upon the recommendation of the admissions panel, which meets twice yearly. Applicants will be notified in writing of their acceptance or rejection. Transfer students follow the same admission policies. Education courses may not be transferred into the teacher education program without permission from the department chair.

### Retention in Teacher Education

Once admitted into the teacher education program, the minimum GPA requirement (3.00 for ESEC majors; 2.80 for 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 and Professional Studies Hearing Board, is judged to have developed dispositions or characteristics, academic or otherwise, deemed undesirable for the profession may, after appropriate review, be dropped from the program.

Students wishing to take courses from other colleges must obtain permission beforehand. Please note that education courses may not be transferred into the teacher education program, and independent studies will not be offered. Also, if students take a course through the Adult Degree Program, they will be billed additional tuition equivalent to the day rate per credit.

Students must complete their program within four years of being admitted to teacher education or must reapply for admission to the program. Grievances related to grades may be brought before the Teacher Education Academic Review Board. See the department chair in OBB Room 338 for specific procedures.

### Clinical Requirements

All teacher education majors are required to complete a wide variety of clinical experiences. These begin in the first semester of the education curriculum and extend throughout the program. ESEC majors will complete a minimum of 30 weeks. This includes one three-week Jan Term experience and observing a first day of school. Secondary majors will complete a minimum of 24 weeks. This includes one three-week Jan Term experience and observing a first day of school. Students must maintain satisfactory evaluations of performance in all clinical experiences in order to progress through the teacher education program.

### Professional Semester

The student-teaching semester is the final experience in teacher education. The internship experience includes 15 weeks of student teaching and may be taken in the fall or spring semester.

Students planning on student teaching in the fall must submit the student-teaching application during the preregistration period of the preceding fall. Students planning on student teaching in the spring must submit the student-teaching application during the preregistration period of the preceding spring. Applications must be turned in to the Office of Clinical Experience in OBB Room 322.

To be eligible for student teaching, a student must have been admitted to teacher education, be in good academic standing, have demonstrated necessary dispositions to be a successful teacher, have successfully completed the required clinical experience, completed 56 of the required 64 convocation credits, and must have had a complete records check. To be in good academic standing, a student must have completed all EDUC-prefix courses and all essential teaching-field courses, have removed all Incompletes from all courses, and have maintained a 3.00 (ESEC majors) or 2.80 (secondary and P-12 majors) GPA overall and in each teaching field. Students are referred to the *Clinical Handbook* for a complete explanation of the required clinical experience.

Student teachers must observe the guidelines established by Samford University and all the rules set by the school in which the student teaching is done. Failure to do so can result in the student being dropped from the professional semester or removed from his/her school placement. A student may only repeat the student-teaching semester one time.

Students should consult the *Clinical Handbook* for additional information.

### Completion of Program

Students who successfully complete a prescribed program at the baccalaureate level in teacher education will be eligible for the Alabama Class B teacher certificate in their area(s) of specialization. Completion of the program is contingent upon achieving a 3.00 (ESEC majors) or 2.80 (secondary and P-12 majors) GPA in the area or areas of specialization, in the professional components, in the higher education GPA, and performing satisfactorily as a teacher during the professional semester. Students must also demonstrate professional dispositions as explained in the departmental dispositions policy. In order to receive certification, all students must be fingerprinted. Students enrolled in EDUC 221/222 will be informed of the ABI and FBI fingerprinting procedures.

Students must also pass an exit examination (currently PRAXIS II) and the APTTP in order to receive certification. If a student successfully completes all program requirements, he/she may graduate, but certification may not be received until all exams are passed.

### Special Program for Students Interested in Teaching Overseas

Students interested in serving as missionary teachers or in some other capacity in a foreign culture may fulfill all requirements for an Alabama teaching certificate while earning a minor in missions education. Most countries now expect missionary teachers to hold a teaching certificate from the U.S. or the host country.

The minor in missions education is available only to students earning a teaching certificate. Course requirements are listed below, and students interested in this program may apply some of these courses toward the regular requirements in teacher education.

**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 pp. 74 and 203 for a list of applicable courses. For ESEC and history majors, INTL 202 is an acceptable substitution for the fine arts general education requirement.

**Missions Education Minor**

<b>Missions Education Minor Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 407	Cross-Cultural Practicum* <i>or</i>	3-4	
EDUC 409	Meeting Success in a Diverse World		
GEOG 101	Global Geography	4	
RELG 201	Introduction to World Religions	4	
RELG 210	Foundations of Congregational Studies	4	
UCBP 101	Biblical Perspectives	4	
<b>Total Required Credits</b>		<b>19-20</b>	

\* While EDUC 407 is offered for variable credit (1-4 credits), the School of Education requires their majors/minors to take the course for 3 or 4 credits. Cannot take for 1 or 2 credits.



**ESEC Major**

The following requirements apply for a combined major in: early childhood education (Grades P-3); early childhood special education (Grades P-3); elementary education (Grades K-6); elementary collaborative education (Grades K-6).

<b>ESEC Major Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements:</b>			<b>40</b>
<b>Natural and Computational Sciences</b>			<b>12</b>
BIOL 105	Principles of Biology <i>or</i>	4	
BIOL 107	Contemporary Biology <i>or</i>		
BIOL 110	Human Biology <i>or</i>		
BIOL 111	Animal Biology <i>or</i>		
BIOL 205	Biology in Great Britain		
IDSC 201	Scientific Methods <i>or</i>	4	
GEOG 150	Physical Geography		
PHYS 100	Physics for Society <i>or</i>	4	
PHYS 150	Introduction to Astronomy		
<b>Social Sciences</b>			<b>4</b>
GEOG 101	Global Geography	4	
<b>Mathematics</b>			<b>12</b>
MATH 110	Contemporary Mathematics <i>or</i>	4	
MATH 150	Precalculus <i>or</i>		
MATH 240	Calculus I		
MATH 107	Mathematics for Elementary Teachers	4	
MATH 210	Elementary Statistics	4	
<b>Fine Arts</b> (select one course)			<b>2</b>
ART 200	Art Appreciation	2	
MUSC 200	Music Appreciation	2	
THEA 200	Theatre Appreciation	2	
<b>Humanities</b> (select one course)			<b>4</b>
HIST 217	Early America to 1877	4	
HIST 218	Modern America since 1865	4	
<b>Other Gen Ed: Kinesiology &amp; Nutrition Science</b>			<b>6</b>
KINS 231	Personal and Community Health	4	
KINS 321	Motor Development (Non-Majors)**	2	
<b>ESEC Major:</b>			<b>78</b>
<b>Major Courses*</b>			<b>43</b>
ART 206	School Art***	2	
EDUC 221	Issues within the Educational Culture***	4	
EDUC 222	Clinical Experiences-Educ Culture***	4	
EDUC 311	The Development of the Young Child	2	
EDUC 312	Principles of Early Learning	6	
EDUC 313	Application of Early Learning	6	
EDUC 316	Practical Teaching & Learning	2	
EDUC 324	The Arts Curriculum	6	
EDUC 329	The Science Curriculum	6	
EDUC 373	Practical Classroom Experience***	1	
KINS 202	Physical Educ for Elementary Schools***	2	
MUSC 3300	School Music***	2	
<b>Professional Courses*</b>			<b>35</b>
EDUC 223	Introduction to Technology***	1	
EDUC 323	Overview of Child Development	2	
EDUC 330	Curriculum Application	2	
EDUC 413	Classroom Management	2	
EDUC 414	Reading, Writing, and Assessment across the Curriculum Areas	2	
EDUC 415	Technology across the Curriculum	2	
EDUC 416	The Professional Educator	2	
EDUC 417	Educational Practices in Action	6	
EDUC 418	Collaboration in Educational Practices	4	
EDUC 474	Student Teaching in the ESEC	12	
<b>Total Required Credits</b>			<b>140</b>

\* A minimum GPA of 3.00 is required.

\*\* While KINS 321 is sometimes offered as a 1-credit course, ESEC majors must take it for 2 credits.

\*\*\* These are the only courses that can be taken prior to formal admittance. 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
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>24</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences:</b> JMC 200 Mass Media & Society		<b>4</b>
<b>Mathematics:</b> MATH 210 Elementary Statistics		<b>4</b>
<b>Fine Arts:</b> INTL 200 The British Theatre <i>or</i> THEA 200 Theatre Appreciation <i>or</i> THEA 399 London Theatre Performance		<b>2</b>
<b>Humanities:</b> ENGL 205 Fiction and Film		<b>4</b>
<b>Physical Activity</b>		<b>2</b>
<b>English Major (BSE):*</b>		<b>119</b>
<b>English Core</b>		<b>32</b>
ENGL 210 American Literature	4	
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 <i>or</i>	4	
ENGL 328 Minority Literature <i>or</i>		
ENGL 420 Comparative Literature		
ENGL 340 Shakespeare	4	
ENGL 400 History of the Language	4	
ENGL 410 Senior Thesis	4	
<b>English Electives (select three courses)</b>		<b>12</b>
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 & 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	
<b>Communication Studies, Journalism, and Theatre</b>		<b>30</b>
COMS 215 Public Speaking	4	
COMS 221 Interpersonal Communication	4	
COMS 311 Rhetorical Criticism <i>or</i>	4	
COMS 320 Legal Communication <i>or</i>		
COMS 399 Special Topics in London <i>or</i>		
COMS 415 Persuasion <i>or</i>		
COMS 417 Political Communication		
JMC 310 Mass Media Production	6	
<b>Take the following THEA courses in sequence:</b>		
THEA 212 Acting I	3	
THEA 242 Fundamentals of Design	3	
THEA 322 Beginning Directing	3	
THEA 312 Acting II <i>or</i>	3	
THEA 313 Acting III <i>or</i>		
THEA 415 Creative Drama		
<b>Professional Courses</b>		<b>17</b>
EDUC 213 Adolescent Development-Educ Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 305 Teaching in the Middle School	4	
EDUC 373 Practical Classroom Experience	1	
<b>Education (formal admission required first)</b>		<b>28</b>
EDUC 223 Introduction to Technology	1	
EDUC 315 Teaching/Learning-Secd Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 414 Reading/Writing/Assessment-Curric Area	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 426 Professional Secd Engl/Lang Arts Teacher	3	
EDUC 475 Student Teaching Grades 6-12	12	
<b>Total Required Credits</b>		<b>165</b>

\*A minimum GPA of 2.80 is required.

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

**Secondary Education and P-12 Majors**

Curriculum requirements for secondary education and P-12 education requirements may be obtained from the certification officer/advisor, OBB Room 322; or the head of the academic department involved. All secondary education majors are required to meet with the certification officer/advisor, OBB Room 322 upon admission to the University. This meeting could be during regular orientation program. Subject to change if state and/or federal requirements are revised.

**History Major (B.S.E. w/Teacher Certification)**

History Major (BSE) Required Courses	Course Credits	Total Required Credits
<b>University Core Curriculum</b>		<b>22</b>
<b>General Education Requirements</b>		<b>24</b>
<b>Natural and Computational Sciences</b>		<b>8</b>
<b>Social Sciences</b>		<b>4</b>
PSYC 100 Introduction to Psychology <i>or</i>	4	
SOCI 100 Introduction to Sociology		
<b>Mathematics:</b> MATH 210 Elementary Statistics		<b>4</b>
<b>Fine Arts (select one course)</b>		<b>2</b>
ART 200 Art Appreciation <i>or</i>	2	
MUSC 200 Music Appreciation <i>or</i>		
THEA 200 Theatre Appreciation		
<b>Humanities (select one course)</b>		<b>4</b>
CLAS 200 Rediscovery of the Classical World	4	
ENGL 205 Fiction and Film	4	
ENGL 210 American Literature	4	
INTL 360 British Heritage & 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 Doctrine	4	
<b>Physical Activity</b>		<b>2</b>
<b>History Major (BSE):*</b>		<b>116</b>
<b>History</b>		<b>44</b>
HIST 200 The West in Global Perspective	4	
HIST 217 Early America to 1877	4	
HIST 218 Modern America since 1865	4	
HIST 300 The Historian's Craft	4	
HIST 495 Senior Seminar <i>or</i>	4	
HIST 497 Independent Research		
Six upper-level History courses	24	
<b>Political Science</b>		<b>12</b>
POLS 200 Introduction to Political Science	4	
POLS 205 Introduction to American Politics <i>or</i>	4	
POLS 312 State and Local Government		
POLS 310 U.S. Foreign Relations <i>or</i>	4	
POLS 313 International Organization <i>or</i>		
POLS 319 International Relations since WW II <i>or</i>		
POLS 322 Latin American Politics <i>or</i>		
POLS 351 European Politics <i>or</i>		
POLS 453 The State		
<b>Economics and Geography</b>		<b>15</b>
ECON 201 Principles of Macroeconomics	4	
ECON 202 Principles of Microeconomics	3	
GEOG 101 Global Geography	4	
Geography Elective	4	
<b>Professional Courses</b>		<b>17</b>
EDUC 213 Adolescent Development-Educ Culture	4	
EDUC 221 Issues within the Educational Culture	4	
EDUC 222 Clinical Experiences-Educational Culture	4	
EDUC 305 Teaching in the Middle School	4	
EDUC 373 Practical Classroom Experience	1	
<b>Education (formal admission required first)</b>		<b>28</b>
EDUC 223 Introduction to Technology	1	
EDUC 315 Teaching/Learning-Secd Classrooms	4	
EDUC 331 Curriculum Appl-Secondary Classrooms	4	
EDUC 414 Reading/Writing/Assessment-Curric Area	2	
EDUC 415 Technology across the Curriculum	2	
EDUC 428 Professional Secd Hist/Social Sci Teacher	3	
EDUC 475 Student Teaching Grades 6-12	12	
<b>Total Required Credits</b>		<b>162</b>

\*A minimum GPA of 2.80 is required.

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

## Undergraduate Courses

### **EDUC 201 Sign Language I (1)**

Introduction to finger spelling as well as American Sign Language issues pertaining to the deaf community.

### **EDUC 204 Tutoring Experiences in Education (2)**

Provides an introductory field experience opportunity for undergraduates interested in pursuing a career in teaching. Offered: Fall and Spring.

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

Study of the life span between childhood and adulthood, a time when major adaptations are made in the total organism. Emphasis on these adjustments, including modifications of a physiological, physical, psychosocial, sexual, moral, and cognitive nature. Special consideration given to education of the adolescent, including gender differences, learning styles, learning theories, and motivation. Primary focus on how adolescents are impacted by these changes, how they deal with them, and how this is reflected in their behavior within the educational environment, plus implications for the educator. Clinical experiences included for secondary teacher education students, who should take course for 4 credits. Students not involved in clinical experiences should take the course for 2 credits. Offered: Fall and Spring.

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

Exploration of contemporary educational issues for prospective teachers. Students examine philosophical and historical bases of education as a profession and apply an understanding of such frameworks to an analysis of current issues in education. Emphasis on assigned readings and analyses of cases drawn from real-life situations in order to challenge students to view the educational process from many perspectives and to begin their journey as reflective decision-makers. Students will develop an informed personal philosophy of education, which they will continue to challenge throughout their educational program. Co-req: EDUC 222.

### **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 multi-media can be used to meet the needs of various learning styles.

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

Study of middle school philosophy and objectives. Emphasis on curriculum plans and activities for meeting the educational needs of preteens and early teenagers. Offered: Spring.

### **EDUC 307 Foundations of Leadership (4)**

Introduction to the foundations of leadership and the importance of principled leadership in all areas of life. Offered: Fall and Spring.

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

Introduction to the developmental characteristics of the child from conception to age eight, or the end of the primary grades. Special consideration given to developmental dynamics of the following areas as they relate to working with this age child: physical, social, psychological, emotional, cognitive, moral, and psycholinguistic. Additional coverage includes instructional planning and strategies for children with special needs. 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 (4)**

Introduction to methods of teaching, classroom management, and the creation of effective learning environments for pre-adolescent and adolescent students with a goal of appreciating the great diversity that exists among students today. Emphasis is upon developing reflective practitioners who draw upon an array of solutions to classroom challenges as represented in literature, research, and informed practice in the field of secondary education. Offered: Fall.

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

Early childhood field experience as a prelude to the professional semester. Emphasis on curriculum development and implementation, plus reflective decision-making and integrated teaching/learning strategies within the framework of a multicultural educational and special needs setting. Designed for elementary and early childhood education majors contemplating a P-6 teaching career. Co-reqs: EDUC 311, 312, and 313.

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

Study of the materials and methods used in teaching science, math, social studies, and technology. Emphasis on curriculum development, construction of knowledge, problem-solving techniques, and practical application to promote optimum teaching and learning. Emphasis also on reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Methodologies utilized include discussion, lab experience, case studies, lecture, field experience, and curriculum (unit/lesson) development. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.

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

Elementary field experience as a prelude to the professional semester. Emphasis on curriculum development and implementation to promote optimum teaching and learning. Emphasis also on reflective decision-making and integrated-teaching/learning strategies within the framework of a multicultural educational and special needs setting. Designed for elementary and early childhood education majors contemplating a P-6 teaching career.



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

Application of conceptions of curriculum, instruction, classroom management and discipline, multimedia, and human resources, and assessment in the context of an actual classroom. Prospective secondary education teachers design and teach a week's unit using problem-based learning techniques, and analyze assessment data collected in the field to determine the effectiveness of their teaching. Emphasis on developing reflective classroom practitioners who consider a wide array of classroom variables in analyzing a particular educational context.

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

Intensive clinical experiences in a public or private school classroom, focusing on methodologies and strategies for successful classroom performance. Designed for P-12 teacher education majors. Offered: Jan Term.

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

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

#### **EDUC 409 Meeting Success in a Diverse World (3)**

Examination of the richness of cultural differences evidenced by students in a pluralistic modern society and of the ways these differences may be utilized in instruction to bring about achievement of all students. See advisor.

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

Establishment of a foundation of content and application relative to classroom management and discipline. Emphasis on reflective decision-making and integrated-teaching/learning strategies. Methodologies utilized include discussion, lecture, field experiences, projects and research. Designed for elementary and early childhood education majors contemplating a P-6 teaching career. 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)**

Introduction to the wide variety of applications for multimedia in the classroom and to techniques for evaluating educational software and hardware. Emphasis on ways in which technology can be used effectively to teach a wide variety of subjects and meet the needs of multiple learning styles and special needs. Students are expected to be creative in the use of available resources and to develop ways to keep abreast of the constantly changing technological environment. Prereqs: EDUC 221 and EDUC 222.

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

Review of major issues related to becoming a professional educator. Students explore and reflect on expectations of, and relationships with, principals, parents, and teaching colleagues. Course also serves as a culmination of the teacher education focus on problem-based learning, including exploration of the role of facilitator in a problem-based learning classroom. Students facilitate cases with other students entering the teacher education program and design and teach an open-ended problem in a classroom. 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 426 The Professional Secondary English/Language Arts Teacher (3)**

Field-based advanced preparation of secondary level language arts/English teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as language arts/English teachers.

#### **EDUC 427 The Professional Secondary Mathematics Teacher (3)**

Field-based advanced preparation of secondary level mathematics teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as mathematics teachers.

#### **EDUC 428 The Professional Secondary History/Social Science Teacher (3)**

Field-based advanced preparation of secondary level history/social science teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as history/social science teachers.

#### **EDUC 429 The Professional Secondary French/German/Spanish Teacher (3)**

Field-based advanced preparation of secondary level French, German, or Spanish teachers as professional educators who work collaboratively with fellow teachers, principals, and supervisors within an assigned secondary level school environment in their content area. Emphasis on establishing professional habits that ensure lifelong growth as French, German, or Spanish teachers.

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

Development of creative teaching materials that may be used in the preschool, elementary, or secondary school classroom. See advisor.

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

Supervised field internship for prospective teachers of ESEC students, grades P-6.

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

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



# Graduate Studies - Education

## Faculty

J. Maurice Persall, Chair, Orlean Bullard Beeson Professor  
 Leslie Sturdivant Ennis, Associate Director, Professor  
 J. Mark Bateman, Associate Professor  
 F. Jane Cobia, Associate Professor  
 David C. Little, Associate Professor  
 Patricia F. Wood, Associate Professor  
 Robin C. Duncan, Assistant Professor  
 Patricia Neill, Assistant Professor  
 Jo Beth Newton, Assistant Professor

## Graduate Programs and Requirements

### Degrees/Majors

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

Early Childhood Education OR Elementary Education  
 Fifth-Year Non-Traditional: Early Childhood and Elementary Education  
 Fifth-Year Non-Traditional: Secondary Education  
 Gifted Education  
 Instructional Leadership  
 Secondary Collaborative  
 Music Education\*

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

Early Childhood Education  
 Elementary Education  
 Instructional Leadership  
 Teacher Leader

Doctor of Education (Ed.D.)

Educational Leadership

Graduate programs in education are offered in six areas (early childhood education, elementary education, gifted education, instructional leadership, secondary collaborative, 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 at right for contact information.

\*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).
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.

Additional requirements may apply to specific programs.

### Levels of Admission

#### Formal Admission

1. Minimum GPA of 3.00 for all college work attempted. (Fifth-year non-traditional program in secondary education requires a 2.80 on 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). Applicants submitting a GRE score will be given preference.
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 the 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. Transfer credits will be evaluated by the graduate studies chair for applicability to the Samford program after application to the graduate studies 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.

Please note: Courses may not be transferred into the fifth-year non-traditional program in early childhood/elementary education (MSE-ECEL) or the doctoral program, 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).

#### 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 3.00; students on the Ed.D. level must maintain a GPA of 3.50. All students must follow a prescribed course of study specified on their program checklist as approved by the Alabama State Department of Education. They must complete all work within six years. All graduate students in an approved program must take and pass a comprehensive examination for each certification area following completion of their coursework. All graduate students receiving initial certification must also pass the Alabama Prospective Teacher Testing Program (APTTP), which includes the appropriate PRAXIS examination. At the end of any semester, a student whose cumulative GPA falls below the required minimum (3.00 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 graduate studies should be addressed to the Chair of Graduate Studies, Department of Graduate Studies, Samford University. This office is located in OBB Room 226. For the fifth-year non-traditional program in early childhood/elementary education (MSE-ECEL), requests should be addressed to the Certification Officer, Department of Teacher Education, Samford University, OBB Room 322. For the fifth-year non-traditional program in secondary education (MSE-FYNT), requests should be addressed to the Director of Graduate Admissions, phone: 726-2947, e-mail: fynt@samford.edu.

## 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.

### Early Childhood Education OR 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). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

<b>Early Childhood Education OR Elementary Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 509	Adv Tech-Diag/Remediation-Reading Problems	3	
EDUC 510	Instructional Adaptation for Student Diversity	3	
EDUC 513	Instructional Design-Optimal Student Learning	3	
EDUC 514	Social Dynamics and Student Learning	3	
EDUC 515	Standards-Driven Teacher Leadership	3	
EDUC 517	Effective Curriculum Design	3	
EDUC 518	Action Research: Theory and Techniques	3	
EDUC 519	Field-Based Action Research	3	
EDUC 597	Curriculum Integration of Technology	3	
	Electives (with approval of advisor)	3	
<b>Total Required Credits</b>			<b>30</b>

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

### 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.

<b>Fifth-Year Non-Traditional Program: Early Childhood &amp; Elementary Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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	
<b>Total Required Credits</b>			<b>42</b>

## 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). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

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

## 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 graduate studies, OBB 226, for requirements and additional information.

<b>Instructional Leadership Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 520	Foundations of Instructional Leadership	3	
EDUC 521	Issues in School Finance	3	
EDUC 522	Management Design for School Improvement	3	
EDUC 523	Managing the P-12 Exceptional Ed Program	3	
EDUC 525	Practicum in School Improvement	3	
EDUC 526	Legal & Ethical Issues in Education	3	
EDUC 527	Internship in Instructional Leadership	3	
	Electives (with approval of advisor)	9	
<b>Total Required Credits</b>			<b>30</b>

## 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). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

<b>Secondary Collaborative Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 582	Issues and Trends in Special Education	3	
EDUC 585	Assessment Procedures/Processes-Special Ed	3	
EDUC 586	Managing Challenging Behavior in the Classroom-A Functional Behavioral Approach	3	
EDUC 589	Methods of Differentiating Instruction in the Secondary Classroom	3	
EDUC 593	Research-Based Methods of Instruction at the Secondary Level	3	
EDUC 595	Practicum in Secondary Collaborative	3	
EDUC 597	Curriculum Integration of Technology	3	
	Electives (with approval of advisor)	9	
<b>Total Required Credits</b>			<b>30</b>

## Master of Science in Education (Alternative A Program)

### 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, 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.

<b>Master of Science in Education (Alternative A) Class A Certification - Fifth-Year Non-Traditional Program: Secondary Education Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Professional Core</b>		<b>24</b>	
EDUC 550	Foundations and Issues	2	
EDUC 553	Student Development and Learning	2	
EDUC 556	Methods, Management, and Technology	3	
EDUC 559	Exceptional Learners and Collaboration	3	
EDUC 563	Curriculum, Reading, and Assessment	3	
EDUC 567	The Professional Secondary Teacher	3	
<b>Secondary Education Teaching Course</b> (complete one course depending on chosen teaching field below/at right)*		2	
EDUC 570	Teaching Secondary English <i>or</i>		
EDUC 571	Teaching Secondary Mathematics <i>or</i>		
EDUC 572	Teaching Secondary Science** <i>or</i>		
EDUC 573	Teaching Secondary Social Science*** <i>or</i>		
EDUC 569	Teaching Secondary Spanish		
EDUC 591	Internship for Secondary Education	6	
<b>Teaching Field</b> (select from teaching fields below/at right)		<b>12</b>	
<b>Total Required Credits</b>		<b>36</b>	

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

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

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

## Content Courses for Teaching Field (select one)

### Teaching Field: English/Language Arts

<b>Teaching Field: English/Language Arts Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
COME 519	Argumentation and Debate	4	
ENGE 500	African-American Literature	4	
ENGE 510	Southern Literature	4	
<b>Total Required Credits</b>		<b>12</b>	

### Teaching Field: Mathematics

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

### Teaching Field: Biology

<b>Teaching Field: Biology Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
BIOE 504	Basic Toxicology	3	
BIOE 514	Wetlands	3	
BIOE 517	Environmental Biomonitoring	3	
BIOE 519	Conservation Biology	3	
<b>Total Required Credits</b>		<b>12</b>	

### Teaching Field: General Science

<b>Teaching Field: General Science Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
PHYE 510	General Physics for the Secondary Educator	3	
<b>General Science</b> (choose any three)		9	
BIOE 504	Basic Toxicology <i>or</i>		
BIOE 514	Wetlands <i>or</i>		
BIOE 517	Environmental Biomonitoring <i>or</i>		
BIOE 519	Conservation Biology		
<b>Total Required Credits</b>		<b>12</b>	

### Teaching Field: History

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

### Teaching Field: Social Science

<b>Teaching Field: Social Science Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
GEOE 510	Human Geography	4	
<b>Social Science</b> (choose any two)		8	
HISE 521	Seminar in American History <i>or</i>		
HISE 531	Seminar in World History <i>or</i>		
HISE 541	Seminar in History and Culture		
<b>Total Required Credits</b>		<b>12</b>	

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

<b>Teaching Field: Spanish (6-12 Certification) Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
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	
<b>Total Required Credits</b>		<b>12</b>	

### 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 graduate studies, OBB 226, for requirements and additional information.

### 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.

<b>Early Childhood Education Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
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	
<b>Total Required Credits</b>		<b>30</b>

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.

<b>Elementary Education Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
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	
<b>Total Required Credits</b>		<b>30</b>

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

### 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.

<b>Instructional Leadership Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 621	Educational Business Management	3	
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies & Tactics	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 637	Current Issues in Education & Leadership	3	
EDUC 638	Professionalism & Ethics in Education	3	
EDUC 681	Research in Certification Field	3	
<b>Total Required Credits</b>			<b>30</b>

### 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). Please contact the chair of graduate studies, OBB 226, for requirements and additional information.

<b>Teacher Leader Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Teacher Leader Core</b>			<b>21</b>
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	
<b>Teacher Leader Electives (select three courses)</b>			<b>9</b>
EDUC 625	Legal and Policy Issues in Education	3	
EDUC 638	Professionalism & Ethics in Education	3	
EDUC 670	Advanced Curriculum Workshop	3	
EDUC 671	Program Planning & Evaluation in Gifted Ed	3	
EDUC 672	Seminar in Gifted Education	3	
<b>Total Required Credits</b>			<b>30</b>

## Graduate Courses

### **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 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 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.

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

Study of the economic factors relative to the financing of public schools. Involves in-depth study of taxation, state school finance systems, impact of school finance litigation, budgeting processes, and current/emerging issues in school finance policy.

### **EDUC 522 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.

### **EDUC 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.

### **EDUC 524 Curriculum Design for P-12 Instructional Leaders (3)**

Provides a forum where students will reflect upon the context, student, and content factors that influence curriculum design. Offered: Fall, Jan Term, Spring, and Summer.

### **EDUC 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.

### **EDUC 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.

### **EDUC 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.

### **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 Issues and Trends in Special Education (3)**

Overview of current practices in special education. Reviews appropriate methods of accommodating and modifying instruction to meet the needs of students with disabilities in general education classrooms.

**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 Methods of Differentiating Instruction in the Secondary Classroom (3)**

Overview of the strategies, content enhancement routines, and effective instructional methods in a variety of content areas for teaching students with disabilities in the secondary classroom. Prereq: EDUC 582.

**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 at the Secondary Level (3)**

Research-based methods of instruction for secondary level teachers who hold Class B certification in their respective content areas and who seek collaborative secondary teacher certification at the master's level. Prereq: EDUC 582.

**EDUC 595 Practicum in Secondary Collaborative (3)**

Application of experiences learned in all prior secondary collaborative coursework to the practicum coursework. Prereqs: EDUC 582, 585, 586, 589, and 593.

**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.

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

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

Investigation of the characteristics of exemplary programs in early childhood education. Includes study of models of current outstanding programs.

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

Investigation of the characteristics of exemplary programs in elementary education. Includes study of models of current outstanding programs.

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

Review of knowledge and skills necessary to lead a school in the process of continuous improvement. Includes instruction in the tools and techniques of school improvement planning using concepts from continuous quality improvement and from professional learning communities. Students plan and implement a school improvement project in their school and/or classroom that engages them in the practical application of the theories and concepts of professional learning communities.

**EDUC 621 Educational Business Management: Strategic Planning and Policy Analysis (3)**

Development of skills and understanding necessary for successful management of educational enterprise. Focus on study of re-engineering organizations, strategic planning and decision making, the economics of education, finance and taxation, including the issues of equity and adequacy, the use of technology in managing the educational organization, and creating customer-focused schools and school systems.

**EDUC 622 Seminar in Instructional Leadership (3)**

Development of expertise as leaders of a collaborative planning process in which reflective decisions are made for the improvement of school designing, developing, and implementing school programs that support the learning of all students to a high degree of proficiency.

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

In-depth study into the processes involved, and the skills required, to lead change in complex organizations. Emphasis on inquiry into organizational culture, group leadership, conflict management, and administrator-staff relationships.

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

Study of contemporary theories of learning so that reflective decisions made about the design and development of school programs are grounded in research-based conceptions of learning and the developmental nature of learners.

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

In-depth study of legal and policy issues inherent in instructional, non-instructional, and administrative positions throughout the education profession. Special attention given to legal and policy issues in the field of special education, personnel, policy development, and specific political issues that impact upon the role and direction of education in America.

**EDUC 626 Social Problems of Children and Youth (3)**

Examination of appropriate solutions for social problems of children and youth which contribute to behavioral and learning difficulties. Emphasis on using acquired knowledge to reflect upon possible causes and solutions and to make informed decisions which will assist students and parents to deal successfully with societal forces.

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

Preparation for those who want to become effective mentors, providing guidance and professional support. Emphasis on reflective decision making concerning the strengths and needs of the mentoree.

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

Review of methods of research especially suited for active involvement of practicing school administrators in scientific inquiry related to school problems. Emphasis on stimulating school leaders to think reflectively about current problems facing American schools at all levels, the methods available for collecting data about these problems, and how to seek solutions.

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

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

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

Using concepts and tools learned in EDUC 629, students improve a process in a K-12 school or system and develop a plan to improve a curricular/instructional system for better student learning.

**EDUC 636 Formative Leadership Theory (3)**

Exploration and development of knowledge, skills, attitudes, and competencies required for successful leadership in twenty-first century organizations. Learning activities include study of the theoretical basis for formative leadership and application of principles in a clinical setting.

**EDUC 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.

**EDUC 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.

**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.

**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.

**Graduate Courses (for the MSE-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)**

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, and professional leadership. Offered: Fall.

**EDUC 553 Student Development and Learning (2)**

Study of the 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 as well as the motivational factor will be provided. Offered: Summer.

MSE-FYNT= Master of Science in Education (Alternative A) Fifth-Year Non-Traditional Program in Secondary Education



**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. 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. 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. 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. Offered: Fall.

**EDUC 569 Teaching Secondary Spanish (2)**

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 Spanish classes. Prospective teachers of secondary level language students will observe, develop, present, and analyze for effectiveness original lessons addressing content standards of the Alabama Course of Study for Spanish. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Offered: Spring.

**EDUC 570 Teaching Secondary English (2)**

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. Offered: Spring.

**EDUC 571 Teaching Secondary Mathematics (2)**

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. Offered: Spring.

**EDUC 572 Teaching Secondary Science (2)**

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. Offered: Spring.

**EDUC 573 Teaching Secondary Social Science (2)**

Introduction to specific methods for use in classrooms for teaching students in grades 6-12 social 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 Social Science. Emphasis is upon the norms and structures that contribute to safe and stimulating learning environments. Offered: Spring.

MSE-FYNT= Master of Science in Education (Alternative A) Fifth-Year Non-Traditional Program in Secondary Education

**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. 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 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.

**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.

**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 science 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 science 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 science 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 science teaching field of the MSE-FYNT program. Offered: Fall, Spring, and Summer, on rotation.

**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 (3)**

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.

**SPA 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.

**SPA 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.

**SPA 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.

## 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 3.70 GPA on all previous graduate work.
3. The candidate shall have earned a minimum combined verbal and quantitative score of 1000 on the GRE, or a minimum score of 400 on the MAT.
4. Each candidate shall submit writing samples for the purpose of assessing the candidate's ability to meet graduate school standards.
5. Each candidate must be recommended by his/her immediate supervisor (superintendent, principal) or by a professor knowledgeable of the student's previous academic and/or work experience.
6. Each candidate must submit a minimum of two additional references, one of which shall be a peer or professional colleague and the other a person knowledgeable of the candidate's character.
7. Each candidate will participate in an interview with the cohort mentor team for the purpose of assessing the candidate's leadership abilities and motivation for graduate work.

Admission to the program will be competitive. Decisions will be based on advice from the cohort mentor team and the candidate's ability to meet admission criteria.

## Doctoral-Level Courses

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

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

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

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

**Ed.D. in Educational Leadership**

Students can pursue either the Ed.S. in instructional leadership (top table) or the Ed.S. in educational administration (as seen in the 2010-2011 catalog). One or the other program must be completed before a prospective student may be admitted to the Ed.D. Program in Educational Leadership (bottom table).

<b>Ed.S. Program Instructional Leadership Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
EDUC 621	Educational Business Management	3	
EDUC 622	Seminar in Instructional Leadership	3	
EDUC 623	Organizational Innovation: Strategies & Tactics	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 637	Current Issues in Education & Leadership	3	
EDUC 638	Professionalism & Ethics in Education	3	
EDUC 681	Research in Certification Field	3	
<b>Total Required Credits</b>			<b>30</b>

<b>Ed.D. Program Educational Leadership Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Educational Leadership Core</b>			<b>30</b>
EDLD 731	Educational Policy Development & Analysis: The Political Dimension of Schooling	3	
EDLD 732	Foundations of Educational Inquiry	3	
EDLD 733	Field-Based Inquiry: Authentic Problems of Practice	3	
EDLD 734	Strategic Planning	3	
EDLD 735	Ethical Issues in Education: The Moral Dimension of Schooling	3	
EDLD 737	Organizational Dynamics: Creating the School of the Future	3	
EDLD 739	Foundations of Qualitative Inquiry	3	
EDLD 741	Directed Doctoral Study	2	
EDLD 743	Seminar in Educational Leadership	1	
EDLD 744	The Emerging School Superintendency: The Practice of Paradoxical Leadership	3	
EDLD 746	Behavioral Research and Statistics	3	
<b>Educational Leadership Elective</b> (Take one of the following as determined by the program director)			<b>3</b>
EDLD 738	The Learning Organization	3	
EDLD 745	The Art & Practice of Negotiation and Conflict Resolution	3	
<b>Total Required Credits</b>			<b>33</b>

**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.



Photo courtesy of Ken Boyd

## Samford After Sundown Professional and Personal Development

### Administration

Suzanne Montgomery, Director of Samford After Sundown

### Noncredit Programs and Requirements

#### Noncredit Programs

Alabama Naturalist Certificate  
Healthcare Interpreter Training Certificate  
Pharmacy Technician Certificate  
Photography Certificate  
Miscellaneous Online and On-Campus Courses

#### Mission

Samford After Sundown creates a bridge between the Birmingham community and Samford University, identifying and addressing the educational needs of our local workforce and introducing the values and meaning of the University to the individuals we serve. Samford After Sundown contributes to the fulfillment of the mission of Samford University by offering noncredit programs that respond to the educational needs of individuals, businesses, industries, and government agencies in the community, as well as to professional groups within the region.

#### Noncredit Curriculum

The noncredit curriculum encompasses two programmatic thrusts: professional development and personal/intellectual enrichment. Programs are offered on a quarterly basis and include courses, conferences, workshops and seminars. Most programs are open to everyone without entrance restrictions and a few programs require the completion of prerequisite courses. Instructors include full-time Samford University faculty members and community members with significant expertise in a particular field.

Noncredit programs employ a variety of methods to deliver learning material. Many courses are offered on campus, taking advantage of Samford's state-of-the-art classroom and laboratory facilities. Other courses are available online, offering convenient twenty-four hour access to virtual classrooms. Samford After Sundown works with local businesses and non-profit organizations to design and administer customized training programs onsite to satisfy specific learning needs and objectives.

Noncredit courses offered as a means of personal development span a wide array of topics. There is something for everyone at Samford After Sundown including painting, drawing, linoleum block printing, paper marbling, numerous photography courses, languages (including Italian, Spanish, French, Haitian Creole for Aid/Missionary Workers), metal arts, yoga, improvisation/comedy, antiques, knitting, cake decorating, financial planning and Alabama naturalist courses. Continuing Education Units (CEUs) are awarded to each person who satisfactorily

completes a noncredit activity. One CEU corresponds to ten contact hours of participation in an organized continuing education experience. A permanent record of CEUs is maintained and a transcript of CEUs earned at Samford University may be obtained upon request.

#### Noncredit Certificate Programs

Samford After Sundown offers noncredit certificate programs that provide comprehensive professional training. These include the Alabama Naturalist Certificate Program, Healthcare Interpreter Training Certificate Program, the Pharmacy Technician Certificate Training Program and the Photography Certificate Program.

The **Alabama Naturalist Certificate Program** is the first of its kind offered in Alabama. The mission of the program is to raise awareness and develop an appreciation of the diversity of wildlife and their habitats in Alabama. Participants are trained in the fundamentals of natural history, nature interpretation and teaching, and are instilled with an appreciation of the importance of responsible environmental stewardship. Students in the Alabama Naturalist Program are required to complete nine core courses including Alabama Ecosystem, Birds, Fishes/Aquatic Environments, Flowering Plants, Geology and Soils, Insects and Butterflies, Mammals, Reptiles and Amphibians, and Trees and Flowering Plants of Alabama, as well as an approved volunteer naturalist project in association with an Alabama nonprofit organization. The Alabama Naturalist Certificate Program also assists in the development of a core of highly trained, qualified volunteers to assist government agencies, schools, and nonprofit organizations with research, outdoor recreation development, and environmental education and preservation. Upon completion of the nine basic core classes and the volunteer project, participants receive a final certification diploma. Alabama naturalists may keep their certification current by successfully completing a minimum of two elective classes through Samford After Sundown annually.

The **Healthcare Interpreter Training Certificate Program** is designed to train bilingual and bicultural students to develop the awareness, knowledge and skills necessary for effective language interpretation in healthcare settings. Through academic preparation, practical skills training, and service in community-based healthcare settings, certificate candidates learn the roles and responsibilities of a healthcare interpreter, basic knowledge of common medical conditions, treatments and procedures, language and cultural nuances for specific communities, and advanced interpreting skills. The nine-month program consists of over 200 hours of coursework taught one evening each week and two weekend days each month. To qualify for admission, prospective students must have completed at least a high school diploma and must be bilingual in English and Spanish, as determined by verbal and written pretests.

The **Pharmacy Technician Certificate Training Program** prepares students to become part of the fastest-growing profession in the healthcare industry. Pharmacy technicians assist pharmacists with technical tasks and are employed in community and hospital pharmacies, prescription processing companies, home health care organizations and other pharmaceutical industries. Samford University's Pharmacy Technician Certificate program is taught by Samford University pharmacy faculty and registered pharmacists and introduces the necessary clerical, business, and technical aspects of the industry. The program includes hands-on experience in sterile compounding and processing prescriptions. Students are prepared to take the national certification examination offered by the Pharmacy Technician Certification Board to become a Certified Pharmacy Technician (CPhT).

The **Photography Certificate Program** is designed to enable students to function at a high level in the photographic market. The program requires students to complete a core curriculum of courses consisting of Basic, Intermediate, and Advanced Photography; Artificial Lighting; Post Processing and Professional Portfolio Development; and three electives; plus successful submission of a portfolio for evaluation. Students select an advisor from among the photography instructors to guide them through the process. Students who successfully complete the requirements will be awarded the Photography Certificate of Achievement at award ceremonies held twice annually each year.

For more information about Samford After Sundown, visit the following Web site, [www.samford.edu/sundown](http://www.samford.edu/sundown), or call (205) 726-2739.

# Cumberland School of Law



## Administration

John L. Carroll, Dean, Ethel P. Malugen Professor  
Robert J. Goodwin, Associate Dean of Academic Affairs,  
J. Russell McElroy Professor  
LaVone R. Warren, Assistant Dean for Continuing Legal Education,  
Assistant Professor  
Jennifer Y. Sims, Assistant Dean of Admissions  
Anne L. Marovich, Director of Alumni Relations  
Jeffrey B. Price, Director of Career Development  
Linda Dukes Connor, Director of Continuing Legal Education  
Cassandra Adams, Director, Cumberland Community Mediation Center  
Patricia C. Harris, Director of Law Student Records  
Gregory K. Laughlin, Director of Lucille Beeson Law Library, Associate Professor  
Kenneth W. England, Director of Operations  
Pamela J. Nelson, Director of Student Services  
Jeffrey M. Whitcomb, Technology Services Manager

## Faculty

Joseph W. Blackburn, Whelan W. and Rosalie T. Palmer Professor  
William G. Ross, Lucille Stewart Beeson Professor of Law  
David M. Smolin, Harwell G. Davis Professor of Constitutional Law  
Howard P. Walthall, Leslie S. Wright Professor of Law  
T. Brad Bishop, Professor  
Michael E. DeBow, Professor  
Alyssa A. DiRusso, Professor  
Brannon P. Denning, Professor  
Jill E. Evans, Professor  
Michael D. Floyd, Professor  
Paul Kuruk, Professor  
Edward C. Martin, Professor  
Leonard J. Nelson, Professor  
Joseph A. Snoe, Professor  
R. Thomas Stone, Jr., Professor  
Henry C. Strickland, Professor  
Deborah Young, Professor  
Lajuana S. Davis, Associate Professor  
Doris "Wendy" Greene, Associate Professor  
Woodrow N. Hartzog, Assistant Professor  
Herman N. "Rusty" Johnson, Assistant Professor  
Belle H. Stoddard, 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 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 2012-2013

*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. See p. 34 for payment regulations and refund notes, if applicable. For basic tuition and fees that apply to all or most graduate students, see p. 35.*

Description	Student Classification	Expense	Notes
<b>Tuition</b>			
Initial Tuition Deposit	All Law Students	\$250	Nonrefundable; Due April 1
Additional Tuition Deposit	All Law Students	\$500	Nonrefundable; Due June 1
Less than 10 credits - Fall, Spring	Part-Time Law Students	\$1,177/credit	
10 to 16 credits - Fall, Spring	Full-Time Law Students	\$17,938/semester	
More than 16 credits - Fall, Spring	Full-Time Law Students	\$1,177/credit	
Summer Abroad Program	All Law Students	\$3,989 (Sum 2013)	
Master of Comparative Law (M.C.L.)	Graduate Law Students	\$5,462 (Sum 2013)	
Joint Degree	Joint Degree Law Students	By Classification	
<b>Fees</b>			
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
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	All Law Students	\$35/term	
Reinstatement Fee (all terms)	All Law Students	\$100/term, as applicable	
Technology Fee - Summer	All Law Students	\$40/term	
Technology Fee - Fall, Spring	All Law Students	\$135/semester	

NOTE 1: See p. 34 for a list of General Miscellaneous 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

**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 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 Billing, Payment, & Refund Schedule on p. 34 for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.**

# Ida V. Moffett School of Nursing



*“Caring is the shining thread  
of gold that holds together  
the tapestry of life.”*

*Mrs. Ida V. Moffett*





## Administration

Nena F. Sanders, Ralph W. Beeson Dean and Professor  
Jane S. Martin, Associate Dean, Graduate Program, Professor  
Joy H. Whatley, Associate Dean, Undergraduate Program, Professor  
Mary C. Karlet, Chair, Nurse Anesthesia 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

Janet G. Alexander, Professor  
Geri W. Beers, Professor  
Margaret P. Findlay, Professor  
Arlene N. Hayne, Professor  
Sharron P. Schlosser, Professor  
Mary Sue Baldwin, Associate Professor  
Cynthia G. Berry, Associate Professor  
Jennifer J. Coleman, Associate Professor  
Cynthia G. Cortes, Associate Professor  
Nina E. McLain, Associate Professor  
Debra P. Whisenant, Associate Professor  
Terri M. Cahoon, Assistant Professor  
Andrea W. Collins, Assistant Professor  
Lisa E. Gurley, Assistant Professor  
Eva A. Hardy, Assistant Professor  
Julie A. Head, Assistant Professor  
Jane Holston, Assistant Professor  
Belinda A. Isley, Assistant Professor  
John D. Lundeen, Assistant Professor  
Elaine M. Marshall, Assistant Professor  
Jillyn N. Pence, Assistant Professor  
Vicki W. Rochester, Assistant Professor  
Susan G. Sheffield, Assistant Professor  
Lora R. Shelton, Assistant Professor  
Jennifer Bondurant Steele, Assistant Professor  
Rebecca Warr, Assistant Professor  
Tracey K. Dick, Instructor  
Jill B. Hightower, Instructor  
Erin E. Killingsworth, Instructor  
Hilary E. Senter, Instructor



## History

The Ida V. Moffett School of Nursing was founded as a hospital diploma program in 1922. In 1955, it was the first program in the state of Alabama accredited by the National League for Nursing (NLN). The program transferred to Samford University in 1973 following a merger agreement with Baptist Medical Centers to offer associate and baccalaureate degrees. In 1988, the school moved into new facilities on the Samford campus. The school began a master of science in nursing degree program in 1995 and a doctor of nursing practice degree program in 2008. Currently, the Ida V. Moffett School of Nursing offers programs that meet the requirements for the bachelor of science in nursing degree, the master of science in nursing degree, and the doctor of nursing practice degree.

## Accreditation and Approval

The Ida V. Moffett School of Nursing's baccalaureate, master's, and doctoral degree programs 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 a 15 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, nurse managers, 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 board's 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 (preferably a PC), software for electronic medical records, 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.

## Liability/Personal Health Insurance

Personal health insurance is provided by Samford University for both undergraduate and graduate students; evidence of coverage must be presented. Personal liability insurance for clinical practice, while not required, is highly recommended for all undergraduate nursing students. Professional liability insurance is required for all graduate students.

## 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. **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.
6. **Mantoux Tuberculin Skin Test:** The School of Nursing requires each student to have a Mantoux tuberculin skin test **annually**. Students who test positive must meet current CDC guidelines regarding annual chest x-rays.
7. **Drug Testing and Background Checks:** All students are required to submit to drug testing and a background check prior to beginning clinical experiences. Nurse anesthesia students are required to submit to a drug test and a background check prior to admission. Additionally, 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*.)
8. **Additional Requirements:** Clinical agencies may place additional health requirements on students affiliating with that agency. Clinical instructors will notify students when applicable.

## Undergraduate Programs and Requirements

### Majors

Nursing

Nursing (Second Degree 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 bachelor of science in nursing (B.S.N.) program in the Ida V. Moffett School of Nursing are prepared to meet this goal as they use knowledge, critical thinking skills, and practice skills obtained from both nursing and liberal arts to provide professional care in a variety of settings. Upon completion of this program, the student is eligible to write the licensing examination for registered nurses (NCLEX-RN).

The accelerated 15-month second degree B.S.N. or the five-semester second degree B.S.N. is an opportunity for individuals who already hold a baccalaureate degree in a field of study other than nursing. Upon graduation with a B.S.N. degree, the student is eligible to write the licensing examination for registered nurses (NCLEX-RN).

### Admission Policies

All prospective undergraduate students who desire to enter the Ida V. Moffett School of Nursing (IVMSON) must:

1. Be accepted for admission to Samford University prior to making application to the IVMSON.
2. Upon your acceptance to Samford University, you will receive a letter directing you to a Web site where you will make application to the Ida V. Moffett School of Nursing through the Nursing Centralized Application Process (NursingCAS). (Denial of admission to the nursing school does not affect an applicant's status at Samford.)
3. 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.
4. 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.
5. 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.

6. Transfer students who have previously attended schools of nursing must submit a letter of recommendation from the dean or program director of all nursing schools attended. The letter must include a statement regarding the individual's eligibility to continue and/or to be readmitted to the nursing program for which the administrator is responsible. A student who received a D or F in a nursing course from another institution will not be considered for admission.
7. Five-semester second degree students must meet the following admission requirements:
  - a. Hold a minimum of a baccalaureate degree in another discipline/field.
  - 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).
8. Accelerated second degree students (15-month program) must meet the following admission requirements:
  - a. Hold a minimum of a baccalaureate degree in another discipline/field.
  - 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. Have a minimum 2.5 GPA on a 4.0 scale in all required science courses (anatomy, physiology, microbiology, and chemistry).
  - d. Submit three letters of recommendation speaking to the applicant's ability to successfully complete a rigorous academic load.
  - e. Be interviewed by School of Nursing faculty.
9. Be recommended by the School of Nursing BSN Council. The committee reviews all completed admission folders and makes recommendations to the 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 nursing school from another division within Samford University must file a completed application with the School of Nursing and follow the same procedure as other applicants. Appropriate forms, obtained from the Office of Student Records, for change of major and change of advisor, must be completed and submitted.
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 progression and graduation requirements. All other applicants will be considered on an individual basis.

### Progression Policies

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

1. Have a completed Health Data Record (with all required immunizations) 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. Maintain a Samford cumulative GPA of at least 2.00 for progression in nursing. This policy applies to students attempting to enroll in the first clinical nursing course after the student's first semester at Samford. A Samford GPA of 2.00 is required for graduation from Samford University.
6. All undergraduate baccalaureate nursing students, (except the accelerated second degree students), must achieve at least an overall, cumulative 2.30 GPA on all required science courses.
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. Satisfy all prerequisites as prescribed in this catalog.
9. Adhere to the following policies regarding course failure:
  - a. A traditional or non-accelerated 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 BSN Council to transfer to the non-accelerated program 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 BSN Council 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 is responsible for petitioning the BSN Council for an individualized plan of remediation which must be completed before application for readmission will be considered.
  - 1) Any student terminated from the School of Nursing must remain out of the program for a minimum of one full semester (summer not included) during which time remediation is being completed. After completion of required remediation, the student may make reapplication. The BSN Council will review the application for consideration for readmission.
  - 2) Students seeking readmission must meet current admission criteria and readmission is contingent upon approval from the BSN Council and the dean.
  - 3) Those readmitted must enroll in and successfully complete all clinical nursing courses.
  - 4) After readmission due to academic failure, one failure in a required nursing course results in permanent termination from the School of Nursing. Termination from the School of Nursing does not change the status of the student's admission or progression at Samford University.
10. The student must adhere to the Code of Ethical/Professional Conduct as specified in this catalog, School of Nursing section.
11. A student who fails to maintain progression standards may continue as a Samford student but will be terminated from the School of Nursing.
12. The student with an incomplete (INC) in any nursing course may not progress in the nursing curriculum until the incomplete is removed. All prerequisites must be satisfied as prescribed in this catalog.
13. In order to progress in the accelerated second degree and the five-semester second degree B.S.N. programs, the student must meet all progression policies listed above.
14. A student may not enroll in the same nursing course more than twice.

## 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 a multidisciplinary 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 GPA of 2.00 in courses at Samford.
4. Transfer students must follow the University policy for resident credit as outlined in this catalog.
5. Transfer students must complete a minimum of 54 nursing credits.
6. Nursing students may pursue a minor in a field other than nursing. It is not required that nursing students complete a minor, and there is no limitation on the selected minor. Non-nursing students may not pursue a minor in nursing.

### Nursing Major (B.S.N.)

Nursing Major (B.S.N.) Required Courses		Course Credits	Total Required Credits
<b>University Core Curriculum</b>			<b>22</b>
<b>General Education Requirements</b>			<b>32-33</b>
<b>Natural and Computational Sciences</b>			<b>20-21</b>
BIOL 105	Principles of Biology	4	
BIOL 217	Principles of Human Anatomy	4	
BIOL 218	Principles of Human Physiology	4	
BIOL 225	Microbiology for Allied Health Sciences	4	
CHEM 108/109	General, Organic & Biol Chem w/Lab <i>or</i>	4-5	
CHEM 205/206	Foundations of Chemistry w/Lab <i>or</i> an introductory chemistry course		
<b>Social Sciences</b>			<b>8</b>
PSYC 101	General Psychology	4	
PSYC 205	Life-Span Development	4	
<b>Mathematics</b> (choose one)			<b>4</b>
MATH 110	Contemporary Mathematics <i>or</i>	4	
MATH 150	Precalculus <i>or</i> higher mathematics		
<b>Nursing Major:</b>			<b>74</b>
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	
<b>Total Required Credits</b>			<b>128-129</b>

**Nursing Major (15-Month Accelerated Second Deg B.S.N.)**

<b>Nursing Major 15-Month Accelerated Second Degree B.S.N. Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education Requirements:</b>		<b>37-40</b>
<b>Natural Sciences/Applied Sciences</b>		<b>25-26</b>
Mathematics* - college algebra or higher	3	
Statistics	3	
Anatomy	4	
Pathophysiology	3-4	
Physiology	4	
Microbiology	4	
Introduction to Chemistry or higher	4	
<b>Social Sciences</b>		<b>6</b>
Introduction to Psychology	3	
Developmental Psychology	3	
<b>Humanities</b>		<b>3-4</b>
Religion, Old or New Testament	3-4	
<b>Research</b>		<b>3-4</b>
<b>Nursing Major (15-Month Accelerated Program):</b>		<b>61</b>
NUAD 210 Medication Dosage Calculations-Nurses	1	
NUAD 222 Healthcare Trends and Issues	2	
NUAD 241 Prof Nursing Concepts/Health Assessment	4	
NUAD 332 Pharmacology in Nursing	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	
<b>Total Required Credits</b>		<b>98-101</b>

\*Samford University course MATH 110 or 150.

**Nursing Major (Five-Semester Second Degree B.S.N.)**

<b>Nursing Major Five-Semester Second Degree B.S.N. Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education Requirements:</b>		<b>37-40</b>
<b>Natural Sciences/Applied Sciences</b>		<b>25-26</b>
Mathematics* - college algebra or higher	3	
Statistics	3	
Anatomy	4	
Pathophysiology	3-4	
Physiology	4	
Microbiology	4	
Introduction to Chemistry or higher	4	
<b>Social Sciences</b>		<b>6</b>
Introduction to Psychology	3	
Developmental Psychology	3	
<b>Humanities</b>		<b>3-4</b>
Religion, Old or New Testament	3-4	
<b>Research</b>		<b>3-4</b>
<b>Nursing Major (Five-Semester Program):</b>		<b>61</b>
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 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	
<b>Total Required Credits</b>		<b>98-101</b>

\*Samford University course MATH 110 or 150.

<b>Nursing Electives</b>		
<b>Course Number/Name</b>		<b>Credit Hrs</b>
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 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 318 Emergency Nursing		3
NURS 319 Introduction to Developmental Disabilities		3
NURS 320 Eating and Body Image Disorders		3
NURS 402 Nursing in the British Isles		3
NURS 403 Missions Nursing		3
NURS 411 Pediatric Oncology Nursing		3

**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 243.

#### **NURS 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, CHEM 108, and CHEM 109. Prereq/Co-req: BIOL 225.

#### **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 and writing skills. Application is made to clinical research, evidence-based practice, and quality improvement. LEC 3. Prereq or Co-req: NURS 232.

#### **NURS 344 Psychiatric Mental Health Nursing (4)**

Examination of psychiatric mental health needs of individuals, families, and groups across the life span, emphasizing communication, neurobiology and psychosocial nursing with clinical experiences in acute and community mental health care settings. LEC 2, LAB 6. 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.

#### **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 381 Offered: Fall and Spring. NUAD 381 Offered: Fall only.

#### **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, 381, and NUAD 351.

#### **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. Co-reqs: NURS/NUAD 438, 454, and 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, 383, and NUAD 452.

#### **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. Offered: Spring.

#### **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. Offered: Summer 1.

#### **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. Offered: Fall and Spring, on rotation.

#### **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. Offered: Spring.

#### **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. Prereqs: NURS 351, 383, and permission of the instructor. Offered: Jan Term, on rotation.

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

**NURS 310 Ethical Considerations in Nursing (3)**

Examination of legal, ethical, and moral issues relative to the profession of nursing. Attention to classical and contemporary ethical theories, principles, and philosophical considerations. Exploration of ethical decision making and problem solving in the context of providing ethically appropriate nursing care consistent with personal and professional values. LEC 3. Prereq: NURS 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 preceptor 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. Offered: Jan Term.

**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. Prereq: Permission of the instructor. Offered: Jan Term and Summer 2.

**NURS 319 Introduction to Developmental Disabilities (3)**

Prepares the student to work with individuals with developmental disabilities and their families. Community experiences are planned to provide a variety of learning opportunities. Open to all students at the University, but an emphasis will be placed on disciplines that provide direct services for individuals with disabilities, e.g., nursing, education, nutrition sciences, psychology, and sociology. LEC 3. Prereq: NURS 381 or permission of instructor.

**NURS 320 Eating and Body Image Disorders (3)**

Examination of complex health issues related to eating and body image disorders across the life span with emphasis on sociocultural perspectives and the role of the nurse in promoting healthful lifestyles. LEC 3. Prereq: NURS 344 or permission of the instructor.

**NURS 402 Nursing in the British Isles (3)**

Observation of the role of the nurse in the British Health Care System with emphasis on historical influence on professional nursing. London serves as the setting for the course. Prereq: NURS 241 and permission of the instructor. Offered: Jan Term.

**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: Permission of the instructor. Offered: Fall, on rotation.

**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 Track  
Nurse Educator Track  
Nurse Manager Track

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

Nursing

Family Nurse Practitioner Track  
Nurse Educator Track  
Nurse Manager Track

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

Administration  
Advanced Practice

**Joint-Degree**

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

**Certificate Programs**

Post-Master of Science in Nursing Certificate

Education Track  
Family Nurse Practitioner Track  
Management Track

The Ida V. Moffett School of Nursing offers flexible, innovative tracks in a program leading to a master of science in nursing degree. Graduates are prepared to practice in an advanced role to meet and/or manage health care needs of families across the life span. The graduate will be prepared to practice in a variety of settings with a functional focus in one of the following areas: family nurse practitioner practice, nursing education, nursing management, nurse anesthesia, or administration with a joint degree (M.S.N./M.B.A.).

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 tracks are available, with the exception of nurse anesthesia.

A post-master of science in nursing certificate is available in education, family nurse practitioner (FNP), management, and nurse anesthesia. Students completing the post-M.S.N./FNP track 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 evidenced-based clinical prevention and health promotion care and services in a client-centered manner to individuals, families, and populations.
9. Synthesize an advance 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, Nurse Educator, Nurse Manager, and Joint M.S.N./M.B.A Tracks

Applications for the M.S.N. degree program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required material:

1. Completion of application through [www.nursingcas.org](http://www.nursingcas.org). For complete admission instructions, visit [www.samford.edu/nursing](http://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](http://www.samford.edu/nursing/supplemental-application-forms.aspx).
3. Current unencumbered license as a registered nurse.
4. Bachelor of science in nursing degree from a NLN or CCNE accredited program.
5. One undergraduate course in nursing research with a grade of C (2.00) or better.
6. One undergraduate health assessment course with a grade of C (2.00) or better (for FNP students only).
7. Cumulative GPA of 3.00 on a 4.00 scale.
8. 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.
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.

### 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" (3.00) 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 graduate 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. Personal health insurance
  - 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 random drug testing and criminal background check.
6. Maintain a cumulative GPA of 3.00 or higher throughout the program. If the **cumulative GPA** falls below a 3.00 the student will be placed on "academic probation." To be removed from academic probation, a student's cumulative GPA must be at least 3.00 after the completion of twelve additional credits.
7. Have a 3.00 cumulative GPA to graduate.
8. Meet track and department-specific policies.

### Dismissal/Termination Policy

The graduate student will be dismissed from the school if:

1. The cumulative GPA remains below 3.00 after the completion of twelve additional credits after being placed on academic probation.
2. The cumulative GPA falls below 3.00 after completion of twelve credits if admitted on conditional status.
3. An unacceptable grade is earned, as defined in the syllabus of that course, for a second time in any course.
4. An unacceptable grade is earned, as defined in the syllabus of that course, in two or more courses.
5. The Code of Ethical/Professional Conduct is not adhered to, as specified in the School of Nursing section of this catalog.

### 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

All students who have been dismissed must reapply and will be considered for conditional admission on a case by case basis.

### Master of Science in Nursing: Core Courses

Master of Science in Nursing Required Core Courses for All Tracks		Course Credits	Total Required Credits
NURG 514	Health Promotion for Diverse Populations	3	
NURG 515	Statistical Methods/Evidence-Based Practice	3	
NURG 516	Theories & Research Principles in ANP	3	
NURG 517	Policy, Org, & Financing of Health Care	3	
<b>Total Required Credits</b>			<b>12</b>

### Master of Science in Nursing: Family Nurse Practitioner Track

Master of Science in Nursing: Family Nurse Practitioner (FNP) Track Required Courses		Course Credits	Total Required Credits
<b>Core Course Requirements</b>			<b>12</b>
<b>Advanced Practice Courses - FNP Track</b>			<b>30</b>
NURG 533	Advanced Physiology & Pathophysiology	3	
NURG 600	Common Diagnostics/Procedures	3	
NURG 601	Advanced Physical Assessment	3	
NURG 602	Family Practice I: Care of Adults	6	
NURG 603	Family Practice II: Care of Women	3	
NURG 604	Family Practice III: Care of Children	3	
NURG 605	Family Practice IV: Practicum	6	
NURG 633	Pharmacotherapeutics for Advanced Nursing Practice	3	
<b>Total Required Credits</b>			<b>42</b>

### Master of Science in Nursing: Nurse Educator Track

Master of Science in Nursing: Nurse Educator Track Required Courses		Course Credits	Total Required Credits
<b>Core Course Requirements</b>			<b>12</b>
<b>Advanced Practice Courses - Nurse Educator Track</b>			<b>25</b>
NURG 533	Advanced Physiology & Pathophysiology	3	
NURG 601	Advanced Physical Assessment	3	
NURG 610	Principles of Teaching-Learning	3	
NURG 611	Nurse Educator Role in Curriculum Dev	3	
NURG 612	Nurse Educator Role in Student Evaluation	3	
NURG 613	Capstone Seminar	2	
NURG 614	Nurse Educator Role Transition/Practicum	8	
<b>Total Required Credits</b>			<b>37</b>

**Master of Science in Nursing: Nurse Manager Track**

<b>Master of Science in Nursing: Nurse Manager Track Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Core Course Requirements</b>			<b>12</b>
<b>Advanced Practice Courses - Nurse Manager Track</b>			<b>23</b>
NURG 540	Managing within a Health Care Organization	3	
NURG 541	Nursing Management of Clinical Systems	3	
NURG 542	Nursing Management of Human Resources	3	
NURG 543	Introduction to Health Care Finance	3	
NURG 544	Finance & Budgeting for Nursing Systems	3	
NURG 644	Nursing Management Seminar	3	
NURG 657	Nursing Management Practicum	5	
<b>Total Required Credits</b>			<b>35</b>

**RN TO M.S.N. Option**

The School of Nursing offers the master of science in nursing (M.S.N.) degree through a nontraditional pathway. The program provides the experienced registered nurse (RN) who holds an associate of science in nursing degree or hospital diploma an opportunity to earn a master's degree within one program of study.

In the RN to M.S.N. option, the graduate does not earn a bachelor's degree. Should an individual not complete the requirements for the M.S.N., whether for personal or academic reasons, no B.S.N. is awarded nor is academic credit transferred to the B.S.N. program.

The RN to M.S.N. option consists of five bridge courses and the M.S.N. curriculum. The bridge courses (NURG 500, 501, 502, 503, and 504) can be completed in two semesters and must be completed prior to progressing to the M.S.N. core courses. When taken full time and in sequence, the length of the RN to M.S.N. option is approximately seven semesters, or two years. General education courses may be completed at another college or university and then transferred to Samford University prior to enrolling in the RN to M.S.N. option.

**Admission Criteria**

Applications for the RN to M.S.N. degree program are considered on a competitive basis by the School of Nursing; thus, applicants' admission profiles are evaluated according to stated admission criteria. The applicant will be considered for admission to Samford University and the School of Nursing graduate program upon submission of the following required materials:

1. Completion of application through [www.nursingcas.org](http://www.nursingcas.org). For complete admission instructions, visit [www.samford.edu/nursing](http://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](http://www.samford.edu/nursing/supplemental-application-forms.aspx).
3. Current unencumbered license as a registered nurse.
4. Associate of science in nursing from an NLN or CCNE accredited program.
5. Cumulative GPA of 3.00 on a 4.00 scale.
6. 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.
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. Completion of general education requirements before program begins.
9. Computer proficiency.
10. Video conference interview.

**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" (3.00) 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 (3.00) or better in each RN to M.S.N. bridge course.

**RN to M.S.N. Option**

<b>RN to M.S.N. Option Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>General Education Requirements:</b>		<b>43</b>
<b>Natural Sciences/Applied Sciences</b>		<b>22</b>
College Algebra or higher-level math	3	
Anatomy	4	
Physiology	4	
Microbiology	4	
Intro to Chemistry or higher-level Chemistry	4	
Introductory computer course	3	
<b>Social Sciences</b>		<b>9</b>
Intro to Psychology	3	
Developmental Psychology	3	
Speech	3	
<b>Humanities: English Composition I and II</b>		<b>6</b>
<b>Other Liberal Arts courses*</b>		<b>6</b>
<b>RN to M.S.N. Bridge Courses</b>		<b>15</b>
NURG 500 Transition-Professional Nursing Practice	3	
NURG 501 Health Assessment	3	
NURG 502 Healthcare Research & Intro to Statistics	3	
NURG 503 Clinical Prevention & Population Health	3	
NURG 504 Leadership and Management	3	
<b>Core Course Requirements**</b>		<b>12</b>
<b>Selected Track: Advanced Practice Courses**</b>		<b>25-30</b>
Family Nurse Practitioner Track	30	
Nurse Educator Track	25	
Nurse Manager Track	23	
<b>Total Required Credits</b>		<b>95-100</b>

\* Remaining 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 at left 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](http://www.nursingcas.org). For complete admission instructions, visit [www.samford.edu/nursing](http://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](http://www.samford.edu/nursing/supplemental-application-forms.aspx).
3. Current unencumbered Alabama license as a registered nurse.
4. Bachelor of science in nursing degree from a NLN or CCNE accredited program.
5. Cumulative GPA of 3.00 on a 4.00 scale.
6. Minimum one year full time acute 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.

### 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. Document and keep current the following requirements:
  - a. Personal health insurance.
3. Graduate with BLS, ACLS, PALS certification.
4. Adhere to the Code of Ethical/Professional Conduct, School of Nursing section.
5. Possess a current unencumbered Alabama registered nursing license.
6. Submit to random drug testing and a criminal background check.
7. Maintain a grade of "B" or better in each didactic course or "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 program director. 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 term or 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

<b>Master of Science in Nursing Nurse Anesthesia Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Nurse Anesthesia Core</b>			<b>45</b>
NUNA 514	Health Promotion for Diverse Populations	3	
NUNA 515	Statistical Methods for Evidence-Based Practice	3	
NUNA 516	Theories and Research Principles in Advanced Nursing Practice	3	
NUNA 517	Policy, Organization, & Financing of Health Care	3	
NUNA 550	Human Anatomy for Nurse Anesthesia	3	
NUNA 579	Pharmacology for Advanced Nursing Practice	3	
NUNA 580	Nurse Anesthesia Pharmacology I	3	
NUNA 581	Nurse Anesthesia Pharmacology II	3	
NUNA 582	Nurse Anesthesia Physiology I	3	
NUNA 584	Pathophysiology for Nurse Anesthetists	3	
NUNA 590	Nurse Anesthesia Principles I	3	
NUNA 591	Nurse Anesthesia Principles II	3	
NUNA 592	Nurse Anesthesia Principles III	3	
NUNA 601	Advanced Physical Assessment	2	
NUNA 640	Obstetric and Regional Anesthesia	4	
<b>Anesthesia Seminars</b>			<b>12</b>
NUNA 650	Nurse Anesthesia Seminar I	2	
NUNA 651	Nurse Anesthesia Seminar II	2	
NUNA 652	Nurse Anesthesia Seminar III	3	
NUNA 653	Nurse Anesthesia Seminar IV	3	
NUNA 654	Nurse Anesthesia Capstone Project	2	
<b>Clinical Practicum</b>			<b>25</b>
NUNA 660	Nurse Anesthesia Clinical Practicum I	4	
NUNA 661	Nurse Anesthesia Clinical Practicum II	7	
NUNA 662	Nurse Anesthesia Clinical Practicum III	7	
NUNA 663	Nurse Anesthesia Clinical Practicum IV	7	
<b>Total Required Credits</b>			<b>82</b>

## Joint-Degree Program

### Joint-Degree Program Admissions

Students pursuing the nurse executive track joint M.S.N./M.B.A. degree must be admitted on an independent basis by both the Ida V. Moffett School of Nursing and the Brock School of Business. M.S.N./M.B.A. applicants will be required to take the GMAT for consideration for admission to both the nursing school and the business school. This joint degree program is currently under review. Contact the School of Nursing for more information.



## 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](http://www.nursingcas.org). For complete admission instructions, visit [www.samford.edu/nursing](http://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](http://www.samford.edu/nursing/supplemental-application-forms.aspx).
3. Current unencumbered license as a registered nurse.
4. Master of science in nursing degree from a NLN 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.

<b>Post-Master of Science in Nursing: Education Track Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
NURG 610	Principles of Teaching-Learning	3	
NURG 611	Nurse Educator Role in Curriculum Dev	3	
NURG 612	Nurse Educator Role in Student Evaluation	3	
NURG 613	Capstone Seminar	2	
NURG 615	Role Transition	2-4	
<b>Total Required Credits</b>			<b>13-15</b>

<b>Post-Master of Science in Nursing: Family Nurse Practitioner Track Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
NURG 533	Advanced Physiology & Pathophysiology	3	
NURG 600	Common Diagnostics/Procedures	3	
NURG 601	Advanced Physical Assessment	3	
NURG 602	Family Practice I: Care of Adults	6	
NURG 603	Family Practice II: Care of Women	3	
NURG 604	Family Practice III: Care of Children	3	
NURG 605	Family Practice IV: Practicum	6	
NURG 633	Pharmacotherapeutics for Advanced Nursing Practice	3	
<b>Total Required Credits</b>			<b>30</b>

<b>Post-Master of Science in Nursing: Management Track Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
NURG 540	Managing within Health Care Organization	3	
NURG 541	Nursing Management of Clinical Systems	3	
NURG 542	Nursing Management of Human Resources	3	
NURG 543	Introduction to Health Care Finance	3	
NURG 544	Finance & Budgeting for Nursing Systems	3	
NURG 644	Nursing Management Seminar	3	
NURG 657	Nursing Management Practicum	5	
<b>Total Required Credits</b>			<b>23</b>

## Graduate Courses

### NURSE ANESTHESIA

#### NUNA 514 Health Promotion for Diverse Populations (3)

Exploration of theories, concepts, and research as a framework for advanced practice care in promoting health in diverse populations. The impact of cultural differences on health behaviors and health promotion activities as well as ethical principles, administration planning models, and appropriate funding are also examined. Co-listed as NURG 514. Prereq: Admission to graduate program. Offered: Fall.

#### NUNA 515 Statistical Methods for Evidence-Based Practice (3)

Study of parametric and nonparametric inferential statistical tests with an emphasis on the hypothesis testing process. Includes power analysis and graphing techniques. These statistics are necessary to critique, utilize, and conduct nursing research to provide evidence for practice. Co-listed as NURG 515. Prereq: Admission to the M.S.N. Program. Offered: Fall.

#### NUNA 516 Theories and Research Principles in Advanced Nursing Practice (3)

Critical analyses of theory and research and their uses for advanced nursing practice. Various methods for gathering evidence-based data in developing scientific knowledge for practice also examined. Content includes selected theories/models from nursing and related fields which serve as a framework for research for advanced nursing practice. Theory and research methodologies will be used as a basis for implementation and evaluation of selected quality improvement projects. Co-listed as NURG 516. Prereq: Admission to graduate program and completion of graduate statistics course. Offered: Spring.

#### NUNA 517 Policy, Organization, and Financing of Health Care (3)

Management and servant leadership theories are applied to the advanced practice nurse role. Economic theory and the financing of health care organizations, resource management, analysis and monitoring of the financial impact of decisions are explored in the development of a business/department specific to the student's advanced practice role. Ethical, legal, financial, and social issues in policy and politics in the government, professional organizations, the community, and the workplace are reviewed. Co-listed as NURG 517. Prereq: Admission to graduate program. 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 affects, 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 583 Nurse Anesthesia Physiology II (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: NUNA 582.

**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)**

Development of 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, 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 Health Promotion for Diverse Populations (3)**

Exploration of theories, concepts, and research as a framework for advanced practice care in promoting health in diverse populations. The impact of cultural differences on health behaviors and health promotion activities as well as ethical principles, administration planning models, and appropriate funding are also examined. Co-listed as NUNA 514. Prereq: Admission to graduate program. Offered: Summer.

### **NURG 515 Statistical Methods for Evidence-Based Practice (3)**

Study of parametric and nonparametric inferential statistical tests with an emphasis on the hypothesis testing process. Includes power analysis and graphing techniques. These statistics are necessary to critique, utilize, and conduct nursing research to provide evidence for practice. Co-listed as NUNA 515. Prereq: Admission to the M.S.N. Program. Offered: Fall and Spring.

### **NURG 516 Theories and Research Principles in Advanced Nursing Practice (3)**

Critical analyses of theory and research and their uses for advanced nursing practice. Various methods for gathering evidence-based data in developing scientific knowledge for practice also examined. Content includes selected theories/models from nursing and related fields which serve as a framework for research for advanced nursing practice. Theory and research methodologies will be used as a basis for implementation and evaluation of selected quality improvement projects. Co-listed as NUNA 516. Prereq: Admission to graduate program and completion of graduate statistics course. Offered: Spring.

### **NURG 517 Policy, Organization, and Financing of Health Care (3)**

Management and servant leadership theories are applied to the advanced practice nurse role. Economic theory and the financing of health care organizations, resource management, analysis and monitoring of the financial impact of decisions are explored in the development of a business/department specific to the student's advanced practice role. Ethical, legal, financial, and social issues in policy and politics in the government, professional organizations, the community, and the workplace are reviewed. Co-listed as NUNA 517. Prereq: Admission to graduate program. Offered: Spring and Summer.

### **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 540 Managing within a Health Care Organization (3)**

Study of behaviors, design, and management functions of organizations based on classic and contemporary theories. Leadership behaviors and the unique role of the nurse manager are explored. Emphasis on the communicating tools of persuading, negotiating, conflict resolution and team building and listening. Theory and techniques of changing and improving organizations also examined. Ideal foundational course for the management student. Offered: Fall.

### **NURG 541 Nursing Management of Clinical Systems (3)**

Review of patient care delivery models within the context of clinical systems and the medical staff. Legal, regulatory, and ethical issues affecting the administration of clinical systems and clinical research are discussed. Includes review of accreditation requirements, physical plant, and materials management. Also includes exploration of the relationship between evidenced-based practice, continuous quality improvement, outcomes, patient satisfaction, and evaluation. Impact of technology also discussed. Prereqs: All core nursing courses. Offered: Fall.

### **NURG 542 Nursing Management of Human Resources (3)**

Review of work force planning, job design, legal requirements, benefits and human resource policies and procedures. Recruitment and retention strategies are discussed in detail. Employee benefits and assistance programs also reviewed. Includes examination of metrics of human resource management, including turnover and vacancy rates and the relationship between staff satisfaction and patient satisfaction. Competencies, performance evaluation, career planning and coaching are reviewed in detail. Prereqs: All core nursing courses. Offered: Fall.

### **NURG 543 Introduction to Health Care Finance (3)**

Examination of finance and accounting principles as they relate specifically to the financing of healthcare. The role of the finance department within the health care organization is presented. Includes review of ways to measure and evaluate the financial condition of a health care organization and how to understand and analyze financial statements. Short and long term financing needs and strategies of a health care organization are discussed. Profitability, price and the cost of health care also examined. Prereq: NURG 517. Offered: Spring.

### **NURG 544 Finance and Budgeting for Nursing Systems (3)**

Examination of revenue and expense aspects of managing nursing and clinical systems, including building an operating and capital budget. Includes detailed exploration of productivity, patient classification systems and staffing. In addition to labor expenses, non labor expenses also reviewed as well as how to understand variance reporting in order to identify causes. Prereqs: Core and NURG 543. Offered: Fall.

### **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.

### **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 615 Role Transition (2-4)**

Examination of role theory for transition to advanced practice roles in nursing education. Includes study of legal-ethical aspects of nursing education, trends and issues in nursing education, and role expectations for the nurse educator. Open only to students in post-master's education certificate program. Prereqs: NURG 610, 611, and 612. 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 644 Nursing Management Seminar (3)**

Analysis and evaluation of complex organization and clinical systems, integrating previous course work. The use of technology in implementing and facilitating the role of the nurse manager is discussed. The use of nursing languages in the clinical setting is also reviewed. Prereq: Completion of graduate core courses. Co-req: Final course in the School of Business and NURG 645. Offered: Fall or Spring.

**NURG 645 Nurse Executive Seminar (4)**

Analysis and evaluation of complex organizational and clinical systems, integrating previous course work. The use of technology in implementing and facilitating the role of the nurse executive is discussed. The use of nursing languages in the clinical setting also reviewed. Prereq: Completion of graduate core courses. May be taken after or concurrently with MNGT 561. Co-req: NURG 658. Offered: Fall or Spring.

**NURG 657 Nursing Management Practicum (5)**

Practice within an organization provides an arena for the synthesis and application of knowledge and skills learned in previous courses. Course includes a 300-hour practicum requirement in an organization that facilitates the student's individualized learning objectives, and builds on the student's previous experiences and career goals. Students become actively involved in the role of the nurse manager and are expected to assume responsibility for, or participate in, organizational-level projects under the direction of the preceptor. Prereqs/Co-reqs: Completion of graduate core nursing courses and NURG 644. Offered: Fall.

**NURG 658 Nursing Executive Practicum (5)**

Practice within an organization provides an arena for the synthesis and application of knowledge and skills learned in previous courses. Course includes a 300-hour practicum requirement in an organization that facilitates the student's individualized learning objectives, and builds on the student's previous experiences and career goals. Students become actively involved in the role of the nurse executive and are expected to assume responsibility for, or participate in, organizational-level projects under the direction of the preceptor. May be taken after or concurrently with MNGT 561. Prereq: Completion of graduate core courses. Co-req: NURG 645. Offered: Fall or 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 interdisciplinary 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](http://www.nursingcas.org). For complete admission instructions, visit [www.samford.edu/nursing](http://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](http://www.samford.edu/nursing/supplemental-application-forms.aspx).
3. Complete the Verification of Clinical Hours form.
4. Attach a CV/resume to your NursingCAS application.
5. Complete a 1-2 page paper identifying an evidence-based practice project that you are interested in. This could be a practice improvement issue, a clinical management problem, or an area of clinical research that the applicant will address while in the D.N.P. program. The 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. Email this document to [gradnurs@samford.edu](mailto:gradnurs@samford.edu).
6. Current unencumbered license as a registered nurse.
7. Master of science in nursing from an NLN or CCNE accredited program.
8. Cumulative GPA of 3.00 on a 4.00 scale.
9. No GRE or MAT required.
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.

### 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. Personal health insurance
  - 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 in the D.N.P. program must maintain a cumulative GPA of 3.00 or higher throughout the program. The GPA in any one semester may fall below 3.00, but if the cumulative GPA remains 3.00 or higher, the student will be considered in good academic standing. If the **cumulative GPA** falls below a 3.00 the student will be placed on "academic probation." To be removed from academic probation, a student's cumulative GPA must be at least 3.00 after the completion of twelve additional credits. Students must have a 3.00 cumulative GPA to graduate.

#### Dismissal/Termination Policy

The doctoral student will be dismissed from the school if:

1. His/her cumulative GPA remains below 3.00 after the completion of twelve additional credits after being placed on academic probation.
2. His/her cumulative GPA falls below 3.00 after completion of twelve credits if admitted on conditional status.
3. He/she earns an unacceptable grade as defined in the syllabus of that course for a second time in any course.
4. He/she earns an unacceptable grade as defined in the syllabus of that course in two or more courses.
5. He/she does not adhere to the Code of Ethical/Professional Conduct as specified in this catalog, School of Nursing section.

#### Program Interruptions and Readmissions

Students 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).

## 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.

**Doctor of Nursing Practice: Core Courses**

<b>Doctor of Nursing Practice: Required Core Courses for All Tracks</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
NURG 700	Theory & Philosophy of Nursing Practice	3	
NURG 701	Methods for Evidence-Based Practice	3	
NURG 702	Biostatistics	3	
NURG 703	Information Systems & Technology	3	
NURG 704	Population Health	3	
NURG 705	Advanced Practice Leadership	3	
<b>Total Required Credits</b>			<b>18</b>

**Doctor of Nursing Practice: Administration**

<b>Doctor of Nursing Practice: Administration Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Core Course Requirements</b>			<b>18</b>
<b>Administration</b>			<b>19-21</b>
NURG 720	Administrative & Organizational Theory	3	
NURG 721	Strategic Management of Organizations	3	
NURG 722	Administrative & Organizational Controls	3	
NURG 725	Nurse Administrator Practicum	6-8	
NURG 760	DNP Capstone Project I	2	
NURG 761	DNP Capstone Project II	2	
<b>Additional Education Courses - Optional</b>			<b>12</b>
NURG 710	Teaching/Learning Principles	3	
NURG 711	Nurse Faculty Role in Curriculum Dev	3	
NURG 712	Nurse Faculty Role in Program Evaluation	3	
NURG 715	Nurse Faculty Role Transition	3	
<b>Total Required Credits</b>			<b>37-39</b>

**Doctor of Nursing Practice: Advanced Practice**

<b>Doctor of Nursing Practice: Advanced Practice Required Courses</b>		<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Core Course Requirements</b>			<b>18</b>
<b>Advanced Practice</b>			<b>19-21</b>
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	
<b>Additional Education Courses - Optional</b>			<b>12</b>
NURG 710	Teaching/Learning Principles	3	
NURG 711	Nurse Faculty Role in Curriculum Dev	3	
NURG 712	Nurse Faculty Role in Program Evaluation	3	
NURG 715	Nurse Faculty Role Transition	3	
<b>Total Required Credits</b>			<b>37-39</b>

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

**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: Fall and 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: NURG 711. 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. Co-req: NURG 712. Prereqs: All D.N.P. Core Courses and NURG 760. Offered: Spring and 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 270 practice hours; 7 credits require a minimum of 315 practice hours; 8 credits require a minimum of 360 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 270 practice hours; 7 credits require a minimum of 315 practice hours; 8 credits require a minimum of 360 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

Charles D. Sands, III, Fred E. McWhorter Dean and Professor of Pharmacy  
 Michael G. Kendrach, Associate Dean for Academic Affairs, Professor  
 Susan P. Alverson, Anthony and Marianne Bruno Chair in Pharmacy,  
 Associate Dean for Student and Alumni Affairs, Assistant Professor  
 Renee DeHart, Assistant Dean for Student Affairs, Professor  
 Michael D. Hogue, Chair, Pharmacy Practice, Associate Professor  
 Bruce A. Waldrop, Chair, Pharmaceutical, Social and Administrative Sciences,  
 Associate Professor

## Faculty

Kimberly W. Benner, Professor  
 Marshall E. Cates, Professor  
 Robert P. Henderson, Professor  
 Roger D. Lander, Professor  
 Robert M. Riggs, Professor  
 Pamela J. Sims, Professor  
 Teresa A. Wilborn, Professor  
 Mary A. Worthington, Professor  
 Amy E. Broeseker, Associate Professor  
 Gary W. Bumgarner, Associate Professor  
 B. DeeAnn Dugan, Associate Professor  
 Maisha Kelly Freeman, Associate Professor  
 Greg S. Gorman, Associate Professor  
 Daniel L. Halberg, 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  
 John J. Arnold, Assistant Professor  
 Jennifer W. Beall, Assistant Professor  
 Erika M. Cretton-Scott, Assistant Professor  
 Danielle L. Cruithirds, Assistant Professor  
 Bernadette D'Souza, Assistant Professor  
 Lindsay Elmore, Assistant Professor  
 Peter J. Hughes, Assistant Professor  
 Maryam Iranikhah, Assistant Professor  
 Andrew J. Lampkins, Assistant Professor  
 Anna E. Meador, Assistant Professor  
 Patricia B. Naro, Assistant Professor  
 Ami M. Shell, Assistant Professor  
 Jessica Skelley, Assistant Professor  
 Rachel Morgan Slaton, Assistant Professor  
 Stephen R. Stricker, Assistant Professor  
 Terri M. Wensel, Assistant Professor  
 C. Whitney White, Assistant Professor



## History

The McWhorter School of Pharmacy of Samford University was established January 31, 1927, in Birmingham, Alabama as the Howard College Department of Pharmacy. The Department grew steadily and became the Division of Pharmacy in 1938. Designation as the Samford University School of Pharmacy occurred in 1965 when Howard College reorganized to become Samford University. In 1995, Samford University Trustees authorized naming the school the McWhorter School of Pharmacy in recognition of the generous support of alumnus R. Clayton McWhorter ('55) and his family. In 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

- **Communication:** The student will demonstrate effective written and verbal communication skills.
- **Professionalism:** The student will demonstrate professional behavior in all school-related activities.
- **Evidence-Based Practice:** The student will demonstrate competency in using drug information skills to promote evidence-based practice.
- **Practice Management:** The student will be able to apply management principles to the practice of pharmacy.
- **Critical Thinking:** The student will effectively evaluate information and critically think through issues to provide appropriate solutions to drug-related problems.
- **Pharmaceutical Care:** The student will exercise appropriate clinical judgments to provide optimal pharmaceutical care to patients with common disease states.

## Accreditation

The McWhorter School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL, 60602, telephone (312) 664-3575. Web address: [www.acpe-accredit.org](http://www.acpe-accredit.org).

## 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  
 Phi Lambda Sigma (Leadership Society)  
 Rho Chi Society (Academic Honor Society)  
 Student National Pharmaceutical Association  
 Student Society of Health-System Pharmacy

## Academic Program and Requirements

### Degree

Doctor of Pharmacy (Pharm.D.)

### Admission Policies

For the most up-to-date information on admissions policies, please visit our Web site at <http://pharmacy.samford.edu>.

All communications regarding admission should be directed to the director of external relations and 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 January and notifies applicants as decisions are made. No student can be considered for admission to the program until 20 semester credits of core math and science coursework and 45 credits of total coursework have been completed. Applicants must have completed the first course in organic chemistry to be considered. 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. Students with better admissions profiles are given admissions priority. Applicants who are international students, or American citizens who learned English as a second language, must demonstrate satisfactory written and verbal communication skills in English as a part of the admissions process.

For an applicant to be considered for admission, all admission materials must be submitted by **February 1**. This deadline may be extended if the entering class is not filled. To make application to the MSOP, the applicant must complete the national online application at [www.PharmCAS.org](http://www.PharmCAS.org). References are processed through PharmCAS. Official transcripts, essay, and PCAT scores are sent to PharmCAS and then forwarded to every pharmacy school the applicant designates. The link to the online supplemental application is located at our Web site: <http://pharmacy.samford.edu>. 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 has earned a prior B.S. or B.A. degree, is over 30 years of age, or has English as the applicant's second language and the applicant did not attend high school in the U.S. (See page four of the supplemental application for more information.) 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 \$450 within a specified period of time to reserve a place in the class. The \$450 deposit is not refundable but will apply toward tuition for the first semester in residence.

Students who have been accepted by the 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 during the introductory week at the start of the fall semester.

## 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 on the next page 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.

<b>Pre-Pharmacy Curriculum for Samford Students* Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Fall Semester I</b>		<b>17</b>
CHEM 205 Foundations of Chemistry	4	
CHEM 206 Foundations of Chemistry Laboratory	1	
MATH 150 Precalculus	4	
UCCA 101 Communication Arts I	4	
UCCP 101 Cultural Perspectives I	4	
<b>Spring Semester I</b>		<b>16</b>
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	
<b>Summer Term</b>		<b>4</b>
Liberal Arts**	4	
<b>Fall Semester II</b>		<b>18</b>
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	
<b>Spring Semester II</b>		<b>16</b>
BIOL 218 Principles of Human Physiology	4	
CHEM 325 Quantitative Chemical Analysis	3	
CHEM 326 Quantitative Chemical Analysis Laboratory	1	
MATH 210 Elementary Statistics	4	
Liberal Arts**	4	
<b>Total Required Credits</b>		<b>71</b>

\* 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.

<b>Pre-Pharmacy Curriculum for Transfer Students Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Humanities</b>		<b>12</b>
English Composition	6	
English or American Literature	3	
Religion, New or Old Testament*	3	
<b>Natural and Applied Sciences</b>		<b>35</b>
Calculus I**	4	
Anatomy and Physiology**	8	
Microbiology with Lab***	4	
General Chemistry	8	
Organic Chemistry	8	
Statistics (Math Dept)	3	
<b>Social Sciences</b>		<b>6-9</b>
Public Speaking	3	
World History (3) or Western Civilization (3) or U. S. History (6)	3-6	
<b>Liberal Arts</b>		<b>12</b>
Sociology or Psychology	3	
Other Liberal Arts †	9	
<b>Physical Activity</b>		<b>2</b>
Physical activity course or Health and Wellness/Prevention course	2	
<b>Total Required Credits</b>		<b>67-70</b>

\* 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).

**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 health insurance via [www.studentinsurance.com](http://www.studentinsurance.com) within two weeks of the first day of class. Students must also be able to provide proof of insurance on demand during any experiential course if requested by the experiential education site. Health insurance data must be kept updated on the student insurance website to avoid disruption of experiential coursework and/or a values violation. Registration of health insurance is required every semester. Changes in coverage during the semester must be entered in the system on a timely basis to insure coverage is accurate and verifiable.

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 two [2] to three [3] weeks). If the second TB skin test is positive, an Interferon Gamma Release Assay (IGRA) test must be conducted and the test results provided as documentation or a letter from a physician stating that a baseline chest X-ray has been conducted and addresses the health status of the student must be submitted. 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 written documentation of having completed the series of three (3) injections or must provide documentation of immunity by blood test (titer). A titer is acceptable in lieu of vaccine administration dates. For those students who must begin the series, the first dose must be administered prior to the first week of class attendance. Completion of the full series is required by April 1 of the spring semester of the first year (P1).
- **Varicella (Chickenpox)** – 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.
- **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. Any violations will be reported to the Alabama State Board of Pharmacy and 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.
- **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. Two small loan programs are available: a short-term emergency loan administered by the school; and a no-interest, revolving-loan fund (The Bernice Cohron Pharmacy Student Loan Fund). 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.

## Professional Pharmacy Curriculum

The information in this catalog describes the MSOP doctor of pharmacy curriculum implemented Fall 2009. Students entering prior to Fall 2009 and faculty should refer to previously published catalog editions for information pertaining to the prior curriculum, since these details are not repeated in this catalog.

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 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.

<b>Professional Pharmacy Curriculum Required Courses Summary-All Years</b>	<b>Total Required Credits</b>
<b>Year I, Total Required Credits</b>	<b>36</b>
<b>Year II, Total Required Credits</b>	<b>32-34</b>
<b>Year III, Total Required Credits</b>	<b>34-36</b>
<b>Year IV, Total Required Credits</b>	<b>37</b>
<b>Total Required Credits for All Years</b>	<b>141</b>

Note: See table at right for a detailed curriculum.

### Delivery of Curriculum

The Department of Pharmacy Practice is composed of 27 faculty and five 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 15 full-time faculty, three adjunct or part-time faculty, one laboratory manager, and two 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 pharmaceutical 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 courses in the professional curriculum, including required experiential courses, 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 phar-

<b>Professional Pharmacy Curriculum Required Courses</b>	<b>Course Credits</b>	<b>Total Required Credits</b>
<b>Year I, Fall</b>		<b>17</b>
PHRX 301 Intro Pharm Practice Experience (IPPE) I	1	
PHRX 306 Cellular and Molecular Biochemistry	4	
PHRX 307 Basics of Drug Information	1	
PHRX 308 Physiologic Basis of Disease I	4	
PHRX 313 Pharmaceutics I	4	
PHRX 315 Introduction to Patient Care Systems	2	
PHRX 320 Integrated Pharmacy Applications (IPA) I	1	
<b>Year I, Spring</b>		<b>19</b>
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	
<b>Year I, Total Required Credits</b>		<b>36</b>
<b>Year II, Fall</b>		<b>16-18</b>
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	
<b>Year II, Spring</b>		<b>14-18</b>
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	
<b>Year II, Total Required Credits</b>		<b>32-34</b>
<b>Year III, Fall</b>		<b>16-18</b>
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	
<b>Year III, Spring</b>		<b>16-18</b>
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	
<b>Year III, Total Required Credits</b>		<b>34-36</b>
<b>Year IV, June-May***</b>		
<b>Capstone Project</b>		<b>1</b>
PHRX 600 Capstone Project II	1	
<b>Required Advanced Pharmacy Practice Experiences (APPE)</b>		<b>20</b>
PHRX 601 Ambulatory Care I	4	
PHRX 610 Drug Information I	4	
PHRX 620 General Medicine I	4	
PHRX 650 Community Pharmacy I	4	
PHRX 660 Institutional Pharmacy I	4	
<b>Selective (1)/Elective (3) APPE</b>		<b>16</b>
600-level Selective APPE	4	
600-level Elective APPE	4	
600-level Elective APPE	4	
600-level Elective APPE	4	
<b>Year IV, Total Required Credits</b>		<b>37</b>
<b>Total Required Credits</b>		<b>141</b>

\* 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-cred electives) during two of the following semester options: Year II Spring, Year III Fall, Year III Spring.

\*\*\*Students are required to take nine (9) APPEs in ten possible time periods offered during the fourth year.

macy curriculum. Nine (9) APPEs must be completed by all students, including PHRX 601 (Ambulatory Care I), PHRX 620 (General Medicine I), PHRX 610 (Drug Information I), PHRX 650 (Community Pharmacy I), PHRX 660 (Institutional Pharmacy I), and four additional PHRX 600-level APPE 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. Consequently, students enrolled in the last year of the professional curriculum cannot take courses offered during the summer terms at Samford or another university.

A student must accumulate McWhorter School of Pharmacy convocation credits in order to be eligible to receive their doctor of pharmacy degree. Refer to the MSOP Student Handbook for details of this 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.

- 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 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.
- 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 co-requisite courses to proceed in the curriculum. The prerequisite of all courses in the upcoming term is the successful completion of all required courses in the current term. Therefore, if a student fails a required course, the student will not take any required 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 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.
- 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.

- A student may not repeat a pharmacy course unless there is a failure in the course. 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.

- 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.
- 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. 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 at least 2.00 at the end of all remaining academic terms will result in dismissal from the pharmacy school via academic expulsion.
- 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.
- 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.
- 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.
- 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.
- Students enrolled at Samford University or other accredited institutions cannot 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](http://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 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 470 Pharmacy and Healthcare in Great Britain	2

## 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 Ambulatory Care I	4
PHRX 602 Ambulatory Care II	4
PHRX 610 Drug Information I	4
PHRX 611 Drug Information II	4
PHRX 612 Poison Information/Toxicology	4
PHRX 620 General Medicine I	4
PHRX 621 General Medicine II	4
PHRX 622 General Medicine III	4
PHRX 623 Geriatric Pharmacy I	4
PHRX 624 Geriatric Pharmacy II	4
PHRX 625 Pediatric Pharmacy I	4
PHRX 626 Pediatric Pharmacy II	4
PHRX 627 Neonatology	4
PHRX 628 Psychiatric Pharmacy	4
PHRX 629 Cardiology	4
PHRX 630 Hematology and Oncology	4
PHRX 631 Neurology	4
PHRX 632 Nephrology	4
PHRX 633 Metabolic Support	4
PHRX 634 Infectious Disease	4
PHRX 635 Cardiac Critical Care	4
PHRX 636 Surgical Critical Care	4
PHRX 637 Medical Critical Care	4
PHRX 650 Community Pharmacy I	4
PHRX 651 Community Pharmacy II	4
PHRX 652 Community Pharmacy III	4
PHRX 660 Institutional Pharmacy I	4
PHRX 661 Institutional Pharmacy II	4
PHRX 670 Home Infusion Therapy	4
PHRX 671 Nuclear Pharmacy	4
PHRX 672 Managed Care Pharmacy	4
PHRX 673 Pharmacy Management	4
PHRX 674 Association Management	4
PHRX 675 Pharmacokinetics	4
PHRX 676 Specialty Pharmacy	4
PHRX 677 Pharmacy Research	4
PHRX 678 International Pharmacy I	4
PHRX 679 International Pharmacy II	4
PHRX 680 Academic Pharmacy I	4
PHRX 681 Academic Pharmacy II	4

## Courses

NOTE: Beginning 2009-2010, the MSOP began a new professional pharmacy curriculum. All courses in the new curriculum bear the PHRX course prefix. Students following the professional pharmacy curriculum from 2008-2009 and earlier can find descriptions for PHRD courses in the 2008-2009 Samford Catalog.

### 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 Basics of Drug Information (1)

Exploration to gain understanding of basic drug information sources and the different types of drug literature. Afternoon lab sessions are mandatory to 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, pharmacoconomics, public health, health care outcomes, health literacy and education, and cultural competence as they relate to the pharmacist as a change agent. Offered: Spring.

**PHRX 320 and 321 Integrated Pharmacy Applications (IPA) I-II (1 each course)**

Designed to integrate content within the first professional year as well as between years in the curriculum. Involves a combination of learning strategies such as labs and case discussions to augment student learning. Foundational content integrating students' knowledge of pharmacy courses completed in the first academic year. Offered: Fall (320); Spring (321).

**PHRX 401 Introductory Pharmacy Practice Experiences (IPPE) IV (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 Ambulatory Care I (4)**

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 Ambulatory Care II (4)**

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 (4)**

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 (4)**

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 (4)**

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, 621 and 622 General Medicine I-II-III (4 each course)**

Three-course sequence designed to enhance knowledge and skills used when providing clinical pharmacy services to adult populations. Prereq for PHRX 621: PHRX 620. Prereq for PHRX 622: PHRX 621. Offered: Fall and Spring.

**PHRX 623 Geriatric Pharmacy I (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

APPE designed to enhance knowledge and skills in caring for patients with cardiovascular disease. Offered: Fall and Spring.

**PHRX 630 Hematology and Oncology (4)**

APPE that will expose students to the care of patients with hematologic and oncologic diseases. Offered: Fall and Spring.

**PHRX 631 Neurology (4)**

APPE designed to enhance knowledge and skills in providing clinical pharmacy services to patients with neurologic diseases. Offered: Fall and Spring.

**PHRX 632 Nephrology (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 (4)**

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 Pharmacy I (4)**

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 Pharmacy II (4)**

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 (4)**

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 (4)**

APPE providing the student with the opportunity to expand knowledge and skills in the area of radiopharmaceuticals. Offered: Fall and Spring.

**PHRX 672 Managed Care Pharmacy (4)**

APPE designed to provide the opportunity to enhance knowledge and skills in managed care pharmacy. Offered: Fall and Spring.

**PHRX 673 Pharmacy Management (4)**

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 (4)**

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 675 Pharmacokinetics (4)**

APPE designed to enhance knowledge and skills in the direct application of pharmacokinetic principles to patient drug therapy management. Offered: Fall and Spring.

**PHRX 676 Specialty Pharmacy (4)**

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 (4)**

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 (4)**

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 2.50; good academic standing. Offered: Fall and Spring.

**PHRX 679 International Pharmacy II (4)**

APPE designed to provide the student with an opportunity to develop advanced knowledge and patient care skills in an international setting. Prereqs: Minimum pharmacy GPA of 2.50; good academic standing. Offered: Fall and Spring.

**PHRX 680 Academic Pharmacy I (4)**

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 2.50; no grade of D or F in required pharmacy coursework; good academic standing. Offered: Fall and Spring.

**PHRX 681 Academic Pharmacy II (4)**

APPE designed to develop knowledge and skills in the various aspects of academic pharmacy. Students will have the opportunity to be exposed to and participate in faculty teaching, service, and scholarship, with a more-in-depth exploration of the subject matter. Prereqs: PHRX 680. Minimum pharmacy GPA of 2.50; no grades of D or F in pharmacy coursework; good academic standing. Offered: Fall and Spring.

**PHARMACY ELECTIVES****PHRX 450 Contemporary Topics in Pharmacy (2)**

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)**

Prepares pharmacists 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: Fall or 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 or Spring.

**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)**

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: Fall or Spring.

**PHRX 455 Therapeutic Immunology (2)**

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)**

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)**

Overview of pediatric pharmacotherapy with a focus on treatment and therapeutic monitoring of common pediatric diseases. Prereq: Completion of second professional year or permission of course coordinator. Offered: Fall or Spring.

**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 P1 Spring curriculum. Offered: Fall or 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 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 P2 Fall curriculum; professional GPA above 2.00; no active university values violations. Offered: Spring.



**McWhorter School of Pharmacy Calendar  
for Academic Year 2012-2013**

**Fall Semester 2012**

- June 1** Payment due date for P4 students
- June 1** APPEs begin for P4 students
- June 8** Last day for P4 students to **completely withdraw from ALL courses in the semester without FINANCIAL penalty**
- July 4** Independence Day Holiday; no classes meet
- August 14** Orientation for P1 students begins
- August 27** Payment due date for P1-P3 students
- August 20** Classes begin for P1-P3 students
- August 28** Last day for P3 students to add or drop an elective course **without FINANCIAL penalty**
- August 28** Last day for P1-P3 students to **completely withdraw from ALL courses in the semester without FINANCIAL penalty**
- September 3** Labor Day Holiday; no classes meet
- September 13** MSOP Picnic
- October 5** MSOP White Coat Ceremony
- Nov 5-30** Registration for Spring Semester
- November 15** Last day for P1-P3 students to **completely withdraw from ALL courses in the semester without ACADEMIC penalty**
- November 19-20** Fall Break for P1-P3 students; no classes meet
- November 21-23** Thanksgiving Holidays, no classes meet
- November 30** Classes end for P1 students
- December 3-6** Final Examinations for P1 students
- December 7** Classes end for P2 and P3 students
- December 10-13** Final Examinations for P2 and P3 students
- December 15** Commencement

**Spring Semester 2013**

- January 28** Payment due date for students who are registered
- January 3** Classes begin for all students
- January 8** Last day to add or drop a course **without FINANCIAL penalty**
- January 21** Martin Luther King, Jr. Holiday, no classes meet (except PHRX 302)
- January 28** Didactic classes begin for P1-P3 students
- February 1** Last day for P2 or P3 students to add or drop an elective course
- March 18-22** Spring Break for P1-P3 students; no classes meet
- April 1** Easter Monday Holiday; no classes meet
- April 2-26** Registration for Summer Term and Fall Semester
- April 5** MSOP Spring Convocation
- April 25** Last day to **completely withdraw from ALL didactic courses in the semester without ACADEMIC penalty**
- May 10** Classes end
- May 13-16** Final Examinations
- May 17** MSOP Graduation

**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

**ANotes:**

Payment schedule dates for all terms are subject to change.

The MSOP Calendar for Academic Year 2013-2014 was unavailable at press time. Please check the following Web site for an updated calendar:  
[www.samford.edu/groups/sturec/acadcalendar.html](http://www.samford.edu/groups/sturec/acadcalendar.html)

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 2012-2013

*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. See p. 34 for payment regulations and refund notes, if applicable. For basic tuition and fees that apply to all or most graduate students, see p. 35.*

Description	Student Classification	Expense	Notes
<b>Tuition</b>			
Tuition Deposit	All Pharmacy Students	\$450	Nonrefundable; Due upon acceptance
Less than 12 credits - Fall, Spring	Part-Time Pharmacy Students	\$1,291/credit	
12 to 21 credits - Fall, Spring	Full-Time Pharmacy Students	\$15,895/semester	
More than 21 credits - Fall, Spring	Full-Time Pharmacy Students	\$1,291/credit	
Joint Degree	Joint Degree Pharmacy Students	By Classification	
<b>Residence Hall Fees, Double Occupancy*</b>			
Beeson Woods, West Campus	Pharmacy Students starting June 2012	\$3,862/Fall semester	
Evergreen Hall	Pharmacy Students starting June 2012	\$3,655/Fall semester	
Student Apartments	Pharmacy Students starting June 2012	\$3,303/Fall semester	
Beeson Woods, West Campus	Pharmacy Students starting August/Fall semester	\$2,330/Fall semester	
Evergreen Hall	Pharmacy Students starting August/Fall semester	\$2,208/Fall semester	
Student Apartments	Pharmacy Students starting August/Fall semester	\$1,776/Fall semester	
Beeson Woods, West Campus	Pharmacy Students starting Spring semester	\$2,542/Spring semester	
Evergreen Hall	Pharmacy Students starting Spring semester	\$2,421/Spring semester	
Student Apartments	Pharmacy Students starting Spring semester	\$1,641/Spring semester	
<b>Board</b>			
19 meals/week + \$130 declining balance	Pharmacy Students starting June 2012	\$3,191/Fall semester	
12 meals/week + \$130 declining balance	Pharmacy Students starting June 2012	\$2,627/Fall semester	
19 meals/week + \$130 declining balance	Pharmacy Students starting August/Fall semester	\$2,000/Fall semester	
12 meals/week + \$130 declining balance	Pharmacy Students starting August/Fall semester	\$1,686/Fall semester	
7 meals/week + \$130 declining balance	Pharmacy Students starting August/Fall semester	\$1,134/Fall semester	
19 meals/week + \$130 declining balance	Pharmacy Students starting Spring semester	\$2,334/Spring semester	
12 meals/week + \$130 declining balance	Pharmacy Students starting Spring semester	\$1,995/Spring semester	
7 meals/week + \$130 declining balance	Pharmacy Students starting Spring semester	\$1,424/Spring semester	
<b>Fees</b>			
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	All P1, P2, & P3 Pharmacy Students	\$35/term	
Campus Life Fee	All P4 Pharmacy Students	\$25/term	
London 4 Weeks	All Pharmacy Students in PHRX 678 or 679	\$950**	PHRX 678-02, PHRX 679-02
P4 Experiential Course Fee, Select Sites	All P4 Experiential Pharmacy Students	\$600	
Pharmacy Drug Screening Fee	All Pharmacy Students	\$80/year	
Pharmacy Lab Supplies	All Pharmacy Students	\$310/year	
Reinstatement Fee (all terms)	All Pharmacy Students	\$100/term, as applicable	
Technology Fee - Summer	All Pharmacy Students	\$40/term	
Technology Fee - Fall, Spring	All Pharmacy Students	\$135/semester	

\* Double rooms assigned for single occupancy are 200% of the rate for double-occupancy rooms.

\*\* Only if using Daniel House for living accommodations.

NOTE 1: See p. 34 for a list of General Miscellaneous 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: [www.samford.edu/admin/bursar/fees.html](http://www.samford.edu/admin/bursar/fees.html)

**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 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 Billing, Payment, & Refund Schedule on p. 34 for dates for e-bill, payment due, refund availability, late fee assessment, and registration cancellation.**

# Boards, Administration, and Faculty



**Board of Trustees (2011-2012)\*****Officers of the Board**

William J. Stevens, Chairman (2014)	Birmingham, Alabama
Roderic G. Steakley, Vice Chairman (2013)	Huntsville, Alabama
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Don Kilgore (2013)	Jasper, Alabama
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Charles W. Lancaster (2014)	Gadsden, Alabama
Jerry Newby (2013)	Montgomery, Alabama
Gary R. Pearman (2013)	Huntsville, Alabama
John C. Pittman (Life)	Birmingham, Alabama
Judge T. Virgil Pittman (Life)**	Mobile, Alabama
Mazen Sahawneh, O.D. (2012)	Mobile, Alabama
Albert L. Shumaker (2012)	Centre, Alabama
James C. Stivender (Life)	Gadsden, Alabama
Beth Thorne Stukes (2014)	Jasper, Alabama
Timothy Vines (2015)	Birmingham, Alabama
Ronald L. Watkins (2013)	Gadsden, Alabama
W. Clark Watson (2015)	Birmingham, Alabama
Rhonda C. Witcher (2015)	Cullman, Alabama
The Reverend Dr. Jay L. Wolf (2013)	Montgomery, Alabama
The Reverend Dr. Rick L. Lance ( <i>ex officio</i> )	Montgomery, Alabama
The Reverend Dr. Michael E. Shaw ( <i>ex officio</i> )	Pelham, Alabama

\* Board terms run from December to December.

\*\* Deceased 2012

**Board of Overseers (2011-2012)\*****Officers of the Board**

John M. Floyd, Chairman (2015)	Birmingham, Alabama
Andrew B. Cundiff, Vice Chairman (2012)	Birmingham, Alabama
Carolyn M. McKinstry, Secretary (2012)	Birmingham, Alabama

**Overseers**

Thomas D. Armstrong (2015)	Birmingham, Alabama
Bonnie Bolding (2013)	Birmingham, Alabama
David Carrington (2012)	Birmingham, Alabama
David H. Chestnut, M.D. (2014)	La Crosse, Wisconsin
William J. Christenberry, D.V.M. (2012)	Birmingham, Alabama
Gary M. Cooney (2015)	Addison, Texas
Joseph O. Dean, Jr. (2015)	Birmingham, Alabama
Willard L. Dean (2013)	Birmingham, Alabama
Carolyn P. Drennen (2014)	Birmingham, Alabama
William W. Featheringill (2012)	Birmingham, Alabama
Wayne Flynt (2013)	Auburn, Alabama
Brenda M. Hackney (2012)	Birmingham, Alabama
J. Kevin Heifner, M.D. (2014)	Little Rock, Arkansas
Gregory R. Hodges (2012)	Birmingham, Alabama
Timothy M. Howard, Jr., M.D. (2012)	Owens Cross Roads, Alabama
C. Curtis James, Jr. (2013)	Birmingham, Alabama
J. Fred Kingren (2015)	Birmingham, Alabama
R. Clayton McWhorter (2015)	Nashville, Tennessee
Carl Edwin Miller III (2014)	Birmingham, Alabama
Malcolm K. Miller, Jr. (2013)	Birmingham, Alabama
Eric L. Motley (2014)	Washington, DC
Doug Neil (2012)	Birmingham, Alabama
Frank O. Page, M.D. (2012)	Birmingham, Alabama
Edward R. Pascoe (2013)	Birmingham, Alabama
Lenora W. Pate (2014)	Birmingham, Alabama
Greg Powell (2015)	Birmingham, Alabama
C. Duane Randleman, M.D. (2015)	Birmingham, Alabama
Sandra H. Ray (2015)	Tuscaloosa, Alabama
Edward L. Robinson (2012)	Birmingham, Alabama
Robert E. Sasser (2012)	Montgomery, Alabama
Senator Jeff B. Sessions (2013)	Mobile, Alabama
Jacquelyn S. Shaia (2015)	Birmingham, Alabama
Lisa J. Sharp (2014)	Birmingham, Alabama
R. Waid Shelton, Jr., M.D. (2012)	Birmingham, Alabama
Vicki R. Simmons (2015)	Memphis, Tennessee
Kenneth O. Simon (2013)	Birmingham, Alabama
Nathan B. Smith, M.D. (2012)	Birmingham, Alabama
Jack D. Stewart (2014)	Louisville, Kentucky
Jeffrey I. Stone (2012)	Birmingham, Alabama
Jason C. Swanner, M.D. (2015)	Birmingham, Alabama
Neal Wade (2012)	Panama City, Florida
William J. Ward (2012)	Birmingham, Alabama
Elouise Wilkins Williams (2014)	Birmingham, Alabama
Gary C. Wyatt (2012)	Birmingham, Alabama
Ronnie J. Wynn (2015)	Montgomery, Alabama
C. Keith Herron ( <i>ex officio</i> )	Nashville, Tennessee

\* Board terms run from December to December.



## Administration

### Officers

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##### Andrew Westmoreland

B.A., Ouachita Baptist University  
M.A., University of Arkansas at Fayetteville  
Ed.D., University of Arkansas at Little Rock

#### Provost and Executive Vice President

##### J. Bradley Creed

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 Operations and Planning

##### Sarah C. Latham

B.S., University of Alabama in Birmingham  
M.S., Ph.D., Florida State University

#### Vice President for Student Affairs and Enrollment Management

##### R. Phil 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 and Professional Studies

##### 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

##### Judge John L. Carroll, Dean and Ethel P. Malugen Professor

B.A., Tufts University  
J.D., Samford University  
LL.M., Harvard University

#### Ida V. Moffett School of Nursing

##### Nena F. Sanders, Ralph W. Beeson Dean and Professor

B.S.N., M.S.N., D.S.N., University of Alabama at Birmingham

#### McWhorter School of Pharmacy

##### Charles D. Sands, III, Fred E. McWhorter Dean and Professor

B.S., Pharm D., University of Florida

## Administrative Staff

### Academic Affairs

Associate Provost . . . . . Mary Sue Baldwin  
Assistant Provost . . . . . Nancy C. Biggio  
Dean of Academic Services/Registrar . . . . . Paul G. Aucoin  
Dean of Samford University Library . . . . . Kimmetha Herndon  
Director of Academic Grants . . . . . Tim Wolfe  
Director of the Academic Success Center . . . . . Bridget C. Rose  
Director of the Francis Marlin Mann Center for Ethics & Leadership . . . . .  
. . . . . John C. Knapp  
Director of International Studies . . . . . David S. Shipley  
Director of Law Library . . . . . Gregory K. Laughlin  
Director of Special Projects . . . . . Sheila L. Thomas  
Director of University Fellows . . . . . Bryan M. Johnson  
University Professor . . . . . Christopher Metress

### Business and Financial Affairs

Chief Information Officer . . . . . David J. Hakanson  
Director of Athletics . . . . . Martin Newton  
Director of Business Services . . . . . H. Michael McCormack  
Director of Human Resources . . . . . Fred Rogan  
Director of Investments & Legal Services . . . . . Lisa C. Imbraglio  
Budget Director . . . . . Matt DeFore  
Bursar . . . . . Linda Sneed  
Controller . . . . . Mike Darwin  
Manager of Accounting & Financial Services . . . . . K. Randy McKinney

### Operations and Planning

Director of Business Intelligence & Strategy . . . . . Chez Knox  
Director of Capital Planning & Improvement . . . . . David T. Whitt  
Director of Event Management & Space Utilization . . . . . TBA  
Director of Facilities Management . . . . . D. Mark Fuller  
Director of Institutional Effectiveness . . . . . Karen G. Hamby  
Director of Public Safety & Emergency Management . . . . . Wayne Pittman  
Director of Residence Life & University Services . . . . . Lauren Taylor

### 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 W. Atkins  
Director of Admission . . . . . Brian Willett  
Director of Campus Recreation . . . . . Nick Madsen  
Director of Campus Visits & Special Programs, Admission . . . . . Elizabeth Primm  
Director of Communication, Admission . . . . . Brad Tomas  
Director of Counseling Services . . . . . Richard Yoakum  
Director of Financial Aid . . . . . Lane Smith  
Director of Greek Life . . . . . Denny Bubrig  
Director of New Student Orientation & Parent Programs . . . . . Kelia Furr  
Director of Processing, Admission . . . . . Sara Berry  
Director of Student Activities & Events . . . . . Beth Roller  
Director of Student Leadership & Community Engagement . . . . . Janna Pennington  
Director of University Health Services . . . . . Shauna N. Yelton

### University Advancement

Executive Director of University Marketing & Communication . . . . . Philip Poole  
Executive Director of Development . . . . . Douglas Wilson  
Director of Advancement Services . . . . . Judith F. Aucoin  
Director of Alumni . . . . . David B. Goodwin  
Director of Annual Giving . . . . . Sheri H. Ransome  
Director of Broadcast Services . . . . . Andy Parrish  
Director of Creative Services . . . . . Janica York Carter  
Director of Gift & Estate Planning . . . . . C. Stanley Davis  
Director of Media Relations . . . . . Brad Radice  
Director of Public Relations . . . . . William A. Nunnolley  
Director of Web Services . . . . . Josh Thomas

## Faculty

### Alexander, Janet G.

Professor, Nursing (1991)  
B.S.N., M.S.N., University of Alabama at Birmingham  
Ed.D., Samford University

### Allgood, Myralyn F.

Professor, World Languages & Cultures (1963)  
A.B., Samford University  
M.A., Ph.D., The University of Alabama

### Alverson, Susan P.

Associate Dean, Anthony and Marianne Bruno Chair in Pharmacy,  
Assistant Professor (1993)  
B.S. in Pharmacy, University of Wisconsin  
M.S., Medical College of Virginia  
M.P.A., D.P.A., University of Southern California

### Anderson, Grace L.

Assistant Professor, Communication Studies (2011)  
B.A., M.A., Ph.D., University of California, Santa Barbara

### Angel, James B.

Associate Dean of Budgets,  
Professor, Kinesiology & Nutrition Science (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

Assistant Professor, Pharmaceutical Sciences (2008)  
B.S., Auburn University  
Ph.D., University of Alabama at Birmingham

### Ashmore, Beth E.

Associate Librarian, Samford University Library (2003)  
B.A., Loyola University-Chicago  
M.S., University of Illinois

### Atkinson, Bruce W.

Chair, Professor, Mathematics & Computer Science (1995)  
B.A., Pomona College  
Ph.D., University of California, San Diego

### Aucoin, Paul G.

Dean of Academic Services/Registrar (1997)  
B.S., M.B.A., Nicholls State University

### Baggett, John Mark

Chair, Associate Professor, English, Law (1987)  
B.A., M.A., J.D., The University of Alabama  
Ph.D., The University of North Carolina at Chapel Hill

### Bains, David R.

Professor, Religion (1999)  
B.A., University of Virginia  
A.M., Ph.D., Harvard University

### Bakkegard, Kristin A.

Assistant Professor, Biological & Environmental Sciences (2008)  
B.S., United States Naval Academy  
M.A., Boston University  
M.S., Auburn University  
Ph.D., Utah State University

### Baldwin, Mary Sue

Associate Provost, Associate Professor, Nursing (2002)  
B.S.N., University of Michigan  
M.S.N., University of Alabama at Birmingham  
Ed.S., Ed.D., Samford University

### Barnette, James R.

Director, Pre-Ministerial Scholars, Associate Professor, Religion (1994)  
B.A., Samford University  
M.Div., Ph.D., The Southern Baptist Theological Seminary

### 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)  
B.A., M.A., University of Alabama at Birmingham  
Ph.D., The University of Tennessee

### Bateman, J. Mark

Associate Professor, Graduate Studies, Education (2004)  
B.A., Carson-Newman College  
M.A., Bowling Green State University  
Ed.D., Indiana University

### Beall, Jennifer W.

Assistant Professor, Pharmacy Practice (2000)  
B.S., Pharm.D., Samford University

### Beckwith, Carl L.

Associate Professor, Divinity (2007)  
B.A., St. Olaf College  
M.Phil., Trinity College  
M.A., Yale Divinity School  
Ph.D., University of Notre Dame

### Beers, Geri W.

Professor, Nursing (1991)  
B.S.N., M.S.N., University of Alabama at Birmingham  
Ed.D., Samford University

### Belski, William H.

Associate Professor, Accounting & Management  
Information Systems (2004)  
B.A., Washington and Jefferson College  
M.B.A., University of Notre Dame  
Ph.D., Virginia Polytechnic Institute and State University

### Benner, Kimberley W.

Professor, Pharmacy Practice (1997)  
B.S., University of Alabama at Birmingham  
B.S., Pharm.D., Samford University

### Berry, Cynthia G.

Associate Professor, Nursing (2002)  
B.S.N., University of Bridgeport  
M.S.N., University of Alabama at Birmingham

### Berry, Jack W.

Assistant Professor, Psychology (2009)  
B.S., University of Alabama at Birmingham  
Ph.D., The Wright Institute

### Biggio, Nancy C.

Assistant Provost, Assistant Professor, Core Curriculum (2004)  
B.A., Drew University  
M.A., Ph.D., The University of Alabama

### Birkenfeld, Karen J.

Assistant Professor, Teacher Education (2009)  
B.S., M.E., University of Montevallo

### Bishop, T. Brad

Professor, Law (1971)  
B.A., Samford University  
M.A., The University of Alabama  
J.D., Samford University

### Blackburn, Joseph W.

Whelan W. and Rosalie T. Palmer Professor of Law (1976)  
B.S., University of Kentucky  
J.D., University of Virginia

### Bolden, Millicent A.

Associate Professor, World Languages & Cultures (2000)  
B.A., Lake Forest College  
M.A., Ph.D., The University of North Carolina at Chapel Hill

### Box, Jean Ann

Dean and Professor, Teacher Education (1989)  
B.S., Auburn University  
M.A., Ed.S., Ph.D., University of Alabama at Birmingham

- Brammer, Charlotte D.**  
Associate Professor, Communication Studies (2004)  
B.A., Hollins College  
M.A., University of Alabama at Birmingham  
Ph.D., The University of Alabama
- Bray, Gerald L.**  
Research Professor, Divinity (1994)  
B.A., McGill University  
Maitrise en lettres classiques, Doctorat de troisieme cycle en lettres classiques, University de Paris-Sorbonne
- Brazil, Ken**  
Professor, Interior Architecture (1998)  
B.S., M.S., Oklahoma State University
- Broeseker, Amy E.**  
Associate Professor, Pharmaceutical Sciences (1994)  
B.S.N., Pharm.D., University of Florida  
Ph.D., The University of Alabama
- Broom, Lowell S.**  
Chair and Professor, Accounting & Management Information Systems (2008)  
B. S., William Carey College  
M.B.A., Mississippi College  
D.B.A., Louisiana Tech University
- Brown, James S., Jr.**  
Professor, History (1971)  
A.B., Tennessee Technological University  
M.A., Ph.D., Vanderbilt University
- Bumgarner, Gary W.**  
Associate Professor, Pharmaceutical Sciences (2001)  
B.S., The Ohio State University  
Ph.D., Mercer University
- Bunch, Wilton H.**  
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  
Ph.D., University of Minnesota
- Byland, Laura S.**  
Associate Professor, Theatre & Dance (2012)  
B.A., Hiram College  
M.A., Oklahoma State University  
M.F.A., The University of Oklahoma
- Cahoon, Terri M.**  
Assistant Professor, Nurse Anesthesia (2003)  
B.S.N., Auburn University  
B.S., University of Alabama at Birmingham  
M.S.N., University of Central Arkansas  
D.N.P., The University of Tennessee Health Science Center
- Cameron, Robert P.**  
Assistant Professor, Chemistry & Biochemistry (1993)  
B.S., The University of Southern Mississippi  
Ph.D., University of New Orleans
- Carden, William (Art)**  
Assistant Professor, Economics (2012)  
B.S., M.A., The University of Alabama  
A.M., Ph.D., Washington University in St. Louis
- Carroll, John L.**  
Dean, Ethel P. Malugen Professor, Law (2001)  
B.A., Tufts University,  
J.D., Samford University  
LL.M., Harvard University
- Carson, Charles M., IV**  
Associate Dean, Associate Professor,  
Entrepreneurship, Management, & Marketing (2004)  
B.P.A., M.B.A., Mississippi State University  
Ph.D., The University of Mississippi
- Cartledge, Barbara H.**  
Director, Academic Programs, Assistant Professor,  
Entrepreneurship, Management, & Marketing (2003)  
B.S., Vanderbilt University  
M.B.A., Ed.S., Samford University
- Castle, Mark J.**  
Associate Professor, Theatre & Dance (2005)  
B.A., Leeds University  
M.F.A., University of Memphis
- Cates, Marshall E.**  
Professor, Pharmacy Practice (1995)  
B.S., Rhodes College  
Pharm.D., The University of Tennessee
- Cecil, Cheryl**  
Assistant Librarian, Samford University Library (2005)  
B.M., Samford University  
M.L.I.S., The University of Alabama
- Cha, Sung Kwang (Paul)**  
Assistant Professor, History (2012)  
B.A., Colgate University  
M.A., The University of Chicago  
Ph.D., University of California, Los Angeles
- Chamberlain, Marigene**  
Instructor, World Languages & Cultures (2005)  
B.A., Samford University  
M.A., Vanderbilt University
- Chandler, Kristie B.**  
Chair, Assistant Professor, Family Studies (2007)  
B.B.A., M.Ed., Mississippi State University  
Ph.D., University of North Texas
- Chapman, David W.**  
Dean, Arts and Sciences, Professor, English (1990)  
B.A., The University of Oklahoma  
M.A., The University of Tulsa  
Ph.D., Texas Christian University
- Cherry, C. Edward**  
Associate Librarian, Samford University Library (1986)  
B.A., Samford University  
M.L.S., The University of Alabama
- Chew, Stephen L.**  
Chair, Professor, Psychology (1993)  
B.A., The University of Texas at Austin  
Ph.D., University of Minnesota
- Chou, Tzu-Ling Sarana**  
Director of Graduate Studies, Assistant Professor, Music (2008)  
B.M., The Juilliard School  
M.A., The University of Chicago  
D.M.A., Eastman School of Music of The University of Rochester
- Clapp, Douglas C.**  
Associate Professor, Classics (2001)  
B.A., Dartmouth College  
M.A., Ph.D., The University of North Carolina at Chapel Hill
- Clemmensen, Jon**  
Professor, Journalism & Mass Communication (1985)  
A.B., Rutgers University  
M.S.J., Northwestern University  
Ed.D., University of South Carolina
- Cobia, F. Jane**  
Associate Professor, Graduate Studies-Education (2011)  
B.S., Jacksonville State University  
M.A., Ed.D., The University of Alabama
- Cole, Graham Arthur**  
Beeson Professor, Divinity (2011)  
B.A., M.T.H., University of Sydney  
B.D., University of London  
Th.D., Australian College of Theology
- Coleman, Charlotte L.**  
Assistant Professor, World Languages & Cultures (1976)  
B.A., Samford University  
M.A., The University of Alabama

- Coleman, Jennifer J.**  
Associate Professor, Nursing (1999)  
B.S.N., University of Alabama at Birmingham  
M.S.N., Samford University  
Ph. D., The University of Southern Mississippi
- Collins, Andrea W.**  
Assistant Professor, Nursing (2012)  
B.S.N., M.S.N., D.N.P., Samford University
- Collins, William P.**  
Professor, Political Science (1987)  
A.B., Ph.D., Florida State University
- Copeland, Philip L.**  
Associate Professor, Music, Director of Choral Activities (2011)  
B.M.E., University of Mississippi  
M.M.E., Mississippi College  
D.M.A., Southern Baptist Theological Seminary
- Cortes, Cynthia G.**  
Associate Professor, Nursing (2009)  
B.S.N., Samford University  
M.R.E., Southwestern Baptist Theological Seminary  
M.S.N., DrPH, University of Alabama at Birmingham
- Craig, Edward L., Jr.**  
Librarian, Law Library (1988)  
B.A., Ohio Northern University  
M.A., University of Missouri-Columbia  
J.D., The University of Tennessee
- Creed, J. Bradley**  
Provost and Executive Vice President, Professor, Religion (2001)  
B.A., Baylor University  
M.Div., Ph.D., Southwestern Baptist Theological Seminary
- Cretton-Scott, Erika**  
Assistant Professor, Pharmaceutical Sciences (2008)  
B.S., Saint Mary's College  
Ph.D., University of Alabama at Birmingham
- Crocker, Carolyn R.**  
Instructor, World Languages & Cultures (2006)  
B.A., Birmingham-Southern College  
M.A., University of Alabama at Birmingham
- Cross, Carol Ann Vaughn**  
Assistant Professor, Core Curriculum (2000)  
B.A., The University of Alabama in Huntsville  
M.A., Ph.D., Auburn University
- Cruthirds, Danielle L.**  
Assistant Professor, Pharmaceutical Sciences (2007)  
B.S., Spring Hill College  
Ph.D., University of Alabama at Birmingham
- Cunningham, Jill L.**  
Chair, Family Nurse Practitioner Program,  
Associate Professor, Nursing (2005)  
B.S.N., M.S.N., University of Alabama at Birmingham  
D.N.P., The University of Tennessee Health Science Center
- D'Souza, Bernadette**  
Assistant Professor, Pharmaceutics (2011)  
B.A., Mumbai University  
Ph.D., Mercer University
- Dalton, Grant B.**  
Assistant 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
- Davenport, Lawrence J.**  
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)  
B.A., University of Arizona  
M.A., Northern Arizona University  
Ph.D., Louisiana State University
- Davis, Jonathan C.**  
Associate Professor, Family Studies (2002)  
B.E.E., Georgia Institute of Technology  
M.M.F.T., Abilene Christian University  
Ph.D., Purdue University
- Davis, LaJuana S.**  
Associate Professor, Law (2007)  
B.A., Georgia State University  
J.D., Harvard Law School
- Davis, Sonya Booth**  
Instructor, Core Curriculum (2008)  
B.A., M.A., University of Alabama at Birmingham
- DeBow, Michael E.**  
Professor, Law (1988)  
B.A., M.A., The University of Alabama  
J.D., Yale University
- Dedo, David R.**  
Associate Professor, Communication Studies (1990)  
B.A., M.A., Indiana University of Pennsylvania  
Ph.D., Purdue University
- DeHart, Renee Marie**  
Professor and Assistant Dean of Student Affairs, Pharmacy (2012)  
Pharm.D., The University of Florida
- Dendy, Richard R.**  
Professor, Art (1998)  
B.A., Auburn University  
M.V.A., Georgia State University
- Denning, Brannon P.**  
Professor, Law (2003)  
B.A., The University of the South  
J.D., The University of Tennessee  
LL.M., Yale University
- DeVine, D. Mark**  
Associate Professor, Divinity (2008)  
B.S., Clemson University  
M.Div., Ph.D., The Southern Baptist Theological Seminary
- Dick, Tracey K.**  
Instructor, Nursing (2010)  
B.S.N., Auburn University  
M.S.N., Samford University
- DiRusso, Alyssa A.**  
Professor, Law (2005)  
B.S., Carnegie Mellon University  
J.D., The University of Texas at Austin
- Dobbins, Elizabeth G.**  
Associate Professor, Biological & Environmental Sciences,  
Paul Propt Professor of Natural Sciences (1999)  
B.A., Auburn University  
M.S., Ph.D., University of California, Los Angeles
- Donaldson, Steven F.**  
Associate Professor, Mathematics & Computer Science (2001)  
B.S., Samford University  
B.S., M.S., Ph.D., University of Alabama at Birmingham
- Donnelly, Patrice R.**  
Instructor, Kinesiology & Nutrition Science (2001)  
B.S., Samford University  
M.A.E., University of Alabama at Birmingham
- Dorsett, Lyle W.**  
Billy Graham Professor of Evangelism, Divinity (2005)  
B.A., M.A., University of Missouri-Kansas City  
Ph.D., University of Missouri-Columbia
- Dugan, B. DeeAnn**  
Associate Professor, Pharmacy Practice (2008)  
B.A., University of Central Florida  
Pharm.D., University of Florida

**Dunaway, Donna L.**

Professor, Kinesiology & Nutrition Science (1979)  
 B.S., University of Montevallo  
 M.A., Ed.D., The University of Alabama

**Duncan, Robin C.**

Assistant Professor, Teacher Education (2011)  
 B.S., Ed.S., Ed.D., Samford University

**Elmore, Lindsey Kay**

Assistant Professor, Pharmacy Practice (2011)  
 B.S., University of Alabama at Birmingham  
 Pharm.D., University of California, San Francisco

**Ennis, Les Sturdivant**

Associate Director of Graduate Programs, Director of Doctoral Program,  
 Professor, Graduate Studies-Education (2000)  
 B.A., Samford University  
 M.Div., Ph.D., The Southern Baptist Theological Seminary  
 J.D., Samford University

**Epley, Steven**

Associate Professor, English (1992)  
 B.A., The University of Tennessee at Chattanooga  
 M.A., Ph.D., Columbia University

**Evans, Jill E.**

Professor, Law (1994)  
 B.A., University of California, Irvine  
 M.M., J.D., Northwestern University

**Farquhar, Lee K.**

Assistant Professor, Journalism & Mass Communication (2009)  
 B.A., University of Northern Iowa  
 M.S., Kansas State University  
 Ph.D., The University of Iowa

**Feenker, Cherie D.**

Acquisitions Librarian, Law Library (2003)  
 B.A., University of Montevallo  
 J.D., Birmingham School of Law  
 M.L.S., The University of Alabama

**Ferguson, Angela D.**

Instructor, World Languages & Cultures (2004)  
 B.A., The University of Southern Mississippi  
 M.A., University of Texas-Austin

**Finch, J. Howard**

Dean, Business; Professor, Economics, Finance, & Quantitative  
 Analysis (2011)  
 B.B.A., North Georgia College  
 M.B.A., Mercer University  
 M.A., Ph.D., The University of Alabama

**Fincher, Rita Malia**

Assistant Professor, Biological & Environmental Sciences (2007)  
 B.S., Newcomb College  
 Ph.D., Tulane University

**Findlay, Margaret P.**

Professor, Nursing (2001)  
 B.S.N., M.S.N., Ph.D., University of Alabama at Birmingham

**Finn, David M.**

Associate Professor, Teacher Education (1998)  
 B.S., M.A., Ed.D., The University of Alabama

**Fisk, Rosemary Mims**

Associate Dean, Arts & Sciences, Professor, English (1984)  
 B.A., Samford University  
 M.A., Duke University  
 Ph.D., Rice University

**Fisk, Scott**

Associate Professor, Art (2001)  
 B.F.A., Henderson State University  
 M.F.A., Memphis College of Art

**Flaniken, Jeffrey Z.**

Assistant Professor, Music (1997)  
 B.M., Philadelphia College of Performing Arts  
 M.M., University of Cincinnati

**Flowers, Kathy Crawford**

Instructor, Core Curriculum (2002)  
 B.A., B.S., Jacksonville State University  
 M.A., Auburn University

**Floyd, H. Hugh**

Chair, Professor, Sociology (1993)  
 B.A., Ouachita University  
 Ph.D., The University of Georgia

**Floyd, Michael D.**

Professor, Law, Director of International Studies (1991)  
 A.B., Princeton University  
 M.S., New York University  
 J.D., Emory University

**Flynt, Shannon R.**

Assistant Professor, Classics (2002)  
 B.S., Samford University  
 M.A., The University of Alabama  
 Ph.D., University of Missouri

**Ford, Charles L.**

Assistant Professor, Interior Architecture (2005)  
 B.G.S., Samford University  
 M.Ed., Regent University  
 Ed.S., Samford University  
 M.A., Savannah College of Art and Design

**Foreman, David L.**

Associate Professor, Mathematics & Computer Science (1986)  
 B.A., Baylor University  
 M.A., Indiana University  
 Ph.D., Louisiana State University

**Fournier, Eric J.**

Chair, Professor, Geography (1997)  
 B.S., Syracuse University  
 M.A., Ph.D., The University of Georgia

**Fouse, Kathryn**

Associate Dean for the Division of Music, Professor, Music (2002)  
 B.M., Baylor University  
 M.M., Southern Illinois University-Edwardsville  
 D.M.A., University of North Texas

**Freeman, Charlotte**

Professor, Teacher Education (1977)  
 B.A., Mobile College  
 M.A., University of South Alabama  
 Ph.D., The University of Alabama

**Freeman, Maisha Kelly**

Associate Professor, Pharmacy Practice (2003)  
 B.S., Winston-Salem State University  
 Pharm.D., The University of North Carolina at Chapel Hill

**Frost, Ginger S.**

Professor, History (1996)  
 B.A., Texas Woman's University  
 M.A., Louisiana State University  
 Ph.D., Rice University

**Galloway, Ryan W.**

Associate Professor, Communication Studies (2005)  
 B.A., George Mason University  
 M.A., Baylor University  
 Ph.D., The University of Georgia

**Garza, David C.**

Associate Professor, Chemistry & Biochemistry (1998)  
 B.S., Georgia Institute of Technology  
 Ph.D., University of South Carolina

**Gentry, Grant L.**

Assistant Professor, Biological & Environmental Sciences (2010)  
 B.A., Austin College  
 Ph.D., University of California, Los Angeles

**George, Timothy F.**

Ralph W. Beeson Dean and Professor, Divinity (1988)  
 A.B., The University of Tennessee at Chattanooga  
 M.Div., Th.D., Harvard University

- Gerhardt, Clara E.**  
Professor, Family Studies (1998)  
B.A., M.A., Ph.D., University of Pretoria, South Africa  
M.B.A., Samford University
- Gignilliat, Mark S.**  
Associate Professor, Divinity (2005)  
B.A., Bob Jones University  
M.Div., Reformed Theological Seminary  
Ph.D., University of St. Andrews
- Gillespie, Christopher A.**  
Assistant Professor, Kinesiology & Nutrition Science (1984)  
B.S., Mississippi College  
M.Ed., North Louisiana University
- Glenn, David J.**  
Assistant Professor, Theatre (2010)  
B.F.A., Auburn University  
M.F.A., University of Arizona
- Glotfelty, Henry W.**  
Professor, Physics (1978)  
B.S., University of Missouri  
M.S., Ph.D., The University of Kansas
- Gold, Ralph R., Jr.**  
Assistant Professor, Kinesiology & Nutrition Science (1986, 1995)  
B.A., Clearwater Christian College  
M.Ed., The University of Tampa  
Ed.S., University of Alabama at Birmingham  
Ed.D., Samford University
- Goldstein, Jacqueline**  
Professor, Psychology (1991)  
B.A., Samford University  
Ph.D., University of Alabama at Birmingham
- Goodwin, Robert J.**  
Associate Dean of Academic Affairs,  
J. Russell McElroy Professor of Law (1983)  
B.A., University of Missouri-Columbia  
J.D., Washington University
- Gorman, Gregory S.**  
Associate Professor, Pharmacy (2008)  
B.S., Armstrong State College  
Ph.D., The University of Georgia
- Goss, Harold, Jr.**  
Associate Librarian, Chair, Reference & Instruction,  
Samford University Library (2006)  
B.A., The University of Georgia  
M.L.S., Clark Atlanta University
- Grayson, Marissa**  
Instructor, Political Science (2010)  
B.A., University of Southern California  
M.A., University of Florida
- Greene, A. Robert**  
Visiting Assistant Professor, Law (2006)  
A.B., Georgetown University  
J.D., The Catholic University of America
- Greene, Doris E. "Wendy"**  
Associate Professor, Law, Director, Faculty Development (2007)  
B.A., Xavier University of Louisiana  
J.D., Tulane University  
LL.M., George Washington University
- Gregory, Brian W.**  
Professor, Chemistry & Biochemistry (2002)  
B.S., M.S., Furman University  
Ph.D., The University of Georgia
- Gregory, Denise J.**  
Assistant Professor, Chemistry & Biochemistry (2005)  
B.S., Jackson State University  
Ph.D., Georgia Institute of Technology
- Guess, Aundrea Kay**  
Associate Professor, Accounting (2012)  
B.S.B.A., Baylor University  
M.Acc., Auburn University  
Ph.D., University of North Texas
- Gurley, Lisa E.**  
Assistant Professor, Nursing (2010)  
A.D.N., Jefferson State Community College  
B.S.N., M.S.N., Samford University
- Halberg, Daniel L.**  
Associate Professor, Pharmaceutical Sciences (2010)  
B.S., Ph.D., University of Florida
- Haralson, Michele K.**  
Director, Curriculum Materials and Technology Center (2002)  
B.S., Georgetown College  
M.B.A., University of Miami  
M.L.S., Ph.D., The University of Alabama
- Hardy, Eva A.**  
Assistant Professor, Nursing (2008)  
B.S.N., M.S.N., University of Alabama at Birmingham
- Hargrave, Alan D.**  
Chair, Associate Professor, Physics (1996)  
B.S., M.S., Trinity University  
Ph.D., Baylor University
- Harper, Larron C.**  
Assistant Professor, Entrepreneurship, Management, &  
Marketing (1991)  
B. Comm., University of the Witwatersrand  
Honors B. Comm., University of South Africa  
M.B.A., University of Alabama at Birmingham
- Hartzog, Woodrow N.**  
Assistant Professor, Law (2011)  
B.A., J.D., Samford University  
LL.M., George Washington University
- Hataway, Andrew**  
Assistant Professor, Biological & Environmental Sciences (2011)  
B.A., B.S., Samford University  
Ph.D., The University of Mississippi
- Hayne, Arlene N.**  
Professor, Nursing (2002)  
B.S.N., University of Cincinnati  
M.S.N., D.S.N., University of Alabama at Birmingham
- Head, Julie A.**  
Assistant Professor, Nursing (2007)  
B.S.N., M.S.N., University of Alabama at Birmingham
- Helms, Sara E.**  
Assistant Professor, Economics, Finance, & Quantitative Analysis (2009)  
B.A., St. Mary's College of Maryland  
M.A., Ph.D., University of Maryland
- Henderson, Robert P.**  
Professor, Pharmacy Practice (1985)  
B.S., The Ohio State University  
Pharm.D., The University of Tennessee
- Hensarling, Robert W., Jr.**  
Assistant Professor, Kinesiology & Nutrition Science (1995)  
B.S., Samford University  
M.S., The University of Southern Mississippi  
Ed.S., Ed.D., Samford University
- Hepola, Allison**  
Assistant Professor, Philosophy (2011)  
B.A., University of Notre Dame  
Ph.D., Rutgers University
- Herndon, Kimmetha H.**  
Dean, Librarian, University Library (2008)  
B.S., The University of Georgia  
M.L.S., The University of Alabama
- Hightower, Jill B.**  
Instructor, Nursing (2011)  
B.S.N., M.S.N., Samford University

**Hiles, N. Jane**

Associate Professor, English (1992)  
B.A., M.A., The University of Texas at El Paso  
Ph.D., Emory University

**Hilsmier, Amanda C. Strong**

Associate Professor, Teacher Education (2004)  
B.A., Mercer University  
M.E., Mississippi College  
Ph.D., Vanderbilt University

**Hoaglund, Amy E.**

Assistant Professor, Teacher Education (2008)  
B.S., Jacksonville State University  
M.S., Ed.S., Ed.D., Samford University

**Hogg, David S.**

Associate Dean, Associate Professor, Divinity (2011)  
B.A., University of Toronto  
M.Div., Westminster Seminary  
Ph.D., University of St. Andrews

**Hogue, Michael D.**

Chair, Associate Professor, Pharmacy Practice (2004)  
B.S., Pharm D., Samford University

**Holloway, Betsy B.**

Associate Professor, Entrepreneurship, Management, & Marketing,  
Dwight Moody Beeson Chair in Business (2002)  
B.A., Vanderbilt University  
M.B.A., Samford University  
Ph.D., The University of Alabama

**Holston, Jane**

Assistant Professor, Nursing (2010)  
M.S.N., Samford University

**Hopkins, Joseph**

Dean, Arts, Professor, Music (2006)  
B.M., Shorter College  
M.M., Baylor University  
D.M., Indiana University

**Horn, Randolph C.**

Professor, Political Science (1996)  
B.A., University of the South  
M.A., Ph.D., University of Florida

**House, Paul R.**

Professor, Divinity (2004)  
B.A., Southwest Baptist University  
M.A., University of Missouri-Columbia  
M.Div., Ph.D., The Southern Baptist Theological Seminary

**Hughes, Peter J.**

Assistant Professor, Pharmacy Practice (2009)  
B.S., The University of Alabama  
Pharm.D., Samford University

**Hull, William E.**

Research Professor (1987)  
B.A., Samford University  
M.Div., Ph.D., The Southern Baptist Theological Seminary

**Hunsinger, Ronald N.**

Chair, Professor, Biological & Environmental Sciences (1984)  
B.S., M.S., Mississippi State University  
Ph.D., The University of Mississippi

**Hutto, Rebecca M.**

Catalog Librarian, Law Library (1978)  
B.S., M.L.S., The University of Alabama

**Hynds, Emily A.**

Associate Professor, Mathematics & Computer Science (2000)  
B.S., Furman University  
M.S., Ph.D., Emory University

**Iranikah, Maryam**

Assistant Professor, Pharmacy Practice (2009)  
B.S., Ryerson Polytechnic University  
Pharm.D., Samford University

**Isley, Belinda A.**

Assistant Professor, Nursing (2010)  
B.S.N., M.S., University of Alabama at Birmingham  
P.M.N., Samford University

**Jackson, Allison J.**

Instructor, Kinesiology & Nutrition Science (2005)  
B.S., M.Ed., Auburn University at Montgomery

**Jackson, Sharon S.**

Assistant Professor, Accounting & Management  
Information Systems (1997)  
B.S., Auburn University  
M.B.A., Auburn University at Montgomery

**Janas, Michael J.**

Associate Professor, Communication Studies (1993)  
B.A., Boston College  
M.A., The University of Georgia  
Ph.D., The University of Iowa

**Jensen, Kelly C.**

Associate Professor, World Languages & Cultures (2000)  
B.A., M.A., Ph.D., The University of Georgia

**Jentsch, Lynda J.**

Associate Professor, World Languages & Cultures (1992)  
B.A., Kutztown State College  
M.A., Ph.D., Vanderbilt University

**Johnson, Bryan M.**

Director, University Fellows Program, Associate Professor, English (1999)  
B.A., M.A., Mississippi State University  
Ph.D., University of Denver

**Johnson, Corey M.**

Assistant Professor, Chemistry & Biochemistry (2012)  
B.S., East Central University  
Ph.D., The University of Oklahoma

**Johnson, David A.**

Professor, Biological & Environmental Sciences (2008)  
B.S., M.S., Samford University  
Ph.D., Emory University

**Johnson, Herman N. "Rusty" Jr.**

Assistant Professor, Law (2009)  
B.A., Duke University  
J.D., Columbia University  
M. International Affairs, Columbia University

**Johnson, Myrtis A.**

Instructor and Clinical Coordinator, Teacher Education (2005)  
B.S., The University of Alabama  
M.S.E., Alabama A&M University

**Jones, Brenda K.**

Librarian, Law Library (1995)  
B.S., Mississippi State University  
J.D., University of Houston  
M.L.I. S., Louisiana State University

**Jones, Dennis R.**

Associate Professor, Journalism & Mass Communication (1991)  
B.S., Manchester College  
M.A., Ph.D., University of South Carolina

**Jones, Steven T.**

Professor, Economics, Finance, & Quantitative Analysis (2001)  
B.A., Huntingdon College  
M.B.A., Vanderbilt University  
Ph.D., University of Cincinnati

**Jung, Alan P.**

Chair, Associate Professor, Kinesiology & Nutrition Science (2006)  
B.S., James Madison University  
M.S., Appalachian State University  
Ph.D., The University of Alabama

**Karlet, Mary C.**

Chair, Professor, Nurse Anesthesia (2006)  
B.S.N., Michigan State University  
B.S., M.S., Ph.D., Wayne State University

- Kawell, Gregory A.**  
Assistant Professor, Mathematics & Computer Science (2004)  
B.A., University of Wisconsin-Eau Claire  
M.C.S., Colorado State University
- Keller, George E. III**  
Assistant Dean, Arts and Sciences  
Associate Professor, Biological & Environmental Sciences (1993)  
B.S., Centre College  
M.S., Ph.D., West Virginia University
- Kendrach, Michael G.**  
Associate Dean, Professor, Pharmacy Practice (1993)  
B.S., The University of Toledo  
Pharm.D., University of Kentucky
- Kennedy, Janie A.**  
Associate Professor, Mathematics & Computer Science (1997)  
B.S., Samford University  
M.S., Ph.D., Auburn University
- Kenning, Kristin**  
Assistant Professor, Music, Opera Director (2011)  
B.M., Western Michigan University  
M.M., D.M.A., University of Minnesota
- Killingsworth, Erin E.**  
Instructor, Nursing (2008)  
B.S.N., Auburn University  
M.S.N., Samford University
- Kirby, R. Kenneth**  
Assistant Professor, Core Curriculum (2004)  
B.A., Auburn University  
M.A., University of Alabama at Birmingham  
Ph.D., Indiana University
- Knapp, John C.**  
University Professor, Mann Family Professor of Ethics and Leadership  
Professor, Entrepreneurship, Management, & Marketing (2008)  
B.S.U., Georgia State University  
M.A., Columbia Theological Seminary  
Ph.D., University of Wales
- Knierim, Victoria S.**  
Instructor, Communication Arts,  
Coordinator of Academic Advising (2010)  
B.A., Tennessee State University  
M.A., Middle Tennessee State University  
M.S., University of Alabama at Birmingham
- Kraft, Keya Catherine**  
Assistant Professor, English (2012)  
B.A., The College of William and Mary  
Ph.D., Washington University in St. Louis
- Krelinger, Gisela H.**  
Assistant Professor, Divinity (2009)  
M.C.S., Th.M., Regent College  
Ph.D., University of St. Andrews
- Krumdieck, Jeannie C.**  
Chair, Professor, Interior Architecture (1992)  
B.S., Mississippi State University  
M.S., The University of Alabama
- Kuruk, Paul**  
Professor, Law (1995)  
LL.B., University of Ghana  
B.L., Ghana Law School  
LL.M., Temple University  
S.J.D., Stanford University
- Kyle, Jeffrey A.**  
Associate Professor, Pharmacy Practice (2008)  
Pharm.D., Samford University
- Lampkins, Andrew J.**  
Assistant Professor, Chemistry & Biochemistry  
Assistant Professor, Pharmacy (2008)  
Pharm.D., Butler University  
Ph.D., University of Florida
- Lander, Roger D.**  
Professor, Pharmacy Practice (1986)  
B.S., Pharm.D., University of Missouri-Kansas City
- Landry, Brian**  
Professor, Aerospace Studies (2011)  
B.A., University of Southwestern Louisiana  
M.A., Webster University  
M.A., Air University  
Ph.D., Gonzaga University
- Langum, David J.**  
Research Professor, Law (1985)  
A.B., Dartmouth College  
M.A., San Jose State University  
J.D., Stanford University  
LL.M., S.J.D., University of Michigan
- Latham, Sarah C.**  
Vice President for Operations and Planning (2002)  
B.S., University of Alabama at Birmingham  
M.S., Ph.D., Florida State University
- Laughlin, Gregory K.**  
Director, Law Library, Associate Professor, Law (2008)  
B.A., Missouri State University  
J.D., University of Missouri-Columbia  
M.S., University of Illinois at Urbana-Champaign
- Lawhon, Sharon Leding**  
Professor, Music (1994)  
B.M., Belmont University  
M.C.M., D.M.A., The Southern Baptist Theological Seminary
- Layton, Jennifer E.**  
Assistant Professor, Biological & Environmental Sciences (2010)  
B.S., The University of Alabama  
M.S., University of Alabama at Birmingham
- Ledgerwood, Mikle D.**  
Chair, Professor, World Languages & Cultures (2007)  
B.A., The University of North Carolina at Chapel Hill  
M.A., Vanderbilt University  
M.A., University of Tennessee, Knoxville  
Ph.D., The University of North Carolina at Chapel Hill
- Leonard, Jeffery M.**  
Assistant Professor, Religion  
B.A., Southeastern Bible College  
M.Div., Alliance Theological Seminary  
Ph.D., Brandeis University
- Little, David C.**  
Associate Professor, Graduate Studies-Education (1988)  
B.S., M.S., University of Montevallo  
Ed.D., The University of Alabama
- Lockamy, Archie, III**  
Margaret Gage Bush Professor, Entrepreneurship, Management, & Marketing (2000)  
B.Ch.E., Georgia Institute of Technology  
M.B.A., Atlanta University  
Ph.D., The University of Georgia
- Lohrke, Cynthia F.**  
Professor, Accounting & Management Information Systems (2000)  
B.B.A., Loyola University  
M.S., Ph.D., Drexel University
- Lohrke, Franz T.**  
Chair, Professor, Entrepreneurship, Management, & Marketing,  
Brock Family Chair in Entrepreneurship (2006)  
B.A., Flagler College  
M.B.A., University of Iowa  
Ph.D., Louisiana State University
- Loudon, David L.**  
Professor, Entrepreneurship, Management, & Marketing (2005)  
B.S., M.B.A., Ph.D., Louisiana State University
- Lundeen, John D.**  
Assistant Professor, Nursing (2008)  
M.S.N., Samford University



**Luthin, David R.**

Associate Professor, Pharmaceutical Sciences (2006)  
B.A., Ph.D., Southern Illinois University

**Malysz, Piotr Jozef**

Assistant Professor, Divinity (2011)  
B.A., Adam Mickiewicz University  
M.Div., Concordia Theological Seminary  
Th.D., Harvard University

**Marler, Penny L.**

Professor, Religion (1993)  
B.S., Auburn University  
M.Div., Ph.D., The Southern Baptist Theological Seminary  
M.S.S.W., University of Louisville

**Marshall, Elaine M.**

Assistant Professor, Nursing (1996)  
B.S.N., Samford University  
M.S.N., University of Alabama at Birmingham

**Marshall, Jennings B.**

Chair, Professor, Economics, Finance, & Quantitative Analysis (1985)  
B.A., Kentucky Southern College  
M.A., Ph.D., University of Kentucky

**Martin, Edward C.**

Professor, Law, Director, Law School Technology (1983)  
B.S., J.D., The University of Tennessee

**Martin, Jane S.**

Associate Dean, Graduate Program, Professor, Nursing (1996)  
B.S.N., M.S.N., University of Alabama at Birmingham  
Ph.D., Auburn University

**Martin, Sheree**

Assistant Professor, Journalism & Mass Communication (2009)  
B.A., J.D., The University of Alabama  
LL.M., The University of Florida, Gainesville  
Ph.D., The University of Alabama

**Mathews, Kenneth A.**

Professor, Divinity (1989)  
B.A., Dallas Baptist University  
Th.M., Dallas Theological Seminary  
M.A., Ph.D., University of Michigan

**Mauldin, Erin Stewart**

Instructor, History (2012)  
B.A., Samford University  
M.A., Georgetown University

**Mathis, Eric L.**

Instructor, Music (2010)  
B.M., Wheaton College  
M.M., Baylor University  
M.Div., Truett Theological Seminary

**Mayfield, John**

Professor, History (1995)  
B.A., Columbia University  
Ph.D., Johns Hopkins University

**McCullough, Mary E.**

Associate Professor, World Languages & Cultures (2001)  
B.A., Virginia Commonwealth University  
M.A., Ph.D., Michigan State University

**McDaniel, Gretchen S.**

Professor, Nursing (1997)  
B.S.N., M.S.N., D.S.N., University of Alabama at Birmingham

**McGinnis, T. Scott**

Associate Professor, Religion (2002)  
B.S., Samford University  
M.B.A., The University of Alabama  
M.A., Southwestern Baptist Theological Seminary  
M.A., Ph.D., The University of North Carolina at Chapel Hill

**McLain, Nina E.**

Associate Professor, Nursing (2011)  
B.S., University of Southern Mississippi  
M.S., Xavier University  
Ph.D., Virginia Commonwealth University

**Meador, Anna E.**

Pharmacy Director, Christ Health Center  
Assistant Professor, Pharmacy Practice (2010)  
B.S., Louisiana State University  
Pharm.D., Auburn University

**Metress, Christopher**

University Professor (1993)  
B.A., St. Mary's University  
M.A., Ph.D., Vanderbilt University

**Miller, Calvin A.**

Research Professor, Distinguished Writer in Residence, Divinity (1998)  
B.S., Oklahoma Baptist University  
M.Div., D.Min., Midwestern Baptist Theological Seminary

**Milstead, Andy M.**

Instructor, World Languages & Cultures (2008)  
B.A., University of Montevallo  
M.A., The University of Alabama

**Montgomery, P. Andrew**

Assistant Professor, Classics (2004)  
B.A., Georgia State University  
M.A., University of Washington  
Ph.D., The University of Iowa

**Mu, Peng**

Assistant Librarian, University Library (2012)  
B.S., Shandong University (China)  
M.L.I.S., Wayne State University

**Nance, Marione E.**

Assistant Professor, Biological & Environmental Sciences (1974)  
B.S., M.S., Samford University

**Naro, Patricia B.**

Assistant Professor, Pharmacy Practice (2004)  
B.S., Samford University  
Pharm.D., Auburn University

**Neill, Patricia E.**

Assistant Professor, Graduate Studies-Education (2007)  
B.S., Auburn University  
M.S., Ed.D., University of Tennessee, Knoxville

**Nelson, Leonard J.**

Professor, Law (1984)  
B.A., University of Washington  
J.D., Gonzaga University  
LL.M., Yale University

**Newton, Jo Beth**

Associate Dean, Assistant Professor, Graduate Studies-Education (2008)  
B.S., Samford University  
M.Ed., West Georgia College  
M.Ed., University of Montevallo  
Ed.D., The University of Alabama

**Nordlund, Moya L.**

Chair, Academic Studies, Professor, Music (2001)  
B.M., M.A., Eastman School of Music of The University of Rochester  
D.Ed., The University of Alabama

**Northrup, Lori D.**

Associate Dean & Chair of Collection Management,  
Associate Librarian, Samford University Library (2002)  
B.A., Troy State University  
M.L.I.S., The University of Alabama

**Olson, Eric E.**

Professor, Theatre & Dance (1974)  
B.S., University of Montevallo  
M.F.A., The University of North Carolina at Greensboro

**Outlaw, Patricia A.**

Associate Professor, Divinity (2001)  
B.A., M.A., Towson State University  
M.A.Th., St. Mary's Seminary and University  
D.Min., Samford University  
Ph.D., University of Maryland

- Padilla, Osvaldo**  
Assistant Professor, Divinity (2008)  
B.A., Moody Bible Institute  
M.A., Trinity Evangelical Divinity School  
Ph.D., King's College, University of Aberdeen
- Park, M. Sydney**  
Associate Professor, Divinity (2006)  
B.A., University of Chicago  
M.Div., Fuller Theological Seminary  
Th.M., Trinity Evangelical Divinity School  
Ph.D., University of Aberdeen
- Parker, Rhonda G.**  
Chair, Professor, Communication Studies (2002)  
B.S., The University of Southern Mississippi  
M.A., Ph.D., The University of Georgia
- Peele, Eric S.**  
Assistant Professor, Aerospace Studies (2009)  
B.S., United States Air Force Academy  
M.B.A., TUI University
- Pence, Jillyn N.**  
Assistant Professor, Nursing (2008)  
B.S.N., The University of Southern Mississippi  
M.S.N., Samford University
- Persall, J. Maurice**  
Chair, Graduate Studies, Orlean Bullard Beeson Professor (1993)  
B.A., St. Bernard College  
M.A., The University of Alabama  
Ed.D., Auburn University
- Petrella, John K.**  
Assistant Professor, Kinesiology & Nutrition Science (2007)  
B. S., Georgia Institute of Technology  
M.E., Ph.D., The University of Georgia
- Ponder, Morgan S.**  
Chair, Professor, Chemistry & Biochemistry (1989)  
B.S., University of Missouri-Columbia  
Ph.D., University of California, Berkeley
- Powell, Jeffrey S.**  
Associate Professor, Mathematics & Computer Science (2006)  
B.S., Furman University  
Ph.D., Emory University
- Price, Dennis W.**  
Assistant Professor, Accounting & Management  
Information Systems (2003)  
B.S., M.T.A., J.D., The University of Alabama
- Prince, Valerie T.**  
Associate Professor, Pharmacy Practice (1994)  
Pharm.D., Mercer University
- Putt, B. Keith**  
Professor, Philosophy (2002)  
B.A., Blue Mountain College  
M.Div., Ph.D., Southwestern Baptist Theological Seminary  
M.A., Ph.D., Rice University
- Rahn, Jennifer L.**  
Assistant Professor, Geography (2007)  
B.A., Villanova University  
M.A., Temple University  
Ph.D., University of Florida, Gainesville
- Ralls, Martha B.**  
Professor, Teacher Education (1987)  
B.A., Baylor University  
M.A., University of Alabama at Birmingham  
Ed.D., The University of Georgia
- Rankin, Don**  
Assistant Professor, Art (2007)  
B.A., Samford University  
Ph.D., The Union Institute
- Reburn, James P.**  
Professor, Accounting & Management Information Systems (1996)  
B.S., M.Ac., Southern Illinois University  
D.B.A., Louisiana Tech University
- Reynolds, LeeAnn G.**  
Assistant Professor, History (2008)  
B.A., University of Tennessee  
M.A., Ph.D., Vanderbilt University
- Richardson, Paul A.**  
Professor, Music (1995)  
B.M., Mars Hill College  
M.C.M., D.M.A., The Southern Baptist Theological Seminary
- Richardson, W. Randall**  
Chair, Performance Studies, Professor, Music (1980)  
B.M., Samford University  
M.M., D.M.A., Louisiana State University
- Riggs, Robert M.**  
Professor, Pharmaceutical Sciences (1994)  
B.S., Ph.D., Purdue University
- Rochester, Vicki W.**  
Assistant Professor, Nursing (2005)  
B.S., Auburn University  
B.S.N., M.S.N., University of Alabama at Birmingham
- Rogers, H. Elizabeth (Betsy)**  
Chair, Assistant Professor, Teacher Education (2010)  
B.S., M.S.Ed., Ed.S., Ed.D., Samford University
- Rollins, Stephanie H.**  
Associate Librarian, University Library (2011)  
B.A., Auburn University  
M.L.S., Ph.D., The University of Alabama
- Rose, Bridget C.**  
Director, Academic Success Center, Instructor, Core Curriculum (2009)  
B.A., Mobile College  
M.T.S., Samford University
- Ross, Allen P.**  
Beeson Professor, Divinity (2002)  
B.A., Bob Jones University  
Th.M., Th.D., Dallas Theological Seminary  
Ph.D., University of Cambridge
- Ross, William G.**  
Lucille Stewart Beeson Professor of Law (1988)  
A.B., Stanford University  
J.D., Harvard University
- Roxburgh, Kenneth B.E.**  
Chair, S. Louis and Ann W. Armstrong Professor, Religion (2003)  
B.A. (Hons) C.N.A.A., London Bible College  
M.Th., Aberdeen University  
Ph.D., Edinburgh University
- Sanders, Donald C.**  
Professor, Music (1974)  
B.M., University of South Carolina  
M.M., Michigan State University  
Ph.D., The University of Kansas
- Sanders, Nena F.**  
Ralph W. Beeson Dean and Professor, Nursing (1999)  
B.S.N., M.S.N., D.S.N., University of Alabama at Birmingham
- Sandley, Don T.**  
Chair, Professor, Theatre & Dance (1997)  
B.A., East Texas Baptist College  
M.A., Southwestern Baptist Theological Seminary  
Ph.D., Louisiana State University
- Sandley, Lynette M.**  
Assistant Professor, Core Curriculum (1999)  
B.S., The University of Texas at Tyler  
M.A., University of Central Oklahoma
- Sands, Charles D., III**  
Fred E. McWhorter Dean and Professor (1997)  
B.S., Pharm D., University of Florida
- Sansom, Dennis L.**  
Chair, Professor, Philosophy (1988)  
B.A., Baylor University  
M.A., Washington University  
M.Div., Ph.D., Southwestern Baptist Theological Seminary

**Schlosser, Sharron P.**

Professor, Nursing (1975)  
 B.S.N., The University of Alabama  
 M.S.N., D.S.N., University of Alabama at Birmingham

**Scrivner, Joseph F.**

Assistant Professor, Religion (2002)  
 B.A., Crichton College  
 M.A., Reformed Theological Seminary  
 Ph.D., Princeton Theological Seminary

**Seibels, Donna R.**

Clinical Coordinator and Instructor, Nutrition and Dietetics (2010)  
 B.S., Auburn University  
 M.S., The University of Alabama

**Selles, Kurt D.**

Director of the Global Center, Associate Professor, Divinity (2006)  
 B.A., Calvin College  
 M.Div., Calvin Theological Seminary  
 M.A., Ph.D., Vanderbilt University

**Senter, Hilary E.**

Instructor, Nursing (2011)  
 B.S.N., Mississippi University for Women  
 M.S.N., University of Alabama at Birmingham

**Service, Robert W.**

Professor, Entrepreneurship, Management, & Marketing (1993)  
 B.S., Mississippi College  
 M.B.A., Ph.D., The University of Texas at Arlington

**Sheffield, Susan G.**

Assistant Professor, Nursing (2007)  
 B.S.N., Valdosta State College  
 M.S.N., University of Alabama at Birmingham

**Shell, Ami M.**

Assistant Professor, Pharmacy Practice (2008)  
 Pharm.D., The University of North Carolina at Chapel Hill

**Shelton, Lora R.**

Assistant Professor, Nursing (2007)  
 B.S.N., University of Alabama at Birmingham  
 M.S.N., Samford University  
 D.N.P., University of Alabama at Birmingham

**Shepherd, Frederick M.**

Chair, Professor, Political Science (1993)  
 B.A., Amherst College  
 Ph.D., Georgetown University

**Shinn, Ronald R.**

Professor, Music (2007)  
 B.M., University of New Mexico  
 M.M., University of Wisconsin-Madison  
 D.M.A., The University of Alabama

**Shipley, David S.**

International Studies Director,  
 Associate Professor, Journalism & Mass Communication (1993)  
 A.B.J., M.A., The University of Georgia  
 Ph.D., Louisiana State University

**Simms, Grace L.**

Computer Services Librarian, Law Library (2001)  
 B.A., Birmingham-Southern College  
 M.L.S., The University of Alabama

**Simoni, Serena**

Assistant Professor, Political Science (2011)  
 M.A., California State University, Long Beach  
 Ph.D., University of Southern California

**Sims, Pamela J.**

Professor, Pharmaceutical Sciences (1989)  
 B.S., University of Florida  
 Pharm.D., Mercer University  
 Ph.D., University of Colorado

**Skelley, Jessica Whalen**

Assistant Professor, Pharmacy Practice (2011)  
 Pharm.D., Samford University

**Slaton, Rachel Morgan**

Assistant Professor, Pharmacy Practice (2010)  
 Pharm.D., Samford University

**Smisek, James J.**

Assistant Professor, Music, Director of Bands (2006)  
 B.M.E., University of Florida  
 M.M.E., Rollins College  
 D.M.A., The University of North Carolina at Greensboro

**Smith, Robert, Jr.**

Professor, Divinity (1997)  
 B.S., Cincinnati Bible College  
 M.Div., Ph.D., The Southern Baptist Theological Seminary

**Smolin, David M.**

Harwell G. Davis Professor of Constitutional Law,  
 Director, Center for Biotechnology, Law, & Ethics (1987)  
 B.A., University of South Florida  
 J.D., University of Cincinnati

**Snoe, Joseph A.**

Professor, Law (1988)  
 B.B.A., J.D., The University of Texas at Austin

**Snow, Amy C.**

Director, Clinical Services, Nurse Anesthesia, Instructor, Nursing (2009)  
 B.S.N., Samford University  
 M.S.N., University of Alabama at Birmingham

**Snyder, Robin D.**

Assistant Professor, Art (2001)  
 B.S., University of South Alabama  
 M.S., Florida State University

**Speights-Binet, Jennifer**

Assistant Professor, Geography (2008)  
 B.A., Samford University  
 M.S., University of Edinburgh-Scotland  
 Ph.D., Louisiana State University

**Stanley, Sonya S.**

Associate Professor, Mathematics & Computer Science (1996)  
 B.S., Judson College  
 M.S., Auburn University  
 Ph.D., Vanderbilt University

**Steele, Jennifer Bondurant**

Assistant Professor, Nursing (2007)  
 B.S.N., M.S.N., Samford University

**Steward, Julie Sims**

Associate Professor, English (1996)  
 B.A., Austin College  
 M.A., Ph.D., Rice University

**Stoddard, Belle H.**

Assistant Professor, Law,  
 Director, Lawyering & Legal Reasoning Program (2001)  
 B.A., University of South Carolina  
 J.D., Samford University

**Stone, R. Thomas, Jr.**

Professor, Law (1978)  
 B.S., Virginia Polytechnic Institute and State University  
 J.D., Emory University  
 Ph.D., The University of Tennessee  
 LL.M., The University of Illinois at Urbana-Champaign

**Strange, James R.**

Assistant Professor, Religion (2007)  
 B.A., Furman University  
 M.Div., Southern Baptist Theological Seminary  
 M.A., University of South Florida  
 Ph.D., Emory University

**Stricker, Stephen R.**

Assistant Professor, Pharmacy Practice (2008)  
 B.S., Vanderbilt University  
 M.S., The University of Mississippi  
 Pharm.D., University of Missouri-Kansas City

- Strickland, Henry C.**  
Professor, Law (1988)  
B.A., Presbyterian College  
J.D., Vanderbilt University
- Szurek, Jaroslaw P.**  
Department Chair-Cataloging & Metadata,  
Associate Librarian, Samford University Library,  
Instructor, Music (2003)  
M.A., Jagiellonian University  
M.S., University at Albany-SUNY
- Tarvin, John T.**  
Professor, Physics (1993)  
B.S., Samford University  
M.S., Ph.D., The University of Kansas
- Taylor, Jennifer R.**  
Assistant Librarian, Samford University Library (1999)  
B.A., Mississippi State University  
M.L.I.S., The University of Southern Mississippi
- Terry, Patricia Hart**  
Professor, Kinesiology & Nutrition Science (1990)  
B.S., M.S., The University of Alabama  
Ph.D., Texas Woman's University
- Tew, C. Delane**  
Director, Christian Women's Leadership Center,  
Associate Professor, Core Curriculum (2009)  
B.A., Samford University  
M.R.E., Southern Baptist Theological Seminary  
Ph.D., Auburn University
- Thielman, Frank S.**  
Beeson Professor, Divinity (1989)  
B.A., Wheaton College  
B.A., M.A., University of Cambridge  
Ph.D., Duke University
- Thomas, Marliese S.**  
Assistant Librarian (2012)  
B.A., Loyola University  
M.L.I.S., The University of Alabama
- Thomason, Angela R.**  
Associate Professor, Pharmacy Practice (2004)  
Pharm.D., Samford University
- Thompson, Larry D.**  
Chair and Professor, Art (2007)  
B.F.A., University of Texas at San Antonio  
M.F.A., University of North Texas
- Thompson, Paula A.**  
Associate Professor, Pharmacy Practice (1994)  
B.S., Mississippi University for Women  
M.S., Duke University  
B.S., Pharm.D., Samford University
- Thornton, Jeremy P.**  
Associate Professor, Economics, Finance, & Quantitative Analysis (2004)  
B.A., Asbury College  
M.S., Eastern University  
Ph.D., University of Kentucky
- Todd, Candace H.**  
Instructor, Mathematics & Computer Science (1998)  
B.S., Carson-Newman College  
M.S., Ph.D., Baylor University
- Todd, Stephen R.**  
Chair, Professor, Classics (1998)  
B.A., Furman University  
M.A., Ph.D., Vanderbilt University
- Toone, Brian R.**  
Assistant Professor, Mathematics & Computer Science (2005)  
B.S., Clemson University  
M.S., Ph.D., University of California-Davis
- Vann, Lowell C.**  
Professor, Art (1970)  
A.B., Samford University  
M.F.A., The University of Alabama  
Ph.D., Florida State University
- Venable, John M.**  
Assistant Professor, Economics, Finance, & Quantitative Analysis (1992)  
B.S., University of Virginia  
M.B.A., Dartmouth College
- Viliunas, Brian B.**  
Assistant Professor, Music (2011)  
B.M., Northwestern University  
M.M., Rice University  
D.M.A., Arizona State University
- Villaverde-Camara, Christina**  
Assistant Professor, Music (2011)  
B.M., University of Miami  
M.M., D.M., Florida State University
- Waddell, Carla T.**  
Assistant Librarian, Samford University Library (2000)  
B.A., University of Montevallo  
M.L.I.S., The University of Alabama
- Waldrop, Bruce A.**  
Chair, Associate Professor, Pharmaceutical Sciences (2003)  
B.S., Samford University  
Ph.D., University of Kentucky
- Wallace, W. Jason**  
Associate Professor, History (2004)  
B.A., Auburn University  
M.Div., Westminster Theological Seminary  
Ph.D., University of Virginia
- Walthall, Howard P.**  
Leslie S. Wright Professor of Law (1975)  
A.B., LL.B., Harvard University
- Warr, Rebecca**  
Assistant Professor, Nursing (1981)  
B.S.N., M.S.N., University of Alabama at Birmingham
- Warren, LaVone R.**  
Assistant Dean for Continuing Legal Education,  
Assistant Professor, Law (1986)  
B.A., The University of Alabama  
J.D., The University of Mississippi
- Webster, Douglas D.**  
Professor, Divinity (2007)  
B.A., M.A., Wheaton College  
Ph.D., University of St. Michael's College
- Wells, Elizabeth C.**  
Special Collection Coordinator, Librarian and Archivist  
Samford University Library (1975)  
B.A., Judson College  
M.A., Auburn University  
M.L.S., The University of Alabama
- Wensel, Terri M.**  
Assistant Professor, Pharmacy Practice (2008)  
Pharm.D., Auburn University
- West, Heather A.**  
Assistant Professor, World Languages & Cultures (1997)  
B.A., Birmingham-Southern College  
M.A., Mississippi State University  
M.A. Education, University of Alabama at Birmingham  
Ph.D., The University of Alabama
- Whatley, Joy H.**  
Associate Dean, Undergraduate Program, Professor, Nursing (1975)  
B.S.N., M.S.N., D.S.N., University of Alabama at Birmingham
- Wheeler, Ruric E.**  
Research Professor, Mathematics & Computer Science (1953)  
A.B., Western Kentucky University  
M.S., Ph.D., University of Kentucky

**Whisenant, Debra P.**

Associate Professor, Nursing (2009)  
 B.S.N., The University of Alabama at Huntsville  
 M.S.N., Jacksonville State University  
 M.S., University of Alabama at Birmingham  
 Ph.D., Touro University International

**White, C. Whitney**

Assistant Professor, Pharmacy Practice (2009)  
 B.S., Mississippi College  
 Pharm.D., Samford University

**White, Darin W.**

Professor, Marketing (2009)  
 B.S., Birmingham-Southern College  
 M.A., Ph.D., The University of Alabama

**White, Mary E.**

Assistant Professor, Art (2007)  
 B.A., Samford University  
 M.F.A., The University of Alabama

**Wilborn, Teresa A.**

Professor, Pharmaceutical Sciences (2002)  
 B.S., University of Florida  
 Pharm.D., Mercer University  
 Ph.D., University of Alabama at Birmingham

**Wild, Joshua D.**

Assistant Professor, Aerospace Studies  
 B.S., Wayland Baptist University  
 M.P.A., Bellevue University

**Willis, A. Sandra**

Professor, Psychology (1995)  
 B.S., Virginia Commonwealth University  
 M.S., Ph.D., Tulane University

**Wood, Patricia F.**

Associate Professor, Teacher Education (2006)  
 B.S., University of Montevallo  
 M.A., Ph.D., The University of Alabama

**Woolley, Thomas W.**

Professor, Economics, Finance, & Quantitative Analysis (1993)  
 B.S., M.S., Ph.D., Florida State University

**Workman, Charles E.**

Assistant Professor, World Languages & Cultures (2002)  
 B.A., Samford University  
 M.A., Auburn University

**Worthington, Mary A.**

Professor, Pharmacy Practice (1995)  
 B.S., Pharm.D., The Ohio State University

**Wright, Geoffrey**

Assistant Professor, English (2007)  
 B.A., Oral Roberts University  
 M.A., Ph.D., University of Tulsa

**Yerkes, Rustin (Rusty)**

Instructor, Finance (2012)  
 B.S., U.S. Air Force Academy  
 M.B.A., Auburn University at Montgomery

**Young, Deborah**

Professor, Law, Director, Center for Advocacy &  
 Clinical Education (1997)  
 B.A., University of Kentucky  
 J.D., University of Michigan

**Part-Time Faculty****Abrams, Keith R.**

Assistant Professor, Psychology  
 B.A., Stanford University  
 M.A., Ph.D., The Ohio State University

**Aiken, Matthew A.**

Adjunct Professor, Law  
 B.A., University of Virginia  
 J.D., Georgetown University

**Anderson, Myra G.**

Lecturer, Education  
 B.S., M.Ed., Livingston University

**Anthony, Elizabeth A.**

Instructor, Education  
 B.A., University of Alabama at Birmingham  
 J.D., The University of Alabama

**Arendall, April**

Instructor, Education  
 B.S., Birmingham-Southern College  
 M.S.E., Samford University

**Atchison, Debra**

Assistant Professor, Education  
 B.S., M.S., Ed.D., The University of Alabama  
 M.A., University of Alabama at Birmingham

**Austin, Heather**

Instructor, Education  
 B.S., Augusta State University  
 M.S., University of South Alabama  
 Ph.D., Auburn University

**Ayers, Marc James**

Adjunct Professor, Law  
 B.A., Florida State University  
 J.D., Samford University

**Baggett, Mark E.**

Instructor, Journalism & Mass Communication  
 B.F.A., James Madison University

**Balentine, Bryan L.**

Lecturer, Kinesiology and Nutrition Science  
 B.S., The University of Alabama  
 M.D., The University of Alabama School of Medicine

**Barnes, Gay F.**

Lecturer, Education  
 B.A., The University of Alabama at Huntsville  
 M.A., Ed.S., University of Alabama at Birmingham  
 Ph.D., Alabama A & M University

**Barnhart, David L.**

Lecturer, Religion  
 B.A., Oglethorpe University  
 M. Div., Chandler School of Theology  
 Ph.D., Vanderbilt University

**Barineau, Leslie R.**

Adjunct Professor, Law  
 B.S., Georgia Southern University  
 J.D., Samford University

**Bassett, Jeffrey E.**

Instructor, Geography  
 B.S., M.A., Bowling Green State University  
 Ph.D., University of Kentucky-Fort Knox

**Bateman, Lori B.**

Instructor, Core Curriculum  
 B.A., Carson-Newman College  
 M.S.E., Baylor University

**Bates, Ernest F.**

Instructor, Business  
 B.S., Auburn  
 J.D., Samford University

- Bates, Kelsey S.**  
Instructor, Core Curriculum  
B.A., University of Maryland, College Park  
M.S., Towson University
- Baty, John A.**  
Adjunct Professor, Law  
B.S., Auburn University  
J.D., The University of Alabama
- Beardsley, Robin L.**  
Adjunct Professor, Law  
B.A., The University of Alabama  
J.D., Samford University
- Beckham, Lisa L.**  
Instructor, Education  
B.S., M.A., University of Alabama at Birmingham  
Ed.S., Ed.D., Samford University
- Belanger, Sarah Meghan**  
Lecturer, Journalism & Mass Communications  
B.S., University of North Alabama  
M.S., The University of Alabama
- Benck, David M.**  
Adjunct Professor, Law  
B.A., Birmingham-Southern College  
J.D., The University of Alabama
- Berg, Kenneth D. Jr.**  
Lecturer, Music  
B.M.E., M.M.E., Samford University
- Black, Jason E.**  
Instructor, Foundations  
B.A., M.S., Samford University
- Blair, Jamie**  
Instructor, Education  
B. S., Troy State University  
M.A., Auburn University  
Ed.D., The University of Alabama
- Bodenhamer, Richard**  
Instructor, Family Studies  
B.A., M.B.A., Samford University
- Bolla, Alexander J., Jr.**  
Adjunct Professor, Law  
B.A., B.S., J.D., The Ohio State University
- Bonner, Kelly K.**  
Instructor, Kinesiology & Nutrition Science  
B.S., Samford University  
M.A., University of Alabama at Birmingham  
M.S. Patient Counseling, The Medical College of Virginia/  
Virginia Commonwealth University
- Borden, Lee**  
Assistant Professor, Business  
B. A., The University of Alabama  
J.D., The University of Illinois  
M.B.A., University of Alabama at Birmingham
- Bowers, Sarah C.**  
Lecturer, Family Studies  
B.S., M.S.W., The University of Alabama  
J.D., Samford University
- Bowman, Daniel G.**  
Assistant Professor, Kinesiology & Nutrition Science  
B.A., Davidson College  
Ph.D., The University of Alabama
- Boyd, Lisa B.**  
Lecturer, Education  
B.S., Auburn University  
M.A.E., University of Alabama at Birmingham
- Brewer, Albert P.**  
Distinguished Professor of Law and Government  
A.B., J.D., The University of Alabama
- Brice, Dorothy G.**  
Instructor, Kinesiology & Nutrition Science  
B.S., Samford University  
M.S., University of Alabama at Birmingham
- Bridgewater, Diane**  
Instructor, Education  
B.S., Michigan State University  
M.B.A., University of Alabama at Birmingham
- Briggs, Samantha E.**  
Lecturer, Sociology  
B.A., Clark Atlanta University  
M.A., Ph.D., The University of Alabama
- Brown, Johnny R.**  
Lecturer, Biological & Environmental Sciences  
B.S., M.S., University of Alabama at Birmingham
- Brunson, Ronald R.**  
Adjunct Professor, Law  
B.S., Jacksonville State University  
J.D., Birmingham School of Law
- Bundon, Michaela R.**  
Instructor, Foundations  
B.A., Carson Newman  
M. Div., Samford University
- Burford, Amanda**  
Lecturer, Kinesiology & Nutrition Science  
B.S., The University of Alabama
- Byrd, William C. II**  
Adjunct Professor, Law  
B.S., Auburn University  
J.D., Samford University
- Calcuttawala, Zohra**  
Lecturer, Geography  
B.S., Loreto College, Calcutta  
M.A., Ph.D., University of Cincinnati
- Caldwell, Charlene B.**  
Lecturer, Education  
B.A., The University of Alabama  
M.A., University of Alabama at Birmingham
- Calhoun, Gene G.**  
Instructor, Adult Degree Program  
B.S., The University of Alabama  
M.B.A., The University of Southern Mississippi
- Calhoun, Marc S.**  
Adjunct Professor, Pharmacy  
B.S., Pharmacy University of Louisiana at Monroe
- Cantrell, Rita A.**  
Lecturer, Education  
B.S., The University of Tennessee at Chattanooga  
M.Ed., Mercer University  
M.Ed., Ed.D., The University of Georgia
- Cardwell, Jennifer B.**  
Lecturer, Education  
B.A., Ed.S., Samford University  
M.A., University of Montevallo
- Carlisle, Margaret L.**  
Instructor, Core Curriculum  
B.A., Birmingham-Southern College  
M.A., University of Montevallo
- Carre, Dawn S.**  
Lecturer, Paralegal Studies  
A.A.S., Wallace State Community College  
B.G.S., Samford University  
J.D., Birmingham School of Law
- Carroll, Barry L.**  
Lecturer, Education  
B.S., Alabama A&M  
M.S., Ed.D., The University of Alabama

**Carroll, Jessica Ashley**

Lecturer, Psychology  
 B.A., Southern Methodist University  
 M.A., Ph.D., The University of Alabama

**Carter, Charles T.**

James H. Chapman Fellow of Pastoral Ministry, Professor, Divinity  
 B.A., Howard College (Samford University)  
 M.Div., The Southern Baptist Theological Seminary

**Casanova, Gladys R.**

Lecturer, Education  
 B.A., University of Miami  
 M.S.E., Ed.S., Ed.D., Samford University.

**Chandler, John David**

Lecturer, Adult Degree Program  
 B.B.A., Mississippi State University  
 M.Div., Southwestern Theological Seminary  
 M.Ed., Montevallo University

**Chappell, Patrick K.**

Instructor, Education  
 B.S., University of Montevallo  
 M.A.E., University of Alabama at Birmingham  
 Ed.S., Samford University

**Chatman, Sherri H.**

Lecturer, Nursing  
 B.S.N., University of Alabama Birmingham  
 M.S.N., Samford University

**Chism, Kara M.**

Lecturer, Education  
 B.A., B.S.E., M.S.E., Ed.S., Samford University

**Clark, Reba M.**

Instructor, Family Studies  
 B.S., M.A., Ed.S., The University of Alabama

**Clay, Ruth Ann**

Lecturer, Education  
 B.S., M.A., University of Alabama at Birmingham

**Cockrell, Susan R.**

Lecturer, Accounting  
 B.S.B.A., M.S.A., The University of Alabama at Huntsville  
 Ph.D., The University of Alabama

**Cole, Candia Gann**

Instructor, Kinesiology & Nutrition Science  
 B.A., Samford University

**Cole, Shannon Kacey**

Instructor, Foundations  
 B.A., The University of Mississippi  
 M.A., The University of Southern Mississippi

**Coleman, John J., III**

Adjunct Professor, Law  
 A.B., J.D., Duke University

**Collins, Andrea W.**

Clinical Associate, Nursing  
 A.S.N., B.S.N., M.S.N., Samford University

**Connell, Peggy H.**

Lecturer, Education  
 B.S., Jacksonville State University  
 M.A.E., Ed.S., University of Alabama at Birmingham  
 Ph.D., The University of Alabama

**Cook, Gus T.**

Instructor, Chemistry & Biochemistry  
 B.S., Murray State University  
 M.S., University of Arkansas

**Cooper, Amy Mixon**

Lecturer, Family Studies  
 B.S., Samford University  
 M.S., Ph.D., Auburn University

**Cooper, Jane Timberlake**

Lecturer, Art  
 B.A., The University of Alabama  
 B.F.A., School of the Art Institute of Chicago  
 M.F.A., Rhode Island School of Design

**Cornelius, Henry B., Jr.**

Adjunct Professor, Law  
 B.S., The University of Alabama  
 J.D., The University of Alabama

**Cornelius, Staci G.**

Adjunct Professor, Law  
 B.A., J.D., The University of Alabama

**Covington, Anne S.**

Assistant Professor, Education  
 B.S., M.S., Samford University

**Coyne, Colin M.**

Lecturer, Biological & Environmental Sciences  
 B.S., Vanderbilt University  
 M.M., Northwestern University

**Coyne, Edward J., Sr.**

Assistant Professor, Business  
 B.S., Louisiana State University  
 M.B.A., Nova Southeastern University  
 Ph.D., University of Bradford (U.K.)

**Crawford, Shaun A.**

Lecturer, Biological & Environmental Sciences  
 B.A., Washington & Lee University  
 M.S., The University of Alabama

**Crawley, Diane H.**

Adjunct Professor, Law  
 B.S.E.E., University of South Alabama  
 J.D., Samford University

**Crider, Robert F.**

Assistant Professor, Religion  
 B.A., M.A., Samford University  
 B.D., New Orleans Baptist Theological Seminary  
 Ph.D., Florida State University

**Crunk, Tony L.**

Instructor, Core Curriculum  
 B.A., Center College of Kentucky  
 M.A., University of Kentucky  
 M.A., J.F.A., University of Virginia

**Culotta, Mary Ann**

Instructor, Art  
 B.A., Samford University  
 M.A., University of Alabama at Birmingham  
 Ph.D., Florida State University

**Cumbee, Janet J.**

Instructor, Education  
 B.A., M.S.Ed., Troy State University  
 Ed.S., University of Montevallo  
 Ed.D., Samford University

**Currie, Billye**

Instructor, Communication Arts  
 B.A., Brenau College  
 M.A., University of Louisville

**Curry, Nancy A.**

Adjunct Professor, Education  
 B.S., M.Ed., Middle Tennessee State University  
 Ed.S., Ed.D., Tennessee State University

**Dance, Jeffrey W.**

Lecturer, Management  
 B.A., MidAmerica Nazarene University  
 M.B.A., Samford University

**Daniels, Rhonda C.**

Lecturer, Religion  
 B.S., Iowa State University  
 M.Div., Samford University

**Darby, J. Patrick**

Adjunct Professor, Law  
 A.B., Dartmouth College  
 J.D., Washington & Lee University School of Law

- Davis, Christopher B.**  
Lecturer, History  
B.A., Samford University  
M.A., University of Alabama at Birmingham  
M.A., Rice University
- Davis, Thomas Larry**  
Lecturer, Education  
B.S., Troy University  
M.Ed., Ed.D., Auburn University
- Day, J. Norfleete**  
Instructor, Divinity  
B.A., M.Div., Samford University  
M.L.S., The University of Alabama  
Ph.D., Baylor University
- Dedo, Jae Young**  
Assistant Professor, Adult Degree Program  
M.S., Suk Mung Women's University  
M.Ed., Indiana University of Pennsylvania  
Ph.D., Purdue University
- Deemer, Holly N.**  
Lecturer, Psychology  
B.A., University of South Alabama  
M.A., Ph.D., The University of Alabama  
M.P.H., University of Alabama at Birmingham
- Deer, Richard A.**  
Adjunct Professor, Law  
B.S., Auburn University  
J.D., The University of Alabama
- Del Pino, Alex**  
Lecturer, World Languages & Cultures  
B.A., M.A., University of Arizona  
Ph.D., New York University
- Dice, Joseph S.**  
Lecturer, Paralegal Studies  
B.S., M.S.W., J.D., The University of Alabama
- DiGiorgio, Mark W.**  
Instructor, Kinesiology & Nutrition Science
- Dixon, Paul E., Jr.**  
Instructor, Business  
B.S., Auburn University  
M.A., Samford University  
M.A., University of Alabama at Birmingham
- Dobelstein, Rebecca B.**  
Lecturer, Education  
B.S., M.S.E., Samford University
- Dorroh, William J.**  
University Organist, Lecturer, Music  
B.M., Birmingham-Southern College  
M.M., University of Texas Austin  
Ph.D., Vanderbilt University
- Doss, Laura H.**  
Lecturer, Music  
B.M., Samford University  
M.Ed., University of Montevallo
- Douglas, Ronald E.**  
Lecturer, Adult Degree Program  
B.S., M.A., University of Alabama at Birmingham
- Dudley-Mitchell, Sandra**  
Lecturer, Education  
B.S., Alabama A&M University  
M.A.E., University of Alabama at Birmingham
- Duke, Joey D.**  
Senior Lecturer, Paralegal Studies  
B.A., University of Alabama of Birmingham  
J.D., Samford University
- Dunick, Lisa M.**  
Lecturer, Core Curriculum  
B.A., Kent State University  
M.A., Pennsylvania State University  
Ph.D., University of Illinois at Urbana-Champaign
- Dunn, Casey B.**  
Lecturer, Kinesiology & Nutrition Science  
B.S., Auburn University
- Dunn, Charles Hardy**  
Lecturer, Adult Degree Program  
B.S., Guilford College  
J.D., Samford University
- Dunn, Tammy P.**  
Lecturer, Education  
B.S., University of North Alabama  
M.A.E., University of Alabama at Birmingham  
Ed.S., Samford University
- Dutton, Kristi L.**  
Lecturer, Education  
B.S., University of Alabama at Birmingham  
M.S.E., Samford University
- Eagerton, Gregory S.**  
Lecturer, Nursing  
B.S.N., M.S.N., University of Alabama at Birmingham  
D.N.P., Samford University
- Edmonds, Vincent H.**  
Lecturer, Education  
B.S., Athens State University  
M.S., Alabama A&M University  
Ed.S., Ed.D., The University of Alabama
- Ekholm, Dwight Allan**  
Professor, Divinity  
B.A., University of Minnesota  
Th.M., Dallas Theological Seminary  
Th.D., University of Basel
- Elia, Angie P.**  
Lecturer, Nursing  
B.S.N., M.S.N., University of Alabama at Birmingham
- Elliott, Denise H.**  
Lecturer, Nursing  
B.S.N., Samford University  
M.S.N., The University of Tennessee  
D.S.N., University of Alabama at Birmingham
- Emmons, Elizabeth**  
Instructor, Core Curriculum  
B.A., James Madison University  
M.A., University of Nevada at Las Vegas
- England, Ken W.**  
Lecturer, Foundations  
B.G.S., M.S., Samford University
- Esmail, Rahim W.**  
Lecturer, Kinesiology & Nutrition Science  
B.A., University of Kentucky  
M.S., Eastern Kentucky University
- Esposito, Richard**  
Lecturer, Biological & Environmental Sciences  
B.S., M.S., Auburn University  
M.S., Samford University
- Eubanks, Woodie D.**  
Lecturer, Kinesiology & Nutrition Science  
B.A., Samford University
- Falls, Brandon K.**  
Adjunct Professor, Law  
B.A., J.D., The University of Alabama
- Felton, John B.**  
Adjunct Professor, Law  
B.A., J.D., Samford University
- Ferrigno, Jennifer S.**  
Lecturer, Theatre & Dance
- Fiedler, Michael A.**  
Associate Professor, Nurse Anesthesia  
B.S., Indiana Wesleyan University  
M.S., Baylor College of Medicine  
Ph.D., The University of Tennessee-Memphis



**Finkel, Joe M.**

Instructor, Chemistry & Biochemistry  
B.A., Vanderbilt University  
M.S.C.L.S., University of Alabama at Birmingham

**Flaniken, Angela M.**

Lecturer, Music  
B.M.Ed., University of Louisville  
M.M., Boston University

**Fly, Deborah W.**

Lecturer, Education  
B.S., M.Ed., University of Alabama at Birmingham

**Ford, George S.**

Instructor, Business  
B.S., Ph.D., Auburn University

**Forlini, J. Noel**

Lecturer, Divinity  
B.A., M.Div., Samford University

**Fort, David N.**

Instructor, Nurse Anesthesia  
B.S.N., University of Alabama at Birmingham  
M.S.N., Nurse Anesthesia, D.N.P., Samford University

**Fothergill, Michael C.**

Lecturer, Theatre & Dance

**Friedman, Carly K.**

Lecturer, Psychology  
B.A., University of Texas at Austin  
M.S., Ph.D., University of California at Santa Cruz

**Frings, David M.**

Lecturer, Biological & Environmental Sciences  
B.S., University of Alabama at Birmingham  
M.S., Samford University

**Fry, Karen R.**

Lecturer, Nursing  
B.S.N., Auburn University  
M.S.N., University of Alabama Birmingham

**Fua, Sherry N.**

Lecturer, Nursing  
B.S.N., M.S.N., M.B.A., D.N.P., Samford University

**Gable, Laura Beth**

Lecturer, Music  
B.M.H., M.M., Samford University

**Gaede, Anton H.**

Adjunct Professor, Law  
B.S., Yale University  
LL.B., Duke University

**Garza, Gene G.**

Assistant Professor, Mathematics & Computer Science  
B.S., University of Montevallo  
Ph.D., The University of Georgia

**Georges, Julia Anne**

Lecturer, Music  
B.M.E., M.M., Arizona State University

**Gibbs, Lisa E.**

Instructor, Theatre & Dance  
B.A., Birmingham-Southern College  
M.A., University of Alabama at Birmingham

**Godfrey, Linda**

Instructor, Kinesiology & Nutrition Science  
B.S., The University of Tennessee  
M.S., The University of Alabama

**Gold, India B.**

Instructor, Education  
B.S., Samford University

**Goodman, Patricia A.**

Instructor, Chemistry & Biochemistry  
B.S., Mississippi University for Women  
M.S., The University of Mississippi

**Graham, Lisa G.**

Assistant Professor, Psychology  
B.A., Emory University  
M.S., The University of Tennessee at Chattanooga

**Graves, Debbie G.**

Lecturer, Core Curriculum  
B.A., Samford University  
M.A., The University of Alabama at Huntsville

**Greene, Paul W.**

Adjunct Professor, Law  
B.S., University of South Alabama  
J.D., Samford University

**Greer, Jonathan S.**

Lecturer, Religion  
B.A., Messiah College  
M.A., Gordon-Conwell Theological Seminary  
Ph.D., Pennsylvania State University

**Hager, Alabama F.**

Lecturer, Psychology  
B.A., Vanderbilt University  
M.S., Ph.D., Auburn University

**Hamilton, Kara C.**

Lecturer, Kinesiology & Nutrition Science  
B.S., Samford University  
M.A.E., University of Alabama at Birmingham

**Hammonds, Philip B.**

Instructor, Education  
B.S., Evangel College  
M.A., University of Alabama at Birmingham  
Ed.S., University of Montevallo  
Ed.D., The University of Alabama

**Harris, Ellen H.**

Instructor, Education  
B.S., M.A., University of Alabama at Birmingham

**Hartin, Nancy B.**

Instructor, Business  
B.S.B.A., Samford University  
M.A., The University of Alabama

**Harwood, Judd A.**

Adjunct Professor, Law  
B.A., Indiana University at Bloomington  
J.D., The University of Alabama  
LL.M., New York University

**Haygood, Emory Langston**

Professor, Divinity  
B.A., Belhaven College  
B.D., Th.M., Columbia Theological Seminary  
D.Min., Westminster Theological Seminary  
Ph.D., The University of Alabama

**Hendricks, Andrea Nicole**

Lecturer, Psychology  
B.A., Sonoma State University  
M.A., Ph.D., University of South Dakota

**Henriques, Yurii**

Lecturer, Music  
B.A., Hampshire College  
M.M., University of Massachusetts

**Hicks, Judith S.**

Lecturer, Music  
B.M., Cleveland Institute of Music  
M.M., Eastman School of Music

**Hill, Celeste H.**

Lecturer, Family Studies  
B.A., M.A., Ph.D., The University of Alabama

**Hill, Linda B.**

Instructor, Education  
B.S.E., Jacksonville State University  
M.A., University of Alabama at Birmingham

- Hines, Sandra W.**  
Lecturer, World Languages & Cultures  
B.A., M.A., The University of South Carolina
- Hinkle, C. Logan**  
Adjunct Professor, Law  
B.S., The University of Alabama  
J.D., Samford University  
LL.M., New York University
- Hite, Preston E.**  
Lecturer, Interior Architecture  
B.S., M.Arch., Georgia Institute of Technology
- Hodge, Leigh Anne**  
Adjunct Professor, Law  
B.S.N., The University of Alabama  
J.D., Samford University
- Hodge, Patricia H.**  
Instructor, Education  
A.B., M.Ed., University of Montevallo  
Ed.S., Ed.D., The University of Alabama
- Hodge, William M.**  
Adjunct Professor, Education  
B.S., University of Montevallo  
M.S.W., Ph.D., The University of Alabama  
M.Div., Southern Seminary
- Hogewood, Mark M.**  
Adjunct Professor, Law  
B.A., Wake Forest University  
J.D., Vanderbilt University
- Horn, Francoise H.**  
Associate Professor, Education  
B.S., J.D., University of Florida  
Ed.S., Samford University
- Hubbs, Mike**  
Instructor, Interior Architecture  
B.S., University of Arkansas  
B.A., Auburn University  
M.S., Georgia Institute of Technology
- Huddleston, Jo Ann**  
Instructor, Education  
B.S., University of West Alabama  
M.A., The University of Alabama
- Hudgins, William K.**  
Lecturer, Nursing  
B.S.N., Mississippi University for Women  
M.S.N., Samford University
- Hughston, Lauren**  
Lecturer, Kinesiology & Nutrition Science  
B.A., Samford University
- Hutchens, Kimberly P.**  
Lecturer, Education  
B.S.E., M.S.E., Samford University
- Jeffcoat, Melanie V.**  
Lecturer, Journalism & Mass Communication  
B.A., University of Nevada Las Vegas  
M.F.A., University of Washington
- Johnson, Dianne E.**  
Adjunct Professor, Music  
B.M.E., M.M.E., University of Montevallo
- Johnson, Keri C.**  
Lecturer, Graduate Studies-Education  
B.S., Jacksonville State University  
M.A., University of Alabama at Birmingham  
Ed.S., University of Montevallo
- Johnson, Nathan W.**  
Adjunct Professor, Law  
B.A., J.D., Vanderbilt University
- Johnson, Raymond L., Jr.**  
Adjunct Professor, Law  
B.A., J.D., Howard University
- Jones, Glenda D.**  
Lecturer, World Languages & Cultures  
B.A., Samford University  
M.A., The University of Alabama
- Jones, Warren T.**  
Lecturer, Biological & Environmental Sciences  
B.S., M.S., Ph.D., University of Alabama at Birmingham
- Kauffman, Kathryn Sullivan**  
Lecturer, Art  
B.A., Birmingham-Southern College  
M.F.A., University of Alabama at Birmingham
- Kelley, Victor**  
Adjunct Professor, Law  
B.S., Auburn University  
J.D., Samford University
- King, Melodie S.**  
Instructor, Music  
B.M., Samford University  
M.M., The University of Alabama
- Knight, Stephen B.**  
University Carillonneur, Lecturer, Music  
A.B., B.M., The University of Alabama  
M.M., University of Michigan  
Royal Carillon School, Belgium  
Degree Superior, La Schola Cantorum, Paris
- Kolb, Stacia F.**  
Instructor, Business  
B.S., Auburn University  
M.A., University of Alabama at Birmingham
- Koonce, Brian T.**  
Lecturer, Nurse Anesthesia  
B.S.N., Southeast Missouri State University  
M.S.N., Uniformed Services University
- Koonce, Jeffrey A.**  
Lecturer, Music  
B.M., Johns Hopkins University, Peabody Conservatory of Music
- Kottmeyer, John D.**  
Adjunct Professor, Pharmacy  
B.S., Marquette University  
M.A., University of Central Florida
- Kozak, Kevin J.**  
Lecturer, Music  
B.S., Glassboro State College  
M.M., Manhattan School of Music
- Kuntz, Lisa L.**  
Lecturer, Nursing  
B.S.N., M.S.N., University of Alabama at Birmingham
- Kyle, Carl Walter**  
Adjunct Faculty, Pharmacy  
B.A., Davis and Elkins College  
M.Ed., University of North Florida  
M.Div., Southern Baptist Theological Seminary  
D.Min., Lexington Theological Seminary
- Lacey, Ronda H.**  
Assistant Professor, Pharmacy  
B.S., Auburn University  
B.A., University of Alabama at Birmingham  
J.D., Birmingham School of Law
- Lane, Charles D.**  
Lecturer, Biological & Environmental Sciences  
B.S., University of North Alabama  
M.S., Samford University  
M.P.H., University of Alabama at Birmingham
- Laney, Thomas Devon**  
Lecturer, Business  
B.S., M.B.A., The University of Alabama

**Lawhon, Daniel E.**

Lecturer, Music  
B.M., Belmont University  
M.M., D.M., The Southern Baptist Theological Seminary

**Leara, Stephen P.**

Adjunct Professor, Law  
B.S., Brown University  
J.D., Samford University

**LeDuc, Jonathan R.**

Lecturer, Kinesiology & Nutrition Science  
B.S., M.A., California State University, Chico

**Lee, Ronda**

Instructor, Communication Studies  
B.S., Auburn University  
M.A., University of Montevallo

**Lentine, John A.**

Adjunct Professor, Law  
B.A., University of West Florida  
J.D., Samford University

**LeQuire, Brickey**

Lecturer, Core Curriculum  
B.A., Samford University  
M.A., Ph.D., The University of Chicago

**Lewis, Shelley D.**

Adjunct Professor, Law  
B.A., University of Montevallo  
B.A., Birmingham-Southern College  
J.D., Samford University

**Liem, Stella L.**

Instructor, Kinesiology & Nutrition Science  
M.S., Samford University  
M.S., University of Alabama at Birmingham

**Lim, Rachel E.**

Lecturer, Music  
B.M., Samford University  
M.M., Florida State University

**Lincoln, Anna Nicole**

Lecturer, Education  
B.S., Auburn University  
M.S.E., Samford University

**Lindsey, Kay P.**

Instructor, Education  
B.S., Jacksonville State University  
M.A., University of Alabama at Birmingham  
Ed.S., Samford University

**Lisenby, Shannon B.**

Adjunct Professor, Law  
B.S., Murray State University  
J.D., Samford University

**Love, Betty Jane**

Instructor, Family Studies  
B.S., The University of Alabama

**Lovik, Lawrence W.**

Lecturer, Business  
B.A., Mercer University  
M.A., The University of Georgia  
Ph.D., Georgia State University

**Lyons, Alan D.**

Lecturer, Biological & Environmental Sciences  
B.S., M.S., The University of Tennessee  
M.S., Samford University

**Lucas, Gail**

Lecturer, Paralegal Studies  
B.A., The University of Southern Mississippi  
M.A., The University of Mississippi

**Macon, Connie**

Instructor, Music  
B.M., Samford University  
M.M., Southern Methodist University

**Maddox, Robert R.**

Adjunct Professor, Law  
B.A., M.A., University of Alabama at Birmingham  
J.D., Samford University

**Madsen, Nicholas J.**

Instructor, Kinesiology & Nutrition Science  
B.S., M.S., University of Wisconsin

**Martin, Cathlena A.**

Instructor, Core Curriculum  
B.A., Samford University  
Ph.D., University of Florida

**Martin, W. Ben**

Instructor, Education  
B.S., M.A., University of Alabama at Birmingham

**Masri, Tariq M.**

Lecturer, Music  
B.M., Cleveland Institute of Music

**Mathews, Melinda M.**

Adjunct Professor, Law  
B.A., Birmingham-Southern College  
M.A.T., Vanderbilt University  
J.D., Samford University  
LL.M., University of Florida

**Max, Rodney A.**

Adjunct Professor, Law  
B.A., University of Florida  
J.D., Samford University

**Maxwell, Melody C.**

Lecturer, Religion  
B.A., Union University  
M.Div., Samford University  
Ph.D., International Baptist Seminary

**Mayberry, Ryan T.**

Lecturer, Kinesiology & Nutrition Science  
B.S., Samford University

**McBrayer, Melissa O.**

Lecturer, Family Studies  
B.S., The University of Tennessee  
M.Ed., University of Louisville

**McCarthy, Terrance W.**

Adjunct Professor, Law  
B.S., Auburn University  
M.Ed., University of Montevallo  
Ed.D., J.D., The University of Alabama

**McCay, Thomas Victor**

Lecturer, Theatre & Dance  
B.A., University of Alabama at Birmingham  
M.F.A., Rutgers University

**McCollum, Adam C.**

Instructor, Divinity  
B.A., Union University  
M.A., M. Phil., Ph.D., Hebrew Union College

**McCurley, Robert L., Jr.**

Adjunct Professor, Law  
B.A., J.D., The University of Alabama

**McGinnis, Margaret E.**

Lecturer, Music  
B.M., Samford University  
M.M., Texas Christian University  
Ph.D., The University of North Carolina at Chapel Hill

**McKenzie, Carly T.**

Lecturer, Journalism & Mass Communication  
B.A., M.A., The University of Alabama

**McMichael, Sandra L.**

Lecturer, Nursing  
B.S.N., Auburn University  
M.S.N., F.N.P., Troy State University

- McNeil, I. Howard, III**  
Instructor, Adult Degree Program  
B.B.A., University of Montevallo  
M.T.A., The University of Alabama
- McPherson, Susan E.**  
Adjunct Professor, Law  
B.A., J.D., Samford University
- McWhorter, Douglas L.**  
Assistant Professor, Business  
B.A., M.B.A., J.D., Samford University  
LL.M., The University of Mississippi
- McWilliams, Tennant S.**  
Lecturer, History  
B.A., Birmingham Southern College  
M.A., The University of Alabama  
Ph.D., The University of Georgia
- Melcher, Mary M.**  
Lecturer, Core Curriculum  
B.A., Auburn University at Montgomery  
M.F.A., University of Houston  
M.A., Auburn University
- Melvin, William Michael**  
Assistant Professor, Education  
B.S., M.S., The University of Southern Mississippi  
Ed.D., Auburn University
- Miller, Niya P.**  
Lecturer, Core Curriculum  
B.A., M.A., The University of Alabama  
M.S., Troy University  
Ph.D., University of Southern Mississippi
- Miller, Tracy M.**  
Adjunct Professor, Law  
B.A., J.D., Samford University
- Milstead, Andy**  
Instructor, World Languages & Cultures  
B.A., University of Montevallo  
M.A., The University of Alabama
- Mims, Ashley S.**  
Adjunct Professor, Law  
B.A., J.D., Samford University  
M.S., Georgia State University
- Minsky, Mark A.**  
Lecturer, Education  
B.S.E., West Chester University of Pennsylvania  
M.S.A., Ed.D., The University of North Carolina at Chapel Hill
- Mitchell, Ava W.**  
Lecturer, Nursing  
B.S.N., Mississippi College  
M.S.N., D.N.P., Samford University
- Mitchum, John C.**  
Lecturer, Core Curriculum  
B.S., Troy University  
M.A., Ph.D., The University of Alabama
- Mohon, Scott**  
Instructor, Family Studies  
B.G.S., Samford University  
M.A., University of Alabama at Birmingham
- Moore, Catherine**  
Instructor, World Languages & Cultures  
B.A., University of Alabama at Birmingham  
M.H.S., Auburn University
- Moore, Christa O.**  
Instructor, Nursing  
B.S.N., The University of Alabama  
M.S.N., Samford University
- Moore, Walter A.**  
Instructor, Adult Degree Program  
B.A., M.A., The University of Alabama
- Morgan, J. Katrina**  
Lecturer, Education  
B.A., Troy State University  
M.A.E., University of Alabama at Birmingham
- Morgan, Randall N.**  
Instructor, Business  
B.A., M.B.A., Samford University  
M.A., The University of Alabama
- Morris, Michael L.**  
Lecturer, Core Curriculum  
B.A., Auburn University  
M.F.A., Spalding University
- Morris, Michael W.**  
Lecturer, Kinesiology & Nutrition Science  
B.A., Belhaven University
- Mueller, Susan**  
Lecturer, Music  
B.M., University of Kansas  
M.F.A., Lesley College
- Mullins, Victor G.**  
Adjunct Professor, Pharmacy  
B.S., Pharmacy, Samford University
- Mullis, Norma Kay**  
Instructor, World Languages & Cultures  
B.A., Samford University  
M.A., The University of Alabama
- Mungenast, Dana**  
Assistant Professor, Education  
B.A., Auburn University  
M.S.E., Samford University
- Neiman, John C., Jr.**  
Adjunct Professor, Law  
B.A., The University of North Carolina  
J.D., Harvard University
- Neimkin, Amy P.**  
Lecturer, Nursing  
B.S.N., Cornell University  
C.R.N.A., Duke University  
M.B.A., D.N.P., University of Alabama at Birmingham
- Nelson, R. David**  
Lecturer, Religion  
B.A., University of Alabama at Birmingham  
M.Div., Samford University  
Ph.D., University of Aberdeen
- Newman, Miriam V.**  
Lecturer, Biological & Environmental Sciences  
B.A., St. Mary's College of Maryland  
M.A.E., University of Alabama at Birmingham
- Newsom, Kevin C.**  
Adjunct Professor, Law  
B.A., Samford University  
J.D., Harvard University
- Nichols, Edwin C.**  
Lecturer, Graduate Studies-Education  
B.S., M.S., The University of Tennessee  
Ed.S., Ed.D., The University of Alabama
- Northrup, Jeffrey**  
Assistant Professor, History  
B.A., The University of Alabama in Huntsville  
M.A., M.L.S., The University of Alabama
- O'Kelley, James L.**  
Adjunct Professor, Law  
B.A., Auburn University  
J.D., Samford University
- Oberholster, Suzanne D.**  
Lecturer, Biological & Environmental Sciences  
B.A., M.S., Auburn University

**Obradovic, V. Michelle**

Adjunct Professor, Law  
B.A., Trinity College  
J.D., Samford University

**Oliver, Thomas L., II**

Adjunct Professor, Law  
B.S., Auburn University  
J.D., Samford University

**Osborne, Christine C.**

Instructor, Education  
B.S., M.Ed., University of Montevallo

**Ott, John E.**

Adjunct Professor, Law  
B.A., University of Central Florida/Florida Tech  
J.D., Samford University

**Owens, Debra J.**

Lecturer, Education  
B.S., Athens State University  
M.E., Alabama Agricultural and Mechanical University  
Ed.S., Samford University

**Oyama, Yasuhiko**

Instructor, Kinesiology & Nutrition Science  
J.D., Meiji University of Tokyo

**Palmer, Anne C.**

Legal Writing Specialist  
B.A., Samford University  
M.A., University of Alabama at Birmingham  
M.A., Middlebury College  
J.D., Samford University

**Palmer, Curtis V.**

Instructor, Mathematics  
B.S., Georgia State University  
M.B.A., Emory University

**Parker, Steven R.**

Lecturer, Paralegal Studies  
B.A., California State University, Northridge  
J.D., North Carolina Central University School of Law

**Parrish, Sherry**

Instructor, Education  
B.S., Samford University  
M.A.E., University of Alabama at Birmingham

**Pate, J. Gary**

Adjunct Professor, Law  
B.A., University of Alabama at Birmingham  
J.D., Samford University

**Patrick, Frank Y.**

Assistant Professor, Religion  
B.A., M.Div., Samford University  
Ph.D., Duke University

**Patterson, Debbie**

Instructor, Education  
B.S., M.A., Ph.D., The University of Alabama

**Patton, P. Torry**

Lecturer, Family Studies  
B.S., Samford University  
M.S., The University of Tennessee

**Perkins, Kimberly**

Lecturer, Paralegal Studies  
B.S., University of Alabama at Birmingham  
J.D., Samford University

**Perrine, James B.**

Adjunct Professor, Law  
B.S., University of Alabama at Birmingham  
J. D., The University of Alabama  
LL.M., S.J.D., Yale University

**Petro, Laura**

Adjunct Professor, Law  
B.A., Vanderbilt University  
J.D., Samford University

**Phillips, Ann**

Assistant Professor, Education  
B.S., M.A., The University of Alabama  
Ed.D., Auburn University

**Pickett, Mary Frances**

Instructor, Business  
B.B.A., Samford University  
M.T.Acct., The University of Alabama

**Pilkinton, J. Kim**

Assistant Professor, Family Studies  
B.A., Samford University  
M.Div., D.Min., The Southern Baptist Theological Seminary

**Pitts, Brian C.**

Instructor, Foundations  
B.A., M. Div., Samford University

**Pollard, Noel R.**

Lecturer, Theatre & Dance  
B.A., The University of Alabama

**Poole, Philip**

Lecturer, Foundations  
B.A., Baylor University  
M.A., University of North Texas

**Porterfield, Sakema N.**

Instructor, Education  
B.S., University of Alabama at Birmingham  
M.S., M.Ed., Alabama State University  
Ed.S., Ed.D., Samford University

**Portis, Vicki L.**

Lecturer, Music  
B.M.F., M.M.E., University of Montevallo

**Powell, Susan B.**

Clinical Instructor, Nursing  
B.S.N., M.S.N., P.M.N., University of Alabama at Birmingham

**Powell, Thomas M.**

Adjunct Professor, Law  
B.A., University of South Alabama  
J.D., Samford University

**Price, S. Milburn, Jr.**

Senior Lecturer, Music  
B.M., The University of Mississippi  
M.M., Baylor University  
D.M.A., University of Southern California

**Proctor, R. David**

Adjunct Professor, Law  
B.A., Carson-Newman College  
J.D., The University of Tennessee

**Puccio, Samuel**

Lecturer, Kinesiology & Nutrition Science

**Putnam, T. Michael**

Adjunct Professor, Law  
B.A., J.D., The University of Alabama

**Raines, Janet L.**

Instructor, Kinesiology & Nutrition Science  
B.A., Auburn University  
M.S., University of Alabama at Birmingham

**Rasmussen, Michael V.**

Adjunct Professor, Law  
B.A., University of South Florida  
J.D., Samford University

**Ratcliffe, Carol J.**

Lecturer, Nursing  
B.S.N., The University of Alabama  
M.S.N., University of Alabama at Birmingham  
D.N.P., Samford University

**Rawls, Bruce A.**

Adjunct Professor, Law  
B.S., The University of Alabama  
J.D., Samford University  
LL.M., New York University

- Reed, William M.**  
Lecturer, Education  
B.S., M.Ed., Ed.D., The University of Southern Mississippi
- Richardson, Wayne O.**  
Instructor, Education  
B.A., M.S., Ed.S., Ed.D., Samford University
- Richie, John Thomas**  
Adjunct Professor, Law  
B.A., B.S.B.A., J.D., Samford University
- Riley, Richard J.**  
Assistant Professor, Business  
B.A., Cumberland University  
J.D., Samford University
- Ringler, William S.**  
Instructor, Mathematics  
B.S., Waynesburg  
M.B.A., University of Pittsburgh
- Rivers, Jamorris B.**  
Lecturer, Theatre & Dance  
A.S., Southern Union  
B.A., The University of Alabama
- Roberson, Elizabeth G.**  
Instructor, Education  
B.S., Samford University  
M.A., University of Alabama at Birmingham
- Roberson, James E.**  
Associate Director of Athletics  
B.A., Alabama A&M University
- Roberts, James H., Jr.**  
Adjunct Professor, Law  
B.A., University of South Florida  
J.D., Samford University
- Robertson, R. Scott**  
Lecturer, Music  
Certificate in Music Performance, U.S. Navy School of Music
- Robinson, Stephanie C.**  
Lecturer, Education  
B.S., M.A.E., Ed.S., University of Alabama at Birmingham  
Ed.D., Samford University
- Rogan, Fred**  
Instructor, Adult Degree Program  
B.A., Auburn University  
M.A., University of Alabama at Birmingham
- Rogers, S. Marvin**  
Adjunct Professor, Law  
B.A., J.D., The University of Alabama
- Rohling, Thomas P.**  
Instructor, Kinesiology & Nutrition Science  
B.A., Samford University
- Rosenblum, William M.**  
Professor, Physics  
B.S., University of Miami  
M.S., Florida State University-Tallahassee  
Ph.D., Tufts University
- Ross-Davis, Kelly**  
Adjunct Professor, Education  
B.A., University of Arizona  
M.S., Colorado State University
- Ruden, Warren**  
Assistant Professor, Business  
B.S., New York University  
M.B.A., Long Island University
- Sakurai, Kazuyo**  
Instructor, Interior Architecture  
B.A., M.S., The University of Alabama
- Sanders, Tommy J.**  
Instructor, Business  
B.S., University of Montevallo  
M.S., University of Alabama at Birmingham  
M.B.A., Samford University
- Schroeder, Derek A.**  
Lecturer, Kinesiology & Nutrition Science  
B.H.K., University of Windsor
- Schuck, Lynn H.**  
Adjunct Professor, Law  
B.A., J.D., Samford University
- Senasi, Karlo**  
Lecturer, Music  
B.M., Birmingham-Southern College
- Shadinger, Tamara V.**  
Assistant Professor, Psychology  
M.A., Ph.D., The University of Alabama
- Shaw, Andrea S.**  
Adjunct Professor, Law  
B.S., Florida State University  
J.D., Samford University
- Shaw, Andrea S.**  
Adjunct Professor, Law  
B.S., Florida State University  
J.D., Samford University
- Sheek, Alan G.**  
Instructor, Adult Degree Program  
B.A., Samford University  
M.P.A., The University of Georgia
- Shelburne, Alice**  
Lecturer, Education  
B.S., Florida State University
- Shinn, Barbara A.**  
Lecturer, Music  
B.A., B.M.E., Benedictine College  
M.M., University of Wisconsin, Madison
- Silber, Marissa G.**  
Lecturer, Political Science  
B.A., University of Southern California  
M.A., University of Florida
- Simpson, Wayne Scott**  
Adjunct Professor, Law  
B.A., University of Florida  
J.D., Samford University
- Sims, Sandra K.**  
Instructor, Kinesiology & Nutrition Science  
B.S., University of Montevallo  
Ed.S., University of Alabama at Birmingham  
Ph.D., The University of Southern Mississippi
- Slade, L'Tryce M.**  
Lecturer, Biological & Environmental Sciences  
B.A., M.R.P., J.D., The University of North Carolina at Chapel Hill
- Slick, Michelle S.**  
Instructor, Nursing  
A.D.N., North Virginia Community College  
B.S.N., Marymount College  
M.S.E.D., University of Southern California, LA  
M.S.N., The University of Alabama in Huntsville
- Slocumb, Brandon S.**  
Lecturer, Music  
B.M., Samford University  
M.M., University of North Texas  
D.M.A., The University of North Carolina at Greensboro
- Smith, Christopher**  
Lecturer, Music  
B.M., Samford University
- Smith, Gregory T.**  
Lecturer, Philosophy  
B.A., University of the South  
M.A., University of Miami  
Ph.D., Florida State University
- Smith, Kenny D.**  
Lecturer, Journalism & Mass Communication  
B.S., Auburn University  
M.A., University of Alabama at Birmingham

**Smith, Matt R.**

Instructor, Business  
B.S., University of South Alabama  
M.A., The University of Alabama

**Speakman, Brian N.**

Lecturer, Kinesiology & Nutrition Science  
B.S., Auburn University  
M.B.A., University of Alabama at Birmingham

**Spivey, Sandra W.**

Lecturer, Education  
B.S., M.Ed., Ed.S., Ed.D., Auburn University

**St. Clair, Jay D.**

Adjunct Professor, Law  
B.S., The University of Tennessee  
J.D., Yale University

**Standifer, Carol M.**

Lecturer, Education  
B.S., M.E.D., Auburn University

**Stansell, T. Garland**

Lecturer, Journalism & Mass Communication  
B.A., University of Alabama at Birmingham  
M.P.P.M., Birmingham Southern College

**Steed, Beth Monroe**

Lecturer, Education  
B.S., M.S., Ed.D., Samford University

**Stephens, Craig M.**

Adjunct Professor, Law  
B.A., Stetson University  
J.D., Samford University  
LL.M., University of Florida

**Stevens, Susan G.**

Lecturer, Business  
B.S., M. Ed., Auburn University

**Strohm, John P.**

Adjunct Professor, Law  
B.A., University of Alabama at Birmingham  
J.D., Samford University

**Stokes, Charles E., III**

Lecturer, Sociology  
B.A., M.Div., Samford University  
Ph.D., The University of Texas at Austin

**Stull, Timothy R.**

Lecturer, Education  
B.S., M.A.E., University of Alabama at Birmingham  
Ed.D., Samford University

**Sullivan, James B.**

Lecturer, Music  
B.M.E., University of Georgia  
M.M., Boston University

**Sullivan, Patrick J.**

Lecturer, Kinesiology & Nutrition Science  
B.S., Auburn University

**Sullivan, Vickey L.**

Instructor, Education  
B.S., The University of Alabama  
M.A., Alabama A&M University

**Summers, Caroline B.**

Instructor, Journalism & Mass Communication  
B.A., The University of Alabama

**Sweatt, William Stephen**

Lecturer, Family Studies  
B.S., Jacksonville State University  
M.Div., Southern Baptist Theological Seminary  
M.Ed., University of Montevallo

**Tally, Jacqueline G.**

Instructor, Kinesiology & Nutrition Science  
B.S., University of Montevallo  
M.A., The University of Alabama

**Tamper, Valencia L.**

Lecturer, World Languages & Cultures  
B.A., University of South Alabama  
M.A., Bowling Green State University

**Tanner, Cathryn**

Instructor, Kinesiology & Nutrition Science  
B.S., M.S.E., Samford University

**Taylor, Terry D.**

Lecturer, Music  
A.S., Cumberland College  
B.C.M., Belmont University  
M.C.M., Southern Baptist Theological Seminary

**Tedrow, Klari B.**

Adjunct Professor, Law  
B.S., Lenoir-Rhyne College  
J.D., Samford University

**Teel, Michael C.**

Assistant Professor, Business  
B.B.A., Southern Methodist University  
J.D., M.B.A., University of Missouri

**Tew, Sara V.**

Lecturer, Nursing  
B.S.N., M.S.N., Samford University

**Theodorou, Konstantinos**

Lecturer, Biological & Environmental Sciences  
B.S., M.S., The University of Alabama

**Thompson, Nita S.**

Instructor, Education  
B.S., Kansas Wesleyan University  
Ed.S., Samford University  
M.A.E., University of Alabama at Birmingham

**Thrasher, Margaret H.**

Lecturer, Business  
B.S., The University of Alabama  
M.S., University of Alabama at Birmingham

**Tiffin, Rodney K.**

Lecturer, Kinesiology & Nutrition Science  
B.A., Auburn University

**Trippe, Allan M.**

Lecturer, Business  
B.S., The University of Alabama  
J.D., Samford University

**Tucker, Karen Cooley**

Lecturer, Graduate Studies-Education  
B.S., M.A., University of North Alabama

**Van Fleteren, Roger**

Lecturer, Theatre & Dance

**VanPelt, Lewanda K.**

Adjunct Professor, Law  
B.S., J.D., Samford University  
LL.M., University of Missouri

**Vest, David Ashley**

Lecturer, Kinesiology & Nutrition Science  
B.A., Morehead State University

**Waesche, Jessica S. Brown**

Lecturer, Psychology  
B.A., Emory University  
M.S., Ph.D., Florida State University

**Wales, Michelle M.**

Assistant Professor, Business and Instructor, Paralegal Studies  
B.A., J.D., Samford University

**Wallace, Ronald J.**

Adjunct Professor, Law  
B.S., Auburn University  
J.D., Birmingham School of Law

**Walsh, Jennifer**

Lecturer, Music  
B.M., M.M.E., Samford University

**Walter, Traci B.**

Lecturer, Education  
 B.S., University of Alabama at Birmingham  
 M.A., Samford University

**Ware, Donna**

Instructor, Mathematics  
 B.S., University of Montevallo  
 M.Ed., The University of Mississippi

**West, Kimberly R.**

Adjunct Professor, Law  
 B.A., The University of Alabama at Huntsville  
 M.A., Sewanee: The University of the South  
 J.D., The University of Alabama

**West, William P.**

Adjunct Professor, Pharmacy  
 B.S., M.B.A., Pharm.D., Samford University

**Whatley, Julian L.**

Lecturer, Core Curriculum  
 B.A., M.A., Auburn University  
 Ph.D., Florida State University

**White, Sallie V.**

Lecturer, Music  
 B.A., Anderson University  
 M.M.E., Indiana University

**Whittington, John P.**

Adjunct Professor, Law  
 B.A., Guilford College  
 J.D., Samford University

**Wildman-Brooks, Melissa K.**

Lecturer, Education  
 B.S., The University of Alabama  
 M.S., Troy University  
 Ed.S., University of Montevallo  
 Ed.D., Samford University

**Williams, Brandi**

Lecturer, Education  
 B.A., J.D., Samford University

**Williams, Julie Kay**

Assistant Professor, Journalism & Mass Communication  
 B.A., Principia College  
 M.A., A.B.D., The University of Alabama

**Williams, Sara L.**

Adjunct Professor, Law  
 B.A., Florida State University  
 J.D., Samford University

**Wilson, Fallin**

Lecturer, Divinity  
 B.A., Morehouse College  
 M.Div., Colgate Rochester Divinity School  
 M.A., University of Montevallo  
 Ph.D., The University of Alabama

**Wilson, James C., Jr.**

Adjunct Professor, Law  
 B.A., J.D., Tulane University

**Winchester, Katherine A.**

Assistant Professor, Education  
 B.S., M.Ed., Ph.D., Auburn University

**Witherspoon, Craig**

Lecturer, Education  
 B.M.E., Virginia Commonwealth University  
 M.S.E., Old Dominion University  
 Ed.S., Ed.D., George Washington University

**Yatabe, Autumn P.**

Lecturer, Geography  
 B.S., M.S., Georgia State University

**Yelton, Anthony Todd**

Lecturer, Kinesiology & Nutrition Science  
 B.A., King College

**Yelling, Tamula R.**

Lecturer, Adult Degree Program  
 B.A., Spelman College  
 J.D., Samford University

**Young, Stewart J.**

Lecturer, Kinesiology & Nutrition Science  
 B.S., Samford University  
 M.A., The University of North Carolina at Chapel Hill



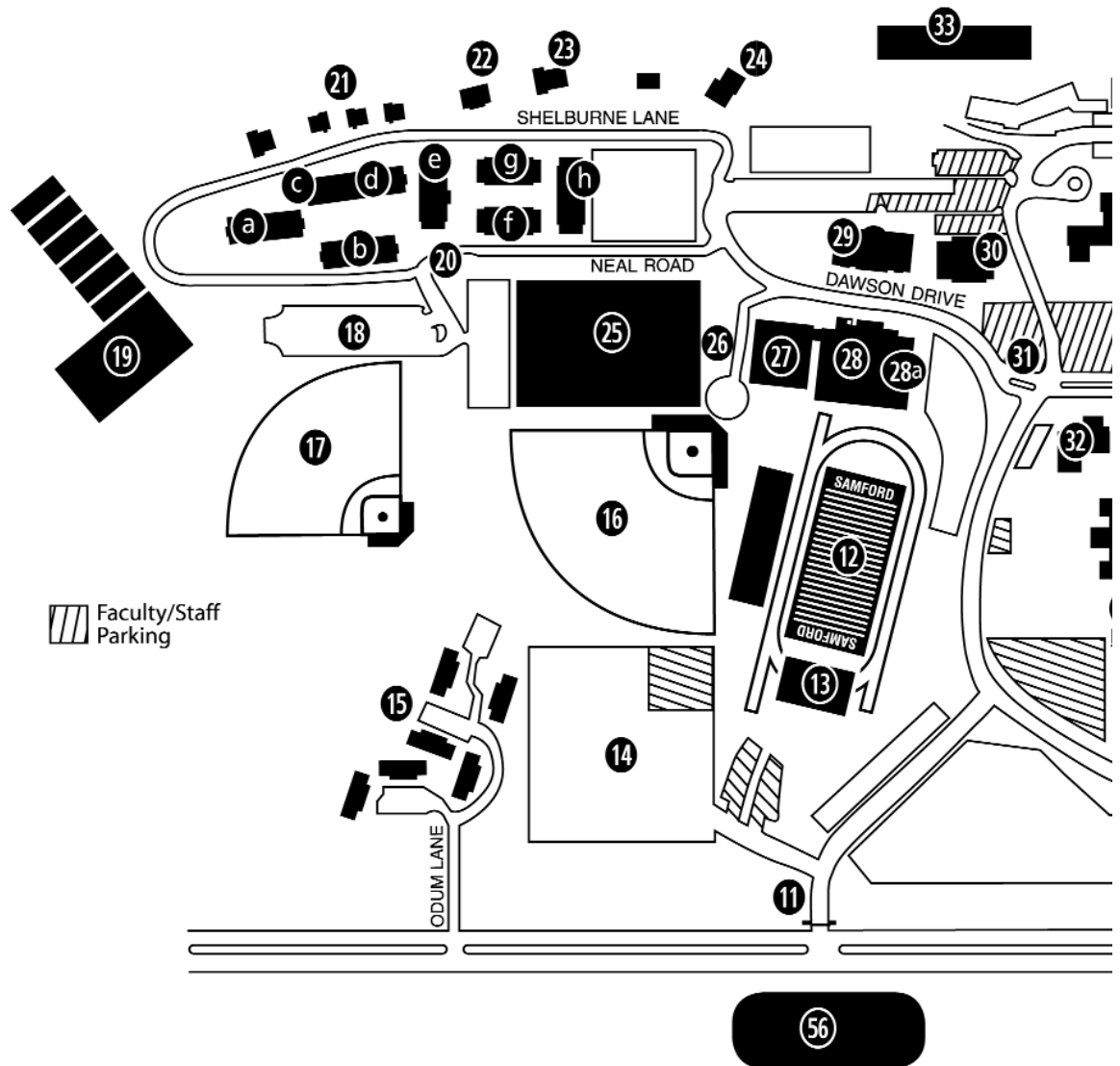
# Abridged Campus Directory

For further information about Samford University or correspondence with the offices below  
visit [www.samford.edu](http://www.samford.edu) or write to Samford University, 800 Lakeshore Drive, Birmingham, Alabama 35229.  
For all other campus telephone numbers, call (205) 726-2011.

Department/Office	Address/Location/E-Mail	Phone Number	Web Site/Social Media Site (Facebook, etc.)
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<b>Admissions</b>	Samford Hall, First Floor	1-800-888-7218 (toll-free) (205) SAMFORD [726-3673]	<a href="http://admission.samford.edu/">http://admission.samford.edu/</a> Social Media Links: Facebook, Twitter, YouTube
<b>Adult Degree Program</b>	Director's Office Dwight Beeson Hall, Room 101	(205) 726-2898	<a href="http://www.samford.edu/adultdegree/">www.samford.edu/adultdegree/</a> Social Media Links: Facebook, Twitter
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<b>Advancement/Development</b>	Samford Hall, Room 310 <a href="mailto:advancement@samford.edu">advancement@samford.edu</a>	(205) 726-2807 1-877-782-5867 (toll-free)	<a href="http://www.samford.edu/advancement/">www.samford.edu/advancement/</a>
<b>Arts, School of the</b>	Dean's Office Buchanan Hall, Room 210 <a href="mailto:arts@samford.edu">arts@samford.edu</a>	(205) 726-2778	<a href="http://arts.samford.edu/">http://arts.samford.edu/</a> Social Media Links: Facebook, Twitter, YouTube
<b>Arts and Sciences, Howard College of</b>	Dean's Office Brooks Hall, Room 128	(205) 726-2771	<a href="http://howard.samford.edu/">http://howard.samford.edu/</a> Social Media Links: Facebook YouTube
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<b>Associate Provost</b>	Samford Hall, Room 218	(205) 726-4495	<a href="http://www.samford.edu/assessment/">www.samford.edu/assessment/</a>
<b>Athletics</b>	Pete Hanna Center	(205) 726-2966	<a href="http://www.samfordsports.com">www.samfordsports.com</a> Social Media Links: Facebook, Twitter, YouTube
<b>Bookstores</b>	<b>Samford University Bookstore</b> Beeson University Center <a href="mailto:samfordbookstore@samford.edu">samfordbookstore@samford.edu</a>	(205) 726-2834	<a href="http://bookstore.samford.edu/home.aspx">http://bookstore.samford.edu/home.aspx</a>
	<b>Cokesbury Beeson Bookshop</b> Divinity Hall, Main Level <a href="mailto:bsonbook@samford.edu">bsonbook@samford.edu</a>	(205) 726-2286	<a href="http://www.beesondivinity.com/cokesburysbeesonbookshop">www.beesondivinity.com/cokesburysbeesonbookshop</a>
<b>Bursar</b>	Samford Hall, First Floor <a href="mailto:broffice@samford.edu">broffice@samford.edu</a>	1-800-888-7214 (toll-free) (205) 726-2816	<a href="http://www.samford.edu/admin/bursar/">www.samford.edu/admin/bursar/</a> Social Media Links: Facebook
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<b>Campus Life Office</b>	Beeson University Center, Rm 110	(205) 726-2763	<a href="http://samford.orgsync.com/">http://samford.orgsync.com/</a>
<b>Career Development</b>	Beeson University Center, Rm 205 <a href="mailto:career@samford.edu">career@samford.edu</a>	(205) 726-2980	<a href="http://www.samford.edu/careerdevelopment/">www.samford.edu/careerdevelopment/</a> Social Media Links: Facebook, LinkedIn, Twitter
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<b>Communication Resource Center</b>	Brooks Hall, Room 222 <a href="mailto:crc@samford.edu">crc@samford.edu</a>	(205) 726-2137	<a href="http://www.samford.edu/crc/">www.samford.edu/crc/</a>
<b>Computer Services</b> (see also Technology Services)	Personal Technology Group <a href="mailto:support@samford.edu">support@samford.edu</a>	(205) 726-2662 (technical support)	<a href="http://www.samford.edu/ts/">www.samford.edu/ts/</a>
<b>Counseling Services</b>	F. Page Seibert Hall	(205) 726-2065	<a href="http://www.samford.edu/counseling/">www.samford.edu/counseling/</a>
<b>Disability Resources</b>	Beeson University Center, Rm 205	(205) 726-4078	<a href="http://www.samford.edu/dr">www.samford.edu/dr</a>
<b>Divinity, Beeson School of</b>	Divinity Hall, Room S114 <a href="mailto:bdadmis@samford.edu">bdadmis@samford.edu</a>	1-877-575-0595 (toll-free) (205) 726-2066	<a href="http://www.beesondivinity.com">www.beesondivinity.com</a> Social Media Links: Facebook, Twitter
<b>Education &amp; Professional Studies, Orlean Bullard Beeson School of</b>	Dean's Office Orlean Bullard Beeson Hall, Room 207	(205) 726-2745	<a href="http://www.samford.edu/education/default.aspx">www.samford.edu/education/default.aspx</a>
<b>Extension Division, Beeson School of Divinity</b>		(205) 726-2731	<a href="http://www.beesondivinity.com/extension">www.beesondivinity.com/extension</a>
<b>Financial Aid</b>	Samford Hall, First Floor <a href="mailto:ofa@samford.edu">ofa@samford.edu</a>	1-800-888-7245 (toll-free) (205) 726-2905	<a href="http://www.samford.edu/admin/finaid">www.samford.edu/admin/finaid</a> Social Media Links: Facebook, Twitter
<b>Global Center</b>	Beeson School of Divinity <a href="mailto:global@samford.edu">global@samford.edu</a>	(205) 726-2170	<a href="http://www.beesondivinity.com/globalcenter">www.beesondivinity.com/globalcenter</a>
<b>Greek Life Office</b>	Beeson University Center <a href="mailto:greeklife@samford.edu">greeklife@samford.edu</a>	(205) 726-2028	<a href="http://www.samford.edu/greeklife">www.samford.edu/greeklife</a> Social Media Links: Facebook, Twitter

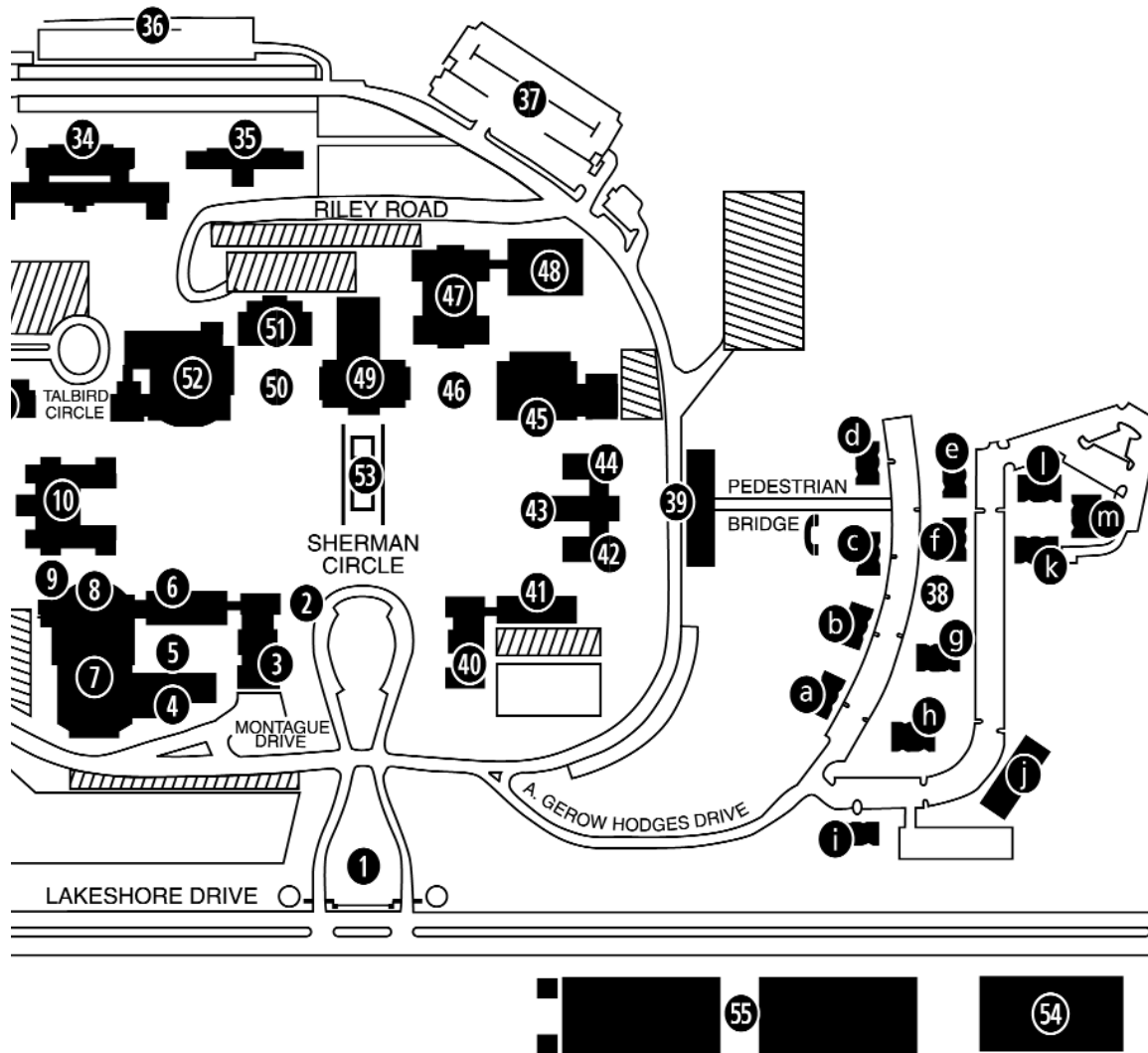
Department/Office	Address/Location/E-Mail	Phone Number	Web Site/Social Media Site (Facebook, etc.)
<b>Health Services, University</b>	F. Page Seibert Hall stuhealth@samford.edu	(205) 726-2835	www.samford.edu/healthservices
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<b>Information Center (HUB)</b>	Beeson University Center	(205) 726-2407	
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<b>Language Study Abroad</b>	Chapman Hall, Room 112B	(205) 726-2747	http://howard.samford.edu/wlac/ Social Media Links: Facebook, iTunes U
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<b>President</b>	Samford Hall, Room 201	(205) 726-2727	http://president.samford.edu/
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<b>Public Safety &amp; Emergency Management</b>	Beeson University Center, Rm 202	(205) 726-2020	www.samford.edu/ops/publicsafety/
<b>Residence Life/ On Campus Housing</b>	Beeson University Center, Rm 106	(205) 726-2956	www.samford.edu/ops/reslife/ Social Media Links: Facebook, Twitter
<b>Radio Station (WVSU-FM)</b>	wvsu@samford.edu	(205) 726-2877	www.samford.edu/groups/wvsu/ Social Media Links: Facebook, Twitter
<b>ROTC</b>	Air Force Army	(205) 726-2859 (205) 934-7215 @ UAB	www.samford.edu/afrotc/
<b>Samford After Sundown</b>	Dwight Beeson Hall, Room 101	(205) 726-2739	www.samford.edu/sundown/
<b>Samford University</b>	800 Lakeshore Drive Birmingham, Alabama 35229	(205) 726-2011 (University Switchboard)	www.samford.edu Social Media Links: Facebook, iTunes U, Twitter, YouTube
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<b>Student Government Association</b>	Beeson University Center, Rm 117	(205) 726-2471	www.samford.edu/sga/ Social Media Links: Facebook, Twitter
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<b>Student Leadership &amp; Community Engagement</b>	Beeson University Ctr, Rm 116-E	(205) 726-2471	http://samford.orgsync.com/SL_home Social Media Links: Facebook, Twitter
<b>Student Records</b>	Samford Hall Second Floor, Room 214	1-877-726-2911 (toll-free) (205) 726-2911	www.samford.edu/groups/sturec/
<b>Student Services &amp; Values</b>	Beeson University Center, Rm 110	(205) 726-2763	www.samford.edu/studentaffairs/student_services.html
<b>Technology Services</b>	Brooks Hall, Room 329	(205) 726-2886	www.samford.edu/ts/ Social Media Links: Twitter
<b>Telephone Services</b>		(205) 726-2996	
<b>Theatre Box Office</b>	Harrison Theatre	(205) 726-2853	
<b>Transcript Requests</b>	Student Records Office	(205) 726-2911	www.samford.edu/groups/sturec/transcript-info.html www.samford.edu/groups/sturec/transcript-form.pdf
<b>Transfer Credit Evaluation</b>	transfer@samford.edu	(205) 726-2911	www.samford.edu/groups/sturec/transfer.html
<b>Transportation Services</b>		(205) 726-2762	www.samford.edu/ops/events/transportationservices.aspx
<b>University Fellows</b>	Brooks Hall, Room 101 universityfellows@samford.edu	(205) 726-4203	www.samford.edu/fellows Social Media Links: Facebook, Twitter
<b>University Ministries</b>	Burns Hall, Room 207 um@samford.edu	(205) 726-2927	www.samford.edu/um/ Social Media Links: Facebook, Twitter
<b>Wright Center</b>		(205) 726-2615 (205) 726-2462 (box office)	www.samford.edu/wrightcenter/ Social Media Links: Facebook, Twitter

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|--|---|
| <ul style="list-style-type: none"> <li>1. Main Gate</li> <li>2. Sherman Oak</li> <li>3. Frank Park Samford Hall (Admission, Administration)</li> <li>4. Jane Hollock Brock Hall</li> <li>4a. Jane Hollock Brock Recital Hall</li> <li>5. Hazel P. Boren Courtyard and Garden</li> <li>6. John H. Buchanan Hall (Arts)</li> <li>7. Leslie S. Wright Fine Arts Center</li> <li>8. Bonnie Bolding Swearingen Hall</li> <li>8a. Benjamin F. Harrison Theatre</li> <li>8b. Bolding Studio</li> <li>8c. Samford Art Gallery</li> <li>9. Gertha Itasca Earwood Bolding Memorial Garden</li> <li>10. Divinity Hall (Divinity)</li> <li>10a. Andrews Gerow Hodges Chapel</li> <li>11. West Gate Entrance</li> <li>12. F. Page Seibert Stadium</li> <li>12a. Leo E. Bashinsky Press Tower</li> <li>13. Cooney Family Field House</li> <li>14. South Stadium Parking Lot</li> <li>15. Student Apartments</li> <li>16. Joe Lee Griffin Baseball Field</li> <li>16a. Carl E. Miller, Jr. Press Box</li> <li>17. Bulldog Softball Field</li> </ul> | <ul style="list-style-type: none"> <li>18. West Parking Deck</li> <li>19. Samford Tennis Center</li> <li>19a. Darwin E. Hardison Tennis Courts</li> <li>19b. Pat Murphy Courington Tennis Pavilion</li> <li>20. West Campus Residence Halls                             <ul style="list-style-type: none"> <li>20a. Sigma Chi</li> <li>20b. Mountain View</li> <li>20c. Sigma Nu</li> <li>20d. Alpha Omicron Pi</li> <li>20e. Phi Mu</li> <li>20f. Chi Omega</li> <li>20g. Alpha Delta Pi</li> <li>20h. Zeta Tau Alpha</li> </ul> </li> <li>21. Facilities Management Houses</li> <li>22. Pi Kappa Phi House</li> <li>23. Air Force ROTC Detachment</li> <li>24. University House 1</li> <li>25. Pete Hanna Center (Athletics)                             <ul style="list-style-type: none"> <li>25a. Thomas E. and Marla H. Corts Arena</li> <li>25b. Fitness/Wellness Center</li> </ul> </li> <li>26. Bulldog Spirit Plaza</li> <li>27. Leo E. Bashinsky Field House</li> <li>28. F. Page Seibert Hall</li> <li>28a. University Health Services</li> </ul> |
|--|---|

# Samford University Campus Map



- 29. Dwight M. and Lucille S. Beeson Center for Healing Arts (Nursing)
- 30. Orlean Bullard Beeson Hall (Education and Professional Studies)
- 31. Victory Flag
- 32. J. D. Pittman Hall
- 33. Facilities Management
- 33a. Shipping and Receiving
- 34. Lena Vail Davis Residence Hall
- 35. Mamie Mell Smith Residence Hall
- 36. North Parking Deck
- 37. Northeast Parking Deck
- 38. Beeson Woods Residence Halls
  - a. James Hall
  - b. Luther Hall
  - c. Malcolm Hall
  - d. Wesley Hall
  - e. Ralph Hall
  - f. Orlean Hall
  - g. Dwight Hall
  - h. Lucille Hall
  - i. Treetop Hall
  - j. Evergreen Hall
  - k. Rosa Hall
  - l. Ethel Hall
  - m. Marvin Hall
- 39. William Self Propst Hall
- 39a. Conservatory

- 39b. Boyd E. Christenberry Planetarium
- 40. Robert I. Ingalls, Sr. Hall (Pharmacy)
- 41. Thomas D. Russell Hall
- 42. James Horton Chapman Hall
- 43. A. Hamilton Reid Chapel
- 44. Percy Pratt Burns Hall
- 45. Elinor Messer Brooks and Marion Thomas Brooks Hall (Arts & Sciences)
- 46. Martha F. and Albert P. Brewer Plaza
- 47. Memory Leake Robinson Hall (Law)
- 48. Lucille Stewart Beeson Law Library
- 49. Harwell G. Davis University Library
- 50. Ben Brown Plaza
- 51. Dwight M. Beeson Hall (Business)
- 52. Ralph W. Beeson University Center
  - 52a. Dining Hall
  - 52b. Bookstore
  - 52c. The HUB (Information Center)
- 53. Centennial Walk/University Quadrangle
- 54. Children's Learning Center
- 55. Intramural/Recreation Complex
  - 55a. Alpine Tower
- 56. Track and Soccer Stadium
- 57. President's Home (1994 Shades Crest Road)

**NOTE: While this file includes bookmarks to aid in navigation, it is not linked to any other PDFs.**

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