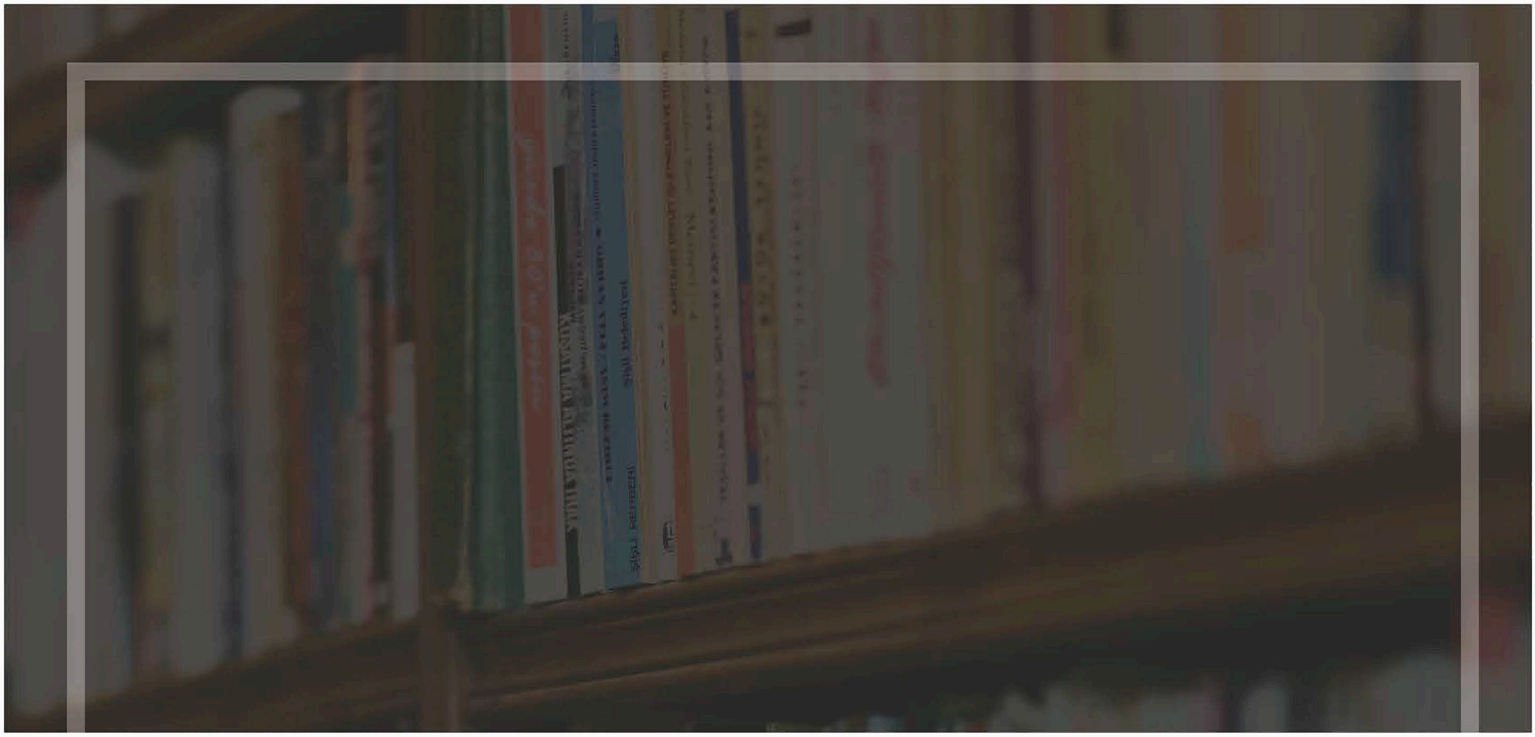
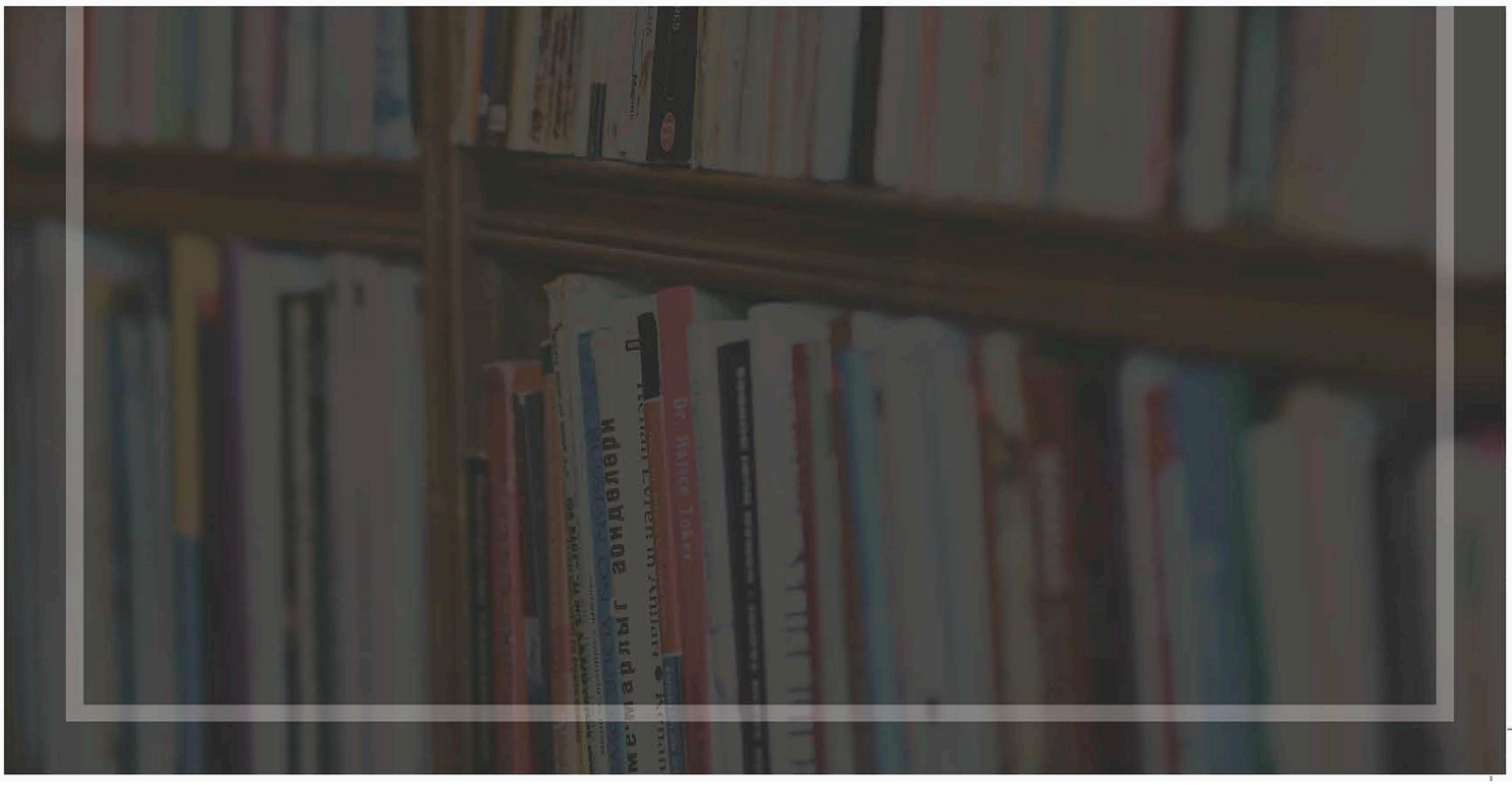


2025-2026 CATALOG



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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 (SACSCOC) to award baccalaureate degrees. Stillman College may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Stillman College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Academic Calendars

Stillman College

Academic Calendar

Summer Session I Classes End

Summer Semester 2024

Summer 2024
Summer Session I Late Registration
Summer Session I Classes Begin
Memorial Day Holiday
Last Day for Add/Drop
Last Day to Withdraw from a Course
Juneteenth Holiday

Summer Session I Classes End
Final Examinations
All Faculty Grade Rosters Due by 5:00 P.M.
Summer Session II Late Registration
Summer Session II Classes Begin
Last Day for Add/Drop
Last Day to Withdraw from a Course
Summer Session II Classes End
Final Examinations
All Faculty Grade Rosters Due by 5:00 P.M.

Fall Semester 2024

Opening Institute
Orientation for New Students
Late Registration for all Students
New Student/Faculty Confirmation (4:00 p.m.)
Classes Begin
Last Day for Add/Drop

Attendance Reporting
Labor Day Holiday
Fall Convocation
Sophomore Rite of Passage
Town Hall Meeting
Application for Degree due in Registrar's Office (Spring 2025 Candidates)
Sophomore Proficiency Examination
Senior Departmental Examination
Mid-Semester Examinations Week
Mid-Semester Mental Health Holiday

Mid-Semester Grade Rosters Due by 5:00 P.M.
Registration for Spring 2025
Change Grades for Incomplete grades from Spring/Summer 2024 due
Last Day to Withdraw from a Course
Senior Departmental Examinations
Student Evaluation of Instruction
Founders' Day Convocation

Senior Thesis Oral Presentations
Senior Thesis Due
Thanksgiving Holidays Begin for Students at 5:00 p.m.
Classes Resume at 8:00 a.m.
Last Day for all Tests, Quizzes, etc.

Study and Review Week
Last Day of Classes

Semester Examinations	
Semester Ends: Christmas Holidays Begin for Students at 5:00 p.m.	December 09-13
All Faculty Grade Rosters Due by 5:00 P.M.	December 13
	December 16
Fall Semester 2024 – First Mini-term	
Registration for all Students	August 15-16
Classes Begin	August 19
Last Day for Add/Drop	August 23
	August 23
Attendance Reporting	October 07-08
Final Examinations	October 09
Final Grade Reports Due by 5:00 P.M.	
	August 14-15, October 08-0
Fall Semester 2024 – Second Mini-term	October 10
Registration	October 15
Classes Begin	
Last Day for Drop	October 15
Attendance Reporting	October 15
Last Day of Classes	December 06
Final Examinations	December 09-13
All Faculty Grade Rosters due by 5:00 P.M.	December 16
Spring Semester 2025	
Opening Institute	January 07-08
Orientation for New Students	January 09-10
New Students Register	January 10
Late Registration for all student	January 13-14
Classes Begin	January 15
Holiday, Martin Luther King, Jr.	January 20
Last Day for Add/Drop	January 22
Application for Degree Due in Registrar's Office (Summer & Fall 2025 and Spring 2026 Candidates)	January 24
Spring Convocation	January 30
Sophomore Proficiency Examination	February 15
Senior Departmental Examination	February 22
Mid-Semester Examination Week	March 03-07
Town Hall Meeting	March 03
Spring Holiday Begins for Students at 5:00 p.m.	March 07
Spring Holidays	March 10-14
Classes Resume at 8:00 a.m.	March 17
Mid-Semester Grade Rosters Due by 5:00 P.M.	March 18
Grade Changes for Incomplete Grades from Fall 2024 due	March 26
Senior Departmental Examination	March 27
Registration for Summer and Fall 2025	March 31- May 03
Student Evaluation of Instruction	March 31 - April 11
Last Day to Withdraw from a Course	March 28
Senior Thesis Oral Presentations	April 07-11
Honors and Awards Convocation	April 10
Senior Thesis Due	April 17
Last Day of Classes for Candidates for Graduation	April 17
Good Friday Holiday	April 18
Semester Examinations for Candidates for Graduation	April 21-23
Candidates for Graduation Grades Due by 5:00 P.M.	April 25

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 – Stillman was 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 – Stillman established the Harte Honors College.

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

2001 – The College launched a wireless access computer system.

2002 – Stillman received the National Innovation in Technology Award presented by Apple Computers.

2004 – Stillman received its first-ever ranking among top tier schools by U.S.News and World Report.

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

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

2013 - Stillman expanded its offering of degrees to 15 with the addition of chemistry and criminal justice.

2015 – Stillman became a smoke-free campus to maintain its healthy campus initiatives.

2019 – The College received national recognition by the Colleges of Distinction for the integrity of its individualized and engaging education; and the Southern Association of Colleges and Schools Commission on Colleges approved Stillman College to offer distance education.

2019 – Stillman College was approved for reaffirmation by the Southern Association of Colleges and Schools Commission on Colleges.

2020 - Mid-spring semester, Stillman College moves all instruction to online and digital modes in response to the spread of COVID-19.

2021 - The College implements a return to campus policy concerning its classroom instruction amid COVID-19 precautions.

2023 - Stillman College holds the distinction of becoming the first Historically Black College with a university-based cybersecurity clinic under the Consortium of Cybersecurity Clinics.

The College has had eight 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, 2017-2023
- Dr. Yolanda W. Page 2023-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 College
3601 Stillman Boulevard
Tuscaloosa, AL 35401

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:

- Office of Provost & Vice President for Academic Affairs
- Business Office
- Office of Human Resources
- Contracts and Grants
- Office of Vice President for Finance and Administration
- Office of Vice President for Student Affairs
- Educational Support Services (Upward Bound and Academic Success Center)

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.

This building contains the following administrative offices:

- Office of Dean of the School of Arts and Sciences
- Office of Information Technology

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 Constance Stinson Activity Center was added in 2004. A large courtyard with fountain is adjacent to the building.

This building contains the following administrative offices:

- Office of Vice President for Enrollment Management
- Office of Admissions
- Office of Financial Aid and Scholarships
- Office of Career Services
- Office of Residential Life

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.

This building contains the following administrative office:

- Department of Athletics

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.

This building contains the following administrative offices:

- Office of Vice President for Institutional Advancement
- Office of Sponsored Programs and Title III
- Office of Alumni Affairs

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. To date, the house serves as the new location for The House Tuscaloosa, a literacy project servicing the greater West Tuscaloosa community.

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 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.

This building contains the following administrative offices:

- Office of the President
- Office of Vice President for Institutional Effectiveness and Research
- Office of Dean of the School of Business, Entrepreneurship, and Computational and Information Sciences
- The Center for Teaching and Learning
- Office of Dean of the School of Education

Facilities Management

Facilities Management, 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.

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 the late Mr. Dennis O. Driver, a 1975 alumnus, and Emeritus 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 W. Rice, Jr., Mrs. Angelena 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) under the direction of the Director of Student Development coordinates counseling, counseling referrals, and crisis intervention. SDC 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 offers health consultation services with Teladoc, a telemedicine and virtual healthcare company which provides students with access to doctors, therapists, and specialists, as well as basic prescription services 24/7. Likewise, Maude Whatley Health Services provides students with low cost basic health services at the Maude Whatley health facility, which is staffed by medical personnel from 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 at Maude Whatley Health Services.

Residence Life/Housing

The Office of Residence Life/Housing is the central office for all aspects of residential organization and living. There are four on-campus residence halls and one off-campus student housing option 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 encouraged 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 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, Incorporated; Delta Sigma Theta Sorority, Incorporated; Zeta Phi Beta Sorority, Incorporated; Sigma Gamma Rho Sorority, Incorporated; Kappa Alpha Psi Fraternity, Incorporated; Phi Beta Sigma Fraternity, Incorporated; Alpha Phi Alpha Fraternity, Incorporated; and Omega Psi Phi Fraternity, Incorporated. 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 six honor societies; Gamma Iota Sigma, Alpha Kappa Mu Honor Society, Sigma Tau Delta International English Honor Society, Sigma Chi Lambda Leadership Society, Psi Chi International Honor Society of Psychology, 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 the following sports:

- Men's and Women's Basketball
- Baseball
- Softball
- Men's and Women's Track and Field
- Men's and Women's Cross Country
- Bowling
- Volleyball

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.

Military Student Services

Students utilizing VA education benefits shall not be charged a penalty, including assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual's inability to meet their financial obligations due to the delayed disbursement of a payment to be provided by the Department of Veterans Affairs.

Military Student Services Educational Benefits

Stillman College welcomes you and is proud to assist you with your educational interests. We offer a variety of programs that are approved by the State Approving Agency that will help you receive a bachelor's degree and enhance your job opportunities.

The Veterans Certifying School Official at Stillman College is located in Batchelor Hall will assist you in meeting your educational goals.

How to Apply for Veterans Educational Benefits

Benefits (Eligibility is determined by the VA)

- Your eligibility for VA Educational Benefits is determined solely by the Veterans Affairs Office in Muskogee by applying online at www.gibill.va.gov. On the home, page select APPLY FOR BENEFITS. READ AND FOLLOW ALL INSTRUCTIONS CAREFULLY.
- You will need to SUBMIT the application for educational benefits. Once you have applied, you should keep a copy with the confirmation number on the bottom for your records.
- In order for your classes to be certified for benefits, You should receive your Certificate of Eligibility letter and will need to submit a copy of your Certificate of Eligibility letter to Stillman's Veteran Resource Center.
- You will be required to have an initial meeting with the School VA Certifying Official.
- The application process takes time; therefore, when completing the application

to determine what chapter of benefits you are eligible to apply for, you may want to check unsure, and the VA will send you a list of benefits that you qualify to apply for.
- Make sure to give complete dates and other information, as this will help facilitate the application process. If you are not sure of the information, please do not guess; the VA will confirm your information with the military and the Department of Defense (DoD).
- If you have questions or need some guidance, feel free to contact the NECC-National Education Call Center at 1-888-442- 4551 (to get through the menu quickly, select "1" and then "0").

Stillman College welcomes you and is proud to assist you with your educational interests. We offer a variety of programs that are approved by the State Approving Agency that will help you receive a bachelor's degree and enhance your job opportunities.

The Veterans Resource Center/VA Certifying School Officials at Stillman College located in Geneva Hall are here to assist you in meeting your educational goals.

Steps to Starting VA Benefits

Apply for Admission: stillman.edu/apply-now

• Accredited Office of Submit all Official and previous transcripts from institutions you have attended after high school to the Admissions

• The Admission application and have been accepted. You must meet with an advisor. For VA and Federal Aid purposes, the classes you enroll must be required for the degree you are pursuing at Stillman College. You cannot duplicate any courses you have already completed either at Stillman or at another school.

- You will need to attend New Student Orientation.
- Complete the FAFSA at www.fafsa.ed.gov every year
- Contact the school's VA Certifying Official (SCO) and Advising/Register for Classes once you have completed submit a copy of your final registration statement to the SCO.

Prior to Registering for Classes

Make sure you meet with an advisor to make sure you are taking courses required for your degree plan and that you do not repeat courses taken and passed, including any class that transferred to your degree from another institution.

• Veterans registering for classes that meet less than the full term will be certified and paid based on the actual days the class is in session. Full time is defined as 12 credit hours of enrollment.

• If your enrollment is less than 12 credits, your benefit will be prorated to match your enrollment level.

Complaint Policy for Students Utilizing VA Education Benefits: For students receiving VA education benefits, any complaint against the school should be routed through the VA GI Bill® Feedback System by going to the following link: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily

Military Seals Are Protected

The Department of Defense and Military Seals are protected by law from unauthorized use, and these seals may not be used for non-official purposes. Each Military Service has a Trademark Licensing Program Office that manages its many trademarks, both graphics and word marks. These protected marks may not be used without prior written permission.

Recruitment and Admissions

Stillman College will not provide any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance. Also, the College bans high-pressure tactics for the purpose of securing enrollments of Service members.

Stillman College supports Service members' decisions to learn about the institution autonomously from the assistance that any student receives from the college's admissions personnel, for Stillman College would prefer Service members to make their own decision when it comes to finding the institution that is a right fit for them.

For eligible Service members who decide to use Tuition Assistance (TA), the Service member must understand that each military service branch has its own criteria for TA eligibility. The Service member must speak with his or her Educational Services Officer (ESO) or counselor within the Military Service **prior** to enrolling.

The following Military Services websites are available for Service members to know more about their respective eligibility guidelines:

- COAST GUARD or COAST GUARD RESERVE
- AIR FORCE
- MARINE CORPS
- ARMY or ARMY RESERVE or ARMY NATIONAL GUARD
- NAVY

To apply for TA, Service members are to follow the instructions and guidelines provided by Service members' respective military branch.

After Service members are admitted, they should adhere to the following at Stillman College:

- Visit the Office of Admissions to confirm check-in.
- Meet with identified faculty advisor for planning courses for the intended semester.
- Log in to Self Service to register courses once faculty advisor approves planned courses.
- Visit the office of the Veterans Certifying School Official at Stillman College.
- Meet with a counselor in the Office of Financial Aid.
- Meet with Student Accounts specialist in the Business Office
- Visit the Office of Residential Life (to confirm housing and meal plan)

Service members should email registrar@stillman.edu if they have additional questions.

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 (CSA)

The CSA is an active organization on the Stillman College campus and has the following purposes:

1. unite in Christian fellowship at Stillman;
2. provide an opportunity for intensive study of the Christian faith and its implementations for every area of life;
3. 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. help students participate intelligently in the life of the Church;
5. enable students to effectively present the Gospel of Jesus Christ in the life of the campus and the community; and
6. 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 CSA is done through committees.

Worship Services

A part of the "Stillman family" tradition is regular attendance in chapel services. Here students, faculty and staff have the privilege of hearing the Dean of Chapel, guest speakers and ministers from the local community, ministers who work at the college, faculty, staff, and students. Chapel is held at Brown Memorial Presbyterian Church, which is adjacent to the College right outside the back gate. The current Pastor at Brown Memorial is also the College's Dean of Chapel, Dr. Joseph Scrivner. Students are encouraged to attend the church of their choice for Sunday morning services. This includes a standing invitation from Brown Memorial and Dr. Scrivner

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

UPWARD BOUND

Upward Bound is funded by the U.S. Department of Education and offers a range of academic, social, and cultural resources for eligible students. Upward Bound staff assists eligible students with their academic progress by providing outstanding academic support and academic enrichment activities to help them achieve their educational goals. Moreover, the program provides intensive instruction in English, mathematics, science, history, foreign language, and reading. All services are free of charge for eligible students attending the targeted high schools in Greene, Pickens, and Tuscaloosa counties.

Our objectives include:

- To assist and encourage capable students to become interested and successful in high school in order to pursue a college education;
- To provide an atmosphere for students to develop a positive self-image; and
- To assist students in becoming successful in school through individual and/or group tutorials.

Eligibility: Participation in the Upward Bound program at Stillman College is open to students who have completed 8th grade, but have not yet entered 12th grade at one of our target schools.

Greene County: Greene County High
Pickens County: Aliceville High
Tuscaloosa County: Central High, Holt High, Northridge High, Paul W. Bryant High, Sipsey Valley High, and Hillcrest High

Students qualify for enrollment by:

- Meeting income guidelines established by the U. S. Department of Education
- Being a first-generation college student (this means neither parent has a degree from a four-year school)
- Exhibiting an academic need
- Disability

The completed application should be submitted to the Upward Bound office in Batchelor Hall or by email to scub@stillman.edu. Once the application is received, the staff will review the information to determine whether the applicant is eligible for services. Eligible students will be contacted and set up for an interview.

For additional information, please contact any staff member listed below:

Dr. Elizabeth Lowe, Director
elowe@stillman.edu
205-377-5928 ext. 8109

Harold Ingram, Coordinator/Counselor
hingram@stillman.edu
205-773-2843 ext. 8140

Thomas Davis, Academic Advisor
tdavis@stillman.edu
205-690-4003 ext. 8107

Beverly Moore, Office Manager
bmoore@stillman.edu
205-377-5934 ext. 8904

ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) provides academic guidance and support for students, as well as a comfortable environment for students to complete class assignments and receive the additional support that makes Stillman College a unique center for learning and preparation for life after college. All of the professionals in the ASC know the challenges of college life. Each of our counselors and academic specialists work

with students to discern their specific needs or challenges and develop a plan of action that will enhance student success.

As part of its ongoing efforts to help increase the institution's retention and graduation rates, the Academic Success Center offers a number of services:

- tutoring (for English, biology, chemistry, and mathematics);
- academic advising;
- academic planning; and
- mentoring.

The Academic Success Center also facilitate social events that celebrate the socio-economic, socio-cultural, and socio-educational backgrounds representative of the student body at the college.

The Academic Success Center is located on the lower-level of Alexander Batchelor Building. For additional information about the ASC, please visit and/or contact any of the staff members listed below:

Ms. Tasha Washington
Dean of Retention and Student Success
twashington@stillman.edu
205.349.4240 ext. 8121

Cristi Hitt-Aycock
Coordinator of the Academic Success Center
chittaycock@stillman.edu
205.349.4240 ext. 8119

Rev. Ruth-Aimée Belonni-Rosario Govens
Associate Dean of Academic Success and Retention
rgovens@stillman.edu
205.349.4240 ext. 9010

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**
	$**5,013.00**	**$10,026.00**
Mandatory Fees+	**$1,050.00**	**$2,100.00**
Housing (Double Occupancy)		
Hay Hall	$1,595.00	$3,190.00
Knox Hall	$1,000.00	$2,000.00
Roulhac Hall	$1,702.00	$3,404.00
Wynn Hall	$1,595.00	$3,190.00
Off-Campus Leased Housing (i.e., Magnolia)	$2,992.00	$5,984.00
Housing (Single Occupancy)		
Hay Hall	$2,095.00	$4,190.00
Knox Hall	$1,500.00	$3,000.00
Roulhac Hall	**$2,992.00**	**$5,984.00**
Wynn Hall	$2,095.00	$4,190.00
Off-Campus Leased Housing (i.e., Magnolia)	$2,992.00	$5,984.00
Meals***	**$2,238.50**	**$4,477.00**
Total Basic Charges (based on single occupancy	**$11,293.50**	**$22,587.00**
for Roulhac Hall and full-meal plan)**		
Tax on Meals	**$200.00**	**$400.00**
Grand Total	**$10,266.00**	**$22,987.00**

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

+ Mandatory Fees 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. The amount featured is for the full-meal plan of 19 meals. 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	$5,013.00	$ 10,026.00
Mandatory Fees+	$1,050.00	$2,100.00
Grand Total	$6,063.00	$12,126.00

Mandatory Fees and Special Charges *(Special charges must be added to basic charges)*	**Per Semester**
Student Teaching (applicable only to Education majors)	$328.00
Matriculation Fee+	$207.00
Athletic Fee+	$125.00
Graduation Fee	$158.00
Student Activities Fee+	$200.00
The College Fund/UNCF+	$25.00
Band Fee+	$150.00

Technology Fee+	$158.00
Housing Software Fee+	$15.00
Health Fee+	$67.00
Part-time Tuition (Per Credit Hour)	$418.00
Overload (Per Credit Hour)	$234.00
Application Fee (non-refundable)	$21.00
Payment Plan Fee	$ 50.00
Residence Hall Reservation and Breakage Deposit **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.*	$200.00/$300.00*

+Mandatory Fees added to all student accounts

Undergraduate Tuition for Online Classes	**Per Credit Hour**
Fees applicable to 100% online students are Technology Fee and Matriculation Fee	$121.66

Basic Charges-Professional & Continuing Education	**Per Semester**
Undergraduate Tuition and Fees*	$6,063.00
Per Credit Hour/Part Time	$418.00

**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
Mandatory Fees+	$692.00	$1,384.00
Knox Hall	$1,595.00	$3,190.00
Off Campus Leased Housing	$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
Mandatory Fees+	$ 922.00	$ 1,844.00
Grand Total	5,466.00	$10,932.00

Mandatory Fees+ and Special Charges	**Per Semester**
(Special charges must be added to basic charges)	
Student Teaching (only applies to Education Majors)	$312.00
Matriculation Fee+	$197.00
Late Registration (per day late)	$25.00
Graduation Fee (only applies to those who submit graduation application)	$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)	$20.00
Payment Plan Fee	$ 50.00
Residence Hall Reservation and Breakage Deposit	$200.00/$300.00*
Athletic Fee	$125.00
Band Fee	$150.00
Health Fee	$65.00
Housing Fee	$15.00
Technology Fee	$150.00

**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.*
+Mandatory Fees added to all student accounts

Undergraduate Tuition for Online Classes	**Per Credit Hour**
	$165.00

Students who are 100% online will also be charged Technology Fee and Matriculation Fee

Basic Charges-Professional & Continuing Education Per Semester	
Undergraduate Tuition and Fees*	$5,696.00
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 over 18 credits in a semester will be charged an additional tuition fee of $223.00 per hour. 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.

Return of Unearned Tuition Assistance Funds for Military Students

If a student receiving Tuition Assistance (TA) from the Department of Defense stops attending or withdraws from a class, Stillman will return any unearned Tuition Assistance funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. The funds will be returned to the Military Department and not to the student/ service member.

The returned TA funds will be calculated on a proportional basis as outlined below based upon the point during the semester when the student/ service member stops attending or withdraws from the course.

15 Week Fall/Spring Semester

During Week 1	During Week 2	During Weeks 3 – 6	During Weeks 7 – 8	**During Week 9**	During Weeks 10 - 15
100%	80%	60%	40%	**20%**	No Return

The 60% completion point for a typical 15-week semester is indicated in bold.

4 Week Summer I and Summer II Sessions

Days 1 - 2	Day 3	Days 4 - 9	Days 10 - 12	**Day 13**	Days 14 - 22
100%	80%	60%	40%	**20%**	No Return

The 60% completion point for a 4-week summer session is indicated in bold.

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.

Most students are eligible for some type of financial aid regardless of family financial circumstances. To be eligible for aid, students must:

- Submit a Free Application for Federal Student Aid (FAFSA) or a Renewal FAFSA designating Stillman College (school code 001044) to receive FAFSA results;
- Be a United States citizen or an eligible non-citizen;
- Be registered with Selective Service (males, 18 years or older only);
- Be admitted to or enrolled in an eligible degree program;
- Be making Satisfactory Academic Progress as defined by the Stillman College Office of Financial Aid; and
- Not owe a refund on a student grant or be in default on a student loan.

The types of aid Stillman offers is in the form of:

- Grants
    - Federal Pell Grant - awarded based on the Expected Family Contribution (EFC), which is calculated by the U. S. Department of Education based on information listed on the Free Application for Federal Student Aid (FAFSA) form, the number of credit hours per semester, and the student's cost of attendance.
    - Federal Supplemental Educational Opportunity Grant (FSEOG) - awarded based on the student's EFC number, determined upon completion of FAFSA, the student's financial need, and the amount of funds available.
    - Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant - up to $4,000 per year provided to students who agree to teach for four years at an elementary school, secondary school, or educational service agency that serves students from low-income families and to meet other requirements. **If the service obligation is not met, the grant is converted to a Direct Unsubsidized Loan**.
    - Alabama Student Grant - awarded to students who are residents of Alabama and who are enrolled in at least 6 or more credit hours for the fall or spring semester. The award amounts vary. Students are required to complete the Alabama Student Grant Application.
    - Alabama National Guard Education Assistance Program (ANGEP) - funds awarded for tuition and educational fees for Alabama National Guard members. Students must be active and in good standing with a federally recognized unit of the Alabama National Guard.
- Scholarships
    - Academic and Endowed Scholarships - donated funds given to Stillman College students each year from private gifts made by individuals, groups, or companies. They are awarded to students based on various criteria, including major, high school attended, outstanding academic achievement, community service, leaderships, and/or financial need.
    - Athletic Scholarships - awarded to student-athletes by the Athletic Department. For information about eligibility, please contact the

administrative assistant to the Athletics Department, Mrs. Daphne Hood (dhood@stillman.edu; 205.366.8987).
    - Music Scholarships - awarded to students through the choir and band programs. For information about eligibility, please contact the Director of Choral Activities and/or the Director of Bands.
    - Merit-Based Awards - awarded to incoming freshmen as well as transfer students. Eligibility for merit-based awards is determined by the student's SAT/ACT score and GPA.
    - Outside Scholarships - awarded by organizations outside of the college. When searching for outside scholarships, students should consider the various application deadlines and application requirements. (NOTE: **Students should never pay a fee to apply for a scholarship**.)
- Work Program
    - Federal Work-Study Program - part-time jobs provided to students with financial need. Awards are up to $2,000 a semester. Students must be enrolled in at least 6 credit hours for financial aid and must meet Satisfactory Academic Progress.
- Loans
    - Federal Direct Stafford Student Loans
        - Federal subsidized loans require students to have a financial need and complete their program of study within 150% of the time needed to complete the program.
        - Federal unsubsidized loans will charge interest while students are in school. The interest can either be paid or applied to the principle.
    - Federal Direct Stafford Parent Plus Loan is made to parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid.
    - Private Loans
        - Many private lending institutions offer loans to students and families seeking assistance to meet expenses related to attendance at Stillman College. An alternative/ private loan that is not guaranteed by the federal government requires a credit check and may require a co-signer. When searching private loans, students should pay close attention to the borrower benefits, fees, interest rates, and payment options.

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 scholarships to current and first-year students. Recipients are selected from a competitive pool of students based on the academic profile and details submitted in the application. The Office of Financial Aid, which oversees institutional scholarships, considers those who demonstrate strong academic performance and engagement in high school. This determination is based on the grade point average, community service, and leadership.

Band: Scholarship funds are awarded to band students based on individual achievements. The goal of the scholarship is to award students based on individual achievements and motivate students to continue participating in the Marching Band. The Director of Bands collaborates with the Office of Financial Aid to identify students eligible for such scholarship funds.

Athletics: Athletic scholarships are a great way to pay for college, and they are awarded based on individual talent. The Department of Athletics collaborates with the Office of Financial Aid to identify students eligible for such scholarship funds.

Departmental: Academic Departments award scholarships from their prospective school, college, or academic department. These scholarships are awarded through the departments.

Transfer: Transfer scholarships are awarded to students transferring from a two-year community college based upon leadership and academic achievement at the community college and based upon those students having sufficient hours to be classified as a Stillman College junior.

Alumni: The program is designed to reward high school seniors and transfer students of alumni (family members) who graduated from Stillman College.

International: International scholarships are available to help international students pay for tuition.

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 **Mildred Davis-Brown Memorial Endowed Scholarship** was established by her brother, Nathaniel Davis of Lithonia, GA, in memory of his sister, a graduate of Stillman College and a Green County native. Eligible students must be from the state of Alabama. Preference will be given to students from Green County, who are

graduates of a Green County High School. The scholarship is open to all majors. A minimum GPA of 2.5 is required.

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 if 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 visit the Stillman website.

All Fine Arts Scholarships consist of a performance and a personal interview.

Visual Arts applicants can provide a portfolio of three to five pieces of artwork (drawing, painting, photography, sculpture, craft, or design).

Music applicants should be prepared to play scales.

Grants

Grants are awards that are not repaid. Only undergraduates who have not previously received a bachelor's degree are eligible. Most grants are awarded to those who apply for financial aid by the priority application deadline and exhibit exceptional financial need.

Federal Pell Grant

The Federal Pell Grant is based on the Expected Family Contribution (EFC), which is calculated by the Department of Education based on the information listed on the FAFSA form, the number of credit hours per semester, and the cost of attendance. If a student is enrolled for less than 12 credit hours, the Pell award is calculated as follows:

PELL GRANT AWARD CALCULATION

SEMESTER CREDIT HOURS*	PELL AWARD CALCULATED
12 or more hours	Pell semester award
9 - 11 hours	75% Pell semester award
6 - 8 hours	50% Pell semester award
5 or less hours	25% Pell semester award

*Students will need at least 15 credit hours per semester in order to graduate in 4 years

Federal Pell Grant funds are not available for certificate, special admit, transient, second degree,
non-degree, learning support, high school and graduate students. This grant is also limited to 12 fulltime semesters.

Federal Supplemental Educational Opportunity Grant

The Federal Supplemental Education Opportunity Grant is awarded based on the student's EFC number, which is determined upon completion of

the FAFSA; the student's financial need; and the funds available. FSEOG funds are not available for certificate, special admit, transient, non-degree, learning support, or high school students. Students with the lowest EFC numbers receive priority.

Teacher Education Assistance for College and Higher Education (TEACH) Grant

This federal grant provides up to $4,000 per year to students who agree to teach for four years at an elementary school, secondary school, or educational service agency that serves students from low-income families and to meet other requirements. If the service obligation is not met, the grant is converted to a Direct Unsubsidized Loan.

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.

Iraq and Afghanistan Service Grant

Like other federal grants, Iraq and Afghanistan Service Grants provide money to college or career school students to help pay their education expenses. However, Iraq and Afghanistan
Service Grants have special eligibility criteria.

You may be eligible to receive the Iraq and Afghanistan Service Grant if:

- You are not eligible for a Federal Pell Grant on the basis of your Expected Family Contribution; but
- Meet the remaining Federal Pell Grant eligibility requirements, and
- Your parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11; and
- You were under 24 years old or enrolled in college at least part-time at the time of your parent's or guardian's death.

Work-Programs

Part-time employment on campus allows students to earn money to pay for educational expenses.

Federal Work-Study Program

The Federal Work-Study Program provides part-time jobs for students with financial need. Students are paid $8.00 an hour and are limited to 19 hours a week. Students must first work in order to get paid. Awards are up to $2000 a semester.

The requirements to be eligible for the Federal Work Study program are:

- Complete the FAFSA by April 1st before the academic year starts;
- Have a financial need determined by the Office of Financial Aid;
- Be enrolled in at least 6 credit hours for financial; and
- Meet the Satisfactory Academic Progress standards.

Loans

A loan is money borrowed that must be repaid, with interest. Eligible students must be enrolled for at least 6 credit hours to receive a federal loan. A promissory note must be signed and entrance / exit counseling must be completed. Please refer to the Federal Student Guide for detailed information.

Stillman encourages students and their families to consider the debt from educational loans carefully before
accepting any loan offers. Students should review alternative options available to reduce the amount they borrow and should **borrow responsibly**.

To help students consider the debt from loans, the following bullets provide insightful steps:

- Calculate the total debt and monthly payments for loans accrued over the span of the student's entire educational career, not just one academic year.
- Compare the student's total debt to his or her projected future income. Is this a wise investment? Will the payments be manageable?
- Consider his or her loan co-signers, parents who are borrowing a Parent Plus Loan and others who may be borrowing on the student's behalf. Will those parents' and others' possible future debt payments be manageable?

Federal Direct Stafford Student Loans

These loans are backed by the federal government. Credit checks are not required. An origination fee is charged by the U. S. Department of Education and is paid from the loan disbursement. There are two types of Stafford Loans: subsidized and unsubsidized. Students must have a financial need and be able to complete their program of study within 150% of the time needed to complete the program in order to receive a subsidized Stafford Loan. The U.S. Department of Education will pay the interest on a subsidized Stafford Loan during certain enrollment periods. The interest rate is subject to change.

Federal unsubsidized loans will charge interest while in school. The interest can either be paid or applied to the principle. The interest rate is subject to change.

Federal Stafford Loans have yearly limits. The limits are:

CLASSIFICATION	DEPENDENT STUDENTS (Except students whose parents are unable to obtain PLUS loans)	INDEPENDENT STUDENTS; (And students who are unable to obtain PLUS loans)
Freshman	$5,500 – No more than $3,500 of this amount may be in subsidized loans	$9,500 – No more than $3,500 of this amount may be in subsidized loans
Sophomore	$6,500 – No more than $4,500 of this amount may be in subsidized loans	$10,500 – No more than $4,500 of this amount may be in subsidized loans
Junior/Senior	$7,500 – No more than $5,500 of this amount may be in subsidized loans	$12,500 – No more than $5,500 of this amount may be in subsidized loans
Subsidized and Unsubsidized Aggregate Loan Limits	$31,000-No more than $23,000 of this amount may be in subsidized loans	$57,500 for undergraduates - No more than $23,000 of this amount may be in subsidized loans.

The Federal Student loan is awarded during Stillman College's awarding process. Loans are awarded based on need, after grants and scholarships are awarded. If awarded, students will have the option to accept, adjust, or decline the federal student loan on Self-Service. Students must attend at least half-time (6 hours) at the time of disbursement for funds to disburse. Dropping below half-time will result in subsequent loan disbursements being canceled.

Federal Direct PLUS Loans

Federal Direct PLUS Loans are made to parents of dependent undergraduate students to help pay for educational expenses not covered by other financial aid. The borrower must be a parent of the student. Eligibility is not based on financial need, but a credit check is required. Borrowers who have an adverse credit history must meet additional requirements to qualify.

The initial payment starts approximately sixty days after the loan has been fully disbursed to the student's account. The borrower may choose to defer the payments. Federal Direct PLUS Loans are made through the William D. Ford Federal Direct Parent PLUS Loan (Direct PLUS Loan) Program. An origination fee will be charged and taken out of the loan. Interest rates are variable but capped at 9%. Students must be enrolled for at least 6 hours.

Private Loans

Many private lending institutions offer loans to students and families seeking assistance to meet expenses related to attendance at Stillman College. There are an increasing number of these loans and the terms of these loans change frequently. An alternative/private loan is not guaranteed by the federal government, requires a credit check, and may require a co-signer.

When researching private loans, students should pay close attention to the borrower benefits, fees, interest rates and payment options. To calculate the interest, lenders use the LIBOR average, Prime Rate, or 91 Day T-Bill.

Students should consider an alternative/private loan if they meet any of the following:

- They have reached the Federal Direct Loan borrowing limit;
- Have expenses that financial aid (Pell grant, federal loans, scholarships, GI Bill, etc.) does not cover;
- Have a balance from a previous semester to pay; or
- Plan on doing a study abroad program in an upcoming term.

Office of Financial Aid Satisfactory Academic Progress and Conditions of Financial Aid

To be eligible to receive Financial Aid, which includes funds from federal and state programs, students must maintain satisfactory academic progress (SAP). Stillman College (SC) is required by the U.S. Department of Education to establish minimum SAP standards to ensure the student is proceeding positively toward graduation. SAP is calculated each semester and includes all periods of the student's enrollment, including periods in which the student does not receive financial aid funds.

Students attending Stillman College must be in good academic standing and making satisfactory progress with a minimum grade point average (GPA), pace of completion rate, and maximum time frame, as stated below. Progress is checked at the end of each semester.

A. Grade Point Average Requirement (Qualitative)

Undergraduate students must maintain the following GPA requirement:

Hours Earned	Minimum Cumulative GPA
0 – 29 Hours	1.70
30 – 59 Hours	1.85
60 hours and higher	2.00
2nd Degree Students	2.00

Any student who fails to meet the GPA requirement will be placed on Financial Aid Warning but will continue to be eligible for financial aid. The student has the following semester of attendance to earn the required minimum cumulative GPA. At the end of the warning period, if the required minimum

cumulative GPA is met, the student is taken off Financial Aid Warning. If the required minimum cumulative GPA is not achieved, the student will be placed on Financial Aid Suspension during the next semester of attendance. The student will not receive financial aid assistance while on Financial Aid Suspension. The total cumulative earned hours consist of hours earned at SC and accepted transfer credits. Transfer credits are not included in the computation of the cumulative GPA for financial aid unless the credit was earned while attending other schools as a Transient Student where a student was taking classes at another institution as a degree-seeking SC student.

B. Pace of Completion (Quantitative)

A student must successfully earn a minimum of 67% of the cumulative coursework attempted at SC. Failure to complete this minimum percentage will result in a student being placed on Financial Aid Warning during the next semester of attendance. If the student completes 67% of the coursework attempted during the warning semester, the student will be taken off of Financial Aid Warning. If the student completes less than 67% of cumulative coursework attempted during the warning semester, then the student will be placed on Financial Aid Suspension for the next attending semester. The Total Earn Hours at SC divided by the Total Attempted Hours at SC must be at least 67% to maintain eligibility.

C. Maximum Time Frame

All students must complete their program of study within a maximum time frame of one-and-one-half (150%) times the length of the program in which they are enrolled. This means that once a student has attempted one-and-one-half times the minimum number of credit hours necessary for completing program requirements, the student will be ineligible to receive financial aid. Attempted hours include all attempted hours at SC and all attempted transfer credit. Most programs need 120 hours to graduate; therefore, students are no longer eligible after attempting 180 hours.

Students who have completed all the coursework for their degree but have not received the degree are no longer eligible for aid. Second-degree students must complete their second degree within the maximum 150% of the hours required for the second degree. If the time limit has been exceeded, aid eligibility ends. The student will be placed on Financial Aid Suspension status. period.

Grades

Grades of IP (in-progress), W (withdrew), and WF (withdrew failing) are not included in calculating a student's GPA but are counted as course work attempted. I (incomplete) is counted as an F. All grade changes must be submitted and processed during the first 10 days of classes of the following semester. Any changes after the first 10 days of the following semester will not be included in the SAP calculation. Learning Support grades of a D or better earned at SC are added to the Attempted and Earned hours but not in the GPA.

Repeated Hours

All repeated hours are counted in the Pace of Completion calculation; however, only the highest grade is counted in the GPA calculation.

Academic Renewal

The U. S. Department of Education does not recognize academic amnesty or academic renewal in relation to financial aid satisfactory academic progress. SC is required to include all courses and grades in evaluating a student's satisfactory academic progress. However, if there were special circumstances involved, SC may approve an SAP appeal and place the student on Financial Aid Probation.

Transfer Students

Transfer students accepted by SC, not previously enrolled at SC, will be classified as maintaining SAP for the first semester enrolled. At the end of the first semester, the student's grades will be measured in accordance with the SC's SAP policy. Transfer credits will be counted as attempted and, if accepted, earn credits for the calculation of maximum time-frame only.

Financial Aid Suspension

Once a student is on Financial Aid Suspension, the student must pay for the next attending semester at his or her own expense (alternative loans may be used). All federal and state funds are removed for the semester(s) the student is on Financial Aid Suspension. Until the student meets SAP requirements or has a successfully approved appeal, the student will remain on Financial Aid Suspension.

Appeal of Financial Aid Suspension

Students have the right to appeal their suspension of financial aid if they have extenuating circumstances that prevented them from making SAP. Extenuating circumstances are limited to 1) death or serious illness or injury to an immediate family member, 2) extended hospitalization or medical condition of the student, 3) victimization of a violent crime or natural disaster, 4) and work-related difficulties, and 5) other unexpected documented situations. Lack of transportation to school, poor class performance, and pursuit of a double or dual major are not extenuating circumstances.

The appeal must address the following: 1) the extenuating circumstances that prevented the student from meeting the Satisfactory Academic Progress (SAP) standards, 2) plan of action to resolve or control the cause for the circumstance or unit-deficiency and explain how it will not cause problems in the future. In the case of the maximum time frame, a letter from the academic advisor, Department Chair, or Dean and evidence graduation is likely to occur in the near future is needed. The SAP appeal must be submitted by the semester's deadline date in which the student plans to attend. Failure to adhere to this timeline will result in the student losing the right to appeal the financial aid suspension for that semester.

The SAP Appeals Committee will review appeals at the end of the semester after grades are posted. The SAP Appeals Committee will notify the student of the committee's decision via campus email. Decision results will be available on Self-Service. Due to FERPA, decision information cannot be given over the phone. The SAP committee decision is final. Students are free to resubmit an appeal with an updated narrative and additional documents.

Until the appeal is approved, the student should consider him or herself ineligible until notice is received otherwise. Future decisions of enrollment should be under the assumption that financial aid will not be provided and that tuition payment will be the obligation of the enrolling student.

If approved, the student will be placed on Financial Aid Probation status for the subsequent semester(s). While on Financial Aid Probation, the Office of Financial Aid may require the student to maintain a specified percentage of semester coursework, cumulative GPA, receive tutorial assistance, and/or complete an SAP Agreement. If any of the prescribed conditions are not met, eligibility will be denied. The student will be awarded based on funds available, and replacement of previously awarded funds is not guaranteed.

A student is expected to know the SAP Policy. Students' SAP status is always available for viewing online via Self-Service after final grades have been processed. The Office of Financial Aid attempts to notify students when they are on Financial Aid Suspension; however, sometimes, students do not receive notification due to circumstances beyond the Office of Financial Aid's control. If a student is not notified of the

Financial Aid Suspension, that does not excuse a student from the Financial Aid Suspension, nor does it exempt a student from appealing promptly.

Verification

Verification is a process through which the institution verifies the information you reported on your FAFSA. The Department of Education (DOE) requires all institutions to perform verification on all applicants who were selected. The verification process requires the institution to collect additional documents from the student and his/her family to verify the information provided on the FAFSA. Depending on individual situations, additional documents may be requested as needed. It is the student's responsibility to make sure the Financial Aid Office receives the items requested promptly. Failure to respond can result in loss of aid.

To allow time for accurate processing, students are to submit documents NO LATER THAN September 1st to the Office of Financial Aid for the current aid year.

**If the student does not provide the requested verification documentation within a reasonable time period that has been established, the institution may not disburse aid. Students who have not completed verification may be restricted from on-campus housing.

The failure to provide the COMPLETED requested documentation before the established deadline may result in the following:
1. Ineligibility of Title IV aid (Pell Grant, SEOG Grant, TEACH Grant, and Federal Direct Loans)
2. Delay in the disbursement of Title IV aid (Pell Grant, SEOG Grant, TEACH Grant, and Federal Direct Loans)
3. Removal of class schedule

How Does a Student Know if He/She Is Selected for Verification?

The student's Student Aid Report comments, from his or her FAFSA, will indicate if the student has been selected for Verification. The student can also find information in the college's *Self Serve* (an interactive web application that allows students to register for classes, view class schedules, access course grades, view billing information, etc.) Students will need to click on Financial Aid Activity. To see detailed information on needed documents, they will need to click on the Financial Aid Counseling Tab in *Self Serv*. Login page to *Self Serv* may be access through "My Stillman" webpage or access directly at the following link: *Stillman College Self Serv*.

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

Stillman's Mission is to foster academic excellence, to provide opportunities for diverse populations, and to maintain a strong tradition of preparing students for leadership and service. Research has shown that standardized test scores are often not strong predictors of student success in college. Therefore, the submission of standardized tests scores for admission to Stillman College is not required. First-time freshman applicants must present an official high school transcript or G.E.D. Students who believe that their high school transcript does not accurately reflect their academic potential may also submit their level of performance on the American College Test (ACT) or the Scholastic Aptitude Test of the College Entrance Examination Board (SAT).

The final decision regarding admittance is based upon a comprehensive review of the student's academic record, with an emphasis on high school GPA.

Temporary Waiver of Official High School Transcript Requirement

Stillman College **no longer** waives applicants submitting official high school transcripts. As response to the institution enduring the challenges connected with the COVID-19 pandemic, Stillman temporarily waived the requirement for applicants to submit an official high school transcript; the Office of Admissions and the Office of Financial Aid had the flexibility to admit students and process federal financial aid without high school transcripts. However, the waiver has expired, and applicants should request an official high school transcript as part of the completion of their application portfolio.

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 who do not meet all of the admissions requirements. Students must enter a specified degree program offered by the College and will be allowed one academic year of 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 GPA of 2.0 at the end of the academic year is required for continuation of enrollment.

Scholastic Aptitude Test/ American College Test

Applicants for admission to Stillman College who have not previously attended college and who have taken the American College Test (ACT) or the Scholastic Aptitude Test (SAT) may send their scores to the Office of Admissions, but applicants are not required to send their scores as part of the application for admission. The applicant's performance on these tests may be used if the applicant's high school GPA does not qualify the applicant 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 are not required to submit standardized test scores.

IT IS THE RESPONSIBILITY OF EACH APPLICANT TO ENSURE THAT THE REQUIRED CREDENTIALS ARE ON FILE AND IN ORDER PRIOR TO ARRIVAL FOR REGISTRATION.

The Admissions Staff will review the credentials of each applicant very carefully. Further review and decision will be performed by the Admissions staff if any applicant requires additional consideration. When a decision has been reached, the applicant will receive a certificate of admission or letter of notification.

International Students

Stillman College 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 the college, 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.

- Please send certified checks or money orders to the following address:
    - Attention: International Affairs
    - 3601 Stillman Blvd.
    - Tuscaloosa, AL 35401

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:

- World Education Services

  PO Box 5087

  Bowling Green Station, New York, NY 10274-5087

  Or via email at https://www.wes.org/.

- Educational Credential Evaluators (ECE) by phone at (414) 289-3400 or by email at evalece.org.

3. Current Stillman College policies require that any courses accepted for transfer must come from institutions affiliated with a regional accrediting agency located in the United States.

4. Current Stillman College policies require results from the ACT or SAT for regular degree students.

5. Current Stillman College policies require scores from the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English. Once the application for admission has 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 the student of his / her status.

7. OFFICIAL TEST SCORES OF TOEFL, SAT, OR ACT MUST BE SENT TO STILLMAN DIRECTLY FROM THE APPROPRIATE TESTING AGENCY.

FINANCIAL RESPONSIBILITY

The Department of Homeland Security regulations require 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 stationery 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.

IT IS THE STUDENT'S RESPONSIBILITY TO REMAIN ABREAST OF INTERNATIONAL POLICY AND COMMUNICATE NEEDS/CONCERNS WITH THE PDSO/DSO. Pertinent information can be found at www.studyinthestates.gov

Re-Admission

Any Stillman student (inclusive of any service member) who has been out of school one semester or more (excluding summer school) for any reason and who desires to be readmitted must submit an application for readmission at least one month prior to the beginning of the term the student 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 governed by the requirements of the catalog in effect on the date of re-entry.

Service members returning after an interruption due to active duty/deployment, training, conditioning, National Guard training, and all other activities related to military service, shall retain the same academic status held at the college prior to their departure/withdrawal due to military service. It is the responsibility of the service member or an appropriate officer of the

respective uniformed services to notify, preferably through written notice, the college of the student's military service. No matter the date of military service, the college should receive the student's intent for readmission within three years of the completion of the military service. At this point, the student (i.e., service member) shall contact the Registrar of the college and/or the personnel that works with the college's Veterans Resource Center. The Office of the Registrar by way of the Registrar will work with the Office of Admissions to assist with the re-admission process.

A student who decides to re-enter the college under a different academic program from the one they left risks extending the time to graduation.

A student who has been suspended from the college for academic deficiencies may petition the Provost/VP for Academic Affairs and the VP for Student Success by way of the Dean of Students for re-admission to the college.

**Please note that a "service member" according to the* Financial Aid Handbook *is "someone who is a member of, applies to be a member of, performs, has performed, applies to perform, or has obligations to perform, service in the uniformed services"* (Vol. 2 Ch. 3).

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 (GED) Test of the American Council on Education (ACE). The results of GED Test must be sent directly to the Office of Admissions by the agency administering the exam.

To know more about the GED Testing Services, applicants may visit the following link: ACE's GED Testing Services.

To complete the GED Test, applicants may visit the following link: The GED Test.

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. Stillman College does not accept transfer credits from third-party platforms.

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 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 and Early College Start

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.

Early College Start (i.e., Dual Enrollment)

Stillman College allows students to earn both high school and college credit in select courses--an opportunity that is referred to as "Early College Start" or "Dual Enrollment." To view the full list of courses, please click on the following link to visit our webpage, "Dual Enrollment Program." The college offers two types of dual enrollment:

1. Dual Enrollment through partnerships with local school districts (via Elevate Tuscaloosa's Dual Enrollment Scholarship Program)
2. Independent Dual Enrollment for students wanting to pursue college courses on their own (i.e., independent dual enrollment applicants may apply to Stillman's fall, spring, or summer semesters). All students enrolled in the Independent Dual Enrollment Program are responsible for the cost of all tuition and fees.

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, attend all class meetings, and 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), the International Baccalaureate Program (IB), 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.

The College receives transfer credits from an accredited institution of higher learning when the student provides an official transcript of the academic work from the institution awarding the credit.

Stillman College will accept the transfer of credit from a third party platform such as online educational companies only when the two following stipulations have been satisfied:

- The student has already attempted the course at Stillman without success.
- The student has received written permission to enroll in the course by the College Administration using the Request for External Study form.

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 (https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/Military-Guide-Online.aspx).

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.

For more information about the College-Level Examination Program, students may visit https://clep.collegeboard.org/.

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

International Baccalaureate (IB)

A minimum score of 3, whether at the standard level or high level from the IB program, is required to receive Stillman College credit. The Registrar, in consultation with the department concerned, shall determine how the credit is to be identified on the student's permanent record. Credit for IB courses may be used to satisfy general education requirements and elective credit. Whether or not IB 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.

Credit for Prior Learning Experiences

Any student interested in pursuing Credit(s) for Prior Learning Experiences should consider the following steps:

1. Contact the Provost to discuss the possibility of earning credit(s) for prior learning. This preliminary discussion wherein the student describes the course(s) he or she believes warrants credits for prior learning will determine whether the student's experience warrants a formal assessment by faculty who oversee the identified courses.
2. If the Provost approves, the student must receive permission from the Provost to visit the Business Office or contact the Business Office to pay a non-refundable fee of $50 per course credit sought.
3. The student is provided a signed copy of the petition to take to the academic department appropriate to the course(s) being requested.
4. The Department Chair assigns a faculty member (or faculty members--depending on the type of courses) to assist the student in preparing a portfolio to document the

learning experiences' connection to the course's (or courses') student learning outcomes.

5. The student's portfolio compiles evidence of his/her learned experiences as they relate to the college-level curriculum or competencies and educational objectives as well as career objectives.
6. The Department Chair reviews the portfolio in consultation with the faculty and makes a recommendation to the School Dean concerning the portfolio's acceptance.
7. The School Dean reviews the portfolio along with the recommendation from the Department Chair and makes a decision about whether the course credits will be granted or denied.
8. If the portfolio is approved, the School Dean provides to the Registrar the signed Petition for Credit for Prior Learning Experience form for processing and notifies the student. If the portfolio is denied, the student will receive an explanation in writing by the School Dean.

Guidelines for building the Credit(s) for Prior Learning Experience portfolio may be obtained from the Office of the Provost and Vice President for Academic Affairs.

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. Credit(s) 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 three required components—the general education curriculum, the major field curriculum, and the general electives curriculum. All three components are required in order for a student to reach the minimum 120 credit hours to be eligible for earning a bachelor's degree. The number of general elective credit hours varies depending on the student's chosen major. 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. Childhood Education and Instructional Development
6. Criminal Justice
7. Elementary Education
8. English
9. Interdisciplinary Studies
10. Human Performance
11. History
12. Journalism
13. Mathematics
14. Music
15. Psychology
16. Religion
17. Special Education
18. Sport Management
19. 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; however, if ENG 131-132 have been completed, the latter sequence serves as a substitution for ENG 199-200.

** Students majoring in Business, Biology, Chemistry, Criminal Justice, Psychology, or Mathematics will take MAT 131: Algebra

*** Students majoring in Biology take PHY 243 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 fall and spring semesters also contain split terms of eight weeks each, and these terms primarily make up the institution's Stillman Online course offerings. The first eight-week term begins on the same day as the full term and concludes eight weeks later. The second eight-week term begins in the ninth week and concludes on the same dates as the full term's final dates. 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”).

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

A minimum of 12 credit hours is required for students to be eligible to receive financial aid. Stillman College encourages students to take a minimum of 15 credit hours during the Fall and Spring semesters to graduate in a timely manner and to receive scholarships. 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. For instance, if a student registers for 6 credit hours in the first five-week summer term, he or she may register up to 7 credit hours in the second five-week summer term. Overall, 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 (earned)	0.0
FA (Failure due to absences)	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 eighth 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).

Academic Warning, Probation, and Suspension Standards

If a student's cumulative grade point average (GPA) falls below a 2.0, that student is placed on Academic Warning and the student will not be allowed to take more than 13 hours during the next semester. If the student's cumulative GPA remains below a 2.0 at the end of the second semester, the student is placed on Academic Probation and the student will not be allowed to take more than 13 hours during the next semester. If the student has been on Academic Probation for two consecutive semesters and the GPA is still below 2.0, then the student may be suspended from Stillman. Academic suspension normally lasts one semester. A student who receives an official notice of suspension may appeal that suspension by submitting a petition letter to the Vice President for Academic Affairs.

Appealing a Notice of Suspension

A student who wishes to appeal a notice of suspension must submit that appeal within fourteen (14) calendar days of receipt of the notice. The suspension will remain in force until any appeal has been decided. An appeal must include the following information:

- Statement of reason for appeal
- Explanation of circumstances or conditions that have affected academic performance.
- Documentation of circumstances beyond student control.
- Explanation of what student will do to address the past challenges to academic performance.
- Signature of student and an academic administrator (Dean of School or Department Chair, and Dean of Retention).

The Appeal of Academic Suspension can be submitted in paper copy to the Office of Academic Affairs or by email attachment in PDF with all relevant signatures sent to The Vice President for Academic Affairs (provost@stillman.edu). All appeals must be received thirty (30) days prior to the start of the academic term for which the student is petitioning to register.

Questions regarding academic suspension or filing an appeal of academic suspension can be directed to the Office of Academic Affairs or to the Dean of Retention in the Academic Success Center.

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 or approximately six (6) years. 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. This may require the student to pay out of pocket for classes. 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. Once notices are sent to students by Stillman email, the student has 7 days to file the appeal. 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 one week 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 the Director of Financial Aid or mailed to:

Director of Financial Aid
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. With the assistance of an academic advisor, a student may retrieve the Academic Bankruptcy petition, complete the form, and get the academic advisor's signature. The Provost & Vice President for Academic Affairs must receive the petition no later than one year after the end of the applicable semester. Following the instructions on the petition form, the student must demonstrate unusual circumstances beyond the student's control during the semester in question, and submit relevant supporting documentation and a copy of the student's transcript The decision of the Bankruptcy Committee and the Provost are final. 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 complete the Sophomore Proficiency Examination during their matriculation at the college. To be eligible to to complete the Sophomore Proficiency Examination, students must have completed at least 60 credit hours. After which, it is the responsibility of the student to register for the Sophomore Proficiency Examination through the Academic Success Center (located on the lower level of Batchelor Hall). The Examination is one of the requirements for graduation.

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, 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 the GEC 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 Exit 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. The examination is referred to as the Senior Departmental Exit Examination. Each academic department establishes the requirements of the Senior Departmental Exit Examination and determine the nature, content, and proficiency level students must obtain on the examinations. Students must register through their academic departments to take the senior examination at least one semester prior to their anticipated semester of graduation. Academic department 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 (A&S) serves the mission of the College via its central role in providing the instruction and the experiences that define a liberal arts education. The School of A&S consists of the Departments of English, Journalism, and Media Communications; 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 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, Entrepreneurship, and Computational and Information Sciences

The mission of the School of Business, Entrepreneurship, and Computational and Information Sciences (BECIS) 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
- Department of Computational and Information Sciences
  - Mathematics 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; Fine Arts; and Kinesiology. Majors or certifications are offered in

each of the areas. Preparation for secondary education certification is also provided for students who major in Mathematics, History (Social Studies), English (Language Arts), Biology (General Science), Art, and Music. 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 Fine Arts
  - Art and Art Education major
  - Music and Music Education major
- Department of Education
  - Elementary Education major
  - Special Education major
  - Childhood Education & Instructional Development [Hybrid] major
- Department of Kinesiology
  - Human Performance major
  - Sport Management major

Art and Art Education

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 and may choose 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.

Art Education Certification Program

Click here for Procedures for admission to STEP and contact information.

ART and ART EDUCATION

Mission Statement

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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.

Senior Exhibition

The senior exhibition is a professional gallery presentation given by each art major in their final semester. 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 artist's statement. The artist will be required to professionally prepare and install all works for this exhibition.

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.

In addition to the above Outcomes, students completing the Art Education - Visual Arts P-12 certification program will enjoy the following:

Student Learning Outcomes:

- Question and analyze concepts, theories, structures, and models in the teaching fields while acquiring the requisite knowledge, skills and dispositions to help art students learn.
- Identify, organize, and integrate knowledge, skills, and resources for scholarly growth as well as planning meaningful learning experiences in inclusive P-12 art classrooms.
- Translate instructional plans into active and meaningful learning experiences while engaging in reflection to refine and improve his or her art practice.
- Actively collaborate with the community of educators, students, and other stakeholders to support and enrich the educational process for all art students.

Program Outcomes:

- Apply knowledge and learning at the appropriate progression levels. Candidates demonstrate knowledge of and can apply critical concepts and principles of learner development, learning differences, creating safe and supportive learning environments in order to work effectively with diverse P-12 art students and their families.
- Apply content knowledge in the development of equitable and inclusive learning experiences for diverse P-12 art students and their families.
- Apply knowledge of standards relating to instructional practices at the appropriate program levels. Candidates can assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 art students and their families. Candidates model and apply national and /or state approved technology standards to engage and improve learning for all students.
- Apply knowledge of professional responsibility at the appropriate progression levels. Candidates engage in professional learning, act ethically, take responsibility for student learning, and collaborate with others, to work effectively with diverse P-12 art students and their families.

CAREER OPTIONS

Artist
Galleries
Museums
Arts organizations
Art educator

Degree Type
Bachelor of Arts

Major Area Course Requirements

The major in Art consists of 36 hours (15 hours of required courses and 21 hours of Art electives). The following courses are required for the major:

Item #	Title	Credits
ART 131	2D Design	3
ART 134	3D Design	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

Certification in Art Education Requirements

In addition to the above major area requirements, the following Stillman Teacher Education Program (STEP) professional studies courses are required for secondary certification in Art Education - Visual Arts P-12 (32 credits):

Item #	Title	Credits
EDU 230	Integrating Technology in Education	3
EDU 232	Foundations of Education	3
EDU 330	Educating Exceptional Children/Adolescents	3
EDU 432	Assessment and Evaluation	3
PSY 332	Educational Psychology	3
SED 431	Methods/Materials for Teaching Visual Arts	3
SED 433	Methods of Teaching Reading in the Content Areas	3
SED 491	Secondary Teacher Candidacy Internship (P-12)	12
	Total Credits	69

FRESHMAN YEAR Fall Semester

Item #	Title	Credits
ART 131	2D Design	3
ENG 131	English Composition I	3
HIS 131	Foundations of World Civilization	3
HUM 130	African American Heritage	3
REL 131	Introduction to the Old Testament	3
STI 111	Orientation	1

FRESHMAN YEAR Spring Semester

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

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
	Art Elective	3
	300/400-level Art	3
MAT 131	Algebra	3
BIO 131	Life Science	3
CSC 121	Critical Thinking in Digital Age	2
BUS 210	Financial Literacy	1

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
	300/400-level Art	3
SPE 232	Public Speaking	3
PHY 131	Physical Science	3
PSY 230	Introduction to Psychology	3
EDU 232	Foundations of Education	3

JUNIOR YEAR Fall Semester

Item #	Title	Credits
ART 331	Art History I	3
	300/400-level Art	3
PHY 131	Physical Science	3
EDU 230	Integrating Technology in Education	3
	200/300-level Religion	3
EDU 310	Test Taking Strategies	1

JUNIOR YEAR Spring Semester

Item #	Title	Credits
ART 332	Art History II	3
	300/400-level Art	3
EDU 432	Assessment and Evaluation	3
	200/300-level Religion	3
SED 433	Methods of Teaching Reading in the Content Areas	3

SENIOR YEAR Fall Semester

Item #	Title	Credits
	300/400-level Art	3
PSY 332	Educational Psychology	3
LOG 330	Logic	3
EDU 330	Educating Exceptional Children/Adolescents	3
SED 431	Methods/Materials for Teaching Visual Arts	3

SENIOR YEAR Spring Semester

Item #	Title	Credits
ART 401	Senior Exhibition	0
SED 491	Secondary Teacher Candidacy Internship (P-12)	12
	General Elective (2 credits)	2

Art Major
Department of Fine Arts

In the Department of Fine Arts, students gain advanced theoretical, performance, and production competencies for careers as educators and practitioners in the fine arts and music, and for further study for graduate degrees. Successful students will graduate with a baccalaureate degree in one of the department's three fields of focus and the 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 Fine Arts Department offers a broad liberal arts degree program, combining general education with studies in pedagogy and the practice of art and music. 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 thesis and exhibition or recital. Also, the Alabama State Department of Education requires students to maintain a minimum GPA of 2.5 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 in discovering their voice, refining their talents, and making 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 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 to 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 and may choose 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 the major in Art. Note that if a student is pursuing the Certification in Art Education, the ideal sequence will be different, to accommodate STEP classes. Your advisor or the department chair will be able to provide details.

Degree Type

Bachelor of Arts

Major in Art

Required courses for the major in Art

The major in Art consists of 36 hours: 15 hours of required courses and 21 hours of Art elective courses.

Item #	Title	Credits
ART 131	2D Design	3
ART 134	3D Design	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

Minor in Art

Required courses for the minor in Art

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

Item #	Title	Credits
ART 131	2D Design	3
ART 132	Drawing I	3
ART 331	Art History I	3
ART 332	Art History II	3
	300/400-level Art	3
	300/400-level Art	3
	Total Credits	54

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	2D Design	3
HIS 131	Foundations of World Civilization	3
STI 111	Orientation	1

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	3D Design	3
ART 132	Drawing I	3
STI 114	Orientation II	1

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
MAT 131	Algebra	3
BIO 131	Life Science	3
	Art Elective	3
CSC 121	Critical Thinking in Digital Age	2
	Art Elective	3

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

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

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

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

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

Biology

Biology Major

BIOLOGY MAJOR
Student Learning Outcomes

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

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 be able to perform the following:

1. Matriculate to graduate and professionals schools or accept employment within the field of biological sciences.

2. Participate in an extracurricular research experience.

3. Pass the Senior Exit Examination on the first attempt.

Students who major in Biology also can seek secondary education certification in General Science by taking the identified courses in Education and completing the GPA and testing requirements for certification. Students interested in this option should speak with their academic advisors as well as with the Dean of the School of Education and/or a faculty member in the Department of Education.

Degree 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

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
	Total Credits	59

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

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	Critical Thinking in Digital Age	2
STI 114	Orientation II	1

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

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

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

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

SENIOR YEAR Fall Semester

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

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

Biomedical Science (Pre-Medicine) Program

Stillman's Biomedical Science (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 biomedical graduate and professional programs (medical, dental, pharmacy, optometry, etc.) while majoring in a specific discipline. To pursue a biomedical science course of study at Stillman, one may elect a program leading to a biology or chemistry degree. Stillman College students who successfully complete its rigorous Biomedical Science Program will meet the requirements for admission to medical school and other professional programs and will possess the skills necessary for further success in that direction.

Several (but not all) courses offered by the Department of Natural Sciences--courses that contribute to the Biomedical Science Program curriculum--are listed below:

- BMS 220: Introduction to Biomedical Sciences
- BMS 235: Introduction to Biostatistics
- BMS 337: Cancer Biology
- BMS 430: Public Health
- BMS 434: Biochemistry II Metabolic Pathways & Clinical Applications
- BMS 435: Medical Terminology

Criteria for admission to the Biomedical Science Program include a minimum GPA of 3.0 and appropriate high school courses in math, biology, chemistry, and physics.

Anyone interested receiving additional information about the Biomedical Science Program should contact the Chair of the Department of Natural Sciences, Dr. Tasha Drake at tdrake@stillman.edu.

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

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

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
BIO 231	Zoology	3
CSC 121	Critical Thinking in Digital Age	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

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

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

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

SENIOR YEAR Fall Semester

Item #	Title	Credits
BIO 349	Microbiology	4
BIO 448	Cell Physiology	4
BMS 235	Introduction to Biostatistics	3
	General Elective (2 credits)	2

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

Biomedical Science (Pre-medicine) Program

Stillman's Biomedical Science (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 biomedical graduate and professional programs (medical, dental, pharmacy, optometry, etc.) while majoring in a specific discipline. To pursue a biomedical science course of study at Stillman, one may elect a program leading to a biology or chemistry degree. Stillman College students who successfully complete its rigorous Biomedical Science Program will meet the requirements for admission to medical school, and other professional program, and will possess the skills necessary for further success in that direction.

Criteria for admission to the Biomedical Science Program include a minimum GPA of 3.0, and appropriate high school courses in math, biology, chemistry, and physics.

Persons interested in additional information about the Biomedical Science Program should contact the Chair of the Department of Natural Sciences, Dr. Moses Darpolor, mdarpolor@stillman.edu.

Total Credits	0

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) Cyber Security; (3) Management; (4) Marketing; or (5) 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 51 semester hours of business related courses
- earn 18-21 semester hours in a designated area of concentration

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
- Cyber Security
- Management
- Marketing
- Supply Chain Management and Logistics

Semester Plan

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

Degree Type
Bachelor of Science

Major in Business Administration

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 233	Principles of Macroeconomics	3
BUS 234	Principles of Microeconomics	3
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 420	Business Seminar	2
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

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
	Total Credits	72

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

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

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
BUS 211	Professional Development	1
MAT 133	Business Calculus	3
BUS 210	Financial Literacy	1

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

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 338	Statistics I: Descriptive Statistics	3

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

Accounting Concentration SENIOR YEAR Fall Semester

Item #	Title	Credits
ACC 435	Cost Accounting	3
ACC 434	Income Tax Procedures	3
BUS 433	Business Finance	3
MGT 439	Strategic Management	3

Accounting Concentration SENIOR YEAR Spring Semester

Item #	Title	Credits
ACC 436	Governmental Accounting	3
ACC 430	Computerized Accounting	3
BUS 420	Business Seminar	2
	300-level Religion	3
	General Elective (3 credits)	3

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

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

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
	General Elective (3 credits)	3
	Related Elective	1

Management Concentration SENIOR YEAR Spring Semester

Item #	Title	Credits
MGT 439	Strategic Management	3
MGT 435	Operations Management	3
BUS 434	Investments	3
BUS 420	Business Seminar	2
	General Elective (3 credits)	3

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
	300-level Religion	3

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

Marketing Concentration SENIOR YEAR Fall Semester

Item #	Title	Credits
MKT 335	Consumer Behavior	3
BUS 433	Business Finance	3
MKT 430	Marketing Research	3
	General Elective (3 credits)	3
	Related Elective	1

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
BUS 420	Business Seminar	2

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

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

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
	General Elective (3 credits)	3
	Related Elective	1

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
	General Elective (3 credits)	3
BUS 420	Business Seminar	2

Cyber Security Concentration JUNIOR YEAR Fall Semester

Item #	Title	Credits
BUS 333	Business Law and Ethics	3
MKT 331	Principles of Marketing	3
CIT 302	Cybersecurity Landscape and Cyber Resilience	3
MGT 334	Principles of Management	3
BUS 338	Statistics I: Descriptive Statistics	3

Cyber Security Concentration JUNIOR YEAR Spring Semester

Item #	Title	Credits
BUS 339	Statistics II: Inferential Statistics	3
CIT 310	Network Security and Mobile and IoT Security	3
MGT 336	Entrepreneurship and Small Business Management	3
BUS 335	International Business	3
CIT 320	Cyber Threat Intelligence	3
EDU 310	Test Taking Strategies	1

Cyber Security Concentration SENIOR YEAR Fall Semester

Item #	Title	Credits
LOG 330	Logic	3
CIT 401	Application Security	3
BUS 433	Business Finance	3
MGT 439	Strategic Management	3
CIT 411	Data Security and Cloud Security	3

Cyber Security Concentration SENIOR YEAR Spring Semester

Item #	Title	Credits
BUS 420	Business Seminar	2
	300-level Religion	3
CIT 421	Cyber Security Intelligence	3
CIT 431	Security Operations Center	3
	Related Elective	1

Chemistry

Chemistry Major

CHEMISTRY MAJOR

Student Learning Outcomes

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

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 be able to perform the following:

1. Matriculate to graduate and professionals schools or accept employment within the field of chemistry.

2. Participate in an extracurricular research experience.

3. Pass the Senior Exit Examination on the first attempt.

Degree 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

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
BMS 434	Biochemistry II Metabolic Pathways & Clinical Applications	3

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
	Total Credits	49-50

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

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	Critical Thinking in Digital Age	2
STI 114	Orientation II	1

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

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

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

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

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

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

Collaborative Education

The Collaborative Education K-6, a special education program, is designed to prepare pre-service teachers with the knowledge and skills necessary to meet the needs of diverse students, 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 Education K-6 Program take courses that introduce them to a variety of exceptionalities. Students become aware of the critical issues relevant special education and services to exceptional children.

Collaborative Education Major

COLLABORATIVE EDUCATION MAJOR
Collaborative Education K-6

Collaborative Education K-6, a special education program, is designed to prepare pre-service teachers with the knowledge and skills necessary to meet the of exceptional students as identified under the Individuals with Disabilities Education Act (IDEA). Students take courses that introduce them to a variety of exceptionalities and awareness to 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. Upon completion of this program, students are eligible to apply for certification in Collaborative Education K-6. Each of the courses include field experiences in an inclusive and diverse classrooms.

Student Learning Outcomes

Upon the completion of a major in Collaborative Education, students can:

1. Question and analyze concepts, theories, structures, and models in the teaching fields while acquiring the requisite knowledge, skills and dispositions to help exceptional students learn.
2. Identify, organize, and integrate knowledge, skills, and resources for scholarly growth as well as planning meaningful learning experiences in inclusive K-6 classrooms.
3. Translate instructional plans into active and meaningful learning experiences while engaging in reflection to refine and improve his or her practice.
4. Actively collaborate with the community of educators, students, and other stakeholders to support and enrich the educational process for all students.

Program Outcomes

As a result of successful completion of the Collaborative Education Program, candidates can:

1. Apply knowledge and learning at the appropriate progression levels. Candidates demonstrate knowledge of and can apply critical concepts and principles of learner development, learning differences, creating safe and supportive earning environment in order to work effectively with diverse K-6 exceptional students and their families.

2. Apply content knowledge in the development of equitable and inclusive learning experiences for diverse and exceptional K-6 students and their families.

3. Apply knowledge of standards relating to instructional practices at the appropriate program levels. Candidates can assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse and exceptional K-6 students and their families. Candidate model and apply national and /or state approved technology standards to engage and improve learning for all students.

4. Apply knowledge of professional responsibility at the appropriate progression levels. Candidates engage in professional learning, act ethically, take responsibility for student learning, and collaborate with others, to work effectively with diverse and exceptional K-6 students and their families.

Semester Plan

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

Programs: Collaborative Education

Type: Bachelor of Science

Degree Type
Bachelor of Science

Major in Collaborative Education

Required courses for the major in Collaborative Education

The following courses are required for the major in Collaborative 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
SPED 490	Internship for Collaborative Special Education - K-6	12
	Total Credits	44

Major in Collaborative 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

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

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

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

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

JUNIOR YEAR Spring Semester Block I

Item #	Title	Credits
EDU 432	Assessment and Evaluation	3
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

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
EDU 420	Senior Thesis in Education	2

SENIOR YEAR Spring Semester

Item #	Title	Credits
SPED 490	Internship for Collaborative Special Education - K-6	12

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 history 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 also might 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 perform the following:

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 be able to perform the following:

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.

Degree 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 333	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
HIS 132	Foundations of American Civilization	3
PSY 334	Psychopathology	3
PSY 335	Social Psychology	3
MAT 132	Trigonometry and Analytic Geometry	3
MAT 233	Introduction to Statistics	3
	Total Credits	51

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

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

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
GEO 231	World Regional Geography	3
PHY 131	Physical Science	3
CSC 121	Critical Thinking in Digital Age	2
CJ 131	Introduction to Criminal Justice	3
BUS 233	Principles of Macroeconomics	3
HPR 121	Lifetime Wellness	2

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
HIS 132	Foundations of American Civilization	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

JUNIOR YEAR Fall Semester

Item #	Title	Credits
CJ 232	Community Based Corrections	3
PSY 334	Psychopathology	3
CJ 333	Corrections	3
	300-level Religion	3
MAT 233	Introduction to Statistics	3

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

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

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

Elementary Education

Elementary Education K-6 Departments in the School of Education

All departments of education are housed within the School of Education. Departments and programs include, Stillman Teacher Education Program (STEP), Elementary Education K-6, Collaborative Education K-6, General Science / Biology 6-12, English Language Arts 6-12, Social Science /History 6-12, and Mathematics, 6-12. The major function of the department is the preparation of students committed to excellence and to become competent teachers. The mandate is to provide students with the knowledge, skills, dispositions, curriculum, technology, methods of teaching, assessing and evaluating, field experiences, and self assessment. This mandate fosters student interests and abilities 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 both the School of Education's and Stillman College's mission to provide quality leadership and service to society.

ELEMENTARY EDUCATION MAJOR

Student Learning Outcomes:

Upon the completion of a major in Elementary Education, students can:

1. Question and analyze concepts, theories, structures, and models in the teaching fields while acquiring the requisite knowledge, skills and dispositions to help exceptional students learn.

2. Identify, organize, and integrate knowledge, skills, and resources for scholarly growth as well as planning meaningful learning experiences in inclusive K-6 classrooms.

3. Translate instructional plans into active and meaningful learning experiences while engaging in reflection to refine and improve his or her practice.

4. Actively collaborate with the community of educators, students, and other stakeholders to support and enrich the educational process for all students.

Program Outcomes:

1. Apply knowledge and learning at the appropriate progression levels. Candidates demonstrate knowledge of and can apply critical concepts and principles of learner development, learning differences, creating safe and supportive earning environment in order to work effectively with diverse K-6 exceptional students and their families.

2. Apply content knowledge in the development of equitable and inclusive learning experiences for diverse and exceptional K-6 students and their families.

3. Apply knowledge of standards relating to instructional practices at the appropriate program levels. Candidates can assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse and exceptional K-6 students and their families. Candidate model and apply national and /or state approved technology standards to engage and improve learning for all students.

4. Apply knowledge of professional responsibility at the appropriate progression levels. Candidates engage in professional learning, act ethically, take responsibility for student learning, and collaborate with others, to work effectively with diverse and exceptional K-6 students and their families.

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

The Stillman Teacher Education Program (STEP), administered through the School of Education, offers preparation for candidates who wish to become teachers at the elementary, collaborative education, physical education, 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.

STILLMAN TEACHER EDUCATION PROGRAM (STEP)

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 Collaborative 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 highly effective professional preparation.

HYBRID Program Delivery

The Stillman Teacher Education Program (STEP) including Elementary Education, Collaborative Education, and the Childhood Education and Instructional Development programs are also offered in a Hybrid format with many of the General Education Core, the subject matter content, and some of the Professional courses available in fully online instructional modes. Students interested in the Hybrid delivery option will still need to complete the Methods and Field courses in traditional classroom modes. Students interested in the Hybrid option should contact the Dean of the School of Education to discuss how to enroll.

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 2.50 in teaching-field courses, and 2.50 in all professional studies 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 are 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 available in the Office of Teacher Education.
- Documentation of clear fingerprint and criminal background check conducted through the Alabama State Department of Education
- The Teacher Education Program Handbook, published 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 department. 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 can 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 requirement. A student who violates this requirement 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 2.50 GPA in general studies, professional studies, and the teaching field.

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 should note that STEP evaluates several items as their academic progress indicators including, grade point average; recommendation forms from previous instructors, autobiographical statement and a philosophy of teaching. These items are evaluated to determine the candidate's knowledge, skills, and disposition. 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 admitted to STEP, additional assessments are required to ensure that program and student outcomes are successfully met throughout the program. Other requirements include:

- Completion of the Disposition Survey, aligned with the Alabama Educator Code of Ethics as well as institutional policies.
- Proof of Clear (ALSDE) background check
- Membership in Student Alabama Education Association (SAEA) and Professional Liability Insurance offered through SAEA
- Recommendation of advisor and department chair.
- A minimum overall grade-point average of 2.50 on all work attempted at Stillman College and a minimum program grade-point average of 2.50. (including transfer work).
- A minimum grade point average of 2.50 in professional studies (including transfer work), no grade below "C" is acceptable.

- A minimum grade-point average of 2.50 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 Educative Teacher Performance Assessment (edTPA) during internship, which is required for graduation and certification.

Internship

Praxis II is a product of the Educational Testing Service (ETS). It 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. Teacher candidates are required to pass all Praxis II Examinations prior to internship. Additionally, candidates complete an application for internship. The process evaluates the candidates' successes since their admittance to STEP and prior to placement for internship. Teacher candidates are required to maintain a 2.50 GPA or better in general studies, professional studies, and the teaching field. 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. Teacher Candidates also complete a portfolio during the internship. Internship is the capstone of each of our education programs, lasting one full semester (excluding the summer terms). Candidates are not permitted to take any other coursework during internship.

Warrant Statement

Consistent with the policies of the Alabama State Department of Education, School of Education at the Stillman College warranties 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 2.50, or the transcript GPA drops below 2.50. 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 required 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 Education. An overall grade point average (GPA) of 2.50 in general studies, professional studies, and the teaching field is required. The school, in cooperation with area school systems, has

developed a comprehensive program of field experiences in a diverse school settings. These experiences require extensive involvement in schools outside of class. Transportation is the responsibility of the students.

Available Program Checklists

Candidates are required to maintain personal advising folders, containing 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 State. 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.

Degree 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).

Item #	Title	Credits
EDU 230	Integrating Technology in Education	3
EDU 232	Foundations of Education	3
EDU 330	Educating Exceptional Children/Adolescents	3
EDU 432	Assessment and Evaluation	3
EDU 300 Classroom Management		3

Secondary Education Courses

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 432	Assessment and Evaluation	3
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

Teacher Candidate Internship

The Student Teacher Internship represent the capstone or culminating experience in the Stillman Teacher Education Program (STEP) in preparation of ethical and professional prospective teachers. Our teacher candidates are in Transition Point 4 (Exit Clinical Experiences). The teacher candidates graduate as knowledgeable and reflective practitioners. The course provides supervised internship in diverse public and private schools. Internship is one full semester.

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
SPED 490	Internship for Collaborative Special Education - K-6	12

Electives

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

Item #	Title	Credits
EDU 300	Classroom Management	3
EED 300	Management and Communication	3
	Total Credits	60

Elementary Education FRESHMAN YEAR Fall Semester

Freshman takes General Studies Courses.
Transition Point 1 (Pre-entry)

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

FRESHMAN YEAR Spring Semester

Transition Point 1 (Pre-Entry)

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

SOPHOMORE YEAR Fall Semester

General Studies Courses continuation and transition point 1.

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

SOPHOMORE YEAR Spring Semester

Transition Point I (Pre- Entry). Students must complete 60 hours in General Studies.

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

JUNIOR YEAR Fall Semester

Transition Point II and Transition III

Admission to STEP and beginning of Field Experience

Students must maintain a 2.5 GPA or better (C average) in coursework.

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

JUNIOR YEAR Spring Semester

Transition Point III (Clinical)

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
EDU 432	Assessment and Evaluation	3

SENIOR YEAR Fall Semester

Transition Point III (Admission to Clinical Experiences)

Candidates begin to apply for Internship and are required to maintain a GPA of 2.5 in coursework.

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
EDU 300 Classroom Management		3

SENIOR YEAR Spring Semester

Transition Point IV (Exit Clinical Experiences) and Transition Point V (Program Completion)

Candidates must meet all program requirements and have a GPA of 2.5 or better in all coursework.

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

Elementary Education

Childhood Education & Instructional Development [Hybrid]

This program is designed to attract students who want to work with children but do not want to pursue teacher certification. Students successfully completing this degree will not gain teacher licensure from this program.

This degree is for:

- Students seeking a bachelor's degree in Childhood Education & Instructional Development (noncertification)
- Students seeking employment opportunities at a daycare, learning center, outreach program, tutorial program, or staff positions in school settings

Degree Type

Bachelor of Science

Humanities

Item #	Title	Credits
HUM 130	African American Heritage	3
ENG 131	English Composition I	3
ENG 132	English Composition II	3
SPE 232	Public Speaking	3

Social Studies

Item #	Title	Credits
HIS 131	Foundations of World Civilization	3
HIS 132	Foundations of American Civilization	3
PSY 230	Introduction to Psychology	3
	Social Science Elective	3

Science

Item #	Title	Credits
BIO 141	General Biology for Majors I	4
BIO 143	Biology for Education Majors I	4
BIO 144	Biology for Education Majors II	4

Mathematics

Item #	Title	Credits
MAT 131	Algebra	3
MAT 132	Trigonometry and Analytic Geometry	3
MAT 130	Mathematics for Education Majors I	3
MAT 230	Mathematics for Education Majors II	3

Other

Item #	Title	Credits
HPR 121	Lifetime Wellness	2
	REL Courses (6-12 Credits)	6-12
BUS 210	Financial Literacy	1
EDU 310	Test Taking Strategies	1
STI 111	Orientation	1
STI 114	Orientation II	1
	PSY 232 or Advisor Approved Elective	3

Professional Courses/Instructional Development Courses

Item #	Title	Credits
EDU 232	Foundations of Education	3
EED 300	Management and Communication	3
EDU 330	Educating Exceptional Children/Adolescents	3
	PSY 233 or Advisor Approved Elective	3

Professional Courses/Instructional Development Courses

Item #	Title	Credits
EDU 230	Integrating Technology in Education	3
EDU 432	Assessment and Evaluation	3
EDU 235	Expression Through the Arts	3
EDU 334	Literature for Children and Youth	3
EDU 420	Senior Thesis in Education	2

Block I Instructional Courses (Non-certification Block)

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

Block II Instructional Courses (Non-certification Block

Item #	Title	Credits
EED 430	Elementary Curriculum and Teaching	3
EED 431	Methods/Materials for Teaching Mathematics	3
EED 435	Methods/Materials for Teaching Social Studies	3
EED 437	Methods/Materials of Teaching Science and Health	3
	Advisor Approved SPED OR PSY 300 or 400 level course	3
	Total Credits	121

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.

English Major
School of Arts and Sciences

The School of Arts and Sciences (A&S) serves the mission of the College via its central role in providing the instruction and the experiences that define a liberal arts education. The School of A&S consists of the Departments of English, Journalism, and Media Communications; 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 an area of the School of A&S 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. Students who major in English also can seek secondary education certification in Language Arts by taking the identified courses in Education and completing the GPA and testing requirements for certification. Students interested in this option should speak with their academic advisors as well as with the Dean of the School of Education and/or a faculty member in the Department of Education.

Semester Plan

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

Degree 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 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

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
	Total Credits	51

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

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 200	English Composition II for English and Journalism Majors	3
CSC 121	Critical Thinking in Digital Age	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

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

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

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

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

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

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

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.

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	Critical Thinking in Digital Age	2
REL 131	Introduction to the Old Testament	3
STI 111	Orientation	1
MAT 131	Algebra	3

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

SOPHOMORE YEAR Fall Semester

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

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

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

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

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

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

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.

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
	Total Credits	53-54

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

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

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

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

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

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

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

SENIOR YEAR Spring Semester

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

History

History Major

HISTORY MAJOR

History is among the longest-standing majors at Stillman because it allows insight into the journeys of people and civilizations. History majors will discover a lot of both during their Stillman careers with major courses in, among other topics, World History, African History, Latin American History, and African American History. Majors also have the opportunity to participate in an internship with placements at the Sheppard Library on the Stillman campus and at the Murphy African American Museum and the Children's Hands-on Museum in the Tuscaloosa community. 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. Students who major in History also can seek secondary education certification in Social Studies by taking the identified courses in Education and completing the GPA and testing requirements for certification. Students interested in this option should speak with their academic advisors and with the Dean of the School of Education along with a faculty member in the Department of Education.

Student Learning Outcomes

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

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 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 be able to do the following:

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.

Degree Type
Bachelor of Arts

Major in History

A program of study in History consists of 45 semester hours. Required courses are:

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
	History Elective	3
	History Elective	3
	History Elective	3
HIS 436	African History	3
	400-level History	3
	400-level History	3
GEO 231	World Regional Geography	3
	History Elective ++	3
	History Elective ++	3

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
	Total Credits	63

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

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

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
HIS 230	Historical Methods	3
BIO 131	Life Science	3
CSC 121	Critical Thinking in Digital Age	2
BUS 210	Financial Literacy	1
BUS 233	Principles of Macroeconomics	3
GEO 231	World Regional Geography	3

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
	History Elective ++	3
HIS 330	American Colonial History, 1492-1776	3
	200-level Religion	3
ENG 333	Writing Argument	3
SPE 232	Public Speaking	3

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

JUNIOR YEAR Spring Semester

Item #	Title	Credits
	History Elective ++	3
HIS 338	African American History II	3
HIS 339	Historical Research and Writing	3
LOG 330	Logic	3
	General Elective (3 credits)	3

SENIOR YEAR Fall Semester

Item #	Title	Credits
HIS 436	African History	3
HIS 433	Modern International History	3
	Foreign Language	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3

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

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 2.50 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.

Degree 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, HPR 337, 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
HPR 337	Methods and Materials in Secondary PE	3

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
	Total Credits	57

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

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

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

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

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

JUNIOR YEAR Spring Semester

Item #	Title	Credits
EDU 230	Integrating Technology in 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

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 432	Assessment and Evaluation	3
EDU 300 Classroom Management		3
HPR 337	Methods and Materials in Secondary PE	3

SENIOR YEAR Spring Semester

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

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

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

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
CSC 121	Critical Thinking in Digital Age	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

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
HPR 337	Methods and Materials in Secondary PE	3

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

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

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

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.

Degree 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 331	Media Law and Regulations	3
ENG 331	Advanced Rhetorical Grammar	3
JN 332	Magazine Feature and Opinion Writing	3
JN 338	Radio Production	3
JN 339	Digital Video Production	3
JN 430	Internship/Practicum	3
JN 431	Advanced Newswriting	3
JN 434	Senior Project Research	3
JN 444	Senior Project Production	3

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 332	Magazine Feature and Opinion Writing	3
JN 338	Radio Production	3
JN 339	Digital Video Production	3
JN 430	Internship/Practicum	3
	Total Credits	54

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

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
ENG 200	English Composition II for English and Journalism Majors	3
CSC 121	Critical Thinking in Digital Age	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

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

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
	200-level Journalism	3
	200-level English	3
	Social Science Elective	3
SPE 232	Public Speaking	3
BUS 210	Financial Literacy	1

JUNIOR YEAR Fall Semester

Item #	Title	Credits
LOG 330	Logic	3
ENG 331	Advanced Rhetorical Grammar	3
	300-level Journalism	3
JN 338	Radio Production	3
JN 339	Digital Video Production	3

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

SENIOR YEAR Fall Semester

Item #	Title	Credits
JN 431	Advanced Newswriting	3
JN 430	Internship/Practicum	3
JN 434	Senior Project Research	3
	400-level Journalism	3
	General Elective (3 credits)	3

SENIOR YEAR Spring Semester

Item #	Title	Credits
JN 444	Senior Project Production	3
	400-level Journalism	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2

Mathematics

Mathematics Major

DEPARTMENT OF COMPUTATIONAL AND INFORMATION SCIENCES

The Department of Computational and Information Sciences 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. Students who major in Mathematics can seek secondary education certification in Math by taking the identified courses in Education and completing the GPA and testing requirements for certification. Students interested in this option should speak with their academic advisors or with a faculty member in the Department of Education.

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.

Degree 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

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

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
	Total Credits	6

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	Critical Thinking in Digital Age	2
STI 111	Orientation	1

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

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

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

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

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

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

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

Music and Music Education

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.

Music Education Certification Program

Click here for Procedures for admission to STEP and contact information.

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!

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 thesis and recital. Also, the Alabama State Department of Education requires students to maintain a minimum GPA of 2.5 to qualify for teacher certification.

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.

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.

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.

In addition to the above Outcomes, students completing the Music Education certification program will enjoy the following:

Student Learning Outcomes:

- Question and analyze concepts, theories, structures, and models in the teaching fields while acquiring the requisite knowledge, skills and dispositions to help music students learn.
- Identify, organize, and integrate knowledge, skills, and resources for scholarly growth as well as planning meaningful learning experiences in inclusive P-12 music classrooms.
- Translate instructional plans into active and meaningful learning experiences while engaging in reflection to refine and improve his or her music practice.

- Actively collaborate with the community of educators, students, and other stakeholders to support and enrich the educational process for all music students.

Program Outcomes:

- Apply knowledge and learning at the appropriate progression levels. Candidates demonstrate knowledge of and can apply critical concepts and principles of learner development, learning differences, creating safe and supportive learning environments in order to work effectively with diverse P-12 music students and their families.
- Apply content knowledge in the development of equitable and inclusive learning experiences for diverse P-12 music students and their families.
- Apply knowledge of standards relating to instructional practices at the appropriate program levels. Candidates can assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 art students and their families. Candidates model and apply national and /or state approved technology standards to engage and improve learning for music students.
- Apply knowledge of professional responsibility at the appropriate progression levels. Candidates engage in professional learning, act ethically, take responsibility for student learning, and collaborate with others, to work effectively with diverse P-12 music students and their families.

Career Options

Performer
Studio musician
Entertainment industry
Music educator

Honor Societies

Kappa Kappa Psi

Degree Type
Bachelor of Arts

Major Area Course Requirements

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

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

Certifications in Music Education Requirements

In addition to the above major area requirements, the following Stillman Teacher Education Program (STEP) professional studies courses are required for secondary certification in Music Education (27 credits):

Item #	Title	Credits
EDU 230	Integrating Technology in Education	3
EDU 232	Foundations of Education	3
EDU 330	Educating Exceptional Children/Adolescents	3
PSY 332	Educational Psychology	3
SED 432	Methods/Materials for Teaching Vocal and Instrumental Music	3
SED 491	Secondary Teacher Candidacy Internship (P-12)	12
	Total Credits	63

FRESHMAN YEAR Fall Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 111	Musical Ensembles	1
MUS 113	Principal Applied Music	1
MUS 123	Class Piano	2
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

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 112	Musical Ensembles	1
MUS 114	Principal Applied Music	1
MUS 124	Class Piano	2
MUS 132	Theory of Music II	3
ENG 132	English Composition II	3
HPR 121	Lifetime Wellness	2
REL 132	Introduction to the New Testament	3
STI 114	Orientation II	1

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 211	Musical Ensembles	1
MUS 213	Principal Applied Music	1
MUS 231	Theory of Music III	3
HIS 131	Foundations of World Civilization	3
MAT 131	Algebra	3
BUS 210	Financial Literacy	1
	200-level Religion	3

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 212	Musical Ensembles	1
MUS 214	Principal Applied Music	1
MUS 232	Advanced Theory and Analysis	3
BIO 131	Life Science	3
SPE 232	Public Speaking	3
CSC 121	Critical Thinking in Digital Age	2
	200/300-level Religion	3

JUNIOR YEAR Fall Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 301	Junior Recital	0
MUS 311	Musical Ensembles	1
MUS 313	Principal Applied Music	1
MUS 328	Survey of Instrumental Techniques	3
MUS 335	Music History and Literature I	3
EDU 232	Foundations of Education	3
PHY 131	Physical Science	3

JUNIOR YEAR Spring Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 312	Musical Ensembles	1
MUS 314	Principal Applied Music	1
MUS 334	Arranging	3
MUS 336	Music History and Literature II	3
EDU 230	Integrating Technology in Education	3
EDU 310	Test Taking Strategies	1
PSY 230	Introduction to Psychology	3

SENIOR YEAR Fall Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 331	African-American Music	3
MUS 411	Musical Ensembles	1
MUS 413	Principal Applied Music	1

SENIOR YEAR Spring Semester

Item #	Title	Credits
MUS 001	Student Recital	0
MUS 412	Musical Ensembles	1
MUS 414	Principal Applied Music	1
SED 491	Secondary Teacher Candidacy Internship (P-12)	12

Music Major

MUSIC and MUSIC EDUCATION
Area of Music Mission Statement

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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.

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

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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), 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 completed at the end of the fourth semester of principal applied study (or the equivalent) and must be passed to proceed to 300-level applied study. Grading will be Pass, Fail, or postponed (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 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 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 of the major in Music. Note that if a student is pursuing the Certification in Music Education, the ideal sequence will be different, to accommodate STEP classes. Your advisor or the department chair will be able to provide details.

Degree 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 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

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 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
	Total Credits	57

Major in Music FRESHMAN YEAR Fall Semester

Item #	Title	Credits
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

FRESHMAN YEAR Spring Semester

Item #	Title	Credits
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

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
MUS 121	Class Voice	2
MUS 124	Class Piano	2
MUS 211	Musical Ensembles	1
MUS 213	Principal Applied Music	1
MUS 231	Theory of Music III	3
BUS 210	Financial Literacy	1
MAT 131	Algebra	3
	200-level Religion	3

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
MUS 212	Musical Ensembles	1
MUS 214	Principal Applied Music	1
MUS 232	Advanced Theory and Analysis	3
HIS 131	Foundations of World Civilization	3
BIO 131	Life Science	3
SPE 232	Public Speaking	3
CSC 121	Critical Thinking in Digital Age	2

JUNIOR YEAR Fall Semester

Item #	Title	Credits
MUS 311	Musical Ensembles	1
MUS 313	Principal Applied Music	1
MUS 335	Music History and Literature I	3
MUS 328	Survey of Instrumental Techniques	3
LOG 330	Logic	3
PHY 131	Physical Science	3
	300-level Religion	3

JUNIOR YEAR Spring Semester

Item #	Title	Credits
MUS 301	Junior Recital	0
MUS 312	Musical Ensembles	1
MUS 314	Principal Applied Music	1
MUS 334	Arranging	3
MUS 336	Music History and Literature II	3
EDU 310	Test Taking Strategies	1
	Social Science Elective	3
	General Elective (3 credits)	3

SENIOR YEAR Fall Semester

Item #	Title	Credits
MUS 331	African-American Music	3
MUS 411	Musical Ensembles	1
MUS 413	Principal Applied Music	1
MUS 426	Conducting	2
MUS 440	Special Topics in Music	-3
	General Elective (3 credits)	3
	General Elective (2 credits)	2

SENIOR YEAR Spring Semester

Item #	Title	Credits
MUS 234	Jazz Appreciation	3
MUS 401	Senior Recital	0
MUS 412	Musical Ensembles	1
MUS 414	Principal Applied Music	1
MUS 440	Special Topics in Music	-3
	General Elective (3 credits)	3
	General Elective (2 credits)	2
	General Elective (2 credits)	2

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 perform the following:

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 have completed the following:

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.

Degree 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	3
PSY 330	Research Methods in Psychology	3
PSY 332	Educational Psychology	3
PSY 333	Adolescent Psychology	3
PSY 334	Psychopathology	3
PSY 335	Social Psychology	3
PSY 336	Elementary Statistical Methods and Design	3
PSY 421	Senior Thesis Seminar	3
PSY 430	Group Dynamics and Interpersonal Relations	3
PSY 432	Theory of Psychometric Instruments	3
PSY 433	Clinical Assessment	3

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	Psychopathology	3
PSY 335	Social Psychology	3
	PSY Elective	3
	PSY Elective	3
	Total Credits	66

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

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

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
	200-level Religion	3
PSY 232	Child Psychology	3
PHY 131	Physical Science	3
CSC 121	Critical Thinking in Digital Age	2
HPR 121	Lifetime Wellness	2
	General Elective (3 credits)	3

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

JUNIOR YEAR Fall Semester

Students may take 3 credits of electives this semester.

Item #	Title	Credits
PSY 321	Junior Thesis Seminar	3
PSY 332	Educational Psychology	3
PSY 333	Adolescent Psychology	3
PSY 334	Psychopathology	3
	General Elective (3 credits)	3

JUNIOR YEAR Spring Semester

Students may take 4 credits of electives this semester.

Item #	Title	Credits
PSY 330	Research Methods in Psychology	3
PSY 335	Social Psychology	3
PSY 336	Elementary Statistical Methods and Design	3
EDU 310	Test Taking Strategies	1
	General Elective (3 credits)	3
	General Elective (1 credit)	1

SENIOR YEAR Fall Semester

Students may take 6 credits of electives this semester.

Item #	Title	Credits
PSY 421	Senior Thesis Seminar	3
PSY 430	Group Dynamics and Interpersonal Relations	3
PSY 432	Theory of Psychometric Instruments	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3

SENIOR YEAR Spring Semester

Students may take 12 credits of electives this semester.

Item #	Title	Credits
PSY 433	Clinical Assessment	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3

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 the following:

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 be able to do the folllowing:

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.

Degree 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 or Theology	3

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
	Total Credits	60

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

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

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	Critical Thinking in Digital Age	2
BUS 210	Financial Literacy	1
REL 239	Ethics	3

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

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

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

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

SENIOR YEAR Spring Semester

Item #	Title	Credits
REL 430	Sociology of Religion	3
	400-level Religion or Theology	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (3 credits)	3

Sport Management

Sport Management
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 2.50 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).

Stillman College's Sport Management program will strive to be a leading program in sport management in the southeastern United States. The program will accomplish this goal by fostering the development of future leaders who will excel in the sports industry and contribute to advancing diversity and inclusion within the field. Our ultimate goal is to become a destination program for Stillman College and private liberal arts colleges in the southeastern United States.

The mission of the Sport Management Program at Stillman College is to empower and inspire future leaders in the sports industry through excellence in education, fostering diversity, equity, and inclusion, and cultivating a deep understanding of the cultural and societal impact of sports. We are committed to providing a comprehensive and innovative curriculum, hands-on experiential learning opportunities, and a supportive community that prepares our students to excel in the dynamic world of sport management.

SPORT MANAGEMENT MAJOR
Student Learning Outcomes

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

1. Demonstrate a thorough understanding of key concepts and theories in sport management (Content)
2. Apply analytical and critical thinking skills to solve problems and make informal decisions in the sport industry (Critical Thinking)

3. Exhibit proficiency in written and oral communication specific to sport management (Communication)
4. Understand and articulate the importance of diversity, equity, and inclusion in the sports industry (Content and Communication)
5. Analyze and evaluate the impact of historical and cultural factors on sport management practices (Critical Thinking)
6. Develop strategies to promote and implement inclusive practices within sports organizations (Critical Thinking)
7. Demonstrate leadership skills and ethical decision-making in various sport management scenarios (Critical Thinking)
8. Exhibit the ability to motivate and manage diverse teams effectively (Communication)
9. Develop personal and professional leadership goals and actions plans (Content)
10. Apply classroom knowledge and theories to real-world sport management situations through internships and practical projects (Critical Thinking)
11. Demonstrate hands-on skills and competencies required in the sports industry (Content)
12. Reflect on experiential learning experiences to identify strengths and areas for improvement (Content)
13. Participate in community outreach and engagement activities related to sports (Content)
14. Understand the role of sports in promoting community well-being and development (Content)
15. Develop and implement community-based sports initiatives (Content and Critical Thinking)
16. Identify and pursue career opportunities in various sport management sectors, including sports marketing, event management, athletic administration, and sports analytics (Content)
17. Build and maintain a professional network within the sports industry (Content)
18. Prepare and present a professional portfolio that shows relevant skills, experiences, and achievements (Communication)
19. Conduct research projects that address current issues and trends in sport management (Content and Critical Thinking)
20. Analyze and interpret data to inform sport management practices and policies (Critical Thinking and Communication)
21. Develop innovative solutions and strategies to enhance the sports industry (Content)
22. Demonstrate a strong understanding of ethical principles and practices in sport management (Content)
23. Evaluate the ethical implications of decisions and actions in the sports industry (Critical Thinking)
24. Advocate for fair play, transparency, and social responsibility in sport management (Communication)

As a result of successful completion of the Sport Management Program, graduates will be able to perform the following:

1. Understand a strong foundation in the principles and practices of sport management
2. Apply critical thinking, problem-solving, and analytical skills
3. Gain experiential learning opportunities through internships, practicums, and industry partnerships
4. Promote research and scholarship in sport management
5. Accept leadership roles in various sports industry sectors, including professional sports, collegiate athletics, recreational sports, and sports marketing

Semester Plan

Included below are sample semester-by-semester plans for the major in Sport Management.

Degree 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, HPR 337, 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
HPR 337	Methods and Materials in Secondary PE	3

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
	Total Credits	57

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

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

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

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

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

JUNIOR YEAR Spring Semester

Item #	Title	Credits
EDU 230	Integrating Technology in 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

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 432	Assessment and Evaluation	3
EDU 300 Classroom Management		3
HPR 337	Methods and Materials in Secondary PE	3

SENIOR YEAR Spring Semester

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

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

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

SOPHOMORE YEAR Spring Semester

Item #	Title	Credits
CSC 121	Critical Thinking in Digital Age	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

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
HPR 337	Methods and Materials in Secondary PE	3

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

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

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

Theology

Certificate in Theology

Description of Program

The Stillman College Certificate in Theology (SCCT) is designed to provide a top-rate, continuing education opportunity for individuals who are serving in pastoral ministry, licensed ministers working within the local church, or laypersons who are serious about Christian theological education. As such, it is not a degree or credential granting program, but a service to individuals interested in the learning experience and the benefits of access to content specialists in the disciplines of biblical studies, theology, and church administration. This learning opportunity does not award transferable academic credit.

This is a 5–12-month opportunity in which participants complete eight (8) courses to receive a certificate of participation. The courses are offered in sessions of six (6) weeks through online delivery. Participants should have high-

speed internet and a reliable computer with a webcam to access course materials and assignments.

Program Objectives

The program is designed to:

1. Provide active ministers with continuing education opportunities.
2. Enhance ministers' exposure to skills and best practices in Bible Study, Theology, and Administration.
3. Provide church workers with personal learning opportunities.

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.

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
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
	Total Credits	24

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 the following:

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 be able to perform the following:

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.

Degree 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	1.5
THL 422	Field Practicum II	1.5

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 or Theology	3
	400-level Religion or Theology	3
	Total Credits	60

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

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

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	Critical Thinking in Digital Age	2
BUS 210	Financial Literacy	1
PSY 230	Introduction to Psychology	3

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

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

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

SENIOR YEAR Fall Semester

Item #	Title	Credits
THL 421	Field Practicum I	1.5
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

SENIOR YEAR Spring Semester

Item #	Title	Credits
THL 438	Contemporary Theology	3
THL 422	Field Practicum II	1.5
	General Elective (3 credits)	3
	General Elective (3 credits)	3
	General Elective (2 credits)	2

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.

ACC 232 : Principles of Accounting II
This course introduces students to the internal reporting and control of operations from the point of view of management with an emphasis on product and cost unit control.
Credits 3
Prerequisites
ACC 231.

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.

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.

ACC 430 : Computerized Accounting
Computerized Accounting emphasizes the application of computers to sound accounting practices. Students will learn to direct the computer functions to accomplish the various steps learned in accounting principles in accordance with generally accepted procedures.
Credits 3
Prerequisites
ACC 232 with grade C or better.

ACC 434 : Income Tax Procedures
This course provides a solid understanding of basic federal income tax laws relating to individuals and an introduction to business entities. Among the topics that may be covered are an overview of tax policy; the federal tax system; identifying the proper taxpayer; determining income, deductions, credits, and compensation; deferred, and non-cash income; characterization of gains and losses; tax accounting methods; taxable entities; tax-motivated transactions; and international, state, and local tax issues.
Credits 3
Prerequisites
ACC 234 with grade C or better.

ACC 435 : Cost Accounting
This course introduces the more complex aspects of managerial accounting that teach students to understand and analyze the responsibilities and distinctions between the roles of accounting that focus on organizing information for decision-making as well as a system for control of resources and inventory.
Credits 3
Prerequisites
ACC 232 with grade C or better.

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.

ACC 438 : Auditing
This course introduces students to the discipline of auditing including issues related to assurance assessment and services, ethics, professional skepticism, distinctions of roles in the auditing process, and the statistical skills relevant to the auditing process.
Credits 3
Lecture Hours 3
Prerequisite Courses
ACC 331
Effective
Fall 2023

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
Corequisites
AFS 101 Leadership Laboratory.

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
Corequisites
AFS 102 Leadership Laboratory.

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

Corequisites

AFS 201 Leadership Laboratory.

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

Corequisites

AFS 202 Leadership Laboratory.

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.

Corequisites

AFS 301 Leadership Laboratory.

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.

Corequisites

AFS 302 Leadership Laboratory.

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.

Corequisites

AFS 401 Leadership Laboratory.

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.

Corequisites

AFS 402 Leadership Laboratory.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Art and Art Education

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 and may choose 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.

ART 131 : 2D Design
2D Design is an introductory course in two-dimensional design. Design is a discipline constituting a basic and integral part of all visual art forms. This course introduces basic visual design concepts and the elements of line, shape, form, value, texture, pattern, and color. Students develop manual and visual art skills and learn to be inventive and improvise with compositional forms to create their unique design compositions. A variety of art media will be employed. Offered Fall semester and most Spring semesters.
Credits 3

ART 132 : Drawing I
Drawing I is a fundamental studio art course. Students learn to draw what they see from still life, landscape, and imaginative subject matter. Using a variety of drawing media, students will learn to draw from direct observation. Students learn basic expressive and technical skills and traditional processes adequate for the rendering of objective subject matter from observation. Offered Fall and Spring.
Credits 3

ART 134 : 3D Design
3D Design is an introduction to three-dimensional design. Students apply design concepts to three-dimensional design problems using materials and techniques of the contemporary sculptor. Students expand their repertoire of expressive, technical, procedural, and organizational skills while experiencing a variety of two-dimensional media and the technologies developed to explore them introduce foundational and innovative concepts. Students learn about the design fields. Offered Spring.
Credits 3

ART 228 : Jewelry
This course is a study of methods, materials and processes of designing jewelry.
It encompasses the use of personal symbols, creativity and techniques of metal fabrication by hand and machine tools. Offered occasionally.
Credits 2

ART 229 : Fibers
This class is an introduction to basic fiber techniques, including both on-loom and off-loom methods. Offered occasionally.
Credits 2

ART 230 : Introduction to Photography
In this studio art course students learn the fundamentals of black and white photography, how to use a camera, considerations in composing photos, and basic darkroom techniques for enlarging and printing 35 mm photographic images. Offered occasionally.
Credits 3

ART 231 : Drawing II
Drawing II continues investigation in drawing. Emphasis is placed on controlling the composition of both surface and content and drawing bodies. The abilities to both accurately represent and abstract from life are expanded. Offered Fall and Spring.
Credits 3
Prerequisites
ART 132

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

ART 233 : Graphic Design I
Graphic Design I is an introductory course in graphic design. Students will work with the formal and technical aspects of designing with type and illustration, using traditional graphic arts media and computers in the execution of selected projects. Offered Fall and/or Spring.
Credits 3
Prerequisites
ART 131 and ART 132 or consent of instructor.

ART 234 : Painting I
Painting I focuses on developing concepts of pictorial design and painting skills and techniques. Students will create compositions using traditional subject matter, including still-life and landscape. Offered Spring.
Credits 3

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. Offered Spring.
Credits 3
Prerequisite Courses
ART 233

ART 331 : Art History I
Art History I is the historical, cultural, and aesthetic treatment of art forms from around the world from prehistory to the Medieval Period in Europe. Major styles and the turning points are covered, and students learn the appropriate analytical methods and theories to insightfully critique the works. The elements of and philosophies behind the development of cultural forms are traced. Offered Fall.
Credits 3

ART 332 : Art History II
Art History II continues the historical, cultural, and aesthetic treatment of art forms from around the world from the European Gothic Period through the 21st Century. Major styles and the turning points are covered, and students learn the appropriate analytical methods and theories to insightfully critique the works. The elements of and philosophies behind the development of cultural forms are traced. Offered Spring.
Credits 3

ART 333 : African, African-American, and Caribbean Art
African, African-American, and Caribbean Art is a survey of the major art styles of Africa and the African Diaspora in the United States and the West Indies. Offered Fall.
Credits 3

ART 334 : Painting II
Painting II is an intermediate study of painting with emphasis on research and development of different styles and techniques. Students will create a series of paintings that explore and document a selection of different painting styles. Offered Spring.
Credits 3
Prerequisite Courses
ART 234

ART 335 : Ceramics I
In this 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. Offered Fall.
Credits 3

ART 336 : Sculpture
Sculpture is 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 work with critical and conceptual depth, while making 3-D forms. Offered Fall. Prerequisite: ART 134
Credits 3
Prerequisite Courses
ART 134

ART 337 : Printmaking
Printmaking is an introduction to the techniques of relief and intaglio printmaking with emphasis on drawing and design as applicable to this process. Offered Fall.
Credits 3
Prerequisites
ART 131 and ART 132 or consent of instructor.

ART 338 : Photography II
This course is a continuation of Introduction to Photography (ART 230). Offered occasionally.
Credits 3

ART 339 : Drawing III
This is an advanced level drawing course for art majors to expand their own ideas and to create works suitable for inclusion in their required Senior Exhibition (ART 401). Offered Fall and Spring.
Credits 3
Prerequisite Courses
ART 231

ART 401 : Senior Exhibition
The senior exhibition is a professional gallery presentation given by each art major in their final semester. 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 artist's statement. The artist will be required to professionally prepare and install all works for this exhibition.
Credits 0

ART 434 : Painting III
Painting III is an advanced study of pictorial design, emphasizing individual creativity while exploring painting through a series of related works. Students will focus their efforts on the development of individual style and technique. Offered Fall.
Credits 3
Prerequisite Courses
ART 334

ART 435 : Ceramics II
Ceramics II is an advanced course in studio ceramics and 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. Offered Fall.
Credits 3

ART 436 : Photography III
This advanced level course in photography emphasizes individual creativity through the exploration of different photographic styles, techniques, and processes. Students will create a series related through a selected narrative, further exploring photographic image-making while assembling works for the Senior Exhibition (ART 401). Offered occasionally.
Credits 3

ART 437 : Painting IV
Painting IV is an advanced course for art majors. Continuing from Painting III, this course emphasizes individual creativity while continuing the exploration of painting through different techniques with varying content and styles. Offered Spring.
Credits 3
Prerequisite Courses
ART 434

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

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 history, development, and significant moments and people in the discipline, the organization, characteristics, diversity and interrelationship of living things, bioenergetics, electromagnetic radiation and wave theory. 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

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 history, development, and significant moments and people in the discipline, the organization, characteristics, diversity and interrelationship of biotic and abiotic systems. Evolutionary and ecological concepts including characteristics of various land biomes, populations, atmosphere, weather interactions and effects, and ocean systems are covered. 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 organ-isms. Three hours of lecture, two hours of laboratory per week.
Credits 4
Prerequisite Courses
BIO 141

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

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
Prerequisite Courses
BIO 143

BIO 231 : Zoology
This course is a comparative study of the morphology, anatomy, physiology, and taxonomy of the various animal phyla along with the molecular basis for evolutionary theory and classification. Three hours of lecture, two hours of laboratory per week.
Credits 3
Prerequisite Courses
BIO 142

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
Prerequisite Courses
BIO 142

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
Prerequisite Courses
BIO 142

BIO 334 : Principles of Genetics
Principles of Genetics is an introduction to the history, development, and significant moments and people in the discipline, principles of inheritance, functions of genes, gene organization, genetic regulation of prokaryotic and eukaryotic genes, and applications of genetics such as genetic modification, uses and effects of biotechnology, and cloning. Three hours of lecture, two hours of laboratory per week.
Credits 3
Prerequisite Courses
BIO 142

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
Prerequisite Courses
BIO 142

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
Prerequisite Courses
BIO 335

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
Prerequisite Courses
BIO 142
CHM 344

BIO 349 : Microbiology
Microbiology is an introduction to the morphology, anatomy, physiology, and classification of microorganisms with special emphasis on bacteria. The course also addresses the history, development, and significant moments and people in the discipline, causes, characteristics, and avoidance of viral, bacterial, and parasitic diseases. Three hours of lecture, three hours of laboratory per week.
Credits 4
Prerequisite Courses
BIO 142
CHM 142

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.

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.

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
Prerequisite Courses
BIO 431

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.

BIO 448 : Cell Physiology
This course is a study of essential interrelationships of the chemical and physical aspects within the living cell in the micro and macro environment through a unified approach combining biology and chemistry. Included are a review of the molecular structures of biological molecules, bioenergetics and thermodynamic relations in terms of biochemical activity, survey of the ultrastructures, enzymes structure and function, membrane structure, the molecular biology of the gene, and the history, development, and significant moments and people in the discipline. Three hours of lecture, three hours of laboratory per week.
Credits 4
Prerequisites
Senior classification
Co-Requisite Courses
CHM 343

Biomedical Sciences

BMS 220 : Introduction to Biomedical Sciences
This course provides an introduction to biomedical sciences by challenging, motivating and encouraging students interested in pursuing biomedical science careers. Course work will involve students working together in teams to master health science concepts and, in the process, learn real-life transferable skills in critical thinking and communication. Students will be assigned real-life disease scenarios and will follow the disease process from diagnosis, assessment, medical interventions (i.e., surgery, medical devices, pharmacology, diagnostics), plan/treatment, impact on patient life/work, and ethical medical dilemmas.
Credits 2

BMS 220 : Introduction to Biomedical Sciences
This course provides an introduction to biomedical sciences by challenging, motivating and encouraging students interested in pursuing biomedical science careers. Course work will involve students working together in teams to master health science concepts and, in the process, learn real-life transferable skills in critical thinking and communication. Students will be assigned real-life disease scenarios and will follow the disease process from diagnosis, assessment, medical interventions (i.e., surgery, medical devices, pharmacology, diagnostics), plan/treatment, impact on patient life/work, and ethical medical dilemmas.
Credits 2

BMS 235 : Introduction to Biostatistics
This course is designed to introduce students to biostatistics, an applied mathematics discipline concerned with the treatment and statistical analysis of data derived from biological, biomedical, and health-related studies. The course provides an overview of various topics, including the design of research, collection and organization of data, summarization of results, and interpretation of findings. Topics covered include methods of summarizing data, estimation and hypothesis testing techniques, including the t-test, the chi-square test, the analysis of variance, correlation analysis, and linear regression. Additional topics include common research study designs, data collection methods, and sampling. Special emphases of the course are the application of appropriate statistical methods and interpretation of results.
Credits 3
Prerequisites
MAT 132 or MAT 134

BMS 337 : Cancer Biology
The course will provide a comprehensive view of the etiology and pathogenesis of cancer. Specifically, the course is designed to cover the following: Analysis of biological changes as normal cells transform to tumor cells; the impact of the cell cycle (proliferation), gene mutations and apoptosis in cancer; the progression of the disease through invasion and metastasis; discussion of applied/translational research in cancer diagnosis and novel targeted therapeutic agents in the treatment of cancer; the clinical relevance of important biomarkers through epidemiological assessment of the cancers in various populations.
Credits 3
Prerequisite Courses
BIO 334

BMS 337 : Cancer Biology
The course will provide a comprehensive view of the etiology and pathogenesis of cancer. Specifically, the course is designed to cover the following: Analysis of biological changes as normal cells transform to tumor cells; the impact of the cell cycle (proliferation), gene mutations and apoptosis in cancer; the progression of the disease through invasion and metastasis; discussion of applied/translational research in cancer diagnosis and novel targeted therapeutic agents in the treatment of cancer; the clinical relevance of important biomarkers through epidemiological assessment of the cancers in various populations.
Credits 3
Prerequisite Courses
BIO 334

BMS 430 : 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
Prerequisite Courses
BIO 349
CHM 344

BMS 430 : 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
Prerequisite Courses
CHM 344
BIO 349

BMS 434 : Biochemistry II Metabolic Pathways & Clinical Applications
This course is a study of detailed metabolic processes that includes lipids, amino acids, carbohydrates, glycolysis, the citric acid cycle, and oxidative phosphorylation. Throughout the course, the emphasis is placed on the regulation of metabolic pathways and on their interrelationships in health and disease. A number of disease states are used to illustrate selected principles in clinical and research settings. Three hours of lecture per week.
Credits 3
Prerequisite Courses
BIO 343

BMS 435 : Medical Terminology
Designed for Senior Biology majors, especially those preparing for health care professionals programs (i.e. medicine, dentistry, pharmacy, nursing, biomedical research, etc.) to give students the opportunity to systematically build their medical vocabulary. Emphasis on Greek and Latin prefixes, suffixes, word roots and combining forms. In addition, it includes exercises relating to diagnostic and laboratory test, abbreviations, and case study vignettes that provide an opportunity to relate the medical terminology to a precise patient care presentation. practical application exercises include a variety of medical record analyses and International Classification of Diseases, 10^{th} Revision, Clinical Modification (ICD-10-CM) terminology.
Credits 3
Prerequisites
Senior classification.
Co-Requisite Courses
BIO 335
BIO 336

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

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

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

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 reviews and analyzed, and goals are assessed for each student.
Credits 1

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

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

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

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.

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.

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.

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.

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.

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.

BUS 400 : Internship
This course is a supervised work experience in the major. Paper required.
Credits 3
-6
Prerequisites
Approval of department. Junior standing.

BUS 420 : 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 research in addition to preparation and presentation of the student's research work.
Credits 2
Prerequisites
BUS 233, BUS 234, BUS 338, BUS 339, ENG 235, and Senior standing.
Prerequisite Courses
BUS 233
BUS 234
BUS 338
BUS 339
ENG 235

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.

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.

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.

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.

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.

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 and motion, principles of chemical bonding, the mole concept, chemical equations, gases, liquids and solutions, simple acid-base theory, and introduction to chemical equilibrium, chemical kinetics, electrochemistry, and radioactivity principles. Three hours lecture, three hours laboratory per week.
Credits 4
Prerequisite Courses
MAT 131

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 and motion, principles of chemical bonding, the mole concept, chemical equations, gases, liquids and solutions, simple acid-base theory, and introduction to chemical equilibrium, chemical kinetics, electrochemistry, and radioactivity. Three hours lecture, three hours laboratory per week.
Credits 4
Prerequisite Courses
CHM 141

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
Prerequisite Courses
CHM 142

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
Prerequisite Courses
CHM 247

CHM 343 : Organic Chemistry I
This course is a study of the different classes of organic compounds, their structures, nomenclature, methods of preparation, reactions, polyfunctional group chemistry 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
Prerequisite Courses
CHM 142

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, polyfunctional group chemistry 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
Prerequisite Courses
CHM 343

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
Prerequisite Courses
CHM 248
CHM 344
PHY 244
MAT 146

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
Prerequisite Courses
CHM 345

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.

Computer Information Technology

CIT 302 : Cybersecurity Landscape and Cyber Resilience

This course prepares students to understand the body of technologies, processes, and practices designed to protect networks, computers, programs and data from attack, damage, or unauthorized access. The course also teaches the student to understand the concept of cyber resilience.

Credits 3

Prerequisites

ENG 131, MAT 131, and BUS 231

CIT 310 : Network Security and Mobile and IoT Security

This course prepares students to understand the basic knowledge of networking and provides understanding of how networks are built and operate, and gives students some experience with basic network analysis tools. Students are exposed to the concept of potential vulnerabilities in a network. Also, provides students with an understanding of the hardware, communications, management, and programming environments associated with mobile technologies.

Credits 3

Prerequisites

CIT 302

CIT 320 : Cyber Threat Intelligence

This course teaches the student to understand cyber threat intelligence. The student learns that cyber threat intelligence is what cyber threat information becomes once it has been collected, evaluated in the context of its source and reliability, and analyzed through rigorous and structured tradecraft techniques by those with substantive expertise and access to all-source information.

Credits 3

Prerequisites

CIT 302

CIT 401 : Application Security

This course uses a combination of lecture and hands-on exercises to demonstrate the use of best practices in developing secure software applications and the tools for investigating anomalies and vulnerabilities in application software. Students will engage in a variety of course assignments focusing on related topics, including buffer overflow, structured query language (SQL) injections, selected programming and scripting languages, and the security of web applications on both the client and server side.

Credits 3

Prerequisites

CIT 310 and CIT 320

CIT 411 : Data Security and Cloud Security

The purpose of this course is to provide students with a basic understanding of technologies and services that enable cloud computing, different types of cloud computing models, and the security and legal issues associated with cloud computing.

Credits 3

Prerequisites

CIT 310 and CIT 320

CIT 421 : Cyber Security Intelligence

This course builds on the foundations of Cyber Intelligence which focuses on applying intelligence analytic methods to plan, collect, process, analyze, produce, and disseminate cyber intelligence products. Students will learn to apply intelligence analytic methods to create actionable intelligence products that support a cybersecurity mission. Cyber Security Intelligence incorporates threat intelligence, threat analysis, and other forms of securing computer networks taught in other courses of the curriculum.

Credits 3

Prerequisites

CIT 411

CIT 431 : Security Operations Center
This block of instruction will cover the people, processes, and technology necessary to build a Security Operations Center. A Security Operations Center (SOC) is a facility composed of people, processes, and technology that houses an information security team responsible for monitoring and analyzing an organization's security posture on an ongoing basis.
Credits 3
Prerequisites
CIT 411

Computer Science

CSC 121 : Critical Thinking in Digital Age
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

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
Corequisites
MAT 132 or MAT 134, or an acceptable score on a mathematics placement test.

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

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
Prerequisite Courses
CJ 131

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
Prerequisite Courses
CJ 131
CJ 132

CJ 331 : Constitutional Law
Study of the Fourth, Fifth, Sixth, Eight 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
Prerequisite Courses
CJ 131
CJ 132

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
Prerequisite Courses
CJ 131
CJ 132

CJ 333 : 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
Prerequisite Courses
CJ 131
CJ 132

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
and Senior classification.
Prerequisite Courses
CJ 131
CJ 132
CJ 232

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
Prerequisite Courses
CJ 131
CJ 132
CJ 232

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
Prerequisite Courses
CJ 131
CJ 132
CJ 232

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
Prerequisite Courses
CJ 131
CJ 132
CJ 232

Elementary Education

EDU 438 : Praxis Test Taking Strategies
The purpose of this course is to support students as they prepare for their Praxis assessment. The primary focus of this course has two goals: (1) to help students understand what is required of them as it relates to Praxis and develop a plan of action on how to meet the requirements (Tasks); (2) to aid students in pedagogical study, and preparation to complete Praxis competencies required for teaching credential.
Credits 3
-3
Lecture Hours 2
Lab Hours 1
Effective
Fall 2024

Elementary Education

EDU 230 : Integrating Technology in Education
This course is an introduction to the theoretical and practical aspects of infusing technology into instruction. The focus is on lessons that integrate technology into various subject areas and grade levels. Basic instructional technology skills and knowledge are taught. Candidates become familiar with application software such as word processing, database, spreadsheet, and hypermedia, desktop publishing and telecommunications and learn to evaluate hardware and software.
Credits 3

EDU 232 : Foundations of Education

The primary purpose of this course is to introduce students to the organization of schools and curriculum, the responsibilities of teachers/administrators, the history of American schools, the foundations of philosophical educational thought, the diverse populations, the integration of technology in lessons, the dispositions/professionalism, and discussion of/reflection on contemporary issues and problems. Public or private school field experience is a requirement of this course. Dispositions/professionalism is assessed during field experience. 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 before completing field experience hours.

Credits 3

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.

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

EDU 330 : Educating Exceptional Children/Adolescents

The purpose of this course is to familiarize students with different exceptionalities (physiological, intellectual, and social-emotional characteristics, as well as etiological factors) within the context of present-day laws, regulations, and educational practices. Emphasis is placed on identification of student's learning needs and the ways in which regular and special educators can attempt to meet these needs. This course provides an overview of exceptionalities found in the normal school population and of techniques, methods, and materials used in classrooms to assist students in reaching their full potential. Public or private school field experience is a requirement of this course. Dispositions/professionalism is assessed during field experience. Membership in the Student Alabama Education Association is required to take this course.

3

Credits 3

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. It focuses on the exploration of children's literature and its role in elementary school classrooms from a global perspective. Current theories and methods about integrating literature into all curriculum areas are discussed and demonstrated.

Credits 3

Prerequisites

Education majors only.

EDU 420 : Senior Thesis in Education
This course emphasizes 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. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
Credits 2
Prerequisites
Junior and Senior standing only

EDU 432 : Assessment and Evaluation
This course provides an overview of various assessments and evaluation procedures used by teachers and various ways teachers identify learning objectives and measure mastery of outcomes. Teacher candidates have opportunities to design a test based on their certification area and analyze test data. It focuses on the development, administration, evaluation, and interpretation of educational assessment, including creating plans that integrate teaching and assessment; designing objectives, performance, and portfolio assessments; evaluating students and discussing evaluations with parents; and interpreting standardized tests. Membership in the Student Alabama Education Association is required in order to take this course.
Credits 3
Prerequisites
Admission to Teacher 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. Topics include classroom management, understanding the students basic psychological needs, establishing positive teacher relationships, working with parents, and developing standards for classroom behaviors.
Credits 3

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.

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.

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.

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.

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.

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.

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.

EED 490 : Elementary Teacher Candidacy Internship (K-6)

This course provides supervised internship in Public or private schools for prospective teachers in grads 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.

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.

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

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
Satisfies general education requirement.
Prerequisite Courses
ENG 131

ENG 199 : English Composition I for English and Journalism Majors

This 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 a range of formal and informal texts involved with expository modes (form) in comparison/contrast, classification/division, causal analysis, and argument. It is designed to provide intensive practice in writing—a recursive process—and related skills (analytical reading, speaking, and listening). The course gives attention to language and mechanics relevant to grammar and usage appropriate for the writing process. Prerequisite: Declaration of intention to major in English or journalism. Taken by majors in place of ENG 131.

Credits 3

Prerequisites

Declaration of intention to major in English or journalism.

ENG 200 : English Composition II for English and Journalism Majors

This 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—formal and informal texts involved with expository modes (form) in comparison/contrast, classification/division, causal analysis, and argument. It is designed to provide intensive practice in writing—a recursive process—and related skills (analytical reading, speaking, and listening). And the course requires the writing of argument/persuasion (concerning various rhetorical situations) and research papers. The course gives attention to language and mechanics relevant to grammar and usage appropriate for the writing process. Taken by majors in place of ENG 132.

Credits 3

Prerequisites

Declaration of intention to major in English or journalism.

Prerequisite Courses

ENG 199

ENG 230 : Introduction to Creative Writing

This course is devoted to the study and writing of poetry, fiction, and the personal essay.

Credits 3

Prerequisite Courses

ENG 131

ENG 132

ENG 231 : American Literature I

This course is a comprehensive introduction to American literature from the early 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, political, genre, and cultural views, such as Puritan beliefs, including Horn books, adventure tales from Revolutionary and Enlightenment ideas, including adventure stories for adolescents, and Transcendentalism, while engaging questions of race, gender, social class, and family units. The course also gives attention to assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different literary theories relevant to the variety of literature focused on adult and adolescent readers and engage in interpretative collaborative communication through group dynamics (i.e., oral presentations, peer-review workshops, and pairings) that build students' leadership roles.

Credits 3

Prerequisites

or ENG 199-200.

Prerequisite Courses

ENG 131

ENG 132

ENG 232 : American Literature II

This course is a comprehensive introduction to American literature beginning from 1865 through the present, including major American historical 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. The course also gives attention to the development of specific literature aimed at the adolescent audience by incorporating literatures, such as Mark Twain, Barbara Sewell, Dr. Seuss, and Lois Lowry. The course also gives attention to assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different literary theories relevant to the variety of literature covered and may engage in collaborative communication through group dynamics (i.e., oral presentations) that build students' leadership roles.

Credits 3

Prerequisites

or ENG 199-200.

Prerequisite Courses

ENG 131

ENG 132

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

or ENG 199-200.

Prerequisite Courses

ENG 131

ENG 132

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 Restoration, and up to 1800. The course focuses on major movements in English historical traditions, 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. The course also gives attention to adolescent literature by focusing on adventure tales and poetry, such as Daniel Defoe and William Blake. Assessment tools are used 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) that build students' leadership roles.

Credits 3

Prerequisites

or ENG 199-200.

Prerequisite Courses

ENG 131

ENG 132

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 historical traditions, as well as individual literary voices and styles including adolescent authors from Lewis Carroll to J.K. Rowling. Literary texts will be studied in the context of important cultural influences, among them revolution, Darwinism, industrialization and colonization, world war, and post-colonialism as well as fantasy. The course also gives attention to assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different theories relevant to the variety of literature covered and engage in collaborative communication through group dynamics (i.e., oral presentations) that build students' leadership roles.

Credits 3

Prerequisites

or ENG 199-200.

Prerequisite Courses

ENG 131

ENG 132

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

or ENG 199-200.

Prerequisite Courses

ENG 131

ENG 132

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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

ENG 330 : World Literature
This course is a study of the wide variety of literary works which appeals to adolescent and/or adult readers from 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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

ENG 331 : Advanced Rhetorical Grammar
This course is a study of English grammar in context to expository writing. Content will focus on the conventions of English language as they relate to traditional and contemporary grammatical, stylistic (formal and informal text), and rhetorical writing (with attention to audience, context, and purpose), all of which will be used to understand the concept of dialect and grammar systems in order to revise written assignments. This course will teach grammar and will provide practice in rhetorical modes. The course also gives attention to assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different theories relevant to the acquisition of language and the influence of English language on the arts through a variety of literature covered, and students are exposed to different social languages present in society and will 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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

ENG 334 : Chaucer
This course focuses on literature of the Middle English period, with particular attention to Chaucer.
Credits 3
Prerequisites
or ENG 199-200 and sophomore/junior class standing.
Prerequisite Courses
ENG 131
ENG 132

ENG 335 : Shakespeare
This course is a study of a particular genre (drama) and age of Shakespeare through a detailed examination of his plays (via print sources and non-print media) and a brief review of several relevant plays of his contemporaries. The course also gives attention to 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
or ENG 199-200 and sophomore/junior class standing.
Prerequisite Courses
ENG 131
ENG 132

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
or ENG 199-200 and ENG 230.
Prerequisite Courses
ENG 131
ENG 132

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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

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

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
and 6 hours of English/American Survey literature.
Prerequisite Courses
ENG 131
ENG 132
ENG 331

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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

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
or ENG 199-200.
Prerequisite Courses
ENG 131
ENG 132

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

or ENG 199-200 or junior/senior class standing.

Prerequisite Courses

ENG 131

ENG 132

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

or ENG 199-200 or junior/senior class standing.

Prerequisite Courses

ENG 131

ENG 132

ENG 437 : Major Writers

This course is a focused study of the works of three to five authors. Offerings may include John Milton, William Butler Yeats, Toni Morrison, Virginia Woolf, William 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

(or ENG 199-200) and 3 hours of English/ American survey literature.

Prerequisite Courses

ENG 131

ENG 132

ENG 438 : Senior Thesis in English
This is a multi-faceted course that studies the analyses of literary works and focuses on the recursive 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 (via contemporary technologies). The course also gives attention to assessment tools to measure comprehension of literature studied, written about, and researched. Students explore different literary theories relevant to the variety of literature covered and engage in collaborative communication through group dynamics (i.e., oral presentations and peer-workshops) that build students' leadership roles.
Credits 3
Prerequisites
(or ENG 199-200), and 6 hours of English/ American literature.
Prerequisite Courses
ENG 131
ENG 132
ENG 331

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 and the examination of both print and non-print 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 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
(or ENG 199-200), and ENG 232. Required for English majors with a language arts/secondary education concentration.
Prerequisite Courses
ENG 131
ENG 132

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.

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.

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.

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.

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.

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.

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.

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

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

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

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

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
Prerequisite Courses
HIS 131

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
Prerequisite Courses
HIS 132

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
Prerequisite Courses
HIS 132

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
Prerequisite Courses
HIS 131

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
Prerequisite Courses
HIS 131

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

Prerequisite Courses

HIS 132

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

Prerequisite Courses

HIS 132

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

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

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

Prerequisite Courses

HIS 230

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

Prerequisite Courses

HIS 131
HIS 132

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

Prerequisite Courses

HIS 131
HIS 132

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

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

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

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

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

Human Performance

HPR 121 : Lifetime Wellness
This course deals with factors which influence physical, mental, social, and emotional health. Students learn health concepts to guide them to positive personal health decisions and lifestyle changes based on up-to-date health information. Students will have weekly lab experiences to illustrate the topics covered. Students are required to complete a fitness test to demonstrate competent movement performance and health fitness as delineated in the Alabama Fitness Test & SHAPE American standards [PE Fitness Test required each semester].
Credits 2

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 (muscular, skeletal, nervous, endocrine, cardiovascular, and respiratory systems).
Credits 3

HPR 231 : History and Principles of Physical Education
This course is a study of the historical roles, principles,
philosophical/social perspectives, legislation, and trends/issues in physical education and sports programs. Other topics covered include the Olympic games and career options in the field of Physical Education.
Credits 3

HPR 232 : Introduction to Sport Management
This course serves as an introduction to the field of sport management, offering a comprehensive overview of the history, principles, and practices within the sports industry. Topics include the various segments of the sports industry, management and marketing principles, legal and ethical considerations, and current issues in sport management. The course emphasizes experiential learning through practical assignments, guest lectures, and industry engagement.
Credits 3
Prerequisite Courses
ENG 131
ENG 132

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

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

HPR 331 : Organization/Administration of Physical Education
This course is the study of 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 they apply to physical education and athletics. Other topics include budgets, liabilities, tournaments, structures, and public relations.
Credits 3

HPR 332 : Adapted Physical Education for Special Populations
This course focuses on developing a) familiarity with current concepts and trends in adapted physical education, and b) the ability to plan and implement a physical education program designed to meet the unique or exceptional needs of individuals. Public or private school field experience is a requirement for Stillman Teacher Education Program (STEP). Dispositions/professionalism is assessed during field experience.
Credits 3

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

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

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

HPR 336 : Methods/Materials for Teaching Physical Education P-12

This course provides an overview of the curriculum, instructional methods, assessment methods, professionalism/dispositions, and the management of health and physical education in grades P-12. Teacher candidates will create short-term/long-term objectives, create and implement physical education content that is aligned with lesson plan objectives, utilize resources to create active and fair learning activities, plan and adapt learning instruction for diverse learners and students with exceptionalities, plan and create sequential instruction for all learners, and integrate current technology when planning and implementing lesson plans. Teacher candidates will demonstrate verbal/nonverbal communication skills, implement demonstrations and instructional cues, provide effective instructional feedback for skill acquisition, adjust instructional activities based on student responses/ dispositions, incorporate classroom management strategies to ensure learning is safe, and implement projects that include independent learning activities, cooperative learning activities, and think-pair-share activities that promote personal accountability and social skills. In addition, teacher candidates will design and implement appropriate learning activities that include learning goals that are a) performance-based, measurable, and developmentally appropriate, and b) aligned with the Alabama Course of Study, local district standards, and national standards to address the diverse needs of all learners. Teacher candidates must demonstrate dispositions that are necessary to become an effective teacher. Dispositions/professionalism is assessed during field experience.

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.

HPR 338 : Facilities and Equipment in Sport Management

This course provides an in-depth understanding of the planning, design, and management of sports facilities and equipment. Topics include facility planning, design principles, maintenance, safety standards, and the procurement and management of sport management.

Credits 3

Prerequisites

HPR 232 and HPR 331 with a grade of "C" or higher and instructor recommendation.

Prerequisite Courses

HPR 232

HPR 331

HPR 339 : Policy Analysis and Compliance in Sport Management

This course explores policy analysis, compliance principles, and practices within sport management. Topics include developing, implementing, and evaluating policies and the legal and ethical considerations in ensuring compliance within sports organizations.

Credits 3

Prerequisites

HPR 338 with a grade of "C" or higher.

Prerequisite Courses

HPR 338

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

HPR 432 : Physiology of Exercise

This course is a study of the scientific principles of exercise and physiological and biomechanical concepts connected to movement and fitness. 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

HPR 433 : Kinesiology

This course is designed to analyze the movement of the human body and to discover their underlying principles. The mechanical aspects of human movement and elements of various motor skills and performance concepts will be emphasized.

Credits 3

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

HPR 435 : Personal Branding and Name, Image, and Likeness
This course explores the emergence of Name, Image, and Likeness (NIL) in college athletics and its impact on sports management. Students will analyze the legal, marketing, and business implications of NIL and its effect student-athletes, universities, and the broader sports ecosystem. Real-world case studies and guest speakers will provide practical insights into navigating the evolving NIL landscape.
Credits 3
Prerequisites
BUS 333, MKT 331, and MKT 430 with a grade of "C" or higher.
Prerequisite Courses
BUS 333
MKT 331
MKT 430

HPR 436 : Sport Management Seminar
This seminar-style course is designed to give students an in-depth understanding of contemporary issues in sport management. Through discussions, guest lectures, and independent projects, students will critically analyze challenges and opportunities in the sports industry while developing professional research, presentation, and networking skills.
Credits 3
Prerequisites
Senior standing in the Stillman College Sport Management program.

HPS 110 : Beginning Swimming
This course is an introductory course that emphasizes basic fundamentals of swimming.
Credits 1

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

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

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

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

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

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

HPS 117 : Tumbling and Physical Conditioning
In this course, emphasis is placed on skill acquisition and techniques for teaching stunts and tumbling.
Credits 1

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

HPS 220 : Methods of Teaching Striking, Field, Invasion, and Territory Games

This course provides teacher candidates with opportunities to study and apply physiological/ behavior theories, motor theories, motor skills, and concept knowledge of striking, field, invasion, and territory games (softball, football, soccer, basketball, team handball). Teacher candidates will investigate these sports and their relationships, as well as demonstrate personal competence in relevant motor skills, movement, and the methods and
techniques needed to teach them. Teacher candidates will create short-term and long-term objectives, create and implement physical education content aligned with lesson plan objectives, utilize resources to create active learning activities, plan and adapt learning instruction for diverse learners and students with exceptionalities, plan and create sequential instruction for all learners, and integrate current technology into lesson plans and teaching. Teacher candidates will demonstrate competence in the following: verbal/nonverbal communication skills, demonstrations, instructional cues, constructive instructional feedback for skill acquisition, adjusting instructional activities based on student responses/dispositions,
classroom management strategies for safe learning, and implementing projects that include independent learning activities, cooperative learning activities, and think-pair-share activities that promote personal accountability and social skills. In addition, teacher candidates will design and implement appropriate learning activities that include learning goals that are a) performance-based, measurable, and developmentally appropriate, and b) aligned with the Alabama Course of Study, local district standards, and national standards to address the diverse needs of all learners. Teacher candidates must demonstrate dispositions necessary to becoming an effective teacher. Dispositions/professionalism is assessed during field experience.

Credits 2

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.

HPS 221 : Methods of Teaching Target, Net, and Wall Games
This course provides teacher candidates with opportunities to study and apply physiological/ behavior theories, motor theories, motor skills, personal motor skills and movement performance and concept knowledge of target, net, and wall games (golf, tennis, badminton, volleyball, and racquetball). Teacher candidates will investigate these sports and their relationships, as well as demonstrate personal competence in relevant motor skills, movement, and the methods and techniques needed to teach the skills. Teacher candidates will create short-term and long-term objectives, create and implement physical education content aligned with lesson plan objectives, utilize resources to create active learning activities, plan and adapt learning instruction for diverse learners and students with exceptionalities, plan and create sequential instruction for all learners, and integrate current technology into lesson plans and teaching. Teacher candidates will demonstrate competence in the following: verbal/nonverbal communication skills, demonstrations, instructional cues, constructive instructional feedback for skill acquisition, adjusting instructional activities based on student responses/dispositions, classroom management strategies for safe learning, and implementing projects that include independent learning activities, cooperative learning activities, and think-pair-share activities that promote personal accountability and social skills. In addition, teacher candidates will design and implement appropriate learning activities that include learning goals that are a) performance-based, measurable, and developmentally appropriate, and b) aligned with the Alabama Course of Study, local district standards, and national standards to address the diverse needs of all learners. Teacher candidates must demonstrate dispositions necessary to becoming an effective teacher. Dispositions/professionalism is assessed during field experience.
Credits 2

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.

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

Journalism

JN 131 : Introduction to Mass Communications
This gateway course is an introduction to the fields of communication, including theory, law and regulation, history and social implications of media operations. Prerequisite to all other courses in the Journalism major and co-requisite to ENG 131 or ENG 199. Should be taken in the student's first or second semester of the freshman year.
Credits 3

JN 132 : Introduction to Media Writing
This course is an introduction to writing for mass media with attention to the various forms of writing, print and non-print texts, for journalism, telecommunication, advertising, and public relations, which appeal to adolescent and/or adult readers. The course also gives students opportunities to interact with multiple media environments. The course will give attention to mixed media assessment tools to measure comprehension of literature studied, written about, and researched. Students engage in collaborative communication through group dynamics (i.e., oral presentations) that build students' written communication skills.
Credits 3
Prerequisites
Prerequisite to the major or co-requisite to ENG 131 or ENG 199. Required for English majors with a language arts/secondary education concentration.

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.

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
Prerequisite Courses
JN 131
JN 132

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.

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
Prerequisite Courses
JN 131
JN 132
JN 231

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
Prerequisite Courses
JN 131
JN 132
JN 231

JN 333 : News 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 the use of software to produce publications and web sites.
Credits 3

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
Prerequisite Courses
JN 231

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
Prerequisite Courses
JN 131
JN 132
JN 231

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.

JN 338 : Radio Production
This course covers principles and practices of over the air, satellite and digital radio productions such as news, commercials and documentaries: includes programming and podcasting.
Credits 3
Prerequisites
and ENG 131 or ENG 199
Prerequisite Courses
CSC 121
JN 131
JN 132

JN 339 : Digital Video Production
This course provides students with practical training in digital video production, programming and direction. Students work in teams to produce digital video programming and new media productions such as documentary shorts, news, commercials, sports programs, and narrative video vignettes. The course includes video editing and distribution.
Credits 3
Prerequisites
and ENG 131 or ENG 199
Prerequisite Courses
JN 131
JN 132

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
Prerequisites
This course may be 3 to 6 credit hours.
Prerequisite Courses
JN 231

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
Prerequisite Courses
JN 131
JN 132
JN 231

JN 434 : Senior Project Research
This course is designed to equip students with the skills to develop and write a comprehensive thesis that will accompany a film. This course will focus on research, critical analysis, and academic writing abilities while guiding students through developing their thesis into five four-page papers. By the end of the course, students will have a solid foundation in thesis development and effective academic writing techniques. In addition to the thesis writing component, this course equips students with the necessary skills to pitch their research for a 10-minute documentary film. Students will learn how to present their research concisely and compellingly, highlighting the significance and relevance of their chosen topic. This integrates the practical application of research skills in documentary filmmaking, providing students with valuable experience communicating their ideas to potential stakeholders or collaborators for film production. This course is the first in a two-part sequence of JN434 and JN435.
Credits 3
Prerequisite Courses
JN 131
JN 132
JN 231
JN 332

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
Prerequisite Courses
JN 231
JN 332

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
Prerequisite Courses
JN 231

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

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

JN 444 : Senior Project Production
This course is designed to provide students with the practical skills and knowledge required to bring their research and thesis from JN 434 to life through film production. Students will delve into documentary filmmaking's technical and creative aspects while focusing on their film projects' pre-production, production, and post-production phases. The end product will be the presentation of their work as their senior thesis project.
Credits 3
Lecture Hours 1
Lab Hours 2
Prerequisite Courses
JN 434
Effective
Fall 2023

Korean Language

KOR 131 : Elementary Korean I
This course will emphasize the development of practical communicative ability in Korean. Students are required to study the textbook and practice with assigned audiovisual materials by themselves outside class. Cultural aspects of Korea will be added to communication skill practice to help students' understanding of the culture through language. Students have practice sessions two hours per week. The instructor will monitor active participation throughout the semester by use of the STUDENT PERFORMANCE SHEET. Regular attendance and participation is expected.
Credits 3

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

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

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.

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.

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.

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. Perquisite: MGT 334 Principles of Management
Credits 3

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.

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.

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.

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.

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.

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.

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.

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.

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.

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-word 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

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

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

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.

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.

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.

MAT 145 : Calculus I
This course introduces students to the three fundamental concepts of calculus, using standard and nonstandard algorithms of numbers and quantity, and focus on Fundamental Theorem of Calculus, logarithmic, exponential, and trigonometric functions. Study of limits and continuity, evaluation of limits using algebraic techniques (such as finding the absolute value), numerical approximations, and/or computers, dealing with rational, irrational, real, and complex numbers; study of derivative of elementary functions, physical applications of the derivative including functional representations such as curve sketching (table graphs), 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.

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; study of vector functions; and focus on Fundamental Theorem of Calculus to solve problems involving calculus.
Credits 4
Prerequisites
MAT 145

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

MAT 233 : Introduction to Statistics
This course covers statistical change, statistical inference, statistical design, organizing, creating, and summarizing data (such as implementing box plots, histograms, cumulative frequency plots), probability concepts, estimation, chance phenomena, simulations, and tests of significance (decision-making).
Credits 3
Prerequisites
MAT 132 or MAT 134.

MAT 234 : Discrete Math I
This course is an introduction to the theory and use of discrete mathematical structures that include quantitative reasoning, mathematical logic, mathematical induction, combinatorics (permutations and combinations), relations, partially ordered systems, graphs, trees, networks, permutations, logic and linear programming (predicate logic), analysis of algorithms, recursion, relationships, Boolean algebras and other algebraic structures, and modeling.
Credits 3
Prerequisites
MAT145.

MAT 241 : Calculus III
This course extends the concepts of single variable calculus to multivariate functions. Topics include study of vector operations in n-dimensional space; vector-valued functions; differential and integral calculus of multiple variables; using geometry and trigonometry to solve problems involving calculus.
Credits 4
Prerequisites
MAT 146

MAT 331 : Linear Algebra
This course is a study of vector operations and spaces, subspaces, and linear transformations as well as quadratic, polynomial, and exponential functions; systems of linear equations; matrix operations, determinants, eigenvalues, and modeling real-world relationships.
Credits 3
Prerequisites
MAT 146 and MAT 234.

MAT 332 : Abstract Algebra
This course is a study of algebra as it relates to elementary number theory (such as factorization, primes, and common factors), groups, rings (such as, division rings), integral domains, and elementary field theory and the relationship between structures of number systems and symbolic calculations, modeling those relationships and operations.
Credits 3
Prerequisites
MAT 146 and MAT 234.

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 in order to formulate, represent, and analyze mathematical models derived from real-world contexts.
Credits 3
Prerequisites
MAT 241.

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.

MAT 335 : Discrete Math II
This course is an extension of discrete mathematical structures that include quantitative reasoning, mathematical logic, mathematical induction, combinatorics (permutations and combinations), relations, partially ordered systems, graphs, trees, networks, permutations, logic and linear programming (predicate logic), analysis of algorithms, recursion, relationships, Boolean algebras and other algebraic structures, and modeling.
Credits 3
Prerequisites
MAT 234.

MAT 336 : Modern Geometry
This course is a study of axiomatic systems for affine geometries, translations, dilations, rotations, reflections, and linear transformations, and affine geometries over rings. Topics included in this course are proofs, trigonometry, periodic phenomena, identification, classification into categories, visualization, representation, Euclidean affine geometry, congruence (symmetry) and similarity, measurement, and conics; the course uses formulas to find perimeter, area, surface area, and volume and to solve problems involving geometry, trigonometry, and calculus.
Credits 3
Prerequisites
MAT 331.

MAT 430 : Seminar in the History and Philosophy of Mathematics
This course emphasizes readings in the historical development perspectives of number systems, algebra, geometry, statistics, probability, calculus, discrete mathematics, and trigonometry featuring diverse cultures in ancient and modern writings. Students will make oral and written presentations to express mathematical understandings and ideas precisely and to demonstrate the interconnectedness among those ideas concerning mathematical thinking based upon the topics discussed in the readings; and the course gives attention to practices of problem solving and reasoning.
Credits 3
Prerequisites
MAT 333 and MAT 335.

MAT 431 : Introduction to Real Analysis
This course is a study of number theory, 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.

Music and Music Education

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.

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 preparation, promotion and etiquette.
Credits 0

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

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

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

MUS 111 : Musical Ensembles
Musical Ensembles are large student performing organizations, including Band and Choir, through which students grow in artistry, technical skills, collaborative competencies and repertoire knowledge. Students will learn how to rehearse effectively, and most will have opportunities to both assume leadership roles and perform solo. Students are required to enroll in the ensemble most appropriate to their major instrument for 8 semesters.
Credits 1
Recommended
Ensemble courses should be taken in sequence (111, 112, 211, 212, 311, 312, 411, 412).

MUS 112 : Musical Ensembles
Musical Ensembles are large student performing organizations, including Band and Choir, through which students grow in artistry, technical skills, collaborative competencies and repertoire knowledge. Students will learn how to rehearse effectively, and most will have opportunities to both assume leadership roles and perform solo. Students are required to enroll in the ensemble most appropriate to their major instrument for 8 semesters.
Credits 1
Recommended
Ensemble courses should be taken in sequence (111, 112, 211, 212, 311, 312, 411, 412).

MUS 113 : Principal Applied Music

Principal Applied Music is a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments required for music majors. Students will learn technical skills requisite for self-expression, the ability to perform a cross-section of major performance repertoire for their instrument, thereby building their general musicianship skills to a level sufficient to work in collaboration with other music professionals in their concentration. In addition to basic music skills, functional performance abilities in voice and keyboard appropriate to the candidate's specialization is required. Students registered may also be required to attend performance and repertoire classes. Instructors will include opportunities for students to arrange and adapt music and create original music. Students are required to enroll in the applied lesson of their major instrument for 8 semesters. Admission is by audition and consent of instructor.

Credits 1

Co-Requisite Courses

MUS 001

Comments

Admission is by audition and consent of instructor.

Recommended

Principal Applied Instrument courses should be taken in sequence (113, 114, 213, 214, 313, 314, 413, 414).

MUS 114 : Principal Applied Music

Principal Applied Music is a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments required for music majors. Students will learn technical skills requisite for self-expression, the ability to perform a cross-section of major performance repertoire for their instrument, thereby building their general musicianship skills to a level sufficient to work in collaboration with other music professionals in their concentration. In addition to basic music skills, functional performance abilities in voice and keyboard appropriate to the candidate's specialization is required. Students registered may also be required to attend performance and repertoire classes. Instructors will include opportunities for students to arrange and adapt music and create original music. Students are required to enroll in the applied lesson of their major instrument for 8 semesters. Admission is by audition and consent of instructor.

Credits 1

Co-Requisite Courses

MUS 001

Comments

Admission by audition and consent of instructor.

Recommended

Principal Applied Instrument courses should be taken in sequence (113, 114, 213, 214, 313, 314, 413, 414).

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. Candidates will gain functional performance and pedagogical skills in voice, including sight-reading.

Credits 2

Recommended

A knowledge of music fundamentals is helpful.

MUS 123 : Class Piano

Class Piano is designed to teach fundamental keyboard and musicianship skills, appropriate to the particular music concentration, including five-finger position, scales, and progressions. Also taught are accompanying and basic theory, including note recognition, rhythm, harmony, form, basic harmonization and sight-reading. Students will practice transposition. Candidates will achieve competency for teaching. No prior music experience required. Functional abilities in voice keyboard, and teaching specialization are essential.

Credits 2

Comments

Music majors may use this sequence to prepare for the required Piano Proficiency Exam.

Recommended

Courses should be taken in sequence (123-124-223-224).

MUS 124 : Class Piano

Class Piano is designed to teach fundamental keyboard and musicianship skills, appropriate to the particular music concentration, including five-finger position, scales, and progressions. Also taught are accompanying and basic theory, including note recognition, rhythm, harmony, form, basic harmonization and sight-reading. Students will practice transposition. Candidates will achieve competency for teaching. No prior music experience required. Functional abilities in voice keyboard, and teaching specialization are essential.

Credits 2

Comments

Music majors may use this sequence to prepare for the required Piano Proficiency Exam.

Recommended

Courses should be taken in sequence (123-124-223-224).

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. Students will develop the ability to apply organizational patterns of music in both aural, verbal, and visual analyses, and capability with musical forms, processes, and structures in order to acquire a rudimentary capacity to create original or derivative music. Over the course of the four-course sequence students will acquire sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge for composing, performing, analyzing music, and producing scholarly work. Class meetings include three lectures and one laboratory per week.

Credits 3

MUS 132 : Theory of Music II
Theory of Music II is 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. Students will develop the ability to apply organizational patterns of music in both aural, verbal, and visual analyses, and capability with musical forms, processes, and structures in order to acquire a rudimentary capacity to create original or derivative music. Over the course of the four-course sequence students will acquire sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge for composing, performing, analyzing music, and producing scholarly work. Class meetings include three lectures and one laboratory per week.
Credits 3
Prerequisite Courses
MUS 131

MUS 133 : Music Appreciation
Music Appreciation is designed for non-music majors and requires no previous musical experience. It covers the basics elements of music and active listening and broadly surveys Western Art Music and World Music from the Middle Ages through present day.
Credits 3

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

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

MUS 211 : Musical Ensembles
Musical Ensembles are large student performing organizations, including Band and Choir, through which students grow in artistry, technical skills, collaborative competencies and repertoire knowledge. Students will learn how to rehearse effectively, and most will have opportunities to both assume leadership roles and perform solo. Students are required to enroll in the ensemble most appropriate to their major instrument for 8 semesters.
Credits 1
Recommended
Ensemble courses should be taken in sequence (111, 112, 211, 212, 311, 312, 411, 412).

MUS 212 : Musical Ensembles
Musical Ensembles are large student performing organizations, including Band and Choir, through which students grow in artistry, technical skills, collaborative competencies and repertoire knowledge. Students will learn how to rehearse effectively, and most will have opportunities to both assume leadership roles and perform solo. Students are required to enroll in the ensemble most appropriate to their major instrument for 8 semesters.
Credits 1
Recommended
Ensemble courses should be taken in sequence (111, 112, 211, 212, 311, 312, 411, 412).

MUS 213 : Principal Applied Music

Principal Applied Music is a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments required for music majors. Students will learn technical skills requisite for self-expression, the ability to perform a cross-section of major performance repertoire for their instrument, thereby building their general musicianship skills to a level sufficient to work in collaboration with other music professionals in their concentration. In addition to basic music skills, functional performance abilities in voice and keyboard appropriate to the candidate's specialization is required. Students registered may also be required to attend performance and repertoire classes. Instructors will include opportunities for students to arrange and adapt music and create original music. Students are required to enroll in the applied lesson of their major instrument for 8 semesters. Admission is by audition and consent of instructor.

Credits 1

Co-Requisite Courses

MUS 001

Comments

Admission is by audition and consent of instructor.

Recommended

Principal Applied Instrument courses should be taken in sequence (113, 114, 213, 214, 313, 314, 413, 414).

MUS 214 : Principal Applied Music

Principal Applied Music is a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments required for music majors. Students will learn technical skills requisite for self-expression, the ability to perform a cross-section of major performance repertoire for their instrument, thereby building their general musicianship skills to a level sufficient to work in collaboration with other music professionals in their concentration. In addition to basic music skills, functional performance abilities in voice and keyboard appropriate to the candidate's specialization is required. Students registered may also be required to attend performance and repertoire classes. Instructors will include opportunities for students to arrange and adapt music and create original music. Students are required to enroll in the applied lesson of their major instrument for 8 semesters. Admission is by audition and consent of instructor.

Credits 1

Co-Requisite Courses

MUS 001

Comments

Admission is by audition and consent of instructor.

Recommended

Principal Applied Instrument courses should be taken in sequence (113, 114, 213, 214, 313, 314, 413, 414).

MUS 223 : Class Piano

Class Piano is designed to teach fundamental keyboard and musicianship skills, appropriate to the particular music concentration, including five-finger position, scales, and progressions. Also taught are accompanying and basic theory, including note recognition, rhythm, harmony, form, basic harmonization and sight-reading. Students will practice transposition. Candidates will achieve competency for teaching. No prior music experience required. Functional abilities in voice keyboard, and teaching specialization are essential.

Credits 2

Comments

Music majors may use this sequence to prepare for the required Piano Proficiency Exam.

Recommended

Courses should be taken in sequence (123-124-223-224).

MUS 224 : Class Piano

Class Piano is designed to teach fundamental keyboard and musicianship skills, appropriate to the particular music concentration, including five-finger position, scales, and progressions. Also taught are accompanying and basic theory, including note recognition, rhythm, harmony, form, basic harmonization and sight-reading. Students will practice transposition. Candidates will achieve competency for teaching. No prior music experience required. Functional abilities in voice keyboard, and teaching specialization are essential.

Credits 2

Comments

Music majors may use this sequence to prepare for the required Piano Proficiency Exam.

Recommended

Courses should be taken in sequence (123-124-223-224).

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 the solo vocal repertoire.

Credits 1

Prerequisites

MUS 114-VO or consent of instructor.

MUS 226 : Diction for Singers II

Diction for Singers II is a study of French and Italian pronunciation as it applies to the 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 or consent of instructor.

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. Students will develop the ability to apply organizational patterns of music in both aural, verbal, and visual analyses, and capability with musical forms, processes, and structures in order to acquire a rudimentary capacity to create original or derivative music. Over the course of the four-course sequence students will acquire sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge for composing, performing, analyzing music, and producing scholarly work. Class meetings include three lectures and one laboratory per week.

Credits 3

Prerequisite Courses

MUS 132

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 contemporary music theory systems. The class includes the study of sight-singing and music dictation in laboratory meetings. Students will develop the ability to apply organizational patterns of music in both aural, verbal, and visual analyses, and capability with musical forms, processes, and structures in order to acquire a rudimentary capacity to create original or derivative music. Over the course of the four-course sequence students will acquire sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge for composing, performing, analyzing music, and producing scholarly work. Class meetings include three lectures and one laboratory per week.
Credits 3
Prerequisite Courses
MUS 231

MUS 233 : Music for the Classroom Teacher
Music for the Classroom Teacher includes 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.
Credits 3

MUS 234 : Jazz Appreciation
Jazz Appreciation is an overview of the evolution of jazz from its beginnings to the 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.
Credits 3

MUS 236 : Introduction to Finale Music Notation Software
This course 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 meet the industry standards of professional music publishers. Composition experience is not required.
Credits 3
Prerequisite Courses
MUS 131

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. Students will combine their current skills to work on music problems through aural, verbal, and visual analysis of history and repertoire. Technical skills requisite for artistic self-expression, general musicianship, professional standards, and the synthesis of all learning will be assessed. The applied instructor must approve all recital repertoire.

Credits 0

Prerequisites

Successful completion of the Sophomore Qualifying Examination is required prior to enrolling in Junior Recital.

MUS 310 : Introduction to Marching Band Techniques

Introduction to Marching Band Techniques presents 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 with a computer-based drill design program.

Credits 1

Prerequisites

Consent of instructor.

MUS 311 : Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir, through which students grow in artistry, technical skills, collaborative competencies and repertoire knowledge. Students will learn how to rehearse effectively, and most will have opportunities to both assume leadership roles and perform solo. Students are required to enroll in the ensemble most appropriate to their major instrument for 8 semesters.

Credits 1

Recommended

Ensemble courses should be taken in sequence (111, 112, 211, 212, 311, 312, 411, 412).

MUS 312 : Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir, through which students grow in artistry, technical skills, collaborative competencies and repertoire knowledge. Students will learn how to rehearse effectively, and most will have opportunities to both assume leadership roles and perform solo. Students are required to enroll in the ensemble most appropriate to their major instrument for 8 semesters.

Credits 1

Recommended

Ensemble courses should be taken in sequence (111, 112, 211, 212, 311, 312, 411, 412).

MUS 313 : Principal Applied Music

Principal Applied Music is a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments required for music majors. Students will learn technical skills requisite for self-expression, the ability to perform a cross-section of major performance repertoire for their instrument, thereby building their general musicianship skills to a level sufficient to work in collaboration with other music professionals in their concentration. In addition to basic music skills, functional performance abilities in voice and keyboard appropriate to the candidate's specialization is required. Students registered may also be required to attend performance and repertoire classes. Instructors will include opportunities for students to arrange and adapt music and create original music. Students are required to enroll in the applied lesson of their major instrument for 8 semesters. Admission is by audition and consent of instructor.

Credits 1

Co-Requisite Courses

MUS 001

Recommended

Principal Applied Instrument courses should be taken in sequence (113, 114, 213, 214, 313, 314, 413, 414).

MUS 314 : Principal Applied Music

Principal Applied Music is a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments required for music majors. Students will learn technical skills requisite for self-expression, the ability to perform a cross-section of major performance repertoire for their instrument, thereby building their general musicianship skills to a level sufficient to work in collaboration with other music professionals in their concentration. In addition to basic music skills, functional performance abilities in voice and keyboard appropriate to the candidate's specialization is required. Students registered may also be required to attend performance and repertoire classes. Instructors will include opportunities for students to arrange and adapt music and create original music. Students are required to enroll in the applied lesson of their major instrument for 8 semesters. Admission is by audition and consent of instructor.

Credits 1

Co-Requisite Courses

MUS 001

Recommended

Principal Applied Instrument courses should be taken in sequence (113, 114, 213, 214, 313, 314, 413, 414).

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 sufficient to teach beginning students effectively in groups on each instrument. Performance practices in a variety of instruments will be covered. This course is required for vocal students pursuing Alabama State teaching certification in Music (P-12).

Credits 3

MUS 331 : African-American Music
African-American Music is designed to be an exploration of American music showing characteristics surviving from African traditions and the contributions of Black musicians to Western musical culture. Open to all students.
Credits 3

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). Students will develop sufficient abilities to read scores and integrate style, performance practices, and instrumentation, as well as familiarity with music forms, processes, and structures, which they will be able to employ for compositional, performance, analytical, scholarly, pedagogical and ensemble leadership/direction purposes. They will arrange and adapt music in order to create accurate and musically expressive performances to meet the needs and ability levels of school performing groups, and classroom situations. The course is required for the music major with teacher certification.
Credits 3
Prerequisite Courses
MUS 132

MUS 335 : Music History and Literature I
Music History and Literature I is a survey of music in the Western Art Music tradition from prehistory to 1750, including composers, styles, forms, and pieces. Emphasis is placed on visual and aural analysis and the relationship of music to the social and cultural background of each era. This basic knowledge of music history and repertoires will facilitate their ability to place music in historical, cultural, stylistic contexts, changing musical language, and musical and extra-musical achievements. Class meetings consist of three lectures per week.
Credits 3
Prerequisite Courses
MUS 132

MUS 336 : Music History and Literature II
Music History and Literature II is a continuation of the survey of music in the Western Art Music tradition. This second installment picks up where MUS 335 leaves off, covering from 1750 to the present day, including composers, styles, forms, and pieces. Emphasis is placed on visual and aural analysis and the relationship of music to the social and cultural background of each era. This basic knowledge of music history and repertoires will facilitate their ability to place music in historical, cultural, stylistic contexts, changing musical language, and musical and extra-musical achievements. Class meetings consist of three lectures per week. Class meetings consist of three lectures per week.
Credits 3
Prerequisite Courses
MUS 132
Recommended
It is recommended to complete MUS 335 prior to enrolling in 336.

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). Students will learn technical skills requisite for self-expression, the ability to perform a cross-section of major performance repertoire for their instrument, thereby building their general musicianship skills to a level sufficient to work in collaboration with other music professionals in their concentration. Students must also submit extended program notes discussing the content of the recital. Students must present and pass a recital hearing no fewer than two weeks prior to the scheduled recital. Students will combine their current skills to work on music problems through aural, verbal, and visual analysis of history and repertoire. Technical skills requisite for artistic self-expression, general musicianship, professional standards, and the synthesis of all learning will be assessed. The applied instructor must approve all recital repertoire.

Credits 0

Prerequisite Courses

MUS 301

MUS 411 : Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir, through which students grow in artistry, technical skills, collaborative competencies and repertoire knowledge. Students will learn how to rehearse effectively, and most will have opportunities to both assume leadership roles and perform solo. Students are required to enroll in the ensemble most appropriate to their major instrument for 8 semesters.

Credits 1

Recommended

Ensemble courses should be taken in sequence (111, 112, 211, 212, 311, 312, 411, 412).

MUS 412 : Musical Ensembles

Musical Ensembles are large student performing organizations, including Band and Choir, through which students grow in artistry, technical skills, collaborative competencies and repertoire knowledge. Students will learn how to rehearse effectively, and most will have opportunities to both assume leadership roles and perform solo. Students are required to enroll in the ensemble most appropriate to their major instrument for 8 semesters.

Credits 1

Recommended

Ensemble courses should be taken in sequence (111, 112, 211, 212, 311, 312, 411, 412).

MUS 413 : Principal Applied Music

Principal Applied Music is a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments required for music majors. Students will learn technical skills requisite for self-expression, the ability to perform a cross-section of major performance repertoire for their instrument, thereby building their general musicianship skills to a level sufficient to work in collaboration with other music professionals in their concentration. In addition to basic music skills, functional performance abilities in voice and keyboard appropriate to the candidate's specialization is required. Students registered may also be required to attend performance and repertoire classes. Instructors will include opportunities for students to arrange and adapt music and create original music. Students are required to enroll in the applied lesson of their major instrument for 8 semesters. Admission is by audition and consent of instructor.

Credits 1

Co-Requisite Courses

MUS 001

Recommended

Principal Applied Instrument courses should be taken in sequence (113, 114, 213, 214, 313, 314, 413, 414).

MUS 414 : Principal Applied Music

Principal Applied Music is a weekly hour-long individual lesson in piano, organ, voice, brass, percussion, and woodwind instruments required for music majors. Students will learn technical skills requisite for self-expression, the ability to perform a cross-section of major performance repertoire for their instrument, thereby building their general musicianship skills to a level sufficient to work in collaboration with other music professionals in their concentration. In addition to basic music skills, functional performance abilities in voice and keyboard appropriate to the candidate's specialization is required. Students registered may also be required to attend performance and repertoire classes. Instructors will include opportunities for students to arrange and adapt music and create original music. Students are required to enroll in the applied lesson of their major instrument for 8 semesters. Admission is by audition and consent of instructor.

Credits 1

Co-Requisite Courses

MUS 001

Recommended

Principal Applied Instrument courses should be taken in sequence (113, 114, 213, 214, 313, 314, 413, 414).

MUS 426 : Conducting

Conducting is the study of the patterns, rehearsal techniques, and other skills necessary for a conductor to lead ensembles of different sizes and contexts in the production of 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. Students will learn how to read a score and integrate analysis and styles into conducting. They will become comfortable with performance practices, varying instrumentation, and the appropriate conducting techniques. They will develop knowledge and skills essential for leaders / collaborators in the musical profession, as well as sufficient understanding of musical forms, processes, and structures as it relates to compositional, performance, and analytical applications in order to work on musical problems through the combination of those skills. They will learn how to apply an understanding of and capability with musical forms, processes, and structures in performance pedagogy. Attention will be paid to musical problems of which conductors must be aware.

Credits 2

Prerequisite Courses

MUS 232

MUS 440 : Special Topics in Music

This course will focus on special topics related to music and culture, music history, music theory, music technology, music performance, the music industry/business, or music pedagogy, as determined by the needs of students majoring in Music and the expertise of the Music Faculty.

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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.

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.

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

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.

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.

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.

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.

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

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.

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.

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.

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.

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

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.

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.

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.

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.

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

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.

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.

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

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

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

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

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

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

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

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

PHY 141 : Physical Science
This course is designed to meet the requirements of elementary education and non-science majors. Topics include astronomy, earth origins and science, water, weather, atmospheres 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

PHY 243 : Physics I
This course is an introduction to basic theories of classical and modern physics covering the follow-ing units; distance, velocity, acceleration, Newton's laws of motions, energy, momentum, collision, radioactivity and nuclear physics, rotational motion, gravity, solids and fluids, electricity, magnetism, sound, and oscillations. 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

PHY 244 : Physics II
This a continuation course in the introduction to basic theories of classical and modern physics covering the following topics; relativity electricity, current, resistance, capacitance, magnetism, electro-magnetic radiation, reflection, refraction, wave optics, mirrors and lenses, quantum and atomic physics, and nuclear physics. Topics covered will emphasize basic problem solving and experimental techniques. Three hours lecture, two hours laboratory.
Credits 4
Prerequisites
PHY 243

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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
Prerequisite Courses
PSY 230

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
Prerequisite Courses
PSY 230

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, Pavlov Ian conditioning, concept learning, general-case instruction, and stimulus equivalence.
Credits 3
Prerequisites
or Junior/Senior Class Standing
Prerequisite Courses
PSY 230

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
Prerequisite Courses
PSY 230

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
Prerequisite Courses
PSY 230

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
Prerequisite Courses
PSY 230

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 3
Prerequisite Courses
PSY 230

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
Prerequisite Courses
PSY 230
PSY 321

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
or Junior/Senior Class Standing
Prerequisite Courses
PSY 230

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
or Junior/Senior Class Standing
Prerequisite Courses
PSY 230

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
or Junior/Senior Class Standing
Prerequisite Courses
PSY 230

PSY 334 : Psychopathology
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
or Junior/Senior Class Standing
Prerequisite Courses
PSY 230

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
or Junior/Senior Class Standing
Prerequisite Courses
PSY 230

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
Prerequisite Courses
MAT 131

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
and/or Junior/Senior Class Standing
Prerequisite Courses
PSY 230
PSY 335

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
and/or Junior/Senior Class Standing
Prerequisite Courses
PSY 230
PSY 335

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 335 recommended)
Prerequisite Courses
PSY 230

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
Prerequisite Courses
PSY 230

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
Prerequisite Courses
PSY 230

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 3
Prerequisite Courses
PSY 321
PSY 330

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
or Junior/Senior Class Standing
Prerequisite Courses
PSY 230

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).
Credits 3
-6
Prerequisites
and permission of the instructor
Prerequisite Courses
PSY 230

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
Prerequisite Courses
PSY 230
PSY 336

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
Prerequisite Courses
PSY 230
PSY 432

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
Prerequisite Courses
PSY 230
PSY 231
PSY 330

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
Prerequisite Courses
PSY 230
PSY 231
PSY 330

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REL 335 : Introduction to World Christianity
The massive growth of Christianity in the non-western world in the second half of the twentieth century led to the development of the discipline of World Christianity. This course introduces students to the scope, methods, and theories of the discipline.
Credits 3

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

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

REL 338 : Introducing Africana Religions
This course introduces students to significant issues and themes in the study of African indigenous religions and investigates the possible influences African indigenous religions might have on African derived religions in the diaspora.
Credits 3

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.

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

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

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

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

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

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

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

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

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

Secondary 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. Topics include maximizing on - task student behavior, enhancing students' motivation to learn, and positively responding to behaviors that disrupt the learning process.
Credits 3

HPR 337 : Methods and Materials in Secondary PE
This course provides an overview of the curriculum, instructional methods, assessments methods, professionalism/dispositions, integration of technology, and classroom management skills of health/physical education in the secondary schools.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 the Stillman Teacher Education Program (STEP). Membership in the Student Alabama Education Association (SAEA) is required in order to take this course.
Credits 3

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

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

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.

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.

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

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

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.

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.

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.

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

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

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

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

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.

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

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

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.

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

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.

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

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.

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

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)

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)

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)

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)

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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

THL 239 : Dynamics Faith Development
This course is a study of the stages through which faith develops from primal, through individuative-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

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

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

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

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

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 1.5

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 1.5

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

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

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

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

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

Special Programs

Stillman Online

Stillman Online is designed to provide students with the convenience of earning a college degree from home by enrolling in online courses in the discipline of your choice.

Currently, students can enroll in the following online programs.

- Business Administration with concentrations in Accounting, Management, Marketing, Supply Chain Management and Logistics, Cyber Security and Information Science
- Psychology
- Religion
- Criminal Justice

Online courses are delivered in modular eight-week and in full term sixteen-week formats and designed so that students can manage their busy work schedules and their coursework while earning an undergraduate degree.

Stillman Online admits students who are just beginning their education or those who wish to complete their degree after having taken time away from their studies for various reasons. Success in an online educational program requires reliable high speed internet in the home, dependable access to a computer, and basic computer skills such as emailing, composing documents with the use of a word processing program, spreadsheet program, or presentation software program.

Admission to the program begins in the same way as other Special Programs at Stillman College by completing the online application and submitting transcripts of any prior academic work completed.

Graduation Requirements

Graduation requirements for Stillman Online are the same as the requirements for traditional programs.

Transfer Credit

Policies regarding transfer credit for Stillman Online are the same as the policies for traditional students.

Tuition and Fees

Financial Aid

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.

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
	Total Credits	53-54

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

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

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

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

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

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

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

SENIOR YEAR Spring Semester

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

Biomedical Science (Pre-Medicine) Program

Stillman's Biomedical Science (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 biomedical graduate and professional programs (medical, dental, pharmacy, optometry, etc.) while majoring in a specific discipline. To pursue a biomedical science course of study at Stillman, one may elect a program leading to a biology or chemistry degree. Stillman College students who successfully complete its rigorous Biomedical Science Program will meet the requirements for admission to medical school and other professional programs and will possess the skills necessary for further success in that direction.

Several (but not all) courses offered by the Department of Natural Sciences--courses that contribute to the Biomedical Science Program curriculum--are listed below:

- BMS 220: Introduction to Biomedical Sciences
- BMS 235: Introduction to Biostatistics
- BMS 337: Cancer Biology
- BMS 430: Public Health
- BMS 434: Biochemistry II Metabolic Pathways & Clinical Applications
- BMS 435: Medical Terminology

Criteria for admission to the Biomedical Science Program include a minimum GPA of 3.0 and appropriate high school courses in math, biology, chemistry, and physics.

Anyone interested receiving additional information about the Biomedical Science Program should contact the Chair of the Department of Natural Sciences, Dr. Tasha Drake at tdrake@stillman.edu.

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

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

SOPHOMORE YEAR Fall Semester

Item #	Title	Credits
BIO 231	Zoology	3
CSC 121	Critical Thinking in Digital Age	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

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

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

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

SENIOR YEAR Fall Semester

Item #	Title	Credits
BIO 349	Microbiology	4
BIO 448	Cell Physiology	4
BMS 235	Introduction to Biostatistics	3
	General Elective (2 credits)	2

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

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.

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	Critical Thinking in Digital Age	2
REL 131	Introduction to the Old Testament	3
STI 111	Orientation	1
MAT 131	Algebra	3

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

SOPHOMORE YEAR Fall Semester

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

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

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

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

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

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

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).

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 two Academic Schools which must include IS 121 Introduction to Interdisciplinary Studies. 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.

Degree Type

Bachelor of Science

Major in Interdisciplinary Studies

Item #	Title	Credits
IS 121	Introduction to Interdisciplinary Studies	2
	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

GOLAR, REGINA, B.A., M.A., Ph.D.
English
Associate Professor
Stillman College, The University of Alabama

DATTA, SHOMPABALLI, 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; Chair
Samford University, Southeastern Seminary, North Carolina State University, The University of Alabama

PETERSON, TAMALYN, B.S., M.A., Ph.D.
English
Associate Professor
Stillman College, Clark Atlanta University, Georgia State University

PRITCHETT, LARRY, M.A.
Media Communication
Assistant Professor
California State University, Los Angeles

REESE, ROMEO, B.A., M.F.A.
Media Communications
Assistant Professor; Director of Digital Communications
Central State University, Chatham University

Department of Natural Sciences

CHAUDHURI, ANATHBANDHU, B.S., M.S., PH.D
Biology
Associate Professor
University of Burdwan, Kalyani University, University of Calcutta

DRAKE, TASHA, B.A., Ph.D.
Chemistry
Assistant Professor; Chair
Amherst College, Northwestern University

GARY, LISA, B.S., M.S., M.P.H., M.Phil., Ph.D.
Biology
Associate Professor
Spelman, University of Michigan, Yale University

KANNAR, SHER, B.S., M.S., Ph.D.
Physics
Professor
University of Dar es Salaam, Clarkson University, Columbia Pacific University

LITTLE, REGINALD, B.S., M.S., Ph.D.
Chemistry
Associate Professor
Georgia Institute of Technology, Louisiana State University,
Georgia Institute of Technology

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; Chair
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
Associate Professor
The 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
Professor; Chair
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 Sciences

GOVENS, GORDON A., B.A., J.D., Ph.D.
Pre-Law Advisor, Criminal Justice, Humanities;
Associate Professor
Swarthmore College, Fordham University School of Law, Princeton Theological Seminary

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; Chair
Virginia Military Institute, Bowling Green State University,
The University of Alabama

OFFEI-NELSON, KENNEDY, B.A., M.S.
Criminal Justice
Instructor
Kwame Nkrumah University of Science and Technology, The University of Alabama

SOARIES, CRAIG, B.A., M.A., M.MUS. DBA
Interdisciplinary Studies
Associate Professor; Director of Interdisciplinary Studies, Harte Honors College
Ithaca College, Old Dominion University, Mercer University, Case Western Reserve University

School of Business, Entrepreneurship, and Computational and Information Sciences

Department of Business Administration

MCCOY, ISAAC, B.S., M.P.S.
Business
The University of Illinois at Urbana-Champaign, DePaul University

STEELE, THADDEUS, B.A., M.B.A., Ph.D
Business
Instructor
Howard University
University of Alabama, Howard University

WILLIAMS, CAROL, A.S., B.S., M.S., Ed.S, Ph.D.
Business
Associate Professor; Chair, Interim Dean
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
Associate Professor
Lakeland College, Nova Southeastern University

Department of Computational and Information Sciences

HARRIS, KEVIN, B.S., M.S., D.B.A.
Information Science
Associate Professor
Lincoln University, Southern Illinois University, Argosy University

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

LAURENT-RICE, MARIA, B.S., M.S.
Information Science
Instructor
Director of Computer Information Systems
Texas Women's University, Southern Methodist University

School of Education

Department of Fine Arts

WHEELER, JESSE, B.S., M.A., Ph.D., M. B.A.
Music
Chair
Northwestern University, University of Wisconsin-Madison, University of California, Los Angeles, University of Alabama

SHANNON, KELLY, B.S., B.F.A., M.F.A
Art
Assistant Professor, Art Education Activity Director, Coordinator of Art Education
The University of Montevallo, University of Alabama

UPSHAW, ALLISON, B.A., M.M., Ph.D.
Music
Associate Professor
Oberlin Conservatory, Louisiana State University, The University of Alabama

Department of Education

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The University of Alabama, Samford University, The University of Montevallo, Samford University

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Assistant Professor of Education; Chair; Coordinator of Secondary Education Certification
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Human Performance
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Sheppard Library

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Barnes, Delores
Campus Police Officer

Bonner, Mason
Director of Social Justice Community Engagement
Student Success

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Financial Aid
Student Success

Childs, Jonathon
Relief Director Hay Hall
Student Success

Cistrunk, Kavil [B.A.]
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Residential Life
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Head Track and Field/Cross Country Coach
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Recruitment Manager
Student Success

Dancer, Genea
Campus Police Officer

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Interim Dean of School of Arts and Sciences
Academic Affairs

Dumas, James
Director of Media Services
Library

Eubanks, Greta [B.S.]
Registrar
Student Success

Fraction, Eddie [B.S.]
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Academic Affairs and Student Affairs

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Athletics and Academic Success Center

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Office of the Registrar

Gibson, Walik
Enrollment Management Specialist
Enrollment Management

Goins, Shameka
Student Account Specialist
Finance & Administration

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SACSCOC Liaison/Transformation Officer
Institutional Effectiveness and Research

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Relief Director Wynn Hall

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Academic Success Center

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Educational Support Services

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Institutional Advancement

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Information Technology

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Certified Police Officer

Jemison, Devin
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Jemison, Emerald [B.A., M.A.]
Executive Assistance to Provost & VPAA
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Jones, Oshandlyn
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King, Evelyn
Director of Library
Academic Affairs

Kimbrough, Max
Director of Student Engagement & Leadership
Student Affairs

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Academic Affairs

Longmire, Carla [B.S., M.P.A.]
Chief of Police
Campus Police

Dr. Lowe, Elizabeth [B.A., M.S., Ed.D.]
Director of Upward Bound
Trio

Lucy, Cecil [B.S., M.B.A., J.D.]
Interim VP for Finance and Administration
Finance and Administration

Marinello, Ann [B.S.]
Accounts Payable
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Madyun, Wilbert
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May, Katia
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Human Resources

McGrue, Geno
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Moore, Beverly
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Mullen, Bettye
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Penfield, Joel
Head Softball Coach
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Campus Security Officer
Campus Police

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Royster, Adrienne [B.A., M.B.A.]
Director of Sponsored Programs; Director of Title III
President's Office

Smith, Ashleé (B.S., M.Ed.)
Director of Student Development
Student Affairs

Smith, Michael
Campus police Officer

Spencer, Clemmie
Certified Police Officer

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Teasley, John [B.S., M.S.]
Head Men's Basketball Coach
Athletics

Thomas, Michelle
Relief Director of Rouhlac Hall

Dr. King, Countess [B.S., M.B.A., D.H.A.]
Director of Human Resources
Human Resources

Thornton, Amelia
Technical Services Librarian
Library

Underwood, Celeste
Campus Police Officer

Washington, Tasha
Dean of Retention & Student Success
Enrollment Management

Webster, Rashad
Asst. Baseball Coach
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Wells, Amanda
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Whittle, Terrance [B.A., M.Ed.]
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Dr. Williams, Carol [B.S., M.B.A., Ph.D.]
Dean of the School of Business, Entrepreneurship, and Computational and Information Sciences
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Wilson, Jean A. [B.S., M.A.]
Director of Alumni Affairs
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Winston, Lorenzo
Office Manager and Executive Assistant to the President
Office of the President

Woodard, Kimberly
VP for Institutional Advancement
Institutional Advancement

FACILITIES WORKERS

Cooper, Tony
Custodian

Darget, Patricia
Custodian

Epps, John
Maintenance Operations Manager

Green, Deloris
Custodian

Hall, Dorothy
Asst. Custodian Supervisor

Hatchett, Sandy
Custodian

Howard, Joskien
Senior Operations Manager for Facilities Management

Johnson, Steve
Asst. Director of Facilities Management

Leatherwood, Sonya
Custodian

Lucious, Sharmai
Custodian

Prewitt, Parfene
Custodian

Sewell, Patricia
Custodian

Washington, Kelindra
Custodian

Officers of the College

Yolanda Page, B.A., M.A., Ph.D., President

Lisa Long, B.S., M.S., J.D., Chief Operating and Transformation Officer

C. Mark McCormick, B.A., M.Div., M.A., Ph.D., Provost and Vice President for Academic Affairs

Roland Bullard, B.A., M.Ed., Ph.D., Vice President for Student Success

Norman Golar, B.A., M.F.A., Ph.D., Vice President for Institutional Effectiveness and Research

Cecil Lucy, B.S., M.B.A., J.D., Interim Vice President for Finance and Administration

Kimberly Woodard, B.S., Vice President for Institutional Advancement and Executive Director of the Stillman Foundation

SENIOR ADMINISTRATION

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James Gray, B.S., M.A., Ed.D., Dean of Arts and Sciences

Bettye Mullen, B.S., M.S., Ph.D., Dean of Students and Title IX Coordinator

Joseph Scrivner, B.A., M.A., Ph.D., Dean of Chapel

Tasha Washington, B.A., M.S.C.E., Dean of Retention and Student Success

Greta Eubanks, B.S., College Registrar

Rosianna R. Gray, B.S., Ph.D., Associate Vice President for Academic Affairs and Director of The Center for Teaching and Learning