



STILLMAN

College Catalog
2019 - 2020

www.stillman.edu



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Course Catalog 2019-2020

General Information

Catalog Disclaimer

Note: The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and Stillman College. While the college expects to operate in keeping with the provisions set out in this catalog, it reserves the right to change any provisions listed in this bulletin, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be circularized and kept available in the Registrar's Office and/or each dean's office. It is important that each student be aware of his or her individual responsibility to keep apprised of current policies and requirements.

Accreditation

Stillman College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Stillman College.

Academic Calendars

FALL SEMESTER 2019

Opening Institute	August 12-13
Orientation for New Students	August 14-16
Registration for All Students	August 19-20
Classes Begin	August 21
Last Day for Add/Drop	August 28
Labor Day Holiday	September 2
Fall Convocation & Confirmation Ceremony	September 5
Sophomore Rite of Passage	September 12
Town Hall Meeting	September 23
Application for Degree Due in Registrar's Office (Spring 2020 Candidates)	September 30

Sophomore Proficiency Examination	October 5
Mid-Semester Examinations Week	October 7-11
Last Day to Change Grades from Spring/Summer 2018	October 9
Mid-Semester Grade Rosters Due by 12:00 Noon	October 15
Senior Departmental Examination	October 19
Student Evaluation of Instruction	October 23-25
Last Day to Withdraw from a Course	November 5
Senior Departmental Examinations	November 9
Registration for Spring 2019	November 11-15
Senior Thesis Oral Presentations	November 18-22
Senior Thesis Due	November 22
Thanksgiving Holidays Begin for Students at 5:00 p.m.	November 22
Classes Resume at 8:00 a.m.	December 2
Last Day for All Tests, Quizzes, etc.	December 2
Last Day of Classes	December 6
Semester Examinations	December 7-12
Semester Ends: Christmas Holidays Begin for Students at 5:00 p.m.	December 12
All Faculty Grade Rosters Due by 12:00 Noon	December 16

SPRING SEMESTER 2020

Opening Institute	January 2-3
Orientation for New Students	January 6
New Students Register	January 6
Returning Students Register	January 6-7
Classes Begin	January 8
Holiday, Martin Luther King, Jr.	January 20
Last Day for Add/Drop	January 21
Spring Convocation	January 23
Application for Degree Due in Registrar's Office (Summer & Fall 2020 Candidates)	January 24
Sophomore Proficiency Examination	February 22
Mid-Semester Examination Week	February 24-28
Senior Departmental Examination	February 29
Town Hall Meeting	March 2
Mid-Semester Grade Rosters Due by 12:00 Noon	March 3
Last Day to Change Grades from Fall 2019	March 4
Spring Holiday Begins for Students at 5:00 p.m.	March 13
Spring Holidays	March 13-20
Classes Resume at 8:00 a.m.	March 23

Last Day to Withdraw from a Course	March 25
Student Evaluation of Instruction	March 25-27
Registration for Summer and Fall 2020	March 30-Apr. 3
Senior Departmental Examination	April 4
Senior Thesis Oral Presentations	April 6-9
Honors and Awards Convocation	April 9
Good Friday Holiday	April 10
Senior Thesis Due	April 17
Last Day of Classes for Candidates for Graduation	April 17
Last Day for All Tests, Quizzes, etc.	April 20
Semester Examinations for Candidates for Graduation	April 20-22
Candidates for Graduation Grades Due by 12:00 Noon	April 24
Last Day of Classes	April 24
Semester Examinations	April 25-30
End of Year Town Hall Meeting	April 27
Semester Ends	May 1
Commencement	May 2
All Faculty Grade Rosters Due by 12:00 Noon	May 4

Summer Semester 2020

Summer Term I

Memorial Day Holiday	May 25
Summer Session I Registration	May 26
Summer Session I Classes Begin	May 27
Last Day for Add/Drop	June 1
Last Day to Withdraw from a Course	June 5
Summer Session I Classes End	June 25
Final Examinations	June 26
All Faculty Grade Rosters Due by 12:00 Noon	June 30

Summer Session II

Summer Session II Registration	June 29
Summer Session II Classes Begin	June 30
Last Day for Add/Drop	July 3
Independence Day Holiday	July 4
Last Day to Withdraw from a Course	July 10
Summer Session II Classes End	July 29
Final Examinations	July 30
All Faculty Grade Rosters Due by 12:00 Noon	August 3

FALL SEMESTER 2020

Opening Institute	August 10-11
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Orientation for New Students	August 12-14
Registration for All Students	August 17-18
Classes Begin	August 19
Last Day for Add/Drop	August 26
Fall Convocation & Confirmation Ceremony	September 3
Labor Day Holiday	September 7
Sophomore Rite of Passage	September 17
Town Hall Meeting	September 21
Application for Degree Due in Registrar's Office (Spring 2020 Candidates)	September 25
Sophomore Proficiency Examination	October 3
Mid-Semester Examinations Week	October 5-9
Last Day to Change Grades from Spring/Summer 2020	October 7
Mid-Semester Grade Rosters Due by 12:00 Noon	October 13
Senior Departmental Examination	October 17
Student Evaluation of Instruction	October 21-23
Last Day to Withdraw from a Course	November 3
Senior Departmental Examinations	November 7
Registration for Spring 2021	November 1-20
Senior Thesis Oral Presentations	November 16-20
Senior Thesis Due	November 20
Thanksgiving Holidays Begin for Students at 5:00 p.m.	November 20
Classes Resume at 8:00 a.m.	November 30
Last Day for All Tests, Quizzes, etc.	November 30
Last Day of Classes	December 4
Semester Examinations	December 5-10
Semester Ends: Christmas Holidays Begin for Students at 5:00 p.m.	December 10
All Faculty Grade Rosters Due by 12:00 Noon	December 14

SPRING SEMESTER 2021

Opening Institute	January 4
Orientation for New Students	January 5
New Students Register	January 5
Returning Students Register	January 5-6
Classes Begin	January 7
Last Day for Add/Drop	January 14
Holiday, Martin Luther King, Jr.	January 18
Spring Convocation	January 21

Application for Degree Due in Registrar's Office (Summer & Fall 2020 Candidates)	January 22
Sophomore Proficiency Examination	February 20
Senior Departmental Examination	February 27
Mid-Semester Examination Week	March 1-5
Town Hall Meeting	March 8
Mid-Semester Grade Rosters Due by 12:00 Noon	March 8
Last Day to Change Grades from Fall 2019	March 10
Spring Holiday Begins for Students at 5:00 p.m.	March 12
Spring Holidays	March 12-21
Classes Resume at 8:00 a.m.	March 22
Last Day to Withdraw from a Course	March 25
Student Evaluation of Instruction	March 24-26
Registration for Summer and Fall 2020	March 29-Apr. 23
Senior Departmental Examination	March 27
Good Friday Holiday	April 2
Senior Thesis Oral Presentations	April 5-9
Honors and Awards Convocation	April 8
Last Day of Classes for Candidates for Graduation	April 15
Last Day for All Tests, Quizzes, etc.	April 16
Semester Examinations for Candidates for Graduation	April 19-21
Candidates for Graduation Grades Due by 12:00 Noon	April 22
Last Day of Classes	April 23
Semester Examinations	April 24-29
End of Year Town Hall Meeting	April 26
Semester Ends	April 30
Commencement	May 1
All Faculty Grade Rosters Due by 12:00 Noon	May 3

Mission Statement

Stillman College is a liberal arts institution with a historical and formal affiliation with the Presbyterian Church (U.S.A.). It is committed to fostering academic excellence, to providing opportunities for diverse populations, and to maintaining a strong tradition of preparing students for leadership and service by fostering experiential learning and community engagement designed to equip and empower Stillman's students and its constituents.

History

Stillman, authorized by the General Assembly of the Presbyterian Church in the United States in 1875, held its first classes of six students in the Fall of 1876 and was chartered as a legal corporation by the State of Alabama in 1895. At the time, the name was changed from Tuscaloosa Institute to Stillman Institute. The institute was a concept initiated by Dr. Charles Allen Stillman, pastor of the First Presbyterian Church of Tuscaloosa.

The following are significant dates in the College's history:

1881 – Tuscaloosa Institute purchased and built a home at 1008 21st Avenue, now the site of the Stillman Heritage House.

1898 – The old Cochrane homestead and 20 acres of land were purchased.

1922 – Stillman Institute became coeducational.

1927 – The junior college was added.

1929 – The building was erected for the Nurses Training School and the Hospital.

1937 – The Junior College division was accredited by the Southern Association of Colleges and Schools (SACS).

1941 – The High School Division was discontinued.

1948 – The Hospital and Nurses Training Center were closed. Also, on May 5, 1948, the name of the institution was changed to Stillman College.

1951 – The first four-year class graduated.

1953 – Accredited as a four year college by the Southern Association of Colleges and Schools Commission on Colleges.

1961 – Stillman was admitted to membership in the United Negro College Fund.

1991 – The College's address changed to 3601 Stillman Boulevard when portions of Ninth and Fifteenth Streets were named Stillman Boulevard.

1998 – Established the Harte Honors College

1999 – Reorganized academic affairs into four divisions: Arts and Sciences, Education, Business and the Library; wired the entire campus via fiber optic cable.

2001 – Launched a wireless access computer system

2002 – Received National Innovation in Technology Award presented by Apple Computers.

2004 – First-ever ranking among top tier schools by U.S. News and World Report.

2006 – Expanded its offering of degrees to 13 with the addition of journalism and nursing.

2010 – Named 1 of the 15 Most Wired College Campuses by U.S. News and World Report.

The College has had seven persons to hold the title of President since the title of the head of the institution was changed from principal in 1929.

- Dr. A.L. Jackson, 1929-1947
- Dr. Samuel Burney Hay, 1948-1965
- Dr. Harold N. Stinson, 1967-1981
- Dr. Cordell Wynn, 1982-1997
- Dr. Ernest McNealey, 1997-2013
- Dr. Peter E. Millet, 2014-2016
- Dr. Cynthia Warrick, 2017-present

Proud of its rich and diverse heritage, Stillman today is an accredited, coeducational, liberal arts college that is committed to excellence in both scholarship and service. In addition to a rigorous innovative curriculum, the College has enhanced and expanded its physical environment. Stillman's expansive physical plant now includes 25 buildings. Other new facilities are in the developmental stages as part of the College's plan to complete its "sense of place". With a focused vision, Stillman celebrates its past as it advances confidently into the future, preparing students for a different world.

The Campus

Stillman is located in Tuscaloosa, Alabama 52 miles southwest of Birmingham. The City of Tuscaloosa is served by major bus and rail lines; modern shopping and service facilities are accessible in the immediate vicinity of the campus. Downtown Tuscaloosa is within walking distance. The 105-acre campus is noted for its stately magnolias and spacious, well-maintained grounds, and graceful buildings.

Alexander Batchelor Hall

Batchelor Hall was completed in 1962. It is a three-story brick building with a basement. Extensive remodeling in 1973-74 and again in 1999 provides for greater utilization of Batchelor for administrative services to students. It has approximately 7,000 square feet on each floor. This building contains the following administrative offices:

- Provost & Vice President for Academic Affairs
- Business Office
- Human Resources
- Contracts and Grants
- Vice President for Finance and Administration
- Vice President for Institutional Effectiveness
- Vice President for Strategic Initiatives
- Vice President for Student Affairs
- Athletic Director
- Educational Support Services

Harold N. Stinson Math and Science Building

The Stinson Building was completed in 1972 and serves as a central classroom facility with approximately 23,000 square feet on the first and second floors. The second floor received extensive renovation in 1999, which increased the size and number of laboratory/classroom spaces.

Several of the offices on the first floor are used by IT (Information Technology Management). Classrooms are in great demand in this building between 8 a.m. and 6 p.m. in the spring and fall semesters. This building is unique because it has a special design feature that includes a small auditorium that seats approximately

200 students. The auditorium is used primarily for special functions and occasionally for classroom use. A greenhouse is located on the first floor.

Hay College Center

The Hay Center opened in 1965 and was renovated in 2002. It serves as the focal point of social life at Stillman. The Center houses the College dining room, student organization offices, computer classroom/ laboratory, recreation rooms, post office, book and supply store, commuter student lounge, faculty and presidential dining rooms, guest rooms, and Presidential Board Room. The first floor houses offices for Enrollment Management (Admissions, Financial Aid, and Registrar) Auxiliary Services, and Director of Student Activities. The Constance Stinson Activity Center was added in 2004. A large courtyard with fountain is adjacent to the building.

Birthright Auditorium

Birthright Auditorium was erected in 1951 and renovated in 1975, 2003 and 2012. It provides facilities for physical education and athletics. The building houses a combination auditorium/gymnasium with physical education offices on the first floor and inter-collegiate sports locker rooms and a fitness classroom on the lower level. The first floor level of this building, approximately 17,000 square feet, serves as the main auditorium on the campus and seats approximately 1,800 people.

William H. Sheppard Library

William H. Sheppard Library was completed in 1956 and houses approximately 118,000 volumes of books and other materials. It also houses the media area and archives. It provides office space for library staff as well as space for book stacks, book processing and graphics. In 1989 the Ashel and Merle Jackson Communications Complex was annexed to the facility. An art gallery was recently added to the annex. OPACs (on-line access catalogs) are conveniently located throughout the building.

Hallie Paxton Winsborough Hall

Winsborough Hall, a female residence hall, was constructed by the Women of the Presbyterian Church in 1922. This two-story building is located on the east edge of the main quad. A complete renovation was done in 1987, with refurbishing in 2002 and 2007. This building bears the name of Mrs. Hallie Paxon Winsborough who was Secretary of Women's Work from 1912-1929.

Frank H. M. Williams Hall

Williams Hall was completed in 1968, refurbished and architecturally enhanced in 2001. This building, a single gender residence hall, has been used for housing male or female students. It is named in honor of an alumnus, philanthropist, and former trustee of Stillman. In the past, this building was used as a male residence hall. Currently this hall is being considered for re-development.

Martin Luther King, Jr. Hall

King Hall was completed in 1968, refurbished and architecturally enhanced in 2002 and is similar in design to Williams Hall. Interior spaces and rooms have been refurbished. In the past, this building was used as a male residence hall. Currently this hall is being considered for re-development.

John Knox Hall

Knox Hall was erected as a student nurses' residence hall in 1939. Enlarged in 1954 to serve the needs of a growing student body, it provided administrative space for the General Education Improvement Program and housed the Health Center and male resident students. The building was completely renovated again in 1994 and rededicated in 1995 as a residence hall for men, housing upperclassmen and Harte Honors College students.

Emily Estes Snedecor Hall

Snedecor Hall is one of the oldest buildings on campus. It was built in 1929 and served as a hospital for the residents of Tuscaloosa. In later years, it served as the mathematics-science building and library. While the original architectural style of the building was maintained, the interior was completely renovated in 2000 and now houses the Vice President for Institutional Advancement, Title III, Alumni Affairs, and Scholarship.

President's Home/Faculty House

This brick residence known as the President's Home was constructed in 1936 and served until recent years as the official home for the President. It is now used for receptions and other social functions.

Faculty Housing and Apartments

The existing faculty apartments structure contains eight units and is used principally as transitional housing for new faculty and staff.

Joseph D. Roulhac Hall

Joseph D. Roulhac Hall was completed in 2000 and is named for Judge Joseph Roulhac, a Stillman alumnus and the first African American municipal judge in Akron, Ohio. The residence hall houses 298 female students and contains a computer laboratory and a food court.

Geneva Hall

Geneva Hall was completed in 1954 as a residence hall for women. This hall is currently being renovated to serve as a Center for Excellence in STEAM and Troops to Teachers.

Frances Dearing Hay Hall

Frances Dearing Hay Hall, named in honor of the College's second First Lady, was opened for occupancy in the fall of 1966 to house upper class female students and has been occupied by male students.

Marie Lundy Wynn Hall

Marie Lundy Wynn Hall, completed in 1996, is named in honor of the College's fourth First Lady. In the past, it has housed female Harte Honors College students, honor students, and upper-class women. Currently, it is a male residence hall. The building has a fitness room, computer lab, and a kitchen on each floor.

Myrtle Williamson Memorial Prayer Chapel

Myrtle Williamson Memorial Prayer Chapel, finished in 1966 and remodeled in 2002, named for a beloved member of the Bible faculty, is perhaps the most unique architectural structure on the campus. The style of the Chapel is free form using the sphere as the basic element of design. The chapel, made possible through Miss Williamson's estate and gifts from alumni and friends, provides a quiet and beautiful place for prayer and meditation. It is located across the drive from the College Center courtyard.

Josephine C. Johnson/J.W. Robinson Student Development/Health Center

Josephine C. Johnson/J.W. Robinson Student Development/Health Center constructed in 1994, is named for two long-time employees of the College. Mrs. Johnson, an alumna of Stillman, served as college nurse for 37 years, and Dr. Robinson served as college physician for 28 years.

Cordell Wynn Humanities and Fine Arts Center

Cordell Wynn Humanities and Fine Arts Center, completed in 1999, serves as a central classroom facility. This building features multi-media and seminar rooms; electronic classrooms; language, reading, speech, writing, and computer laboratories; studio and gallery space; and audio-visual studios for mass communication and telecommunications. The building was named in honor of Dr. Cordell Wynn, fourth President of Stillman.

Stillman Stadium

Stillman Stadium, completed in 1999, served as home to Stillman's outdoor athletic teams. The 8,000-seat stadium includes four NCAA regulation fields—one for football, two for baseball, and one for softball— and five related buildings.

The School of Education/ The Houston H. Harte Center

In September 2018 Stillman College renamed the education building to Houston H. Harte Center in honor of a long-time supporter and former chairman of the board of trustees at the private college. Harte was a chairman of the board from 1987-93. He was awarded an honorary doctor of laws degree from Stillman in 1985. Previously called the School of Education, this building was completed in 2003 and is located on the southeast section of the campus near the stadium. In addition to offices and classrooms, the 31,000-square-foot building contains spaces designed specifically for students in the education program. The high-concept, technological facility stands as evidence of Stillman's commitment to the teaching profession.

Plant Operations

Plant Operations, completed in 2003, is comprised of 5,000 square feet which includes a variety of work, office, and storage spaces, as well as outdoor enclosed supply and equipment spaces.

Heating Plant

Constructed in 1939 with a coal-fired furnace, the Heating Plant was renovated and refitted by a gas-fired furnace in 1998. It now services three buildings.

Administration/Faculty Houses

The College maintains eight houses intended to insure an administrative presence on campus, and to provide transitional accommodations for faculty.

Thomas E. Lyle Band Center

The Thomas E. Lyle Band Center, completed in 2010, is named for former band director and legendary bandman, Dr. Thomas E. Lyle. It is annexed to the Cordell Wynn Humanities and Fine Arts Center and houses the marching and concert bands.

Tennis Complex

The Tennis Complex, completed in 2010, is comprised of eight, lighted NCAA regulation courts with the signature Stillman blue playing surface.

Brown Memorial Presbyterian Church

The new sanctuary was completed in October of 1959. The original building has been expanded to serve as an education annex of the church. Students attend worship services on Sunday mornings and Chapel services during the week.

The Driver Amphitheater

Named in honor of Mr. Dennis O. Driver, a 1975 alumnus, and Chairman of the board of Trustees.

Strange Bell Tower

Erected in 1983 and named in honor of a Stillman alumnus, Alonzo Strange.

Bellingraph Marker

Redesigned in 2000. The marker honors Walter Duncan and Bessie Morse Bellingraph, developers of the famous Bellingraph Gardens near Mobile.

Condoleezza Rice Historic Home

Built in 1957, this home on campus is notable for its historical significance. From 1966-1969, the family of Reverend John Rice, Mrs. Anglena Rice and daughter Condoleezza Rice occupied this dwelling. Dr. Condoleezza Rice went on to become the nation's sixty-sixth Secretary of State.

Student Services

Student Services

Stillman recognizes that there are many activities and services vital to the total growth and development of the student. Consequently, a number of formalized programs, organizations, and activities are made available to students through the Division of Student Affairs.

To facilitate coordination, the organization of activities and services is divided into ten categories: Orientation of New Students, Student Development/Counseling, Career/Graduate School Related Services, Health Services, Housing and Residential Life, Commuters, Student Activities, and Student Government Association and Campus Christian Life.

Student Development

Orientation of New Students

A carefully planned program of orientation for first year and transfer students is conducted at the beginning of each semester. Sessions on academic requirements and campus life take place before the formal opening of the academic year. All first year and transfer students are required to participate.

Student Development/Counseling Services

The Student Development Center (SDC) coordinates counseling, counseling referrals, and crisis intervention. Center staff coordinates new student orientation, institutional testing, community service, graduate school exploration/preparation, services to students with disabilities, wellness education, and developmentally based programs and services that address student interests and needs.

Career/Graduate School Related Services

The Office of Career Services coordinates and supports career related activities at the college. Services include career exploration activities, including internships, externships, professional development, placement, vocational calling, and graduate school information. This office also coordinates career and internship fairs.

Health Services

The College in partnership with Maude Whatley Health Services provides an on-campus health facility that is staffed by medical personnel from Stillman and Maude Whatley Health Services. Students are also referred to external medical providers, if necessary. Students are encouraged to report to Health Services at the first sign of illness and to use the staff and its resources to prevent illness and promote healthy living. Services and the facility are used on a temporary basis. Stillman does not provide health/medical insurance for its students. Services for uninsured students are available on a sliding fee basis.

Residence Life/Housing

The Office of Residence Life/Housing is the central office for all aspects of residential organization and living. There are two on-campus residence halls in use that are staffed by Resident Directors and Resident Assistants, all of whom work under the guidance of the Director of Residence Life/Housing. All freshmen and sophomores are required to live on campus.

Commuters

Commuting students have all the privileges and responsibilities enjoyed by boarding students. They represent Stillman and are expected to uphold the ideals and standards of the College at all times. Commuters are welcome to relax in the Hay Center Blue Lounge and Stinson Recreation Center, purchase meals in the Dining Hall and Food Court, rent mailboxes in the Post Office on an "as available" basis, and have access to the Student Development and Maude Whatley Health Services for any health issues.

Campus Police

All vehicles must be registered with Campus Police. Each operator must possess a valid driver's license, show proof of liability insurance, and purchase a decal. The operator must obey all driving rules and regulations. The College's main entrance to the campus is guarded and the College provides foot patrols and vehicular monitoring of the campus. Officers are on duty at all times for the safety and security of students, faculty, staff and protection of property. Parking areas are designated and student codes of conduct are strictly enforced in order to maximize the effect of protective mechanism. An Emergency Preparedness plan and rapid notification system is in place in case of emergencies.

Student Life

Student Life

The area of Student Life is a component of the College that is responsible for the overall vision and effectiveness for of Student Services. The services are generally considered to be extra and co-curricular and include Student Affairs and Academic Affairs. The primary function is to provide comprehensive programs that enable students to realize their fullest intellectual and personal potential, and for integrating developmental student life experiences with the College's educational mission.

Student Activities

Students who participate in campus life opportunities outside the classroom discover an ideal learning laboratory for gaining essential personal and professional skills such as analysis, decision-making, time management, communication, delegation, motivation, problem solving, and budgeting. Service to the College community through student activities is personally rewarding and provides opportunities to meet other students, develop relationships, promote change on campus and explore new interests.

Student Government

Each student enrolled in Stillman College is a member of the Student Government Association and thus has voting privileges in matters presented to the student body by the Student Government Association Council.

The elected officers of the Student Government Association are President, Executive Vice President, Executive Secretary, Vice Presidents for Academic Affairs, External Affairs, Student Affairs, and Fiscal Affairs, and Miss Stillman. All executive powers of the Student Government Association are vested in the President with designated responsibilities assigned to other elected officers and the Coordinating Council of Student Organizations. The President also appoints a Chief of Staff, Student Court Judge, and two representatives to the Board of Trustees. The President in conjunction with other executive officers and the Senate has the function of establishing student court to deal with violators of College regulations referred to it by the Vice President for Student Affairs.

Through involvement and participation in the Student Government Association and college-wide committees, students are provided opportunities to share in the governance of the College.

Fraternities, Sororities, and Other Organizations

There are eight national Greek letter organizations chartered on the campus. They are as follows: Alpha Kappa Alpha Sorority, Delta Sigma Theta Sorority, Zeta Phi Beta Sorority, Sigma Gamma Rho Sorority, Kappa Alpha Psi Fraternity, Phi Beta Sigma Fraternity, Alpha Phi Alpha Fraternity, and Omega Psi Phi Fraternity. Each undergraduate chapter is a member of the Stillman College Chapter of the National Pan-Hellenic Council, the governing body for all Greek-Letter organizations.

Other organizations include five honor societies; Gamma Iota Sigma and Alpha Kappa Mu and Sigma Tau Delta International English Honor Society, Sigma Chi Lambda Leadership Society, and Alpha Lambda Delta Honor Society. Several local social clubs, civic organizations, and special interest organizations are open to student participation.

Sports

Stillman is a member of the NAIA Division I and offers men and women's basketball, baseball, and softball. In addition to inter-collegiate athletics, a structured intramural sports program is available to students. The program provides leisure and recreational sports and other activities for students.

Student Publications

Students who want to develop their talents in journalism may elect to participate in the development and publication of The Stillman Advance, an online newspaper. Students are also provided opportunities to learn job-related skills and acquire experience by working on interdepartmental journals and publications.

College Center

College Center: The Hay College Center contains Enrollment Management Services, student offices, conference rooms, student lounges, recreation areas, a billiard room, widescreen and video TVs, vending machines, a change machine, a post office, an automated teller machine, the College store, and a cafeteria.

Veterans Service Office

Stillman's veteran's service officer is located in the Registrar's Office. Students eligible for VA benefits may use this office for counseling regarding veteran status.

Faculty Advisors and Mentors

Each student from the time of his/her admittance is assigned a faculty advisor and mentor. When a major has been declared an advisor in the major area is assigned. The advisor must approve each semester's course schedule.

Students should consult with their advisors about their program several times a year. Mentors serve as resource persons and "friends" to students on campus with whom they can share an experience and question(s) about campus facilities, services, procedures, and resolution to problems.

Campus Christian Life

Campus Christian Life

During Reconstruction, Dr. Charles Stillman, Pastor of First Presbyterian Church in Tuscaloosa, conceived of an institution for the education of African American ministers.

Dr. Stillman's conception became reality as it was chartered by the Presbyterian Church in 1875, and opened its doors in 1876. Named after its founder, Stillman College evolved into a place where one was able to earn a bachelor's degree at a Christian institution regardless of race or gender.

Accordingly, the College provides a variety of opportunities for the development of students' spiritual lives. The Dean of Chapel coordinates Campus Christian Life programming. The Christian Student Association (CSA) contributes to its planning and implementation. A variety of programs are offered, such as worship services, convocations, concerts, and lecture series. These programs are planned and affected as indicated by the needs and interests of the students. The Dean of Chapel gives leadership and supervision to faculty in the planning and implementation of these programs. The Dean of Chapel and the Religion and Theology faculty provide religious counseling for students.

The Christian Student Association

The CSA is an active organization on the Stillman College campus. Its purposes are: (1) to unite in Christian fellowship at Stillman; (2) to provide an opportunity for intensive study of the Christian faith and its implementations for every area of life; (3) to challenge students to recognize and commit themselves to their present vocation as students and make their choice of life work in the light of Christian faith; (4) to help students participate intelligently in the life of the Church; (5) to enable students to effectively present the Gospel of Jesus Christ in the life of the campus and the community; and (6) to hold various meetings for worship, study, and work to accomplish these purposes.

The Christian Student Association functions under the supervision of the Dean of Chapel. The work of the Association is done through committees.

Worship Services

A part of the "Stillman family" tradition is regular attendance in chapel services. Here students and faculty have the privilege of hearing guest speakers and ministers from the local community, minister who work at the college, faculty, staff, and students. Students are encouraged to attend the church of their choice for Sunday morning services.

As a high point of the religious program, the College sponsors a two-day Religious Emphasis Series each semester. This series, led by a guest minister, include sermons in chapel and and afternoon discussion.

General Regulations

General Regulations

Detailed regulations are included in the Student Handbook available to each student. Students are responsible for familiarizing themselves with contents of the Handbook.

The Vice President for Student Affairs may, through appropriate processes, alter the regulations when necessary.

- Lounges are provided in residence halls for visitation purposes. Non-resident students and non-students must obtain permission from the Residence Hall Director to visit a student's

room. Residence hall facilities are not freely available to non-residents and non-students. Lounges are provided in the Hay College Center for all students. (See Visitation Policy)

- A charge is levied each semester to students responsible for damages in the residence halls. A prorated charge is also levied to students who vacate the halls prior to the end of the semester. (See Student Expenses Section for details.)

- All vehicles operated on campus must be registered with Campus Police. Each operator must possess a valid driver's license, proof of liability insurance, and purchase a decal.

- Unlicensed drivers and drivers without insurance are not permitted to operate a vehicle on campus. I.D. cards must be presented to identify the driver to on-campus police officers or college officials.

- A completed Stillman College Medical Record form, which includes the results of various medical tests, documentation of a physical examination, and a copy of the student's immunization record is required of each student prior to enrollment at the College.

- The College requires that all students enrolled provide current information regarding mailing addresses outside of the campus. Whenever a student's local or permanent address changes, it is the responsibility of the student to notify the Registrar's Office in writing of such changes. The College assumes no responsibility for mailings that may be lost, displaced, etc., when proper notification has not been received.

Representing the College

Representing the College

Students representing the College must have and maintain a minimum cumulative grade point average of 2.0 non-Greek, and 2.5 Greek, and be cleared financially and socially. The College complies with NAIA rules and regulations with regard to athletic eligibility.

Student Support Services

Student Support Services

Student Support Services is funded by the U.S. Department of Education and offers a range of resources for eligible students. Sometimes it takes a little help to turn a "B" into an "A" or a "D" into a "C." Student Support Services staff can help eligible students make the grade, by providing outstanding academic support and academic enrichment activities to help them achieve their educational goals. Study skills, computer skills, and reading skills are the cornerstones of success. Student Support Services provides a comprehensive and on-going campus tutorial service. Moreover, the program provides opportunities to students who recognize the need to gain proficiencies in the basic areas of reading, mathematics, and English. Additional resources are housed in the English lab to assist students in building and enhancing those skills necessary to become academically proficient, successful, and productive citizens in today's society. All services are free of charge for eligible students.

The objectives of Student Support Services are:

- Provide advice and assistance in postsecondary course selection;
- Provide academic tutoring;
- Assist students with information on both the full range of student financial aid programs and benefits and resources for locating public and private scholarships;
- Provide assistance in completing financial aid applications;
- Provide assistance in obtaining financial assistance for enrollment in four-year programs;
- Provide education or counseling services designed to improve the financial and economic literacy;
- Assist students in applying for admission to graduate and professional programs; and
- Assist in the overall goals of increasing retention/graduation rates.

Eligibility: Student Support Services provides academic assistance for undergraduate students meeting Department of Education requirements. Broadly construed eligibility requirements allow most students to qualify for the program. The key requirement is the desire to improve grades. Undergraduate students at all levels of academic performance are encouraged to apply. All students interested in receiving assistance are encouraged to contact the Student Support Services office for further information.

In order to complete the application process, the following is needed:

- Copy of your Class Schedule
- Copy of your Awards Letter*
- Copy of your SAR (Student Aid Report) *

*Program staff will request this information from financial aid office

The completed application should be submitted to the Student Support Services office in Batchelor Hall. Once the application is received, the staff will review the information to determine whether the applicant is eligible for services. Eligible students will be notified by campus email.

Contact any staff member for additional information:

Fahmida Bratina
fbratina@stillman.edu
247-8136

Harold Ingram
hingram@stillman.edu
247-8110

Student Expenses

Student Expenses

College expenses consist of (1) basic charges (tuition, room, meals); (2) special charges (required institutional and course fees, deposits, and book rental); (3) supplies; and (4) funds for personal needs. The cost to students for basic and special charges is set out in this section. The College reserves the right to change all charges and fees listed in this catalog without further notice.

Students are expected to meet their financial obligations to the College at the time of registration. If students are not able to pay their balance at registration, the College offers a payment plan, which must be paid by the end of the semester. The Office of Fiscal Affairs will mail each semester's charges to the student and/or the person responsible for the account at least twice each semester. Proper management of financial resources, including personal finances, is considered a part of each student's educational experience.

BASIC CHARGES

Basic Charges-Boarding Student Tuition*	Per Semester	Per Year
	\$4,774.00	\$9,548.00
Special Charges+	\$872.00	\$1,744.00
Roulhac Hall	\$2,202.00	\$4,404.00
Campus Evolution	\$2,992.00	\$5,984.00
Meals***	\$2,218.00	\$4,436.00
Total Basic Charges**	\$ 10,066.00	\$20,132.00
Tax on Meals	\$ 200.00	\$ 400.00
Grand Total	\$ 10,266.00	\$20,532.00

*Basic tuition charges allow student to enroll in 12 to 18 credit hours.

+ Special Charges applicable to all students are indicated below.

**Charges will vary according to residence hall assignment. Totals presented include the highest on-campus residence hall rate.

***Meal rates vary depending on the number of meals within the meal plan. Menu variety is provided for diet-conscious students. Special menus are available for physician-ordered, restricted diets. A meal plan is required of all resident students and is billed for the full semester.

Basic Charges-Non-Boarding Students	
Tuition	\$4,774.00 \$ 9,548.00

Special Charges+	\$ 692.00	\$ 1,384.00
Grand Total	5,466.00	\$10,932.00

Special Charges	Per Semester
<i>(Special charges must be added to basic charges)</i>	
Student Teaching	\$312.00
Matriculation Fee+	\$197.00
Athletic Fee+	\$125.00
Graduation Fee	\$150.00
Student Activities Fee+	\$200.00
The College Fund/UNCF+	\$20.00
Band Fee+	\$150.00
Technology Fee+	\$150.00
Housing Software Fee+	\$15.00
Magnus Health Fee+	\$15.00
Part-time Tuition (Per Credit Hour)	\$398.00
Overload (Per Credit Hour)	\$223.00
Application Fee (non-refundable)	\$20.00
Payment Plan Fee	\$ 50.00
Residence Hall Reservation and Breakage Deposit	\$200.00/\$300.00
<i>*Varies by residence hall Room reservation fees are required on a semester basis but are applied to the student's account resulting in no additional fee.</i>	
<i>+Special Charges added to all student accounts</i>	

Basic Charges-Professional & Continuing Education
Per Semester

Undergraduate Tuition and Fees*	\$ 5,469.00
Per Credit Hour/Part Time	\$ 398.00

**Applies to students in regular degree programs*

Students taking courses totaling less than 12 credit hours will be charged tuition at the rate of \$398.00 per credit hour. A student taking more than 18 credits in a semester will be charged an additional tuition fee of \$223.00 per hour over 18 credits. Transportation and other costs associated with Student Teaching are the responsibility of each student.

Basic Charges

Basic Charges-- Boarding Student	Per Semester	Per Year
Tuition*	\$4,774.00	\$9,548.00
Special Charges+	\$692.00	\$1,384.00
Knox Hall	\$1,595.00	\$3,190.00
Campus Evolution	\$2,992.00	\$5,984.00
Meals***	\$2,035.00	\$4,070.00
Total Basic Charges**	\$ 10,493.00	\$20,986.00
Tax on Meals	\$ 183.00	\$ 336.00
Grand Total	\$ 10,676.00	\$21,352.00

*Basic tuition charges allow student to enroll in 12 to 18 credit hours.

**Charges will vary according to residence hall assignment. Totals presented include the highest residence hall rate.

***Menu variety is provided for diet-conscious students. Special menus are available for physician-ordered, restricted diets. A meal plan is required of all resident students and is billed for the full semester.

Basic Charges-Non-Boarding Students		
Tuition	\$4,774.00	\$ 9,548.00
Special Charges+	\$ 692.00	\$ 1,384.00
Grand Total	5,466.00	\$10,932.00

Special Charges	Per Semester
(Special charges must be added to basic charges)	

Student Teaching	\$312.00
Matriculation Fee+	\$197.00
Late Registration (per day late)	\$25.00
Graduation Fee	\$150.00
Student Activities Fee+	\$200.00
The College Fund/UNCF+	\$20.00
Part-time Tuition (Per Credit Hour)	\$398.00
Overload (Per Credit Hour)	\$223.00
Application Fee (non-refundable)	\$15.00
Payment Plan Fee	\$ 50.00
Residence Hall Reservation and Breakage Deposit	
Residence Hall Reservation and Breakage Deposit	\$200.00/\$300.00*

*Varies by residence hall Room reservation fees are required on a semester basis but are applied to the student's account resulting in no additional fee.

+Special Charges added to all student accounts

Basic Charges-Professional & Continuing Education Per Semester

Undergraduate Tuition and Fees* \$ 5,469.00

Per Credit Hour/Part Time \$ 398.00

*Applies to students in regular degree programs

Students taking courses totaling less than 12 credit hours will be charged tuition at the rate of \$398.00 per credit hour. A student taking more than 18 credits in a semester will be charged an additional tuition fee of \$223.00 per hour over 18 credits. Transportation and other costs associated with Student Teaching are the responsibility of each student.

Application Fee

A fee of \$15.00 is required for candidates for admission.

Payment must accompany the official application form.

This fee is not applicable to any other charges of the College, nor is it refundable.

Residence Hall Reservation Deposit (Non-Refundable)

A deposit of \$200 (\$300 for Roulhac Hall) must be made by all students, who plan to live in a residence hall, before a room is assigned. This deposit may be paid to the Residence Hall Director upon arrival or to the Office of Fiscal Affairs prior to arrival on campus. For incoming students, this deposit should be paid to the Office of Fiscal Affairs by May 1 for the fall semester and by October 1 for the spring semester. Failure to meet these deadlines may result in forfeiture of the opportunity to live in the residence halls. Housing deposit is non-refundable.

All freshmen and sophomore students are required to live on campus. Students whose permanent address is less than 50 miles from Stillman prior to admission or registration may request a waiver by the Vice President for Student Affairs.

Students who receive at least 51% of their financial support from the College must live on campus. This includes students whose combined support from multiple sources is equal to, or greater than 51%. All students who receive 100% of their financial support from the College must live on campus, no exceptions.

Matriculation Fee

A comprehensive fee associated with attending College (i.e., technology, insurance, labs, etc.).

Payment Plan(s)

Payment of all charges each semester is due and payable in advance or at registration. Upon approval by the Vice President for Fiscal Affairs or Business Manager before or during registration, payment may be made according to an installment plan designed to ease the financial burden on students and parents. The installment plan calls for payment of 85% of all charges at or prior to registration and payment of the balance in three equal amounts as follows:

Fall Semester

September 15
October 17
November 15

Spring Semester

February 15

March 15

April 16

NOTE: Payment Plans are not available for Summer School.

Dates are subject to change.

A student who uses the installment plan will be assessed a deferred payment fee of \$25.00 and must execute a promissory note. Students who fail to meet the deadlines for payment of all charges may be assessed a late payment fee based on the outstanding balance. In addition, all charges must be paid in full before the student can receive course grades, be allowed to graduate, or have transcripts issued. Any costs incurred by the College in collecting delinquent accounts will be charged to the student.

Payments can be made via money order, check, credit card (VISA, MasterCard, and Discover), debit card or cash. All cash payments must be made at the Business Office cashier window. Credit and Debit card payments can be accepted at the Business office or over the telephone. To make payment over the telephone, call (205) 366-8873. **To make payments online, go to www.stillman.edu.**

Check payments should be made payable to Stillman College and mailed to: Stillman College

Business Office
3601 Stillman Blvd.
Tuscaloosa, AL 35401-2618

(Do not send cash in the mail)

For safety, payments should be sent in the form of a money order or a cashier's, certified, or personal check. The College reserves the right to refuse acceptance of personal checks in cases it deems appropriate. All forms of payments by mail must be accompanied by the complete name, student ID, and address of the student for whom the payment is intended.

Refund Policy

Students with excess payments on their accounts will be eligible to receive a refund check. The College complies with distributing refunds to students within 14 days when a credit balance results from Title IV aid transmitted to the student's account, unless written authorization is on file in the Business Office.

If a student withdraws from the College and/or housing, all basic charges and selected special charges will be refunded on a pro-rata basis, through the fourth week of the semester. Charges will be prorated as outlined below:

End of first week of class	80%
End of second week of class	60%
End of third week of class	40%
End of fourth week of class	20%

Also, when a student withdraws, financial aid payments will be prorated based on the length of time enrolled.

Financial Aid

Financial Aid

The College serves as a conduit through which students can access federal, private, and state aid to assist in paying the costs associated with attending college. Completing the necessary forms and providing documentation that might be required are the responsibilities of the student.

General Information

All students and prospective students seeking financial assistance through the College, including scholarships of all types, will be required to submit the College approved need analysis system such as the U. S. Education Department's Free Application for Federal Student Aid (FAFSA) and any required documentation needed to support the application requested by the Financial Aid Office.

Students who are residents of the State of Alabama must submit the required Alabama Student Grant Program Applications along with proof of residence.

Failure to submit requested documentation will result in the College estimating an amount for such grants and deducting that amount from the student's need.

In awarding financial aid to students, all sources of financial aid available to students will be considered in determining the financial aid award package through the College, including institutional and external scholarships. Students will not be awarded financial aid in excess of the amount needed to cover tuition, room and board, books and supplies, personal expenses, and other direct and indirect educational expenses as determined by the College.

Scholarships

Stillman College awards merit-based scholarships to current and new incoming first-year students. Recipients are selected from a competitive pool of students based on the academic profile and details submitted in the application. The committee considers those who demonstrate strong academic performance and engagement in high school. This determination is based on the grade point average, standardized test scores, community service and leadership.

Academic Scholarships

Academic scholarships are awarded based upon the applicant's academic record. The scholarships awarded cannot exceed full tuition and fees. Students receiving tuition remission benefits or other awards from the College or any other source must adhere to this policy. Students must apply for these scholarships online.

The Golden Ticket Scholarship

The Golden Ticket Scholarship is awarded to students with a 3.8-4.0 GPA.

The Eye of The Tiger Scholarship

The Eye of the Tiger Scholarship is awarded to students with a 3.5-3.79 GPA.

Blue Elite Scholarship

The Blue Elite Scholarship is awarded to students with a 3.0-3.49 GPA.

Earn Your Stripes Scholarship

The Earn Your Stripes Scholarship is awarded to students with a 2.5-2.9 GPA.

Endowed Scholarships

Stillman offers the following endowed scholarships to selected students who fall into the scholarship eligibility pool. The scholarships are awarded based on donor specific criteria, and are awarded during the Annual Honors Day Program.

The Eligah Clark and Irene Pruitt Little Endowed Scholarship

was established by Eligah Clark, a 1963 graduate of Stillman, and Ms. Irene Pruitt Little, a 1967 graduate of Stillman, to assist students with a minimum 2.5 Grade Point Average with having a well-rounded experience at Stillman.

The **Sarah S. Davis Endowed Scholarship** was established in 1996 by the Stillman Board of Trustees in honor and appreciation of Mrs. Sarah Striggles- Davis' contributions to the good of the College. Awards are made to female students who show excellence in scholarship and commitment to service.

The **Edwards Science Endowed Scholarship** was established in October 2000 by former trustee, Dr. Horace B. Edwards and Mrs. Fran Edwards of Topeka, Kansas.

The **George W. Dockery, Jr. Endowed Scholarship** was established in 1996 by George W. Dockery, Jr., president of OK Tire Stores in Tuscaloosa.

The **Terrell and Unareed Harris Endowed Scholarship** was established in 1992 by Dr. Trudier Harris, Class of 1969, and her brother, Peter Harris, in memory of their parents. The award is made to a student majoring in English or Business Administration, who demonstrates leadership on and off the campus.

The **William Randolph Hearst Endowed Scholarship** was established in 2002 for students in the Harte Honors College who intend to permanently reside in the United States after completion of their studies.

The **Helene W. Hibbard Endowed Scholarship** was established in 1983 by Gulf States Paper Corporation in honor of Mrs. Helene Warner-Hibbard, a longtime Stillman Trustee and former chairperson of the Board of Trustees. The purpose of the scholarship is to promote the education of deserving students who are enrolled full time at the College.

The **Dr. Herman D. Hughes Endowed Scholarship** was established in 2007 in honor of Dr. Herman D. Hughes, a Eutaw, AL native and 1959 graduate of Stillman College.

The scholarship is awarded to a student majoring in mathematics or one of the Physical Sciences, with a minimum GPA of 3.0

The **George A. LeMaistre Endowed Scholarship** was established in 1983 and is jointly awarded by the First Presbyterian Church of Tuscaloosa and the College. Criteria for the LeMaistre Scholarship include: evidence of good citizenship, high cumulative grade-point average, study in business or pre- law curriculum, Christian background, evidence of leadership and commitment to service, and rising junior or senior status.

The **Fred L. May Endowed Scholarship** was established to award deserving students in the Harte Honors College.

The **W. James and Willa G. Lowe Endowed Scholarship** was established in 1998 by the Lowe family, which is strongly committed to education, civic responsibility, and community service. In addition to junior classification, the Lowe scholarship recipient must have a minimum 3.0 grade-point average, a record that demonstrates good citizenship, a strong commitment to service, and must be a native of Alabama, preferably West Alabama.

The **Morrow Family Endowed Scholarship** was established in 2011 by Mr. David Morrow and family in honor of Dr. Eddie B. Thomas, Vice President of External Affairs at Stillman and a long- time educator in the Tuscaloosa City School System. The scholarship is awarded to a Business Administration major who demonstrates outstanding leadership and character with a minimum 3.0 GPA.

The **Reese Phifer Jr. Memorial Endowed Scholarship** was endowed by the Phifer Wire Company in 1988. It is awarded to an outstanding student from Tuscaloosa County.

The **Francis D. Stillman Leadership Scholarship** was established in 2004 in memory of Dr. Charles Allen Stillman. The scholarship is awarded to a student who demonstrates leadership in service to the community.

The **Armond Thomas, Sr. Endowed Scholarship** was established by the Thomas family in memory of Mr. Armond Thomas, Sr., a strong supporter of Stillman College. It is the desire that of Dr. and Mrs. Eddie B. Thomas and his family that the scholarship be awarded to students who are majoring in elementary education and have completed the freshman year with an overall 2.5 or above grade point average. The students must exemplify good character and be enrolled full-time at Stillman.

The **Tuscaloosa Chapter of the Links, Incorporated Endowed Scholarship** was established in 2007 and is awarded as a merit or needs-based scholarship.

The **Wayne Presbyterian Church Endowed Scholarship** was established in November 2001 by the Wayne Presbyterian Church located in Wayne, Pennsylvania.

The **Eugene and Amanda Webb Scholarship** was established in memory of Dr. Webb, a former trustee, and successful entrepreneur in New York City with interests in real estate, banking and investments, and his wife. The scholarship is to be presented to two top business majors at the College.

The **Betty and Coy Williamson Endowed Scholarship** was established in 2011 and is to be awarded to a Business major. Ms. Williamson, a long-serving member of the Stillman Board of Trustees and past Board Chair, and Mr. Williamson are Stillman alumni.

The **Cordell and Marie Wynn Fellowship** was established in 1986 in honor of the fourth President and First Lady. Wynn scholars must possess good character and leadership traits and evidence scholarship and servant hood. Awards will be part of a total financial-aid package based on need.

The **General W. J. Williams Leadership Endowed Scholarship** was established in 2015. The scholarship is awarded to students attending Stillman College from Hale, Green, or Sumter Counties in Alabama. The intent of the scholarship is to make recipients aware that God has put people in their lives that care about them, and want to assist them in reaching their goals (and pursuing their purpose). Students must be Business Majors who demonstrate moral character and leadership traits, with strong community involvement qualities.

The **Dr. Willie Clyde Jones Endowed Scholarship** was established in 2016, in memory of Dr. Willie Clyde Jones (former Dean of Students at Stillman College). The scholarship is awarded to a deserving Theology and Religious Studies student who demonstrates strong leadership qualities and commitment to service, with a 3.0 GPA.

The **Andrew Wade Family Endowed Scholarship** was established in memory of Mr. Andrew Cox Wade Sr. (native of Reform, AL and former member of the Stillman College Board of Trustees). The scholarship was founded to assist natives of Pickens County, Alabama with the cost of tuition, fees, and books while attending Stillman College.

The **Bessie German Endowed Scholarship** was established in December 2001 by Elizabeth Baptist Church, Tuscaloosa, Alabama. It is given in honor of the late Mrs. Bessie J. German, former church musician and former employee of Stillman College.

The **Greentrack Endowed Scholarship Honor of Martin Luther King, Jr.** was begun in 1988. The scholarship recipient must be a graduate of a Greene County High School.

Hope Foundation for a Better Tomorrow is awarded to a student that is enrolled full time at the College with a minimum 2.5 cumulative Grade Point Average that is Pell Grant eligible with a remaining balance on his/her account. Open to all majors.

Toice and Oreva Davis Legacy Endowment was established to assist students with the cost of tuition and fees and books. Awards are made to students that have unmet financial needs not provided from other sources. Recipients must maintain a minimum of 2.5 Grade Point Average or better and remain in good academic standing in the College of their major if they are continuing candidates

The **Mildred Davis-Brown Memorial Endowed Scholarship** was established in 2019 by Mr. Nathaniel Davis, in memory of his sister Mildred Davis-Brown. The scholarship is to be awarded to a student graduating from a Greene County High School, with a 2.5 or higher GPA and have a financial need.

The **Alpha Kappa Alpha Advocates for Black Projects Endowed Scholarship** was established by an initiative of the Alpha Kappa Alpha Educational Advancement Foundation, Inc. in 2006 as a means to advocate HBCU institutions.

Performing/Auxiliary Scholarships

A limited number of scholarships are available for students who possess musical and vocal talent and who also show academic promise. For more details, please contact the chair of the Fine Arts Department for details.

Grants

A grant is a gift aid that does not have to be repaid. Only undergraduates pursuing their first bachelor's degree are eligible for grants.

The **Federal Pell Grant** are awarded only to undergraduate students who display exceptional **financial need** and have not earned a bachelor's. The amount you receive is based on your financial need and school's cost of attendance (COA). **You are not eligible to receive a Federal Pell Grant if you are incarcerated** in a federal or state penal institution or are subject to an involuntary civil commitment upon completion of a period of incarceration for a forcible or nonforcible sexual offense.

A Federal Pell Grant, unlike a loan, does not have to be repaid, except under certain circumstances.

The **Federal Supplemental Educational Opportunity Grant (SEOG)** is a grant program based on exceptional financial need and availability of funds.

TEACH Grant Program- Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Assistance for College and Higher Education (**TEACH**) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. In exchange for receiving a **TEACH Grant**, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a **TEACH Grant**, you must teach for at least four academic years within eight calendar years of completing the program of study for which received a **TEACH Grant**. **IMPORTANT:** If you fail to complete this service obligation, all amounts of **TEACH Grants** that has been received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U. S. Department of Education. You will be charged interest from the date the grant(s) was disbursed. For additional information and requirements please contact the Financial Aid Office.

The Alabama Student Assistance Program is a grant that is awarded to Alabama residents only based on financial need and availability of funds. The grants are awarded in varying amounts based on need.

The Alabama Student Grant Program is designed to provide financial assistance to residents of the State of Alabama who enroll into undergraduate programs at non-sectarian, secular education, non-profit, independent institutions. The amount of the grant varies depending on availability of funds. Students applying for the grant must meet certain residential criteria and must provide documentation with their application. Students that drop classes, may cause a forfeiture of all or part of the grant. Please see the application for specific details.

Loans

The Federal Direct Subsidized Loan is an interest bearing, subsidized federally-insured loan to undergraduate students; however, a student does not start accruing interest on the loan until the graduation or the student is enrolled in less than six (6) credit hours. The student may be awarded the following maximum yearly amounts: freshmen - \$3500, sophomores - \$4500, and juniors and seniors - \$5500. The William D. Ford Direct Subsidized Loan is a need-based loan program, which requires applicants to fulfill need analysis requirements. The aggregate limit for undergraduate study is \$23,000.

The Federal Direct Unsubsidized Stafford Loan is a non-need based loan available to undergraduate students. This loan provides an additional \$2000 per year for dependent undergraduate students. Unlike the Subsidized Loan, interest is charged throughout the life of the loan. The borrower may choose to pay the interest charged on the loan or allow the interest to be capitalized and added to the principal.

The Federal Direct Parent Loan for Undergraduate Students (PLUS) allows the parent of a dependent student to borrow up to the estimated cost of attendance minus other types of aid to pay for educational expenses. Applicants are required to pass a credit check. PLUS loans have a fixed interest rate and an origination fee. Parents are expected to begin making payments on these loans 60 days after disbursement.

Conditions of Financial Aid

In order for a student to continue to receive financial aid under the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal College Work-Study, Alabama Student Assistance Grant, or Federal Direct/PLUS Loans, the student must meet the College's satisfactory academic progress standards. New first-time freshmen admitted to the College is eligible for consideration for financial aid. A student whose financial aid has had their financial aid suspended may re-apply for financial assistance upon returning to the College or may appeal the Financial Aid suspension. Financial aid will not be awarded retroactively to cover periods when the student was ineligible to receive financial aid.

Educational Program

Educational Program

An essential ingredient in academic life is the quality of interaction between faculty and students. Stillman has a highly-credentialed faculty to teach a relatively small number of students. The ratio of faculty to students offers opportunity for deep and rich personal contacts and close supervision of the student's work. More than 80 percent of the full-time faculty holds terminal degrees. America's finest colleges and universities are represented on the instructional staff.

Entering Stillman

Stillman invites all interested students to apply for admission to the college. Students are admitted without regard to sex, race, religion, or ethnic origin.

The College reserves the right to deny admission or readmission to students with personal problems of any type that interfere with the peace, order, and safety of the campus, or that it does not have resources to manage.

First-Time Freshman Requirements

Every applicant must present satisfactory credentials as to all these factors, as well as the state of his/her health. The final decision regarding admittance is based on the following:

1. Official High School Transcript or G.E.D.
2. Level of performance on the American College Test (ACT) or the Scholastic Aptitude Test of the College Entrance Examination Board (SAT).

Previous Preparation Required

The number of units required for admission of high school graduates to Stillman is usually identical to the state-imposed requirements for graduation from Alabama high schools; however, provision is made for the acceptance of students from states with less stringent requirements for graduation from high school.

Applicants must have completed four units of study in English, two in Mathematics, one in History, and one in Natural Science. The remainder of the work may be comprised of electives.

Conditional Acceptance

Conditional acceptance may be considered for first-time freshmen that may not meet all of the admissions requirements. Students must enter a specified degree program offered by the College and will be given one academic year of provisional enrollment in courses that are required for their degree program. Students will also be restricted to no more than 13 hours each semester. A minimum 2.0 GPA at the end of the academic year is required for continuation of enrollment. Students will also be required to take 031 Mathematic and English.

Scholastic Aptitude Test/American College Test

Every applicant for admission to Stillman College who has not previously attended college must take the American College Test (ACT) or the Scholastic Aptitude Test (SAT) and have his/her scores sent to the College as part of the application for admission.

Applicants who have graduated high school or received their GED three or more years earlier and who have not attended any college or university do not have to submit standardized test scores. However, students will be required to take 031 Mathematics and English.

IT IS THE RESPONSIBILITY OF EACH APPLICANT TO INSURE THAT HIS OR HER CREDENTIALS ARE ON FILE AND IN ORDER, PRIOR TO HIS / HER ARRIVAL FOR REGISTRATION.

The Admissions Staff will study the credentials of each applicant very carefully. Doubtful cases will be referred to the Admissions Committee for further disposition. Upon approval, the applicant will receive a certificate of admission or letter of notification.

International Students

Stillman is authorized under federal law to enroll non-immigrant alien students. International students are advised to inquire at least one year in advance of the anticipated date of admission about test requirements. To apply to Stillman, international students must submit the following material by March 1, for the fall semester; August 1, for the spring semester; and February 1, for the summer term:

1. The \$20 non-refundable application fee in U.S. dollars in the form of a money order or certified check, made payable to Stillman College; cash should not be sent.
2. Official certificates and /or final secondary school records university transcripts, mark sheets and official translations, (in English) should be sent to World Education Services or Educational Credential Evaluators (ECE) for evaluation with the appropriate fee. You may contact World Education Services at PO Box 5087, Bowling Green Station, New York, NY **10274-5087 U.S.A. or by email www.wes.org**. You may contact Educational Credential Evaluators (ECE) by phone at (414) 289-3400 or by email at evalece.org.
3. Current Stillman policies require that any courses accepted for transfer must come from institutions affiliated with a regional accrediting agency located in the United States.
4. Results from the ACT or SAT required for regular degree students.
5. Scores from the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English is required. Once the application for admission been received, the Office of Admissions will inform students whether they must take this test.
6. Once all documents have been received, verified and evaluated the Office of Admissions will inform student of his / her status.
7. OFFICIAL TEST SCORES OF TOEFL SAT OR ACT MUST BE SENT DIRECTLY TO STILLMAN FROM THE APPROPRIATE TESTING AGENCY.

FINANCIAL RESPONSIBILITY

The Department of Homeland Security regulations requires that all international applicants who plan to attend schools in the U.S. must show proof that they have the funds necessary for their studies. A sponsor living in the U.S. who will provide financial support for the prospective student must sign an affidavit. The declaration of financial support must be signed and notarized by the student and sponsor; indicating who will pay for the cost of attendance. The bank must send a letter on original letterhead stationary documenting that the sponsor has funds available to support the student directly to Stillman. The bank letter must be dated within the last three months.

The I-20 form (Certificate of Eligibility) is not issued until the applicant has (1) been admitted by the Office of Admissions, and (2) submitted a financial statement indicating how fees will be met while attending the college.

All international students are required to pursue a full course of study. This means that undergraduates must register for a minimum of 12 credits per semester.

THE REGULATIONS REGARDING INTERNATIONAL STUDENTS ARE SUBJECT TO CHANGE WITH LITTLE OR NO NOTICE

Re-Admission

Any Stillman student who has been out of school one semester or more (excluding summer school) for any reason and who desires to be readmitted should submit a readmissions application at least one month prior to the beginning of the term he/she plans to enter.

The student should also request that official transcripts from any other institution attended since attending Stillman be sent to the Office of Admissions.

The application for readmission is provided by the Office of Admissions and should be returned to that office when completed.

A student returning after an interruption will be asked to adhere to the requirements of the catalog in effect on the date of re-entry. A student who has been suspended from the college for academic deficiencies may petition the Admission Committee for re-admission to the college.

Admission by Examination

Students unable to present a high school transcript may be permitted to enroll in the College provided they earn an acceptable score on the General Education Development Test of the American Council on Education. The results of General Education Test must be sent directly to the Office of Admissions by the agency administering the exam.

Transfer Admissions

1. Students must be in good standing if transfer is to be allowed. Neither academic probation nor suspension can be in effect at the previous or current college attended.
2. Only official transcripts from accredited institutions, recognized by a regional accrediting agency are acceptable.
3. If the student has earned less than 24 semester hours, he/she may be required to submit an official high school transcript or GED scores as well as ACT or SAT scores.
4. Grades of A, B or C from the Sending Institution are eligible to be considered for transfer to Stillman. Transfer grades of D will be accepted with the following exceptions:
 1. If a course grade higher than a D is required to fulfill graduation requirements for a major, then the transfer credit must reflect a C or better in order to fulfill the major requirement. In this case, the student will have to repeat the course(s) to earn a grade of C or better.
 2. If the transfer credit is to serve as a prerequisite for a course at Stillman, the prerequisite course must be passed with a grade higher than a D in order, to fulfill the prerequisite requirement. In this case, the student will have to repeat the course to earn the required grade of C or better.
 3. If a grade of D was earned in English Composition I or English Composition II, the student will be required to repeat the course. These two general education courses require a C or better of all students.

In the exceptions noted above, the student will have to repeat the transferred course(s) that has a D grade. Because the course(s) will be repeated, the student will be awarded credit hours only for the most recent grade.

5. Credentials should be on file at least one month prior to the beginning of the term.

• Upon arrival at Stillman, all transfer students should have in their possession an official evaluation of their transcript by the Office of Admissions and or the department of intended major, listing courses accepted for transfer.

6. Transfer credit in the major over ten years old may require validation by the student's major department.

7. No developmental courses or courses with a pass or fail grade will be accepted for transfer.

Early Admission for Superior High School Students

High school students with a 3.30 grade point average (4.00 scale) may be permitted to begin college work at Stillman before graduation from high school. Students selected for early admissions will receive regular college credit for courses successfully completed. In addition to the grade point average, the prospective student must be recommended by his/her school Guidance Counselor or other High School officials who are qualified to attest to his/her eligibility.

Admission as a Transient Student

A student currently enrolled in another institution of higher education who desires to take courses to be transferred to that institution will be eligible to register upon presentation of an application for admission and a "letter of transiency" signed by the Dean and/or designated school official at the institution in which he/she is currently enrolled. Such students are not required to file transcripts of their previously earned credits at other postsecondary institutions. A student may not be classified as transient for more than one session or semester in succession, and must fulfill all requirements of the regular transfer student if he/she returns for the next consecutive session or semester.

Auditor

Applicants who wish to audit credit courses must follow standard admission procedures, register for the course(s), pay all required fees, are expected to attend all class meetings, and must conform to all requirements of the instructor of the course. Auditors will not receive a grade.

Credit from Nontraditional Sources

Credit from Nontraditional Sources

The College will consider non-traditional sources such as active federal military service and service school, the College Entrance Examination Board's Advanced Placement Program, the College Level Examination Program (CLEP), and correspondence credits from a fully accredited institution. Students may earn credit from the CLEP General Examination by scoring at the 25th Percentile, and at the national norms for a typical "C" student on the Subject Examination. Students in residence may earn no more than 45 semester hours of credit on the basis of non-traditional education experiences.

Credit for Military Service

Veterans of the active armed services may request academic credit for educational experiences in the armed services. Veterans are required to submit official transcripts documenting completion of military training to the Office of Admissions. The awarding of credit is evaluated based upon the criteria and procedures as outlined in the current Guide to the Evaluation of Education Experience in the Armed Services.

College Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) is a program of credit by examination sponsored by the College Entrance Examination Board (CEEB). This program provides interested individuals an opportunity to obtain recognition for college level achievement on the basis of examination performance. Stillman College accepts both the CLEP General Examination and the CLEP subject-area examination. CLEP credits are treated as undergraduate transfer credits and are not considered in the calculation of the student's cumulative average; however, the credits may be used to fulfill degree requirements at Stillman College. A maximum of 30 semester hours may be earned through the CLEP General Examination. Stillman College will award six (6) semester hours of credit to each test in the battery for 90-minute General Examinations according to the following scale:

English Composition (with essay given at SC)	530-610
Mathematics	421-500

Humanities	421-500
Natural Sciences	421-500
Social Sciences and History	421-500

The College will award credit for any of the CLEP subject-area examinations that parallel existing general education courses offered by the College, and the amount of credit awarded will be based on the equivalency of areas covered by the examination. Minimum scores for each test and the number of credit hours awarded will be based on the recommendations of the American Council on Education regarding CLEP. (The recommendations will be on file in the offices of the Registrar and Provost).

A student may not receive credit for both the Subject Examination and its equivalent, either in another examination or in a course taken for credit.

Advanced Placement (AP)

A minimum score of 3 is required to receive advance placement and/or degree credit. The Registrar, in consultation with the department concerned, determines how the credit is to be identified on the student's permanent record. Credit for AP courses may be used to satisfy general education requirements and elective credit. Whether or not AP credit in a given discipline can be used to satisfy major or minor requirements in that discipline is to be determined by the academic department responsible for that major.

Stillman may award credit for any of the subject-area examinations equivalent to the general courses listed below:

AP Examination	SC Equivalent	Hours Awarded
Biology	BIO 141-142	8
English Composition (with essay)	ENG 131-132	6
World Civilization	HIS 131	3
American History	HIS 132	3
Chemistry	CHM 141-142	8
French I & II	FRN 131-132	6
Spanish I & II	SPN 131-132	6
Mathematics (Algebra)	MAT 131	3
Mathematics (Trigonometry)	MAT 132	3

Credit for Prior Learning Experiences

A student seeking credit for prior learning experiences must prepare a portfolio to be evaluated by members of the faculty through the department(s) appropriate for the credit being requested.

Any student interested in prior learning assessment should discuss the possibility with the Provost. This preliminary discussion helps determine whether the student's experience warrants a formal assessment by the faculty. If the preliminary contact is encouraging, the student must submit a petition to prepare the portfolio and submit to the Provost. An assessment fee of \$50 per course credit sought will be payable upon submission of the petition. The student is provided with a signed copy of the petition to take to the academic department appropriate to the credit being requested. The Department Chair assigns a faculty member to assist the student in preparing the portfolio to document the learning experiences.

In compiling the portfolio, the student must identify the learning, express it in terms of college level curriculum or competencies, relate it to his or her overall educational and career objectives and compile the evidence to demonstrate the competence. The Department Chair reviews the portfolio in consultation with the faculty and makes a recommendation concerning its acceptance to the Division Dean. The Division Dean reviews the portfolio along with the recommendation from the Department Chair and makes the decision concerning whether course credit will be granted. If approved, the Division Dean provides the registrar with the Credit for Prior Learning Experiences Approval Form and notifies the student. If denied, the Dean will provide the student with a written explanation for the denial.

Ideally, completing this process allows a student to avoid the duplication of learning, to build on the learning previously acquired, and shorten the time it takes to earn a degree.

Guidelines for portfolio preparation may be obtained from the Provost. Credit earned through an assessment of prior learning cannot be duplicated through any other mechanism for earning credit. Prior learning credit is not transferable. A maximum of 12 credit hours may be earned through the Credit for Prior Learning Experiences process.

The Academic Program

General Academic Information

Stillman College confers the Bachelor of Arts and the Bachelor of Science degrees. The regular academic program is arranged into two required components—the general education curriculum and the major field curriculum. A student spends roughly two years on each component while matriculating at the College for a bachelor's degree. The courses of study are grouped into three schools divisions of instruction that include a total of ten departments.

Majors and Minors

Upon matriculation at Stillman, all students must declare an area of interest or a major. Students transferring from other colleges or universities must declare a major upon matriculation. All students must apply for a major in the desired department by the beginning of the second year of matriculation.

A major consists of a minimum of 30 hours. The other hours may be devoted to courses in a related area, chosen under the guidance of the faculty advisor.

Majors offered at Stillman are as follows:

1. Art
2. Biology
3. Business Administration
4. Chemistry
5. Criminal Justice
6. Elementary Education
7. English
8. Interdisciplinary Studies
9. Human Performance
10. History
11. Journalism
12. Mathematics
13. Music
14. Psychology
15. Religion
16. Special Education
17. Theology

Students may elect to complete a minor in a discipline offered by the College. A minor consists of 18 - 21 hours.

Minors offered at Stillman are as follows:

1. Art
2. Biology
3. Business Administration
4. Chemistry
5. English
6. Human Performance
7. History
8. Journalism
9. Mathematics
10. Music
11. Psychology
12. Religion
13. Theology

General Education Requirements

As a liberal arts college, Stillman requires its students to pursue general education objectives to acquire the fundamental knowledge and skills that every college educated person ought to exhibit. Of the 120 semester hours required for graduation 50 credit hours are devoted to general education studies. *Two one-credit hour orientation courses, STI 111 and STI 114, are required of all first year freshmen. Transfer students who have not earned two hours of orientation credit are required to take one additional hour of orientation.

All students are required to complete a core of courses that are designed to provide intellectual and aesthetic experiences. The core of courses will have the fundamental qualities of critical, analytical, and integrative thinking which will enable the student to solve problems, to make both intellectual and value judgments, and to function effectively in a rapidly changing world environment.

General Education Core Courses	Credits
REL 131-132	6
REL 200 or 300 level	6
LOG 330 Logic	3
ENG 131-132 English Composition I & II*	6
SPE 232 Public Speaking	3
HUM 130 African American Heritage	3

HPR 121 Lifetime Wellness	2
MAT 101 Quantitative Literacy**	3
PHY 131 Physical Science***	3
CSC 121 Computer Literacy****	2
BIO 131 Life Science*****	3
BUS 210 Financial Literacy	1
EDU 310 Test Taking Strategies	1
HIS 131 World Civilization	3
Social Science (PSY 230, PSC 230, PSC 239, HIS 132, BUS 233, BUS 234, GEO 231)	3
STI 111 and STI 114 Orientation	2
Total General Education Hours	50

* Students majoring in English and Journalism take ENG 199-200

**** Students majoring in Business, Biology, Chemistry, or Mathematics will take MAT 131 Algebra**

*** Students majoring in Biology take PHY 143 and students majoring in Elementary Education take PHY 141

**** Students majoring in Elementary Education take EDU 230; Students majoring in Business may take BUS 231, and Students majoring in Special Education take SPED 420

***** Students majoring in Biology take BIO 141 and students majoring in Elementary Education take BIO 143

System of Numbering

Each course bears a three-digit number. The first digit indicates the class-level of the course as follows:

- 1 for freshman-level courses
- 2 for sophomore-level courses
- 3 for junior-senior level courses
- 4 for senior-level courses

The Semester System

The academic year is divided into two semesters and one summer session. The fall semester begins in late August and ends in December. The spring semester begins in January and ends in May. The summer session consists of two five-week terms. The first term begins in May and ends in July; the second term begins in July and ends in August (see the "Academic Calendar"). Semesters for students enrolled in the Stillman Accelerated Management Program (STAMP) differs from the above. Those courses follow the split term scheduling in which the first split term begins on the same day as the full term and runs for eight weeks. The second split term begins in the ninth week and runs for eight weeks. A schedule for this program may be requested from the Dean of Business or the Director of STAMP.

Credit for courses completed is awarded in semester hours.

The number of semester credit hours awarded for a course generally represents the number of hours that course meets each week. For example, a 3-credit hour course meets for three hours each week for one semester. There are exceptions to the general rule, which may include military science, laboratories, and other courses.

Course Load Policy

Course Load in the Fall and Spring Semesters

Students are expected to take a minimum of 15 credit hours during the Fall and Spring semesters to graduate in a timely manner. A minimum of 12 credit hours is required for students to be eligible to receive financial aid. Course loads of 18 hours in the Fall and Spring are permitted without special approval for any students in good academic standing. The maximum course load for any student during the Fall and Spring is 21 hours, including courses taken at Stillman College and any other institutions.

Students whose cumulative grade-point averages are 3.00 or above may request to register for up to a total of 21 credit hours. In all cases, the student must apply to his/her Division Dean, who may approve requests for such increases in class loads. The Division Dean must notify the Registrar in writing of each case approved.

Graduating seniors who have applied for graduation and whose grade-point averages are 2.00 or above may request to register for up to a total of 21 credit hours. In all cases, the student must apply to his/her Division Dean, who may approve requests for such increases in loads. The Division Dean must notify the Registrar in writing of each case approved.

Course Load in the Summer Semester

During the summer, the maximum course load for students is 13 credit hours per term. Students must enroll in a minimum of 6 credit hours to be eligible to receive financial aid.

Classification of Students

Class standing will be determined at the end of each academic year on the basis of completion of course credits. Developmental courses are not included in the number of credits that determine a student's classification. The classification scale is:

Freshman	0-30 semester credit hours earned
Sophomore	31-60 semester credit hours earned
Junior	61-91 semester credit hours earned
Senior	92 or more semester credit hours earned

Senior classification does not necessarily imply graduation the following spring.

Grading System

Grades are awarded at Stillman College for courses according to the following table of letter grades and point values:

Grade	Point Value
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0
I	Incomplete
NC	No Credit
W	Withdrawal
WD	Administrative Withdrawal
WP	Withdrawal Passing
WF	Withdrawal Failing

In English composition courses only, the following grades may be reported: A, B, C, D, F and NC (No Credit). The "NC" grade is not included in the computation of the student's grade point average. A grade of "C" or better is required in all freshman English courses and is a prerequisite for advancement to another English course.

Grades of "I" (Incomplete) should be removed by the fourth week of classes in the following term in residence, unless the Provost grants an extension. Students on academic probation must remove the grade of "I" before the last day for registration and schedule changes in the following semester. Students who do not return for the following semester after assignment of an "I" will have to repeat the course, unless the student arranges to remove the "I" prior to the beginning of the following semester.

Students in the Stillman Accelerated Management Program must have the "I" removed by the end of the subsequent module in which the student is enrolled (see the STAMP handbook for details).

Satisfactory Academic Progress Standards

Federal regulations require all students receiving Federal Title IV financial aid funds to maintain standards of satisfactory academic progress in the pursuit of their degree. Satisfactory Academic Progress (SAP) is defined as a set of standards of academic success, which includes qualitative grade point average (GPA) and quantitative (number of hours completed) measures that a student must maintain to retain eligibility for federal financial aid.

The maximum time frame for completing an undergraduate degree cannot exceed 150% of the published length of the students' program of study. All programs require 120 credit hours; therefore, the maximum number of credit hours that may be attempted is 180 credit hours.

The minimum qualitative cumulative GPA requirements for satisfactory academic progress are:

1. From 1 to 30 hours attempted, the student must have a cumulative grade-point average of at least 1.60.
2. From 31 to 61 hours attempted, the student must have a cumulative grade-point average of at least 1.80.
3. From 62 hours or more attempted, the student must have a cumulative grade-point average of at least 2.00.

The minimum quantitative cumulative hours completed must be 67% .

Satisfactory Academic Progress is monitored at the end of each semester.

First-year students who fail to meet Satisfactory Academic Progress standards may be placed on financial-aid probation and continue to receive financial aid for two semesters. During the probationary year (the second year in college) the student must pass 24 hours of coursework and earn a semester GPA of 1.80. Probationary students may also attend summer school to meet satisfactory progress requirements. Students who fail to meet the above standards will have their financial aid eligibility suspended.

The student on probation will be dismissed from the College when at the end of the probationary period the level of performance has not been restored to the required overall average and/or the student does not successfully complete the minimum required credits. Students with less than a 2.00 cumulative grade- point average will be issued a warning and will not be allowed to take a class load of more than 13 hours per semester. Students who have been dismissed for academic reasons may re-apply for enrollment after staying out one semester. However, mere application does not imply automatic re-admission. If allowed to reenter, a student must earn a grade-point average of at least 2.00 for that term or the average stipulated upon re-admission.

Guidelines

Full-time (12 + hours per semester) students will be allowed six academic years in which to complete a degree. Part-time students will be considered on a pro-rata basis equivalent to requirements of full-time students. The number of hours in which a student is enrolled on the first day following the end of the add/drop period will be the official number of hours used to determine full-time or part-time status. Full- time students, who drop below 12 semester hours following the end of the fourth week of the semester, will still be considered full-time students for financial aid eligibility. Satisfactory Academic Progress for Financial aid eligibility requires that the students' ratio of completed (earned) semester credit hours versus the student's enrolled (attempted) semester credit hours at end of drop/add period adhere to the following guidelines:

- Students who fail to make satisfactory progress at the end of the first four semesters will be ineligible for federal aid until the deficiency is corrected.

- Transfer students will be evaluated on the enrolled attempted hours, enrollment status and cumulative grade point average at Stillman plus the transfer hours, which will be added to the attempted and completed hours.

Appeal Process

Students whose financial aid eligibility has been suspended due to failure to meet the above criteria may appeal their ineligibility if there are mitigating circumstances. Mitigating circumstances are defined as a change in grades or major, serious illness or injury, death of a family member or similar traumatic event. The appeal must be filed in writing within six weeks of notification of ineligibility. Students who appeal must write a letter addressed to the SAP Committee. All appeals must include supporting documentation (grade or major change forms, doctor's statement, death certificate, etc.) and an academic plan to regain eligibility. The appeal may not be based on the student's need for the funds nor the lack of knowledge that eligibility for financial aid was in jeopardy. The Financial Aid Appeal Committee will review the appeal within two weeks of the deadline for filing all appeals provided all necessary documentation has been submitted; the students will be notified of the committee's decision by email. The Committee will not review Appeal Forms that are incomplete and/or lacking the required verification. The completed SAP Appeal Form can be submitted in person to Dr. McCormick, Ms. Cousette or Ms. Washington or mailed to:

SAP Committee
Stillman College
3601 Stillman Boulevard
Tuscaloosa, AL 35401

College Withdrawal

When a student finds it necessary to withdraw prior to completion of a semester's work, the official withdrawal date is that on which the Provost & Vice President for Academic Affairs officially signs withdrawal documents. Emergency health conditions will be taken into consideration in determining the date of official withdrawal. A student should contact the Office of the Provost & Vice President for Academic Affairs to initiate the withdrawal process.

Policy Governing Withdrawals

"W", Withdrawal. This grade will be assigned when a student withdraws from a course with the approval of the Provost between the last day for change of schedule and one week after mid-semester grade reports have been delivered to students.

"WD", Administrative Withdrawal. This grade will be assigned when a student is withdrawn from a course by the Provost or the Vice President for Student Affairs. This grade is non-punitive and may be assigned by the appropriate official at any time during a semester or term.

"WP", Withdrawal Passing. This grade will be assigned when a student withdraws from a course for good cause past the published date with the approval of the Provost.

"WF", Withdrawal Failing. This grade will be assigned when a student withdraws from a course without good cause past the published date.

"UW", Unofficial Withdrawal. This grade will be assigned when a student begins to attend class but then ceases to attend class for three weeks consecutively without providing official notification to the College of their intent to withdraw, by completing the College Withdrawal Form. The last date of attendance as documented through attendance records submitted weekly by faculty will serve as the withdrawal date for students who unofficially withdraw.

Policy on Retaking Courses

A student may repeat any course, up to a maximum of two times, until a grade of "C" or higher is obtained. "Credits attempted" and a corresponding letter grade will be recorded on the student's record each time the course is attempted. Only the grade corresponding to the final time that the course was completed will count toward the student's cumulative GPA. "Credits completed" for the course will be placed on the student's record as appropriate to the course credits and the grade obtained the final time that the student completes the course.

Bankruptcy Policy

A student may use the Academic Bankruptcy Petition Form to request a retroactive withdrawal from an entire semester.

The Provost & Vice President for Academic Affairs must receive the petition no later than one year after the end of the applicable semester. In the petition, the student must demonstrate unusual circumstances beyond the control of the student during the semester in question. A student may receive a bankruptcy withdrawal only once during matriculation at Stillman College.

Class Attendance Policy

Principle - Except when officially exempted, students and faculty are expected to attend all classes for which they are registered and assigned. Similarly, faculty and students are expected to meet classes at the scheduled time and to participate for the full period. Frequent tardiness (3 or more) by students and early departures may lead to the assignment of an unexcused absence. Student may be allowed as many unexcused absences as a course bears credit. Instructors should report excessive absences to the Academic Success Center. Absence from class for any cause is a loss to students and maybe harmful to the grades earned for the semester.

Unexcused Absences - Unexcused absences exceeding the number of credit hours for a course can automatically suspend a student from a course. Where courses meet in 80-90 minute blocks, two unexcused absences are allowed for a 3-credit course. Double absences may be charged for unexcused absences that occur on the day before or following a holiday. When a student is suspended from a class for excessive absences, the Dean of Retention and Placement may reinstate him/her after a conference or counseling session with designated college staff.

Excused Absences - Students may obtain an official excuse by presenting the appropriate documentation to the Vice President for Student Affairs. The Provost & Vice President for Academic Affairs must endorse the excuse before it becomes official. Officially excused absences are permissible so long as such absences do not destroy the ability of a student to master course requirements.

Presenting Excuses - Official excuses must be presented by the student to the concerned instructor within seven (7) days of the student's return to class. The presentation of a timely excuse shall entitle the student to an opportunity to perform all class assignments missed. Seven additional days, following the return to class, shall be allowed for student (and the instructor) to execute make-up work. If the faculty does not provide the make-up work in the allotted time, or chooses not to provide the make-up work, then the faculty will not consider the missed work in determining the student's final grade.

Standards Governing Excused Absences

1. Grounds for Issuing Excuses
 - a. Illness of student.
 - b. Serious illness or death of a family member of a student.
 - c. Authorized representation of college.
 - d. Legally required court appearance.
2. Documentation Required:
 - a. Excuses based upon illness require a statement by a physician or the nurse practitioner, which spells out the exact times for which an excused absence is recommended.
 - b. Excuses based upon the death of a family member will require verification from a news account, funeral program, or statement from the funeral director involved. A written statement from a parent, mailed to the Vice President for Student Affairs, may be used as proof of a family illness.
 - c. Excuses based upon authorized representation of the College should be verified by a published schedule or written statement from the President, Vice President for Student Affairs, or Provost and Vice President for Academic Affairs, depending upon the source of authorization.
 - d. Excuses based upon a legally required court appearance should be verified by a copy of the document requiring such appearance.

Graduation Requirements

Graduation Requirements

Students who have completed 120 or more semester hours of college-level coursework will be considered for graduation. Other requirements include the senior thesis, the senior departmental examination and:

1. Forty-five credit hours have been completed at Stillman.

2. The final thirty credit hours have been completed at Stillman.
3. A major consisting of a minimum of 30 credit hours, together with related courses, has been completed to the satisfaction of the major department.
4. All general education requirements have been completed.
5. All financial obligations to the College have been satisfied.
6. A cumulative grade point average of at least 2.00. Candidates for teacher certification must have attained a grade point average of at least 2.75 overall, in the major, and in professional education courses.
7. All required major courses have been passed with a grade of "C" or higher and verified by the Registrar.
8. An affirmative vote of the Faculty.

Sophomore Proficiency Examination

All students must pass the Sophomore Proficiency Examination before graduation. The examination will be administered to students who entered the College beginning with the Fall Semester of 2003. Students must take the exam once they have completed 50 hours and must have passed the exam by the time they have completed 80 hours. The Sophomore Proficiency Examination is designed to measure a student's competency in the acquisition of fundamental knowledge and skills associated with a liberal arts education. The examination is composed of core competencies from courses within the General Education Curriculum (GEC) at Stillman College and specifically measures a student's ability in reading, writing, mathematics, critical thinking and scientific reasoning. Usually, these General Education courses are taken during the first two years of matriculation. The GEC is designed to provide a broad exposure to multiple disciplines such as the humanities, social sciences, and the natural sciences and forms the basis for developing important intellectual and civic capacities. The results of the Sophomore Proficiency Examination will help the institution monitor the progress of students as they finish the GEC and help determine whether the College is meeting the objectives of the General Education curriculum.

Students who are eligible to sit for the Sophomore Proficiency Examination will receive communication concerning examination date, time, location and registration deadline. Students who transfer into Stillman College with junior status (at least 61 credit hours) are not required to take the Sophomore Proficiency Examination.

The Senior Thesis

All students in all departments must complete a thesis requirement before graduation. This written treatment of a subject shall embody results of original research and substantiate a specific view put forth by the student. Upon entering the major department, students will be paired with a thesis mentor and begin exploring normative and novel issues in the disciplines as preparation for undertaking and completing a senior thesis. The thesis shall consist of a research question, a literature review, and a body of findings in a format prescribed by the department.

The Senior Departmental Examination

Prior to graduation, students must take and meet departmental standards on comprehensive examinations in written format. The performing and visual arts, and other units when approved, may require oral interviews, performance, and/or exhibitions to also demonstrate proficiency in the declared major. Students must register to take the senior departmental examination at least one semester prior to their anticipated semester of graduation. Individual departments offering majors will determine the nature, content and proficiency level students must obtain on the examinations. Personnel administering the examination will publish an examination schedule.

Policy on Sequential Bachelor's Degrees

A student who has received a bachelor's degree from Stillman or another regionally accredited institution and who wishes to earn a second degree must apply to and be accepted into Stillman for the second baccalaureate. The second degree can be earned in any major offered at Stillman College excluding Elementary Education. In order to earn the second degree, the student must earn at least forty-five credits of coursework at Stillman College. Other requirements include the senior thesis, the senior departmental examination and:

1. A major consisting of a minimum of 30 credit hours, together with related courses, has been completed to the satisfaction of the major department after the first degree has been completed.
2. A minimum of 30 credit hours in general education must be completed, including courses in humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics.
3. Satisfaction of all financial obligations to the College has been satisfied.
4. An overall grade point average of at least 2.00 in courses taken after the first degree.
5. All required major courses have been passed with a grade of "C" or higher.
6. An affirmative vote of the Faculty.

Academic Honors

Presidential Scholars

The Presidential Scholars include all full-time students earning a cumulative grade point average of 3.90-4.00.

Dean's List

The Dean's List includes all full-time students earning a cumulative grade point average of at least 3.40-3.89.

Honor Roll

The Honor Roll includes all full-time students earning a cumulative grade point average of 3.00-3.39.

Graduation Honors

Students who have completed at least 60 hours of their college work at Stillman and have completed the requirements for graduation will be honored according to the following scale:

An average of 3.000 to 3.299 - Honors

An average of 3.300 to 3.499 - Cum Laude

An average of 3.500 to 3.799 - Magna Cum Laude

An average of 3.800 to 4.000 - Summa Cum Laude

Academic Schools

School of Arts and Sciences

The School of Arts and Sciences (SoAaS) serves the mission of the College via its central role in providing the instruction and the experiences that define a liberal arts education. The SoAaS consists of the Departments of English, Journalism, and Media Communications; Mathematics; Natural Sciences; Psychology; Religion and Theology; and Social Sciences. Selected majors are offered in most of the areas. In addition, these units provide the interdisciplinary and introductory courses that make up the general education curriculum. Students majoring in the SoAaS may pursue programs of study, which prepare them for graduate school or for careers in areas specifically related to their areas of study.

- **Department of English, Journalism, and Media Communications**
 - English major
 - Journalism major
- **Department of Mathematics**
 - Mathematics major
- **Department of Natural Sciences**
 - Biology major
 - Chemistry major
- **Department of Psychology**
 - Psychology major
- **Department of Religion and Theology**
 - Religion major
 - Theology major
 - Certificate in Theology
- **Department of Social Sciences**
 - Criminal Justice major
 - History major

School of Business

The mission of the School of Business is to prepare students of diverse levels of academic preparation for places of leadership and service in society by providing a high quality, in-depth, and stimulating education in business administration. The school supports the mission of Stillman College by providing an educational experience that is characterized by personal attention and guidance to students, a commitment to continuous curriculum development, utilization of technology to enhance instructional delivery with emphasis on extracurricular activities that promote student leadership and understanding of contemporary business practices in a global society. The school's primary goal is to provide a high-quality education for the development of future business influencers and leaders who are uniquely qualified to manage in a technologically advanced global marketplace. The School is composed of the following concentrations: accounting, management, marketing, and supply chain and logistics.

- **Department of Business Administration**
 - **Business Administration Major**

School of Education

The School of Education supports the mission of the College by providing high quality educational experiences in a liberal arts environment. The school is composed of the departments of Education; Art, Music and Language Education; and Kinesiology. Majors or certifications are offered in each of the areas. Rooted in theory and applied in practice, these professional academic areas are designed to prepare students for graduate study or effective career paths.

The School of Education is composed of the Stillman Teacher Education Program (STEP). The major function of the School is the preparation of individuals committed to excellence and to becoming competent teachers. The mandate is to provide students with the knowledge, skills, dispositions, curriculum, technology, methods of teaching, assessing and evaluating, field experiences, and personal guidance to foster student interest and ability in educational settings. The primary focus of the school is to prepare teacher candidates to teach in elementary and/or secondary schools. This focus is aligned with the College's mission to render quality leadership and service to society.

- **Department of Art, Music and Language Education**
 - **Art and Art Education major**
 - **Music and Music Education major**
- **Department of Education**
 - **Elementary Education major**
 - **Special Education major**
- **Department of Kinesiology**
 - **Human Performance major**

Special Programs

In addition to its regular liberal arts degree programs, Stillman offers a number of challenging educational programs and enrichment opportunities for students. Among them are the Military Science Program (ROTC), Harte Honors College, the guaranteed Pre-Medicine and Pre-law Programs, Independent Study Program, and internship opportunities.

- **The Harte Honors College**
- **The Bachelor of Science in Interdisciplinary Studies Program**
- **Pre-Medicine Program**
- **Pre-Law Program**
- **Independent Study Program**
- **The Stillman Accelerated Management Program (STAMP)**
- **The Military Science Program (ROTC)**
- **Interdisciplinary Studies**

Art and Art Education

Art Major

Department of Art, Music and Language Education

In the Department of Art, Music, and Language Education students gain advanced theoretical, performance, and production competencies for careers as educators and practitioners in the fine arts, music and foreign languages, as well as further study for advanced degrees. Successful students will graduate with a baccalaureate degree in one of the department's three fields of focus and a certification to teach (P-12) in that field. Many successful graduates will go on to teach, while others will become accomplished in the music industry, arts administration, media production, design, international relations, business, and as performers and creatives. The professional applications of what you will learn in our department are almost endless!

The interdisciplinary AM&LE Department offers a broad liberal arts degree program, combining general education with studies in pedagogy and the practice of art, music and foreign languages – primarily ones the US State Department deems strategically important. In order to earn the degree and teaching certification, students majoring in this department will fulfill the College's general education requirements, the School of Education's requirements, and major requirements, including a capstone exhibition or recital and thesis. Also, the Alabama State Department of Education requires students to maintain a minimum GPA of 2.75 to qualify for teacher certification.

Our mission is to: Empower students to forge genuine, joyful, and purposeful lives in a diverse and changing world through creative and original self-expression; assist students to discover their voice, refine their talents, and make bold, courageous choices; and prepare students to contribute to local and global society with their heads and their hearts. Join us!

ART and ART EDUCATION

Mission Statement

We will strive to create a nurturing and encouraging environment for students of all disciplines to hone their creative talents and appreciation for the arts. Our diverse and talented faculty are active within their individual fields of endeavor and will design studio and small-group lecture environments to provide the best possible education in visual arts at the undergraduate level.

The Bachelor of Arts degree in Art with certification in Art Education affords students an intensive and extensive introduction into the field. Stillman's art faculty encourages students to explore and express their personal ideas and artistic skills through a variety of art mediums. Majors are given fundamental instruction in studio foundations before they pursue a concentration in painting, ceramics, drawing, photography, sculpture, or printmaking. The candidate for the BA degree in Visual Arts will present a Senior Exhibition, an installation of a cumulative body of their work in a professional manner in the College art gallery.

The Art Education certification, conferred on successful completion of STEP (the Stillman Teacher Education Program) will prepare degree candidates to teach P-12 learners in the public school system. Students will train in pedagogical theory and methods and enjoy an immersive field experience, as they work side-by-side with cooperating teachers in P-12 settings.

Student Learning Outcomes

Upon completion of the Art major, students will be able to:

1. Display a working knowledge of art history and art criticism (Critical Thinking).
2. Display an appropriate level of competency in various art mediums (Critical Thinking).
3. Display knowledge and command of design principles and concepts (Content).
4. Display skills in seeing and observation (Critical Thinking).
5. Express visual concepts and ideas in a creative manner (Communication).
6. Install their work in a professional presentation in the College Art Gallery (Content & Critical Thinking).

Program Outcomes

As a result of successful completion of the Art Program, graduates will:

1. Be prepared for graduate school.
2. Be prepared to pursue other careers in art.
3. Be prepared to effectively express themselves using artistic skills in various art mediums.

Semester Plan

Included below is a sample semester-by-semester plan of a major in Art.

Program: Art and Art Education

Type: Bachelor of Arts

Major in Art

Required courses for the major in Art

The major in Art consists of 36 hours. Fifteen (15) hours of required courses and twenty-one (21) hours of elective Art Courses.

Item #	Title	Credits
ART 131	Design I	3
ART 134	Design II	3
ART 132	Drawing I	3
ART 331	Art History I	3
ART 332	Art History II	3
ART 401	Senior Exhibition	0
	Art Major Electives	21
	Sub-Total Credits	36

Minor in Art

Required courses for the minor in Art

The minor in Art consists of a minimum of eighteen (18) credit hours. The following courses are required for the minor:

Item #	Title	Credits
ART 131	Design I	3
ART 132	Drawing I	3
ART 331	Art History I	3
ART 332	Art History II	3
	300/400-level Art	3
	Sub-Total Credits	15
	Total credits:	51

Course Sequencing

Major in Art FRESHMAN YEAR Fall Semester

Item #	Title	Credits
ENG 131	English Composition I	3
HUM 130	African American Heritage	3
REL 131	Introduction to the Old Testament	3
ART 131	Design I	3
HIS 131	Foundations of World Civilization	3
STI 111	Orientation	1
	Sub-Total Credits	16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 132	English Composition II	3
HPR 121	Lifetime Wellness	2
REL 132	Introduction to the New Testament	3
ART 134	Design II	3
ART 132	Drawing I	3
STI 114	Orientation II	1
Sub-Total Credits		15

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
MAT 131	Algebra	3
BIO 131	Life Science	3
	Art Elective	3
CSC 121	Computer Literacy	2
	Art Elective	3
Sub-Total Credits		14

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
SPE 232	Public Speaking	3
PHY 131	Physical Science	3
BUS 210	Financial Literacy	1
	General Elective (3 credits)	3
	Art Elective	3
Sub-Total Credits		13

JUNIOR YEAR Fall Semester

Item #	Title	Credits
	200-level Religion	3
ART 331	Art History I	3
LOG 330	Logic	3
	300-level Art Elective	3
EDU 310	Test Taking Strategies	1
	General Elective (3 credits)	3
Sub-Total Credits		16

JUNIOR YEAR Spring Semester

Item #	Title	Credits
PSY 230	Introduction to Psychology	3
ART 332	Art History II	3
	300-level Art Elective	3
	General Elective (3 credits)	3
	300-level Religion	3
Sub-Total Credits		15

SENIOR YEAR Fall Semester

Item #	Title	Credits
	Art Elective	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
Sub-Total Credits		15

SENIOR YEAR Spring Semester

Item #	Title	Credits
ART 401	Senior Exhibition	0
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	Sub-Total Credits	15

Art Major Electives Program

21

The major in Art requires 21 hours of elective Art courses, chosen from the following list:

ART 228 Jewelry Program

Art and Art Education Degrees

- **Art Major**

2

Jewelry class is designed to be a study of methods, materials and processes of designing jewelry encompassing the use of personal symbols, creativity and techniques of metal fabrication by hand and machine tools. Spring.

ART 229 Fibers Program

Art and Art Education Degrees

- **Art Major**

2

Fibers class is designed to be an introduction to basic fiber techniques employing both on-loom and off-loom methods. Spring.

ART 230 Introduction to Photography Program

Art and Art Education Degrees

- **Art Major**

3

Introduction to Photography is designed to be a studio art course in the fundamentals of 35-mm black and white photography. Students will be introduced to basic camera functions, lens composition, and darkroom techniques for printing photographic images. Spring

ART 231 Drawing II Program

Art and Art Education Degrees

- **Art Major**

3

Drawing II is designed to continue investigation in drawing with emphasis placed on controlling the composition of both surface and content. The abilities to both accurately represent and abstract from life are expanded.

ART 232 Art in Elementary Education Program

Art and Art Education Degrees

- **Art Major**

3

This course is designed to focus on the planning of art programs to meet the needs of children in nursery school through grade six. Experiences with design and color, art materials and processes, and inquiry into child growth and development in art are included in class activities. Lecture-discussions, reading and individual teaching are considered. Fall and spring.

ART 233 Graphic Design I Program

Art and Art Education Degrees

- **Art Major**

3

Graphic Design I is intended to be an introductory course in graphic design. Students will work with and study the formal and technical aspects of designing with type and illustration. Students will use traditional graphic arts media and computers in the execution of selected projects.

ART 234 Painting I Program

Art and Art Education Degrees

- **Art Major**

3

Painting I is designed to focus upon developing concepts of pictorial design with emphasis on the development of painting skills and techniques. Students will create compositions using traditional subject-matter, including still-life and landscape. Spring

ART 330

Graphic Design II

Program

Art and Art Education Degrees

- **Art Major**

3

Graphic Design II is an advanced course in graphic design. Students continue work with the formal and technical aspects of typography, illustration and computer-assisted imagery. Spring.

ART 333

African, African-American, and Caribbean Art

Program

Art and Art Education Degrees

- **Art Major**

3

African, African-American, and Caribbean Art is designed to be a survey of the major art styles of Africa and the African Diaspora in the United States and the West Indies. Fall.

ART 337

Printmaking

Program

Art and Art Education Degrees

- **Art Major**

3

Printmaking is designed to be an introduction to the techniques of relief and intaglio printmaking with emphasis on drawing and design as applicable to this process.

ART 339

Drawing III

Program

Art and Art Education Degrees

- **Art Major**

3

This is an advanced level drawing course for art majors. It allows students to expand their own ideas and to create works suitable for inclusion in their required Senior Exhibitions in ART 431. Fall, Spring.

ART 334

Painting II

Program

Art and Art Education Degrees

- **Art Major**

3

Painting II is designed to be an intermediate study of painting with emphasis on research and development of different styles and techniques. Students will create a series of six paintings that explore and document a selection of different painting styles.

ART 335

Ceramics I

Program

Art and Art Education Degrees

- **Art Major**

3

Ceramics I is designed to be an introductory course in studio ceramics. Students learn how to create functional ceramic art forms from clay. The basic techniques in hand building and modeling, as well as glazing and firing will be introduced. Fall.

ART 336

Sculpture

Program

Art and Art Education Degrees

- **Art Major**

3

Sculpture is designed to be an introductory course in sculpture that will acquaint the student with sculptural processes and the elements of three-dimensional design. Students will learn to view their work with a critical eye while making 3-D forms. Fall.

ART 338

Photography II

Program

Art and Art Education Degrees

- **Art Major**

3

This course is a continuation of Photography I. Students will create a series of photographs related in content and or style. The course will also allow art majors to create a body of photographs suitable for inclusion in their required Senior Exhibition. (ART 431). Spring.

ART 434

Painting III

Program

Art and Art Education Degrees

- **Art Major**

3

Painting III is designed to be an advanced study of pictorial design with continued emphasis on painting. This course emphasizes individual creativity while exploring painting through a series of six related works. Students will focus their efforts on the development of individual style and technique.

ART 437

Painting IV

Program

Art and Art Education Degrees

- **Art Major**

3

Painting IV is designed to be an advanced course for art majors. It is a continuation of Painting III. This course emphasizes individual creativity while continuing the exploration of painting through different techniques with varying content and styles. Students will create a series of at least six paintings. Spring.

Off

300/400-level Art

Program

3

Choose a 300- or 400-level Art course to fulfill this elective.

Off

Biology

Biology Major **BIOLOGY MAJOR**

Student Learning Outcomes

Upon completion of the Biology major, students will be able to:

1. Identify, describe, and explain the basic terminology, concepts, methodologies and theories used within the biological sciences (Content).
2. Analyze biological information and develop reasoned based solutions to problems using the processes and applications of scientific inquiry using ethical behaviors (Critical Thinking).
3. Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the biological sciences (Communication).

Program Outcomes

As a result of successful completion of the Biology Program, graduates will:

1. Matriculate to graduate and professionals schools or accept employment within the field of biological sciences.
2. Have participated in an extracurricular research experience.
3. Pass the Senior Exit Examination on the first attempt.

Program: Biology

Type: Bachelor of Science

Major in Biology

Required courses for the major in Biology

A major in Biology requires a minimum of 32 semester hours of biology courses, 3 hours of mathematics courses, 16 hours of chemistry courses, and 8 hours of physics courses. The following is a list of required courses for a major in Biology:

Item #	Title	Credits
BIO 141	General Biology for Majors I	4
BIO 142	General Biology for Majors II	4
BIO 231	Zoology	3
BIO 232	Plant Organization	3
BIO 334	Principles of Genetics	3
BIO 420	Senior Seminar in Biology	2
BIO 448	Cell Physiology	4
	Biology Elective	3
	Biology Elective	3
	Biology Elective	3
MAT 132	Trigonometry and Analytic Geometry	3
CHM 141	General Chemistry I	4
CHM 142	General Chemistry II	4
CHM 343	Organic Chemistry I	4
CHM 344	Organic Chemistry II	4
PHY 243	Physics I	4
PHY 244	Physics II	4
	Sub-Total Credits	59

Minor in Biology

Required courses for the minor in Biology

A minor in biology consists of a minimum of 20 credit hours. The following courses are required for a minor in Biology:

Item #	Title	Credits
BIO 141	General Biology for Majors I	4
BIO 142	General Biology for Majors II	4
BIO 231	Zoology	3
BIO 334	Principles of Genetics	3
	Biology Elective	3
	Biology Elective	3
Sub-Total Credits		20
Total credits:		59

Course Sequencing

Major in Biology FRESHMAN YEAR Fall Semester

Item #	Title	Credits
BIO 141	General Biology for Majors I	4
ENG 131	English Composition I	3
REL 131	Introduction to the Old Testament	3
HUM 130	African American Heritage	3
MAT 131	Algebra	3
STI 111	Orientation	1
Sub-Total Credits		17

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
BIO 142	General Biology for Majors II	4
ENG 132	English Composition II	3
REL 132	Introduction to the New Testament	3
MAT 132	Trigonometry and Analytic Geometry	3
CSC 121	Computer Literacy	2
STI 114	Orientation II	1
Sub-Total Credits		16

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
BIO 231	Zoology	3
CHM 141	General Chemistry I	4
	200-level Religion	3
PHY 243	Physics I	4
PSY 230	Introduction to Psychology	3
Sub-Total Credits		17

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
BIO 232	Plant Organization	3
CHM 142	General Chemistry II	4
ENG 235	Technical Writing	3
PHY 244	Physics II	4
BUS 210	Financial Literacy	1
Sub-Total Credits		15

JUNIOR YEAR Fall Semester

Item #	Title	Credits
CHM 343	Organic Chemistry I	4
	Biology Elective	3
HIS 131	Foundations of World Civilization	3
SPE 232	Public Speaking	3
Sub-Total Credits		13

JUNIOR YEAR Spring Semester

Item #	Title	Credits
CHM 344	Organic Chemistry II	4
BIO 334	Principles of Genetics	3
HPR 121	Lifetime Wellness	2
LOG 330	Logic	3
EDU 310	Test Taking Strategies	1
Sub-Total Credits		13

SENIOR YEAR Fall Semester

Item #	Title	Credits
BIO 448	Cell Physiology	4
	Biology Elective	3
	300-level Religion	3
	General Elective (3 credits)	3
Sub-Total Credits		13

SENIOR YEAR Spring Semester

Students may take 10 credits of General Electives.

Item #	Title	Credits
BIO 420	Senior Seminar in Biology	2
	Biology Elective	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
	General Elective (2 credits)	2
Sub-Total Credits		15

Biology Elective
Program

3
Off

Pre-Medicine Program

Stillman's Pre-Medicine Program provides a broad-based course of study in the liberal arts that makes it possible for a student to meet the requirements for medical school while majoring in a specific discipline. To pursue a pre-medicine course of study at Stillman, one may elect a program leading to biology or chemistry degree. Stillman College students who successfully complete its rigorous Pre-Medicine Program will meet the requirements for admission to medical school and will possess the skills necessary for further success in that direction.

Criteria for admission to the Pre-Medicine Program include a minimum ACT score of 24 or SAT score of 1100, a minimum GPA of 3.5, and appropriate high school courses in math, biology, chemistry, and physics.

Persons interested in additional information about the Pre-Medicine Program should write to: Advisor of the Pre-Medicine Program, 3601 Stillman Boulevard, Stillman College, Tuscaloosa, AL 35401.

Program: Biology

Course Sequencing

PRE-MEDICAL PROGRAM (Biology Majors) FRESHMAN YEAR Fall Semester

Item #	Title	Credits
BIO 141	General Biology for Majors I	4
MAT 132	Trigonometry and Analytic Geometry	3
ENG 131	English Composition I	3
REL 131	Introduction to the Old Testament	3
CHM 141	General Chemistry I	4
STI 111	Orientation	1
Sub-Total Credits		18

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
BIO 142	General Biology for Majors II	4
MAT 145	Calculus I	4
ENG 132	English Composition II	3
REL 132	Introduction to the New Testament	3
CHM 142	General Chemistry II	4
STI 111	Orientation	1
Sub-Total Credits		19

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
BIO 231	Zoology	3
CSC 121	Computer Literacy	2
CHM 343	Organic Chemistry I	4
HIS 131	Foundations of World Civilization	3
PSY 230	Introduction to Psychology	3
HPR 121	Lifetime Wellness	2
Sub-Total Credits		17

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
BIO 334	Principles of Genetics	3
SPE 232	Public Speaking	3
CHM 344	Organic Chemistry II	4
BUS 210	Financial Literacy	1
	200-level Religion	3
HUM 130	African American Heritage	3
Sub-Total Credits		17

JUNIOR YEAR Fall Semester

Item #	Title	Credits
BIO 343	Biochemistry I	4
BIO 335	Human Anatomy and Physiology I	3
PHY 243	Physics I	4
	300-level Religion	3
	Sub-Total Credits	14

JUNIOR YEAR Spring Semester

Item #	Title	Credits
LOG 330	Logic	3
BIO 336	Human Anatomy and Physiology II	3
PHY 244	Physics II	4
ENG 333	Writing Argument	3
EDU 310	Test Taking Strategies	1
	Sub-Total Credits	14

SENIOR YEAR Fall Semester

Item #	Title	Credits
BIO 349	Microbiology	4
BIO 448	Cell Physiology	4
MAT 233	Introduction to Statistics	3
	General Elective (2 credits)	2
	Sub-Total Credits	13

SENIOR YEAR Spring Semester

Item #	Title	Credits
	General Elective (3 credits)	3
BIO 420	Senior Seminar in Biology	2
	Biology Elective	3
	General Elective (3 credits)	3
	Sub-Total Credits	11

Business

Business Administration Major

DEPARTMENT OF BUSINESS ADMINISTRATION

The Department of Business Administration prepares students of diverse levels of academic preparation for places of leadership and service in society by providing a quality, in-depth, and stimulating education in business administration. The department supports the mission of the College by providing an educational experience that is characterized by personal attention and guidance to students; a commitment to continuous curriculum development; utilization of technology to enhance instructional delivery; and emphasis on extracurricular activities that promote student leadership and an understanding of contemporary business practices. It is the primary goal of this unit to provide a high quality education for the development of future business leaders who are uniquely qualified to manage in a technologically advanced global marketplace.

Additionally, the major in Business Administration prepares students for entry-level employment opportunities in business, industry, government agencies, and for graduate and professional study. Upon successful completion of the academic program in the department a student will earn the Bachelor of Science degree in Business Administration with a concentration in: (1) Accounting; (2) Management; (3) Marketing; or (4) Supply Chain Management & Logistics.

BUSINESS ADMINISTRATION MAJOR

Student Learning Outcomes

Upon completion of the Business Administration major, students will be able to:

1. Communicate effectively using verbal and written skills and demonstrate these skills using visual and electronic means (Communication).
2. Demonstrate a proficiency in the use of technology in conducting academic research and in preparing papers and presentations (Critical Thinking).

3. Think critically and successfully apply knowledge gained in accounting, economics, finance, management, statistics, marketing, and supply chain management and logistics to sound business decisions (Content and Critical Thinking).

Program Outcomes

As a result of successful completion of the Business Administration Program, graduates will:

1. Pursue graduate degrees in the areas of accounting, management, marketing, and or related areas.
2. Obtain employment in a variety of business and corporate settings and be able to operate successfully as entrepreneurs.
3. Apply to graduate school and be admitted within two years after graduation.
4. Participate in internships during the junior and senior years of study.

Required courses for the major in Business Administration and Entrepreneurship

Students majoring in Business Administration will be required to:

- take a basic core of 62 semester hours
- earn 54 semester hours in a designated area of concentration
- take a set of advisor-approved electives
- complete at least 120 hours

The School of Business Administration & Entrepreneurship endeavors to provide every student majoring in business with a common body of knowledge. To this end, all students majoring in business will be required to complete a carefully articulated sequence of courses as follows.

CONCENTRATIONS

After sophomore year, students must choose one of the following concentrations:

- Accounting
- Management
- Marketing

- Supply Chain Management and Logistics

Semester Plan

Included below is a sample semester-by-semester plan for a major in Business Administration.

Program: Business

Type: Bachelor of Science

Major in Business Administration

NOTE: BUS 233 – Principles of Macroeconomics should be taken as part of the General Education Course Core (Social Studies requirement).

Item #	Title	Credits
ACC 231	Principles of Accounting I	3
ACC 232	Principles of Accounting II	3
BUS 131	Introduction to Business	3
BUS 211	Professional Development	1
BUS 234	Principles of Microeconomics	3
BUS 320	Business Seminar	2
BUS 333	Business Law and Ethics	3
BUS 335	International Business	3
BUS 338	Statistics I: Descriptive Statistics	3
BUS 339	Statistics II: Inferential Statistics	3
BUS 433	Business Finance	3
ENG 235	Technical Writing	3
MAT 133	Business Calculus	3
MGT 334	Principles of Management	3
MGT 336	Entrepreneurship and Small Business Management	3
MGT 439	Strategic Management	3
MKT 331	Principles of Marketing	3
Sub-Total Credits		48

Minor in Business Administration
Required courses for the minor in Business Administration

Any non-business student desiring to minor in business may do so by completing the following courses:

Item #	Title	Credits
ACC 231	Principles of Accounting I	3
ACC 232	Principles of Accounting II	3
BUS 131	Introduction to Business	3
BUS 233	Principles of Macroeconomics	3
BUS 234	Principles of Microeconomics	3
MGT 334	Principles of Management	3
MKT 331	Principles of Marketing	3
Sub-Total Credits		21
Total credits:		69

Course Sequencing

Major in Business Administration FRESHMAN YEAR Fall Semester

Item #	Title	Credits
ENG 131	English Composition I	3
HUM 130	African American Heritage	3
MAT 131	Algebra	3
REL 131	Introduction to the Old Testament	3
BUS 231	Microcomputer Applications for Business	3
STI 111	Orientation	1
Sub-Total Credits		16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 132	English Composition II	3
HPR 121	Lifetime Wellness	2
HIS 131	Foundations of World Civilization	3
REL 132	Introduction to the New Testament	3
MAT 132	Trigonometry and Analytic Geometry	3
STI 114	Orientation II	1
Sub-Total Credits		15

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
BIO 131	Life Science	3
BUS 233	Principles of Macroeconomics	3
ACC 231	Principles of Accounting I	3
ENG 235	Technical Writing	3
HPS 110	Beginning Swimming	1
MAT 133	Business Calculus	3
BUS 210	Financial Literacy	1
Sub-Total Credits		17

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
PHY 131	Physical Science	3
SPE 232	Public Speaking	3
BUS 234	Principles of Microeconomics	3
ACC 232	Principles of Accounting II	3
	200-level Religion	3
BUS 211	Professional Development	1
Sub-Total Credits		16

Accounting Concentration JUNIOR YEAR Fall Semester

Item #	Title	Credits
BUS 333	Business Law and Ethics	3
MKT 331	Principles of Marketing	3
ACC 331	Intermediate Accounting I	3
MGT 334	Principles of Management	3
BUS 320	Business Seminar	2
BUS 338	Statistics I: Descriptive Statistics	3
Sub-Total Credits		17

Accounting Concentration JUNIOR YEARSpring Semester

Item #	Title	Credits
BUS 339	Statistics II: Inferential Statistics	3
ACC 332	Intermediate Accounting II	3
MGT 336	Entrepreneurship and Small Business Management	3
BUS 335	International Business	3
LOG 330	Logic	3
EDU 310	Test Taking Strategies	1
Sub-Total Credits		16

Accounting Concentration SENIOR YEAR Fall Semester

Item #	Title	Credits
ACC 435	Managerial Accounting	3
ACC 434	Income Tax Procedures	3
BUS 433	Business Finance	3
	300-level Religion	3
Sub-Total Credits		12

Accounting Concentration SENIOR YEAR Spring Semester

Item #	Title	Credits
MGT 439	Strategic Management	3
ACC 436	Governmental Accounting	3
ACC 430	Computerized Accounting	3
	Related Elective	1
	Related Elective	1
Sub-Total Credits		11

Management Concentration JUNIOR YEAR Fall Semester

Item #	Title	Credits
MGT 334	Principles of Management	3
MKT 331	Principles of Marketing	3
BUS 338	Statistics I: Descriptive Statistics	3
BUS 333	Business Law and Ethics	3
	300-level Religion	3
BUS 320	Business Seminar	2
Sub-Total Credits		17

Management Concentration JUNIOR YEAR Spring Semester

Item #	Title	Credits
BUS 339	Statistics II: Inferential Statistics	3
BUS 337	Money and Banking	3
BUS 331	Information Systems	3
BUS 335	International Business	3
MGT 336	Entrepreneurship and Small Business Management	3
Sub-Total Credits		15

Management Concentration SENIOR YEAR Fall Semester

Item #	Title	Credits
BUS 433	Business Finance	3
MGT 335	Human Resources Management	3
MGT 438	Organizational Behavior	3
	Related Elective	1
	Related Elective	1
	Related Elective	1
Sub-Total Credits		12

Management Concentration SENIOR YEAR Spring Semester

Item #	Title	Credits
MGT 439	Strategic Management	3
MGT 435	Operations Management	3
BUS 434	Investments	3
	Related Elective	1
	Related Elective	1
	Related Elective	1
Sub-Total Credits		12

Marketing Concentration JUNIOR YEAR Fall Semester

Item #	Title	Credits
BUS 333	Business Law and Ethics	3
MKT 331	Principles of Marketing	3
BUS 338	Statistics I: Descriptive Statistics	3
MGT 334	Principles of Management	3
BUS 320	Business Seminar	2
Sub-Total Credits		14

Marketing Concentration JUNIOR YEAR Spring Semester

Item #	Title	Credits
BUS 339	Statistics II: Inferential Statistics	3
MKT 333	Salesmanship	3
MGT 336	Entrepreneurship and Small Business Management	3
MKT 337	Marketing Channels	3
BUS 335	International Business	3
	300-level Religion	3
Sub-Total Credits		18

Marketing Concentration SENIOR YEAR Fall Semester

Item #	Title	Credits
MKT 335	Consumer Behavior	3
BUS 433	Business Finance	3
MKT 430	Marketing Research	3
	Related Elective	1
	Related Elective	1
	Related Elective	1
Sub-Total Credits		12

Marketing Concentration SENIOR YEAR Spring Semester

Item #	Title	Credits
MKT 433	Marketing Management	3
MGT 439	Strategic Management	3
MKT 437	International Marketing	3
MKT 436	Services Marketing	3
Sub-Total Credits		12

**Supply Chain Management and Logistics Concentration
JUNIOR YEAR Fall Semester**

Item #	Title	Credits
MGT 334	Principles of Management	3
MKT 331	Principles of Marketing	3
BUS 338	Statistics I: Descriptive Statistics	3
BUS 333	Business Law and Ethics	3
	300-level Religion	3
BUS 320	Business Seminar	2
	Sub-Total Credits	17

**Supply Chain Management and Logistics Concentration
JUNIOR YEAR Spring Semester**

Item #	Title	Credits
BUS 339	Statistics II: Inferential Statistics	3
SCM 331	Introduction to Supply Chain Management and Logistics	3
BUS 331	Information Systems	3
BUS 335	International Business	3
MGT 336	Entrepreneurship and Small Business Management	3
	Sub-Total Credits	15

**Supply Chain Management and Logistics Concentration
SENIOR YEAR Fall Semester**

Item #	Title	Credits
BUS 433	Business Finance	3
SCM 332	Global Logistics and Transportation	3
SCM 333	Supply Chain Modeling and Analytics	3
	Related Elective	1
	Related Elective	1
	Related Elective	1
	Sub-Total Credits	12

**Supply Chain Management and Logistics Concentration
SENIOR YEAR Spring Semester**

Item #	Title	Credits
SCM 334	Procurement and Contract Management	3
SCM 431	Inventory Management	3
SCM 433	Six Sigma and Lean Manufacturing	3
	Related Elective	1
	Related Elective	1
	Related Elective	1
	Sub-Total Credits	12

Chemistry

Chemistry Major **CHEMISTRY MAJOR**

Student Learning Outcomes

Upon completion of the Chemistry major, students will be able to:

1. Identify, describe, and explain the basic terminology, concepts, methodologies and theories used within chemistry (Content).
2. Analyze information and develop reasoned based solutions to problems using the processes and applications of scientific inquiry using ethical behaviors (Critical Thinking).
3. Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the science of chemistry (Communication).

Program Outcomes

As a result of successful completion of the Chemistry Program, graduates will:

1. Matriculate to graduate and professional schools or accept employment within the field of chemistry.
2. Have participated in an extracurricular research experience.
3. Pass the Senior Exit Examination on the first attempt.

Program: Chemistry

Type: Bachelor of Science

Major in Chemistry

Required courses for the major in Chemistry

The major in Chemistry consists of a minimum of thirty-three (33) credit hours in CHM and sixteen (16) hours of cognate courses in Physics and Calculus.

Item #	Title	Credits
CHM 141	General Chemistry I	4
CHM 142	General Chemistry II	4
CHM 247	Analytical Chemistry I	4
CHM 248	Analytical Chemistry II	4
CHM 343	Organic Chemistry I	4
CHM 344	Organic Chemistry II	4
CHM 420	Seminar in Chemistry	2
PHY 243	Physics I	4
PHY 244	Physics II	4
MAT 145	Calculus I	4
MAT 146	Calculus II	4
Sub-Total Credits		42

Physical Chemistry or Biochemistry Sequence

For the Chemistry major, students must select between a sequence in Physical Chemistry or Biochemistry:

- CHM 345 and 346

OR

- BIO 343 and BIO 434

Item #	Title	Credits
CHM 345	Physical Chemistry I	4
CHM 346	Physical Chemistry II	4
BIO 343	Biochemistry I	4
BIO 434	Biochemistry II	3
Sub-Total Credits		15

Minor in Chemistry

Required courses for the minor in Chemistry

A minor in chemistry consists of a minimum of 20 credit hours. The following courses are required for a minor in chemistry:

Item #	Title	Credits
CHM 141	General Chemistry I	4
CHM 142	General Chemistry II	4
CHM 343	Organic Chemistry I	4
CHM 344	Organic Chemistry II	4
	Chemistry Elective	4
Sub-Total Credits		20
Total credits:		49-50

Course Sequencing

Major in Chemistry FRESHMAN YEAR Fall Semester

Item #	Title	Credits
CHM 141	General Chemistry I	4
MAT 131	Algebra	3
ENG 131	English Composition I	3
REL 131	Introduction to the Old Testament	3
STI 111	Orientation	1
Sub-Total Credits		14

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
CHM 142	General Chemistry II	4
MAT 134	Pre-Calculus	3
ENG 132	English Composition II	3
REL 132	Introduction to the New Testament	3
CSC 121	Computer Literacy	2
STI 114	Orientation II	1
Sub-Total Credits		16

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
CHM 343	Organic Chemistry I	4
MAT 145	Calculus I	4
PHY 243	Physics I	4
HIS 131	Foundations of World Civilization	3
BUS 210	Financial Literacy	1
Sub-Total Credits		16

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
CHM 344	Organic Chemistry II	4
MAT 146	Calculus II	4
PHY 244	Physics II	4
HUM 130	African American Heritage	3
HPR 121	Lifetime Wellness	2
Sub-Total Credits		17

JUNIOR YEAR Fall Semester

Item #	Title	Credits
CHM 247	Analytical Chemistry I	4
MAT 233	Introduction to Statistics	3
	200/300-level Religion	3
ENG 235	Technical Writing	3
LOG 330	Logic	3
Sub-Total Credits		16

JUNIOR YEAR Spring Semester

Item #	Title	Credits
CHM 248	Analytical Chemistry II	4
SPE 232	Public Speaking	3
	200/300-level Religion	3
	Social Science Elective	3
EDU 310	Test Taking Strategies	1
	Sub-Total Credits	14

SENIOR YEAR Fall Semester

Item #	Title	Credits
CHM 345	Physical Chemistry I	4
CSC 131	Introduction to Computing	3
CHM 439	Advanced Inorganic Chemistry	3
	General Elective (2 credits)	2
	General Elective (2 credits)	2
	Sub-Total Credits	14

SENIOR YEAR Spring Semester

Item #	Title	Credits
CHM 346	Physical Chemistry II	4
CHM 420	Seminar in Chemistry	2
CHM 432	Organic Qualitative Analysis	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	Sub-Total Credits	15

Chemistry Elective

Program

4

Off

Criminal Justice

Criminal Justice Major **CRIMINAL JUSTICE MAJOR**

First launched in 2016, criminal justice is one of the most popular majors on campus. The program emphasizes corrections and law enforcement, and requires major courses that range from Juvenile Justice to Constitutional Law, and Criminal Evidence and Procedure to Community Based Corrections. Majors also take courses in psychology and political science, to gain a better understanding of the national debates on the American criminal justice and prison systems. Upon graduating, majors have the content knowledge and analytical skills to pursue careers in law enforcement, community corrections, and federal, state, and local agencies, such as the FBI, Alabama crime scene unit, and county sheriff's office. Majors might also apply to graduate school and law school, opening the possibility of academic and legal-related careers.

Student Learning Outcomes

Upon completion of the Criminal Justice major, students will be able to:

1. Discuss the evolution of the correctional system in the United States (Content).
2. Distinguish between criminal justice and corrections (Content).
3. Distinguish between parole and probation (Content).
4. Explain the legal issues and liabilities that relate to offenders and corrections personnel (Content).
5. Differentiate between public and private federal, state and local correctional systems (Content).
6. Analyze issues relating to corrections in scholarly writings (Critical Thinking).
7. Develop skills of critical analysis, criminological research, and writings (Critical Thinking and Communication).
8. Demonstrate knowledge of legal concepts and terminology (Content).

Program Outcomes

As a result of successful completion of the Criminal Justice Program, graduates will:

1. Demonstrate the professional values essential to employment by the city, county, state, and federal agencies, as well as private facilities.
2. Find employment in the field of security of local, regional and national organizations.
3. Pursue graduate degrees in criminal justice or related fields.

Semester Plan

Included below is a sample semester-by-semester plan for a major in Criminal Justice.

Program: Criminal Justice

Type: Bachelor of Arts

Major in Criminal Justice

Required courses for the major in Criminal Justice

The Criminal Justice major consists of a minimum of 30 hours of Criminal Justice courses and 21 hours of cognate courses. Required courses are:

Item #	Title	Credits
CJ 131	Introduction to Criminal Justice	3
CJ 132	Juvenile Justice	3
CJ 232	Community Based Corrections	3
CJ 331	Constitutional Law	3
CJ 332	Criminal Evidence and Procedure	3
CJ 334	Corrections	3
CJ 430	Senior Seminar in Criminal Justice	3
CJ 431	Penology	3
CJ 432	Public Policy and Criminal Justice	3
CJ 433	Research in Criminal Justice	3
BUS 233	Principles of Macroeconomics	3
GEO 231	World Regional Geography	3
PSC 239	Principles of American Government	3
PSY 334	Abnormal Psychology	3
PSY 335	Social Psychology	3
MAT 132	Trigonometry and Analytic Geometry	3
MAT 233	Introduction to Statistics	3
Sub-Total Credits		51
Total credits:		51

Course Sequencing

Major in Criminal Justice FRESHMAN YEAR Fall Semester

Item #	Title	Credits
ENG 131	English Composition I	3
REL 131	Introduction to the Old Testament	3
MAT 131	Algebra	3
HUM 130	African American Heritage	3
STI 111	Orientation	1
Sub-Total Credits		13

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 132	English Composition II	3
REL 132	Introduction to the New Testament	3
HIS 131	Foundations of World Civilization	3
PSY 230	Introduction to Psychology	3
BIO 131	Life Science	3
STI 114	Orientation II	1
Sub-Total Credits		16

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
GEO 231	World Regional Geography	3
PHY 131	Physical Science	3
CSC 121	Computer Literacy	2
CJ 131	Introduction to Criminal Justice	3
BUS 233	Principles of Macroeconomics	3
HPR 121	Lifetime Wellness	2
Sub-Total Credits		16

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
PSC 239	Principles of American Government	3
MAT 132	Trigonometry and Analytic Geometry	3
SPE 232	Public Speaking	3
	200-level Religion	3
BUS 210	Financial Literacy	1
CJ 132	Juvenile Justice	3
Sub-Total Credits		16

JUNIOR YEAR Fall Semester

Item #	Title	Credits
CJ 232	Community Based Corrections	3
PSY 334	Abnormal Psychology	3
CJ 334	Corrections	3
	300-level Religion	3
MAT 233	Introduction to Statistics	3
Sub-Total Credits		15

JUNIOR YEAR Spring Semester

Item #	Title	Credits
CJ 332	Criminal Evidence and Procedure	3
LOG 330	Logic	3
CJ 331	Constitutional Law	3
EDU 310	Test Taking Strategies	1
PSY 335	Social Psychology	3
	General Elective (3 credits)	3
Sub-Total Credits		16

SENIOR YEAR Fall Semester

Item #	Title	Credits
CJ 430	Senior Seminar in Criminal Justice	3
CJ 433	Research in Criminal Justice	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
Sub-Total Credits		14

SENIOR YEAR Spring Semester

Item #	Title	Credits
CJ 432	Public Policy and Criminal Justice	3
CJ 431	Penology	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
Sub-Total Credits		14

Elementary Education

Elementary Education Major

Department of Education

The Department of Education is composed of the Stillman Teacher Education Program (STEP). The major function of the Department is the preparation of individuals committed to excellence and to becoming competent teachers. The mandate is to provide students with the knowledge, skills, dispositions, curriculum, technology, methods of teaching, assessing and evaluating, field experiences, and personal guidance to foster student interest and ability in educational settings. The primary focus of the department is to prepare teacher candidates to teach in elementary and/or secondary schools. This focus is aligned with the College's mission to render quality leadership and service to society.

EDUCATION MAJOR

Student Learning Outcomes:

Upon the completion of a major in Elementary Education, students will be able to:

1. Question and analyze concepts theories, structures, and models in the field while acquiring the requisite knowledge, skills, and dispositions to help all students learn. (Critical Thinking).
2. Translate instructional plans into active and meaningful learning for all students (Content).
3. Engage in reflection to refine and improve his or her on practice (Communication).

Program Outcomes:

As a result of successful completion of the Elementary Education program, graduates will:

1. At the end of this program, the students will be able to demonstrate higher order thinking in the classroom and in student settings for which certification is sought.
2. At the end of this program, the students will be able to communicate orally and in writing, as well as appropriately and effectively in the classroom and in student settings in which certification in sought.
3. At the end of this program, the students will be able to describe/discuss best teaching practices for the age,

grade, and developmental level of students in the classroom and in students' settings for which certification is sought.

The Stillman Teacher Education Program (STEP), administered through the School of Education, offers preparation for candidates who wish to become teachers at the elementary, special education, human performance, secondary, and other P-12 areas. The unit offers teacher preparation at the initial program level, Class B. Degrees awarded are the Bachelor of Arts and the Bachelor of Science. Ten teacher education certification programs are offered in the School of Education:

Areas of Grades K-6

Elementary Education (Grades K-6)

Collaborative Teacher (Grades K-6)

Areas of Secondary Grades 6-12

Biology/General Science (Grades 6-12)

English/Language Arts (Grades 6-12)

History/Social Science (Grades 6-12)

Mathematics (Grades 6-12)

Areas of Grades P-12

Physical Education (Grades P-12)

Instrumental Music (Grades P-12)

Visual Arts Education (Grades P-12)

Vocal/Choral Music (Grades P-12)

STEP emphasizes practical hands-on experience in P-12 classrooms as well as educational theory and methods classes on campus. Field experiences are a required component of the designated classes and culminate with a full semester of internship in the candidate's content specific discipline. Students and candidates must be fingerprinted prior to beginning any field placement. Students should collaborate with the Director of field Experiences to ensure that the background check process is completed and the student is suitable for placement. Failure to complete all field requirements as scheduled will result in a failing grade for the course(s), including internship. Students who are not successful in completing any component of the program – classes, field experiences, or behavioral expectations – may be dismissed from the program.

TEACHER EDUCATION PROGRAM

STEP is widely recognized for the success of its teacher education program, which is accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP). Along with NCATE/CAEP, the Alabama State Department of Education (ALSDE) reviews and approves each program area. Stillman College complies with requirements and rules issued by the Alabama State Department of Education for teacher certification. Published admission and curriculum requirements are modified when necessary to reflect changes in state requirements and to maintain its superior rating for its teacher education programs. The College guarantees that anyone who successfully completes the rigorous STEP will meet the requirements for certification and employment, and when appropriate, graduate school. In addition, Stillman College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the Bachelor of Arts and the Bachelor of Science degrees.

STEP begins with selective recruitment, gives careful attention to each phase of the preparation program, and assists in the proper placement and adjustment of teachers and other educational personnel. Follow-up studies of graduates are made in an effort to assist them, to gain knowledge of their effectiveness on the job, and to secure data vital to future planning and development. All programs for the preparation of teachers are built on a liberal arts foundation. Those preparing for teaching positions in the secondary schools pursue a composite teaching specialization in the School of Education and a content area in the College of Arts and Sciences. Those preparing to teach in elementary school concentrate on subject matter relevant to the elementary school curriculum while completing general requirements in the liberal arts. Those preparing to teach special education and for a teaching specialization which extends from nursery through twelfth grade pursue a broad program appropriate to elementary and secondary schools. All groups complete their undergraduate programs with suitable professional preparation.

Stillman Teacher Education Program (STEP) Requirements

Students must be formally admitted to STEP. Applications are available through the Office of the Director of Teacher Education. Criteria for admission include:

- Successful completion of at least 60 credit hours, including at least 48 hours in General Education.
- Minimum institutional GPA of 2.75 as well as 2.75 in all applicable teaching-field courses, and 2.75 in all professional education courses.
- Minimum grade of C in all general-studies courses.
- Passing score on admissions interview. Oral Communication, skills and knowledge, and abilities based on previous coursework will be among the attributes assessed in the interview. Students have a maximum of three attempts to pass the interview. Guidelines for interviews are in the Teacher Education Program Handbook, STEP Governance Policies, STEP Pre-Entry Brief, and can be obtained from the Office of Teacher Education.
- Passing score on the basic skills (applied math, reading, and writing) all portions of the Praxis Core

- Documentation of clear fingerprint and criminal background check conducted through the Alabama State Department of Education
- The Teacher Education Program Handbook, published annually by the Office of Teacher Education, describes more specifically the process.

Minimum Professional Studies Requirements

Because professional studies requirements vary from program to program, the student is referred to the appropriate departmental section in this catalog. However, a candidate may not enroll in more than five professional studies courses before the candidate has met all criteria for unconditional admission to a teacher education program. The candidate may repeat any of the five courses in which he or she received a grade of "C" or below. A student who changes from non-teacher certification to a teacher certification program must comply with this standard. A student who violates this standard is in jeopardy of losing academic credit.

Application for Admission to STEP

During or after students have completed general studies courses and pre-approved professional studies courses, each prospective candidate must complete an application for admission to the Teacher Education Program (STEP). Teacher candidates must exhibit and maintain at least a 2.75 GPA in general studies, professional studies, and the teaching field. Prior to completing and submitting the application, each prospective teacher education candidate is required to pass all sections of the Praxis Core.

All prospective teacher candidates interested in STEP must register and pass Praxis Core in EDU 232, Foundations of Education. The test is a requirement for certification in Alabama, directed by the Alabama State Department of Education. The assessment includes Mathematics, Reading for Information, and Writing. It is designed to determine a prospective candidate's basic knowledge, skills, and abilities necessary for effective teaching. All three components must be passed prior to entry into the STEP program.

Once prospective candidates have completed the required coursework and other program requirements they are eligible to make application to STEP. When submitting the application, prospective candidates will note that the STEP program will evaluate several items as their academic progress indicators, grade point average; recommendation forms from previous instructors in general studies; and an autobiographical statement. These items are evaluated to determine the pre-candidate's knowledge, skills, and disposition at a pre-entry level. An interview with the Teacher Education Screening and Admission Committee is also a part of the process.

Upon admittance to STEP, students transition from a prospective candidate, to-candidate status. Once considered a STEP candidate, additional assessments are required to ensure that proper progress is made during the remaining portions of the program. These assessment measures occur during field experiences and remaining courses. Other steps include:

- Completion of The Dispositions Survey and satisfactory completion of a departmental interview designed to provide information on the applicant's personality, dispositions, interests, and aptitudes consistent with the requirements for the successful teaching.
- Proof of: Clear (ALSDE) background check and professional liability insurance.
- Sufficient physical ability and emotional stability to perform successfully as a teacher. (Note: These factors might be covered in the departmental interview.)
- Recommendation of advisor and department chair.
- A minimum overall grade-point average of 2.75 on all work attempted at Stillman College and a minimum program grade-point average of 2.75. (including transfer work).
- A minimum grade point average of 2.75 in professional studies (including transfer work), no grade below "C" is acceptable.
- A minimum grade-point average of 2.75 in area(s) of teaching specialization(s) (including transfer work).

- Pass field experiences and internship with a B or better. A grade of C will involve remediation.
- Pass the edTPA Assessment during internship, which is required for graduation.

Internship

Prior to internship placement, each candidate must complete the Application for Internship. The application process evaluates the candidates' progress since their admittance to STEP and prior to placement for internship. Teacher candidates must exhibit and maintain at least a 2.75 GPA in general studies, professional studies, and the teaching field. Prior to completing and submitting the Application for Internship, candidates must pass all the required Praxis II Examinations. Praxis II is a product of the Educational Testing Service (ETS) that focuses on testing content knowledge in subject areas, such as elementary, social science, mathematics, English, and science. Passing scores are established by the Alabama State Department of Education for each certification area. All scores and application must be officially submitted to the Director of Field Experiences for consideration. The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Students will complete a portfolio during the internship.

Warrant Statement

Consistent with the policies of the Alabama State Department of Education, School of Education at the Stillman College warrants its graduates (State Approved Program Competencies) under the following conditions: Warranties will be provided to Stillman graduates who receive their initial professional certification through the College and are employed by a public-school district in Alabama in their area of specialization. The School of Education shall provide assistance at no cost to such individuals who were recommended for certification by the unit and are deemed to be unsatisfactory based on performance evaluations established/approved by the Alabama State Board of Education and recommended by the Local Education Agency within two years after program completion.

Retention

To remain in the teacher education program, each student shall make satisfactory progress as determined by continuous evaluation. A student shall be removed from candidacy when any of the minimum required program GPA's drop below 2.75, or the transcript GPA drops below 2.75. Violations of the Alabama Educators Code of Ethics are grounds for dismissal from the program or delay in advancing through the program. Failure to receive or maintain a clear background check is grounds for dismissal from the program.

Advising is essential for successful completion of STEP. Variation from the planned program of study created with an advisor could result in failure to be recommended for certification. Regular consultation with an adviser is needed so that students can be apprised of program revisions that result from mandated changes in state certification requirements. Study in STEP is limited to four years. Requests for extensions of this time limit must be approved by the dean of the school and could necessitate completion of additional coursework or other requirements. A minimum overall grade point average (GPA) of 2.75 as well as 2.75 in all applicable teaching field courses, and 2.75 in all professional education courses must be maintained while studying in STEP. The school, in cooperation with area school systems, has developed a comprehensive program of field experiences in a variety of school settings. These experiences require extensive involvement in schools outside of class. Transportation is the responsibility of the students.

Available Program Checklists

Students should maintain their personal advising folder that contains a program of study checklist, transcript, and advisor's comments. An academic audit is required each semester as teacher candidates make appointments with their advisors. The program checklist can be obtained from the advisor. Ultimately, students are responsible for their own academic success.

Acceptance is contingent upon the recommendation of the Teacher Education Admissions and Screening Committee, 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 STEP without permission from the dean. Courses and requirements are subject to change based on Alabama State Department of Education guidelines.

Semester Plan

Included below is a sample semester-by-semester plan for a major in Elementary Education.

Program: Elementary Education

Type: Bachelor of Science

Professional Studies

Students can take no more than the five professional studies courses listed below prior to being admitted to the Stillman Teacher Education Program (STEP).

- EDU 334 and 325 are General Methods Courses for K-6 and P-12.

Item #	Title	Credits
EDU 230	Integrating Technology into Education	3
EDU 232	Foundations of Education	3
EDU 330	Educating Exceptional Children/Adolescents	3
EDU 422	Tests and Measurements	2
PSY 332	Educational Psychology	3
EDU 334	Literature for Children and Youth	3
EDU 235	Expression Through the Arts	3
Sub-Total Credits		20

Secondary Education Major

General Studies Courses (as indicated on the program checklist)

Professional Studies Courses (as indicated on the program checklist)

Content Specific-Teaching Field Courses (as listed in the content teaching field courses in arts and sciences)

Item #	Title	Credits
EDU 422	Tests and Measurements	2
HPR 336	Methods/Materials for Teaching Physical Education P-12	3
SED 433	Methods of Teaching Reading in the Content Areas	3
SED 434	Methods/Materials of Teaching General Science	3
SED 435	Methods/Materials of Teaching Social Science	3
SED 436	Methods/Materials of Teaching English/Language Arts	3
SED 437	Methods/Materials of Teaching Mathematics	3
SED 431	Methods/Materials for Teaching Visual Arts	3
SED 432	Methods/Materials for Teaching Vocal and Instrumental Music	3
Sub-Total Credits		26

Teacher Candidate Internship

Item #	Title	Credits
EED 490	Elementary Teacher Candidacy Internship (K-6)	12
SED 490	Secondary Teacher Candidacy Internship (6-12)	12
SED 491	Secondary Teacher Candidacy Internship (P-12)	12
Sub-Total Credits		36

Electives

Suggestions for possible electives in some education majors include, but are not limited to:

Item #	Title	Credits
EED 300	Management and Communication	3
EDU 300	Classroom Management	3
Sub-Total Credits		6
Total credits:		60

Course Sequencing**Elementary Education FRESHMAN YEAR Fall Semester**

Item #	Title	Credits
REL 131	Introduction to the Old Testament	3
ENG 131	English Composition I	3
MAT 131	Algebra	3
HIS 131	Foundations of World Civilization	3
STI 111	Orientation	1
	Social Science Elective	3
HPR 121	Lifetime Wellness	2
Sub-Total Credits		18

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
REL 132	Introduction to the New Testament	3
ENG 132	English Composition II	3
MAT 132	Trigonometry and Analytic Geometry	3
BIO 143	Biology for Education Majors I	4
HIS 132	Foundations of American Civilization	3
STI 114	Orientation II	1
Sub-Total Credits		17

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
SPE 232	Public Speaking	3
	200-level Religion	3
BIO 144	Biology for Education Majors II	4
EDU 232	Foundations of Education	3
EDU 310	Test Taking Strategies	1
MAT 130	Mathematics for Education Majors I	3
Sub-Total Credits		17

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
BUS 210	Financial Literacy	1
MAT 230	Mathematics for Education Majors II	3
EDU 230	Integrating Technology into Education	3
PSY 230	Introduction to Psychology	3
BIO 141	General Biology for Majors I	4
HUM 130	African American Heritage	3
Sub-Total Credits		17

JUNIOR YEAR Fall Semester

Item #	Title	Credits
	300-level Religion	3
EDU 420	Senior Thesis in Education	2
EDU 334	Literature for Children and Youth	3
EDU 235	Expression Through the Arts	3
EDU 330	Educating Exceptional Children/Adolescents	3
Sub-Total Credits		14

JUNIOR YEAR Spring Semester

Item #	Title	Credits
EED 433	Methods/Materials for Teaching Reading	3
EED 436	Diagnostic Reading	3
EED 434	Methods/Materials for Teaching Language Arts	3
HPR 336	Methods/Materials for Teaching Physical Education P-12	3
Sub-Total Credits		12

SENIOR YEAR Fall Semester

Item #	Title	Credits
EED 437	Methods/Materials of Teaching Science and Health	3
EED 435	Methods/Materials for Teaching Social Studies	3
EED 430	Elementary Curriculum and Teaching	3
EED 431	Methods/Materials for Teaching Mathematics	3
Sub-Total Credits		12

SENIOR YEAR Spring Semester

Item #	Title	Credits
EED 490	Elementary Teacher Candidacy Internship (K-6)	12
Sub-Total Credits		12

English

DEPARTMENT OF ENGLISH

The Department of English supports the core curriculum with student-centered instruction in languages, literature, composition, speech, and journalism, and prepares students for graduate study and varied professional careers. The Department also supports the mission of the college by helping to produce graduates who express themselves clearly through writing and speaking, use technology skillfully, demonstrate the ability to do independent research, and exhibit a strong commitment to service.

The Department of English offers two Bachelor of Arts degrees: one in English with a concentration in Traditional Liberal Arts and one in journalism. The Department also offers a Bachelor of Science degree in English with a teaching concentration in Language Arts (grades 6-12).

English majors interested in law may participate in the Pre-law Program described in "Special Programs." This program includes elective courses in writing, speech, theatre, social science, and other liberal arts, which will help majors acquire the knowledge and skills needed for the intense competition for admission to law school.

The Department encourages the use of English as part of a double major for any discipline for students interested in increasing employment options and in preparing for graduate or professional schools. Through internships and practicum, students gain beneficial work experience.

A major in English prepares graduates for graduate/professional study and/or careers in the following areas: public speaking, mass media, English, law, editing, education, communication, advertising, business, information processing, technical writing, and library science.

A major in journalism prepares graduates for graduate/professional study and/or careers in the profession: mass media, editing, advertising, business, publishing, and public relations.

English majors seeking secondary teaching certification must follow the state curriculum of prospective teachers of English Language Arts and maintain the 2.75 cumulative grade point average (GPA) required for admission to the Stillman Teacher Education Program (STEP). Students admitted to the English program must have a minimum GPA of 2.5 in English and must pass ENG 199/200, or the equivalency courses: ENG 131/132, and in the second semester of the sophomore year, must participate in a skills assessment for guidance purposes.

English Major

School of Arts and Sciences

The School of Arts and Sciences (SoAaS) serves the mission of the College via its central role in providing the instruction and the experiences that define a liberal arts education. The SoAaS consists of the Departments of English, Mathematics, Natural Sciences, Psychology, Religion and Theology, and Social Sciences. Selected majors are offered in most of the areas. In addition, these units provide the interdisciplinary and introductory courses that make up the general education curriculum. Students majoring in the SoAaS may pursue programs of study, which prepare them for graduate school or for careers in areas specifically related to their areas of study.

ENGLISH MAJOR

Student Learning Outcomes

Upon completion of the English major, students will be able to perform the following:

1. Describe characteristics of major historical literary movements (Content).
2. Apply knowledge of and proficiency in writing acceptable literary/critical analyses (Critical Thinking).
3. Demonstrate proficiency in using standard spoken and written American English (Communication).

Program Outcomes

The program will produce graduates who will do the following:

1. Pursue advanced study at a graduate school or professional school.

2. Enter careers in teaching, journalism and media, publishing, public relations, advertising, technical writing, and the fine arts where distinctive verbal capabilities of precision, persuasiveness, and clarity in thinking or writing are valued.
3. Contribute to any work environment where advanced vocabulary, critical thinking, creativity, interpretation, and complex, original composition skills are needed.
4. Use technology to communicate effectively.

The major in English consists of a minimum of thirty-six (36) credit hours, including six (6) hours of General Education Core Courses.

Semester Plan

Included below is a sample semester-by-semester program for a major in English.

Program: English

Type: Bachelor of Arts

Major in English

- ENG 199 may be substituted with ENG 131: English Composition I
- ENG 200 may be substituted with ENG 132: English Composition II

Item #	Title	Credits
ENG 199	English Composition I for English and Journalism Majors	3
ENG 200	English Composition II for English and Journalism Majors	3
ENG 231	American Literature I	3
ENG 232	American Literature II	3
ENG 236	English Literature I	3
ENG 237	English Literature II	3
ENG 330	World Literature	3
ENG 331	Advanced Rhetorical Grammar	3
ENG 335	Shakespeare	3
ENG 430	Literary Criticism	3
ENG 437	Major Writers	3
ENG 438	Senior Thesis in English	3
Sub-Total Credits		36

Minor in English

The minor in English consists of a minimum of eighteen (18) credit hours beyond the general education requirements.

Item #	Title	Credits
ENG 230	Introduction to Creative Writing	3
	ENG 231 or ENG 232	3
	ENG 236 or ENG 237	3
ENG 330	World Literature	3
ENG 335	Shakespeare	3
	400-level English	3
	Sub-Total Credits	18
	Total credits:	54

Course Sequencing**Major in English FRESHMAN YEAR Fall Semester**

Item #	Title	Credits
ENG 199	English Composition I for English and Journalism Majors	3
REL 131	Introduction to the Old Testament	3
HIS 131	Foundations of World Civilization	3
BIO 131	Life Science	3
HUM 130	African American Heritage	3
STI 111	Orientation	1
	Sub-Total Credits	16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 200	English Composition II for English and Journalism Majors	3
CSC 121	Computer Literacy	2
MAT 131	Algebra	3
REL 132	Introduction to the New Testament	3
HPR 121	Lifetime Wellness	2
PHY 131	Physical Science	3
STI 114	Orientation II	1
	Sub-Total Credits	17

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
ENG 231	American Literature I	3
ENG 236	English Literature I	3
SPE 232	Public Speaking	3
	200-level English	3
	200-level Religion	3
	Sub-Total Credits	15

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
ENG 232	American Literature II	3
ENG 237	English Literature II	3
	200-level English	3
	Social Science Elective	3
BUS 210	Financial Literacy	1
	General Elective (3 credits)	3
	Sub-Total Credits	16

JUNIOR YEAR Fall Semester

Item #	Title	Credits
LOG 330	Logic	3
ENG 335	Shakespeare	3
ENG 331	Advanced Rhetorical Grammar	3
	300-level English	3
	General Elective (3 credits)	3
Sub-Total Credits		15

JUNIOR YEAR Spring Semester

Item #	Title	Credits
	300-level English	3
ENG 330	World Literature	3
	300-level English	3
	300-level Religion	3
EDU 310	Test Taking Strategies	1
Sub-Total Credits		13

SENIOR YEAR Fall Semester

Item #	Title	Credits
ENG 430	Literary Criticism	3
ENG 438	Senior Thesis in English	3
	400-level English	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
Sub-Total Credits		15

SENIOR YEAR Spring Semester

Item #	Title	Credits
ENG 437	Major Writers	3
	400-level English	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
Sub-Total Credits		14

ENG 231 or ENG 232

Program

3

ENG 231

American Literature I

Program

English Degrees

- **English Major**
- **Pre-Law Program**

3

This course is a comprehensive introduction to American literature from the early American writings of the Puritans to the American Romantics, and through the American Civil War (1865), with attention to the cultural and social contexts in which all of these literatures were produced. The course includes a survey of important religious and political influences, such as Puritan beliefs, Revolutionary and Enlightenment ideas, and Transcendentalism, while engaging questions of race, gender, and class.

ENG 232

American Literature II

Program

English Degrees

- **English Major**
- **Pre-Law Program**

3

This course is a comprehensive introduction to American literature beginning from 1865 through the present, including major American literary movements, such as Realism, Naturalism, Modernism, and Post-Modernism, with attention

to the cultural and social contexts in which all of these literatures were produced and will engage questions of race, gender, and class.

Off

ENG 236 or ENG 237

Program

3

ENG 236

English Literature I

Program

English Degrees

- **English Major**
- **Pre-Law Program**

3

This course is a comprehensive introduction to English literature from its beginning in the medieval period, and continuing through the Renaissance, the Reformation, the Restoration, and up to 1800. The course focuses on major movements in English literary history, as well as individual literary voices and styles. Literary texts will be studied in the context of important cultural influences, among them civil war, religious dissent, revolution, commercialization, colonialism, and industrialization.

ENG 237

English Literature II

Program

English Degrees

- **English Major**
- **Pre-Law Program**

3

This course is a comprehensive introduction to English literature beginning in 1800 to the present, including the Romantic, Victorian, Pre-Raphaelite, Modern, and Post-Modern eras. The course focuses on major movements in English literary history, as well as individual literary voices and styles. Literary texts will be studied in the context of important cultural influences, among them revolution, Darwinism, industrialization and colonization, world war, and post-colonialism.

Off

400-level English

Program

3

Choose a 400-level English course.

Off

Pre-Law Program

Admission to law school is normally based on personal and academic records and on the results of a student's performance on the national Law School Admission Test (LSAT). Consequently, the Pre-law program at Stillman College helps students to broaden their view of the world, cultivate such personal qualities as honesty and integrity, and acquire and sharpen the diverse skills needed for success in law school, in a law career, and in life. The core skills include listening ability, general research, critical reading ability, analytical skills, logical thinking, and the ability to communicate clearly, concisely, and persuasively orally and in writing. At Stillman, a Pre-law student may select a major in a social science discipline with a number of elective courses in English, speech, and theatre, or a major in English with a number of elective courses in speech, theatre and the social sciences. Whatever the major, Pre-law students will pursue a demanding, four-year course of study in the liberal arts, which will help them acquire the knowledge and skills needed for the intense competition for admission in law school.

Program: English

Course Sequencing

PRE-LAW PROGRAM (English Majors with Social Sciences) FRESHMAN YEAR Fall Semester

Item #	Title	Credits
ENG 199	English Composition I for English and Journalism Majors	3
HUM 130	African American Heritage	3
CSC 121	Computer Literacy	2
REL 131	Introduction to the Old Testament	3
STI 111	Orientation	1
MAT 131	Algebra	3
Sub-Total Credits		15

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 200	English Composition II for English and Journalism Majors	3
REL 132	Introduction to the New Testament	3
BIO 131	Life Science	3
HPR 121	Lifetime Wellness	2
HIS 131	Foundations of World Civilization	3
PSC 239	Principles of American Government	3
STI 114	Orientation II	1
Sub-Total Credits		18

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
ENG 231	American Literature I	3
	200-level Religion	3
SPE 232	Public Speaking	3
ENG 236	English Literature I	3
	General Elective (3 credits)	3
Sub-Total Credits		15

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
ENG 232	American Literature II	3
PSY 230	Introduction to Psychology	3
BUS 210	Financial Literacy	1
ENG 237	English Literature II	3
PHY 131	Physical Science	3
ENG 336	Creative Writing	3
Sub-Total Credits		16

JUNIOR YEAR Fall Semester

Item #	Title	Credits
ENG 333	Writing Argument	3
EDU 310	Test Taking Strategies	1
ENG 331	Advanced Rhetorical Grammar	3
ENG 335	Shakespeare	3
BUS 333	Business Law and Ethics	3
LOG 330	Logic	3
Sub-Total Credits		16

JUNIOR YEAR Spring Semester

Item #	Title	Credits
	General Elective (3 credits)	3
PSC 332	The United States Constitution	3
ENG 330	World Literature	3
ENG 235	Technical Writing	3
	300-level Religion	3
	Sub-Total Credits	15

SENIOR YEAR Fall Semester

Item #	Title	Credits
SPE 331	Persuasive Speaking	3
	General Elective (1 credit)	1
PSC 335	American Political Theory	3
ENG 437	Major Writers	3
ENG 438	Senior Thesis in English	3
	Sub-Total Credits	13

SENIOR YEAR Spring Semester

Item #	Title	Credits
SPE 236	Interpersonal Communication	3
ENG 432	Literature of the 20th Century	3
PSC 336	State and Local Government	3
ENG 430	Literary Criticism	3
	Sub-Total Credits	12

Harte Honors College

The Harte Honors College

The Harte Honors College

The Harte Honors College provides opportunities for outstanding students to participate in rigorous educational experiences that will prepare a new generation of leadership with traditional underpinnings, a commitment to excellence, and vision to lead. Through a unique interdisciplinary curriculum with course work that ranges from classical languages to advanced research, the Honors College program is designed to stimulate students' intellectual curiosity, enhance their oral and written communication skills, and foster their ability to think and study independently. The Honors College places special focus on the importance of viewing issues from many perspectives, integrating and analyzing knowledge, and being able to communicate those data-constructed thoughts effectively.

The criteria used to select each talented class of students include: a minimum high school grade point average of 3.5, minimum SAT of 1150 or ACT of 25, demonstrated leadership ability, two letters of recommendation, and a completed application with an original essay. To secure more information about Harte Honors College, write to: Director of Harte Honors College, 3601 Stillman Boulevard, Stillman College, Tuscaloosa, AL 35401.

Harte Honors College Graduation Requirements

Candidates eligible for the Harte Honors College Diploma must have completed 120 or more semester hours of college-level coursework, earned a cumulative grade point average of at least 3.0 in the major, earned an overall cumulative grade point average of at least 3.0, and have completed the following:

1. At least 15 credit hours each semester with an overall grade of "B" or better.
2. All Harte Honors General Education requirements (48 credit hours).
3. All Harte Honors Courses:
 1. HRT 120 Honors Seminar "The Scholar"
 2. HRT 220 Honors Seminar "The Researcher"
 3. HRT 320 Honors Seminar "The Artist"

4. HRT 322 Honors Seminar "Leadership"
5. HRT 420 Honors Seminar "The Citizen"
6. HRT 131 Honors African American Heritage
7. HRT 232 Honors Logic
8. Advisor Approved Foreign Language

4. A major consisting of required credit hours, together with electives, completed to the satisfaction of the major department
5. Sophomore-Junior Examination
6. Senior Thesis
7. Senior Departmental Examination
8. A graduate or professional school entrance examination.
9. Harte Honors cultural and enrichment activities.
10. Completed 40 hours of experiential/service learning.
11. Participated as a Stillman College Ambassador.
12. Participated in an academic and non-academic extracurricular activity.

Harte Honors General Education Requirements

All Harte Honors students are required to complete a core of advisor approved courses designed to provide intellectual and aesthetic experiences that have the fundamental qualities of critical, analytical, and integrative thinking. These courses will enable the student to solve problems, to make both intellectual and value judgments, and to function effectively in a rapidly changing world environment. Some requirements may vary depending on the major.

Semester Plan

Included below is a sample semester-by-semester plan of the Harte Honors program (without major requirements.)

The sample Four-Year Harte Honors Program above only includes Harte Honors requirements and does not include electives and courses in the major. All students must enroll in at least 15 credit hours each semester to remain in good standing with scholarship requirements. Advisor approval is recommended each semester for selecting content specific courses.

Program: Harte Honors College

Harte Honors General Education Requirements

Item #	Title	Credits
REL 131	Introduction to the Old Testament	3
REL 132	Introduction to the New Testament	3
	200-level Religion	3
	300-level Religion	3
ENG 131	English Composition I	3
ENG 132	English Composition II	3
	MAT 132 or MAT 145	3 - 4
PHY 131	Physical Science	3
BUS 210	Financial Literacy	1
EDU 310	Test Taking Strategies	1
BIO 131	Life Science	3
HIS 131	Foundations of World Civilization	3
HPR 121	Lifetime Wellness	2
HRT 120	Harte Honors Seminar: the Scholar	2
HRT 220	Harte Honors Seminar: the Researcher	2
HRT 320	Harte Honors Seminar: the Artist	2
HRT 322	Harte Honors Seminar: Leadership	2
HRT 420	Harte Honors Seminar: the Citizen	2
HRT 131	Honors African American Heritage	3
HRT 232	Honors Logic	3
HRT	Approved Foreign Language	3
Sub-Total Credits		53-54
Total credits:		53-54

Course Sequencing**HARTE HONORS (Without Major Requirements)
FRESHMAN YEAR Fall Semester**

Item #	Title	Credits
HRT 120	Harte Honors Seminar: the Scholar	2
HRT 131	Honors African American Heritage	3
MAT 131	Algebra	3
REL 132	Introduction to the New Testament	3
ENG 131	English Composition I	3
REL 131	Introduction to the Old Testament	3
STI 111	Orientation	1
Sub-Total Credits		18

FRESHMAN YEAR Spring Semester

+ 8 credits of Advisor Approved Courses for a total of 17 credits this semester.

Item #	Title	Credits
BIO 131	Life Science	3
ENG 132	English Composition II	3
HPR 121	Lifetime Wellness	2
STI 114	Orientation II	1
Sub-Total Credits		9

SOPHOMORE YEAR Fall Semester

+ 6 credits of Advisor Approved Courses for a total of 17 credits this semester.

Item #	Title	Credits
HRT 220	Harte Honors Seminar: the Researcher	2
PHY 131	Physical Science	3
HIS 131	Foundations of World Civilization	3
	200-level Religion	3
Sub-Total Credits		11

SOPHOMORE YEAR Spring Semester

+ 10 credits of Advisor Approved Courses for a total of 17 credits this semester.

Item #	Title	Credits
SPE 232	Public Speaking	3
HRT 232	Honors Logic	3
BUS 210	Financial Literacy	1
Sub-Total Credits		7

JUNIOR YEAR Fall Semester

+ 12 credits of Advisor Approved Courses for a total of 17 credits this semester.

Item #	Title	Credits
HRT 320	Harte Honors Seminar: the Artist	2
	300-level Religion	3
Sub-Total Credits		5

JUNIOR YEAR Spring Semester

+ 10 credits of Advisor Approved Courses for a total of 16 credits this semester.

Item #	Title	Credits
HRT 322	Harte Honors Seminar: Leadership	2
HRT	Approved Foreign Language	3
EDU 310	Test Taking Strategies	1
Sub-Total Credits		6

SENIOR YEAR Fall Semester

+ 12 credits of Advisor Approved Courses for a total of 14 credits this semester.

Item #	Title	Credits
HRT 420	Harte Honors Seminar: the Citizen	2
Sub-Total Credits		2

SENIOR YEAR Spring Semester

7 credits of Advisor Approved Courses for a total of 7 credits this semester.

200-level Religion

Program

3

Choose a 200-level Religion course to fulfill this elective.

Off

300-level Religion

Program

3

Choose a 300-level Religion course to fulfill this elective.

Off

MAT 132 or MAT 145

Program

3

4

MAT 132

Trigonometry and Analytic Geometry

Program

Mathematics Degrees

- **Mathematics Major**

3

This course is designed to introduce students to the equations, properties, and graphs of the basic functions of mathematics. The functions studied include the linear, quadratic, higher degree polynomial, rational, exponential, logarithmic, and trigonometric. In addition, the course includes an examination of basic concepts that pertain to all functional operations and inverses. The course also includes the study of one class of geometric objects, which are sometimes non-functions, the conic sections, and trigonometric identities, equations, and applications. This course meets the mathematics requirements for most college majors, but it does not count toward a major or minor in mathematics.

MAT 145

Calculus I

Program

Mathematics Degrees

- **Mathematics Major**

4

This course introduces students to the three fundamental concepts of calculus. Study of limits and continuity, evaluation of limits using algebraic techniques, numerical approximations, and/or computers; study of derivative of elementary functions, physical applications of the derivative including curve sketching, rate problems, maximizing and minimizing physical quantities; study of antiderivative, definite integral, the classical area problem and applications of the definite integral and basic integration techniques.

Off

History

History Major HISTORY MAJOR

History is among the longest-standing majors at Stillman, because it allows insight into the journeys of peoples and civilizations. You'll discover a lot of both during your Stillman career, with major courses in, among other topics, World History, African History, Latin American History, African American History, and American Government. Majors also have the opportunity to participate in an internship, with placements at the Sheppard Library on the Stillman campus, and, in Tuscaloosa, the Murphy African American Museum and the Children's Hands-on Museum. Upon graduating, majors have the content knowledge and analytical skills to pursue law school, graduate school in history, political science, public administration, and museum studies, and professional paths, such as analysts to public and private industries, and national, state, and local officials and administrators. History majors might also opt to pursue a teaching certificate, qualifying them to teach and coach in high school.

Student Learning Outcomes

Upon completion of the History major, students will be able to:

1. Demonstrate knowledge of World History (Content).
2. Demonstrate knowledge of American History (Content).
3. Demonstrate knowledge of African and African American History (Content).
4. Demonstrate knowledge of Political Science and Geography (Content).
5. Demonstrate scholarship by writing a thesis that uses analyses based in research and primary source (Critical Thinking).
6. Orally defend a thesis that uses analyses based in research and primary sources (Communication).

Program Outcomes

As a result of successful completion of the History Program, graduates will:

1. Demonstrate effective written and oral communication skills.
2. Demonstrate an understanding of past and present civilizations.
3. Have the opportunity to apply to graduate programs, law school and appropriate careers in the field.
4. Demonstrate the use of technology relevant to the field.

Semester Plan

Included below is a sample semester-by-semester plan for a major in History.

NOTE

Students may elect to combine a history major with a secondary education certification program in the Social Sciences. An advisor will work with the student to develop semester schedules for certification in the Social Sciences.

Program: History

Type: Bachelor of Arts

Major in History

Item #	Title	Credits
HIS 131	Foundations of World Civilization	3
HIS 132	Foundations of American Civilization	3
HIS 230	Historical Methods	3
HIS 337	African American History I	3
HIS 339	Historical Research and Writing	3
	History Elective	3
HIS 436	African History	3
	400-level History	3
	400-level History	3
GEO 231	World Regional Geography	3
PSC 230	Political and Geo-Political Studies	3
PSC 239	Principles of American Government	3
	Sub-Total Credits	45

Minor in History**Required courses for the minor in History**

A minor in history consists of a minimum of 18 credit hours. The following courses are required for a minor in history:

* History electives for the minor cannot include HIS 339 or HIS 439.

Item #	Title	Credits
HIS 131	Foundations of World Civilization	3
HIS 132	Foundations of American Civilization	3
HIS 337	African American History I	3
HIS 436	African History	3
	History Elective	3
	History Elective	3
	Sub-Total Credits	18
	Total credits:	63

Course Sequencing**Major in History FRESHMAN YEAR Fall Semester**

Item #	Title	Credits
ENG 131	English Composition I	3
HIS 131	Foundations of World Civilization	3
REL 131	Introduction to the Old Testament	3
MAT 131	Algebra	3
HUM 130	African American Heritage	3
STI 111	Orientation	1
	Sub-Total Credits	16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 132	English Composition II	3
PHY 131	Physical Science	3
REL 132	Introduction to the New Testament	3
HPR 121	Lifetime Wellness	2
HIS 132	Foundations of American Civilization	3
STI 114	Orientation II	1
Sub-Total Credits		15

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
HIS 230	Historical Methods	3
BIO 131	Life Science	3
CSC 121	Computer Literacy	2
BUS 210	Financial Literacy	1
BUS 233	Principles of Macroeconomics	3
GEO 231	World Regional Geography	3
Sub-Total Credits		15

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
PSC 230	Political and Geo-Political Studies	3
HIS 330	American Colonial History, 1492-1776	3
	200-level Religion	3
ENG 333	Writing Argument	3
SPE 232	Public Speaking	3
Sub-Total Credits		15

JUNIOR YEAR Fall Semester

Item #	Title	Credits
	History Elective	3
HIS 337	African American History I	3
	300-level Religion	3
HIS 332	The Medieval World, Renaissance, and Reformation	3
HIS 333	The Age of Absolutism to the Modern World	3
EDU 310	Test Taking Strategies	1
Sub-Total Credits		16

JUNIOR YEAR Spring Semester

Item #	Title	Credits
PSC 239	Principles of American Government	3
HIS 338	African American History II	3
HIS 339	Historical Research and Writing	3
LOG 330	Logic	3
	General Elective (3 credits)	3
Sub-Total Credits		15

SENIOR YEAR Fall Semester

Item #	Title	Credits
HIS 436	African History	3
HIS 433	Modern International History	3
	Foreign Language	3
PSC 332	The United States Constitution	3
	General Elective (3 credits)	3
Sub-Total Credits		15

SENIOR YEAR Spring Semester

Item #	Title	Credits
HIS 435	Latin America and the Caribbean	3
HIS 431	Asian History	3
HIS 335	Recent United States History, 1890-Present	3
	General Elective (2 credits)	2
	General Elective (2 credits)	2
	Sub-Total Credits	13

Off

History Elective
Program

3

Choose a History course to fulfill this elective.

Off

History Elective
Program

3

Choose a History course to fulfill this elective.

Off

History Elective

Program

3

Choose a History course to fulfill this elective.

Off

History Elective

Program

3

Choose a History course to fulfill this elective.

Off

History Elective

Program

3

Choose a History course to fulfill this elective.

Off

History Elective

Program

3

Choose a History course to fulfill this elective.

Off

400-level History

Program

3

Choose a 400-level History course to fulfill this elective.

Off

400-level History

Program

3

Choose a 400-level History course to fulfill this elective.

Human Performance

Human Performance Major

DEPARTMENT OF KINESIOLOGY

The primary purpose of the Department of Kinesiology is to develop competent educators and professionals who can make a positive contribution to school systems and to society and/or be admitted to and be successful in graduate studies. The department provides the curriculum, expertise, teaches the scientific basis of physical activity and the skills and fitness competencies inherent in the profession that will enable majors to be successful within the PE disciplines in the public and private sector (wellness/fitness training and promotion, recreation, sports programming in various settings), as well as instilling in the entire student body the awareness, appreciation, and benefits of lifetime physical activity.

The Department of Kinesiology is committed to excellence consistent with the overall liberal arts mission of the College. Majors seeking Alabama Physical Education Teacher Certification for grades P-12 can receive certification by successfully completing all requirements in the Stillman Teacher Education Program (STEP), which includes maintaining a 2.75 grade point average, passing all required state standardized tests, and passing the edTPA assessment (see the Teacher Education Program section of this catalog for overall required program details). All teacher education candidates are required to complete a background check using the Alabama State Department of Education process. Teacher candidates must have a background check before completing any field experiences hours. All students taking education courses with field experience hours are required to join the Student Alabama Education Association (SAEA).

All Human Performance majors must participate in a required fitness test each semester to assess candidates' skilled-based and fitness based competence levels. The test will be scheduled by the department chairperson. It is the student's responsibility to be medically cleared, condition, and be properly prepared for this test, as this is a graduation requirement.

HUMAN PERFORMANCE MAJOR

Student Learning Outcomes

Upon completion of the Human Performance major, students will be able to:

1. Demonstrate knowledge of content, disciplinary concepts, and the tools of inquiry related to the development of a physically educated person (Content).
2. Demonstrate understanding of how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences (Critical Thinking).
3. Demonstrate knowledge of how individuals develop and can provide opportunities that support their physical, cognitive, social and emotional development (Critical Thinking).
4. Describe and demonstrate effective communication skills (Communication).

Program Outcomes

As a result of successful completion of the Human Performance Program, graduates will:

1. Actively participate in the professional physical education community and within the broader education field.
2. Describe and demonstrate effective communication skills.
3. Describe and implement strategies to enhance communication among students in physical activity settings.
4. Describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.
5. Describe performance concepts and strategies related to skillful movement and physical activity.
6. Demonstrate knowledge of how individuals develop and can provide opportunities that support their physical, cognitive, social and emotional development.
7. Demonstrate understanding of how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.

8. Demonstrate knowledge of content, disciplinary concepts and tools of inquiry related to the development of a physically educated person.
9. Demonstrate knowledge of approved state and national content standards and local program goals.
10. Demonstrate knowledge of current technologies and their application to physical education.
11. Demonstrate knowledge of and ability to use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners in physical activity.

Semester Plan

Included below are sample semester-by-semester plans for the major in Human Performance, both Teacher Certification and Non Teacher Certification.

NOTES

* For HPS 220, HPS 221, SED 433, EDU 422, EED 300 and SED 491, students must be accepted into STEP prior to enrollment in these courses.

Program: Human Performance

Type: Bachelor of Science

Major in Human Performance

Required courses for the major in Human Performance

The following courses are required for the major in Human Performance:

* For HPR 332, HPR 336, HPS 220 and HPS 221: All students taking any education courses requiring field placement are required to join the Student Alabama Education Association (SAEA).

Item #	Title	Credits
HPR 121	Lifetime Wellness	2
HPR 230	Applied Anatomy	3
HPR 231	History and Principles of Physical Education	3
HPR 331	Organization/Administration of Physical Education	3
HPR 332	Adapted Physical Education for Special Populations	3
HPR 333	Athletic Injuries and First Aid	3
HPR 334	Coaching and Officiating of Major Sports	3
HPR 335	Measurement and Evaluation of Physical Education	3
HPR 336	Methods/Materials for Teaching Physical Education P-12	3
HPR 432	Physiology of Exercise	3
HPR 433	Kinesiology	3
HPS 220	Methods of Teaching Striking, Field, Invasion, and Territory Games	2
HPS 221	Methods of Teaching Target, Net, and Wall Games	2
Sub-Total Credits		36

Minor in Human Performance**Required courses for the minor in Human Performance:**

Any non-Human Performance student desiring to minor in Human Performance may do so by completing the following courses:

Item #	Title	Credits
HPR 230	Applied Anatomy	3
HPR 231	History and Principles of Physical Education	3
HPR 331	Organization/Administration of Physical Education	3
HPR 332	Adapted Physical Education for Special Populations	3
HPR 333	Athletic Injuries and First Aid	3
	HPR Elective	3
Sub-Total Credits		18
Total credits:		54

Course Sequencing**Major in Human Performance (Physical Education Teacher Certification) FRESHMAN YEAR Fall Semester**

Item #	Title	Credits
STI 111	Orientation	1
REL 131	Introduction to the Old Testament	3
ENG 131	English Composition I	3
MAT 131	Algebra	3
HIS 131	Foundations of World Civilization	3
PHY 131	Physical Science	3
Sub-Total Credits		16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
STI 114	Orientation II	1
HPR 121	Lifetime Wellness	2
REL 132	Introduction to the New Testament	3
ENG 132	English Composition II	3
BIO 131	Life Science	3
HUM 130	African American Heritage	3
	HPS Elective	1
Sub-Total Credits		16

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
EDU 232	Foundations of Education	3
PSY 230	Introduction to Psychology	3
HPR 230	Applied Anatomy	3
HPR 231	History and Principles of Physical Education	3
SPE 232	Public Speaking	3
BUS 210	Financial Literacy	1
	HPS Elective	1
	HPS Elective	1
Sub-Total Credits		18

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
	200-level Religion	3
HPR 332	Adapted Physical Education for Special Populations	3
LOG 330	Logic	3
PSY 332	Educational Psychology	3
EDU 310	Test Taking Strategies	1
EDU 330	Educating Exceptional Children/Adolescents	3
	HPS Elective	1
	HPS Elective	1
Sub-Total Credits		18

JUNIOR YEAR Fall Semester

Item #	Title	Credits
	300-level Religion	3
HPR 331	Organization/Administration of Physical Education	3
HPR 333	Athletic Injuries and First Aid	3
HPR 420	Senior Thesis in Physical Education	2
HPS 220	Methods of Teaching Striking, Field, Invasion, and Territory Games	2
PSY 333	Adolescent Psychology	3
Sub-Total Credits		16

JUNIOR YEAR Spring Semester

Item #	Title	Credits
EDU 230	Integrating Technology into Education	3
HPR 335	Measurement and Evaluation of Physical Education	3
HPR 334	Coaching and Officiating of Major Sports	3
HPR 432	Physiology of Exercise	3
HPR 433	Kinesiology	3
HPS 221	Methods of Teaching Target, Net, and Wall Games	2
Sub-Total Credits		17

SENIOR YEAR Fall Semester

Item #	Title	Credits
HPR 336	Methods/Materials for Teaching Physical Education P-12	3
SED 433	Methods of Teaching Reading in the Content Areas	3
EDU 422	Tests and Measurements	2
EED 300	Management and Communication	3
Sub-Total Credits		11

SENIOR YEAR Spring Semester

Item #	Title	Credits
SED 491	Secondary Teacher Candidacy Internship (P-12)	12
Sub-Total Credits		12

Major in Human Performance (Non Teacher Certification) FRESHMAN YEAR Fall Semester

Item #	Title	Credits
STI 111	Orientation	1
REL 131	Introduction to the Old Testament	3
ENG 131	English Composition I	3
MAT 131	Algebra	3
HIS 131	Foundations of World Civilization	3
PHY 131	Physical Science	3
Sub-Total Credits		16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
HPR 121	Lifetime Wellness	2
REL 132	Introduction to the New Testament	3
ENG 132	English Composition II	3
BUS 210	Financial Literacy	1
BIO 131	Life Science	3
HUM 130	African American Heritage	3
STI 114	Orientation II	1
Sub-Total Credits		16

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
SPE 232	Public Speaking	3
PSY 230	Introduction to Psychology	3
HPR 230	Applied Anatomy	3
HPR 231	History and Principles of Physical Education	3
	General Elective (3 credits)	3
Sub-Total Credits		15

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
CSC 121	Computer Literacy	2
	200-level Religion	3
EDU 310	Test Taking Strategies	1
HPR 332	Adapted Physical Education for Special Populations	3
HPR 333	Athletic Injuries and First Aid	3
HPS 221	Methods of Teaching Target, Net, and Wall Games	2
	General Elective (2 credits)	2
Sub-Total Credits		16

JUNIOR YEAR Fall Semester

Item #	Title	Credits
HPR 331	Organization/Administration of Physical Education	3
HPR 336	Methods/Materials for Teaching Physical Education P-12	3
HPR 433	Kinesiology	3
HPS 220	Methods of Teaching Striking, Field, Invasion, and Territory Games	2
LOG 330	Logic	3
Sub-Total Credits		14

JUNIOR YEAR Spring Semester

Item #	Title	Credits
	300-level Religion	3
HPR 334	Coaching and Officiating of Major Sports	3
HPR 432	Physiology of Exercise	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
Sub-Total Credits		15

SENIOR YEAR Fall Semester

Item #	Title	Credits
HPR 335	Measurement and Evaluation of Physical Education	3
HPR 420	Senior Thesis in Physical Education	2
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
	Sub-Total Credits	13

SENIOR YEAR Spring Semester

Item #	Title	Credits
HPR 434	Internship in Fitness/Wellness	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	Sub-Total Credits	15

HPR Elective

Program

3

Choose an HPR course to fulfill this elective.

Off

Journalism

Journalism Major **JOURNALISM MAJOR**

Student Learning Outcomes

Upon completion of the Journalism major, students will be able to perform the following:

1. Identify basic terms of the profession and report, design, edit, and function within the climate of the newsroom (Content).
2. Use professionalism, leadership, and critical thinking skills related to the presentation of information (Critical Thinking).
3. Write in traditional news, feature, and opinion styles as well as literary methods and in public relations forms (Communication).
4. Demonstrate proficiency in journalism-related oral communication (Communication).

Program Outcomes

The program will produce graduates who will do the following:

1. Enter careers in journalism, media, mass communications, editing, public relations, publishing, and teaching where distinctive technological and verbal capabilities of precision and clarity in thinking, speaking, or writing are valued.
2. Exhibit professional practices and skills of journalism and communication, which include a process approach for writing, speaking, and producing.
3. Use technology to communicate effectively.
4. Demonstrate an understanding of the responsibilities of a professional journalist.
5. Pursue advanced study at a graduate school or professional school.

Required courses for the major in Journalism

The major in Journalism consists of a minimum of thirty-six (36) credit hours.

Semester Plan

Included below is a sample semester-by-semester program for a major in Journalism.

Program: Journalism

Type: Bachelor of Arts

Major in Journalism

Item #	Title	Credits
JN 131	Introduction to Mass Communications	3
JN 132	Introduction to Media Writing	3
JN 231	Newswriting and Reporting	3
JN 233	Photojournalism	3
JN 331	Media Law and Regulations	3
ENG 331	Advanced Rhetorical Grammar	3
JN 332	Magazine Feature and Opinion Writing	3
JN 333	New Media and Desktop Publishing	3
JN 335	Audio and Video Reporting and Production	3
JN 430	Internship/Practicum	3 - 6
JN 431	Advanced Newswriting	3
JN 434	Independent Study/Senior Project	3
Sub-Total Credits		36-39

Minor in Journalism

The minor in Journalism consists of a minimum of eighteen (18) credit hours. The following courses are required for the minor:

Item #	Title	Credits
JN 131	Introduction to Mass Communications	3
JN 231	Newswriting and Reporting	3
JN 233	Photojournalism	3
JN 332	Magazine Feature and Opinion Writing	3
JN 333	New Media and Desktop Publishing	3
JN 430	Internship/Practicum	3 - 6
Sub-Total Credits		18-21
Total credits:		54-60

Course Sequencing

Major in Journalism FRESHMAN YEAR Fall Semester

Item #	Title	Credits
ENG 199	English Composition I for English and Journalism Majors	3
STI 111	Orientation	1
JN 131	Introduction to Mass Communications	3
HUM 130	African American Heritage	3
REL 131	Introduction to the Old Testament	3
MAT 131	Algebra	3
Sub-Total Credits		16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 200	English Composition II for English and Journalism Majors	3
CSC 121	Computer Literacy	2
BIO 131	Life Science	3
JN 132	Introduction to Media Writing	3
HPR 121	Lifetime Wellness	2
REL 132	Introduction to the New Testament	3
STI 114	Orientation II	1
Sub-Total Credits		17

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
JN 231	Newswriting and Reporting	3
HIS 131	Foundations of World Civilization	3
PHY 131	Physical Science	3
SPE 232	Public Speaking	3
	200-level Religion	3
Sub-Total Credits		15

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
JN 233	Photojournalism	3
	200-level Journalism	3
	Social Science Elective	3
SPE 232	Public Speaking	3
BUS 210	Financial Literacy	1
Sub-Total Credits		13

JUNIOR YEAR Fall Semester

Item #	Title	Credits
LOG 330	Logic	3
ENG 331	Advanced Rhetorical Grammar	3
	300-level Journalism	3
JN 333	New Media and Desktop Publishing	3
JN 335	Audio and Video Reporting and Production	3
Sub-Total Credits		15

JUNIOR YEAR Spring Semester

Item #	Title	Credits
JN 332	Magazine Feature and Opinion Writing	3
JN 331	Media Law and Regulations	3
	300-level Journalism	3
	300-level Religion	3
EDU 310	Test Taking Strategies	1
Sub-Total Credits		13

SENIOR YEAR Fall Semester

Item #	Title	Credits
JN 431	Advanced Newswriting	3
JN 430	Internship/Practicum	3 - 6
	400-level Journalism	3
	400-level Journalism	3
	General Elective (3 credits)	3
Sub-Total Credits		15-18

SENIOR YEAR Spring Semester

Item #	Title	Credits
JN 434	Independent Study/Senior Project	3
	400-level Journalism	3
	400-level Journalism	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
Sub-Total Credits		14

Mathematics

Mathematics Major

DEPARTMENT OF MATHEMATICS

The Department of Mathematics offers a Baccalaureate degree in mathematics and seeks to provide the background requisite for employment and/or advanced study. The department provides to all students the mathematics and computer science courses required to satisfy the general education standards appropriate for a four-year, liberal arts college. The department offers courses at a variety of introductory levels to accommodate students of varying backgrounds and abilities. A major in mathematics combines pure and applied studies, allowing for some concentration in each and may lead to careers in teaching, industry, and government.

MATHEMATICS MAJOR

Student Learning Outcomes

Upon completion of the Mathematics major, students will be able to:

1. Understand fundamental concepts and theorems in analysis, algebra, geometry, and logic (Content).
2. Identify and use suitable methods applicable to solve a given mathematical problem (Critical Thinking).
3. Use rigor and logic to construct and evaluate mathematical arguments (Communication, Critical Thinking).
4. Recognize and use different representations of mathematical concepts and processes (Content, Critical Thinking).
5. Effectively communicate mathematical content using proper terms and notation (Communication).

Program Outcomes

As a result of successful completion of the Mathematics Program, graduates will:

1. Be able to be employed in an area related to the major or admitted to graduate school.

2. Be exposed to research through summer internship experiences in mathematics or related fields.
3. Be involved in community service to promote the study and use of mathematics.

Semester Plan

Included below is a sample semester-by-semester program for a Mathematics major.

Program: **Mathematics**

Type: Bachelor of Science

Major in Mathematics

A program of study consists of a minimum of 39 semester hours in mathematics beyond MAT 134, of which 15 hours must be taken at Stillman College. Required courses are:

Item #	Title	Credits
MAT 145	Calculus I	4
MAT 146	Calculus II	4
MAT 241	Calculus III	4
MAT 234	Discrete Math I	3
MAT 331	Linear Algebra	3
MAT 332	Abstract Algebra	3
MAT 333	Differential Equations	3
MAT 336	Modern Geometry	3
MAT 431	Introduction to Real Analysis	3
CSC 131	Introduction to Computing	3
Sub-Total Credits		33

Major in Mathematics - Electives

An additional 6 hours in mathematics must be selected from the following:

Elective courses must be approved by a departmental advisor and will include at least two mathematics courses unless the student earns a double major or completes the requirements for certification in education.

Item #	Title	Credits
MAT 233	Introduction to Statistics	3
MAT 335	Discrete Math II	3
MAT 334	Numerical Analysis and Simulation	3
MAT 430	Seminar in the History and Philosophy of Mathematics	3
Sub-Total Credits		12

Minor in Mathematics

A minor in mathematics consists of a minimum of 21 credit hours. The following courses are required for a minor in mathematics:

Item #	Title	Credits
MAT 145	Calculus I	4
MAT 146	Calculus II	4
MAT 241	Calculus III	4
MAT 234	Discrete Math I	3
MAT 331	Linear Algebra	3
MAT 333	Differential Equations	3
Sub-Total Credits		21
Total credits:		6

Course Sequencing

Major in Mathematics FRESHMAN YEAR Fall Semester

Item #	Title	Credits
MAT 145	Calculus I	4
ENG 131	English Composition I	3
REL 131	Introduction to the Old Testament	3
BIO 131	Life Science	3
CSC 121	Computer Literacy	2
STI 111	Orientation	1
Sub-Total Credits		16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
MAT 146	Calculus II	4
HIS 131	Foundations of World Civilization	3
ENG 132	English Composition II	3
REL 132	Introduction to the New Testament	3
HUM 130	African American Heritage	3
STI 114	Orientation II	1
Sub-Total Credits		17

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
MAT 241	Calculus III	4
	General Elective (3 credits)	3
HPR 121	Lifetime Wellness	2
BUS 210	Financial Literacy	1
PSY 230	Introduction to Psychology	3
CSC 131	Introduction to Computing	3
Sub-Total Credits		16

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
MAT 233	Introduction to Statistics	3
MAT 234	Discrete Math I	3
	General Elective (3 credits)	3
PHY 131	Physical Science	3
	200-level Religion	3
Sub-Total Credits		15

JUNIOR YEAR Fall Semester

Item #	Title	Credits
MAT 331	Linear Algebra	3
	300-level Religion	3
ENG 235	Technical Writing	3
MAT 333	Differential Equations	3
	General Elective (3 credits)	3
Sub-Total Credits		15

JUNIOR YEAR Spring Semester

Item #	Title	Credits
MAT 332	Abstract Algebra	3
MAT 336	Modern Geometry	3
SPE 232	Public Speaking	3
EDU 310	Test Taking Strategies	1
LOG 330	Logic	3
	General Elective (2 credits)	2
Sub-Total Credits		15

SENIOR YEAR Fall Semester

Item #	Title	Credits
MAT 431	Introduction to Real Analysis	3
MAT 335	Discrete Math II	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
Sub-Total Credits		15

SENIOR YEAR Spring Semester

Item #	Title	Credits
MAT 430	Seminar in the History and Philosophy of Mathematics	3
MAT 334	Numerical Analysis and Simulation	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
Sub-Total Credits		12

Music and Music Education

Music Major

MUSIC and MUSIC EDUCATION

Area of Music Mission Statement

We will strive to educate, train and develop students to excel as musicians and educators, as a career and passion. Our professional and supportive ensembles will develop the musicianship in all students, whether seasoned performers or new to their instrument. Our diverse, talented faculty will broaden students' appreciation of musical styles and genres and give them a sound understanding of the importance of music in society past and present to provide the best possible education at the undergraduate level.

Stillman College offers the Bachelor of Arts in Music with certification in Music Education. Did you know that music is the only activity that stimulates both hemispheres of the brain simultaneously? Research also demonstrates that music education improves physical health and cognitive functioning, including information storage, and increases positive social interaction. Your musical training in our department may improve your performance in the general education classes you take as part of the liberal arts curriculum!

The Music Education certification, conferred on successful completion of STEP (the Stillman Teacher Education Program) will prepare degree candidates to teach P-12 learners in the public school system. Students will train in pedagogical theory and methods and enjoy an immersive field experience, as they work side-by-side with cooperating teachers in P-12 settings.

Our music program enhances educational and cultural programs at the College by providing:

- musical performance opportunities to talented students;
- creative musical experiences to enrich the life of the college; and
- public performances for the surrounding and extended communities.

Student Learning Outcomes

Upon completion of the Music major, students will be able to:

1. Display a working knowledge of music history and theory (Content & Critical Thinking).
2. Display an appropriate level of competency in solo and ensemble performing (Critical Thinking & Communication).
3. Display the ability to prepare and lead an ensemble rehearsal and performance (Content & Communication).
4. Display the ability to effectively communicate about music in a written and oral form (Content, Critical Thinking & Communication).

Program Outcomes

As a result of successful completion of the Music Program, graduates will:

1. Be prepared to pursue graduate study.
2. Be prepared to pursue viable careers in music.
3. Be prepared to effectively communicate about music in written and oral form.

The Bachelor of Arts Degree in Music

Students in the Bachelor of Arts degree program in music enroll for studio instruction in one major or principal applied instrument (piano, voice, brass, woodwinds, and percussion). An audition or permission from the applied instructor is required to enroll in applied study. Music majors must enroll in principal applied study (MUS 113-114, 213-213, 313-314, 413-414), major ensemble participation (MUS 111-112, 211-212, 311-312, 411-412), and student recital (MUS 001) in every semester of their undergraduate experience. Music majors also must complete 12 hours of music theory courses (MUS 131-132, 231-232), including an aural skills laboratory. Ear training, sight-singing, dictation, and keyboard skills are practiced throughout the sequence. The required sequence of 6 hours of music history and literature (MUS 335-336) provides a basic knowledge of music history through the present time. Conducting (MUS 426) is required of all music majors.

Sophomore Qualifying Examination

The Sophomore Qualifying Examination is to be successfully completed at the end of the fourth semester of principal applied study (or the equivalent), and must be passed in order to proceed to 300-level applied study. Grading will be Pass, Fail, or Postpone (the exam may be rescheduled one time). The Sophomore Qualifying examination may only be taken once per semester.

Piano Proficiency Examination

The piano proficiency examination is to be successfully completed at the end of the second semester of class piano studies. Grading will be Pass, Fail. The student must fulfill the requirement of passing the piano proficiency examination in order to graduate. Students who enter the department as a music major with previous piano experience may be exempted from the class piano requirement by passing the piano proficiency examination. The student will be required to attempt the piano proficiency examination during each semester until the requirement is fulfilled.

Junior and Senior Recitals

A junior recital (30 minutes) and a senior recital (45 minutes) are required of all music majors. Students must register for the appropriate recital course (Junior Recital MUS 301, or Senior Recital MUS 401) in the semester in which the recital is to be performed. A faculty jury holds a pre-hearing of each recital before it can be performed publicly. The jury may pass, postpone, or cancel the recital.

Semester Plan

Included below is a sample semester-by-semester plan for a major in Music.

Program: Music and Music Education

Type: Bachelor of Arts

Major in Music

Required courses for the major in Music

The major in Music consists of 36 hours. The required courses are:

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 111	Musical Ensembles	1
MUS 112	Musical Ensembles	1
MUS 113	Principal Applied Music	1
MUS 114	Principal Applied Music	1
MUS 131	Theory of Music I	3
MUS 132	Theory of Music II	3
MUS 211	Musical Ensembles	1
MUS 212	Musical Ensembles	1
MUS 213	Principal Applied Music	1
MUS 214	Principal Applied Music	1
MUS 231	Theory of Music III	3
MUS 232	Advanced Theory and Analysis	3
MUS 301	Junior Recital	0
MUS 311	Musical Ensembles	1
MUS 312	Musical Ensembles	1
MUS 313	Principal Applied Music	1
MUS 314	Principal Applied Music	1
MUS 335	Music History and Literature I	3
MUS 336	Music History and Literature II	3
MUS 401	Senior Recital	0
MUS 411	Musical Ensembles	1
MUS 412	Musical Ensembles	1
MUS 413	Principal Applied Music	1
MUS 414	Principal Applied Music	1
MUS 426	Conducting	2
Sub-Total Credits		36

Minor in Music

Required courses for the minor in Music:

The minor in Music consists of a minimum of twenty-one (21) credit hours. The following courses are required for the minor:

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 111	Musical Ensembles	1
MUS 112	Musical Ensembles	1
MUS 113	Principal Applied Music	1
MUS 114	Principal Applied Music	1
MUS 123	Class Piano	2
MUS 124	Class Piano	2
MUS 131	Theory of Music I	3
MUS 132	Theory of Music II	3
MUS 133	Music Appreciation	3
MUS 211	Musical Ensembles	1
MUS 212	Musical Ensembles	1
MUS 213	Principal Applied Music	1
MUS 214	Principal Applied Music	1
Sub-Total Credits		21
Total credits:		57

Course Sequencing

Major in Music FRESHMAN YEAR Fall Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 111	Musical Ensembles	1
MUS 113	Principal Applied Music	1
MUS 131	Theory of Music I	3
ENG 131	English Composition I	3
HUM 130	African American Heritage	3
REL 131	Introduction to the Old Testament	3
STI 111	Orientation	1
Sub-Total Credits		15

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 112	Musical Ensembles	1
MUS 114	Principal Applied Music	1
MUS 132	Theory of Music II	3
MUS 123	Class Piano	2
ENG 132	English Composition II	3
HPR 121	Lifetime Wellness	2
REL 132	Introduction to the New Testament	3
STI 114	Orientation II	1
Sub-Total Credits		16

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
MUS 231	Theory of Music III	3
MUS 213	Principal Applied Music	1
MUS 211	Musical Ensembles	1
MUS 001	Student Recital	0
MUS 124	Class Piano	2
MAT 131	Algebra	3
BUS 210	Financial Literacy	1
	200-level Religion	3
Sub-Total Credits		14

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
MUS 232	Advanced Theory and Analysis	3
MUS 214	Principal Applied Music	1
MUS 212	Musical Ensembles	1
MUS 001	Student Recital	0
HIS 131	Foundations of World Civilization	3
BIO 131	Life Science	3
SPE 232	Public Speaking	3
CSC 121	Computer Literacy	2
Sub-Total Credits		16

JUNIOR YEAR Fall Semester

Item #	Title	Credits
MUS 335	Music History and Literature I	3
LOG 330	Logic	3
MUS 311	Musical Ensembles	1
MUS 313	Principal Applied Music	1
MUS 001	Student Recital	0
	300-level Religion	3
PHY 131	Physical Science	3
Sub-Total Credits		14

JUNIOR YEAR Spring Semester

Item #	Title	Credits
MUS 336	Music History and Literature II	3
MUS 301	Junior Recital	0
MUS 312	Musical Ensembles	1
MUS 314	Principal Applied Music	1
MUS 001	Student Recital	0
	Social Science Elective	3
EDU 310	Test Taking Strategies	1
	General Elective (3 credits)	3
	General Elective (3 credits)	3
Sub-Total Credits		15

SENIOR YEAR Fall Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 411	Musical Ensembles	1
MUS 413	Principal Applied Music	1
MUS 426	Conducting	2
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
Sub-Total Credits		15

SENIOR YEAR Spring Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 412	Musical Ensembles	1
MUS 414	Principal Applied Music	1
MUS 401	Senior Recital	0
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
	General Elective (2 credits)	2
Sub-Total Credits		15

Psychology

Psychology Major

DEPARTMENT OF PSYCHOLOGY

The Psychology degree was developed to enable students to think scientifically about behavior and mental processes, develop research and assessment skills, and to use those skills to solve everyday problems. Students who complete the degree in psychology may choose to work in various fields such as assessment, advising, research, and crisis prevention and intervention. Additionally, students may choose to attend graduate school in order to work in fields such as clinical psychology, educational psychology, social work, marriage and family counseling, rehabilitation counseling, and school counseling. The broad application of psychology in other disciplines makes the courses suitable for students from other majors. The guidelines provided by the American Psychological Association (2013) for undergraduate psychology majors were used to develop the program and student learning outcomes.

PSYCHOLOGY MAJOR

Student Learning Outcomes

Upon completion of the Psychology major, students will be able to:

1. Demonstrate knowledge of psychological concepts and theories (Content).
2. Understand research design, analysis, and interpretation (Content and Critical Thinking).
3. Develop critical thinking skills (Critical Thinking).
4. Demonstrate knowledge of the formal regulations that govern professional ethics in psychology (Content).
5. Demonstrate proficiency in using technology (Content).
6. Develop written and oral communication skills (Communication).
7. Recognize, understand and respect diversity (Content).

Program Outcomes

As a result of successful completion of the Psychology Program, graduates will:

1. Attained a variety of relevant courses in psychology which will enhance personal, academic, and career goals;
2. Demonstrated basic principles of research design and analysis;
3. Used APA style in written assignments;
4. Explored ethical principles for psychologists in academic and applied settings;
5. Prepared applications for graduate and professional school; and
6. Developed meaningful professional direction for life after graduation.

Program: Psychology

Type: Bachelor of Arts

Major in Psychology

Required courses for the major in Psychology

The major in Psychology consists of a minimum of 43 hours. Required courses are:

Item #	Title	Credits
PSY 230	Introduction to Psychology	3
PSY 231	History and Systems of Psychology	3
PSY 232	Child Psychology	3
PSY 233	Psychology of Learning	3
PSY 321	Junior Thesis Seminar	2
PSY 330	Research Methods in Psychology	3
PSY 332	Educational Psychology	3
PSY 333	Adolescent Psychology	3
PSY 334	Abnormal Psychology	3
PSY 335	Social Psychology	3
PSY 336	Elementary Statistical Methods and Design	3
PSY 421	Senior Thesis Seminar	2
PSY 430	Group Dynamics and Interpersonal Relations	3
PSY 432	Theory of Psychometric Instruments	3
PSY 433	Clinical Assessment	3
Sub-Total Credits		43

Minor in Psychology

Required courses for the minor in Psychology

A minor in psychology consists of a minimum of 21 credit hours. The following courses are required for a minor in psychology:

Item #	Title	Credits
PSY 230	Introduction to Psychology	3
PSY 231	History and Systems of Psychology	3
PSY 233	Psychology of Learning	3
PSY 334	Abnormal Psychology	3
PSY 335	Social Psychology	3
	PSY Elective	1 - 3
	PSY Elective	1 - 3
Sub-Total Credits		17-21
Total credits:		60-64

Course Sequencing

Major in Psychology FRESHMAN YEAR Fall Semester

Item #	Title	Credits
REL 131	Introduction to the Old Testament	3
ENG 131	English Composition I	3
MAT 131	Algebra	3
HUM 130	African American Heritage	3
STI 111	Orientation	1
Sub-Total Credits		13

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
REL 132	Introduction to the New Testament	3
ENG 132	English Composition II	3
HIS 131	Foundations of World Civilization	3
BIO 131	Life Science	3
PSY 230	Introduction to Psychology	3
STI 114	Orientation II	1
Sub-Total Credits		16

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
	200-level Religion	3
PSY 232	Child Psychology	3
PHY 131	Physical Science	3
CSC 121	Computer Literacy	2
HPR 121	Lifetime Wellness	2
	PSY Elective	1 - 3
Sub-Total Credits		14-16

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
PSY 231	History and Systems of Psychology	3
PSY 233	Psychology of Learning	3
SPE 232	Public Speaking	3
	300-level Religion	3
LOG 330	Logic	3
BUS 210	Financial Literacy	1
Sub-Total Credits		16

JUNIOR YEAR Fall Semester

Students may take 4 credits of electives this semester.

Item #	Title	Credits
PSY 321	Junior Thesis Seminar	2
PSY 332	Educational Psychology	3
PSY 333	Adolescent Psychology	3
PSY 335	Social Psychology	3
	PSY Elective	1 - 3
	PSY Elective	1 - 3
Sub-Total Credits		13-17

JUNIOR YEAR Spring Semester

Students may take 5 credits of electives this semester.

Item #	Title	Credits
PSY 330	Research Methods in Psychology	3
PSY 334	Abnormal Psychology	3
PSY 336	Elementary Statistical Methods and Design	3
EDU 310	Test Taking Strategies	1
	PSY Elective	1 - 3
	PSY Elective	1 - 3
Sub-Total Credits		12-16

SENIOR YEAR Fall Semester

Students may take 6 credits of electives this semester.

Item #	Title	Credits
PSY 421	Senior Thesis Seminar	2
PSY 430	Group Dynamics and Interpersonal Relations	3
PSY 432	Theory of Psychometric Instruments	3
	PSY Elective	1 - 3
	PSY Elective	1 - 3
Sub-Total Credits		10-14

SENIOR YEAR Spring Semester

Students may take 12 credits of electives this semester.

Item #	Title	Credits
PSY 433	Clinical Assessment	3
	PSY Elective	1 - 3
	PSY Elective	1 - 3
	PSY Elective	1 - 3
	PSY Elective	1 - 3
	Sub-Total Credits	7-15

PSY Elective Program

1
3

Suggestions for possible electives include, but are not limited to the following:

* Electives cannot include PSY 321, PSY 330 or PSY 421.

PSY 234 Theories of Personality Program

Psychology Degrees • **Psychology Major**

3
This course is designed to give students an introduction to personality theorists who represent psychoanalytic, lifespan, trait, humanistic, cognitive, behavioral, and social-learning approaches, while demonstrating the influence of historical events on the development of their theories. Students will explore how race, gender, and culture play a part in the study of personality and in personality assessment. Current research on select facets of personality including locus of control, sensation seeking, optimism-pessimism, learned helplessness, and positive psychology will be reviewed.

PSY 235 Health Psychology Program

Psychology Degrees • **Psychology Major**

3
This course is designed to introduce psychology majors and non-majors to the cognitive, behavioral, and biological approaches to health psychology. Students will explore the diversity in health psychology, including international health research; the impact of issues such as ethnicity, age, and gender on health and research; and the increasing variety of approaches to health care across the lifespan. Students will gain a clear understanding of how biological, behavioral, and social factors influence health. Students will explore ways people can change current attitudes, behaviors, and thinking to promote general well-being and make healthier lifestyle choices today that decrease their risk of future illness.

PSY 236 Positive Psychology Program

Psychology Degrees • **Psychology Major**

3
This course will introduce students to the scientific study of human strengths. This course will focus on topics related to the positive aspects of human experience: happiness, optimism, creativity, well-being and resilience. Much of the course will broaden the focus to include big-picture issues and real-world application.

PSY 337 Psychology of Women Program

Psychology Degrees • **Psychology Major**

3
This course, designed for male and female students, focuses on the scientific study of the behavior of girls and women, and focuses on issues related to women's lives and experiences. Utilizing a developmental, as well as a topical approach, this course provides information about various facets of women's lives.

PSY 338 Psychology of the Black Experience Program

Psychology Degrees • **Psychology Major**

3

This course is a reading and activity intensive course designed for undergraduate students majoring in psychology and/or African American Studies. This course was designed to examine and introduce students to perspectives on the thoughts, feelings and behaviors of African descended people living in North America and to differentiate Black psychology from Western psychology by population, perspective and the nature of the discipline.

PSY 339

Psychology of Film, Television and Media Program

Psychology Degrees

- **Psychology Major**

3

This course is designed to explore the ways in which various psychological concepts have been presented, examined, researched and discussed in film and television. Textbooks and journal articles may not adequately portray the symptoms of a mental illness, the dynamics within a group, or the steps involved in processes such as learning or remembering. Contrarily, films and/or television shows usually allow viewers to observe human behavior and mental processes. Indeed, an entertaining film is often capable of illustrating even the most complex psychological concept; and allows students to see visual representations of various cultures, time periods, stages of development, and psychological states.

PSY 340

Culture and Psychology Program

Psychology Degrees

- **Psychology Major**

3

This course is designed to explore the influence of culture on mental processes and behaviors in humans. A cross-cultural framework will be used to give students the tools necessary for evaluating many psychological processes and principles from a cultural perspective. Students will examine in-depth traditionally held beliefs and theories and their relevance to different cultural groups today, and apply what they learn to their own lives. Students will gain an understanding of the nature of culture and its relationship to psychological processes. Students will gain a deeper, more complex understanding of the differences and similarities

between various cultures through the exploration of topics such as changing gender roles, sexuality, health, aggression, personality, mate selection, and more.

PSY 341

Biological Psychology Program

Psychology Degrees

- **Psychology Major**

3

This course is designed to explore the physiological bases of behavior, including learning, motivation, psychopathology, emotion, the senses, body rhythms, and other brain-behavior relationships. A goal of the course is to make biological psychology accessible to psychology students, as well as biology and Human Performance majors and pre-med students. Students will benefit from knowing that a biological perspective is relevant to the study of psychology because all thoughts, feeling and behavior ultimately have a biological cause.

PSY 434

Experimental Psychology Program

Psychology Degrees

- **Psychology Major**

3

This course focuses on scientific method and experimental techniques in psychology. Fundamental assumptions and principles of scientific observation and research design are discussed. Students learn several techniques specific to psychological research. Relevant ethical issues are addressed as students learn to interpret and evaluate research and to communicate research findings.

PSY 435

Experimental Psychology Laboratory Program

Psychology Degrees

- **Psychology Major**

1

This course focuses on scientific method and experimental techniques in psychology. Students will conduct a series of exercises and laboratory experiments, perform and interpret statistical analysis of data collected and report experimental findings in standard technical format.

PSY 331

Psychology of the Aging
Program

Psychology Degrees

- **Psychology Major**

3

This course is a study of behavioral, emotional, and social changes during the adult and elderly years. The emphasis will be on biomedical, psychological, and social aspects of middle and late adulthood.

EDU 232

Foundations of Education
Program

Elementary Education Degrees

- **Elementary Education Major**

3

The primary purpose of the course is to provide students with knowledge and information about the organization of schools and curriculum, the responsibilities of teachers/administrators, the history of American schools, foundations of philosophic educational thought, diverse learners, integrating technology in lessons, and discussing/reflecting on contemporary issues and problems. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course. All education majors must complete the Alabama State Department of Education background check.

Off

PSY Elective

Program

1

3

Suggestions for possible electives include, but are not limited to the following:

* Electives cannot include PSY 321, PSY 330 or PSY 421.

PSY 234

Theories of Personality
Program

Psychology Degrees

- **Psychology Major**

3

This course is designed to give students an introduction to personality theorists who represent psychoanalytic, lifespan, trait, humanistic, cognitive, behavioral, and social-learning approaches, while demonstrating the influence of historical events on the development of their theories. Students will explore how race, gender, and culture play a part in the study of personality and in personality assessment. Current research on select facets of personality including locus of control, sensation seeking, optimism-pessimism, learned helplessness, and positive psychology will be reviewed.

PSY 235

Health Psychology
Program

Psychology Degrees

- **Psychology Major**

3

This course is designed to introduce psychology majors and non-majors to the cognitive, behavioral, and biological approaches to health psychology. Students will explore the diversity in health psychology, including international health research; the impact of issues such as ethnicity, age, and gender on health and research; and the increasing variety of approaches to health care across the lifespan. Students will gain a clear understanding of how biological, behavioral, and social factors influence health. Students will explore ways people can change current attitudes, behaviors, and thinking to promote general well-being and make healthier lifestyle choices today that decrease their risk of future illness.

PSY 236

Positive Psychology
Program

Psychology Degrees

- **Psychology Major**

3

This course will introduce students to the scientific study of human strengths. This course will focus on topics related to the positive aspects of human experience: happiness, optimism, creativity, well-being and resilience. Much of the course will broaden the focus to include big-picture issues and real-world application.

PSY 337

Psychology of Women
Program

Psychology Degrees

- **Psychology Major**

3

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PSY 338

Psychology of the Black Experience
Program

Psychology Degrees

- **Psychology Major**

3

This course is a reading and activity intensive course designed for undergraduate students majoring in psychology and/or African American Studies. This course was designed to examine and introduce students to perspectives on the thoughts, feelings and behaviors of African descended people living in North America and to differentiate Black psychology from Western psychology by population, perspective and the nature of the discipline.

PSY 339

Psychology of Film, Television and Media
Program

Psychology Degrees

- **Psychology Major**

3

This course is designed to explore the ways in which various psychological concepts have been presented, examined, researched and discussed in film and television. Textbooks and journal articles may not adequately portray the symptoms of a mental illness, the dynamics within a group, or the steps involved in processes such as learning or remembering. Contrarily, films and/or television shows usually allow viewers to observe human behavior and mental processes. Indeed, an entertaining film is often capable of illustrating even the most complex psychological

concept; and allows students to see visual representations of various cultures, time periods, stages of development, and psychological states.

PSY 340

Culture and Psychology
Program

Psychology Degrees

- **Psychology Major**

3

This course is designed to explore the influence of culture on mental processes and behaviors in humans. A cross-cultural framework will be used to give students the tools necessary for evaluating many psychological processes and principles from a cultural perspective. Students will examine in-depth traditionally held beliefs and theories and their relevance to different cultural groups today, and apply what they learn to their own lives. Students will gain an understanding of the nature of culture and its relationship to psychological processes. Students will gain a deeper, more complex understanding of the differences and similarities between various cultures through the exploration of topics such as changing gender roles, sexuality, health, aggression, personality, mate selection, and more.

PSY 341

Biological Psychology
Program

Psychology Degrees

- **Psychology Major**

3

This course is designed to explore the physiological bases of behavior, including learning, motivation, psychopathology, emotion, the senses, body rhythms, and other brain-behavior relationships. A goal of the course is to make biological psychology accessible to psychology students, as well as biology and Human Performance majors and pre-med students. Students will benefit from knowing that a biological perspective is relevant to the study of psychology because all thoughts, feeling and behavior ultimately have a biological cause.

PSY 434

Experimental Psychology
Program

Psychology Degrees

- **Psychology Major**

3

This course focuses on scientific method and experimental techniques in psychology. Fundamental assumptions and principles of scientific observation and research design are discussed. Students learn several techniques specific to psychological research. Relevant ethical issues are addressed as students learn to interpret and evaluate research and to communicate research findings.

PSY 435

Experimental Psychology Laboratory
Program

Psychology Degrees

- **Psychology Major**

1

This course focuses on scientific method and experimental techniques in psychology. Students will conduct a series of exercises and laboratory experiments, perform and interpret statistical analysis of data collected and report experimental findings in standard technical format.

PSY 331

Psychology of the Aging
Program

Psychology Degrees

- **Psychology Major**

3

This course is a study of behavioral, emotional, and social changes during the adult and elderly years. The emphasis will be on biomedical, psychological, and social aspects of middle and late adulthood.

EDU 232

Foundations of Education
Program

Elementary Education Degrees

- **Elementary Education Major**

3

The primary purpose of the course is to provide students with knowledge and information about the organization of schools and curriculum, the responsibilities of teachers/administrators, the history of American schools, foundations of philosophic educational thought, diverse learners,

integrating technology in lessons, and discussing/reflecting on contemporary issues and problems. Public or private school field experience is a requirement of this course.

Membership in the Student Alabama Education Association is required in order to take this course. All education majors must complete the Alabama State Department of Education background check.

Off

Religion

Religion Major

DEPARTMENT OF RELIGION AND THEOLOGY

The Department of Religion and Theology seeks to graduate students who are knowledgeable in the scriptures and develop students who pursue and embrace a vocation of ministry and learning for the common good. The Department provides two majors, Religion and Theology. The Religion major is designed to prepare students for further academic studies in graduate and/or professional schools. The Theology major combines practical experience with professional and academic courses to prepare students for entry into a ministry vocation immediately upon graduation. In addition to the two majors, the department also provides a minor in religion, a minor in theology, and a certificate in theology.

RELIGION MAJOR

Student Learning Outcomes

Upon completion of the Religion major, students will be able to demonstrate:

1. Mastery of biblical literature and interpretive tools. (Content and Critical thinking)
2. Understanding of the history of Christianity. (Content)
3. Comprehension of the complexity of religious phenomena and theories. (Critical Thinking)
4. Critical thinking about religious and ethical questions of meaning and purpose. (Critical Thinking)
5. Proficiency in using technology as a tool for research and communication. (Communication)

Program Outcomes

As a result of successful completion of the Religion Program, graduates will:

1. Pursue advanced study at a graduate or professional school.
2. Enter careers in church ministry.
3. Enter careers in other areas of service consistent with a degree in Religion.

Program: Religion

Type: Bachelor of Arts

Major in Religion

Required courses for the major in Religion

The Religion major consists of a minimum of 39 hours.

Required courses are:

Item #	Title	Credits
REL 230	Introductory Theologies	3
REL 232	Biblical Studies Since the Enlightenment	3
REL 235	World Religions	3
REL 237	History of Christianity	3
REL 239	Ethics	3
REL 336	Basic Christian Beliefs	3
REL 330	The Synoptic Gospels	3
	300-level Religion	3
REL 433	The Reformation	3
REL 436	Special Topics in Biblical Studies	3
REL 438	Contemporary Theology	3
REL 400	Senior Seminar	3
	400-level Religion	3
	Sub-Total Credits	39

Minor in Religion

Required courses for the minor in Religion

Students earning a minor in Religion will complete a total of twenty-one (21) hours in addition to REL 131 and REL 132.

These credits will consist of the fifteen (15) hours of foundational and intermediate coursework, a 300 level course in biblical studies, plus six (6) hours in upper level courses at the 300 or 400 level as advised by a member of the faculty in the Department of Religion and Theology.

Item #	Title	Credits
REL 232	Biblical Studies Since the Enlightenment	3
REL 235	World Religions	3
REL 239	Ethics	3
REL 336	Basic Christian Beliefs	3
	300-level Biblical Studies	3
	300/400-level Religion	3
	300/400-level Religion	3
	Sub-Total Credits	21
	Total credits:	60

Course Sequencing

Major in Religion FRESHMAN YEAR Fall Semester

Item #	Title	Credits
REL 131	Introduction to the Old Testament	3
ENG 131	English Composition I	3
HIS 131	Foundations of World Civilization	3
MAT 131	Algebra	3
STI 111	Orientation	1
BIO 131	Life Science	3
	Sub-Total Credits	16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
REL 132	Introduction to the New Testament	3
ENG 132	English Composition II	3
HPR 121	Lifetime Wellness	2
HUM 130	African American Heritage	3
PHY 131	Physical Science	3
STI 114	Orientation II	1
	Sub-Total Credits	15

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
REL 237	History of Christianity	3
SPE 231	Voice and Diction	3
REL 235	World Religions	3
CSC 121	Computer Literacy	2
BUS 210	Financial Literacy	1
REL 239	Ethics	3
	Sub-Total Credits	15

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
REL 230	Introductory Theologies	3
SPE 232	Public Speaking	3
REL 232	Biblical Studies Since the Enlightenment	3
	General Elective (3 credits)	3
PSY 230	Introduction to Psychology	3
	Sub-Total Credits	15

JUNIOR YEAR Fall Semester

Item #	Title	Credits
LOG 330	Logic	3
ENG 231	American Literature I	3
REL 330	The Synoptic Gospels	3
REL 336	Basic Christian Beliefs	3
	General Elective (2 credits)	2
Sub-Total Credits		14

JUNIOR YEAR Spring Semester

Item #	Title	Credits
REL 433	The Reformation	3
REL 438	Contemporary Theology	3
EDU 310	Test Taking Strategies	1
	300-level Religion	3
ENG 333	Writing Argument	3
Sub-Total Credits		13

SENIOR YEAR Fall Semester

Item #	Title	Credits
REL 400	Senior Seminar	3
PSY 335	Social Psychology	3
HIS 337	African American History I	3
REL 436	Special Topics in Biblical Studies	3
REL 437	The Rise of Christian Denominationalism	3
Sub-Total Credits		15

SENIOR YEAR Spring Semester

Item #	Title	Credits
REL 430	Sociology of Religion	3
	400-level Religion	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
Sub-Total Credits		15

300-level Religion

Program

3

Choose a 300-level Religion course to fulfill this elective.

Off

400-level Religion

Program

3

Choose a 400-level Religion course to fulfill this elective.

Off

300-level Biblical Studies

Program

3

Choose a 300-level course in Biblical Studies to fulfill this elective.

Off

300/400-level Religion

Program

3

Choose a 300- or 400-level Religion course to fulfill this elective.

Off

300/400-level Religion

Program

3

Choose a 300- or 400-level Religion course to fulfill this elective.

Off

Special Education

Special Education Major **SPECIAL EDUCATION MAJOR**

Collaborative Teacher K-6

The Collaborative Teacher K-6, a special education program, is designed to prepare teachers to better meet the diverse needs of all children, including those who have been determined to be exceptional and who receive services under the Individuals with Disabilities Education Act (IDEA). Students in the Collaborative Special Education K-6 program will take courses that introduce them to a variety of exceptionalities that help them become aware of the critical issues relevant to the delivery of services to exceptional children. Methods courses in this area of study will focus on developing assessment, instructional strategies, and behavioral management strategies tailored to the unique needs of the exceptional child. Students who complete the courses in the program are eligible to apply for certification in Collaborative Special Education K-6. Each of the courses in the program will include field experiences in an inclusive classroom.

Student Learning Outcomes

Upon the completion of a major in Special Education, students will be able to:

1. The students will be able to analyze teaching models. (Critical Thinking)
2. The students will be able to design/teach instructional methods during classroom and clinical experiences. (Content)
3. The students will be able to create and present reflective journals in both written and oral form appropriate to the discipline. (Communication)

Program Outcomes

As a result of successful completion of the Special Education program, graduates will:

1. At the end of this program, the students will be able to evaluate higher order thinking activities in the classroom and during clinical experiences.

2. At the end of this program, the students will be able to communicate orally and in written form specific teaching concepts during an interview with the Teacher Education Screening and Admissions Committee in which certification is sought.
3. At the end of this program, the students will be able to describe/discuss best teaching practices in the classroom and during clinical experiences.

Semester Plan

Included below is a sample semester-by-semester plan for a major in Collaborative Special Education K-6.

Program: Special Education

Type: Bachelor of Science

Major in Special Education**Required courses for the major in Special Education**

The following courses are required for the major in Special Education:

Item #	Title	Credits
SPED 231	Introduction to the Study of Exceptional Children	3
SPED 333	Assessment of Children with Disabilities in Grades K-6	3
SPED 336	Management of Classroom Behaviors	3
SPED 420	Assistive Technology	2
SPED 430	Integrating Language Arts Instruction for Exceptional Learners	3
SPED 431	Material and Methods of Content Teaching and Transitioning For Students with Mild/Moderate Disabilities	3
SPED 432	IEP Writing and Legal Aspects	3
SPED 433	Differentiating Instruction for Low Incidence Disabilities	3
SPED 434	Instruction and Curriculum for Exceptional Children	3
SPED 435	Materials and Methods of Teaching Children with Exceptionalities K-6	3
SPED 437	Teaching Culturally and Linguistically Diverse Learners	3
Sub-Total Credits		32
Total credits:		32

Course Sequencing**Major in Collaborative Special Education K-6
FRESHMAN YEAR Fall Semester**

Item #	Title	Credits
STI 111	Orientation	1
REL 131	Introduction to the Old Testament	3
ENG 131	English Composition I	3
MAT 131	Algebra	3
HIS 131	Foundations of World Civilization	3
HUM 130	African American Heritage	3
HPR 121	Lifetime Wellness	2
Sub-Total Credits		18

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
STI 114	Orientation II	1
REL 132	Introduction to the New Testament	3
ENG 132	English Composition II	3
MAT 132	Trigonometry and Analytic Geometry	3
BIO 143	Biology for Education Majors I	4
HIS 132	Foundations of American Civilization	3
Sub-Total Credits		17

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
EDU 232	Foundations of Education	3
	200-level Religion	3
BIO 144	Biology for Education Majors II	4
MAT 130	Mathematics for Education Majors I	3
SPE 232	Public Speaking	3
GEO 231	World Regional Geography	3
Sub-Total Credits		19

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
	300-level Religion	3
MAT 230	Mathematics for Education Majors II	3
SPED 231	Introduction to the Study of Exceptional Children	3
PSY 230	Introduction to Psychology	3
BIO 141	General Biology for Majors I	4
Sub-Total Credits		16

JUNIOR YEAR Fall Semester (Admission to STEP)

Item #	Title	Credits
SPED 333	Assessment of Children with Disabilities in Grades K-6	3
SPED 336	Management of Classroom Behaviors	3
SPED 430	Integrating Language Arts Instruction for Exceptional Learners	3
SPED 432	IEP Writing and Legal Aspects	3
PSY 332	Educational Psychology	3
Sub-Total Credits		15

JUNIOR YEAR Spring Semester Block I

Item #	Title	Credits
EDU 422	Tests and Measurements	2
SPED 434	Instruction and Curriculum for Exceptional Children	3
SPED 433	Differentiating Instruction for Low Incidence Disabilities	3
SPED 435	Materials and Methods of Teaching Children with Exceptionalities K-6	3
EDU 310	Test Taking Strategies	1
BUS 210	Financial Literacy	1
Sub-Total Credits		13

SENIOR YEAR Fall Semester

Item #	Title	Credits
SPED 420	Assistive Technology	2
SPED 431	Material and Methods of Content Teaching and Transitioning For Students with Mild/Moderate Disabilities	3
SPED 437	Teaching Culturally and Linguistically Diverse Learners	3
	Social Science Elective	3
Sub-Total Credits		11

SENIOR YEAR Spring Semester

Item #	Title	Credits
EED 490	Elementary Teacher Candidacy Internship (K-6)	12
Sub-Total Credits		12

STAMP (Stillman Accelerated Management Program)

STAMP

The Stillman Accelerated Management Program (STAMP) An Accelerated Business Program for Adult Learners

STAMP is designed to meet the educational needs of adult learners. These students are typically working full-time and interested in completing their degree while continuing to work. Online courses will be offered for early completion of the degree. The educational mission of this program is essentially two-fold. First, it provides continual opportunities for integrating one's considerable work experience with the concept of a comprehensive management curriculum. Secondly, it seeks to renew and foster the participants' professional growth and capabilities in order to prepare them for even more productive future years.

Admission

Requirements for admission to STAMP are:

- Fifty-five (55) semester hours from an accredited college or special approval by the advisor with a grade point average of 2.0 (4.0 scale) or better.
 - A minimum of six (6) credit hours in economics
 - A minimum of three (3) credit hours in marketing
- Advisor approved business courses included from the above transferable hours;
- Completion of the application and payment of \$25 application fee; and
- Submission of official transcripts from accredited colleges and universities previously attended.

Students that do not meet the requirements listed above will be admitted to the Pre-Business Administration Program.

Pre-Business Administration Program

The Pre-Business Administration program is designed to provide the course work needed to meet the minimum requirements for admittance into STAMP. The program is ideal for the student who is considering degree completion through STAMP and has a minimum of forty-five (45) credit hours from an accredited institution. The program allows students to transition to the Stillman Accelerated Management Program (STAMP) when all admission requirements are met.

Transfer Credit

Credit may be transferred for course work accomplished in residence programs at other accredited institutions. A grade of "C" or better must be earned in the transfer courses.

Grade points or their equivalent will not be transferred, only the credit hours. Courses with grades of "C" or better will transfer along with courses earned from a regionally accredited institution. Grades earned in vocational courses or certificate programs will NOT transfer. Transfer credit is evaluated by the STAMP Director, Chair of Business Administration, or Dean of School of Business.

Graduation Requirements

To graduate, candidates must satisfy the requirements listed below:

- Complete the Major Area course requirements, with grades of "C" or better;
- Complete the General Education requirements for the STAMP program;
- Complete a total of 120 course credit hours;
- Obtain a cumulative grade point average of 2.0 (4.0 scale) or above;
- Complete a senior thesis research paper and orally present the thesis paper; and
- Pass a comprehensive senior departmental exit examination.

Tuition and Fees

Tuition and fees are paid at the beginning of each semester.

The application fee is paid at the time of application and the graduation fee is paid at the beginning of the third semester.

Financial Aid

During each semester, the student will be a full-time student and is therefore eligible to apply for any federal or Stafford loan or grant program. Students are strongly encouraged to submit a financial aid application at the time they make application, unless they choose not to apply for financial aid. In-state students may also apply for the Alabama grant with required proofs of residency.

Program Emphasis

Eight-week online instructional modules are scheduled in a fashion that allows the student to fit the program into an already busy schedule.

Program:

STAMP (Stillman Accelerated Management Program)

General Education Requirements

Item #	Title	Credits
REL 131	Introduction to the Old Testament	3
REL 132	Introduction to the New Testament	3
LOG 330	Logic	3
HUM 130	African American Heritage	3
BUS 210	Financial Literacy	1
BUS 231	Microcomputer Applications for Business	3
Sub-Total Credits		16

Major Area Requirements

Item #	Title	Credits
ACC 231	Principles of Accounting I	3
ACC 232	Principles of Accounting II	3
STAM 301	Career and Life Assessment	2
STAM 302	Technical Writing	2
STAM 341	Group and Organizational Behavior	3
STAM 351	Management Information Systems	3
STAM 361	Business Statistics I	3
STAM 362	Business Statistics II	3
STAM 371	Organizational Communications	3
STAM 381	Principles of Management and Supervision	3
STAM 391	Human Resource Management	3
STAM 401	Managerial Economics	3
STAM 411	Global Marketing	3
STAM 421	Managerial Accounting	3
STAM 431	Business Law and Ethics	3
STAM 433	Business Finance	3
STAM 491	Thesis I	2
STAM 492	Thesis II	2
Sub-Total Credits		50
Total credits:		66

Theology

Theology Major

DEPARTMENT OF RELIGION AND THEOLOGY

The Department of Religion and Theology seeks to graduate students who are knowledgeable in the scriptures and develop students who pursue and embrace a vocation of ministry and learning for the common good. The Department provides two majors, Religion and Theology. The Religion major is designed to prepare students for further academic studies in graduate and/or professional schools. The Theology major combines practical experience with professional and academic courses to prepare students for entry into a ministry vocation immediately upon graduation. In addition to the two majors, the department also provides a minor in religion, a minor in theology, and a certificate in theology.

THEOLOGY MAJOR

Student Learning Outcomes

Upon completion of the Theology major, students will be able to demonstrate:

1. Competence in biblical exegesis and hermeneutics. (Content and Critical Thinking)
2. Theological reasoning and practical application of their theology as Christian educators. (Critical Thinking and Communication)
3. Understanding of the history of Christian denominational structures. (Content)
4. Comprehension of the administrative role of ministers in specific congregational structures. (Critical Thinking and Content)
5. Awareness of personal and professional identity in a ministerial capacity. (Critical Thinking)
6. Proficiency in the use of technology as a tool for research and communication. (Communication)

Program Outcomes

As a result of successful completion of the Theology Program, graduates will:

1. Pursue advanced study at a at a seminary or divinity school.
2. Enter careers in ministry as clergy in the church.
3. Enter careers in other areas of service consistent with a degree in Theology.

Semester Plan

Included below is a sample semester-by-semester plan of a major in Theology.

Program: Theology

Type: Bachelor of Arts

Major in Theology

Required courses for the major in Theology:

The Theology major consists of a minimum of 39 hours.

Required courses are:

Item #	Title	Credits
THL 233	Theologies of Liberation	3
THL 231	Foundations of Christian Education	3
THL 237	History of Christianity	3
THL 239	Dynamics Faith Development	3
REL 239	Ethics	3
THL 330	Biblical Theologies	3
THL 331	Homiletics	3
THL 336	Systematic Theology	3
THL 339	The Church and Human Rights	3
THL 433	The Reformation	3
THL 438	Contemporary Theology	3
THL 439	Pastoral Care and Spiritual Development	3
THL 421	Field Practicum I	3
THL 422	Field Practicum II	3
	Sub-Total Credits	42

Minor in Theology

Required courses for the minor in Theology

Students earning a minor in Theology will complete a total of twenty-one (21) hours in addition to REL 131 and REL 132.

These credits will consist of the fifteen (15) hours of foundational and intermediate coursework plus six (6) hours in upper level courses at the 400 level as advised by a member of the faculty in the Department of Religion and Theology.

Item #	Title	Credits
THL 233	Theologies of Liberation	3
THL 237	History of Christianity	3
REL 239	Ethics	3
THL 330	Biblical Theologies	3
THL 336	Systematic Theology	3
	400-level Religion	3
	400-level Religion	3
	Sub-Total Credits	21
	Total credits:	63

Course Sequencing

Major in Theology FRESHMAN YEAR Fall Semester

Item #	Title	Credits
REL 131	Introduction to the Old Testament	3
ENG 131	English Composition I	3
HIS 131	Foundations of World Civilization	3
MAT 131	Algebra	3
STI 111	Orientation	1
BIO 131	Life Science	3
	Sub-Total Credits	16

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
REL 132	Introduction to the New Testament	3
ENG 132	English Composition II	3
HPR 121	Lifetime Wellness	2
HUM 130	African American Heritage	3
PHY 131	Physical Science	3
STI 114	Orientation II	1
Sub-Total Credits		15

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
THL 237	History of Christianity	3
SPE 231	Voice and Diction	3
THL 233	Theologies of Liberation	3
CSC 121	Computer Literacy	2
BUS 210	Financial Literacy	1
PSY 230	Introduction to Psychology	3
Sub-Total Credits		15

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
REL 239	Ethics	3
SPE 232	Public Speaking	3
THL 231	Foundations of Christian Education	3
General Elective (3 credits)		3
THL 239	Dynamics Faith Development	3
Sub-Total Credits		15

JUNIOR YEAR Fall Semester

Item #	Title	Credits
LOG 330	Logic	3
ENG 231	American Literature I	3
THL 330	Biblical Theologies	3
THL 339	The Church and Human Rights	3
General Elective (3 credits)		3
Sub-Total Credits		15

JUNIOR YEAR Spring Semester

Item #	Title	Credits
THL 331	Homiletics	3
THL 439	Pastoral Care and Spiritual Development	3
EDU 310	Test Taking Strategies	1
THL 433	The Reformation	3
ENG 333	Writing Argument	3
General Elective (2 credits)		2
Sub-Total Credits		15

SENIOR YEAR Fall Semester

Item #	Title	Credits
THL 421	Field Practicum I	3
PSY 335	Social Psychology	3
HIS 337	African American History I	3
THL 431	Christology /Life and Work of Christ	3
General Elective (3 credits)		3
Sub-Total Credits		15

SENIOR YEAR Spring Semester

Item #	Title	Credits
THL 438	Contemporary Theology	3
THL 422	Field Practicum II	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
	Sub-Total Credits	14

400-level Religion Program

3
Choose a 400-level Religion course to fulfill this elective.

Off

400-level Religion Program

3
Choose a 400-level Religion course to fulfill this elective.

Off

Certificate in Theology Description of Program

The Stillman College Certificate in Theology Program (SCCTP) is designed to provide a top-rate, continuing education program for veterans in pastoral ministry, licensed ministers working within the local church, and laypersons who are serious about Christian theological education and who desire to provide more impactful service to the church and the world.

The program is a 5–12-month program, where student-learners will complete eight (8) courses to earn a certificate. The courses are offered in sessions with each session having a duration of six (6) weeks. A total of three courses are offered every session. Two courses are offered on the campus of Stillman College on two, separate nights a week, and one class is offered online. The on-campus classes are on Monday and Thursday nights from 6 p.m. – 9 p.m.

Program Objectives

The program is designed to:

1. Enable learners to enter church ministry
2. Improve performance in church ministry
3. Serve as continuing education avenue for church workers.

Student Learning Outcomes:

Those who complete the program will demonstrate:

1. Basic understanding of biblical exegesis and hermeneutics
2. Theological Reasoning and application of their theology as Christian educators
3. Awareness of personal and professional identity in a ministerial capacity.

Program: Theology

Type: Certificate

List of Required Courses

To complete the program, students are required to take eight (8) of the following ten (10) courses:

Item #	Title	Credits
REL 131	Introduction to the Old Testament	3
REL 132	Introduction to the New Testament	3
	REL/THL 230 Introductory Theologies	3
REL 235	World Religions	3
REL 239	Ethics	3
REL 236	Major Black Religious Leaders 1755-Present	3
REL 334	Life and Writings of Paul	3
THL 231	Foundations of Christian Education	3
THL 331	Homiletics	3
THL 439	Pastoral Care and Spiritual Development	3
	Sub-Total Credits	30
	Total credits:	24

Course Sequencing

REL/THL 230 Introductory Theologies

Program

3

REL 230

Introductory Theologies

Program

Religion Degrees

- **Religion Major**

3

This course is an introduction to the discipline of theology, its method, sources, context, text, norms, and tasks. It attends to a variety of theological movements and projects as a way of introducing the novice student to the discipline. Foundational for advanced courses in theology. Offered as needed.

THL 230

Introductory Theologies

Program

Theology Degrees

- **Certificate in Theology**
- **Theology Major**

3

This course is an introduction to the discipline of theology, its method, sources, context, text, norms, and tasks. It attends to a variety of theological movements and projects as a way of introducing the novice student to the discipline. Foundational for advanced courses in theology. Offered as needed.

Off

Course Descriptions

|

Accounting

ACC 231: Principles of Accounting I

This course describes to the student the fundamental concepts and principles that underlie accounting information and shows how accounting data are processed for decision making.

Credits: 3

Prerequisites: MAT 131, MAT 132.

Program: **Accounting**

ACC 232: Principles of Accounting II

This course is a continuation of the first semester of accounting with emphasis on valuation of balance sheet items and the effect of the income statement. Partnership and corporation accounting concepts are introduced.

Credits: 3

Prerequisites: ACC 231.

Program: **Accounting**

ACC 331: Intermediate Accounting I

This course is an intensive study of accounting principles, developing ability to analyze accounting methods and procedures and to test their accuracy.

Credits: 3

Prerequisites: ACC 231, 232 with grade C or better.

Program: **Accounting**

ACC 332: Intermediate Accounting II

This course is a continuation of financial accounting theory, culminating with a review of special purpose statements.

Credits: 3

Prerequisites: ACC 331 with grade C or better.

Program: **Accounting**

ACC 430: Computerized Accounting

This course is designed for those who have had little or no exposure to computers and/or programming. The course will give the student a basic background in microcomputers as they relate to the fields of accounting and business.

Credits: 3

Prerequisites: ACC 232 with grade C or better.

Program: **Accounting**

ACC 434: Income Tax Procedures

This course presents managerial accounting concepts, theories, techniques and system that provide information for internal reporting, planning, controlling and interpreting accounting data for decision purposes

Credits: 3

Prerequisites: ACC 232 with grade C or better.

Program: **Accounting**

ACC 435: Managerial Accounting

This course presents internal reporting and control of operations from management's point of view with emphasis on product and service unit cost control.

Credits: 3

Prerequisites: ACC 232 with grade C or better.

Program: **Accounting**

ACC 436: Governmental Accounting

This course is an introduction to the accounting procedures associated with government appropriations and expenditures. Course also covers responsibility for funds of other non-profit institutions.

Credits: 3

Prerequisites: ACC 232 with grade C or better.

Program: **Accounting**

Air Force Studies

AFS 110: The Foundations of the United States Air Force

This is a survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officer ship and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with follower ship experiences. One hour of lecture and one and one-half hours of lab per week. Offered fall semester only.

Credits: 1

Co-Requisites: AFS 101 Leadership Laboratory.

Program: **Air Force Studies**

AFS 120: The Foundations of the United States Air Force

This is a survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Featured topics include: mission and organization of the Air Force, officer ship and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with follower ship experiences. One hour of lecture and one and one-half hours of lab per week. This course is offered spring semester only.

Credits: 1

Co-Requisites: AFS 102 Leadership Laboratory.

Program: **Air Force Studies**

AFS 230: The Evolution of USAF Air and Space Power

This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space- age global positioning systems of the Persian Gulf War. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g. Principles of War and Tenets of Air and Space Power. As a whole, this course provides the students with a knowledge level understanding for the general element and employment of air and space power, from an institutional doctrinal and historical perspective. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills. One hour of lecture and one and one-half hours of lab per week. This course is offered fall semester only.

Credits: 1

Co-Requisites: AFS 201 Leadership Laboratory.

Program: **Air Force Studies**

AFS 240: The Evolution of USAF Air and Space Power

This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age global positioning systems of the Persian Gulf War. Historical examples are provided to extrapolate the development of Air Force capabilities (competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g. Principles of War and Tenets of Air and Space Power. As a whole, this course provides the students with a knowledge level understanding for the general element and employment of air and space power, from an institutional doctrinal and historical perspective. In addition, the students will continue to discuss the importance of the Air Force Core Values with the use of operational examples and historical Air Force leaders and will continue to develop their communication skills. One hour of lecture and one and one-half hours of lab per week. This course is offered spring semester only.

Credits: 1

Co-Requisites: AFS 202 Leadership Laboratory.

Program: **Air Force Studies**

AFS 350: Air Force Leadership Studies

This course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Three hours of lecture and one and one-half hours of lab per week. Offered fall semester only.

Credits: 3

Prerequisites: Completion of four- or five-week field training course or approval of the professor of Air Force Studies.

Co-Requisites: AFS 301 Leadership Laboratory.

Program: **Air Force Studies**

AFS 350: Air Force Leadership Studies

This course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. Three hours of lecture and one and one-half hours of lab per week. Offered spring semester only.

Credits: 3

Prerequisites: AFS 350.

Co-Requisites: AFS 302 Leadership Laboratory.

Program: **Air Force Studies**

AFS 470: National Security Affairs/Preparation for Active Duty

This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. Three hours of lecture and one and one-half hours of lab per week. Offered fall semester only.

Credits: 3

Prerequisites: AFS 360.

Co-Requisites: AFS 401 Leadership Laboratory.

Program: **Air Force Studies**

AFS 480: National Security Affairs/Preparation for Active Duty

This course examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. Three hours of lecture and one and one-half hours of lab per week. This course is offered spring semester only.

Credits: 3

Prerequisites: AFS 470.

Co-Requisites: AFS 402 Leadership Laboratory.

Program: **Air Force Studies**

Army Reserve Officers' Training Corps Studies

MIL 101: Beginning Army Fitness Training

In this course, students participate in and learn the fundamentals of physical fitness programs. Emphasis is on the development of an individual fitness program and the role of exercise and fitness in daily life.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL102: Beginning Army Fitness Training

In this course, students participate in and learn the fundamentals of physical fitness programs. Emphasis is on the development of an individual fitness program and the role of exercise and fitness in daily life.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 110: Leadership and National Security

This course educates students in the fundamentals of leadership and national security. Using the U.S. Army as a case study, students examine military organizational culture, roles and missions of the armed forces, leadership management, and leader communication skills. Additionally, through practical exercises, students develop individual leadership skills in problem solving, land navigation, and rifle marksmanship. The course counts toward credit for completion of the Army ROTC Basic Course, entrance into the Army ROTC Advance Course, and eventual commissioning as an officer in the U.S. Army. Students taking this course do not incur any military obligation. Course meets one time per week in accordance with the fall schedule of classes.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 111: Leadership Application I Lab

This course provides students the opportunity to apply leadership theory in a wide range of scenarios. Using small unit tactics as a vehicle, students learn a series of individual technical skills and then transition to leading fellow students in collective tasks. This course meets bi-weekly in accordance with the fall/spring schedule of classes.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 120: Foundations of Leadership and Team Development

This course serves as a sequel to MIL 110 Leadership and National Security and educates students in the fundamental military skills. Using the MIL 110 class as a foundation, students examine mission analysis, time management, leadership management, and leader communication skills. Additionally, through practical exercises, students develop individual leadership skills in problem solving, land navigation, and rifle marksmanship. The course counts toward credit for completion of the Army ROTC Basic Course, entrance into the Army ROTC Advance Course, and eventual commissioning as an officer in the U.S. Army. Students taking this course do not incur any military obligation. This course meets one time per week in accordance with the spring schedule of classes.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 121: Leadership Application II Lab

This course provides students the opportunity to apply leadership theory in a wide range of scenarios. Using small unit tactics as a vehicle, students learn a series of individual technical skills and then transition to leading fellow students in collective tasks. This course meets bi-weekly in accordance with the fall/spring schedule of classes.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 201: Intermediate Army Fitness Training

In this course, students participate in and learn how to conduct an Army physical fitness program. This program teaches the principles of fitness of frequency, intensity, time, and type of exercise through participation and practical exercise. This course begins with assisting the students in adopting a healthy physical fitness ethos and lifestyle required of an Army officer. Students are given performance reviews based on the current Army Physical Fitness Test (APFT) evaluation criteria.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 202: Intermediate Army Fitness Training

In this course, students participate in and learn how to conduct an Army physical fitness program. This program teaches the principles of fitness of frequency, intensity, time, and type of exercise through participation and practical exercise. This course begins with assisting the students in adopting a healthy physical fitness ethos and lifestyle required of an Army officer. Students are given performance reviews based on the current Army Physical Fitness Test (APFT) evaluation criteria.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 210: Basic Leadership Skills

This course builds on MIL 120. Students focus on leadership development and officer ship. Throughout the course students learn personal development, problem solving, planning, teamwork, Army values, and the basics of physical fitness. There are also several practical exercises in which the student will learn beginner skills such as knot tying, rope bridging, land navigation, and marksmanship.

This course counts towards credit for completion of the U.S. Army ROTC Basic Course and eventual commissioning as an officer in the U.S. Army. Students taking this course do not incur any military obligation. The course meets twice a week in accordance with the fall schedule of classes.

Credits: 2

Program: **Army Reserve Officers' Training Corps Studies**

MIL 211: Military Leadership and Management Application I

This course uses a series of demonstrations and practical exercise scenarios to develop basic leadership competency. Students have the opportunity to observe and experiment with different leadership and management techniques. The course instills individual leadership confidence and provides a structured mechanism for identifying leadership potential. Each course meets bi-weekly in accordance with the fall/spring schedule of classes.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 220: Military Leadership Skills

This course is a sequel to MIL 210 Basic Military Skills.

There is a continued focus on leadership development through practical exercises and classroom interaction. Some of the topics covered are goal setting, oral communication, decision making, teamwork, and stress management. There is also a continuation of basic skills such as land navigation and map reading. This semester, more than any before, draws together the various components of values, communications, decision making, and leadership to focus on the qualities required of a commissioned officer. Upon completion of this semester, cadets should possess a fundamental understanding of both leadership and officer ship and demonstrate the ability to apply this understanding to real-world situations. This course counts towards credit for completion of the U.S. Army ROTC Basic Course and eventual commissioning as an officer in the U.S. Army. Students taking this course do not incur any military obligation. The course meets twice a week in accordance with the spring schedule of classes

Credits: 2

Program: **Army Reserve Officers' Training Corps Studies**

MIL 221: Military Leadership and Management Application II Lab

This course uses a series of demonstrations and practical exercise scenarios to develop basic leadership competency. Students have the opportunity to observe and experiment with different leadership and management techniques. The course instills individual leadership confidence and provides a structured mechanism for identifying leadership potential. Each course meets bi-weekly in accordance with the fall/spring schedule of classes.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 235: American Military Experience

This course begins with an introduction and overview of American military history with a focus on the U.S. Army. Follows the origins of the American Military experience from Anglo-American colonial warfare to the present; includes America's major wars and the evolution of military technology. This class meets two times a week in accordance with the fall/spring schedule of classes.

Credits: 2

Program: **Army Reserve Officers' Training Corps Studies**

MIL 250: Leader's Training Course

This 28-day leader internship is taught as an off-campus extension course each summer at Fort Knox, Kentucky. It is open to students who have a minimum of 48 semester hours and at least four semesters of degree work remaining after completion of the course. The Army provides transportation to and from Fort Knox. Students receive free room and board and are paid for their attendance. They participate in hands-on leadership exercises and receive training in marksmanship, rappelling, water survival, land navigation, and small unit tactics. Course participants are eligible to win two-year scholarships. For additional information, contact Army ROTC at (205) 348-1056.

Credits: 6

Program: **Army Reserve Officers' Training Corps Studies**

MIL 301: Advanced Army Fitness I

In this course students participate in and learn how to plan, conduct, and revise physical fitness programs, to include strength, cardiovascular, endurance, and flexibility training. This course also teaches the student how to develop the physical fitness ethos and lifestyle that are required of a military officer. Students are given performance reviews based on the current Army Physical Fitness Test (APFT) evaluation criteria. Course meets three times a week and is open only to ROTC Cadets.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 302: Advanced Army Fitness II

In this course students participate in and learn how to plan, conduct, and revise physical fitness programs, to include strength, cardiovascular, endurance, and flexibility training. This course also teaches the student how to develop the physical fitness ethos and lifestyle that are required of a military officer. Students are given performance reviews based on the current Army Physical Fitness Test (APFT) evaluation criteria. Course meets three times a week and is open only to ROTC Cadets.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 310: Small Unit Tactical Leadership

This course is a study and development of leadership and small unit tactics that provide training and education in becoming a commissioned officer in the U.S. Army. Students participate in a series of practical exercises to enhance leadership skills and receive personal assessments of and developmental training in leadership competencies. Students produce both written and oral guidance for team members to accomplish tasks. Additionally, cadets receive out of class training during field exercises, physical training, and leadership labs. This course requires participation in leadership development lab. This course meets three times weekly in accordance with the schedule of classes.

Credits: 3

Program: **Army Reserve Officers' Training Corps Studies**

MIL 311: Small Unit Leadership Applications I Laboratory

This course is a series of practical applications of small unit tactics, leadership skills, and technical competencies learned in the classroom. Participation is required of all MIL 310 and MIL 320 students. This class meets weekly in accordance with the fall/spring schedule of classes.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 320: Advanced Military Leadership

This course is a continuation of the development of student competencies and confidence through intermediate leadership, technical, and tactical instruction. Students lead small groups in accomplishing tasks of increasing complexity. Significant training in oral briefing and time management during time-constrained and stressful situations is used to improve decision-making skills. This course also examines the importance of ethical decision making in improving team performance. Students are required to participate in leadership development labs. This class meets three times a week in accordance with the fall/spring schedule of classes.

Credits: 3

Program: **Army Reserve Officers' Training Corps Studies**

MIL 321: Small Unit Leadership Applications II Laboratory

This course is a series of practical applications of small unit tactics, leadership skills, and technical competencies learned in the classroom. Participation is required of all MIL 310 and MIL 320 students. This class meets weekly in accordance with the fall/spring schedule of classes.

Credits: 1

Program: **Army Reserve Officers' Training Corps Studies**

MIL 410: Ethics and the Military As a Profession

This course is a study of the distinguishing characteristics of professionalism and how they relate to the military as a profession. Emphasis is on ethical decision-making and obligations of officer ship in a democratic society.

Interpersonal skills and behavioral processes are covered and applied in practical exercises to further develop student management and leadership skills. This class meets three times a week in accordance with the fall/spring schedule of classes.

Credits: 3

Program: **Army Reserve Officers' Training Corps Studies**

MIL 411: Advanced Leadership Applications Lab I

In this course, students are provided an education in executive leadership management and they are prepared for post commissioning tasks as Army officers. Students fill basic command and staff positions and are responsible for planning, coordinating, and conducting the Corps of Cadets training activities. This class meets bi-weekly in accordance with the fall/spring schedule of classes.

Credits: 3

Program: **Army Reserve Officers' Training Corps Studies**

MIL 420: Advanced Leadership and Management Techniques

This course is a study of leadership with an emphasis on command and staff processes, training management fundamentals, communication processes, problem solving and instructional techniques with a concentration on military applications. Individual and group motivational and behavioral processes are covered to further develop student management and leadership skills. This class meets three times a week in accordance with the fall/spring schedule of classes.

Credits: 3

Program: **Army Reserve Officers' Training Corps Studies**

MIL 421: Advanced Leadership Applications Lab II

In this course, students are provided an education in executive leadership management and they are prepared for post commissioning tasks as Army officers. Students fill basic command and staff positions and are responsible for planning, coordinating, and conducting the Corps of Cadets training activities. This class meets bi-weekly in accordance with the fall/spring schedule of classes.

Credits: 3

Program: **Army Reserve Officers' Training Corps Studies**

Art and Art Education

ART 131: Design I

Design I is intended to be an introductory course in two-dimensional design. Design is a discipline constituting a basic and integral part of all visual art forms this course is structured to introduce basic visual design concepts and to develop manual and visual art skills. Students learn how to be inventive and improvise with compositional forms using the design elements of line, shape, form, value, texture, pattern and color to create their own design compositions. A variety of art media will be employed. This course is usually taught in the Fall.

Credits: 3

Program: **Art and Art Education**

ART 132: Drawing I

Drawing I is designed to be a fundamental studio art course. Students learn to draw what they see from still life, landscape, and imaginative subject matter. Students will learn to draw using direct observation as they create visible forms from life using a variety of drawing media. Fall and Spring.

Credits: 3

Program: **Art and Art Education**

ART 134: Design II

Design II is intended to be an introduction to three-dimensional design. Students apply design concepts to three-dimensional design problems using materials and techniques of the contemporary sculptor.

Credits: 3

Prerequisites: ART 132 or consent of the instructor. Spring.

Program: **Art and Art Education**

ART 228: Jewelry

Jewelry class is designed to be a study of methods, materials and processes of designing jewelry encompassing the use of personal symbols, creativity and techniques of metal fabrication by hand and machine tools. Spring.

Credits: 2

Program: **Art and Art Education**

ART 229: Fibers

Fibers class is designed to be an introduction to basic fiber techniques employing both on-loom and off-loom methods. Spring.

Credits: 2

Program: **Art and Art Education**

ART 230: Introduction to Photography

Introduction to Photography is designed to be a studio art course in the fundamentals of 35-mm black and white photography. Students will be introduced to basic camera functions, lens composition, and darkroom techniques for printing photographic images. Spring

Credits: 3

Program: **Art and Art Education**

ART 231: Drawing II

Drawing II is designed to continue investigation in drawing with emphasis placed on controlling the composition of both surface and content. The abilities to both accurately represent and abstract from life are expanded.

Credits: 3

Prerequisites: ART 131. Fall and Spring

Program: **Art and Art Education**

ART 232: Art in Elementary Education

This course is designed to focus on the planning of art programs to meet the needs of children in nursery school through grade six. Experiences with design and color, art materials and processes, and inquiry into child growth and development in art are included in class activities. Lecture-discussions, reading and individual teaching are considered. Fall and spring.

Credits: 3

Program: **Art and Art Education**

ART 233: Graphic Design I

Graphic Design I is intended to be an introductory course in graphic design. Students will work with and study the formal and technical aspects of designing with type and illustration. Students will use traditional graphic arts media and computers in the execution of selected projects.

Credits: 3

Prerequisites: ART 131 and ART 132 or consent of the instructor. Fall

Program: **Art and Art Education**

ART 234: Painting I

Painting I is designed to focus upon developing concepts of pictorial design with emphasis on the development of painting skills and techniques. Students will create compositions using traditional subject-matter, including still-life and landscape. Spring

Credits: 3

Program: **Art and Art Education**

ART 330: Graphic Design II

Graphic Design II is an advanced course in graphic design. Students continue work with the formal and technical aspects of typography, illustration and computer-assisted imagery. Spring.

Credits: 3

Program: **Art and Art Education**

ART 331: Art History I

Art History I is designed to be an historical, cultural, and aesthetic treatment of art forms from around the world, beginning with prehistory and going through the Medieval Period in Europe. Fall

Credits: 3

Program: **Art and Art Education**

ART 332: Art History II

Art History II is designed to be an historical, cultural, and aesthetic treatment of art forms from around the world, beginning with the European Gothic Period and going to contemporary art in the 21st Century. Spring.

Credits: 3

Program: **Art and Art Education**

ART 333: African, African-American, and Caribbean Art

African, African-American, and Caribbean Art is designed to be a survey of the major art styles of Africa and the African Diaspora in the United States and the West Indies. Fall.

Credits: 3

Program: **Art and Art Education**

ART 334: Painting II

Painting II is designed to be an intermediate study of painting with emphasis on research and development of different styles and techniques. Students will create a series of six paintings that explore and document a selection of different painting styles.

Credits: 3

Prerequisites: ART 234. Spring.

Program: **Art and Art Education**

ART 335: Ceramics I

Ceramics I is designed to be an introductory course in studio ceramics. Students learn how to create functional ceramic art forms from clay. The basic techniques in hand building and modeling, as well as glazing and firing will be introduced. Fall.

Credits: 3

Program: **Art and Art Education**

ART 336: Sculpture

Sculpture is designed to be an introductory course in sculpture that will acquaint the student with sculptural processes and the elements of three-dimensional design. Students will learn to view their work with a critical eye while making 3-D forms. Fall.

Credits: 3

Program: **Art and Art Education**

ART 337: Printmaking

Printmaking is designed to be an introduction to the techniques of relief and intaglio printmaking with emphasis on drawing and design as applicable to this process.

Credits: 3

Prerequisites: ART 131 and ART 132 or consent of instructor. Fall.

Program: **Art and Art Education**

ART 338: Photography II

This course is a continuation of Photography I. Students will create a series of photographs related in content and or style. The course will also allow art majors to create a body of photographs suitable for inclusion in their required Senior Exhibition. (ART 431). Spring.

Credits: 3

Program: **Art and Art Education**

ART 339: Drawing III

This is an advanced level drawing course for art majors. It allows students to expand their own ideas and to create works suitable for inclusion in their required Senior Exhibitions in ART 431. Fall, Spring.

Credits: 3

Program: **Art and Art Education**

ART 401: Senior Exhibition

The senior exhibition is a professional gallery presentation given by each art major in their final semester. It is the equivalent of the Senior Thesis at the College. It will exhibit the student's cumulative art production with emphasis placed on the last three semesters of study. The exhibition can vary in content and media but should demonstrate thematic and technical cohesion. The exhibit must be supported by an oral presentation and written artists' statement. The student will be required to professionally prepare and install all art work for this exhibition.

Credits: 0

Program: **Art and Art Education**

ART 434: Painting III

Painting III is designed to be an advanced study of pictorial design with continued emphasis on painting. This course emphasizes individual creativity while exploring painting through a series of six related works. Students will focus their efforts on the development of individual style and technique.

Credits: 3

Prerequisites: ART 334. Fall.

Program: **Art and Art Education**

ART 435: Ceramics II

Ceramics II is an advanced course in studio ceramics. This course continues the development of aesthetic concepts and construction techniques with clay in the exploration of vessel and non-vessel forms. Each student will design and execute a series based on his/her interest and skill.

Students will receive further instruction in glazing and firing techniques. Emphasis will be on wheel thrown objects, both functional and non-functional. Fall

Credits: 3

Program: **Art and Art Education**

ART 436: Photography III

This is an advanced level course in photography. It is a continuation of ART 338, Photography II. This course emphasizes individual creativity while exploring different photographic styles, techniques, and black and white processes. Students will create a series related by a selected narrative. It will allow students to further explore photographic image making as they create a series to be included in their Senior Exhibition. Spring.

Credits: 3

Program: **Art and Art Education**

ART 437: Painting IV

Painting IV is designed to be an advanced course for art majors. It is a continuation of Painting III. This course emphasizes individual creativity while continuing the exploration of painting through different techniques with varying content and styles. Students will create a series of at least six paintings. Spring.

Credits: 3

Program: **Art and Art Education**

Biology

BIO 131: Life Science

Life Science is the basic course for beginning college students that are non-science majors. The course deals with basic life processes and how the contemporary issues of health and environment impact the living organisms. The course provides information and knowledge on the scientific approach to interpreting and solving contemporary problems.

Credits: 3

Program: **Biology**

BIO 141: General Biology for Majors I

General Biology I is the basic course for beginning college students majoring in biology. The course assists the students in acquiring a knowledge base about the organization, characteristics, diversity and interrelationship of living things. The course presents key concepts and selected topics that reflect current research in all fields of biological sciences. The course provides examples of problem solving and experiments to provide familiarity with a scientific approach to interpreting living organisms. Three hours of lecture, two hours of laboratory per week.

Credits: 4

Program: **Biology**

BIO 142: General Biology for Majors II

General Biology II is a continuation of BIO 141 which is the basic course for beginning college students majoring in biology. The course assists the students in acquiring a knowledge base about the organization, characteristics, diversity and interrelationship of living things. The course presents key concepts and selected topics that reflect current research in all fields of biological sciences. The course provides examples of problem solving and experiments to provide familiarity with a scientific approach to interpreting living organisms. Three hours of lecture, two hours of laboratory per week.

Credits: 4

Prerequisites: BIO 141.

Program: **Biology**

BIO 143: Biology for Education Majors I

This course is designed for students majoring in education. The course will assist students in understanding fundamental biological concepts and the nature of science. In addition, this course provides examples of problem solving and experiments to provide familiarity with a scientific approach to interpreting the world. Three hours of lecture, two hours of laboratory per week.

Credits: 4

Program: **Biology**

BIO 144: Biology for Education Majors II

This course is a continuation of BIO 143 which is designed for students majoring in education. The course will assist students in understanding fundamental biological concepts and the nature of science. In addition, this course provides examples of problem solving and experiments to provide familiarity with a scientific approach to interpreting the world. Three hours of lecture, two hours of laboratory per week.

Credits: 4

Prerequisites: BIO 143.

Program: **Biology**

BIO 231: Zoology

This course is a comparative study of the morphology, anatomy, physiology, and taxonomy of the various animal phyla. Three hours of lecture, two hours of laboratory per week.

Credits: 3

Prerequisites: BIO 142.

Program: **Biology**

BIO 232: Plant Organization

This course is a comparative study of the morphology, physiology, and taxonomy with special emphasis on life cycles of algae, fungi, non-vascular, and vascular plants. Three hours of lecture, two hours of laboratory per week.

Credits: 3

Prerequisites: BIO 142.

Program: **Biology**

BIO 332: General Ecology

This course is a study of the interactions between organisms and their surroundings. The course will also emphasize the distribution and abundance of organisms within the environment. This will allow the student to understand where organisms are found and why they are found there. This distribution and abundance will be studied at the levels of the population, community and ecosystem.

Credits: 3

Prerequisites: BIO 142.

Program: **Biology**

BIO 334: Principles of Genetics

Principles of Genetics is an introduction to the principles of inheritance and their application to plants, animals, and man. Three hours of lecture, two hours of laboratory per week.

Credits: 3

Prerequisites: BIO 142.

Program: **Biology**

BIO 335: Human Anatomy and Physiology I

This course is a study of the human body on both the microscopic and macroscopic levels, to assist the student in comprehending the interrelationship of the various organ systems of the body. The course includes a study of the anatomical structures and physiological processes of the integumentary, skeletal, muscular, nervous, and sensory systems. Three hours of lecture, two hours of laboratory per week.

Credits: 3

Prerequisites: BIO 142.

Program: **Biology**

BIO 336: Human Anatomy and Physiology II

This course is a study of the anatomical structures and physiological processes of the endocrine, circulatory, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Three hours of lecture, two hours of laboratory per week.

Credits: 3

Prerequisites: BIO 335.

Program: **Biology**

BIO 343: Biochemistry I

This course is a study of amino acids, proteins, pH effects, nucleic acids, protein synthesis, and enzyme kinetics. Three hours of lecture, three hours of laboratory per week.

Credits: 4

Prerequisites: BIO 142 and CHM 344.

Program: **Biology**

BIO 349: Microbiology

Microbiology is an introduction to the morphology, anatomy, physiology, and classification of microorganisms with special emphasis on bacteria. Three hours of lecture, three hours of laboratory per week.

Credits: 4

Prerequisites: BIO 142 and CHM 142.

Program: **Biology**

BIO 400: Public Health

This course is designed to introduce students to community health and examines the underlying determinants of current health policy issues. The course is intended to increase the awareness of issues, which include significant changes occurring in the organizational structure of community health, improvements of community health, and health quality. It will also provide students with the knowledge and analytical skills of how health care policies are formulated. Three hours of lecture per week.

Credits: 3

Prerequisites: BIO 349 and CHM 344.

Program: **Biology**

BIO 420: Senior Seminar in Biology

This course will emphasize undergraduate research projects, research techniques, use of technology, and presentation of research to peers and faculty. In addition, students will be exposed to a variety of fields within the area of biology that provide career opportunities.

Credits: 2

Prerequisites: Senior classification.

Program: **Biology**

BIO 425: Medical Terminology

Designed for Senior Biology majors, especially those preparing for preprofessional programs (medicine, dentistry, pharmacy, nursing, biomedical research, etc.) to give students the opportunity to systematically build a vocabulary of medical words. Emphasis on Greek and Latin prefixes, suffixes, word roots and combining forms.

Credits: 2

Prerequisites: Senior classification.

Program: **Biology**

BIO 431: Special Topics in Biology I

This course is a study of specialized topics related to biology and biomedical research, as determined by the needs of the students majoring in Biology or by the expertise of the Biology Faculty.

Credits: 3

Prerequisites: Junior classification.

Program: **Biology**

BIO 432: Special Topics in Biology II

This course is a study of specialized topics related to biology and biomedical research, as determined by the needs of the students majoring in Biology or by the expertise of the Biology Faculty. Topic and presentation must be different from what is completed in BIO 431.

Credits: 3

Prerequisites: BIO 431.

Program: **Biology**

BIO 433: Environmental Science

This course will provide a framework for an interdisciplinary analysis of environmental issues. The fundamental principles presented permit the student to apply their understanding to the environment. Scientific, social, political, and economic issues that arise as a result of environmental problems will also be addressed. Three hours of lecture per week.

Credits: 3

Prerequisites: Junior classification.

Program: **Biology**

BIO 434: Biochemistry II

This course is a study of metabolism that includes carbohydrates, glycolysis, the citric acid cycle, and oxidative phosphorylation. The energetics of all these processes are considered in detail. Three hours of lecture per week.

Credits: 3

Prerequisites: BIO 343.

Program: **Biology**

BIO 448: Cell Physiology

This course is a study of essential interrelationships of the chemical and physical aspects within the living cell through a unified approach combining biology and chemistry.

Included are a review of the molecular structures of biological molecules, thermodynamic relations in terms of chemical reactivity, survey of the ultrastructures, enzymes structure and function, membrane structure, and the molecular biology of the gene. Three hours of lecture, three hours of laboratory per week.

Credits: 4

Prerequisites: Senior classification

Co-Requisites: CHM 343.

Program: **Biology**

Business

BUS 131: Introduction to Business

This course is designed to acquaint business students with the major aspects of American business in a global economy. Emphasis will be on private enterprise system, forms and ownership of business, marketing, production, legal, accounting personnel, labor taxation and finance.

Credits: 3

Program: **Business**

BUS 210: Financial Literacy

This course surveys fundamental dynamics of personal money management. It includes pertinent information about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities.

Credits: 1

Program: **Business**

BUS 210: Financial Literacy

This course surveys fundamental dynamics of personal money management. It includes pertinent information about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities.

Credits: 1

Program: **Business**

BUS 211: Professional Development

This course provides students with the experiences that will enable them to make the transition from college student to business professional. Career patterns are reviewed and analyzed, and goals are assessed for each student.

Credits: 1

Program: **Business**

BUS 231: Microcomputer Applications for Business

This course is a study of business application software such as spreadsheets, databases, word processing, desktop publishing, and graphics for business presentations.

Credits: 3

Program: **Business**

BUS 233: Principles of Macroeconomics

This course is an introduction to economics principles, theories, and forces; and the application of economic techniques of analysis to the basic concepts and problems of economic organization, the economic role of government and the banking system. Emphasis is on macroeconomics although microeconomic areas are introduced.

Credits: 3

Program: **Business**

BUS 234: Principles of Microeconomics

This course is a study of the basic factors acting on producer and consumer, including supply and demand, prices, markets, governmental policy in regard to business, and labor.

Credits: 3

Program: **Business**

BUS 320: Business Seminar

This course will guide students in the preparation and completion of their senior theses. Students will be given hands on research experience through data collection, literature search and analysis, interpretation of their researches in addition to preparation and presentation of the student's research work.

Credits: 2

Prerequisites: Junior standing.

Program: **Business**

BUS 331: Information Systems

This course examines of information systems which support decision making at all levels of management. Emphasis is placed on microcomputers to collect, manipulate, process, and disseminate data and information.

Credits: 3

Prerequisites: MGT 334 with grade C or better.

Program: **Business**

BUS 333: Business Law and Ethics

This course is a study of macro-law, which includes the nature, formation and application of law in general. The course emphasizes business ethics, the relationship between debtor-creditor, employer-employee, labor-management, buyer-seller of goods and government and business.

Credits: 3

Prerequisites: Junior standing.

Program: **Business**

BUS 335: International Business

This course presents a strategic approach to studying business operations, concepts and theory in both international and global markets. The course investigates international business from a management perspective, including international trade, foreign direct investment, international monetary systems, strategy, research and development, and global resource management.

Credits: 3

Prerequisites: MGT 334 with grade C or better.

Program: **Business**

BUS 337: Money and Banking

This course is an introduction to the evolution and development of money, credit and banking institutions, theories, mechanisms and policies and their significance to total economic activity. An examination is made of the structure and processes of commercial, central and international banking, and the role of monetary policy in curing cyclical fluctuations.

Credits: 3

Prerequisites: ACC 231, 232, and BUS 233 and 234 with grade C or better.

Program: **Business**

BUS 338: Statistics I: Descriptive Statistics

This course is a study of the measures of central tendency and variability; frequency distributions; normal curve and standard scores; linear regression; random sampling and probability, correlation and binomial distribution.

Credits: 3

Prerequisites: MAT 131 and 132.

Program: **Business**

BUS 339: Statistics II: Inferential Statistics

The major foci of this course are, Hypothesis testing: Mann-Whitney U test; sampling distributions; students T test for correlated and independent groups; analysis of variance (ANOVA); chi-square and other nonparametric tests.

Credits: 3

Prerequisites: BUS 338 with grade C or better.

Program: **Business**

BUS 400: Internship

This course is a supervised work experience in the major. Paper required.

Credits: 3 - 6

Prerequisites: Approval of department. Junior standing.

Program: **Business**

BUS 433: Business Finance

This course is an introduction to business finance with emphasis on the role of the financial manager as a decision maker, development of skills in evaluating financial position, projecting cash flows, preparing capital budgeting, and selecting among financial alternatives. This course integrates the concepts of economics and accounting to effectively maximize shareholders wealth.

Credits: 3

Prerequisites: ACC 231, ACC 232, BUS 233 OR BUS 234 with grade C or better in the course.

Program: **Business**

BUS 434: Investments

This course is focused on various approaches to selecting and timing investment opportunities (common stocks, bonds, commodities, and options). This course also includes modern concepts of portfolio theory.

Credits: 3

Prerequisites: BUS 433 with grade C or better.

Program: **Business**

BUS 436: International Economics

This course is an advanced level study of major areas of international economics and business including international trade, international monetary system, international financial markets, and policies for the regulation of international investments and trade. Students will also be introduced to international trade theory, policy, and practices. The course will require active student participation through assigned projects related to international economics and use of technology in research and presentation of selected topics.

Credits: 3

Prerequisites: BUS 233 or BUS 234 with grade C or better.

Program: **Business**

BUS 437: Intermediate Microeconomics

This course is a study of the aggregate economy which addresses the issues of stabilization policy such as full employment, price stability and growth in real output.

Credits: 3

Prerequisites: BUS 233 and 234 with grade C or better.

Program: **Business**

BUS 438: Intermediate Macroeconomics

This is a course in advanced principles and problems of resource allocation and income distribution, with special emphasis to the American economic system; basic economic of the household, firm, and product and factor markets. Recommended for those who intend to go to graduate school.

Credits: 3

Prerequisites: BUS 233, 234, MAT 133 with grade C or better.

Program: **Business**

Chemistry

CHM 141: General Chemistry I

A basic course in the chemistry sequence for beginning college students. The general principles of elementary chemistry, its laws, theories, and simple calculations are stressed. Topics covered include: scientific measurement using the metric system, atomic structure, principles of chemical bonding, the mole concept, chemical equations, gases, liquids and solutions, simple acid-base theory, and introduction to chemical equilibrium and electrochemistry. Three hours lecture, three hours laboratory per week.

Credits: 4

Prerequisites: MAT 131.

Program: **Chemistry**

CHM 142: General Chemistry II

A continuation of the basic course in chemistry for beginning college students. The general principles of elementary chemistry, its laws, theories, and simple calculations are stressed. Topics covered include: scientific measurement using the metric system, atomic structure, principles of chemical bonding, the mole concept, chemical equations, gases, liquids and solutions, simple acid-base theory, and introduction to chemical equilibrium and electrochemistry. Three hours lecture, three hours laboratory per week.

Credits: 4

Prerequisites: CHM 141.

Program: **Chemistry**

CHM 247: Analytical Chemistry I

This course is a study in quantitative chemical analysis in which techniques of volumetric and gravimetric methods of analysis are stressed during the first semester and selected instrumental methods are treated during the second semester. Both theoretical principles and practical applications are considered. Three hours lecture, three hours laboratory per week.

Credits: 4

Prerequisites: CHM 142.

Program: **Chemistry**

CHM 248: Analytical Chemistry II

This is a continuation course in the study of quantitative chemical analysis in which techniques of volumetric and gravimetric methods of analysis are stressed during the first semester and selected instrumental methods are treated during the second semester. Both theoretical principles and practical applications are considered. Three hours lecture, three hours laboratory per week.

Credits: 4

Prerequisites: CHM 247.

Program: **Chemistry**

CHM 343: Organic Chemistry I

This course is a study of the different classes of organic compounds, their structures, nomenclature, methods of preparation, reactions and theories regarding their behavior. Physical and chemical methods of separation and identification as well as organic syntheses are treated in the laboratory. Three hours lecture, three hours laboratory per week.

Credits: 4

Prerequisites: CHM 142.

Program: **Chemistry**

CHM 344: Organic Chemistry II

This is a continuation course in the study of the different classes of organic compounds, their structures, nomenclature, methods of preparation, reactions and theories regarding their behavior. Physical and chemical methods of separation and identification as well as organic syntheses are treated in the laboratory. Three hours lecture, three hours laboratory per week.

Credits: 4

Prerequisites: CHM 343.

Program: **Chemistry**

CHM 345: Physical Chemistry I

This course is a study of gases, solids, atomic structure, nuclear chemistry, and thermodynamics. Three hours of lecture and three hours of laboratory per week.

Credits: 4

Prerequisites: CHM 248, CHM 344, PHY 144, and MAT 146.

Program: **Chemistry**

CHM 346: Physical Chemistry II

This is a continuation course in the study of gases, solids, atomic structure, nuclear chemistry, and thermodynamics. Three hours of lecture and three hours of laboratory per week.

Credits: 4

Prerequisites: CHM 345.

Program: **Chemistry**

CHM 420: Seminar in Chemistry

This course will emphasize undergraduate research projects, research techniques, use of technology, and presentation of research to peers and faculty. In addition, students will be exposed to a variety of fields within the area of chemistry that provide career opportunities.

Credits: 2

Prerequisites: Senior classification.

Program: **Chemistry**

Computer Science

CSC 121: Computer Literacy

This course is a computer literacy course, which will include instruction in basic operating systems, vocabulary, consumer education, the Internet and microcomputer applications including word processing, database, spreadsheet, graphics, and presentation software. The course will also include discussions of ethical issues involved in microcomputer use and the effects of technology on society. This course will be regularly updated to reflect advancement in technology.

Credits: 2

Program: **Computer Science**

CSC 131: Introduction to Computing

This course introduces the student to the field of information technology. The course provides an overview of the computer science and computer information systems majors and makes students aware of the attitude, skill, and capabilities necessary to succeed in an information technology field. Topics include data representation, data organization, interpreting algorithms, interacting with operating systems, and problem solving strategy.

Credits: 3

Co-Requisites: MAT 132 or MAT 134, or an acceptable score on a mathematics placement test.

Program: **Computer Science**

Criminal Justice

CJ 131: Introduction to Criminal Justice

This course will provide students with an introduction and overview of the system of criminal justice operated in the United States today. Beginning with a survey of the sources, philosophies, and role of law in society, this course will provide a brief examination of those factors that distinguish civil, criminal and social justice from one another.

Credits: 3

Program: **Criminal Justice**

CJ 132: Juvenile Justice

The course will provide an orientation to the issues, policies, and procedures that make up our system of justice for children. The function and legal responsibilities of the police, probation, juvenile court, and corrections system will be studied. Emphasis will be on societal forces that bring children into the justice system including child abuse and gang participation, as well as the legal response of mandated agencies.

Credits: 3

Prerequisites: CJ 131.

Program: **Criminal Justice**

CJ 232: Community Based Corrections

This course is a study of probation, parole, diversion, pre-trial release, and intermediate sanctions. It is a critical analysis of the statutes and policies relating to the administration of community-based correctional programs. Specifically, this course will highlight critical issues and trends in community-based corrections as well as evaluate the practice of community corrections nationwide. Special emphasis will be placed on exploring the development of community corrections, including probation, parole, intermediate punishments, special offenders in the community, and juvenile offenders in the community.

Credits: 3

Prerequisites: CJ 131 and 132.

Program: **Criminal Justice**

CJ 331: Constitutional Law

Study of the Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments to the United States Constitution, as these govern police and court procedures and the rights of citizens. Writing assignments, as appropriate to the discipline, are part of the course.

Credits: 3

Prerequisites: CJ 131, CJ 132, and CJ 232.

Program: **Criminal Justice**

CJ 332: Criminal Evidence and Procedure

This course is a study of the techniques, rules, and methods applied to the acquisition, admissibility and use of evidence within the criminal justice system.

Credits: 3

Prerequisites: CJ 131, CJ 132, and CJ 232.

Program: **Criminal Justice**

CJ 334: Corrections

This course examines the historical development, current changes, and future trends in correctional policies and strategies, including analysis and evaluation of concepts and theories of retribution, deterrence, rehabilitation, incapacitation, and other purposes of correctional reform. Special emphasis will be placed on the underlying social, legal, and ethical issues that affect various correctional strategies.

Credits: 3

Prerequisites: CJ 131, CJ 132, and CJ 232.

Program: **Criminal Justice**

CJ 430: Senior Seminar in Criminal Justice

This class will be conducted predominately by discussions, small group activities, and informative "how to" sessions. Students will be exposed to as much reading as possible that will provide insight, information, and knowledge that assist in their being successful in obtaining professional employment in the criminal justice field. Research and case studies will be employed to give students a wide-breath of exposure to useful information about the job market in the criminal justice field. Students will work on very practical assignments that will help in their overall development as they prepare to graduate from the college.

Credits: 3

Prerequisites: CJ 131, CJ 132, CJ 232, and Senior classification.

Program: **Criminal Justice**

CJ 431: Penology

This course focuses on issues related to our system of punishment for criminal offenders, beginning with a historical review of the origins of prisons and then proceeding to an examination of the current thinking regarding modern forms of punishment. Additionally, current trends in prison programs will be discussed and issues relevant to prisons today will be examined.

Credits: 3

Prerequisites: CJ 131, CJ 132, and CJ 232.

Program: **Criminal Justice**

CJ 432: Public Policy and Criminal Justice

This course introduces students to the history and background of American corrections and the fundamental theories of punishment and treatment. Emphasis will be placed on correctional law, policies, practices, issues, and controversies within the correctional system. The incarceration of various criminal populations in jails and prisons, alternatives to incarceration (e.g., probation and parole), capital punishment, and the public policy issues surrounding the expansion of community-based corrections will also be discussed.

Credits: 3

Prerequisites: CJ 131, CJ 132, and CJ 232.

Program: **Criminal Justice**

CJ 433: Research in Criminal Justice

This course covers the basic techniques and procedures used in the process of criminal justice research. Topics include: defining research problems, ethics in criminal justice research, selecting and measuring variables, stating hypotheses, sampling, and developing experimental research designs.

Credits: 3

Prerequisites: CJ 131, CJ 132, and CJ 232.

Program: **Criminal Justice**

Elementary Education

EDU 230: Integrating Technology into Education

This course is an introduction to the theoretical and practical aspects of infusion of technology into instruction. Focuses on lessons that integrate technology into various subject areas and grade levels. Teaches basic instructional technology skills and knowledge.

Credits: 3

Program: **Elementary Education**

EDU 232: Foundations of Education

The primary purpose of the course is to provide students with knowledge and information about the organization of schools and curriculum, the responsibilities of teachers/administrators, the history of American schools, foundations of philosophic educational thought, diverse learners, integrating technology in lessons, and discussing/reflecting on contemporary issues and problems. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course. All education majors must complete the Alabama State Department of Education background check.

Credits: 3

Program: **Elementary Education**

EDU 235: Expression Through the Arts

This course is designed to familiarize pre-candidates with various theories, techniques, skills and knowledge for teaching the fine arts in the elementary and secondary school. Emphasis is placed on the teaching of differing art media and musical expression. It is also an introduction to art and music history, as well as information concerning the physical development of the child.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Elementary Education**

EDU 300: Classroom Management

This course is an introduction to 6-12 classroom management techniques. Topics include physical space, behavioral norms, safety, time management, managing student work, and managing other special classroom needs.

Credits: 3

Program: **Elementary Education**

EDU 310: Test Taking Strategies

This course is designed to help students develop test taking strategies and study skills necessary for college and career success. Students will focus on reducing test anxiety, organizing cognition, and developing reading techniques to improve comprehension. Additionally, students will read myriad texts, actively respond to the texts, and practice taking licensure exams required for their specific majors. Emphasis will also be placed on reading for meaning, purpose, and speed.

Credits: 1

Program: **Elementary Education**

EDU 330: Educating Exceptional Children/Adolescents

This course provides an overview of the kinds of exceptionality found in the normal school population and the techniques, methods and materials to be used in classrooms to assist student in reaching their full potential. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Credits: 3

Program: **Elementary Education**

EDU 334: Literature for Children and Youth

This course provides an overview of various types of literature for grades K-12 and methods of integrating it into the curriculum.

Credits: 3

Prerequisites: Education majors only.

Program: **Elementary Education**

EDU 420: Senior Thesis in Education

This course will emphasize action research, a component of reflective practice and professional learning grounded on an ethical commitment to improving practice and actualizing educational values. Students are encouraged to demonstrate curiosity by examining something intriguing during field experiences through the spiraling tenets of action research: action, observation, and reflection. Using research techniques, technology, and presentation; students will better understand and improve teacher behaviors, learning outcomes, school improvement, curriculum, professional practice and the democratic principles of education.

Credits: 2

Prerequisites: Junior and Senior standing only

Program: **Elementary Education**

EDU 422: Tests and Measurements

This course provides an overview of various tests and evaluation procedures used by teachers and ways they identify learning objectives and measure mastery of outcomes. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Credits: 2

Program: **Elementary Education**

Elementary Education

EED 430: Elementary Curriculum and Teaching

This course is a study of the elementary school curriculum, scope and sequence. Emphasis is given to classroom management, learning styles, current methods, materials, problems.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Elementary Education**

EED 431: Methods/Materials for Teaching Mathematics

This course is a survey of curriculum, materials and instructional methods for use in teaching math in grades K-6.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Elementary Education**

EED 433: Methods/Materials for Teaching Reading

In this course, practical applications are presented on various approaches to the teaching of reading readiness and reading in grades K-6.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Elementary Education**

EED 434: Methods/Materials for Teaching Language Arts

This course is a survey of the curriculum, materials and instructional methods used in teaching language arts in grades K-6.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Elementary Education**

EED 435: Methods/Materials for Teaching Social Studies

This course is a survey of the curriculum, materials and instructional methods used in teaching social studies in grades K-6.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Elementary Education**

EED 436: Diagnostic Reading

In this course, students learn to assess and evaluate reading skills and abilities of elementary children and utilize a variety of strategies for remediation.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Elementary Education**

EED 437: Methods/Materials of Teaching Science and Health

This course is a study of the science/health curriculum, materials and instructional methods used to teach science and health in grades K-6.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Elementary Education**

EED 490: Elementary Teacher Candidacy Internship (K-6)

This course provides supervised internship in Public or private schools for prospective teachers in grades K-

Credits: 12

Prerequisites: Admission to Teacher Education and a GPA of at least 2.75 in all appropriate areas. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Elementary Education**

English

DEPARTMENT OF ENGLISH

The Department of English supports the core curriculum with student-centered instruction in languages, literature, composition, speech, and journalism, and prepares students for graduate study and varied professional careers. The Department also supports the mission of the college by helping to produce graduates who express themselves clearly through writing and speaking, use technology skillfully, demonstrate the ability to do independent research, and exhibit a strong commitment to service.

The Department of English offers two Bachelor of Arts degrees: one in English with a concentration in Traditional Liberal Arts and one in journalism. The Department also offers a Bachelor of Science degree in English with a teaching concentration in Language Arts (grades 6-12).

English majors interested in law may participate in the Pre-law Program described in "Special Programs." This program includes elective courses in writing, speech, theatre, social science, and other liberal arts, which will help majors acquire the knowledge and skills needed for the intense competition for admission to law school.

The Department encourages the use of English as part of a double major for any discipline for students interested in increasing employment options and in preparing for graduate or professional schools. Through internships and practicum, students gain beneficial work experience.

A major in English prepares graduates for graduate/professional study and/or careers in the following areas: public speaking, mass media, English, law, editing, education, communication, advertising, business, information processing, technical writing, and library science.

A major in journalism prepares graduates for graduate/professional study and/or careers in the profession: mass media, editing, advertising, business, publishing, and public relations.

English majors seeking secondary teaching certification must follow the state curriculum of prospective teachers of English Language Arts and maintain the 2.75 cumulative grade point average (GPA) required for admission to the Stillman Teacher Education Program (STEP). Students admitted to the English program must have a minimum GPA of 2.5 in English and must pass ENG 199/200, or the equivalency courses: ENG 131/132, and in the second semester of the sophomore year, must participate in a skills assessment for guidance purposes.

ENG 031: English Essentials

This course is designed to provide practice in basic grammar, usage, mechanics, sentence structure, and composition. Pre- and post-tests will measure student achievement. The course does not substitute for the general education requirements in English.

Credits: 3

Program: **English**

ENG 131: English Composition I

This course focuses on developing writing skills in expository modes and requires the writing of papers in classification/division, comparison/contrast, cause/effect, and argument modes. Satisfies general education requirement.

Credits: 3

Program: **English**

ENG 132: English Composition II

This course focuses on the reinforcement of skills in the areas noted for ENG 131 and requires the writing of one's perspective on an issue, a documented paper, analysis of a poem, and analysis of a short story.

Credits: 3

Prerequisites: ENG 131. Satisfies general education requirement.

Program: **English**

ENG 199: English Composition I for English and Journalism Majors

This is the first course of the freshman English requirement for English and journalism students who have indicated an interest in English and/or journalism as a major. It develops writing skills in expository modes (comparison/contrast, classification/ division, causal analysis, and argument). It is designed to provide intensive practice in writing and related skills (analytical reading, speaking, listening). The course requires students' active participation. A portfolio that earns a grade of C or better is required.

Credits: 3

Prerequisites: Declaration of intention to major in English.

Program: **English**

ENG 200: English Composition II for English and Journalism Majors

This is the second course of the freshman English requirement for English and journalism students who have indicated an interest in English and/or journalism as a major. This course focuses on the reinforcement of skills in the areas noted in English 199 and requires the writing of argument/persuasion and research papers. A portfolio that earns a grade of C or better is required.

Credits: 3

Prerequisites: Declaration of intention to major in English and successful completion of English 199.

Program: **English**

ENG 230: Introduction to Creative Writing

This course is devoted to the study and writing of poetry, fiction, and the personal essay.

Credits: 3

Prerequisites: ENG 131-132.

Program: **English**

ENG 231: American Literature I

This course is a comprehensive introduction to American literature from the early American writings of the Puritans to the American Romantics, and through the American Civil War (1865), with attention to the cultural and social contexts in which all of these literatures were produced. The course includes a survey of important religious and political influences, such as Puritan beliefs, Revolutionary and Enlightenment ideas, and Transcendentalism, while engaging questions of race, gender, and class.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 232: American Literature II

This course is a comprehensive introduction to American literature beginning from 1865 through the present, including major American literary movements, such as Realism, Naturalism, Modernism, and Post-Modernism, with attention to the cultural and social contexts in which all of these literatures were produced and will engage questions of race, gender, and class.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 235: Technical Writing

This course is an introduction to technical writing and is intended for students in scientific and technical disciplines as well as for English majors and majors in other disciplines who want to develop technical writing skills. Primary focus is on building skills and using strategies required in writing proposals, progress reports, correspondence, and research reports.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 236: English Literature I

This course is a comprehensive introduction to English literature from its beginning in the medieval period, and continuing through the Renaissance, the Reformation, the Restoration, and up to 1800. The course focuses on major movements in English literary history, as well as individual literary voices and styles. Literary texts will be studied in the context of important cultural influences, among them civil war, religious dissent, revolution, commercialization, colonialism, and industrialization.

Credits: 3

Prerequisites: ENG 131 ENG 132 ENG 199 ENG 200

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 236: English Literature I

This course is a comprehensive introduction to English literature from its beginning in the medieval period, and continuing through the Renaissance, the Reformation, the Restoration, and up to 1800. The course focuses on major movements in English literary history, as well as individual literary voices and styles. Literary texts will be studied in the context of important cultural influences, among them civil war, religious dissent, revolution, commercialization, colonialism, and industrialization.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 237: English Literature II

This course is a comprehensive introduction to English literature beginning in 1800 to the present, including the Romantic, Victorian, Pre-Raphaelite, Modern, and Post-Modern eras. The course focuses on major movements in English literary history, as well as individual literary voices and styles. Literary texts will be studied in the context of important cultural influences, among them revolution, Darwinism, industrialization and colonization, world war, and post-colonialism.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 238: African American Literature I

This course a survey of African American contributions to American literature from the earliest African American writings up to the Harlem Renaissance (1917), giving attention to all literary genres, and with a particular focus on the following literary forms and cultural influences: the Middle Passage, the Slave Narrative, the Antebellum period, and Reconstruction.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 239: African American Literature II

This course is a survey of African American contributions to American literature from the Harlem Renaissance to the present, giving attention to all literary genres, and with a particular focus on the following cultural influences: the Harlem Renaissance, Modernism, Urban Realism, the Civil Rights and Black Power Movements, the Black Arts Movement, the 1970s Renaissance, and the Black Women's Movement.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 330: World Literature

This course is a study of the literary works of several nations, beginning with classical Greece and continuing through 20th century European, African, Latin American, and Asian works. The course also gives attention to possible assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different theories relevant to the variety of literature covered and may engage in collaborative communication through group dynamics (i.e., oral presentations, peer-review workshops, and pairings) that build students' leadership roles.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 331: Advanced Rhetorical Grammar

This course is a study of English grammar in context to expository writing. Content will focus on traditional and contemporary grammatical, stylistic, and rhetorical writing—all of which will be used to revise written assignments students complete in the course. This course will teach grammar and will provide practice in rhetorical modes. The course also gives attention to possible assessment tools to measure comprehension of literature studied, written about, and research. Students explore different theories relevant to the variety of literature covered and may engage in collaborative communication through group dynamics (i.e., oral presentations, peer-review workshops, and pairings) that build students' leadership roles. Students teach/present a grammar lesson derived from the literature of the course.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 333: Writing Argument

This course is designed to develop critical thinking skills in analyzing and structuring argument. It will address the nature of argument, values, refutation, fallacies, tests for credible evidence, and the use of language. It will also require some research and presentation of oral arguments.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 334: Chaucer

This course focuses on literature of the Middle English period, with particular attention to Chaucer.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200 and sophomore/junior class standing.

Program: **English**

ENG 335: Shakespeare

This course is a study of the drama and age of Shakespeare through a detailed examination of his plays and a brief review of several relevant plays of his contemporaries. The course also gives attention to possible assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different theories relevant to the variety of literature covered and may engage in collaborative communication through group dynamics (i.e., oral presentations, peer-review workshops, and pairings) that build students' leadership roles.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200 and sophomore/junior class standing.

Program: **English**

ENG 336: Creative Writing

This course provides instruction and practice in writing poems, short stories, and one-act plays. Special attention is given to diction, tone, point of view, and the distinctions between expository writing and creative writing. Students will be required to submit writing to creative writing contests and/or to publications.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200 and ENG 230.

Program: **English**

ENG 337: Contemporary Multiethnic Literatures of USA

This course is an inclusive introduction to multicultural and multiethnic literatures of the USA, with primary focus on fiction and poetry.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 338: Development of the Novel

This course is a study of the development of American and British novels from the 18th through the 20th centuries, focusing on critical and analytical reading and writing about the literature.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 339: Modern Black Fiction

This course focuses on reading and writing about representative short stories and novels by Black writers from the 1920s to the present.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 400: Independent Study/Internship/Practicum

This course allows students to concentrate on topics or specific research projects related to student needs and interests to meet graduation requirements or prepare for graduate study. Independent study may also allow students to enroll in specific courses not scheduled in a given semester. Must be approved by Division Dean.

Credits: 3

Program: **English**

ENG 402: English Language Arts Practicum

In this course, students will strengthen their language and writing skills and gain experience in teaching/tutoring students in English fundamentals and in writing, under the supervision and mentorship of a member of the English faculty. Requires consent of the Department Chair, work in the Writing Center, and field experience.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200, ENG 331, and 6 hours of English/American Survey literature.

Program: **English**

ENG 430: Literary Criticism

This course is a survey of major theories of literary criticism. Emphasis will be on the development of the student's ability to read, interpret, and write about literature through the application of the theories. The course also gives attention to possible assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different theories relevant to the variety of literature covered and may engage in collaborative communication through group dynamics (i.e., oral presentations, peer-review workshops, and pairings) that build students' leadership roles.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 432: Literature of the 20th Century

This course is a study of the prose, drama, and poetry of primarily American and English writers.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 434: African Literature

This course is an introduction to the written prose, poetry, and drama of Africa. Literature in both African languages (in translation) and in English will be covered, including representative works and genres from West, East, and Southern Africa.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **English**

ENG 435: Poetry

This course is an in-depth study of how to read and analyze poetry. Attention will be focused on theme, figurative language, imagery, symbol, meter, rhyme and versification. Writing critical papers will be a basic part of the course.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200 or junior/senior class standing.

Program: **English**

ENG 436: Caribbean Literature

This course is an introductory study of contemporary Caribbean literature with attention to the main literary movements and trends, as well as its most outstanding authors and their writings.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200 or junior/senior class standing.

Program: **English**

ENG 437: Major Writers

This course is a focused study of the works of three to five authors. Offerings may include Milton, Yeats, Morrison, Woolf, Faulkner, or other combinations of major writers of poetry and fiction. The course also gives attention to possible assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different theories relevant to the variety of literature covered and may engage in collaborative communication through group dynamics (i.e., oral presentations, peer-review workshops, and pairings) that build students' leadership roles.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200 and 3 hours of English/American survey literature.

Program: **English**

ENG 438: Senior Thesis in English

This is a multi-faceted course that studies the analyses of literary works and focuses on the process of completing the senior thesis; aims to strengthen the student's ability to research, interpret, and synthesize information; to read carefully and think critically; to write skillfully; and to develop presentation skills. The course also gives attention to possible assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different theories relevant to the variety of literature covered and may engage in collaborative communication through group dynamics (i.e., oral presentations, peer-review workshops, and pairings) that build students' leadership roles.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200, ENG 331, and six hours of English/American literature.

Program: **English**

ENG 439: Modern Drama

This course is a comprehensive introduction demonstrating to students how to experience the variety of the modern drama. The course content focuses on the development of modern drama. It includes topics, such as structure of modern theater, structure of modern play, and reading and performing modern drama. The course also gives attention to possible assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different theories relevant to the variety of literature covered and may engage in collaborative communication through group dynamics (i.e., oral presentations, peer-review workshops, and pairings) that build students' leadership roles.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200, and ENG 232. Required for English majors with a language arts/secondary education concentration.

Program: **English**

Harte Honors College

HRT: Approved Foreign Language

This course provides the study of pronunciation, grammar, and vocabulary designed for students to understand, speak, read, translate, and write simple Latin. Students will be introduced to mythological and historical characters as well as ancient Mediterranean and European civilizations that include people of many different cultures and social levels ranging from slaves to emperors.

Credits: 3

Prerequisites: ENG 131, ENG 132, and admission into the Harte Honors College.

Program: **Harte Honors College**

HRT 120: Harte Honors Seminar: the Scholar

This course is an introduction to the nature and implications of scholarly activity in higher education. The course provides students with experiences designed to encourage them to habitually raise and answer questions about the nature and relevance of new information. Through experiences such as these, students will begin developing the skills and attitudes of life-long learners.

Credits: 2

Prerequisites: Admission into the Harte Honors College.

Program: **Harte Honors College**

HRT 131: Honors African American Heritage

This course provides an in-depth study of African American life from its African origins to the present. Concentrated study given to African influences in political forces, social structures, religion, music, and art.

Credits: 3

Prerequisites: Admission into the Harte Honors College.

Program: **Harte Honors College**

HRT 220: Harte Honors Seminar: the Researcher

This course is an introduction to the nature and implications of research in all disciplines. Course assignments are designed to give students opportunities to explore and discover concepts relevant to the natural and social sciences. In addition, students will learn the importance of research and how to conduct research that will facilitate the successful completion of their Senior Thesis.

Credits: 2

Prerequisites: HRT 120 and admission into the Honors College.

Program: **Harte Honors College**

HRT 232: Honors Logic

This course provides an in-depth study of how reality is conceptualized and how concepts can be used as the basis for drawing rational conclusions. Students will study various methods for evaluating whether premises of an argument adequately support a conclusion.

Credits: 3

Prerequisites: Admission into the Harte Honors College.

Program: **Harte Honors College**

HRT 320: Harte Honors Seminar: the Artist

This course is an introduction to the nature of design and the creative process. Students will explore works of fine art such as painting, sculpture, architecture, photography, film, poetry, music, drama, and dance for both structure and meaning. Assignments will be given to help students explore creative abilities in two or more of these areas.

Credits: 2

Prerequisites: HRT 120, HRT 220, and admission into the Harte Honors College.

Program: **Harte Honors College**

HRT 322: Harte Honors Seminar: Leadership

This course is an introduction to fundamental principles and processes of leadership. Students will explore the roles of leadership and the global implications of leadership decisions in a rapidly changing society.

Credits: 2

Prerequisites: HRT 320 and admission into the Harte Honors College.

Program: **Harte Honors College**

HRT 420: Harte Honors Seminar: the Citizen

This course is an introduction to issues of citizenship. This course provides an overview of the historical, legal, and social implications of citizenship. It introduces the theoretical framework for conducting community service projects. Students will engage in community service projects as expressions of becoming a good citizen.

Credits: 2

Prerequisites: HRT 322 and admission into the Harte Honors College

Program: **Harte Honors College**

History

HIS 131: Foundations of World Civilization

This course is a survey of the history of mankind from its beginning to the present. Emphasis will be placed on the development of basic institutions, cultural achievements, and historical connections that help students to understand the present, and plan for the future.

Credits: 3

Program: **History**

HIS 132: Foundations of American Civilization

This course is a survey of major developments in the Western Hemisphere from the fifteenth century to the present. Emphasis will be placed on the development of institutions that shaped the development of the U.S.

Credits: 3

Program: **History**

HIS 230: Historical Methods

This course will introduce history majors to the discipline, and help prepare them to write a senior thesis. It will teach them how to read primary and secondary sources. It will discuss historiography and basic research methods, and offer practical experience using library resources and Internet resources. By the end of the semester, students should have some practical knowledge of how a historian works, how to research, and how to begin writing a thesis. A thesis topic should be chosen, and a bibliography well under way. This is a prerequisite for HIS 339. Fall.

Credits: 3

Program: **History**

HIS 231: The Ancient World

This course studies the major ancient empires that formed the Western Tradition. Mesopotamia, Ancient Egypt, the Ancient Hebrews, Ancient Greece, and Ancient Rome.

Credits: 3

Prerequisites: HIS 131

Program: **History**

HIS 330: American Colonial History, 1492-1776

This course studies the development of colonial America with a specific concentration on British North America. The course ends with the Declaration of Independence.

Credits: 3

Prerequisites: HIS 132

Program: **History**

HIS 331: The American Revolution and the Early Republic, 1776-1860

This course studies the winning of Independence, the formation of the U.S. Constitution and the first party system, the Treaty of Ghent at the conclusion of the War of 1812, the Age of Jackson and the rise of the common man, sectionalism, and the second and third party systems.

Credits: 3

Prerequisites: HIS 132

Program: **History**

HIS 332: The Medieval World, Renaissance, and Reformation

This course studies the development of Europe after the fall of the Roman Empire in the West. Topics include Medieval Europe, the Dark Ages, the development of Christianity, the rise of Islam, the development of feudalism and centralized monarchies, the Renaissance, the Reformation, and the Wars of Religion.

Credits: 3

Prerequisites: HIS 131

Program: **History**

HIS 333: The Age of Absolutism to the Modern World

This course studies the development of Europe from 1648 to the present. Emphasis will be placed on the Scientific Revolution, the Enlightenment, the French Revolution, Napoleon, industrialization, imperialism, World War I, World War II, Cold War Europe, and modern times.

Credits: 3

Prerequisites: HIS 131

Program: **History**

HIS 334: Civil War Through the Gilded Age, 1860-1890

This course studies the development of the United States during the nineteenth century. Focuses include the Civil War, Reconstruction, Industrialization, and the Gilded Age.

Credits: 3

Prerequisites: HIS 132

Program: **History**

HIS 335: Recent United States History, 1890-Present

Beginning with the Populist movement, this course explores the development of the U.S. as an international power. It also details the rise of the Welfare State and the extension of civil rights to minorities.

Credits: 3

Prerequisites: HIS 132

Program: **History**

HIS 337: African American History I

This course traces the history of African Americans from colonial times to the end of the Civil War. Emphasis is placed on the great Afro-Muslim empires, the African way of life prior to colonialism and imperialism, the Atlantic slave trade, slavery in America, and the Civil War. Fall.

Credits: 3

Program: **History**

HIS 338: African American History II

This course traces the history of African Americans from Reconstruction to the present. The course is designed to study the history of Afro-Americans from the Reconstruction era to the present. Emphasis is placed on the contributions of blacks who wield political power, their controversies, and their progress. Spring.

Credits: 3

Program: **History**

HIS 339: Historical Research and Writing

This course builds on the information and techniques learned in HIS 230. The course focuses on writing a thesis, revising the paper, and developing a presentation. Students will spend time with history faculty thesis advisors developing the paper. The final draft of the thesis will determine much of a student's final grade for the course.

Credits: 3

Prerequisites: HIS 230. Spring.

Program: **History**

HIS 400: Seminar in History

This seminar will be offered periodically on specialized topics in history. The course will actively involve students in class presentations and research topics.

Credits: 3

Prerequisites: HIS 131 and HIS 132

Program: **History**

HIS 430: Directed Readings in History

This course is a closely directed program of intensive reading and related assignments on historical topics agreed upon by the student and instructor.

Credits: 3

Prerequisites: HIS 131 and HIS 132

Program: **History**

HIS 431: Asian History

This course is an in-depth study of the political, economic, and social factors, which have influenced the growth of Asian nations with special emphasis on India, China, Japan, and Korea.

Credits: 3

Program: **History**

HIS 433: Modern International History

This course is an interpretation of the contemporary world covering the legacies of the twentieth century. Topics include political and military interactions, the developing economics of global power, the history of current ideological, cultural and social forces, the roles of individual personalities in history, and related topics.

Credits: 3

Program: **History**

HIS 435: Latin America and the Caribbean

This course is an examination of the political, economic, and social factors that have influenced the growth of Latin America and the Caribbean from the coming of the Spanish to the present. Emphasis will be placed on problems and issues in Latin America development since independence.

Credits: 3

Program: **History**

HIS 436: African History

This course is a survey of the history of the African continent from the earliest times to present. The course will examine traditional African political cultural systems, as well as the rise of modern African nations in the twentieth century. Fall.

Credits: 3

Program: **History**

HIS 439: Internship in History

Students with departmental approval may be awarded 3-6 hours credit for successfully completing an approved and supervised internship. Departmental approval required.

Credits: 3 - 6

Program: **History**

Human Performance

HPR 121: Lifetime Wellness

This course deals with factors, which influence the physical, mental, social, and emotional health of people. Students will learn health concepts, which should guide them in making positive personal health decisions, and lifestyle changes based on the latest health facts. Students will have a lab experience each week to help illustrate the topics covered.

Credits: 2

Program: **Human Performance**

HPR 230: Applied Anatomy

This course will focus on detailed work on the skeletal muscular system with direct applications to movement, stretching, and strengthening of skeletal muscles. Students will progress from a review of the history of anatomy; to the study of anatomy at the microscopic level of cells, organelles and tissues; and finally to the organ systems level. Special emphasis will be given to those systems with direct and major roles in exercise performance, namely the muscular, skeletal, nervous, endocrine, cardiovascular, and respiratory systems. The structure and related function of each of these body systems will be examined in detail, emphasizing the key components related to exercise and training.

Credits: 3

Program: **Human Performance**

HPR 231: History and Principles of Physical Education

This course is a study of the historical roles, principles, and trends in physical education and sport programs. Other topics covered include the Olympic games and career options in the field of Physical Education.

Credits: 3

Program: **Human Performance**

HPR 320: Techniques of Strength Training & Conditioning

This course provides an overview of the methods and techniques associated with the strength and conditioning of athletes through cardiovascular and resistance training. The course is intended to prepare future professionals in various fitness fields to apply scientifically sound principles to strength and conditioning programs. The physiological principles for developing strength and conditioning training programs, utilizing both anaerobic and aerobic systems and performance assessment methods, will be addressed. By the end of this course students should be prepared to sit for a national credentialing examination.

Credits: 2

Program: **Human Performance**

HPR 330: School Health

In this course, students discuss personal hygiene, health attitudes, habits, and problems of students in the elementary and secondary schools.

Credits: 3

Program: **Human Performance**

HPR 331: Organization/Administration of Physical Education

The organization and administration of physical education, athletics and recreation programs in schools, colleges and communities. Students will become familiar with administrative procedures and theory as it applies to physical education and athletics. Other topics include budget, liability, tournaments structures and public relations.

Credits: 3

Program: **Human Performance**

HPR 332: Adapted Physical Education for Special Populations

This course focuses on developing knowledge of current concepts and trends in adapted physical education as well as the ability to plan and implement a physical education program designed to meet the unique needs of individuals. Public or private school field experience is a requirement in Stillman Teacher Education Program (STEP) majors.

Credits: 3

Program: **Human Performance**

HPR 333: Athletic Injuries and First Aid

This course focuses on emergency care for injuries resulting from accidents or illness and the recognition, care, and prevention of athletic injuries. Students who pass the American Red Cross test will be certified in Adult CPR. Opportunities are provided for students to practice and apply first aid techniques.

Credits: 3

Program: **Human Performance**

HPR 334: Coaching and Officiating of Major Sports

Emphasis will be placed upon coaching and officiating a variety of sports at all levels. Topics discussed will include the preparation needed for such positions, the responsibilities that go with such positions, problems related to major sports, public relations, purchase and care of equipment, among other things. Handouts and assigned readings will accompany each major topic.

Credits: 3

Program: **Human Performance**

HPR 335: Measurement and Evaluation of Physical Education

This course provides a comprehensive and advanced approach to health and fitness appraisal and exercise prescription for both healthy and special populations. It is designed to provide a well-balanced approach to the assessment of health and physical fitness and the design and implementation of exercise programs, addressing cardiorespiratory endurance, muscular fitness, body weight and composition, and flexibility.

Credits: 3

Program: **Human Performance**

HPR 336: Methods/Materials for Teaching Physical Education P-12

This course provides an overview of the curriculum, instructional methods, assessment methods, professionalism/dispositions, integration of technology, and classroom management skills of health/physical education in grades P-12. Communication and pedagogical strategies are utilized to enhance student learning for all students. Teacher candidates will design and implement appropriate learning activities that are aligned with the Alabama Course of Study, local district standards, and national standards to address the needs of all learners. Teacher candidates must demonstrate dispositions that are necessary to become an effective teacher. Prerequisite: Admission to Teacher Education. Public or private school field experience is a requirement in Stillman Teacher Education Program (STEP). Membership in the Student Alabama Education Association (SAEA) is required in order to take this course.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement in Stillman Teacher Education Program (STEP). Membership in the Student Alabama Education Association (SAEA) is required in order to take this course.

Program: **Human Performance**

HPR 420: Senior Thesis in Physical Education

This course allows the student to integrate knowledge of facts and theories in the discipline and to apply this knowledge to a variety of situations and ideas in the discipline as evidenced in both oral and written form. The goal is to write and present a senior thesis.

Credits: 2

Program: **Human Performance**

HPR 432: Physiology of Exercise

This course is a study of the scientific principles of exercise and physiological bases of motor activity. Topics covered include the various methods of conditioning for students and the general public as well as training programs for athletes. Also emphasized are the major muscle groups and their functions, the energy systems, and the application of biological and physiological concepts to physical education and sports.

Credits: 3

Program: **Human Performance**

HPR 433: Kinesiology

This course is designed to analyze the movement of the human body and to discover their underlying principles. In this course, the mechanical aspects of human movement are stressed.

Credits: 3

Program: **Human Performance**

HPR 434: Internship in Fitness/Wellness

This course provides practical experience in fitness/wellness through service with selected or approved in-service sites.

The internship is designed to provide students with the opportunity to make application of theories and concepts learned in the classroom in a professional setting.

Internships also provide students with the opportunity to network and make contacts that will assist them in obtaining professional employment following graduation.

Credits: 3

Program: **Human Performance**

Human Performance

HPS 110: Beginning Swimming

This course is an introductory course that emphasizes basic fundamentals of swimming.

Credits: 1

Program: **Human Performance**

HPS 111: Volleyball and Basketball

This course is an introductory course that emphasizes basic skills, knowledge, rules and strategy of volleyball (8 weeks) and basketball (8 weeks).

Credits: 1

Program: **Human Performance**

HPS 112: Dance and Aerobics

In this course, the basic approaches to learning creative rhythms and recreational dance forms, with application to school physical education programs are stressed.

Credits: 1

Program: **Human Performance**

HPS 113: Flag Football and Soccer

This course is an introductory course that emphasizes learning basic skills, knowledge, rules and strategy of flag football (8 weeks) and soccer (8 weeks).

Credits: 1

Program: **Human Performance**

HPS 114: Tennis and Badminton

This course is an introductory course that emphasizes learning basic skills, knowledge, rules and strategy of tennis (8 weeks) and badminton (8 weeks).

Credits: 1

Program: **Human Performance**

HPS 115: Softball and Golf

This course is an introductory course that emphasizes learning basic skills, knowledge, rules and strategy of softball (8 weeks) and golf (8 weeks).

Credits: 1

Program: **Human Performance**

HPS 116: Track/Field and Weight Training

This course is an introductory course that emphasizes learning basic skills, knowledge, rules and strategy of track/field/weightlifting.

Credits: 1

Program: **Human Performance**

HPS 117: Tumbling and Physical Conditioning

In this course, emphasis is placed on skill acquisition and techniques for teaching stunts and tumbling.

Credits: 1

Program: **Human Performance**

HPS 118: Intermediate Swimming

In this course, emphasis is placed on techniques, skill, and knowledge of swimming. Depending upon swimming skills, this course can be substituted for beginning swimming (HPS 110) or taken as an elective upon completion of HPS 119.

Credits: 1

Program: **Human Performance**

HPS 220: Methods of Teaching Striking, Field, Invasion, and Territory Games

This course provides the student with skill development and concept knowledge of striking, fielding and territory games (softball, football, soccer, basketball, team handball, ultimate). The student will investigate these sports and their relationships, as well as methods and techniques to teach them properly. Communication and pedagogical strategies are utilized to enhance student learning for all students.

Teacher candidates will design and implement appropriate learning activities that are aligned with the Alabama Course of Study, local district standards, and national standards to address the needs of all learners. Teacher candidates must demonstrate dispositions that are necessary to become an effective teacher. Public or private school field experience is a requirement in Stillman Teacher Education Program (STEP) majors. Membership in the Student Alabama Education Association (SAEA) is required in order to take this course.

Credits: 2

Program: **Human Performance**

HPS 221: Methods of Teaching Target, Net, and Wall Games

This course provides the student with skill development and concept knowledge of striking, fielding, and territory games (golf, tennis, badminton, volleyball, racquetball). The students will investigate these sports and their relationships, as well as methods and techniques to teach them properly. Communication and pedagogical strategies are utilized to enhance student learning for all students. Teacher candidates will design and implement appropriate learning activities that are aligned with the Alabama Course of Study, local district standards, and national standards to address the needs of all learners. Teacher candidates must demonstrate dispositions that are necessary to become an effective teacher. Public or private school field experience is a requirement in Stillman Teacher Education Program (STEP) majors. Membership in the Student Alabama Education Association (SAEA) is required in order to take this course.

Credits: 2

Program: **Human Performance**

Humanities

HUM 130: African American Heritage

This course is a study of African American life from its African origins to the present. Special attention is given to social structures, religion, folklore, political forces, history, art, music and geography.

Credits: 3

Program: **Humanities**

Journalism

JN 131: Introduction to Mass Communications

This course is an introduction to the fields of communication, including theory, law and regulation, history and social implications of media operations. Prerequisite to the major and co-requisite to ENG 131 or ENG 199.

Credits: 3

Program: **Journalism**

JN 132: Introduction to Media Writing

This course is an introduction to writing for mass media with attention to the various forms of writing for journalism, telecommunication, advertising, and public relations. The course also gives attention to possible assessment tools to measure comprehension of the various writing forms that are written about and researched. Students may engage in collaborative communication through group dynamics (i.e., oral presentations, peer-review workshops, and pairings) that build students' written communication skills.

Prerequisite to the major and co-requisite to ENG 131 or ENG 199. Required for English majors with a language arts/secondary education concentration.

Credits: 3

Program: **Journalism**

JN 231: Newswriting and Reporting

This course covers the fundamentals of news gathering, news writing, and copy editing. It emphasizes interviewing, covering speeches, profiles, court reporting, and other assignments. Enrolled students must write for the student run media outlet. Lecture and lab.

Credits: 3

Prerequisites: JN 131-132 and ENG 131-132 or 199-200.

Program: **Journalism**

JN 233: Photojournalism

This course is a study and practice of techniques in photographic communication. Instruction in the operation of film and digital cameras.

Credits: 3

Prerequisites: JN 131-132.

Program: **Journalism**

JN 237: Applied Journalism

This course involves interviewing, writing, editing, photography, and production efforts for the Stillman print or online media. Freshmen with a documented proficiency in newswriting, sophomores, juniors, and seniors may enroll in the student news practicum.

Credits: 3

Prerequisites: ENG 131 or ENG 199 and JN 132 and JN 231.

Program: **Journalism**

JN 331: Media Law and Regulations

This course is a study of the First Amendment, the law of defamation, and the practical and philosophical aspects of ethics for the journalist and the communicator.

Credits: 3

Prerequisites: JN 131-132 and JN 231.

Program: **Journalism**

JN 332: Magazine Feature and Opinion Writing

This course consists of techniques, fundamentals, and practice of writing features for magazines and for the Internet. Writing will consist of features, opinion pieces, columns, and reviews.

Credits: 3

Prerequisites: JN 131-132 and JN 231.

Program: **Journalism**

JN 333: New Media and Desktop Publishing

This course in web design and desktop publishing teaches basics in graphic design and information technology. Students will acquire skills in composition and use of software to produce publications and web sites. Includes writing for and posting stories on the college's student run media outlet.

Credits: 3

Prerequisites: CSC 121; JN 131-132, and JN 231.

Program: **Journalism**

JN 334: Public Relations Writing

This course emphasizes techniques and practices of writing for public relations as a management tool in corporations, government, and nonprofit organizations. Examines critical elements and issues faced by PR practitioners, including identifying primary stakeholders and audiences, designing campaign objectives, developing messages, targeting media, and measuring results.

Credits: 3

Prerequisites: JN 231.

Program: **Journalism**

JN 335: Audio and Video Reporting and Production

This course covers the basic production techniques of audio (radio broadcasting) and video (television) production and practice with various tape recorders and cameras/camcorders and various editing software.

Credits: 3

Prerequisites: JN 131-132 and JN 231.

Program: **Journalism**

JN 336: Mass Media Management and Ownership

This course is a study of the principles and practice of media management of broadcast stations, new media, newspapers, magazines, and other communication entities.

Credits: 3

Prerequisites: JN 131-132 and JN 231.

Program: **Journalism**

JN 337: Applied Journalism

This course involves interviewing, writing, editing, photography, and production efforts for the Stillman print or online media. Sophomores, juniors, and seniors may enroll in the student news practicum.

Credits: 3

Prerequisites: ENG 131 or ENG 199, JN 132, and JN 231.

Program: **Journalism**

JN 430: Internship/Practicum

This course is a supervised practical experience coupled with investigative studies of communication problems. Students are placed for a minimum of eight hours per week in local media or agencies that use media strategies. Supervisors evaluate the student's work onsite.

Credits: 3 - 6

Prerequisites: JN 231. This course may be 3 to 6 credit hours.

Program: **Journalism**

JN 431: Advanced Newswriting

This course is the study of covering civic and public affairs, covering beats and news/sports events and practicing advanced reporting and writing techniques.

Credits: 3

Prerequisites: JN 131-132 and JN 231.

Program: **Journalism**

JN 434: Independent Study/Senior Project

Student pursues a program of directed research, reading, and writing in the frame of journalism's practical trade objectives, under the direction of a faculty adviser, with the approval of chair of the department. JN 131-132, JN 231, and JN 332.

Credits: 3

Program: **Journalism**

JN 435: Advanced Magazine Writing

This course covers writing and editing of magazine articles for publication in print or online media and other in-house publications. Includes technical, industrial, employee, and general-circulation magazines.

Credits: 3

Prerequisites: JN 231 and JN 332.

Program: **Journalism**

JN 436: Literary Journalism: Writing Reviews & Commentary

This course emphasizes the techniques and practice of writing reviews and commentary for the arts, food, books, film, travel, and popular culture. Enrolled students must write for the school newspaper.

Credits: 3

Prerequisites: JN 231

Program: **Journalism**

JN 437: History of Journalism

This course is a study of the history of the principal practices of American journalism, with particular attention to the First Amendment and freedom of press.

Credits: 3

Program: **Journalism**

JN 438: History and Survey of the African-American Press

This course is a study of black-owned and operated newspapers, radio, television, magazines, and online news sources.

Credits: 3

Program: **Journalism**

Logic

LOG 330: Logic

This course focuses on assisting students to use a variety of deliberative processes aimed at making wise decisions.

Creative academic experiences will be used to engage students in systematic ways to develop how they think about things over a period of time. This course provides a study of the methods for evaluating whether the premises of an argument adequately support a conclusion.

Credits: 3

Program: **Logic**

Management

MGT 334: Principles of Management

This course is a study of the basic functions of management—planning, organization, staffing, directing and controlling—and the application of management principles in organizations. Sophomore standing.

Credits: 3

Program: **Management**

MGT 335: Human Resources Management

This course focus on management of employees with particular attention to the basic functions of human resource management and the environment that these function are administered.

Credits: 3

Prerequisites: MGT 334 with grade C or better.

Program: **Management**

MGT 336: Entrepreneurship and Small Business Management

This course includes a comprehensive coverage of the duties, responsibilities, and problems of small business owners and managers. Topics include finding the right business, franchising, developing a business plan, location, financing, accounting, marketing, and taxation.

Credits: 3

Prerequisites: MGT 334 with grade C or better.

Program: **Management**

MGT 435: Operations Management

This course focus on modern problems of production management and it also focus on effective and efficient management of operations.

Credits: 3

Prerequisites: MGT 334, BUS 338 & 339 with grade C or better.

Program: **Management**

MGT 438: Organizational Behavior

This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision-making, communication and organizational change and development. Prerequisite:

MGT 334 Principles of Management

Credits: 3

Program: **Management**

MGT 439: Strategic Management

This is a terminal course designed to interrelate the various areas of management and decision-making. Emphasis is placed on current issues, cases and case analysis, business policy, ethics.

Credits: 3

Prerequisites: Senior standing.

Program: **Management**

Marketing

MKT 331: Principles of Marketing

This course is designed to analyze interacting business activities related to planning, pricing, promoting, and distributing want-satisfying goods and services to present and potential customers.

Credits: 3

Prerequisites: Sophomore standing.

Program: **Marketing**

MKT 333: Salesmanship

This course focuses on the nature of the personal selling function and its relationship to the marketing structure. Special emphasis is placed on principles of personal selling and sales promotion.

Credits: 3

Prerequisites: MKT 331 with grade C or better.

Program: **Marketing**

MKT 335: Consumer Behavior

This course presents an interdisciplinary approach to the analysis and interpretation of consumer buying habits. It focuses on the psychological and socio-cultural determinants of consumer behavior.

Credits: 3

Prerequisites: MKT 331 with grade C or better.

Program: **Marketing**

MKT 337: Marketing Channels

In this course, emphasis on the management and control of the marketing intermediaries. Includes strategies involved in retailing, wholesaling, and physical distribution.

Credits: 3

Prerequisites: MKT 331 with grade C or better.

Program: **Marketing**

MKT 430: Marketing Research

In this course, research methods are applied to marketing; introduction to sampling; collection, analysis, and reporting of data; survey of sales forecasting; market analysis; and distribution cost analysis.

Credits: 3

Prerequisites: MKT 331 with grade C or better.

Program: **Marketing**

MKT 433: Marketing Management

This course presents a problem-solving approach to marketing decisions. Case studies involving product planning selection of marketing channels, promotion and price policies, decision of social and legal problems of marketing.

Credits: 3

Prerequisites: MKT 331 with grade C or better.

Program: **Marketing**

MKT 436: Services Marketing

A challenging course designed to offer key marketing insights for “pure” service organizations and goods-producing organizations that focus on the service component augmenting the good itself. Addresses a number of central issues in the marketing of services.

Credits: 3

Prerequisites: MKT 331 with grade C or better.

Program: **Marketing**

MKT 437: International Marketing

This course presents an analysis of marketing principles relating to international marketing organizations, marketing channels, basic problems, channels of distribution, selling, and pricing.

Credits: 3

Prerequisites: MKT 331 with grade C or better.

Program: **Marketing**

Mathematics

MAT 031: Developmental Mathematics

This course covers equations and inequalities in one variable; word problems and applications of equations; graphs and systems of equations; factoring polynomials; and operations with rational expressions. 3 hours class lecture and 2 hours of laboratory. Placement based upon standardized test results. Does not substitute for general education requirements in Mathematics. Does not count towards a major in Mathematics.

Credits: 3

Program: **Mathematics**

MAT 101: Quantitative Literacy

The overall goal of this course is to present and explain the quantitative tools necessary to understand issues arising in the popular media and in our daily lives. Through contemporary real-world application, our aim is to teach students the practical skills they will need throughout their lives to be critical thinkers, informed decision makers, and intelligent consumers of the quantitative information that they see every day. This goal motivates our choice of topics and our use of numerous materials from the popular media as illustrations.

Credits: 3

Prerequisites: Placement score or MAT 031

Program: **Mathematics**

MAT 130: Mathematics for Education Majors I

This course emphasizes the principles of basic arithmetic, structure and properties of the real number system, number systems in various bases, elementary probability and statistics, elementary geometry, other topics related to basic concepts taught in elementary grades.

Credits: 3

Prerequisites: MAT 132

Program: **Mathematics**

MAT 131: Algebra

This course is designed to teach the principles of algebraic methods and the basic skills needed in higher mathematics courses. Specifically, the course covers real and complex number systems, exponents, polynomials, rational expressions, methods of solving linear and quadratic equations and inequalities (including graphical methods), solution techniques for solving application problems, the Cartesian Coordinate System, solution techniques (including graphical methods) for solving problems involving equations of the straight line, circle, parabola, and other functions. This course meets the mathematics requirements for students majoring in Business, Biology, or Chemistry, but it does not count toward a major or minor in mathematics.

Credits: 3

Prerequisites: MAT 031 or satisfactory placement score.

Program: **Mathematics**

MAT 132: Trigonometry and Analytic Geometry

This course is designed to introduce students to the equations, properties, and graphs of the basic functions of mathematics. The functions studied include the linear, quadratic, higher degree polynomial, rational, exponential, logarithmic, and trigonometric. In addition, the course includes an examination of basic concepts that pertain to all functional operations and inverses. The course also includes the study of one class of geometric objects, which are sometimes non-functions, the conic sections, and trigonometric identities, equations, and applications. This course meets the mathematics requirements for most college majors, but it does not count toward a major or minor in mathematics.

Credits: 3

Prerequisites: MAT 131 or satisfactory placement score.

Program: **Mathematics**

MAT 133: Business Calculus

This course is a study of techniques of applying differential and integral calculus to application problems. Examples and problems are from the fields of business, economics, finance, life sciences, and social sciences. Basic concepts of functions are studied, along with the differentiation and integration of exponential and logarithmic functions. Anti-differentiation with applications and techniques of integration are also studied. Does not count toward the Mathematics major.

Credits: 3

Prerequisites: MAT 132.

Program: **Mathematics**

MAT 134: Pre-Calculus

This course is designed as a prerequisite for calculus. It will provide an in-depth study of the fundamental topics that are necessary for success in calculus. Topics include properties and graphs of polynomial, exponential, logarithmic and trigonometric functions. Other topics include: systems of equations and inequalities, sequences, series, conic sections, and limits. MAT 134 does not count toward a major in mathematics.

Credits: 3

Prerequisites: A grade of B or better in MAT 131, or satisfactory placement score.

Program: **Mathematics**

MAT 145: Calculus I

This course introduces students to the three fundamental concepts of calculus. Study of limits and continuity, evaluation of limits using algebraic techniques, numerical approximations, and/or computers; study of derivative of elementary functions, physical applications of the derivative including curve sketching, rate problems, maximizing and minimizing physical quantities; study of antiderivative, definite integral, the classical area problem and applications of the definite integral and basic integration techniques.

Credits: 4

Prerequisites: MAT 134 or satisfactory placement score.

Program: **Mathematics**

MAT 146: Calculus II

Continuation of Calculus I; in-depth study of the techniques of integration; study of sequences, infinite series and their convergence/divergence; study of curves described by parametric equation and polar coordinates.

Credits: 4

Prerequisites: MAT 145

Program: **Mathematics**

MAT 230: Mathematics for Education Majors II

This course is a continuation of Mathematics for Education Majors I which emphasizes the principles of basic arithmetic, structure and properties of the real number system, number systems in various bases, elementary probability and statistics, elementary geometry, other topics related to basic concepts taught in elementary grades.

Credits: 3

Prerequisites: MAT 130

Program: **Mathematics**

MAT 233: Introduction to Statistics

This course covers organizing and summarizing data, elementary probability concepts, estimation, and tests of significance.

Credits: 3

Prerequisites: MAT 132 or MAT 134.

Program: **Mathematics**

MAT 234: Discrete Math I

These courses are an introduction to the theory and use of discrete mathematical structures that include mathematical logic, mathematical induction, combinatorics, relations, partially ordered systems, graphs, logic programming, analysis of algorithms, recursion, relational databases, Boolean algebras and other algebraic structures, and modeling..

Credits: 3

Prerequisites: MAT145.

Program: **Mathematics**

MAT 241: Calculus III

This course extends the concepts of single variable calculus to functions of several variables. Topics include study of vectors in n-dimensional space; vector-valued functions; differential and integral calculus of multiple variables.

Credits: 4

Prerequisites: MAT 146

Program: **Mathematics**

MAT 331: Linear Algebra

This course is a study of vector spaces, subspaces, and linear transformations; systems of linear equations; matrices, determinants, and eigenvalues.

Credits: 3

Prerequisites: MAT 146 and MAT 234.

Program: **Mathematics**

MAT 332: Abstract Algebra

This course is a study of elementary number theory, groups, rings, integral domains, division rings, and elementary field theory.

Credits: 3

Prerequisites: MAT 146 and MAT 234.

Program: **Mathematics**

MAT 333: Differential Equations

This course is a study of equations of the first order, linear equations of higher order, existence and uniqueness, the LaPlace Transform, numerical methods, applications.

Credits: 3

Prerequisites: MAT 241.

Program: **Mathematics**

MAT 334: Numerical Analysis and Simulation

This course emphasizes programming applications using numerical methods for finding roots of equations, solutions of simultaneous linear equations, and numerical integration.

The course also introduces students to computer simulations and simulation methods.

Credits: 3

Prerequisites: CSC 131, MAT 241, and MAT 234.

Program: **Mathematics**

MAT 335: Discrete Math II

These courses are an introduction to the theory and use of discrete mathematical structures that include mathematical logic, mathematical induction, combinatorics, relations, partially ordered systems, graphs, logic programming, analysis of algorithms, recursion, relational databases, Boolean algebras and other algebraic structures, and modeling..

Credits: 3

Prerequisites: MAT 234.

Program: **Mathematics**

MAT 336: Modern Geometry

This course is a study of axiomatic systems for affine geometries, translations and linear transformations, and affine geometries over rings. Topics included in this course are Euclidean affine geometry, congruence and similarity, measurement, and conics.

Credits: 3

Prerequisites: MAT 331.

Program: **Mathematics**

MAT 430: Seminar in the History and Philosophy of Mathematics

This course emphasizes readings in the history and philosophy of mathematics, featuring ancient and modern writings. Students will make oral and written presentations based upon the topics discussed in the readings.

Credits: 3

Prerequisites: MAT 333 and MAT 335.

Program: **Mathematics**

MAT 431: Introduction to Real Analysis

This course is a study of abstract theory of limits, derivatives, and integrals; introduction to special functions, function spaces, and series of functions; methods of writing and understanding mathematical proofs.

Credits: 3

Prerequisites: MAT 241 and MAT 234.

Program: **Mathematics**

Music and Music Education

MUS 001: Student Recital

Student Recital is a performance laboratory for all music majors. It is designed to provide student musicians with an outlet for solo and ensemble performance experience and instruction in concert etiquette. Fall and Spring.

Credits: 0

Program: **Music and Music Education**

MUS 031: Fundamentals of Music Theory

The class "Fundamentals of Music Theory" is an introduction to music theory, designed as a prerequisite to MUS 131, Theory of Music I. Placement is based on a theory entrance examination. Spring.

Credits: 0

Program: **Music and Music Education**

MUS 101: Secondary Applied Music

Secondary Applied Music is designed as weekly half-hour long individual or group lessons in voice, brass, percussion, and woodwind instruments for majors and non-majors.

Students studying secondary applied piano are enrolled in piano class. Secondary Applied Music courses should be taken in sequential order. Consent of instructor.

Credits: 1

Program: **Music and Music Education**

MUS 102: Secondary Applied Music

Secondary Applied Music is designed as weekly half-hour long individual or group lessons in voice, brass, percussion, and woodwind instruments for majors and non-majors.

Students studying secondary applied piano are enrolled in piano class. Secondary Applied Music courses should be taken in sequential order. Consent of instructor.

Credits: 1

Program: **Music and Music Education**

MUS 111: Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir Courses should be taken in sequential order. Fall and Spring

Credits: 1

Program: **Music and Music Education**

MUS 112: Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir Courses should be taken in sequential order. Fall and Spring

Credits: 1

Program: **Music and Music Education**

MUS 113: Principal Applied Music

Principal Applied Music is designed as a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments for music majors. Students registered may also be required to attend performance and repertoire classes. Concurrent enrollment in MUS 001 (Student Recital) is required. Courses should be taken in sequential order.

Credits: 1

Prerequisites: By audition and Consent of Instructor.

Program: **Music and Music Education**

MUS 114: Principal Applied Music

Principal Applied Music is designed as a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments for music majors. Students registered may also be required to attend performance and repertoire classes. Concurrent enrollment in MUS 001 (Student Recital) is required. Courses should be taken in sequential order.

Credits: 1

Prerequisites: By audition and Consent of Instructor.

Program: **Music and Music Education**

MUS 121: Class Voice

Class Voice is designed for non-music and non-voice music majors who enjoy singing and wish to improve their vocal technique regardless of ability. The student will develop the skills, knowledge, and attitudes to perform the range of musical styles and genres written for the solo voice.

Posture, breathing, phrasing, diction, intonation and tone quality will be addressed in order to aid the student in the development of a healthy singing technique and a better understanding of how the body and mind function in singing.

Credits: 2

Prerequisites: No prerequisite is required. However, a basic knowledge of music fundamentals would be helpful.

Program: **Music and Music Education**

MUS 123: Class Piano

Class Piano is designed to develop fundamental and basic keyboard skills. The student will learn to develop basic keyboard and musicianship skills including: 5 finger position, scales, progressions, accompanying and basic theory including: note recognition, rhythm, harmony, form and basic harmonization. Courses should be taken in sequential order. No prior music experience required.

Credits: 2

Program: **Music and Music Education**

MUS 124: Class Piano

Class Piano is designed to develop fundamental and basic keyboard skills. The student will learn to develop basic keyboard and musicianship skills including: 5 finger position, scales, progressions, accompanying and basic theory including: note recognition, rhythm, harmony, form and basic harmonization. Courses should be taken in sequential order. No prior music experience required.

Credits: 2

Program: **Music and Music Education**

MUS 131: Theory of Music I

Theory of Music I is an introduction to music theory and the study of harmony with emphasis on the rudiments of music. The class includes the study of sight-singing and music dictation in laboratory meetings. Class meetings include three lectures and one laboratory per week.

Credits: 3

Prerequisites: Passing theory entrance test, or successful completion of MUS 031 Fundamentals of Music Theory. Fall.

Program: **Music and Music Education**

MUS 132: Theory of Music II

Theory of Music II is designed to be a continued study of harmony with emphasis on the rudiments of music and basic four-part writing. The class includes the study of sight-singing and music dictation in laboratory meetings. Class meetings include three lectures and one laboratory per week.

Credits: 3

Prerequisites: MUS 131. Spring.

Program: **Music and Music Education**

MUS 133: Music Appreciation

Music Appreciation is a survey course designed for non-music majors, requiring no previous musical experience. It covers the basics elements of music and active listening, broadly surveys Western Art Music and World Music from the Middle Ages through present day. Fall and Spring.

Credits: 3

Program: **Music and Music Education**

MUS 201: Secondary Applied Music

Secondary Applied Music is designed as weekly half-hour long individual or group lessons in voice, brass, percussion, and woodwind instruments for majors and non-majors. Students studying secondary applied piano are enrolled in piano class. Secondary Applied Music courses should be taken in sequential order. Consent of instructor.

Credits: 1

Program: **Music and Music Education**

MUS 202: Secondary Applied Music

Secondary Applied Music is designed as weekly half-hour long individual or group lessons in voice, brass, percussion, and woodwind instruments for majors and non-majors. Students studying secondary applied piano are enrolled in piano class. Secondary Applied Music courses should be taken in sequential order. Consent of instructor.

Credits: 1

Program: **Music and Music Education**

MUS 211: Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir Courses should be taken in sequential order. Fall and Spring

Credits: 1

Program: **Music and Music Education**

MUS 212: Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir Courses should be taken in sequential order. Fall and Spring

Credits: 1

Program: **Music and Music Education**

MUS 213: Principal Applied Music

Principal Applied Music is designed as a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments for music majors. Students registered may also be required to attend performance and repertoire classes. Concurrent enrollment in MUS 001 (Student Recital) is required. Courses should be taken in sequential order.

Credits: 1

Prerequisites: By audition and Consent of Instructor.

Program: **Music and Music Education**

MUS 214: Principal Applied Music

Principal Applied Music is designed as a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments for music majors. Students registered may also be required to attend performance and repertoire classes. Concurrent enrollment in MUS 001 (Student Recital) is required. Courses should be taken in sequential order.

Credits: 1

Prerequisites: By audition and Consent of Instructor.

Program: **Music and Music Education**

MUS 223: Class Piano

Class Piano is designed to develop fundamental and basic keyboard skills. The student will learn to develop basic keyboard and musicianship skills including: 5 finger position, scales, progressions, accompanying and basic theory including: note recognition, rhythm, harmony, form and basic harmonization. Courses should be taken in sequential order. No prior music experience required.

Credits: 2

Program: **Music and Music Education**

MUS 224: Class Piano

Class Piano is designed to develop fundamental and basic keyboard skills. The student will learn to develop basic keyboard and musicianship skills including: 5 finger position, scales, progressions, accompanying and basic theory including: note recognition, rhythm, harmony, form and basic harmonization. Courses should be taken in sequential order. No prior music experience required.

Credits: 2

Program: **Music and Music Education**

MUS 225: Diction for Singers I

Diction for Singers I is an introduction to the International Phonetic Alphabet (IPA) and its application to the study and practice of English, German, and Latin diction in solo vocal repertoire.

Credits: 1

Prerequisites: MUS 114 VO. Fall.

Program: **Music and Music Education**

MUS 226: Diction for Singers II

Diction for Singers II is a study of French and Italian pronunciation as it applies to solo vocal repertoire. Special emphasis is placed on use of the International Phonetic Alphabet (IPA), analysis of texts, and performance of selected works.

Credits: 1

Prerequisites: MUS 225. Spring.

Program: **Music and Music Education**

MUS 231: Theory of Music III

Theory of Music III continues the study of music theory, focusing on the study of more complex harmonization with correlated ear training, dictation, sight-singing, and keyboard harmony. The class includes the study of sight-singing and music dictation in laboratory meetings. Class meetings include three lectures and one laboratory per week.

Credits: 3

Prerequisites: MUS 132. Fall.

Program: **Music and Music Education**

MUS 232: Advanced Theory and Analysis

Advanced Theory and Analysis is a continuation of Music Theory III, including harmonic and structural analysis of compositions in the smaller and larger forms and a survey of Twentieth Century music theory systems. The class includes the study of sight-singing and music dictation in laboratory meetings. Class meetings include three lectures and one laboratory per week.

Credits: 3

Prerequisites: MUS 231. Spring.

Program: **Music and Music Education**

MUS 233: Music for the Classroom Teacher

Music for the Classroom Teacher is designed to include the study of fundamental principles, materials and methods of elementary school music teaching for the classroom teacher. The class is required for Elementary Education majors. Fall and spring.

Credits: 3

Program: **Music and Music Education**

MUS 234: Jazz Appreciation

Jazz Appreciation is designed as an overview of the evolution of jazz from its beginning to current day. Students will become familiar with the major influential musicians throughout its history and understand the differences between the various styles of jazz. Through lively discussion of assigned readings, recordings, and in-class video presentations, students will consider course material critically and examine its style and performance practice in its historical context. The material is presented with a multi-cultural perspective, and includes all genres specific to the jazz art form. Spring.

Credits: 3

Program: **Music and Music Education**

MUS 236: Introduction to Finale Music Notation Software

Introduction to Finale Music Notation Software is designed to cover all aspects of Finale Music Notation, the industry standard in notational software. Upon completion, students will be capable of producing editions of their own compositions and arrangements that met the industry standards of professional music publishers. Composition experience not required.

Credits: 3

Prerequisites: MUS 131. Spring.

Program: **Music and Music Education**

MUS 301: Junior Recital

The junior recital is required of all third year applied music majors. Students must perform a minimum of twenty-five minutes of repertoire. Students must also present and pass a recital hearing no fewer than two weeks prior to the recital. The applied instructor must approve all recital repertoire.

Credits: 0

Prerequisites: Successful completion of the Sophomore Qualifying Examination. Fall and spring.

Program: **Music and Music Education**

MUS 310: Introduction to Marching Band Techniques

Introduction to Marching Band Techniques is designed as an introduction to various techniques of marching band drill design. Elements of show designing, beginning with conceptualizing, designing, teaching, and cleaning the show will be covered. The course will also include a discussion of concepts pertaining to planning and developing balanced instrumentation and music selection for the marching band. Proper field placement of instrumentalists and auxiliary units will be covered. Students will be required to design marching band formations by hand and using an interactive computer drill design program.

Credits: 1

Prerequisites: Consent of instructor. Fall or Spring.

Program: **Music and Music Education**

MUS 311: Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir Courses should be taken in sequential order. Fall and Spring

Credits: 1

Program: **Music and Music Education**

MUS 312: Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir Courses should be taken in sequential order. Fall and Spring

Credits: 1

Program: **Music and Music Education**

MUS 313: Principal Applied Music

Principal Applied Music is designed as a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments for music majors. Students registered may also be required to attend performance and repertoire classes. Concurrent enrollment in MUS 001 (Student Recital) is required. Courses should be taken in sequential order.

Credits: 1

Prerequisites: By audition and Consent of Instructor.

Program: **Music and Music Education**

MUS 314: Principal Applied Music

Principal Applied Music is designed as a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments for music majors. Students registered may also be required to attend performance and repertoire classes. Concurrent enrollment in MUS 001 (Student Recital) is required. Courses should be taken in sequential order.

Credits: 1

Prerequisites: By audition and Consent of Instructor.

Program: **Music and Music Education**

MUS 328: Survey of Instrumental Techniques

The Survey of Instrumental Techniques is designed to be a practical introduction to the basic techniques of playing brass, percussion and woodwind instruments. Emphasis will be placed on teaching skills and techniques for each instrument. This course is required for vocal students pursuing Alabama State teaching certification in Music (P-12).

Credits: 2

Program: **Music and Music Education**

MUS 331: African-American Music

African-American Music is designed to be an exploration of American music showing the characteristics surviving from the African tradition and the contributions of Black musicians to Western musical culture. Open to all students. Fall.

Credits: 3

Program: **Music and Music Education**

MUS 334: Arranging

Arranging is an introductory course in instrumental and choral arranging. Particular emphasis is placed on the practical considerations involved in writing music for young, inexperienced, or amateur singers and players (for example, beginning applied students, school or church ensembles). The course is required for the music major with teacher certification.

Credits: 3

Prerequisites: MUS 131 and 132.

Program: **Music and Music Education**

MUS 335: Music History and Literature I

Music History and Literature I is designed to be a survey of music in the Western Art Music tradition before 1750. It includes a detailed study of the composers, styles and forms of antiquity, the middle ages, the renaissance, and the baroque periods, with emphasis upon visual and aural analysis, and the relationship of music to the social and cultural background of each era. Class meetings consist of three lectures per week.

Credits: 3

Prerequisites: MUS 131 and 132. Fall

Program: **Music and Music Education**

MUS 336: Music History and Literature II

Music History and Literature II is designed to be a continuation of MUS 335, Music History and Literature I, focusing on the history of music since 1750. It includes a detailed study of the composers, styles and forms of the classical and romantic periods, and the twentieth-century including world music with emphasis upon visual and aural analysis, and the relationship of music to the social and cultural background of each era. Class meetings consist of three lectures per week.

Credits: 3

Prerequisites: MUS 131 and 132. Spring

Program: **Music and Music Education**

MUS 401: Senior Recital

The senior recital is the culminating formal performance required of all music majors, and must consist of a minimum of forty-five minutes of repertoire, (excluding the intermission). Senior students must submit extended program notes discussing the content of the recital as part of the College's senior thesis requirement. Students must present and pass a recital hearing no fewer than two weeks prior to the scheduled recital. The applied instructor must approve all recital repertoire.

Credits: 0

Prerequisites: MUS 301. Fall and spring

Program: **Music and Music Education**

MUS 411: Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir Courses should be taken in sequential order. Fall and Spring

Credits: 1

Program: **Music and Music Education**

MUS 412: Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir Courses should be taken in sequential order. Fall and Spring

Credits: 1

Program: **Music and Music Education**

MUS 413: Principal Applied Music

Principal Applied Music is designed as a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments for music majors. Students registered may also be required to attend performance and repertoire classes. Concurrent enrollment in MUS 001 (Student Recital) is required. Courses should be taken in sequential order.

Credits: 1

Prerequisites: By audition and Consent of Instructor.

Program: **Music and Music Education**

MUS 414: Principal Applied Music

Principal Applied Music is designed as a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments for music majors. Students registered may also be required to attend performance and repertoire classes. Concurrent enrollment in MUS 001 (Student Recital) is required. Courses should be taken in sequential order.

Credits: 1

Prerequisites: By audition and Consent of Instructor.

Program: **Music and Music Education**

MUS 426: Conducting

Conducting is designed as a study of the patterns, rehearsal techniques, and other skills necessary in a conductor to help an ensemble produce effective tone, balance, phrasing, and interpretation. The class will cover the organization of choral and instrumental groups, and include experience in choral and instrumental conducting.

Credits: 2

Prerequisites: MUS 131, 132, 231 & 232. Fall and Spring.

Program: **Music and Music Education**

MUS 440: Special Topics in Music

This course will focus on special topics related to music history, music theory, music technology, music performance, and/or music pedagogy, as determined by the needs of students majoring in Music and the expertise of the Music Faculty.

Credits: 1

Program: **Music and Music Education**

Music Ensemble

MUE 111: Jazz Ensemble

Jazz Ensemble is intended to help students develop an understanding of Jazz music through the performance of Dixieland to Modern Day and will include instruction in basic improvisational techniques.

Credits: 1

Prerequisites: Permission of Director. Fall and Spring.

Program: **Music Ensemble**

MUE 112: Jazz Ensemble

Jazz Ensemble is intended to help students develop an understanding of Jazz music through the performance of Dixieland to Modern Day and will include instruction in basic improvisational techniques.

Credits: 1

Prerequisites: Permission of Director. Fall and Spring.

Program: **Music Ensemble**

MUE 114: Pep Band

Pep Band provides music for men's and women's basketball games and other select campus activities. Travel may be required for some performances. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Permission of Director. Spring

Program: **Music Ensemble**

MUE 115: Chamber Music Ensemble

Chamber ensemble is a performance group that explores Renaissance to Contemporary music written for small groups of voices and/or instruments. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Consent of Instructor.

Program: **Music Ensemble**

MUE 116: Chamber Music Ensemble

Chamber ensemble is a performance group that explores Renaissance to Contemporary music written for small groups of voices and/or instruments. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Consent of Instructor.

Program: **Music Ensemble**

MUE 211: Jazz Ensemble

Jazz Ensemble is intended to help students develop an understanding of Jazz music through the performance of Dixieland to Modern Day and will include instruction in basic improvisational techniques.

Credits: 1

Prerequisites: Permission of Director. Fall and Spring.

Program: **Music Ensemble**

MUE 212: Jazz Ensemble

Jazz Ensemble is intended to help students develop an understanding of Jazz music through the performance of Dixieland to Modern Day and will include instruction in basic improvisational techniques.

Credits: 1

Prerequisites: Permission of Director. Fall and Spring.

Program: **Music Ensemble**

MUE 214: Pep Band

Pep Band provides music for men's and women's basketball games and other select campus activities. Travel may be required for some performances. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Permission of Director. Spring

Program: **Music Ensemble**

MUE 215: Chamber Music Ensemble

Chamber ensemble is a performance group that explores Renaissance to Contemporary music written for small groups of voices and/or instruments. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Consent of Instructor.

Program: **Music Ensemble**

MUE 216: Chamber Music Ensemble

Chamber ensemble is a performance group that explores Renaissance to Contemporary music written for small groups of voices and/or instruments. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Consent of Instructor.

Program: **Music Ensemble**

MUE 311: Jazz Ensemble

Jazz Ensemble is intended to help students develop an understanding of Jazz music through the performance of Dixieland to Modern Day and will include instruction in basic improvisational techniques.

Credits: 1

Prerequisites: Permission of Director. Fall and Spring.

Program: **Music Ensemble**

MUE 312: Jazz Ensemble

Jazz Ensemble is intended to help students develop an understanding of Jazz music through the performance of Dixieland to Modern Day and will include instruction in basic improvisational techniques.

Credits: 1

Prerequisites: Permission of Director. Fall and Spring.

Program: **Music Ensemble**

MUE 314: Pep Band

Pep Band provides music for men's and women's basketball games and other select campus activities. Travel may be required for some performances. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Permission of Director. Spring

Program: **Music Ensemble**

MUE 315: Chamber Music Ensemble

Chamber ensemble is a performance group that explores Renaissance to Contemporary music written for small groups of voices and/or instruments. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Consent of Instructor.

Program: **Music Ensemble**

MUE 316: Chamber Music Ensemble

Chamber ensemble is a performance group that explores Renaissance to Contemporary music written for small groups of voices and/or instruments. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Consent of Instructor.

Program: **Music Ensemble**

MUE 411: Jazz Ensemble

Jazz Ensemble is intended to help students develop an understanding of Jazz music through the performance of Dixieland to Modern Day and will include instruction in basic improvisational techniques.

Credits: 1

Prerequisites: Permission of Director. Fall and Spring.

Program: **Music Ensemble**

MUE 412: Jazz Ensemble

Jazz Ensemble is intended to help students develop an understanding of Jazz music through the performance of Dixieland to Modern Day and will include instruction in basic improvisational techniques.

Credits: 1

Prerequisites: Permission of Director. Fall and Spring.

Program: **Music Ensemble**

MUE 414: Pep Band

Pep Band provides music for men's and women's basketball games and other select campus activities. Travel may be required for some performances. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Permission of Director. Spring

Program: **Music Ensemble**

MUE 415: Chamber Music Ensemble

Chamber ensemble is a performance group that explores Renaissance to Contemporary music written for small groups of voices and/or instruments. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Consent of Instructor.

Program: **Music Ensemble**

MUE 416: Chamber Music Ensemble

Chamber ensemble is a performance group that explores Renaissance to Contemporary music written for small groups of voices and/or instruments. Courses should be taken in sequential order.

Credits: 1

Prerequisites: Consent of Instructor.

Program: **Music Ensemble**

Philosophy

PHL 231: Introduction to Philosophy

A course introducing the students to philosophical vocabulary and to major philosophical issues, such as, the nature of reality, the possibilities of human understanding or knowledge, the relation of the mind to physical existence, the difference between right and wrong, the relation between the individual and society, and the existence of God. Spring alternative years.

Credits: 3

Program: **Philosophy**

PHL 232: World Philosophies

This course is a survey of the world's major philosophical traditions about reality, time, the universe, the self and its place in nature, society and the universe; the causes of and solutions for human suffering, and the basic constitution of social tradition and process of change. The survey is inclusive of Africa, Native America, Arab, Asian, Egyptian, European, Greek, Indian, Mesopotamian, Persian, Roman, and North American philosophical systems that have shaped various cultures and conceptions of human identity.

Credits: 3

Program: **Philosophy**

PHL 331: Philosophy of Religion

This course is a study of the concepts and belief systems of religion as well as the prior phenomena of religious experience and the activities of worship and meditation on which these belief systems rest and out of which they have come, including the problems of religious language and the conflicting truth claims of different religions. Spring alternate years.

Credits: 3

Prerequisites: PHL 231

Program: **Philosophy**

PHL 332: American Philosophy

This course is a study of American philosophy, which is comprised of diverse intellectual traditions. The study is inclusive of Native American wisdom traditions, Puritanism, Enlightenment thought, Romanticism, Transcendentalism, naturalism, classical pragmatism, logical empiricism, realism, analytical philosophy, pragmatism, democratic theory, African American philosophy, feminist philosophy, and post-analytic/ neopragmatist thought. Specific content may vary with each offering of the course.

Credits: 3

Prerequisites: PHL 231

Program: **Philosophy**

PHL 434: Science, Technology and Human Values

This course is a study of the roots of scientific thought, methodology, demonstration, and the relationship between science, technology and human values. Offered upon request of faculty or students of Biology, Chemistry or Physics.

Credits: 3

Prerequisites: PHL 231, PHL 331

Program: **Philosophy**

PHL 435: Epistemology/Theories of Knowledge

This course is a critical survey and analysis of the theory of knowledge as developed by different schools of philosophy from the ancient past to the present. An examination of the relation between epistemology and revelation will be a major focus of the course. Offered as needed.

Credits: 3

Prerequisites: PHL 231, PHL 331

Program: **Philosophy**

PHL 436: Phenomenology/Psychology of Religion

This course is a philosophical and psychological study of the mind with an emphasis on making meaning from the way things appear as opposed to how they really are. Attention will be paid to how tolerance of this ambiguity and complexity may positively help shape a person's experience.

Credits: 3

Prerequisites: PHL 231, PHL 331, PSY 230

Program: **Philosophy**

Physics

PHY 131: Physical Science

This course is an introduction to the basic concepts of mechanics, energy, chemistry, astronomy, earth science, and weather. Three hours of lecture per week.

Credits: 3

Program: **Physics**

PHY 141: Physical Science

This course is designed to meet the requirements of elementary education and non-science majors. Topics include astronomy; earth science; water, weather, and climate; changes in matter and energy; and heat, fire, and fuels. Three hours of lecture and 1.5 hours of laboratory per week.

Credits: 4

Program: **Physics**

PHY 243: Physics I

This course is an introduction to basic theories of classical and modern physics. Topics covered will emphasize basic problem solving and experimental techniques. Three hours lecture, two hours laboratory.

Credits: 4

Prerequisites: MAT 132 or MAT 145 depending on placement.

Program: **Physics**

PHY 244: Physics II

This a continuation course in the introduction to basic theories of classical and modern physics. Topics covered will emphasize basic problem solving and experimental techniques. Three hours lecture, two hours laboratory.

Credits: 4

Prerequisites: PHY 243

Program: **Physics**

Political Science

PSC 230: Political and Geo-Political Studies

This course presents an introduction to the responsibilities of citizenship at the local, national and international levels. Emphasis in the course is oriented toward understanding and making critical judgments on political and geopolitical issues from the local to the international arena. Fall.

Credits: 3

Program: **Political Science**

PSC 239: Principles of American Government

This course presents a study of the principles and basic political institutions of the American system of government, primarily at the national level. Spring.

Credits: 3

Program: **Political Science**

PSC 331: International Relations

This course is an introductory survey of basic principles and forces in international relations. Emphasis is placed on the modern state system, diplomacy, national power, nationalism, balance of power, international economics, and world organization.

Credits: 3

Program: **Political Science**

PSC 332: The United States Constitution

This course is an upper-level course concerning the ideas behind and structure of the U.S. Constitution. Also covered are important Supreme Court decisions that established constitutional precedents: Marbury v. Madison, Dartmouth College v. Woodard, Texas v. White, Plessy v. Ferguson, etc.

Credits: 3

Program: **Political Science**

PSC 333: Contemporary Africa

This course presents an analysis of contemporary political developments throughout Africa with special emphasis on West Africa. Concepts such as "dependent economics," "self sufficiency," regional organization, and nationalism will be considered.

Credits: 3

Program: **Political Science**

PSC 335: American Political Theory

This course offers the principal movements in American Political thought from the colonial period to the present. Special emphasis is placed on the liberal-democratic ideas of the American constitutional system.

Credits: 3

Program: **Political Science**

PSC 336: State and Local Government

This course presents a thorough study of the structure and functions of state and local governments in the United States. Topics included are vertical relationships between state, local, and federal governments, state constitutions, legal systems, horizontal distributions of power on state and local levels, and current issues influencing state and local governmental decisions.

Credits: 3

Prerequisites: PSC 239.

Program: **Political Science**

PSC 337: American Political Parties and Politics

This course presents the study of the activities of political parties and pressure groups in American politics. Attention is given to party organization and finance, to the electorate, nominating procedures, elections, and campaign techniques.

Credits: 3

Program: **Political Science**

PSC 430: Directed Reading in Political Science

Directed Reading is a closely directed program of intensive reading and related assignments on political science topics agreed upon by the instructor and student.

Credits: 3

Prerequisites: Departmental approval

Program: **Political Science**

PSC 432: Introduction to Foreign Governments

This course introduces a comparative study of major ideologies a political institution of selected foreign countries. Students will be required to undertake an in-depth comparative analysis of at least two contemporary political systems.

Credits: 3

Program: **Political Science**

PSC 436: Government and Politics in African Countries

This course is a study of the Constitutional developments, governmental structures and functions, political parties, and foreign policies of African countries.

Credits: 3

Program: **Political Science**

PSC 437: Politics of the Caribbean Basin

This course presents an analysis of contemporary political developments throughout the Caribbean Basin. The course also emphasizes traditional political and economic structures as contrasted with progressive and revolutionary movements for change. Also considered will be the role of the U.S. and other "outside" influences in shaping the contemporary politics and economics of the region.

Credits: 3

Program: **Political Science**

PSC 438: The U.S. and Developing Countries

This course examines the changing relationship of the United States with the emerging nations in Africa, Asia, Latin America, and the Caribbean. Emphasis will be placed on the role of third world nations in the world economy and politics and on American policy as it has related to developing countries since the Second World War.

Credits: 3

Program: **Political Science**

Psychology

PSY 230: Introduction to Psychology

This course is the foundation course for advanced study in psychology. PSY 230 introduces the principles of behavior and mental processes. It emphasizes experimental investigation of learning, motivation, emotion, personality, development and psychology.

Credits: 3

Program: **Psychology**

PSY 231: History and Systems of Psychology

This course provides a survey of the origin, development, and decline of each major school of psychology from the ancient period to modern times, giving attention to the social and intellectual milieu from which the new approaches to the scientific study of humans emerged. Systematic points of view in psychology with a consideration of their historical origins and significance for modern theory will be studied during this course.

Credits: 3

Prerequisites: PSY 230

Program: **Psychology**

PSY 232: Child Psychology

This course is designed to help students understand the mental, physical, social and emotional patterns of development of the child from birth to adolescence and his/her relations to their environment.

Credits: 3

Prerequisites: PSY 230

Program: **Psychology**

PSY 233: Psychology of Learning

This course introduces students to the principles of learning and how those principles can be used to modify human behavior. The course emphasizes the application of learning theories and principles to solve behavioral problems, as they exist in oneself, one's family, schools, the workplace, and in larger social, economic, and political groups. Topics include reinforcement, extinction, punishment, schedules of reinforcement, stimulus discrimination, prompting and fading, stimulus-response chaining, generalization, modeling, rule-governed behavior, problem-solving, cognitive therapy, feedback, Pavlovian conditioning, concept learning, general-case instruction, and stimulus equivalence.

Credits: 3

Prerequisites: PSY 230 or Junior/Senior Class Standing

Program: **Psychology**

PSY 234: Theories of Personality

This course is designed to give students an introduction to personality theorists who represent psychoanalytic, lifespan, trait, humanistic, cognitive, behavioral, and social-learning approaches, while demonstrating the influence of historical events on the development of their theories. Students will explore how race, gender, and culture play a part in the study of personality and in personality assessment. Current research on select facets of personality including locus of control, sensation seeking, optimism-pessimism, learned helplessness, and positive psychology will be reviewed.

Credits: 3

Prerequisites: PSY 230

Program: **Psychology**

PSY 235: Health Psychology

This course is designed to introduce psychology majors and non-majors to the cognitive, behavioral, and biological approaches to health psychology. Students will explore the diversity in health psychology, including international health research; the impact of issues such as ethnicity, age, and gender on health and research; and the increasing variety of approaches to health care across the lifespan. Students will gain a clear understanding of how biological, behavioral, and social factors influence health. Students will explore ways people can change current attitudes, behaviors, and thinking to promote general well-being and make healthier lifestyle choices today that decrease their risk of future illness.

Credits: 3

Prerequisites: PSY 230

Program: **Psychology**

PSY 236: Positive Psychology

This course will introduce students to the scientific study of human strengths. This course will focus on topics related to the positive aspects of human experience: happiness, optimism, creativity, well-being and resilience. Much of the course will broaden the focus to include big-picture issues and real-world application.

Credits: 3

Prerequisites: PSY 230

Program: **Psychology**

PSY 321: Junior Thesis Seminar

This course allows students to integrate knowledge of facts and theories in the discipline and to apply this knowledge to a variety of situations and experiences. Focus is on critical thinking and communication of ideas in the discipline as evidenced in both oral and written form.

Credits: 2

Prerequisites: PSY 230

Program: **Psychology**

PSY 330: Research Methods in Psychology

This course is an introduction to qualitative and quantitative research methods in psychology, including experimental, quasi-experimental, and correlation approaches. Students will learn to think critically about research, assessing threats to internal and external validity. Students will consider ethical issues in research and will learn to design and conduct research, including searching the literature, using SPSS to analyze data, and writing formal research reports using APA style.

Credits: 3

Prerequisites: PSY 230 and PSY 321

Program: **Psychology**

PSY 331: Psychology of the Aging

This course is a study of behavioral, emotional, and social changes during the adult and elderly years. The emphasis will be on biomedical, psychological, and social aspects of middle and late adulthood.

Credits: 3

Prerequisites: PSY 230 or Junior/Senior Class Standing

Program: **Psychology**

PSY 332: Educational Psychology

This course is designed to provide a basis for understanding human behavior in cognitive, affective, and psychomotor skills of individuals. The purpose of the course is to aid the prospective teacher to understand the various theories of the teaching-learning process, and to help the student develop a philosophy and an approach to the process.

Credits: 3

Prerequisites: PSY 230 or Junior/Senior Class Standing

Program: **Psychology**

PSY 333: Adolescent Psychology

This course includes an examination of the basic principles, concepts, theories and problems of human behavior and experience applied to the adolescent years. It begins with the psychosexual development state of puberty and progresses through the physical, emotional and social development necessary to reach adulthood in terms of functioning as an emotionally mature adult.

Credits: 3

Prerequisites: PSY 230 or Junior/Senior Class Standing

Program: **Psychology**

PSY 334: Abnormal Psychology

This course is designed to provide a comprehensive introduction to the diagnosis, description, prognosis, course, cause, treatment, and prevalence rates of major psychological disorders. The major psychological, biological, and socio-cultural models will be discussed. After this course, you should have a working understanding of these issues, as well as be able to apply them in real world situations. Students will gain practical experience with diagnostic practice using case studies.

Credits: 3

Prerequisites: PSY 230 or Junior/Senior Class Standing

Program: **Psychology**

PSY 335: Social Psychology

This course is designed to evaluate how and why people influence each other. The foundation for this course is the notion that people's thoughts, feelings, and behaviors affect and is affected by the thoughts, feelings, and behaviors of others. This course emphasizes the interaction between the self and others, traditional experimental methods, and exemplary research in the fields of health, law, and business.

Credits: 3

Prerequisites: PSY 230 or Junior/Senior Class Standing

Program: **Psychology**

PSY 336: Elementary Statistical Methods and Design

This course is designed to develop the student's ability to apply basic statistical methods to the design and analysis of experiments. Subject areas include: descriptive statistics (e.g., mean, variance, standard deviation), simple probability, distributions (e.g., normal, F), simple correlation and regression, concepts of multiple regression.

Credits: 3

Prerequisites: MAT 131 and PSY 330

Program: **Psychology**

PSY 337: Psychology of Women

This course, designed for male and female students, focuses on the scientific study of the behavior of girls and women, and focuses on issues related to women's lives and experiences. Utilizing a developmental, as well as a topical approach, this course provides information about various facets of women's lives.

Credits: 3

Prerequisites: PSY 230, PSY 335 and/or Junior/Senior Class Standing

Program: **Psychology**

PSY 338: Psychology of the Black Experience

This course is a reading and activity intensive course designed for undergraduate students majoring in psychology and/or African American Studies. This course was designed to examine and introduce students to perspectives on the thoughts, feelings and behaviors of African descended people living in North America and to differentiate Black psychology from Western psychology by population, perspective and the nature of the discipline.

Credits: 3

Prerequisites: PSY 230, PSY 335 and/or Junior/Senior Class Standing

Program: **Psychology**

PSY 339: Psychology of Film, Television and Media

This course is designed to explore the ways in which various psychological concepts have been presented, examined, researched and discussed in film and television. Textbooks and journal articles may not adequately portray the symptoms of a mental illness, the dynamics within a group, or the steps involved in processes such as learning or remembering. Contrarily, films and/or television shows usually allow viewers to observe human behavior and mental processes. Indeed, an entertaining film is often capable of illustrating even the most complex psychological concept; and allows students to see visual representations of various cultures, time periods, stages of development, and psychological states.

Credits: 3

Prerequisites: PSY 230 (PSY 335 recommended)

Program: **Psychology**

PSY 340: Culture and Psychology

This course is designed to explore the influence of culture on mental processes and behaviors in humans. A cross-cultural framework will be used to give students the tools necessary for evaluating many psychological processes and principles from a cultural perspective. Students will examine in-depth traditionally held beliefs and theories and their relevance to different cultural groups today, and apply what they learn to their own lives. Students will gain an understanding of the nature of culture and its relationship to psychological processes. Students will gain a deeper, more complex understanding of the differences and similarities between various cultures through the exploration of topics such as changing gender roles, sexuality, health, aggression, personality, mate selection, and more.

Credits: 3

Prerequisites: PSY 230

Program: **Psychology**

PSY 341: Biological Psychology

This course is designed to explore the physiological bases of behavior, including learning, motivation, psychopathology, emotion, the senses, body rhythms, and other brain-behavior relationships. A goal of the course is to make biological psychology accessible to psychology students, as well as biology and Human Performance majors and pre-med students. Students will benefit from knowing that a biological perspective is relevant to the study of psychology because all thoughts, feeling and behavior ultimately have a biological cause.

Credits: 3

Prerequisites: PSY 230

Program: **Psychology**

PSY 421: Senior Thesis Seminar

This course allows the student to develop an intensive investigative research study under close supervision. The thesis seminar also gives the student a chance to acquire many valuable skills, including (a) knowledge of how to manage a large, in-depth study of a single, challenging problem; (b) an understanding of the ethical issues related to research; (c) sharpened organizational and communication skills; and (d) an appreciation of the scientific inquiry process. The course culminates in a written document and oral thesis presentation.

Credits: 2

Prerequisites: PSY 321 and PSY 330

Program: **Psychology**

PSY 430: Group Dynamics and Interpersonal Relations

This course will include an intensive study of the interactions among individuals in various types of groups. Observations and special emphasis on the dynamics of the groups to which class members belong will demonstrate some of the basic principles in the area. This course will also address psychological counseling to help resolve interpersonal problems and manage crisis situations. Note: Students enrolled in Group dynamics are encouraged to complete a background check and fingerprinting. Some agencies require it even for a one-time visit.

Credits: 3

Prerequisites: PSY 230 or Junior/Senior Class Standing P

Program: **Psychology**

PSY 431: Experiential Learning

This course offers supplementary instruction concurrent with experience in some field of work involving application of psychological perspectives to community life (maximum of 6 hours – 3 hours per time).

Credits: 3

Prerequisites: PSY 230 and permission of the instructor

Program: **Psychology**

PSY 432: Theory of Psychometric Instruments

This course focuses on the theory of psychometric instruments and their use. Psychometrics is the field of study concerned with the theory and technique of educational and psychological measurement, which includes the measurement of knowledge, abilities, attitudes, and personality traits. The field is primarily concerned with the study of differences between individuals and between groups of individuals. It involves two major research tasks, namely: (1) the construction of instruments and procedures for measurement; and (2) the development and refinement of theoretical approaches to measurement.

Credits: 3

Prerequisites: PSY 230 and PSY 336

Program: **Psychology**

PSY 433: Clinical Assessment

This course is designed to focus on two major activities of clinical psychologists: assessment and clinical intervention (psychotherapy and program models). This course also includes the functions, history, training, and ethics of the profession.

Credits: 3

Prerequisites: PSY 230 and PSY 432

Program: **Psychology**

PSY 434: Experimental Psychology

This course focuses on scientific method and experimental techniques in psychology. Fundamental assumptions and principles of scientific observation and research design are discussed. Students learn several techniques specific to psychological research. Relevant ethical issues are addressed as students learn to interpret and evaluate research and to communicate research findings.

Credits: 3

Prerequisites: PSY 230, PSY 231, and PSY 330

Program: **Psychology**

PSY 435: Experimental Psychology Laboratory

This course focuses on scientific method and experimental techniques in psychology. Students will conduct a series of exercises and laboratory experiments, perform and interpret statistical analysis of data collected and report experimental findings in standard technical format.

Credits: 1

Prerequisites: PSY 230, PSY 231, and PSY 330

Program: **Psychology**

Religion

REL 131: Introduction to the Old Testament

An introductory course designed to provide understanding of the Old Testament and of biblical faith; its basic concepts, values, terminology, literary styles and/or forms, principal personalities, places, and events. Emphasis is placed in terms of the interpretive implications, meaning and history of the use of this literature for guidance in daily living and personal decision-making. Offered in the Fall and Summer.

Credits: 3

Program: **Religion**

REL 132: Introduction to the New Testament

An introductory course designed to provide understanding of the New Testament and of biblical faith; its basic concepts, values, terminology, literary forms, principal personalities, places, and events. Emphasis is placed upon reading, discussing and understanding biblical literature in terms of the interpretive implications, meaning and value for daily living and personal decision-making. Offered in the Spring and Summer.

Credits: 3

Program: **Religion**

REL 133: Biblical Hebrew I

This course is an introduction to the aleph-bet, the basic noun and verb forms, vocabulary, syntax and grammar of Biblical Hebrew. Course instruction consists of lecture, daily recitations, exams and frequent quizzes. Offered as needed.

Credits: 3

Program: **Religion**

REL 134: Biblical Hebrew II

This course is a continuation of REL 133. The student is introduced to the idiosyncrasies of the various classifications of weak verbs, and continues to build vocabulary. The last half of the course includes lessons from the Hebrew Bible and analysis of grammar and syntax. Offered as needed.

Credits: 3

Program: **Religion**

REL 135: Biblical Greek I

This course introduces the student to the alphabet, the noun declensions and verb forms, vocabulary, and syntax and grammar of Biblical Greek. Course instruction consists of lecture, daily recitations, exams and frequent quizzes.

Offered as needed

Credits: 3

Program: **Religion**

REL 136: Biblical Greek II

This course is a continuation of REL 135. The student will continue to build vocabulary and understanding of grammar and syntax. The last half of this course includes reading lessons from the Greek New Testament with analysis of grammar and syntax for aid in exegesis. Instruction consists of lecture, daily recitations, exams and frequent quizzes.

Offered as needed

Credits: 3

Program: **Religion**

REL 230: Introductory Theologies

This course is an introduction to the discipline of theology, its method, sources, context, text, norms, and tasks. It attends to a variety of theological movements and projects as a way of introducing the novice student to the discipline. Foundational for advanced courses in theology. Offered as needed.

Credits: 3

Program: **Religion**

REL 231: History of the English Bible

This course introduces the student to the context and developments that led to the translation of the Bible into English and the subsequent revisions of that translation. Beginning with the earliest manuscripts and approaching the 14th century and the Reformation and Authorized Version of 1611, it concludes with modern revisions, giving students an understanding of the issues of biblical translation.

Credits: 3

Program: **Religion**

REL 232: Biblical Studies Since the Enlightenment

This course is an introduction to the history of critical biblical scholarship since the Enlightenment. It introduces the student to the different methods developed by biblical scholars by focusing on major research issues and agendas in the history of biblical studies.

Credits: 3

Program: **Religion**

REL 233: Theologies of Liberation

This course is a study of the “underside theologies,” this course introduces the student to those approaches that critique the unquestioned dominance of Euro-American theologies. Feminist, Black American, Latin American, African, Asian, and other ethnic theologies are studied for their contributions to our understanding of God’s nature and activity. Offered as needed.

Credits: 3

Program: **Religion**

REL 234: The Bible and Film

This course introduces students to the use of Bible stories and themes in modern film. Students read biblical narratives and critical essays that discuss the directors’ artistic and aesthetic choices, and watch films that retell some element of the biblical story, or incorporate biblical themes in their story in order to evaluate the creative choices made by film makers.

Credits: 3

Program: **Religion**

REL 235: World Religions

This course is a study of the living religion of the world, including the religions of Africa, in the light of their historical development, beliefs, practices, and contemporary importance. Spring, alternate years

Credits: 3

Program: **Religion**

REL 236: Major Black Religious Leaders 1755-Present

This course studies the life, writings, and influences of major religious leaders from 1755 to 1940. Included are Richard Allen, Henry Highland Garnet, Marcus Garvey, and others. Offered as needed.

Credits: 3

Program: **Religion**

REL 237: History of Christianity

This course surveys the history of the Christian Faith from apostolic times to the present. Particular attention is given to Latin and Greek Fathers, the Protestant Reformation and Contemporary religious thought. Spring alternative years.

Credits: 3

Program: **Religion**

REL 238: Christianity, Fine Arts, and Literature

This course examines the influence of Christianity upon visual art, music, architecture, and literature with emphasis on specific artists, composers, buildings and authors.

Offered as needed.

Credits: 3

Program: **Religion**

REL 239: Ethics

This course is a survey and critical analysis of ethical theories positions, and issues, with special emphasis on socioeconomic, political, and personal ethical questions. The student will develop skills in the process of making reasoned choices about ethics and contemporary social issues. Spring alternate years.

Credits: 3

Program: **Religion**

REL 330: The Synoptic Gospels

This course is an in-depth study of the synoptic gospels (Matthew, Mark, Luke). Emphasis is given to comparative literary studies of parallel events and teachings, with a view to highlight the creative differences in the three presentations of the story of Jesus.

Credits: 3

Program: **Religion**

REL 331: The Parables of Jesus

This course is a study of the parables of the Gospels as popular stories in comparison with other literary types and figures such as simile, metaphor, allegory, fable, and historical narratives. This course deals with hermeneutical principles and problems in the transmission, classification and analysis of parables, plus the reading and interpreting of Jesus’ parables. Offered as needed.

Credits: 3

Program: **Religion**

REL 332: The Pentateuch

This course is a study of the books of Genesis-Deuteronomy and the compositional models used by biblical scholars to understand their production and interpretive significance in the religious life of Israel and contemporary theological readings. Attention is given to the literary and ideological impact of the material in the formation of religious identity.

Credits: 3

Program: **Religion**

REL 333: Prophets of the Old Testament

This course is a study of the prophetic movement in ancient Israel and its historical background in antiquity attends to the ethics and theology of the prophets and their concern with the problems of justice in society. Fall alternate years.

Credits: 3

Program: **Religion**

REL 334: Life and Writings of Paul

This course is a study of the times, life and mission of the Apostle Paul, which includes the settings, occasions and interpretations of his letters, as well as historical and literary criticism of them. Spring alternate years.

Credits: 3

Program: **Religion**

REL 335: Christianity in Africa, Asia, and Latin America

This course is a history of how the Christian movement spread from Europe to Africa, Asia and Latin America. The study will seek to show the forces in Europe, which impelled this expansion and the impact it has on both Europe and the three continents.

Credits: 3

Program: **Religion**

REL 336: Basic Christian Beliefs

This course is a study of the fundamental doctrines of the Church, the historical and theological forces that influenced their formation, and their impact on communal identity. Offered as needed.

Credits: 3

Program: **Religion**

REL 337: Wisdom Literature

This course is a study of Proverbs, Job and Ecclesiastes, plus several Apocryphal texts concerned with human conduct and the construction of meaning in a world of conflicting realities and ideologies. Offered as needed.

Credits: 3

Program: **Religion**

REL 338: African Religions and Philosophy

This course presents the unique worldview and life-view that shape African religiosity and are shaped by it. The seminal writings of John Mbiti and others are studied for their rich insights. Offered as needed.

Credits: 3

Program: **Religion**

REL 400: Senior Seminar

This course focuses on the actual process of planning and completing the senior research project.

Credits: 3

Prerequisites: Religion Major, Senior standing.

Program: **Religion**

REL 430: Sociology of Religion

This course is a study of one or more of the following themes: Religion and Literature, Religion and the Fine Arts, Religion and Politics, Ethics and Politics, War-Peace and related ethical issues. Specific descriptions are provided based upon actual offerings and requests.

Credits: 3

Program: **Religion**

REL 431: Christology /Life and Work of Christ

This course is a study of the life and work of Jesus attends to the significance of the person and work of Jesus in the Gospels and in Pauline letters, as well as the historical application of this meaning within the Christian community. Offered as needed.

Credits: 3

Program: **Religion**

REL 432: The Deuteronomistic History

This course is a study of the biblical material found in Deuteronomy, Joshua, Judges, I and II Samuel and I and II Kings as well as the literary study of the relationships that exist between this material and historiography from ancient Greece and Mesopotamia.

Credits: 3

Program: **Religion**

REL 433: The Reformation

This course is a study of the Reformation and Post-Reformation period with special emphasis on the lives and teachings of Luther, Calvin, Zwingli, and others and the historical and social impact of their work. Fall alternate years.

Credits: 3

Program: **Religion**

REL 435: Black Theology of Liberation

This course is a study of the significance of the Church in Black Culture, its historical perspective and present role in the community. It includes the contributions of outstanding black theologians to religious thinking and the social and cultural impact of their work.

Credits: 3

Program: **Religion**

REL 436: Special Topics in Biblical Studies

This course, with rotating topics, is an analysis of the form, content and meaning of a specific biblical book or doctrine over against its philosophical and historical background. The instructor, according to research interest or the need of students, chooses a specific book or perspective. The course can be taken more than once for credit when different books or doctrines are offered. Offered as needed.

Credits: 3

Program: **Religion**

REL 437: The Rise of Christian Denominationalism

This course, classified as historical Theology, seeks to describe the development of Christian denominations with emphasis on events, personalities, movements, beliefs, and practices.

Credits: 3

Program: **Religion**

REL 438: Contemporary Theology

This course is a survey of theological developments since 1750 and an analysis of individual theological statements responding to such issues as existentialism, anthropology, secularism, liberation, feminism, ethnicity, indigenization, foundationalism, post-foundationalism, and other contemporary systems of thought that challenge basic Christian categories of meaning.

Credits: 3

Program: **Religion**

REL 439: Spiritual Development in Middle Age and Late Adulthood

This course is a study of the spiritual development of persons during middle age and late adult- age periods draws topics from the interplay between religion, sociology, developmental psychology, and personality theories with special attention given to the spiritual challenges and opportunities these age-periods present.

Credits: 3

Program: **Religion**

Secondary Education

EED 300: Management and Communication

This course is an introduction to K-6 classroom management techniques. Topics include physical space, behavioral norms, safety, time management, managing student work, and managing other special classroom needs.

Credits: 3

Program: **Secondary Education**

SED 431: Methods/Materials for Teaching Visual Arts

This course provides an overview of the curriculum, instructional methods, assessment methods, professionalism/dispositions, integration of technology, and classroom management techniques for teaching visual arts in P-12 classrooms. Communication and pedagogical strategies are utilized to enhance student learning for all students. Teacher candidates will design and implement appropriate learning activities that are aligned with the Alabama Course of Study, local district standards, and national standards to address the needs of all learners. Teacher candidates must demonstrate dispositions that are necessary to become an effective teacher. Prerequisite: Admission to Teacher Education. Public or private school field experience is a requirement in Stillman Teacher Education Program (STEP). Membership in the Student Alabama Education Association (SAEA) is required in order to take this course.

Credits: 3

Program: **Secondary Education**

SED 432: Methods/Materials for Teaching Vocal and Instrumental Music

This course provides an overview of the curriculum, instructional methods, assessment methods, professionalism/dispositions, integration of technology, and classroom management techniques for teaching music in grades P-12. Communication and pedagogical strategies are utilized to enhance student learning for all students. Teacher candidates will design and implement appropriate learning activities that are aligned with the Alabama Course of Study, local district standards, and national standards to address the needs of all learners. Teacher candidates must demonstrate dispositions that are necessary to become an effective teacher. Prerequisite: Admission to Teacher Education. Public or private school field experience is a requirement in Stillman Teacher Education Program (STEP). Membership in the Student Alabama Education Association (SAEA) is required in order to take this course.

Credits: 3

Program: **Secondary Education**

SED 433: Methods of Teaching Reading in the Content Areas

This course is designed to help prospective secondary school teachers develop knowledge and skills to teach study skills and reading in their content areas 6-12.

Credits: 3

Prerequisites: Admission to Teacher Education. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Secondary Education**

SED 434: Methods/Materials of Teaching General Science

This course is designed to prepare prospective secondary teacher candidates with research-based methods and materials specific to teaching science in grades 6-12. Teacher candidates will study secondary school curriculum with special emphasis on classroom management/discipline, learning styles, assessment, instructional strategies, and integrating technology in a 6-12 grade classroom setting. Teacher candidates will plan, develop, and implement a science unit in a 6-12 grade science setting.

Credits: 3

Prerequisites: admission to the Teacher Education Program. Public or private school field experience is a requirement of this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Secondary Education**

SED 435: Methods/Materials of Teaching Social Science

This course is designed to prepare prospective secondary teacher candidates with research-based methods and materials specific to teaching social studies in grades 6-12. Teacher candidates will study secondary school curriculum with special emphasis on classroom management/discipline, learning styles, assessment, instructional strategies, and integrating technology in 6-12 classroom social science settings. Teacher candidates will plan, develop, and implement a teaching unit in a social science 6-12 setting.

Credits: 3

Program: **Secondary Education**

SED 436: Methods/Materials of Teaching English/Language Arts

This course provides an overview of the curriculum, instructional methods, assessment methods, professionalism/dispositions, integration of technology, and classroom management techniques for teaching language arts in grades 6-12. Communication and pedagogical strategies are utilized to enhance student learning for all students. Teacher candidates will design and implement appropriate learning activities that are aligned with the Alabama Course of Study, local district standards, and national standards to address the needs of all learners. Teacher candidates must demonstrate dispositions that are necessary to become an effective teacher. Prerequisite: Admission to Teacher Education. Public or private school field experience is a requirement in Stillman Teacher Education Program (STEP). Membership in the Student Alabama Education Association (SAEA) is required in order to take this course.

Credits: 3

Program: **Secondary Education**

SED 437: Methods/Materials of Teaching Mathematics

This course is designed to prepare prospective secondary teacher candidates with research-based mathematical experiences utilizing mathematical practices such as reason, problem solving, representing mathematics ideas, etc. in grades 6-12. The candidates will study curriculum with special emphasis on classroom management/discipline, learning styles, mathematical instructional strategies, integration of technology in math, utilize manipulatives in traditional/diverse learning settings, and create assessments. Teacher candidates will also plan, develop, and implement a mathematics teaching unit in a 6-12 classroom setting.

Credits: 3

Prerequisites: Admission to the Teacher Education Program. Public or private school field experience is a requirement for this course. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Secondary Education**

SED 490: Secondary Teacher Candidacy Internship (6-12)

This course is a supervised internship in the Public or private schools for prospective teachers in grades 6-12 (general sciences, Language arts, mathematics, Social Studies).

Credits: 12

Prerequisites: Admission to Teacher Education and a GPA of at least 2.75 in all appropriate areas. Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Secondary Education**

SED 491: Secondary Teacher Candidacy Internship (P-12)

This course is a supervised internship in the Public or private schools for prospective teachers in grades P-12 (art, music [vocal and instrumental], and physical education.)

Credits: 12

Prerequisites: Admission to the teacher Education Program and a minimum 2.75 GPA in all appropriate areas.

Membership in the Student Alabama Education Association is required in order to take this course.

Program: **Secondary Education**

Sociology

SOC 232: Anthropology

This course is an introductory course, which describes human evolution in terms of genetic principles and fossil, evidence and explores the development of culture and social systems. Special reference is made to the problems of human biological and socio-cultural adaptation.

Credits: 3

Program: **Sociology**

Speech

SPE 130: Theatre Lab

This course is designed for those students who desire to participate in dramatic presentations either as actors or as technicians. Emphasis is on application of theatre production techniques in acting and staging. (May be taken twice for credit).

Credits: 3

Program: **Speech**

SPE 230: Play Production

This course is an introduction to play production, including acting, directing, technical work, house management, and costuming. The class will have the responsibility for the semester's production of a play.

Credits: 3

Program: **Speech**

SPE 231: Voice and Diction

This course focuses on the study of the process of oral speech—development of speech; physics of sound; and the physiological, psychological, and social bases of speech and phonetics. Some attention will be paid to voice quality. Especially designed for teachers and those entering the professions.

Credits: 3

Program: **Speech**

SPE 232: Public Speaking

This course is concerned with effective communication of thought in speaking situations. It examines not only the basic discourse skills, but provides attention to logical analysis of informative and persuasive discourse and actual practice through classroom speaking.

Credits: 3

Prerequisites: ENG 131-132 or ENG 199-200.

Program: **Speech**

SPE 233: Phonetics

This course focuses on recognition and analysis of the formation and production of the sounds of English; study of the International Phonetic Alphabet. Laboratory work required.

Credits: 3

Program: **Speech**

SPE 236: Interpersonal Communication

This course is a study of the principles and processes of human communication with practices and exercises in perception, language, and message information. Attention will be given to principles and practice of small group communication and interaction. Recommended for teachers, persons in the social sciences, business, and pre-law.

Credits: 3

Program: **Speech**

SPE 331: Persuasive Speaking

This course will assist students in developing their presentation skills through the study of the public speaking arts of persuasion and debate.

Credits: 3

Prerequisites: ENG 131-132 and SPE 232.

Program: **Speech**

SPE 333: Development of the Theatre

This course is a survey of major theatrical forms and movements in various cultures from ritual beginnings to the present day.

Credits: 3

Program: **Speech**

SPE 337: Oral Interpretation

This course is concerned with the selection, analysis, and oral interpretation of materials; development of the ability to communicate the intellectual and emotional content of a literary work through voice and body and interpretations of prose, drama, and poetry.

Credits: 3

Prerequisites: ENG 131-132. SPE 231 or permission of the instructor.

Program: **Speech**

SPE 339: Acting

This course focuses on methods and techniques of acting, script analysis and character development. Performance of monologues, scenes, and/or short dramas.

Credits: 3

Program: **Speech**

SPE 432: Discussion and Debate

This course is a study of critical thinking and its application to discussion and to debate. Students will research, analyze, and evaluate evidence and its use, develop debate cases and discussion topics, and develop and practice their public speaking skills.

Credits: 3

Prerequisites: ENG 131-132 and SPE 232.

Program: **Speech**

SPED 231: Introduction to the Study of Exceptional Children

This course will provide an overview of the various exceptionalities and an introduction to basic educational services and procedures as they relate to providing for the academic/behavioral needs of students identified as disabled. Field Experiences Required.

Credits: 3

Prerequisites: None

Program: **Speech**

SPED 333: Assessment of Children with Disabilities in Grades K-6

This course is designed to introduce entry-level candidates to the process of assessment for elementary-aged children with disabilities. It also provides teachers of children with disabilities with a comprehensive knowledge of current assessment procedures and instruments used in assessing a variety of exceptionalities via formal and informal evaluations. Emphasis is placed on the assessment process, scoring, interpretation, and the application of results to meaningful goals and objectives. Field Experiences required.

Credits: 3

Prerequisites: Admission to Stillman Teacher Education Program (STEP)

Program: **Speech**

SPED 336: Management of Classroom Behaviors

This course is designed to instruct entry-level candidates how to implement classroom management strategies that foster positive student behavior and academic success in inclusive classrooms. It will enable the pre-candidate to develop knowledge, skills, and classroom management strategies for behavioral intervention. Such strategies are designed to create and foster learning environments that are positive, supportive, and encouraging to enhance student self-esteem. Field Experiences Required.

Credits: 3

Prerequisites: Admission to Stillman Teacher Education Program (STEP)

Program: **Speech**

SPED 420: Assistive Technology

This course designs instructional methods using assistive and augmentative technology with emphasis on the legal aspects, accessibility, and individual needs. It also includes instruction on using communicative technologies for collaboration with families and professionals, electronic assessments and IEPs, and community resources. Field Experience Required.

Credits: 2

Prerequisites: Admission to Stillman Teacher Education Program (STEP)

Program: **Speech**

SPED 430: Integrating Language Arts Instruction for Exceptional Learners

This course will focus on several approaches for teaching language arts to children with disabilities. It will enable candidates to identify problems with decoding, phonological and phonemic awareness, reading fluency and comprehension, as well as handwriting, spelling, and composition. Candidates will also acquire the necessary skills to select and implement research based instructional approaches for enhancing the reading and writing skills of exceptional learners. Field Experience Required.

Credits: 3

Prerequisites: Admission to Stillman Teacher Education Program (STEP)

Program: **Speech**

SPED 431: Material and Methods of Content Teaching and Transitioning For Students with Mild/Moderate Disabilities

This course will be designed to give beginning teachers the requisite skills in designing, developing, implementing, and evaluating methods and materials of content area instruction for children with disabilities in grades K-6. Field Experiences Required

Credits: 3

Prerequisites: Admission to STEP

Program: **Speech**

SPED 432: IEP Writing and Legal Aspects

This course is designed to inform candidate teachers of the legal requirements, procedures, and techniques used in developing legally correct individualized education programs (IEPs) and individualized family service plans (IFSPs) as required by the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act of 2004. Field Experience Required.

Credits: 3

Prerequisites: Admission to STEP

Program: **Speech**

SPED 433: Differentiating Instruction for Low Incidence Disabilities

This course is designed to enhance understanding of how to better meet the needs of the many different learners in inclusive classrooms and schools. It provides opportunities to examine the characteristics of a differentiated classroom and some techniques for differentiating instructional content, processes, and products. Field Experience Required.

Credits: 3

Prerequisites: Admission to STEP

Program: **Speech**

SPED 434: Instruction and Curriculum for Exceptional Children

This course emphasizes collaborative teaching strategies and curriculum development for elementary age children in inclusive settings for high and low incidence disabilities. It will offer instruction that candidates may use to develop communication roles and responsibilities, collaborative teaming, collaboration with families and paraprofessionals, and implement current trends and issues. Field Experience Required.

Credits: 3

Prerequisites: Admission to STEP

Program: **Speech**

SPED 435: Materials and Methods of Teaching Children with Exceptionalities K-6

This course is designed to give beginning teachers the requisite skills for designing, developing, implementing, and evaluating methods and materials to be used for instructing children with special needs (grades K-6). Field Experience Required.

Credits: 3

Prerequisites: Admission to STEP

Program: **Speech**

SPED 437: Teaching Culturally and Linguistically Diverse Learners

This course will provide teachers with information on theory and practice in bilingual/multicultural special education with emphasis on language and culture, assessment practices, and learning styles of bilingual children and diverse ethnicities. Field Experience Required.

Credits: 3

Prerequisites: Admission to STEP

Program: **Speech**

SPED 490: Internship for Collaborative Special Education - K-6

This course requires 14 weeks of full-time teaching experiences under direct supervision of a certified special educator with a master's degree and an assigned college supervisor. Weekly seminars are required on campus with college supervisors.

Credits: 12

Prerequisites: Admission to STEP

Program: **Speech**

STAMP (Stillman Accelerated Management Program)

STAM 301: Career and Life Assessment

Career patterns are reviewed and analyzed, and goals are assessed for each student. Theories describing life development and stages are explored. Special emphasis is placed on the major issues and obstacles that adult students face and strategies to overcome these issues and obstacles.

Credits: 2

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 302: Technical Writing

This course is a review of English grammar and writing skills with an emphasis on business/professional communication.

Credits: 2

Prerequisites: ENG 131

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 341: Group and Organizational Behavior

In this course an examination of group behavior and how it affects organizational effectiveness is emphasized.

Emphasis is also placed on decision-making, team building, and conflict resolution in groups.

Credits: 3

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 351: Management Information Systems

This course will introduce students to the basic concepts of management information systems within an organization.

Specific topics to be addressed include (among other topics): the role of information technology, the business applications of networks and databases, the impacts of information technology, and the implementation of information technology. Students will gain hands-on-experience with the organizational application of information technology through assignments involving the Internet.

Credits: 3

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 361: Business Statistics I

This course is an introduction to the basis statistical methods used to organize, summarize and present data. Such summaries may be tabular, graphical, or numerical.

Credits: 3

Prerequisites: MAT 131 and 132.

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 362: Business Statistics II

This course focus on hypothesis testing: power; Mann-Whitney U test; sampling distributions; students T test for correlated and independent groups; analysis of variance (ANOVA); chi-square and other nonparametric tests.

Credits: 3

Prerequisites: STAM 361 with grade C or better.

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 371: Organizational Communications

In this course, an examination of communications and relationships in creating a productive work environment is emphasized. Focus is also on strengthening communications by developing skills in group and interpersonal presentations.

Credits: 3

Prerequisites: ENG 131

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 381: Principles of Management and Supervision

This course is an overview of management with emphasis on leadership, planning, organizing, staffing, and evaluation.

Credits: 3

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 391: Human Resource Management

This course presents an exploration of policies and procedures concerning recruitment, selection, training, development, and compensation of employees. Special attention is given to public policy affecting employer and employee.

Credits: 3

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 401: Managerial Economics

This course is a study of micro- and macroeconomics as they relate to management decision-making. Students become familiar with the thinking process associated with economics, the components and functions of a market economy, monetary policy, and the issues surrounding economic growth, business cycles, and inflation.

Credits: 3

Prerequisites: BUS 233, MAT 131, MAT 132, STAM 361 with grade C or better,

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 411: Global Marketing

This course is an introduction to basic marketing theory and terminology. Included is an analysis of such functions as product development, promotion, channels of distribution, and logistics.

Credits: 3

Prerequisites: STAM 361 and 362 with grade C or better.

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 421: Managerial Accounting

In this course, managerial accounting concepts, theories, techniques and system that provide information for internal reporting, planning, controlling and interpreting accounting data for decision purposes is emphasized.

Credits: 3

Prerequisites: ACC 232 or equivalent with grade C or better.

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 431: Business Law and Ethics

This course is an examination of basic legal principles as they relate primarily to business ethics, product and service liability, business organization and operation, and human resources management.

Credits: 3

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 433: Business Finance

This course is an introduction to business finance with emphasis on the role of the financial manager as a decision maker, development of skills in evaluating financial position, projection cash flows, preparing capital budgeting, and selection among financial. This course integrates the concepts of economics and accounting to effectively maximize shareholders wealth.

Credits: 3

Prerequisites: ACC 232 or equivalent with grade C or better, BUS 233 or equivalent with grade C or better.

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 491: Thesis I

In this course, focus is placed on basic research process and development of skills, including APA format, leading to the writing of an extended paper related to the business environment.

Credits: 2

Program: **STAMP (Stillman Accelerated Management Program)**

STAM 492: Thesis II

This course focuses on oral presentation skills, as well as continued focus on research and extended writing skills, especially final revision skills. Students will complete the Research Project/Thesis and prepare and give an oral presentation.

Credits: 2

Prerequisites: STAM 491.

Program: **STAMP (Stillman Accelerated Management Program)**

Stillman Orientation

STI 111: Orientation

This course is designed to help students make a smooth transition from high school to college. This will be accomplished by building connections between students, between students and the faculty, and between the students and the College. Also the course will provide opportunities for students to develop the skills, values, behaviors, and attitudes necessary for success at Stillman and beyond.

Credits: 1

Program: **Stillman Orientation**

STI 114: Orientation II

An integral part of the first year experience is the Freshman Orientation Course. The course covers information to enhance student understanding of higher education, transitioning from high school to college, and addressing the development of important skills such as critical thinking, writing, test-taking, career exploration, and time management.

Credits: 1

Program: **Stillman Orientation**

Supply Chain Management

SCM 331: Introduction to Supply Chain Management and Logistics

This course focuses on management and improvement of supply chain processes and performance. The course will explore important supply chain metrics, primary tradeoffs in making supply chain decisions, and basic tools for effective and efficient supply chain management, production planning and inventory control, order fulfillment and supply chain coordination. The course will also investigate topics such as global supply chain design, logistics, outsourcing, and several other supply chain innovations.

Credits: 3

Program: **Supply Chain Management**

SCM 332: Global Logistics and Transportation

This course focus on the basic's modes of transportation, the economic fundamentals underlying each, and some ways in which today's supply chain manger can use them to achieve improve efficiencies and cost effectiveness. This course also addresses the competitive nature of global business with efficiency transportation and network modules.

Credits: 3

Prerequisites: BUS 231, BUS 233 Microeconomics and BUS 335 International Business.

Program: **Supply Chain Management**

SCM 333: Supply Chain Modeling and Analytics

This course is a survey of the fundamental analytical tools, approaches, and techniques used in the design and operation of logistics systems and integrated supply chains. The material is taught from a managerial perspective, with an emphasis on where and how specific tools can be used to improve the overall performance and reduce the total cost of a supply chain. The three main topic areas that will be focused on are: Demand Forecasting, Inventory Management, and Transportation Planning. The course will also cover Activity Based Costing, Working Capital, the Cash-to-Cash cycle, Discounted Cash Flow Analysis, and Integration among Supply Chain Partners.

Credits: 3

Program: **Supply Chain Management**

SCM 334: Procurement and Contract Management

This course is an introduction to the fundamental principles of government and businesses acquisitions protocols and contracting of acquisitions. A full review of Procurement and Contract Management life cycles from planning to development and conclusion are emphasized. Emphasis are also placed on contract and procurement strategies; legal issues; contract pricing alternatives; technical, management and commercial requirements; Request for Proposal (RFP) development; source selection; invitations to bid and bid evaluation; risk assessment; and contract negotiation and administration.

Credits: 3

Program: **Supply Chain Management**

SCM 431: Inventory Management

This course is designed to give an in-depth understanding of inventory management. It will explore the quantitative analysis approaches for inventory management, and how to set up inventory replenishment cycle. This course will also survey the design, development, implementation and management of production planning systems, including master production scheduling, aggregate planning, material requirements planning, capacity and inventory planning, and production activity control.

Credits: 3

Program: **Supply Chain Management**

SCM 433: Six Sigma and Lean Manufacturing

This course is an overview of Six Sigma and Lean Manufacturing applications. This course is designed to create an efficient organization that continuously reduces waste and operates at optimum level. In addition to covering the fundamentals of Lean and Six Sigma, this course will equip students with other important tools and strategies to improve the performance of business processes. Students will practice solving business problems and improving processes through case studies, team exercises and simulations, self-assessments, and guest lectures.

Credits: 3

Program: **Supply Chain Management**

Theology

THL 230: Introductory Theologies

This course is an introduction to the discipline of theology, its method, sources, context, text, norms, and tasks. It attends to a variety of theological movements and projects as a way of introducing the novice student to the discipline. Foundational for advanced courses in theology. Offered as needed.

Credits: 3

Program: **Theology**

THL 231: Foundations of Christian Education

This course introduces students to the methods and literature of Christian education programming with an emphasis on liturgical year, denominationally-based publishing, and the focus on biblical, doctrinal, and theological subjects.

Credits: 3

Program: **Theology**

THL 233: Theologies of Liberation

This course is a study of the “underside theologies,” this course introduces the student to those approaches that critique the unquestioned dominance of Euro-American theologies. Feminist, Black American, Latin American, African, Asian, and other ethnic theologies are studied for their contributions to our understanding of God’s nature and activity. Offered as needed.

Credits: 3

Program: **Theology**

THL 237: History of Christianity

This course surveys the history of the Christian Faith from apostolic times to the present. Particular attention is given to Latin and Greek Fathers, the Protestant Reformation and Contemporary religious thought. Spring alternative years.

Credits: 3

Program: **Theology**

THL 239: Dynamics Faith Development

This course is a study of the stages through which faith develops from primal, through individuating-reflective, to universalizing, as proposed by James Fowler. Freudian psychosexual and Erikson’s psychosocial stages of development are employed to elucidate Fowler’s theory. Offered as needed

Credits: 3

Program: **Theology**

THL 330: Biblical Theologies

This course is a study of the theological concepts present in biblical literature and the dogmatic and doctrinal concepts based upon them. Emphasis will be given to the competing theologies of biblical writers and their influence on contemporary doctrine.

Credits: 3

Program: **Theology**

THL 331: Homiletics

This course is an instruction to the communicative theories and strategies of sermon composition and presentation.

This course emphasis close reading of biblical texts, hermeneutical theory, and public proclamation strategies as a method for dynamic sermonic events.

Credits: 3

Program: **Theology**

THL 336: Systematic Theology

This course is a study of the fundamental doctrines of the Christian Church, the historical and theological forces that influenced their formation, and their impact on communal identity. Offered as needed.

Credits: 3

Program: **Theology**

THL 339: The Church and Human Rights

This course is a study of the biblical basis for and the strategic role of the Church as a major influence on the struggle for human rights in the modern world, especially as seen in the anti-slavery movements, the Civil Rights movement, the anti-apartheid struggle, among others. Offered as needed.

Credits: 3

Program: **Theology**

THL 421: Field Practicum I

This is a practical experience in which the student is placed with an active minister as a field mentor to work in a vocational environment typically in a local church. The student will design a specific project of study to engage in active ministry under the supervision of the local pastor and a faculty advisor in the Theology program

Credits: 3

Program: **Theology**

THL 422: Field Practicum II

This course is the writing of a project report based on the field experience of THL 421. The final product is a Senior Report, in which the student reflects with the field mentor and advising faculty upon the intersection of course work and theory with fieldwork and practical experience. It concludes with a public presentation of the report.

Credits: 3

Program: **Theology**

THL 431: Christology /Life and Work of Christ

This course is a study of the life and work of Jesus attends to the significance of the person and work of Jesus in the Gospels and in Pauline letters, as well as the historical application of this meaning within the Christian community. Offered as needed.

Credits: 3

Program: **Theology**

THL 433: The Reformation

This course is a study of the Reformation and Post-Reformation period with special emphasis on the lives and teachings of Luther, Calvin, Zwingli, and others and the historical and social impact of their work. Fall alternate years.

Credits: 3

Program: **Theology**

THL 435: Black Theology of Liberation

This course is a study of the significance of the Church in Black Culture, its historical perspective and present role in the community. It includes the contributions of outstanding black theologians to religious thinking and the social and cultural impact of their work.

Credits: 3

Program: **Theology**

THL 438: Contemporary Theology

This course is a survey of theological developments since 1750 and an analysis of individual theological statements responding to such issues as existentialism, anthropology, secularism, liberation, feminism, ethnicity, indigenization, foundationalism, post-foundationalism, and other contemporary systems of thought that challenge basic Christian categories of meaning.

Credits: 3

Program: **Theology**

THL 439: Pastoral Care and Spiritual Development

This course is a study of pastoral care theory and strategy in tandem with spiritual development theory. It addresses topics from the interplay between religion, sociology, psychology, and personality theories from the perspective of pastoral theology.

Credits: 3

Program: **Theology**

Special Programs

The Harte Honors College

The Harte Honors College

The Harte Honors College provides opportunities for outstanding students to participate in rigorous educational experiences that will prepare a new generation of leadership with traditional underpinnings, a commitment to excellence, and vision to lead. Through a unique interdisciplinary curriculum with course work that ranges from classical languages to advanced research, the Honors College program is designed to stimulate students' intellectual curiosity, enhance their oral and written communication skills, and foster their ability to think and study independently. The Honors College places special focus on the importance of viewing issues from many perspectives, integrating and analyzing knowledge, and being able to communicate those data-constructed thoughts effectively.

The criteria used to select each talented class of students include: a minimum high school grade point average of 3.5, minimum SAT of 1150 or ACT of 25, demonstrated leadership ability, two letters of recommendation, and a completed application with an original essay. To secure more information about Harte Honors College, write to: Director of Harte Honors College, 3601 Stillman Boulevard, Stillman College, Tuscaloosa, AL 35401.

Harte Honors College Graduation Requirements

Candidates eligible for the Harte Honors College Diploma must have completed 120 or more semester hours of college-level coursework, earned a cumulative grade point average of at least 3.0 in the major, earned an overall cumulative grade point average of at least 3.0, and have completed the following:

1. At least 15 credit hours each semester with an overall grade of "B" or better.
2. All Harte Honors General Education requirements (48 credit hours).
3. All Harte Honors Courses:
 1. HRT 120 Honors Seminar "The Scholar"
 2. HRT 220 Honors Seminar "The Researcher"
 3. HRT 320 Honors Seminar "The Artist"

4. HRT 322 Honors Seminar "Leadership"
5. HRT 420 Honors Seminar "The Citizen"
6. HRT 131 Honors African American Heritage
7. HRT 232 Honors Logic
8. Advisor Approved Foreign Language

4. A major consisting of required credit hours, together with electives, completed to the satisfaction of the major department
5. Sophomore-Junior Examination
6. Senior Thesis
7. Senior Departmental Examination
8. A graduate or professional school entrance examination.
9. Harte Honors cultural and enrichment activities.
10. Completed 40 hours of experiential/service learning.
11. Participated as a Stillman College Ambassador.
12. Participated in an academic and non-academic extracurricular activity.

Harte Honors General Education Requirements

All Harte Honors students are required to complete a core of advisor approved courses designed to provide intellectual and aesthetic experiences that have the fundamental qualities of critical, analytical, and integrative thinking. These courses will enable the student to solve problems, to make both intellectual and value judgments, and to function effectively in a rapidly changing world environment. Some requirements may vary depending on the major.

Semester Plan

Included below is a sample semester-by-semester plan of the Harte Honors program (without major requirements.)

The sample Four-Year Harte Honors Program above only includes Harte Honors requirements and does not include electives and courses in the major. All students must enroll in at least 15 credit hours each semester to remain in good standing with scholarship requirements. Advisor approval is recommended each semester for selecting content specific courses.

Program: Harte Honors College

Harte Honors General Education Requirements

Item #	Title	Credits
REL 131	Introduction to the Old Testament	3
REL 132	Introduction to the New Testament	3
	200-level Religion	3
	300-level Religion	3
ENG 131	English Composition I	3
ENG 132	English Composition II	3
	MAT 132 or MAT 145	3 - 4
PHY 131	Physical Science	3
BUS 210	Financial Literacy	1
EDU 310	Test Taking Strategies	1
BIO 131	Life Science	3
HIS 131	Foundations of World Civilization	3
HPR 121	Lifetime Wellness	2
HRT 120	Harte Honors Seminar: the Scholar	2
HRT 220	Harte Honors Seminar: the Researcher	2
HRT 320	Harte Honors Seminar: the Artist	2
HRT 322	Harte Honors Seminar: Leadership	2
HRT 420	Harte Honors Seminar: the Citizen	2
HRT 131	Honors African American Heritage	3
HRT 232	Honors Logic	3
HRT	Approved Foreign Language	3
Sub-Total Credits		53-54
Total credits:		53-54

Course Sequencing

HARTE HONORS (Without Major Requirements) FRESHMAN YEAR Fall Semester

Item #	Title	Credits
HRT 120	Harte Honors Seminar: the Scholar	2
HRT 131	Honors African American Heritage	3
MAT 131	Algebra	3
REL 132	Introduction to the New Testament	3
ENG 131	English Composition I	3
REL 131	Introduction to the Old Testament	3
STI 111	Orientation	1
Sub-Total Credits		18

FRESHMAN YEAR Spring Semester

+ 8 credits of Advisor Approved Courses for a total of 17 credits this semester.

Item #	Title	Credits
BIO 131	Life Science	3
ENG 132	English Composition II	3
HPR 121	Lifetime Wellness	2
STI 114	Orientation II	1
Sub-Total Credits		9

SOPHOMORE YEAR Fall Semester

+ 6 credits of Advisor Approved Courses for a total of 17 credits this semester.

Item #	Title	Credits
HRT 220	Harte Honors Seminar: the Researcher	2
PHY 131	Physical Science	3
HIS 131	Foundations of World Civilization	3
	200-level Religion	3
Sub-Total Credits		11

SOPHOMORE YEAR Spring Semester

+ 10 credits of Advisor Approved Courses for a total of 17 credits this semester.

Item #	Title	Credits
SPE 232	Public Speaking	3
HRT 232	Honors Logic	3
BUS 210	Financial Literacy	1
Sub-Total Credits		7

JUNIOR YEAR Fall Semester

+ 12 credits of Advisor Approved Courses for a total of 17 credits this semester.

Item #	Title	Credits
HRT 320	Harte Honors Seminar: the Artist	2
	300-level Religion	3
Sub-Total Credits		5

JUNIOR YEAR Spring Semester

+ 10 credits of Advisor Approved Courses for a total of 16 credits this semester.

Item #	Title	Credits
HRT 322	Harte Honors Seminar: Leadership	2
HRT	Approved Foreign Language	3
EDU 310	Test Taking Strategies	1
Sub-Total Credits		6

SENIOR YEAR Fall Semester

+ 12 credits of Advisor Approved Courses for a total of 14 credits this semester.

Item #	Title	Credits
HRT 420	Harte Honors Seminar: the Citizen	2
Sub-Total Credits		2

SENIOR YEAR Spring Semester

7 credits of Advisor Approved Courses for a total of 7 credits this semester.

200-level Religion

Program

3

Choose a 200-level Religion course to fulfill this elective.

Off

300-level Religion

Program

3

Choose a 300-level Religion course to fulfill this elective.

Off

MAT 132 or MAT 145

Program

3

4

MAT 132

Trigonometry and Analytic Geometry

Program

Mathematics Degrees

- **Mathematics Major**

3

This course is designed to introduce students to the equations, properties, and graphs of the basic functions of mathematics. The functions studied include the linear, quadratic, higher degree polynomial, rational, exponential, logarithmic, and trigonometric. In addition, the course includes an examination of basic concepts that pertain to all functional operations and inverses. The course also includes the study of one class of geometric objects, which are sometimes non-functions, the conic sections, and trigonometric identities, equations, and applications. This course meets the mathematics requirements for most college majors, but it does not count toward a major or minor in mathematics.

MAT 145
Calculus I
Program

Mathematics Degrees

- **Mathematics Major**

4

This course introduces students to the three fundamental concepts of calculus. Study of limits and continuity, evaluation of limits using algebraic techniques, numerical approximations, and/or computers; study of derivative of elementary functions, physical applications of the derivative including curve sketching, rate problems, maximizing and minimizing physical quantities; study of antiderivative, definite integral, the classical area problem and applications of the definite integral and basic integration techniques.
Off

Pre-Medicine Program

Stillman's Pre-Medicine Program provides a broad-based course of study in the liberal arts that makes it possible for a student to meet the requirements for medical school while majoring in a specific discipline. To pursue a pre-medicine course of study at Stillman, one may elect a program leading to biology or chemistry degree. Stillman College students who successfully complete its rigorous Pre-Medicine Program will meet the requirements for admission to medical school and will possess the skills necessary for further success in that direction.

Criteria for admission to the Pre-Medicine Program include a minimum ACT score of 24 or SAT score of 1100, a minimum GPA of 3.5, and appropriate high school courses in math, biology, chemistry, and physics.

Persons interested in additional information about the Pre-Medicine Program should write to: Advisor of the Pre-Medicine Program, 3601 Stillman Boulevard, Stillman College, Tuscaloosa, AL 35401.

Program: Biology

Course Sequencing

PRE-MEDICAL PROGRAM (Biology Majors) FRESHMAN YEAR Fall Semester

Item #	Title	Credits
BIO 141	General Biology for Majors I	4
MAT 132	Trigonometry and Analytic Geometry	3
ENG 131	English Composition I	3
REL 131	Introduction to the Old Testament	3
CHM 141	General Chemistry I	4
STI 111	Orientation	1
Sub-Total Credits		18

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
BIO 142	General Biology for Majors II	4
MAT 145	Calculus I	4
ENG 132	English Composition II	3
REL 132	Introduction to the New Testament	3
CHM 142	General Chemistry II	4
STI 111	Orientation	1
Sub-Total Credits		19

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
BIO 231	Zoology	3
CSC 121	Computer Literacy	2
CHM 343	Organic Chemistry I	4
HIS 131	Foundations of World Civilization	3
PSY 230	Introduction to Psychology	3
HPR 121	Lifetime Wellness	2
Sub-Total Credits		17

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
BIO 334	Principles of Genetics	3
SPE 232	Public Speaking	3
CHM 344	Organic Chemistry II	4
BUS 210	Financial Literacy	1
	200-level Religion	3
HUM 130	African American Heritage	3
Sub-Total Credits		17

JUNIOR YEAR Fall Semester

Item #	Title	Credits
BIO 343	Biochemistry I	4
BIO 335	Human Anatomy and Physiology I	3
PHY 243	Physics I	4
	300-level Religion	3
Sub-Total Credits		14

JUNIOR YEAR Spring Semester

Item #	Title	Credits
LOG 330	Logic	3
BIO 336	Human Anatomy and Physiology II	3
PHY 244	Physics II	4
ENG 333	Writing Argument	3
EDU 310	Test Taking Strategies	1
Sub-Total Credits		14

SENIOR YEAR Fall Semester

Item #	Title	Credits
BIO 349	Microbiology	4
BIO 448	Cell Physiology	4
MAT 233	Introduction to Statistics	3
	General Elective (2 credits)	2
Sub-Total Credits		13

SENIOR YEAR Spring Semester

Item #	Title	Credits
	General Elective (3 credits)	3
BIO 420	Senior Seminar in Biology	2
	Biology Elective	3
	General Elective (3 credits)	3
Sub-Total Credits		11

Pre-Law Program

Admission to law school is normally based on personal and academic records and on the results of a student's performance on the national Law School Admission Test (LSAT). Consequently, the Pre-law program at Stillman College helps students to broaden their view of the world, cultivate such personal qualities as honesty and integrity, and acquire and sharpen the diverse skills needed for success in law school, in a law career, and in life. The core skills include listening ability, general research, critical reading ability, analytical skills, logical thinking, and the ability to communicate clearly, concisely, and persuasively orally and in writing. At Stillman, a Pre-law student may select a major in a social science discipline with a number of elective courses in English, speech, and theatre, or a major in English with a number of elective courses in speech, theatre and the social sciences. Whatever the major, Pre-law students will pursue a demanding, four-year course of study in the liberal arts, which will help them acquire the knowledge and skills needed for the intense competition for admission in law school.

Program: English

Course Sequencing

PRE-LAW PROGRAM (English Majors with Social Sciences) FRESHMAN YEAR Fall Semester

Item #	Title	Credits
ENG 199	English Composition I for English and Journalism Majors	3
HUM 130	African American Heritage	3
CSC 121	Computer Literacy	2
REL 131	Introduction to the Old Testament	3
STI 111	Orientation	1
MAT 131	Algebra	3
	Sub-Total Credits	15

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 200	English Composition II for English and Journalism Majors	3
REL 132	Introduction to the New Testament	3
BIO 131	Life Science	3
HPR 121	Lifetime Wellness	2
HIS 131	Foundations of World Civilization	3
PSC 239	Principles of American Government	3
STI 114	Orientation II	1
	Sub-Total Credits	18

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
ENG 231	American Literature I	3
	200-level Religion	3
SPE 232	Public Speaking	3
ENG 236	English Literature I	3
	General Elective (3 credits)	3
	Sub-Total Credits	15

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
ENG 232	American Literature II	3
PSY 230	Introduction to Psychology	3
BUS 210	Financial Literacy	1
ENG 237	English Literature II	3
PHY 131	Physical Science	3
ENG 336	Creative Writing	3
	Sub-Total Credits	16

JUNIOR YEAR Fall Semester

Item #	Title	Credits
ENG 333	Writing Argument	3
EDU 310	Test Taking Strategies	1
ENG 331	Advanced Rhetorical Grammar	3
ENG 335	Shakespeare	3
BUS 333	Business Law and Ethics	3
LOG 330	Logic	3
Sub-Total Credits		16

JUNIOR YEAR Spring Semester

Item #	Title	Credits
	General Elective (3 credits)	3
PSC 332	The United States Constitution	3
ENG 330	World Literature	3
ENG 235	Technical Writing	3
	300-level Religion	3
Sub-Total Credits		15

SENIOR YEAR Fall Semester

Item #	Title	Credits
SPE 331	Persuasive Speaking	3
	General Elective (1 credit)	1
PSC 335	American Political Theory	3
ENG 437	Major Writers	3
ENG 438	Senior Thesis in English	3
Sub-Total Credits		13

SENIOR YEAR Spring Semester

Item #	Title	Credits
SPE 236	Interpersonal Communication	3
ENG 432	Literature of the 20th Century	3
PSC 336	State and Local Government	3
ENG 430	Literary Criticism	3
Sub-Total Credits		12

Independent Study Program

Independent study opportunities are provided through this program for the regular or non-traditional student who may want or need to enroll in a course or undertake a project for enrichment or expansion of his or her knowledge base through out-of-class experiences. The Independent Study Program serves traditional and non-traditional students, sophomores and above, providing they meet the GPA requirement and other qualifications established by the faculty.

- a. Opportunities for independent study in departmental approved courses are open to students based on policies adopted by the faculty and on availability of faculty.
- b. A student may register for no more than two independent study courses or 6 credit hours of independent study during a semester.
- c. A student may receive credit for a maximum of 12 semester hours of independent study courses/projects in completing requirements for any degree offered by the College. (This does not apply to students in Teacher Education who are limited by the Alabama State Department of Education to 6 semester hours of independent study).

STAMP

The Stillman Accelerated Management Program (STAMP)
An Accelerated Business Program for Adult Learners

STAMP is designed to meet the educational needs of adult learners. These students are typically working full-time and interested in completing their degree while continuing to work. Online courses will be offered for early completion of the degree. The educational mission of this program is essentially two-fold. First, it provides continual opportunities for integrating one's considerable work experience with the concept of a comprehensive management curriculum. Secondly, it seeks to renew and foster the participants' professional growth and capabilities in order to prepare them for even more productive future years.

Admission

Requirements for admission to STAMP are:

- Fifty-five (55) semester hours from an accredited college or special approval by the advisor with a grade point average of 2.0 (4.0 scale) or better.
 - A minimum of six (6) credit hours in economics
 - A minimum of three (3) credit hours in marketing
- Advisor approved business courses included from the above transferable hours;
- Completion of the application and payment of \$25 application fee; and
- Submission of official transcripts from accredited colleges and universities previously attended.

Students that do not meet the requirements listed above will be admitted to the Pre-Business Administration Program.

Pre-Business Administration Program

The Pre-Business Administration program is designed to provide the course work needed to meet the minimum requirements for admittance into STAMP. The program is ideal for the student who is considering degree completion through STAMP and has a minimum of forty-five (45) credit hours from an accredited institution. The program allows students to transition to the Stillman Accelerated Management Program (STAMP) when all admission requirements are met.

Transfer Credit

Credit may be transferred for course work accomplished in residence programs at other accredited institutions. A grade of "C" or better must be earned in the transfer courses.

Grade points or their equivalent will not be transferred, only the credit hours. Courses with grades of "C" or better will transfer along with courses earned from a regionally accredited institution. Grades earned in vocational courses or certificate programs will NOT transfer. Transfer credit is evaluated by the STAMP Director, Chair of Business Administration, or Dean of School of Business.

Graduation Requirements

To graduate, candidates must satisfy the requirements listed below:

- Complete the Major Area course requirements, with grades of "C" or better;
- Complete the General Education requirements for the STAMP program;
- Complete a total of 120 course credit hours;
- Obtain a cumulative grade point average of 2.0 (4.0 scale) or above;
- Complete a senior thesis research paper and orally present the thesis paper; and
- Pass a comprehensive senior departmental exit examination.

Tuition and Fees

Tuition and fees are paid at the beginning of each semester. The application fee is paid at the time of application and the graduation fee is paid at the beginning of the third semester.

Financial Aid

During each semester, the student will be a full-time student and is therefore eligible to apply for any federal or Stafford loan or grant program. Students are strongly encouraged to submit a financial aid application at the time they make application, unless they choose not to apply for financial aid. In-state students may also apply for the Alabama grant with required proofs of residency.

Program Emphasis

Eight-week online instructional modules are scheduled in a fashion that allows the student to fit the program into an already busy schedule.

Program:

STAMP (Stillman Accelerated Management Program)

General Education Requirements

Item #	Title	Credits
REL 131	Introduction to the Old Testament	3
REL 132	Introduction to the New Testament	3
LOG 330	Logic	3
HUM 130	African American Heritage	3
BUS 210	Financial Literacy	1
BUS 231	Microcomputer Applications for Business	3
Sub-Total Credits		16

Major Area Requirements

Item #	Title	Credits
ACC 231	Principles of Accounting I	3
ACC 232	Principles of Accounting II	3
STAM 301	Career and Life Assessment	2
STAM 302	Technical Writing	2
STAM 341	Group and Organizational Behavior	3
STAM 351	Management Information Systems	3
STAM 361	Business Statistics I	3
STAM 362	Business Statistics II	3
STAM 371	Organizational Communications	3
STAM 381	Principles of Management and Supervision	3
STAM 391	Human Resource Management	3
STAM 401	Managerial Economics	3
STAM 411	Global Marketing	3
STAM 421	Managerial Accounting	3
STAM 431	Business Law and Ethics	3
STAM 433	Business Finance	3
STAM 491	Thesis I	2
STAM 492	Thesis II	2
Sub-Total Credits		50
Total credits:		66

The Military Science Program (ROTC)

The Department of Military Science at the University of Alabama provides opportunities for students to earn commissions in the United States Army or Air Force at the same time they work for their academic degrees at Stillman.

Students can achieve the enviable combination of a degree in a major field and a commission as an Army or Air Force Second Lieutenant.

The Reserve Officers' Training Corps (ROTC) program is specifically designed to give college students on campus training and experience in the art of organizing, motivating, and leading others. It includes instruction in developing self-discipline, physical stamina, and bearing qualities that are important parts of leadership, contributing to success in any career.

Through a special cross-town arrangement, Stillman students may participate in the Army and Air Force Reserve Officers Training Corps program at the University of Alabama. A student who completes one of these programs will qualify as a commissioned officer and will be ordered to active duty in the United States Armed Services.

A student may apply to either program at the beginning of his/her freshman year or may choose to apply at the end of the sophomore year. While a student is enrolled in one of these programs, he/she will attend certain courses at the University of Alabama.

Stillman students are eligible to apply for scholarships under both the Air Force and Army programs. Additional information about either program is available from the respective ROTC units at the University of Alabama or from the Vice President for Academic Affairs at Stillman.

Interdisciplinary Studies Major

The Bachelor of Science in Interdisciplinary Studies Program

The Bachelor of Science in Interdisciplinary Studies provides students with a unique opportunity to develop a multi-disciplinary and carefully focused course of study, which will fulfill traditional college requirements. This program equips students with a broad-based education that will allow them to think logically and articulate their findings via written and oral communications using technology. Students are also prepared for the intellectual tasks needed for success in graduate and professional schools. The Interdisciplinary Studies Degree Program is designed to offer quality, flexibility, and personal satisfaction.

The Interdisciplinary Studies program requires 120 credit hours. The required courses will include the forty-nine (49) hours of General Education Core courses. In addition to the General Education Core courses, all students must take 21 credit hours from an Academic Department to form a Concentration. Twelve of these 21 hours must be upper level courses (300 or 400 level). To complete the 120 hours for graduation, the student must complete 50 hours of electives, taken from the two Academic Divisions. These electives will be determined by counseling with an academic advisor and must include at least 24 credit hours in upper level courses (300 or 400 level). The program will reside under the auspices of the Dean of Arts and Sciences, who will initially provide academic advising and who will assign additional advisors based upon the selected concentration of the student.

Student Learning Outcomes

The student will fulfill the Student Learning Outcomes of their selected academic concentration.

Program Outcomes

The Interdisciplinary Studies Program will:

- Provide an environment that promotes scholarship and critical thinking in its graduates.
- Create an environment in which diverse student populations develop academic and social networks that support their uniqueness and promote professionalism in lifelong learning.
- Integrate liberal arts, sciences, business, and professional education in order for graduates to make positive contributions to society.
- Develop individuals who are competent in the application of knowledge and skills and who possess values and attitudes consistent with a college degree.
- Maintain a qualified and diversified student body by mentoring students and providing the necessary support.
- Prepare qualified and serious students for advancement to graduate school.

Type: Bachelor of Science

Total credits: 120

Faculty

College Faculty

School of Arts and Sciences

Department of English, Journalism, and Media Communications

ANDREWS, MICHAEL, B.S., M.S., Ph.D.

Journalism

Assistant Professor

Arkansas State University, The University of Alabama

GOLAR, NORMAN, B.A, M.F.A. Ph.D.

English

Associate Professor

Knox College, The University of Alabama

DATTA, SHOMPBALLI, B.A., M.A., Ph.D.

English

Associate Professor

Jadavpur University, The University of Alabama

MCCORMICK, PAIGE, B.A., M.Div., M.A., Ph.D.

English

Associate Professor

Southeastern Seminary, North Carolina State University,
The University of Alabama

REESE, ROMEO, B.A., M.F.A.

Media Communications

Assistant Professor

Central State University, Chatham University

STRAYER, KATHRYN BREWER, B.S., M.A., Ph.D.

English

Professor

University of Maine at Presque Isle, Pittsburg State
University, Northern Illinois University

Department of Mathematics

CHEN, HANXIANG, B.S., Ph.D.

Mathematics

Assistant Professor

Hangzhou University, China The University of Alabama

KARIM, RAMIN GOUDARZI, B.S., M.S., M.S., Ph.D.

Mathematics

Assistant Professor

Semnan University, Lahijan Azad University, University of
Alabama, University of Alabama at Birmingham

ULLAH, SHEIK AHMED, B.S., M.S., M.A., Ph.D.

Mathematics

Assistant Professor

University of Dhaka, University of Alabama

Department of Natural Sciences

DARPOLOR, MOSES, B.S., Ph.D., MTR

Biology

Associate Professor

Angelo State University, Marquette University, University of
Pennsylvania

DRAKE, TASHA, B.A., Ph.D.

Chemistry

Assistant Professor

Amherst College, Northwestern University

HILL, LORRABELLE, B.S., M.S., Ph.D.

Biology

Assistant Professor

Alabama A&M University

KANNAR, SHER, B.S., M.S., Ph.D.

Physics

Professor

University of Dar es salaam, Clarkson University,
Columbia Pacific University

KROTZER, MARY J., B.S., M.S., Ph.D.

Biology

Professor

Samford University, University of Tennessee

LITTLE, REGINALD, B.S., M.S., Ph.D.

Chemistry

Associate Professor

Georgia Institute of Technology, Louisiana State University,
Georgia Institute of Technology

SAMPSON, III, JOSIAH J., B.S., B.A., M.Ed., Ph.D.

Biology

Associate Professor

Jackson State University, Elizabeth City State University,
Tennessee State University, Meharry Medical College

Department of Psychology

HODARI, ASKHARI, B.A., M.S., Ph.D.

Psychology

Associate Professor

Spelman College, Howard University

HUTCHINSON, SONYA, B.A., M.S., M.A., Ph.D.

Psychology

Associate Professor
Spelman College, Auburn University at Montgomery, The
University of Alabama

JEMISON, SANDRA, B.S., M.A., ED.S, Ph.D.

Psychology

Associate Professor
The University of Alabama

**MYERS, BEVERLY, J. B.S., B.S.N., M.S.N., M.A., M.Ed.,
Ph.D.**

Psychology

Assistant Professor
University of West Georgia, University of Montevallo,
University of Alabama at Birmingham

Department of Religion and Theology

BASS, DEBRA M., B.A., M.Div., M.Ph., Ph.D.

Religion

Associate Professor
Drew University, Princeton Theological Seminary, Drew
University

CHINULA, DONALD, B.A., J.D., LL.M., M.Div., M.A., Ph.D.

Religion

Associate Professor
Carleton College, University of Minnesota Law School
Columbia University School of Law, Interdenominational
Theological Center-Atlanta, Claremont School of Theology;
Further study; University of California-Berkeley, University of
California-Los Angeles, Stanford University

McCORMICK, C. MARK, B.A., M.Div., M.A., Ph.D.

Religion

Associate Professor
Samford University, Southeastern Baptist Theological
Seminary, The University of North Carolina at Chapel Hill

NGONG, DAVID, B.Th., M.Div., Ph.D.

Theology

Associate Professor
University of South Africa, Central Baptist
Theological Seminary, Baylor University

SCRIVNER, JOSEPH, B.A., M.A., Ph.D.

Religion

Assistant Professor
Crichton College, Reformed Theological Seminary,
Princeton Theological Seminary

Department of Social Services

BEITO, LINDA ROYSTER, B.S., M.S., Ph.D.

Criminal Justice

Professor
The University of Alabama

HARRIS, META, B.A., M.A., Ed.D., Ph.D.

Humanities

Assistant Professor
Howard University, The University of Alabama, University of
Manchester (England)

JENNINGS, THOMAS S., B.A., M.A., Ph.D.

History

Associate Professor
Iowa State University, The University of Alabama

KREISER, LAWRENCE A., B.A., M.A., Ph.D.

History

Associate Professor
Virginia Military Institute, Bowling Green State University,
The University of Alabama

RAY, JONATHAN, B.A., M.A., Ph.D., J.D.

History

Assistant Professor
The University of Alabama, Birmingham School of Law

School of Business

Department of Business Administration

MCCOY, ISAAC, B.S., M.P.S.

Business

Dean
University of Illinois @ Urbana-Champaign, DePaul
University

STEELE, THADDEUS, M.B.A.

Business

Howard University
University of AL, BA, Howard University, MA, Howard
University PHD/ABD, Howard University

WILLIAMS, CAROL, A.S., B.S., M.S., Ed.S, Ph.D.

Business

Associate Professor
Mississippi State University, Mississippi State University
Mississippi University for Women, Lane College

WOKUKWU, KINGSLEY, A.S., B.S., M.B.A., D.B.A.

Business

Assistant Professor
Lakeland College, Nova Southeastern University

School of Education

Department of Art, Music & Language Education

WHEELER, JESSE, B.S., M.A., Ph.D.

Music

Chair
Northwestern University, University of Wisconsin-Madison,
University of California, Los Angeles

SHANNON, KELLY, B.S., B.F.A., M.F.A

Art

Visiting Professor
Alabama School of Fine Arts, University of Montevallo,
University of Alabama

UPSHAW, ALLISON, B.A., M.M., Ph.D.

Music

Assistant Professor
Louisiana State University, The University of Alabama

Department of Education

CURRY, ALICIA., B.S., M.A., Ph.D.

Education

Associate Professor
University of West Alabama
Mississippi State University

PATTERSON, DEBRA., Ph.D.

Education

Assistant Professor
The University of Alabama

RICHARDSON, DOROTHY., B.S., M.A., Ed.S.

Education

Instructor
Stillman College
The University of Alabama

RICHTER, SHARON, Ed.D

Education

Assistant Professor
The University of Alabama

Department of Kinesiology

LEE, MYUNG JU, B.A., M.A., Ph.D.

Human Performance

Assistant Professor
Sookmyung Women's University
University of Alabama

MOODY, S. DENISE, A.S., B.S., M.A.

Human Performance

Instructor
Snead State Community College, University of Alabama

PEOPLES, FRANKIES, B.S., M.A., Ph.D.

Human Performance

Assistant Professor
Stillman College
Southern University
University of Alabama
United States Sports Academy

Staff & Leadership

Sheppard Library

HEATH, ROBERT J., B.A., M.S.L.S.

Librarian

Stillman College, Atlanta University, Further Study:
Wesleyan University, Alabama A&M University, The
University of Alabama

KING, EVELYN, B.A., M.L.S.

Librarian

Public Services Librarian
Stillman College
Southern Connecticut State University

DUMAS, JAMES D., A.A., B.A., M.S.A.C.E.

Director of Media

Mary Holmes Junior College
Stillman College
University of West Alabama

College Staff

Alston, Kenyan [B.S., M.S.]

Athletic Director
Student Affairs

Bentley, Kelvin [B.A.]

Academic Advisor for Upward Bound
Educational Support Services

Bendolph, Janice

Residence Director
Residential Life

Boman, Victoria [B.A., M.S., Ed.D.]

Registrar
Institutional Effectiveness

Bonner, Mason [B.S.]

Director of Community Relations/Workforce Development
Strategic Initiatives

Bostic, Lanita [B.S.]

Director of Scholarships/Assistant Director of Title III
Institutional Advancement

Braggs, Kiara [B.S., M.S.]

Academic Support Specialist
Academic Success Center

Branham, David

Admissions Counselor/Recruiter
Enrollment Management

Bratina, Fahmida [B.A., M.S.]

Counselor/Coordinator, Professional English Tutor
Educational Support Services

Brooks, Geraldine [B.A.]

Post Office Clerk
Finance and Facilities

Brown, Joshua [B.A.]

Enrollment Management Specialist
Enrollment Management

Cain, Luvenia [B.S.]

Data Manager
Institutional Advancement

Chapman, Brianna [B.S.]

Counselor
Financial Aid

Cistrunk, Kavil [B.A.]

Residence Director
Residential Life

Cooper, Cassandra

Chief of Police
Student Affairs

Cousette, Joe Ann [B.A.]

Counselor/ Veterans Affairs SCO
Financial Aid

Cunningham, Phillip

Campus Services Manager/Safety Director
Campus Services

Cylar, Tiffany [B.S., M.B.A.]

Business Office Manager
Finance and Facilities

Dubose, Derwin [B.A., M.P.A.]

Executive Director of Military and Veterans Programs
Academic Affairs

Dumas, Michelle [B.A., M.S.C.E.]

Grants and Contracts Accountant
Finance and Facilities

Dunk, Alico [B.A., M.S.]

Head Women's Basketball Coach
Athletics

Edison, Asenath [B.A., M.S.C.E.]

Associate Registrar
Institutional Effectiveness

Eubanks, Greta [B.S.]

Assistant Registrar
Institutional Effectiveness

Fraction, Eddie [B.S.]

Administrative Assistant
Academic Affairs

Garrett, Kristi [B.S., M.S., Ph.D.]

Director of STAMP and Distance Learning
Academic Affairs

Gibson, Walik

Enrollment Management Specialist
Enrollment Management

Goins, LaKeya [B.S., M.B.A.]

Director of Human Resources
Office of the President

Hitt, Christi [B.S., M.S.]

Student Success Coordinator
Academic Success Center

Clark-Holland, Veronica [B.A., M.A., Ed.D.]

Director of Professional Development and QEP
Institutional Effectiveness

Holland, Willie [B.A., M.B.A.]

Director of Veterans and Military Affairs
Strategic Initiatives

Hollingshed, Linda [B.A.]

Financial Aid Counselor
Enrollment Management

Hood, Daphne [B.S.]

Library Assistant
Library

Howard, Edward

Director of Bands
Student Affairs

Hubbard, Michael [B.G.S., M.S.]

Director of Information Technology and Campus Services
Finance and Facilities

Ingram, Harold [B.S.]

Academic Advisor
Educational Support Services

Jackson, Christy [B.A.]

Assistant Data and Gifts Manager/Administrative Assistant
Institutional Advancement

Jackson-Richardson, Georanda [B.S., M.P.A., Ed.D.]

Applications Programmer
Information Technology

Jones, Curtoya [B.S.]

College Cashier
Finance and Facilities

Kenner, Loretta [B.A.]

Administrative Assistant
President's Office

Kirkpatrick, Kaitlyn [B.S.]

Senior Accountant
Finance and Facilities

Lowe, Elizabeth [B.A., M.S.]

Counselor/Coordinator
Educational Support Services

Marinello, Ann [B.S.]

Accounts Payable
Finance and Facilities

Moore, Beverly

Administrative Assistant
Educational Support Services

Murrell, Maiya [B.S.]

Coordinator of Student Life and Housing
Student Affairs

Nash, Destiny [B.S., M.S.]

Financial Aid Counselor
Enrollment Management

Penfield, Joel

Head Softball Coach
Athletics

Rice, Melissa A. [B.S.]

Administrative Assistant
Student Affairs

Richardson, Jocqueline [B.A., M.A.]

Director of Choral Activities
Student Affairs

Spencer, Marshetta [B.S.]

Executive Assistant to the Provost
Academic Affairs

Teasley, John [B.S., M.S.]

Head Men's Basketball Coach
Athletics

Thomas, Sandra [B.S., M.S.]

Admissions Counselor
Enrollment Management

Thompson, Chandra [B.S., M.S.]

Compliance Coordinator/Sports Medicine Coordinator
Athletics

Tucker, Brittini [B.A., M.P.A.]

Application Specialist
Information Technology

Walker, Devarus [A.S., B.S.]

Assistant Men's Basketball Coach
Athletics

Walker, Lawanna [B.S.]

Director of Student Development
Student Affairs

Warthaw-Little, Larcia [B.S., M.A.Ed]

Executive Assistant to the President
President's Office

Wells, Erin

Administrative Assistant
Academic Affairs

Wells, Markieda [B.A.]

Admissions Counselor/Recruiter
Enrollment Management

Wells, Willie Mae [B.A.]

Secretary/Receptionist
Wynn Center

Whittle, Terrance [B.A., M.Ed.]

Head Baseball Coach
Athletics

Williams, Kenneth [B.S., M.A., M.S.]

Interim Director of Financial Aid
Enrollment Management

Wilson-Sykes, Jean A. [B.S., M.A.]

Director of Alumni Affairs
Institutional Advancement

Wimberly, Arthur [B.S.]

Information Technology Specialist
Information Technology

Officers of the College

Cynthia A. Warrick, B.S., M.S., Ph.D., R.Ph.
President

C. Mark McCormick, B.A., M.Div., M.A., Ph.D.

Provost and Vice President for Academic Affairs

A. Tyshawn Gardner, B.S., M.Div

Vice President for Student Affairs

Melvin B. Waits, B.B.A., M.B.A.

Vice President for Finance and Facilities

Luann Baker, B.A.

Vice President for Institutional Advancement
Director of Title III

Mary Jane Krotzer, B.S., M.S., Ph.D.

Vice President for Institutional Effectiveness

Lamin E. Drammeh, B.S., M.S., Ed.D.

Vice President for Strategic Initiatives

SENIOR ADMINISTRATION

Alicia L. Curry, B.S., M.S., Ph.D.

Interim Dean of Professional Education

Robert J. Heath, B.A., M.S.L.S.

Dean of the Library

W. Isaac McCoy, B.S., M.S.

Dean of Business

Josiah J. Sampson, B.S., B.A., M.Ed., Ph.D.

Dean of Arts and Sciences

Marcus Kennedy, B.A., M.A.

Dean of Student Life

Bettye Mullen, B.S., M.S., Ph.D.

Dean of Educational Support Services

Joseph Scrivner, B.A., M.A., Ph.D.

Dean of Chapel

Claudette Smith, B.A.

Chief Operating Officer

Tasha Washington, B.A., M.S.C.E.

Dean of Retention and Placement

Eric Workman, B.S.

Senior Director Enrollment Management

Rasheda Workman, B.S., M.A.

Associate Vice President for Government and External
Relations