

**GENERAL UNDERGRADUATE CATALOG
2008-2010
ALABAMA STATE UNIVERSITY
Montgomery, Alabama**

An Equal Educational Opportunity Institution
and an Equal Opportunity Employer

AUGUST 2008

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POLICY STATEMENT

Alabama State University (ASU) is an equal opportunity employer and as such does not discriminate on the basis of race, ethnicity, national origin, age, sex, creed or color in any of its programs including, but not limited to, admission of students or employment. The university complies with Titles VI and VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 as amended. Information regarding Titles VI, VII and IX may be obtained from the director of personnel services at (334) 229-4267 and from the Vice President for Student Affairs at (334) 229-4241.

Alabama State University maintains, collects and compiles a system of information on its students in order to enhance university efficiency. However, the university fully complies with the Buckley Amendment of the Family Educational Rights and Privacy Act of 1974. Each student may, at any time, exercise his or her rights to inspect and review any and all official records, files and data directly related to him or her by initiating a request in writing with the custodian of the records desired. Disclosure of a student's social security number is voluntary and not mandatory except in cases of employment dictated under Alabama Code [CAD147][CAD147]509 (116)509(128C). When provided, social security numbers will be used to facilitate identification, particularly in cases where marriages and same surnames are involved. Detailed information on university policy explaining access to and release of student records is included in the student handbook. An inventory of those records is maintained by ASU offices in Montgomery; their location and cognizant officer are available in the Office of Student Affairs, 108 McGehee Hall.

Alabama State University is firmly committed to the principle of providing equal educational employment opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Our policies, programs and activities are designed to ensure that all facilities are made available to students and employees with disabilities in the most appropriate integrated setting. We are further committed to the identification and removal of any and all existing barriers that prevent disabled students and employees from enjoying any rights and privileges, advantages or opportunities enjoyed by nonhandicapped persons. Questions that may arise regarding university compliance and/or requests for reasonable accommodations should be directed to the Personnel Office, Alabama State University, Montgomery, AL 36101-0271.

HOW TO USE THIS CATALOG

The first few weeks of your university experience may well be the most confusing and hectic. You'll just begin learning your way around campus, choosing a course of study, paying expenses and making many important decisions. The *Alabama State University General Undergraduate Catalog* will be one of the most important problem solvers that you'll have; therefore, you should know how to use it effectively.

You'll find the catalog an important tool in answering some of your immediate questions, and you'll also refer to it many times in the next few years for answers to questions concerning degree requirements.

First, you should thoroughly familiarize yourself with the section titled "General Information" before you do anything else. This section gives an overview of the university and answers many questions concerning the university. It tells about its history, accreditation, colleges and schools, academic and degree offerings, facilities and other topics you should know.

The next section will tell you about fees and expenses and what Alabama State University can do to help you meet the cost of your attendance. Following this is a section which tells you how to obtain admission and to get registered for classes.

For information about life at Alabama State you should read the section on "Student Services and Activities." Here, you will find answers about what the university does and what things you can do.

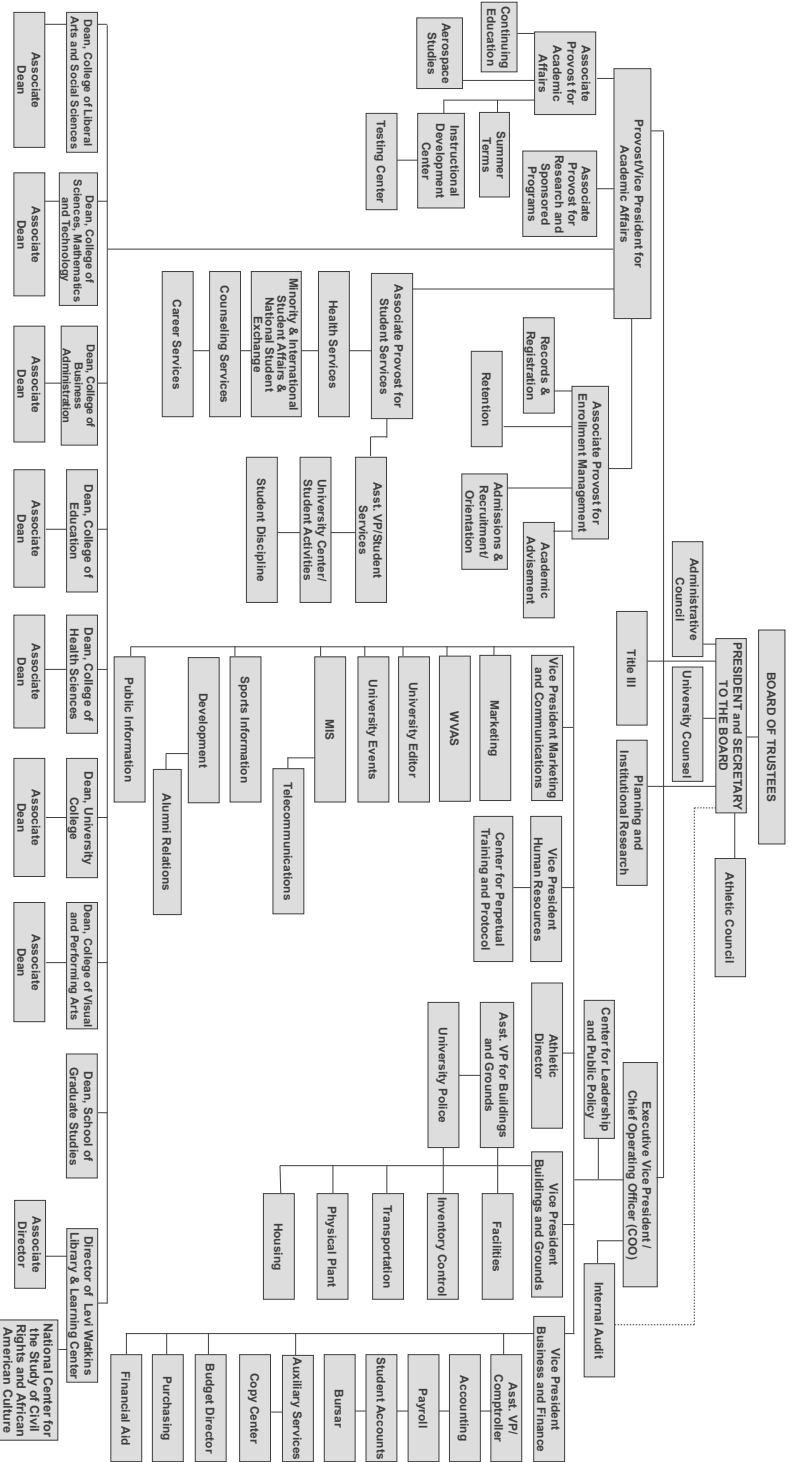
The other sections tell about academic regulations and the degree programs of the colleges and schools. For a description of any course, see the section on "Courses of Instruction."

If you are a beginning freshman, you will enroll in University College and can take up to a year to decide on a major.

If you are a freshman transfer student, you will enroll in University College. Here, you will find advisers to help you decide on a major field of study to pursue.

Your primary guide to this catalog is the Contents. For anything you can't find in the Contents, look in the Index. The Index provides a more specific guide to this catalog. For terms you do not understand, see the Glossary of Terms at the back of this catalog.

ALABAMA STATE UNIVERSITY



BOARD OF TRUSTEES

OFFICERS	DISTRICT	TERM EXPIRES ON January 31*
Governor Bob Riley, Montgomery Ex Officio President		
** Elton N. Dean, Sr., Montgomery	State-At-Large	2011
Chair		
** Oscar Crawley, Lanett	Third	2014
Vice Chair		
William H. Harris, Montgomery Secretary		
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** Taylor Hodge, Mobile	First	2017
** Alfred Seawright, Montgomery	Second	2020
Bobby M. Junkins, Gadsden	Fourth	2011
Buford Crutcher, Huntsville	Fifth	2020
** Herbert Young, Birmingham	Sixth	2017
** Marvin Wiggins, Greensboro	Seventh	2017
** Thomas H. Figures, Mobile	State-At-Large	2014
Lawrence J. Lemak, Birmingham	State-At-Large	2014

*Trustees may serve until their successors are appointed, but not more than 12 years.

**Denotes trustee who is an alumna or alumnus of the university.

ABOUT THE PRESIDENT



Dr. William H. Harris has had a long and distinguished career in higher education. He is among few academicians who have contributed to their fields of study and who have served the higher education community as the CEO and president for both public and private post-secondary institutions.

After completing the M.A. and Ph.D. degrees at Indiana University, Dr. Harris began his professional career at Indiana University as an assistant professor of history. He rose through the ranks to become professor of history and concomitantly served as associate dean of the Graduate School and director of CIC Minorities Fellowships Program. He was also a Fulbright Professor and Visiting Professor of History at the University of Hamburg (1977-1978) in Germany.

As one of the youngest college presidents ever appointed, Dr. Harris led Paine College during the period 1982-1988. He subsequently led Texas Southern University (1988-1993) and later Alabama State University (1994-2000); all successful appointments. He left retirement briefly in 2005-2006 to serve as interim president of Fort Valley State University and Texas College in 2008.

Dr. Harris has earned numerous awards and distinctions, including being named a Distinguished Son of Fitzgerald, Ga., his birthplace, one of 10 individuals so honored during the City's Centennial Celebration; recipient (with his wife, Wanda) of a Trustees Special Leadership Award from the Paine College Board of Trustees; recipient of the Paine College Alumni Association Charles G. Gomillion Award; recipient of the honorary Doctor of Letters and Laws degree from Paine College and the Doctor of Humanities degree from Tuskegee University; recipient of the Trustees Special Service Award from Paine College and recognition by Indiana University with the Distinguished Alumni Service Award, the highest honor an alumnus can receive from the university. Dr. Harris is also designated as one of the Fifty Most Influential Black Georgians.

Dr. Harris is the author of two books: ***Keeping the Faith: A. Phillip Randolph, Milton P. Webster, and the Brotherhood of Sleeping Car Porters***, published in 1977 and reissued in 1991 by the University of Illinois Press; and ***The Harder We Run: Black Workers Since the Civil War***, published in 1982 by Oxford University Press.

Dr. Harris is married to Wanda Fillmore Harris and the couple has two children, Cynthia and William J. Harris.



I. GENERAL INFORMATION

My ASU

As a student at ASU, you become part of a select group invited to make this university home for a lifetime—wherever you go and whatever you become, your touchstone can be ASU. You will have opportunities to transform these special years of university experience into steppingstones to the future. You are invited to dream, to see the future's open door, and to begin the journey. You can take pride in your ASU and you can add to its legacy. Define your vision and start your journey today.

The ASU Legacy—Perseverance, Progress and Promise

ASU's 140-year history is a legacy of perseverance, progress and promise. The ASU movement began with the impetus to establish a school for black Alabamians. The Civil War resulted not only in the end of slavery but also in the opportunity for blacks to have the right to education. With the Northern victory, black Southerners with the assistance of Northern white missionaries and the leaders of African-American churches set out to establish educational institutions for the freedmen. ASU was born in that movement.

Blacks in the Black Belt of Alabama, the heart of the Confederacy, founded Lincoln Normal School at Marion in 1867. As a descendent of that school, ASU is one of the oldest institutions of higher education founded for black Americans. The men who comprised the Board of Trustees were Joey Pinch, Thomas Speed, Nickolas Dale, James Childs, Thomas Lee, John Freeman, Nathan Levert, David Harris, and Alexander H. Curtis. Under the leadership of this group, the blacks of Marion raised \$500 and purchased a suitable building site on which a school building was constructed.

Until the new school was built, the American Missionary Association leased a building and operated and financed the school. In 1869, the AMA, with the support of \$2,800 from the Freedmen's Bureau of the federal government and support from the "colored people of Alabama," raised \$4,200 to construct a new building. In 1870, while the AMA provided the teachers, the Legislature appropriated \$486 for the school's use. The state's support rose to \$1,250 the next year.

In 1871, Peyton Finley petitioned the Legislature to establish a "university for colored people," but his request was denied. He persisted and in 1873 the Alabama Legislature established a "State Normal School and University for the Education of Colored Teachers and Students." That act included the provision that Lincoln School's assets would become part of the new school. The trustees agreed, and in 1874 the first president George N. Card led the effort in re-organizing Lincoln Normal School in Marion as America's first state-supported liberal arts educational institution for blacks.

Black leaders continued to press for a more prominently supported school for black youths. In 1887 the State of Alabama authorized the establishment of the Alabama Colored People's University. The land and building allocations were put with pledges of \$5,000 from black citizens who wanted the university in Montgomery. Thus, the university offered its first class in Montgomery in 1887.

Although university president William Paterson and others had overcome initial opposition to locating the school in Montgomery, opponents of state support of education for blacks remained hostile to the new university. Such opponents filed suit in state court and won a ruling 1887 from the Alabama Supreme Court that declared unconstitutional certain sections of the legislation that established the university for African-Americans. Thus, the school operated for two years solely on tuition fees, voluntary service and donations until, by act of the Legislature in 1889, the state resumed its support. The new law changed the name of the school from university to Normal School for Colored Students, thus skirting the Supreme Court's finding and re-established the \$7,500 state appropriation.

Despite having to face tremendous obstacles, the ASU family continued to make significant contributions to the history of the state and nation, especially with the involvement of students and employees in the Civil Rights Movement. The Montgomery Bus Boycott, the first direct action campaign of the modern Civil Rights Movement, awakened a new consciousness within the university and the community responded to the call for participants. Even though officials, in a state committed to segregation, retaliated against the school with a decrease in funding, ASU continued to persevere and flourish so that today it is a model of diversity and equal opportunity for all. At the same time, ASU is a beacon in the legacy of black leadership and the preservation and celebration of African-American culture.

140 Years of Leadership

ASU is a direct descendent of Lincoln Normal School at Marion established in Perry County, Alabama, in 1867.

Although many people worked to establish Lincoln Normal School, Peyton Finley—the first elected black member of the State Board of Education—contributed most in the early years to make the institution permanent. Through his efforts and with the assistance of the institution's first president George N. Card, the school became a state-supported educational institution in 1874.

In 1887 the Legislature authorized the establishment of a university, allocated \$10,000 for a land purchase and building construction, and set aside \$7,500 annually for operating expenses. Montgomery citizens pledged \$5,000 in cash and land and donated the use of some temporary buildings. Under the leadership of President William Paterson, the university opened in Montgomery at Beulah Baptist Church with a faculty of nine members. Eight months after the enabling legislation, the university taught its first class on October 3, 1887.

1889 was a pivotal year in the university's development when \$3,000 pledged to the state was given to authorities along with land for development of a permanent campus at the university's current location between Decatur and Hall streets. The university erected Tullibody Hall the next year as its first permanent building. That building burned in 1904 and was rebuilt in 1906 as the university's first brick structure, which also was named Tullibody Hall.

Paterson, who had guided the university through the early years, and who is generally considered the founder because of his 37 years of service, died in 1915. During the following decade, presidents John William Beverly and George Washington Trenholm organized the institution as a four-year teacher training high school and added a junior college department. In the early 1920s the university began operating on the four-quarter system and added the departments of home economics and commerce. This decade of growth and change also saw the purchase of additional land, including an 80-acre farm which constitutes the bulk of the university's current holdings. The state also appropriated \$50,000 for the construction of dormitories and dining facilities.

In 1925 G. W. Trenholm died and was succeeded by his 25-year-old son, Harper Council Trenholm—who served as president for 37 years. He oversaw the change from a junior college to a full four-year institution, a process completed in 1928 which enabled the college to confer its first baccalaureate degree in teacher education in 1931. In 1940 Trenholm initiated a graduate degree program, and State Teachers College awarded its first master's degree in 1943. The school also established branch campuses in Mobile and Birmingham.

Trenholm was eager for the institution to develop and gain recognition. Thus, he worked to improve the physical facilities in concert with advances in the quality of academic programs. During the economic expansion that followed the end of the Great Depression, the university constructed eight permanent brick buildings, a swimming pool, and a stadium. To reflect changes in its programs, the Legislature authorized the institution to change its name to State Teachers College in 1929, Alabama State College for Negroes in 1948, and Alabama State College in 1954. In 1935 the Southern Association of Colleges and Schools accredited the college's programs.

In 1962, after Trenholm's illness an interim president, Levi Watkins, became president. In 1969, the State Board of Education, then the governing board of the college, approved a name change and the institution became Alabama State University. During these years, the university began a path of steady growth and development in its current role as a

comprehensive university. In 1975, the Legislature established an independent board of trustees for the university.

In 1981, Robert Lee Randolph was appointed president, a position he held until 1983. During his tenure, Title III received its largest federal government funding. WVAS-FM was planned, construction began on the Tullibody Fine Arts Center, and the University Apartments were constructed.

After serving 10 months as interim president, Leon Howard was appointed president in 1984, a position he held until 1991. During his presidency, ASU saw dramatic increases in student enrollment, an aggressive student retention program was started, and the social work program received national accreditation. The largest capital campaign, the Endowment for Excellence, raised \$1.5 million. Two new dormitories were completed.

C.C. Baker, a 1954 alumnus, served as president from 1991 to 1994. During his tenure, the enrollment reached an all-time high of 5,600 students; programs were reaccredited; athletic programs flourished; the Olean Black Underwood Tennis Center and C. Johnson Dunn Tower were opened in January 1994; and the Acadome was dedicated in 1992.

When William H. Harris became president in 1984, his commitment was to transform ASU into a comprehensive regional university through excellence and diversity. Significant investments were made in technology, the student body became more diverse, and community outreach was emphasized through partnerships with K-12, civic and community organizations. The National Center for the Study of Civil Rights and African-American Culture, Business and Technology Center, and Center for Leadership and Public Policy were established. Degree programs in health information management and occupational therapy and graduate programs in accountancy and physical therapy were created. Improvements in the living and learning environment were made, including renovation to Paterson Hall and the \$4.2 million restoration of historic George Lockhart Hall.

Dr. Joe A. Lee became president in 2001 and served until 2008. His vision focused on a students-first philosophy, which emphasized development of a comprehensive student retention program, renovation/construction of a student union building, and completion of the John L. Buskey Health Sciences Center. Accreditation for the university and for academic programs was reaffirmed; and educational leadership, policy and law became the first doctoral degree program offered at ASU. A transitional doctorate in physical therapy was introduced, the university experienced a record enrollment, and the women's basketball team earned national recognition.

In 2008 Dr. William Harris returned to ASU as president. His vision focuses on transforming Alabama State University through excellence in teaching, research, service and a diverse population.

THE ALABAMA STATE UNIVERSITY MISSION

Alabama State University is a student-centered, nurturing, comprehensive and diverse public historically black University committed to achieving excellence in teaching, research and public service. The University fulfills its mission through fostering critical thought, artistic creativity, professional competence and responsible citizenship in its students; by adding to the body of knowledge to enhance the quality of life through research and discovery; and by helping to advance the state and nation through thoughtful public service. Offering baccalaureate through doctorate degrees, the University maintains a scholarly and creative faculty, state-of-the-art facilities, and a living atmosphere in which all members of the campus community can work and learn in pleasant and rewarding surroundings. Consistent with its assurance that race, gender nor economic status inhibits intelligence, creativity or achievement, ASU offers a bridge to success for those who commit to pursuing the building blocks of development, focus, persistence and reward.

ALABAMA STATE UNIVERSITY'S ROLE STATEMENT

As a comprehensive regional institution, Alabama State University provides high quality undergraduate and graduate instruction, which leads to degrees in liberal arts, the fine arts, business, the sciences, teacher education, selected health-related professions and other professions.

The University's general objective is the preparation of students for an effective and productive role in American society as professionals and as citizens. The university provides learning experiences designed to develop students' intellectual abilities, as well as their social, moral, cultural and ethical values. In so doing, the university is equipping its students with those skills, insights, attitudes and practical experiences which will enable them to become well-rounded, responsible and discerning citizens, fully qualified for service to humanity in a dynamic global society. The order of priority of the university's functions is (1) instruction, (2) research and (3) public service. In executing its role, the University will:

1. Subscribe to admission policy that results in the admission of students who have demonstrated that they are capable of succeeding in the university's degree programs.
2. Achieve successively higher levels of demonstrated excellence in all its educational programs.
3. Practice state-of-the-art pedagogical and general educational principles that will distinguish the university on a national level.
4. Recognize the diversity of its student body, and provide an educational and intellectual environment in which all students may thrive, learn, and develop their highest potentials for professional careers and leadership.
5. Honor its origins by including offerings in its curricula that provide a rich understanding of the African-American experience.
6. Place emphasis on the undergraduate preparation of students, and on selected master's and doctoral program offerings designed for entry into the professional world of work, for future formal study, and for basic and applied research that is useful at the community, national, and international levels.
7. Maintain and strengthen its outreach program by making public policy research findings and recommendations, and relevant continuing education more accessible to the community.
8. Support wide-ranging research and scholarly activities that serve to create and apply new knowledge and theories of human endeavors.
9. Contribute to the cultural life of the community through programs in the visual and performing arts and through public lectures and forums.

ACADEMIC OFFERINGS

The academic offerings of Alabama State University consist of four-year baccalaureate programs, master's degree programs, and programs leading to the education specialist degree and doctorate degrees.

The freshman student's enrollment at Alabama State University begins with individualized placement into subject and skills courses in the general studies curriculum based upon the high school record and college entrance examination scores. Various degree majors may require specific and/or additional courses within the general studies curriculum. The freshman student who has selected a major field of study in a specific degree program should thoroughly review the curriculum with their academic adviser immediately in order to develop a plan of study that ensures the most productive academic progression.

The transfer student's enrollment begins with a minimum one (1) semester of enrollment in University College. During this period, the student receives academic advisement, is encouraged to interact with the departments through which their intended major is facilitated, and completed orientation to the University. Upon completion of requirements to exit University College, the student's academic records are transferred to the college or school that facilitates the selected major field of study.

The graduate student who enrolls in the university may simply take further work in courses of general interest or special professional needs, or he or she may work toward a master's degree. The student may pursue a second year of graduate study leading to the Alabama Class AA Teacher Certification or engage in scholarly study and research in preparation for the specialist degree in education.

BACCALAUREATE PROGRAMS

UNIVERSITY COLLEGE is the “home” college for all students seeking a degree from Alabama State University and who enroll with fewer than 30 semester hours. Such students in University College develop the ability to understand and to express ideas effectively and to comprehend the process involved in accurate thinking. They learn the responsibilities of an educated member of society and how to better understand themselves and their individual abilities.

Students seeking a baccalaureate degree enter one of the following degree-granting academic units of the university after completing the requirements of University College.

COLLEGE OF ARTS AND SCIENCES aims to improve analytical, communicative, and other skills that serve as the basis for development of the student's intellectual potential, and to provide a broad liberal education for responsible citizenship, professional career entry and preparation for advanced professional study. The Bachelor of Arts, Bachelor of Science, and Bachelor of Social Work degrees are conferred. Graduate courses are offered for the Master of Arts and the Master of Science degrees, which are conferred through the School of Graduate Studies.

COLLEGE OF EDUCATION offers preparation for prospective teachers, counselors and administrators for primary, elementary and secondary schools. All courses are approved and comply with Alabama certification requirements for teachers. The college offers the following degrees: Bachelor of Science in Education, Master of Education, and the Education Specialist.

COLLEGE OF BUSINESS ADMINISTRATION offers professional programs in business to students who wish to prepare for careers in commerce, industry and government. The college offers the Bachelor of Science degree in Accounting, Finance, Computer Information Systems, Management, Marketing, and the Master of Accountancy degree.

COLLEGE OF VISUAL AND PERFORMING ARTS is an accredited institutional member of the National Association of Schools of Music (NASM). The school offers programs for students who desire professional training in music education or broad-based liberal arts training with an emphasis in music. Opportunities also exist for students to enrich their lives through participation in a variety of performing organizations. Programs are offered leading to the Bachelor of Arts degree in music, the Bachelor of Music Education degree, Master of Arts and Master of Music Education degrees.

COLLEGE OF HEALTH SCIENCES offers professional preparation for students who wish to prepare for careers in the healthcare industry. Programs are offered leading to the Bachelor of Science degree in Health Information Management, Occupational Therapy and the Clinical Doctorate degree (DPT) in Physical Therapy.

DIVISION OF AEROSPACE STUDIES offers educational experiences which will help develop an appreciation for democracy, prepare students for responsible citizenship, and train students for management and leadership in the U.S. Air Force. Both the two-year program and the four-year program are offered. Students who complete either program may be commissioned as reserve second lieutenants in the U.S. Air Force.

SCHOOL OF GRADUATE STUDIES

Alabama State University offers programs and curricula beyond the baccalaureate level through the School of Graduate Studies. Graduate studies are offered through cooperation with the College of Arts and Sciences, the College of Business Administration, the College of Health Sciences, College of Visual and Performing Arts and the College of Education. The school offers the Master of Arts, the Master of Science and the Doctorate of Philosophy in Microbiology degrees through cooperation with the College of Arts and Sciences. The School offers the Master of Education, Master of Science, Education Specialist degrees and the Doctor of Education degree in Educational Leadership, Policy and Law through the College of Education. The school offers the Master of Accountancy degree through the College of Business Administration and Master of Science in Occupational Therapy, Rehabilitation Counseling and the Clinical Doctorate in Physical Therapy through the College of Health Sciences. All graduate programs are coordinated by the School of Graduate Studies.

EVENING AND WEEKEND STUDIES

The Evening and Weekend Program provides an opportunity to take courses leading to associate, baccalaureate and graduate degrees during the evening hours and on Saturdays.

This unit of the university serves as a continuation of regular daytime academic offerings. It further strives to provide more options in bringing minority and adult learners into the university.

The Evening and Weekend Program is constantly seeking approaches that will make educational opportunities more accessible to individuals who find the evening and weekend schedule more convenient for their educational needs.

FACILITIES

The Alabama State University campus is located just a short walk from Alabama's Capitol, the state government complex and downtown Montgomery. This location makes the downtown business district, the Montgomery Civic Center, museums, art galleries, theater, medical centers, the state archives and historical sites readily accessible to students. Across the street from the campus is the beautiful municipal Oak Park, which has one of the few space transit planetariums in the nation. Alabama State University is easily accessible from almost any point near Montgomery.

BUILDINGS

The campus buildings are set in a landscape design that rivals the most beautiful urban campuses in the South. All student residence halls and other buildings are air-conditioned. The replacement cost of land, buildings and equipment is estimated at \$310,374,915 million. The following is a listing and brief description of the functions of the major existing campus facilities (the number of each facility coincides with the numbers on the attached campus map):

- (1) **TULLIBODY FINE ARTS CENTER** (1984) is a 52,000 square foot, two-story brick structure that forms the second phase of the Fine Arts Center. It is a comprehensive facility that houses fine arts classrooms, offices, galleries, studios and laboratories. The Leila M. Barlow Theatre boasts a 300-seat auditorium for drama projects. A scaled replica of Tullibody Hall is located in the atrium of the facility as a monument to the university's early history.
- (2) **TULLIBODY HALL** (1974) is a two-story, brick structure with a four-story tower that forms Phase I of the Fine Arts Center. With its approximate space of 41,000 square feet, it houses the School of Music, with facilities for band, choir, classrooms, faculty offices, practice rooms, listening library, and a recital hall with seating for approximately 200 persons.
- (3) **KILBY HALL** (1920) was remodeled in 1985. This one-story, brick structure has more than 8,000 square feet of livable space. It serves as the headquarters for the Office of Admissions and Recruitment, Placement, Cooperative Education and the campus Radio Station, WVAS.
- (4) **ZELIA STEPHENS EARLY CHILDHOOD CENTER** (1971) is a split-level, multi-purpose learning center for children from preschool through grade three. The 14,000 square foot center is designed to provide opportunity for observation and laboratory experiences for early childhood and elementary education majors. The facility incorporates a full range of physical learning resources in classroom areas which have second-level observation decks for class viewing or teacher observation. The classrooms center around a common, multipurpose room with terraced seating perimeters. The facility also includes a nursery, kindergarten, art room and open classrooms for first, second and third grades.
- (5) **UNIVERSITY HOUSE** (1970) is a two-story, brick-veneer structure that contains the university president's residence and facilities to accommodate guests and numerous social functions of the university. This house has a living space of more than 5,000 square feet.
- (6) **WILLETTA MCGINTY APARTMENTS** (1983) are self-contained residence buildings with complete facilities. Four free-standing buildings are interconnected by breezeways and sheltered walks. Each building, with 3,872 square feet of living area, contains four separate apartments, which house two residents each. The residences were designed to prepare honor students for life beyond the campus.
- (7) **LEVI WATKINS LEARNING CENTER** (1978), a five-story brick structure, is a complex of more than 134,500 square feet that houses the university's central library-learning resources facility, the Afro-American Collection, the E.D. Nixon Collection, archives, and library media. Also located in the Center are the offices of the Department of Communications, the dean of the College of Business Administration, the departments of Accounting and Finance, Business Administration and Computer Information Systems, faculty offices, classrooms and support laboratories, the Office of Special Projects, and the Institutional Development Center.
- (8) **H. COUNCILL TRENHOLM HALL** (1967) is a four-story, brick building consisting of approximately 60,000 square feet of academic space, with laboratory, classroom, and research facilities for biology, chemistry, computer science, physics and general science. Space is also provided for faculty offices and related staff facilities.
- (9) **WILLIAM HOOPER COUNCILL HALL** (1956) is an approximately 63,000 square foot, three-story brick structure that houses classrooms, the offices of central adminis-

- tration (the president, academic affairs, fiscal affairs, administrative services, planning and institutional advancement, and personnel services), School of Graduate Studies, and the offices of the dean and department chairs of the College of Education.
- (10) **WILLIAM BURNS PATERSON HALL** (1928) was renovated in 1997. This three-story, brick building is one of the oldest structures on the campus. The more than 57,000-square-foot building houses classrooms, faculty offices, academic support laboratories, the offices of the dean of the College of Arts and Sciences, Air Force ROTC and the Department of Advancement Studies.
 - (11) **EDWARD G. MCGEHEE HALL** (1968) is a three-story structure of reinforced concrete and brick. The 41,700-square-foot building houses classrooms, faculty offices, the offices of the Department of Languages and Literatures, the Testing Center, and administrative offices for student affairs and services.
 - (12) **JOHN GARRICK HARDY UNIVERSITY CENTER** (1966) is a complex consisting of a two-story, brick building and a one-story annex, which houses the student government offices and activities, the dining halls and kitchens to offer food services for students and faculty, lounges, the bookstore, the post office, conference and meeting rooms, university social and recreational facilities, and guest rooms for visitors. The recent additions to this facility are the South Hall dining area and kitchen, and the second-floor area for conferences, meetings, televiewing and quiet games. The facility occupies an estimated livable area of more than 47,000 square feet.
 - (13) **GEORGE N. CARD HALL** (1962) was named after George N. Card, president of ASU from 1873 to 1878. It is a four-story, brick building measuring more than 35,000 square feet, which houses 192 resident students.
 - (14) **WILLIAM H. BENSON HALL** (1972) is a seven-story residence hall with a living space of 67,000 square feet. This residence hall has 166 double bedrooms and nine single bedrooms housing a total of 341 students.
 - (16) **FRED SHUTTLESWORTH DINING HALL** (2007), is an exciting new place to eat and socialize, and is conveniently located among the academic and residential facilities on campus. The dining hall is a renovation from an existing basketball arena with an expansion that encompasses 39,000 gross square feet with a capacity of 1,200 dinners. Through a scramble food court arrangement, the dining hall serves a full range of meals; from salads and sandwiches to full course dinners. Private dining rooms are available for faculty and executive use.
 - (17) **ASU ACADOME** (1992) is an ultramodern, multipurpose facility that serves a variety of functions. The 220,500-square-foot structure is the major center for physical education instruction, entertainment activities, conferences, meetings, conventions and cultural events. Housed in the facility are an arena, classrooms, offices for acadome staff, banquet/reception/conference areas, and offices for faculty and athletics personnel. It is also headquarters for the ASU basketball Hornets and Lady Hornets.
 - (18) **CHARLES JOHNSON DUNN TOWER** (1994) is an 11-story, brick and stucco building that provides apartment-type housing for 480 students. The 114,419-square-foot building has a large laundry room in the basement and telephone and cable connections in each room.
 - (19) **MARTIN L. KING, JR. HALL** (1990) is five-story, contemporary dormitory that houses 212 students. The 64,500-square-foot building has study rooms and food preparation areas on each floor and a large recreation and social area in the basement.
 - (20) **BESSIE W. BENSON HALL** (1972) is a five-story dormitory designed for 204 residents. It has more than 44,000 square feet of living space.
 - (21) **BIBB GRAVES HALL** (1928) was renovated from top to bottom in 2008. This 37,640 square-foot structure is one of ASU's most recognized buildings. This three story campus landmark is reserved for junior and senior female students. Each suite has two bedrooms that is furnished with beds, desks, wardrobes, a couch, television stand and a private bathroom with its own shower. It offers its residents a computer lab, study rooms, laundry facilities on all three floors, a visitors lounge and a meeting

room, with all new furniture and finishes. Wireless and hard-wired internet access is available. It is one of the oldest buildings and one of the most sought-after addresses on Campus.

- (22) **BESSIE E. ESTELL HALL** (1990) is a five-story, contemporary dormitory that houses 212 students. This 64,000-square-foot building has study rooms and food preparation areas on each floor and a large recreation and social area in the basement.
- (23) **WILLEASE R. SIMPSON HALL** (1966) is a four and one-half story, brick building providing housing for full-time students, with 101 rooms, lounge, administrative storage, and utility areas in a total area of approximately 42,000 square feet. A separate ground-floor entrance provides access to the health center and the infirmary.
- (25) **PEYTON FINLEY APARTMENTS** (1983) are a cluster of four two-story, modern brick buildings which house 64 students. Each building provides a living area of approximately 3,870 square feet.
- (26) **CYNTHIA D. ALEXANDER APARTMENTS** (1966) consisting of two, two-story, brick-veneer buildings, provide 12 apartments for faculty members.
- (28) **HORNET STADIUM** (1942) has a football practice field and a track.
- (32) **GEORGE H. LOCKHART GYMNASIUM** (1939) with extensive renovations completed in January 2002. It is now a 47,553-square-foot brick complex where physical education activities and intramural sports are held. It also houses offices for faculty and staff who manage the activities. The gymnasium includes a standard 25-meter AAU pool for swimming and aquatic meets. It contains an elevator and mechanical rooms for its auxiliary systems. Bleachers and a new physical fitness area have also been constructed.
- (33) **JOHN W. BEVERLY HALL** (1939), a renovated three-story, brick building, houses lecture rooms, classrooms, faculty offices and the university Police Department. Also located in this 24,480-square-foot building are the departments of Social Works, and Sociology and Criminal Justice.
- (34) **JOHN W. ABERCROMBIE HALL** (1947) was renovated from top to bottom in 2008. This 40,000 square-foot 130 bedroom structure historic building has all-suite living on all three floors. Its features include a new elevator, laundry facilities and study rooms on each floor, as well as a computer lab and a visitors lounge with all new furniture and finishes throughout the building. Each suite has two bedrooms with all new furniture, which includes beds, study desks, rocking chairs, wardrobes, a couch and a television stand. It is equipped to house 129 men. Its year-round climate control keeps it comfortable all the time.
- (35) **GEORGE W. TRENHOLM HALL** (1947) housed the main University Library, with special laboratories for classes in library education until the spring of 1978. The 33,800-square-foot structure now houses the offices of the dean of University College, the Department of Humanities, the Department of History and Political Science, the Academic Advisement Center, the Thelma M. Glass Auditorium, and the Financial Aid Office.
- (36) **OLEAN BLACK UNDERWOOD TENNIS CENTER** (1994) is a 12-court, lighted complex with tournament capabilities. This facility has a clubhouse which provides office spaces, men's and women's dressing rooms with lockers and showers, and a classroom for on-site teaching.
- (37) **DOCTORAL PROGRAM ANNEX** is a 26,000-square-foot complex divided into several suites that are used to facilitate academic activities in the field of Educational Leadership Policy and Law. These facilities are fenced and have adequate parking for employees and visitors.
- (38) **ACADEMIC MALL**, a T-shaped lawn in the heart of the campus, was begun in 1965. Along the perimeter are major academic buildings and the University Center. At the center of the mall stands the Equinox, erected in 1974 as a university centennial project. One of the few pieces of massive outdoor sculpture in Montgomery, it is a tribute to the contributions of African-Americans in our nation's development.

- (39) JOHN L. BUSKEY HEALTH SCIENCE BUILDING** (2001). The 80,000-square-foot, three-story complex houses the Health Science programs consisting of Physical Therapy, Occupational Therapy, and Health Information Management. The building houses three computer laboratories that compliment the needs of the three health sciences programs. In addition, there is a Gait Analysis Laboratory and a Cardio-Pulmonary Laboratory that support faculty. Finally, the complex has a state-of-the-art, 200-seat auditorium and lounges for faculty and students.
- (40) FOOTBALL FACILITY:** An 11,500-square-foot, prefabricated building housing football coaches' offices, meeting rooms, a football locker room, an equipment supply room and a training room.
- (41) PHYSICAL PLANT:** This facility was completely refurbished and occupied by the university for the first time in early 2000 to house the employees and supervisory personnel of the Physical Plant. It is a one-level structure consisting of 18,324 square feet, with office space, meeting rooms, storage, equipment areas, and shops for skills and/or trades, e.g., air conditioning, plumbing, locksmith, electrical, carpentry, etc. It is fenced and has a parking garage for two buses, a gas pump, and adequate parking for work vehicles, employees and visitors.
- (42) OLD BEL AIRE ESTATES:** The university is in the process of acquiring property, west of the center of campus, that runs north and south along the west side of Hall street. The area is comprised of approximately 55-60 acres.
- (43) DEPARTMENT OF FORENSIC SCIENCE AND ROBERT CLINTON HATCH HALL** (2007): This facility is shared by the Alabama Department of Forensic Sciences and Alabama State University. The building consists of 50,000 square feet. The facility incorporates state-of-the-art Forensic Science laboratories, a mock court room, instrumentation laboratory and a criminal logistics laboratory for instruction in techniques for examining evidentiary material.

GROWTH

Growth in size and facilities is part of the story of any dynamic institution and Alabama State University is no exception. In 1962, the student body numbered about 1,600 and the university's 52-acre campus encompassed only 12 permanent buildings. Since then, the student population has increased to approximately 5,600. The campus has also grown, covering about 146 acres with 63 permanent buildings. The buildings are set in a landscape design that rivals the most beautiful urban campuses in the South. The replacement value of land, buildings and equipment is estimated at \$310,374,915 million.

PLANNING AND INSTITUTIONAL ADVANCEMENT

This unit consists of the following offices: (1) Communications and Public Affairs, (2) Corporate and Grants Development and Title III, (3) Alumni Affairs and (4) Institutional Research.

Planning and Institutional Advancement provides annual and long-range planning and, through the activities of the Executive Planning Committee, coordinates the development, administration and evaluation of the university's planning efforts targeting various constituents.

Office of Institutional Research

Institutional Research has the primary mission of conducting research within the university to provide information which supports institutional planning, policy formation and decision-making. The unit plays a very important role in the university's program evaluation and outcomes assessment activities. In this regard, it may conduct surveys of graduates and former students; and it may conduct needs assessment studies designed to guide the development of new programs. This unit works closely with management information systems

and academic computing in the design of data files to serve faculty, staff and student information needs. By virtue of its responsibilities for data and information about the university, Institutional Research is assigned responsibilities which need not be considered university research. The following are illustrative.

The Office of Institutional Research is responsible for the university's responses to national statistical surveys, such as the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics. Similarly, data forms must also be completed for the Alabama Commission on Higher Education (ACHE). The Office of Institutional Research also provides the continuing point of contact for ACHE on matters relating to institutional data. Institutional Research staff may be asked to serve on agency committees where a central concern is institutional data.

A related responsibility assigned to the Office of Institutional Research is that of responding to external and internal questionnaires and other non-routine requests for data or information.

Office of Alumni Relations

The Office of Alumni Relations is designed to keep graduates and former students informed of the university's many programs and to determine the impact alumni are making upon state, national and international communities. To achieve these goals, the Alumni Office coordinates activities with other offices of the university whose functions bear on alumni contacts, such as the Placement Office, the Athletics Office, and the Office of Communications and Public Affairs. The Alumni Office maintains contact with more than 31,700 alumni through the established channels of the university and the programs of the National Alumni Association.

Corporate and Grants Development

Corporate and Grants Development provides ongoing assistance in raising funds to support university operations in areas wherein state funds are either inadequate or the use of state funds is prohibited. Also, this office renders special activities which reside outside the regular instructional program. The director gathers information on available funding sources, assists interested parties in proposal preparation and serves as a liaison between external agencies. In addition, this office coordinates other grants to ensure compliance with grant regulations once a funded proposal is received by the university. It is also involved in assisting the administration in developing and nurturing an institutional endowment program.

Office of Title III

The Title III program provides federal funds to assist the institution in strengthening its physical plant, academic resources and student services as it participates in fulfilling the goal of quality education opportunities.

NATIONAL ALUMNI ASSOCIATION

The National Alumni Association of Alabama State University is the organization that includes among its members graduates and former students who have attended the university for at least two full semesters or three quarters. To become active members of the National Alumni Association, eligible alumni join a local alumni chapter by payment of local and national dues as established by the governing bodies and make annual contributions to the university. Associate memberships are granted to spouses of graduates and, to a limited degree, persons who have strong affection for the university and make significant tangible gestures of support.

University relations activities are coordinated by the director for alumni relations, annual and planned giving, who serves on the association's executive board and works closely with the affiliated alumni chapters. These activities include maintaining a computer file of alumni names and addresses, publication of the alumni directory, fund raising, student recruitment, organizing class reunions, promoting major athletic events among alumni and assisting in the preparation of alumni news for university publications.

Faculty members are encouraged to strengthen the alumni and students' allegiance to

the university through promotion of the alumni association. Faculty who are alumni of the university can add credibility to alumni activities and best show their support by becoming active members of the alumni association. A strong alumni association, as an advocate, can do much to strengthen the university and the welfare of its faculty and students.

UNIVERSITY FOUNDATION

The Alabama State University Foundation was chartered under the laws of the state of Alabama on December 27, 1967, as a nonprofit organization incorporated to receive and to hold gifts, grants, bequests, money, property and other things of value for the benefit of the university, its faculty and its students and to give the university such resources for educational and research purposes.

Activities of the foundation include loans, grants and matching funds for students; grants and loans for study leaves; salary supplements for "master teachers"; financial assistance for research for eligible faculty; and assistance for university development.

Contributions to the foundation are exempt from federal income tax, free from state control and do not displace tax funds.

The president of the university is liaison officer for the foundation and the only university employee who serves on its board of directors. An administrative officer or member of the faculty may serve on each standing committee of the foundation.

UNIVERSITY WOMEN'S CLUB

The University Women's Club of Alabama State University, organized in 1970, has as its purpose to promote friendly association among women members of the faculty and wives of university faculty and administrators. In addition to sponsoring social, cultural, recreational and intellectual activities, the club aims to promote service projects for educational and philanthropic purposes and to further other interests of the university.

Membership is open to faculty women, women administrators, wives of administrators, wives of faculty members, the wife of the governor, women members and wives of members of the university's Board of Trustees, and past presidents of the club. Widows of faculty members, women faculty and administrators who have retired and wives of retired faculty members are also eligible for membership.

OFFICE OF THE SPECIAL ASSISTANT TO THE PRESIDENT FOR MARKETING AND COMMUNICATIONS

The Office of Special Assistant to the President for Marketing and Communications is a multifaceted area charged with cultivating and using all avenues of communications to develop positive attitudes toward Alabama State University. Positive attitudes generate interest and support from students, faculty, staff, alumni, community leaders, business leaders, foundations, government officials, prospective students and others.

The office provides the university with professional expertise in dealing with the media, publications and all marketing and public relations efforts, both internally and externally. The office bears the responsibility of keeping the various publics of the university informed about news, events and programs at the university. It also helps in the effort to attract, enroll and retain students. Likewise, the office handles promotions, marketing, special events and advertising for the university.

To accomplish its varied goals and objectives, the office relies on maintaining open lines of communication among alumni, parents, students, prospective students, legislators, friends, donors, faculty, staff and administration, as well as members of the community-at-large and members of the news media.

The Office of Special Assistant to the President for Marketing and Communications uses

billboards, print ads and commercials in its effort to help build ASU's image and enhance recruitment. All avenues are explored by the office to accomplish its goals and objectives. This vital arm of the university is ready to serve the communications needs of the entire university family.

The Office of the Special Assistant to the President for Marketing and Communications consists of four areas, all of which are inter-connected: The Marketing, University Relations, WVAS-FM, and the Center for Leadership and Public Policy.

Marketing at ASU encompasses a broad array of services and functional areas, including advertising, brand management, community relations, University hosting through the Golden Ambassadors, market research, marketing databases and university events.

University Relations serves as a liaison between the internal and external public and the university. University Relations molds public perceptions about the institution and shapes the university's identity through public relations and integrated marketing and communications efforts. It does this through media relations and news services, photography, publications, sports information and Web management.

WVAS-FM has provided musical, informational and cultural programming since it signed on to the airwaves in June 1984 with its 80,000-watt stereo signal. Today, it offers many avenues for the university to deliver its marketing and communications messages. Not only does the radio station report ASU happenings and help coordinate publicity of those happenings, but it also functions as a source of state, local, national and international news and provides weekly public affairs programs.

The Center for Leadership and Public Policy works to improve the overall socioeconomic status of the citizens of Alabama and its neighbors by promoting greater cooperation and enhancing communications between academia and the community.

The Center aggressively seeks opportunities to assist the private sector and government agencies in improving the lives of Alabama's citizens. In addition, the Center is an affiliate of the Alabama State Data Center and houses both historical and perspective Census information.

The program's purpose is to improve access to and facilitate use of Census Bureau products and services by Alabama's residents, business people and state and local government agencies and employees.

II. EXPENSES AND FINANCIAL AID

Typical costs for one academic year (two semesters) based on an average undergraduate academic load of 12 semester hours are stated below.

	In-State On-Campus	In-State Off-Campus	In-State Living w/Parent	Out-of-State On-Campus	Out-of-State Off-Campus
Tuition	\$4,608	\$4,608	\$4,608	\$9,216	\$9,216
Fees	852	852	852	852	852
Loan Fees	120	120	120	120	120
Room/Board	4,600	7,320	2,566	4,600	7,320
Books	1,000	1,000	1,000	1,000	1,000
Travel	1,164	1,792	1,792	1,164	1,792
Miscellaneous	1,380	1,380	1,380	1,380	1,380
TOTAL	\$13,724	\$17,072	\$12,318	\$18,332	\$21,680
Without Loan Fees	\$13,604	\$16,952	\$12,198	\$18,212	\$21,560

The preceding schedule outlines the costs for students at Alabama State University effective at the time this catalog was printed. It is the responsibility of the student to know the correct amount of tuition and other special fees, including non-Alabama resident surcharges. All fees are due and payable at the time of registration or on the specified payment deadline. **REGISTRATION IS NOT COMPLETE UNTIL THE STUDENT RECEIVES A VALIDATED SCHOOL SCHEDULE.** The status of the student on the opening day of the semester for which he or she is registered will determine the correct amount of charges.

The following charges apply to all day, evening and weekend students. **ALL CHARGES ARE SUBJECT TO CHANGE WITHOUT PRIOR NOTICE.**

	Alabama Resident	Non-Alabama **Resident**
UNDERGRADUATE STUDENT		
Full-time (Comprehensive)		
12-18 Credit Hours	\$2,304.00	4,608.00
Over 18 Credit Hours, Per Credit Hour	92.00	184.00
Part-time		
Per Credit Hour	192.00	384.00
Building and Technology Fee:		
Full-time		
12 or more Credit Hours	\$426.00	426.00
Part-time		
Less Than 6 Hours	213.00	213.00
GRADUATE STUDENT		
Per Credit Hour	222.00	444.00
Building and Technology Fee:		
Full-time		
6 or more Credit Hours	\$426.00	426.00
Part-time		
1-5 Credit Hours	213.00	213.00

SPECIAL FEES

Admission Application (non-refundable).....	\$25.00
Applied Music, per semester.....	60.00
Audit Course without credit, per course.....	50.00
Late Registration:	
Beginning with the first day of classes.....	15.00
Charged to all students, including preregistered students, who have not completed registration by the end of General Registration.	
Deferred payment – on authorized Installment Plan*.....	10.00
Change in schedule (per form).....	5.00
Community Services/Continuing Education	
Noncredit courses.....	As advertised
Degree Program Application for Graduate School.....	25.00
Graduation Fees (includes cap and gown rental):	
Bachelor's Degree.....	50.00
Graduate Degree.....	50.00
In Absentia, per degree, additional charge.....	7.00
Replacement meal card***.....	25.00
Residual ACT**.....	35.00
Miller Analogies Test (MAT)**.....	70.00
Transcript of record, per copy after first copy.....	2.00
Replacement I.D. card***.....	25.00
Special course fee (article retained by student).....	at cost
Health Service medications.....	at cost
Library fine.....	as assessed or at replacement cost
Property damage deposit.....	150.00
Student Teaching Program, per semester.....	22.50
Cooperative Education Program, per semester.....	37.50

*Cost subject to change due to change in carrier.

**Contact the Testing Center for availability of other tests and associated fees.

***This is one fee (not two (2) different fees for on campus students).

Campus Parking Fee:

Campus Parking Permit	
Students (in designated areas) per year	\$70.00
Faculty/Staff Reserved (in designated areas) per year	150.00
Faculty/Staff General (in designated areas) per year.....	125.00

*A student who is granted deferment of fee payments must agree at the time of the deferment to waive his or her legal right to privacy should the university find it necessary to enforce collection of the indebtedness.

It is the responsibility of the registrar to assess fees at the time of registration. Information given by the student at that time is used in the assessment. The registrar also has the responsibility to certify all persons as having completed registration. Each registration is later audited and appropriate additional charges or refunds will be made.

Money orders, cashier's checks and personal checks should be made payable to ALABAMA STATE UNIVERSITY. Cash remittances will be accepted in the Bursar's Office. Payment of tuition on or before the beginning date of classes will avoid late payment penalty and enrollment cancellation due to nonpayment. All payments should be for the exact amount of the charges. Students are responsible for payment of any NSF charges incurred. All non-cash payments will be accepted subject to actual collection.

RESIDENCY REQUIREMENTS

A resident student is a U.S. citizen who meets one of the following criteria:

- A. Is a full-time permanent employee of the university or is the dependent of such an employee.
- B. Can verify full-time permanent employment within the state of Alabama or is the dependent of such an employee and said employment will commence within 90 days of registration with the institution.
- C. Is a member or the dependent of a member of the United States military on full-time active duty stationed in Alabama under orders for duties other than attending school.
- D. Is employed as a graduate assistant or fellow by the university.
- E. Is an accredited member of or the dependent of a consular staff assigned to duties in Alabama (U.S. citizenship not required).
- F. Residence in the state by parents, spouse or others who provide more than fifty percent of the student's financial support.

To be eligible to change residency status, a student must be a citizen of the United States, prove full-time employment within the state of Alabama, provide evidence of having filed an Alabama tax return as a resident of the state of Alabama, provide Alabama driver's license, and prove continuous residence in the state for a purpose other than attending school. Continuous residence in the state may be substantiated by meeting a combination of three of the following:

- A. Ownership of residential property and other real property in the state of Alabama.
- B. Previous periods of residence in the state continuing for one year or more other than as a full-time student.
- C. Voter registration in the state of Alabama for at least one year prior to the initial registration of the student in Alabama at a public institution of higher education.
- D. Possession of a state or local license to do business or practice a profession in the state of Alabama.
- E. In-state address shown on selective service registration, automobile title registration, hunting and fishing licenses, insurance policies, stock and bond registrations, last will and testament, annuities, or retirement plans.

Burden of proof for changing residency status rests with the student. If you do not understand the form or want assistance in completing it, do not hesitate to contact the Office

of Admissions and Recruitment. Decisions regarding change of residency will be made by the following dates: August 1 - Fall semester, December 1 - Spring semester and May 1 - Summer term. Students who wish to change their residency status must submit all required materials to the Office of Admissions and Recruitment ten days prior to the dates listed.

**The university is not responsible for past out-of-state fee charges.

POLICY ON PAYMENT OF ROOM, BOARD AND TUITION

All charges (room, board, tuition and fees) are payable in full upon registration.

The following kinds of funds may be used for payment:

1. Students are authorized to complete payments of tuition to the university using either their own personal funds, financial aid funds or both.
2. Personal funds may be paid to the university in the form of cash, personal checks, cashier's checks, certified checks, money orders, Western Union Quick Collect or any credit card recognized by the university. A service charge of \$30.00 will be assessed for ALL returned checks. All payments may be made at the cashier's window located in the basement of Council Hall. All payments made through the U.S. Postal Service or any parcel service should be addressed as follows:
 Office of the Comptroller
 Alabama State University
 P.O. Box 271
 Montgomery, AL 36101-0271
3. Financial aid funds may be paid to the university from one or more financial aid programs. These include, but are not limited to, loan programs (Federal Perkins Loan, Federal Stafford Loan, Federal PLUS Loan), grant programs (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Alabama State Assistance Grant), work program (Federal Work-Study Program), scholarship programs and benefit programs available from the Veterans Administration for the dependents of deceased or disabled veterans.
4. If the fee assessment form reads "**VALIDATED STUDENT**", no payment is due at this time.
5. If the fee assessment form reads "**NON-VALIDATED STUDENT**", the student must have his/her schedule "**VALIDATED**" by the Office of Student Accounts.

Any exception to full payment upon registration must be secured through the Office of Student Accounts in the form of a promissory note. The promissory note cannot be used to pay more than 40 percent of a current term's total bill (including room and board as well as tuition and fees).

Promissory notes must be paid in full by the end of the fourth week of classes, regardless of the date of issuance.

Students who fail to redeem (pay) their promissory notes by the fourth week of classes will be administratively withdrawn (disenrolled) from the university during the fifth week. Reinstatement is prohibited unless disenrollment occurred as the result of an administrative error. Students are not permitted to remain in class(es) or to continue credit-generating work after their registration has been cancelled. Disenrolled students are ineligible to live in the residence halls.

In case of default, and your account is submitted to a collection agency for collection, the student is responsible for the full balance due plus all legal fees and collection costs associated with the collection of this debt.

REFUNDS OF TUITION FOR WITHDRAWAL AND CANCELLATION FROM THE UNIVERSITY DURING FALL AND SPRING SEMESTERS

For those students who withdraw from school or who are withdrawn by the university, charges and refunds of tuition are governed by the following policy:

1. In the event of death, involuntary call to active military duty or a situation in which the university is in error, no charges will be assessed/refund of full tuition will be granted.
2. In all cases of withdrawal or enrollment cancellation from the university, students will be charged/have tuition refunded according to the following schedule:
 - a. Cancellation/withdrawal before classes begin; no tuition will be charged/full refund;
 - b. Cancellation/withdrawal during the second week of classes; 20 percent will be charged/80 percent refund;
 - c. Cancellation/withdrawal during the third week of classes; 40 percent will be charged/60 percent refund;
 - d. Cancellation/withdrawal during the fourth or fifth week of classes; 60 percent will be charged/40 percent refund;
 - e. Cancellation/withdrawal during or after sixth week of classes; 100 percent will be charged/no refund.

Please refer to the current term's academic calendar for corresponding dates for each percentage withdrawal.

Refunds will be mailed as soon as possible. Refund checks are subject to deduction for any amount owed to Alabama State University by the student.

No refunds are made for special fees except for the excess load fee, audit fee, and the off-campus credit fee.

Students suspended for disciplinary reasons are not eligible for refunds or cancellation of amount due.

WITHDRAWAL CHARGES AND REFUNDS FOR TUITION DURING SUMMER SESSION

The following refund policies apply for students attending a summer term:

- a. Cancellation/withdrawal before classes begin; no tuition will be charged/full refund;
- b. Cancellation/withdrawal during the first week of classes; 20 percent will be charged/80 percent refund;
- c. Cancellation/withdrawal during the second week of classes; 40 percent will be charged/60 percent refund;
- d. Cancellation/withdrawal during the third or fourth week of classes; 60 percent will be charged/40 percent refund;
- e. Cancellation/withdrawal during or after the fifth week of classes; 100 percent will be charged/no refund.

Students who fail to redeem (pay) their promissory note by the third week of classes will be administratively withdrawn (disenrolled) from the university during the fourth week. Reinstatement is prohibited unless disenrollment occurred as the result of an administrative error.

Students are not permitted to and faculty members must ensure that students do not remain in class(es) or continue credit-generating work after their registration has been cancelled.

VETERANS' EXPENSES

Disabled veterans who are eligible for admission to the university may register for courses without payment of tuition if they are certified by the Veterans Administration.

Full payment of tuition is required if the veteran does not have his Disabled Certificate of Eligibility at the time of registration. The cash payment will be refunded when the veteran presents his or her Disabled Certificate of Eligibility.

Nondisabled veterans must pay their tuition at the time they register. They will receive specified allowance under Public Law 89-358.

Veterans and dependents eligible for reimbursement of educational expenses under the Alabama G.I. and Dependents' Benefit Act, as amended by Act 1275, Sept. 19, 1973, may have their expenses billed by and paid directly to the university.

Sons and daughters of deceased veterans covered under Public Law 634 must pay their fees at the time of registration. They will receive specified allowances under Public Law 634.

DELINQUENT ACCOUNTS

Any student who has a delinquent account (amounts due past the due date) may forfeit the privilege of attending classes and shall not be allowed to register for a new term until his or her account has been paid in full. The University shall withhold grade reports, transcripts, and diplomas until the amount delinquent is paid in full.

Accounts delinquent for more than two academic terms shall be placed with collection agencies for collection and the student will bear the collection cost.

POLICY ON TUITION REFUNDS OR CREDIT FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE

Alabama State University students who are called to active duty during a term when they are enrolled will be counseled on the options they may pursue, depending upon when the call is received.

1. If it is not very late in the term, the student will have the option of withdrawing with full refund of tuition and proportionate refund of room and board.
2. The student may withdraw from the course(s) and leave tuition paid as full credit for use upon re-enrolling at the university.
3. If the call to duty occurs close to the end of the term, the student may be permitted to take the final examinations early and receive full credit for the course(s).
4. If it is late in the term and the student does not wish to complete the final examinations, he or she may opt for either receiving "incompletes" in the course(s) or withdrawing under item "2" above.

It is, therefore, the university's policy to take every reasonable step to ensure that the student is not penalized by the university as the result of the call to active military duty.

ROOM AND BOARD

Residence hall facilities are available for the housing of university students. The total cost of room and board per semester or per year will depend upon the residence hall selected. All students who live in residence halls are required to participate in a 19-meal per week board plan. Juniors and seniors are eligible to participate in an optional 15-meal per week plan. Students living off-campus may participate in the board plan by presenting a validated schedule and paying the appropriate amount for board.

Charges for room and board are payable in advance. All campus residence students are required to take meals in the commons (exception: Willetta McGinty Apartments) and to pay the board charge per semester, including sales taxes. Because of the low charge for board, no adjustments will be made for meals not taken. Additional charges will be made for special dietary needs beyond the regular menu and special food services when provided. A student who has lost his or her meal card will be assessed a \$25 cash fee for replacement.

The schedule of charges for room and board per semester is:

For Women

Bessie W. Benson Hall	\$2,200.00
Bessie S. Estell Hall	2,300.00
Bibb Graves Hall	2,200.00
Girard Apartments	2,075.00
Martin L. King Jr. Hall	2,300.00
Willease R. Simpson Hall	2,200.00
C.J. Dunn Tower	2,400.00

For Men

John W. Abercrombie Hall	\$2,200.00
William H. Benson Hall	2,200.00
George N. Card Hall	2,200.00
Girard Apartments	2,075.00

For Honor Graduate Students

Willette McGinty Apartments	\$1,315.00
Peyton-Finley Dormitories	2,300.00

ROOM AND BOARD REFUNDS

Room rent is not refundable. Board is prorated in units of one week, with Monday being considered the first day of the board week. A one-year statute of limitation period is in effect to dispute any housing charges.

A student who is dismissed or suspended from Alabama State University for reasons in accordance with laws or rules and regulations of the university or is placed on terms of probation in accordance with laws or rules and regulations of the university, whereby such terms of probation prohibit the student from residing in university housing, shall not be eligible for any refund of or adjustment in room or board.

STUDENT GROUP INSURANCE

Student health and accident insurance is provided for all registered students of Alabama State University.

Details of coverage may be obtained from the Office of Student Affairs.

**FINANCIAL AID
POLICY ON FINANCIAL AID APPLICATIONS**

Students who are eligible to receive financial aid awards for the next academic year must complete their FASFA and be making satisfactory progress.

Administration of federal financial assistance for Alabama State University is located in the Student Financial Aid Office.

The university makes every effort to provide adequate assistance for capable and promising students who would otherwise be unable to attend.

The basic philosophy behind financial aid programs is that no student or prospective student should be denied access to higher education because of financial burdens. With this in mind, Alabama State University has established an Office of Financial Aid.

There are four principal types of financial assistance available at Alabama State University:

GRANTS

Only undergraduate students who have not previously received a bachelor's degree may apply for the grant programs listed below.

FEDERAL PELL GRANT PROGRAM (FPELL). This is a grant available to undergraduate students who demonstrate financial need based on the Federal Methodology Formula. Undergraduate students may receive a Pell Grant award ranging from \$890 to \$4,731 per year.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT PROGRAM (FSEOG). This is a grant available to undergraduate students who demonstrate exceptional financial need. The award ranges from \$200 to \$4,000 per academic year. Only a limited amount of FSEOG can be awarded each year due to funding constraints.

ACADEMIC COMPETITIVENESS GRANT (ACG). This is a grant available to undergraduate students who demonstrate need, FPELL recipient, U.S. Citizen, completed a rigorous high school program, graduated from a high school after January 1, 2005 and enrolled as a full-time student in a two or four year degree program. In addition, students in their second academic year must have at least a 3.0 cumulative grade point average. Award range up to \$750 for the first year and \$1,300 for second year AC Grant recipients.

NATIONAL SCIENCE AND MATHEMATIC ACCESS TO RETAIN TALENT (SMART) GRANT. This is a grant available to undergraduate students who demonstrate need, FPELL recipient, U.S. Citizen, third or fourth year student in a degree-seeking program, enrolled full-time in an eligible major, and at least a 3.0 cumulative grade point average. Awards range up to \$4,000.

TEACH GRANT. The TEACH grant is a federally funded program created by the College Cost reduction and Access Act (CCRAA), and is effective beginning with the 2008-2009 award year. The TEACH grant provides up to \$4,000 a year in grant assistance to students who plan on becoming a teacher and meet certain specified requirements. If a student who receives a TEACH grant does not complete the required teaching, the grant must be repaid as a Direct Unsubsidized Loan under the William D. Ford Federal Direct Loan Program. Please visit www.teachgrant.ed.gov to learn more about the program.

STATE GRANTS

ALABAMA STUDENT ASSISTANCE PROGRAM (ASAP). This is a state program offering grants to eligible undergraduate Alabama students who meet financial need requirements.

ALABAMA TEACHER RECRUITMENT INCENTIVE PROGRAM (ATRIP). A state program to attract qualified students into the teaching profession in the fields of Mathematics, Special Education, General Science, and English Language Arts. This program is offered to students who are legal residents of the state of Alabama who are seeking and undergraduate degree or Alternative Class "A" students. Applications are available at Alabama State University Office of Financial Aid, P.O. Box 271, Montgomery, AL 36106-0271.

These funds are available to students who meet the criteria set by various state higher education agencies. Students should contact those agencies within their state of legal residence for programs and availability.

SCHOLARSHIPS

These funds are available through various colleges, organizations, private agencies, churches, etc. Check online for information and scholarship searches. Remember you do not have to pay for scholarships. Watch out for scams and make sure the scholarships are legitimate.

ACADEMIC SCHOLARSHIPS. These scholarships are funded by Alabama State University to recognize outstanding high school seniors considering attending the university. Additional information can be obtained from the university's Office of Admissions and Recruitment.

ATHLETIC SCHOLARSHIPS. These scholarships are awarded through the athletics department to athletically talented men and women. Information can be obtained from the Director of Athletics, Alabama State University, P.O. Box 271, Montgomery, AL 36101-0271.

ROTC SCHOLARSHIPS. These scholarships are offered by the Air Force. Information on these programs can be obtained by contacting the ROTC Office, Alabama State University, P.O. Box 271, Montgomery, AL 36101-0271.

VETERANS AND VOCATIONAL REHABILITATION BENEFITS. These programs assist a number of students at Alabama State University. For information concerning eligibility, contact the appropriate Veterans Administration office in your hometown.

EMPLOYMENT

FEDERAL WORK-STUDY (FWS). This is a program available to undergraduate and graduate students who demonstrate financial need. It provides on-campus or off-campus part-time (6 - 18 hours) employment with at least a minimum wage pay (\$7.25 per hours).

COOPERATIVE EDUCATION PROGRAM. This is not a financial aid program but does offer students the opportunity to alternate semesters of full-time study and work. Information is available from the Director, Placement Services and Cooperative Education, Alabama State University, P.O. Box 271, Montgomery, AL 36101-0271.

LOANS

FEDERAL PERKINS LOAN. This is a loan available to undergraduate and graduate students who demonstrate financial need. It must be repaid at a 5% interest rate. An undergraduate student may borrow up to \$5,500 per award year; \$8,000 per award year for a graduate student. Repayment of the loan begins nine months after the student leaves school. The monthly payment amount will depend on the size of the debt and the length of the repayment period. Interest is not charged during periods of enrollment.

FEDERAL DIRECT SUBSIDIZED STAFFORD LOAN. This is a need-based loan available to undergraduate and graduate students. The student may borrow up to \$3,500 for the first year of undergraduate study; \$4,500 for the sophomore year; \$5,500 for subsequent undergraduate study; and \$8,500 for graduate study. The federal government will guarantee the loan and subsidize the interest for applicants while they are in school and qualify. Over the next four-year period beginning July 1, 2008, the Federal Direct Subsidized Stafford Loan interest rate will be 6.0%, 5.6%, 4.5% and 3.4% respectively, with repayment beginning six months after the student's enrollment level drops below half-time.

FEDERAL DIRECT PLUS LOANS. This is a non-need based loan available to dependent students' parents to help with the direct and indirect costs of attending a university. The fixed interest rate is 6.8% and repayment begins 60 days after the loan is fully disbursed.

FEDERAL DIRECT GRAD PLUS LOANS. This is a non-need based loan available to graduate and professional students to help with the direct and indirect costs of attending a university. The fixed interest rate is 8.5%.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN. This is a non-need based loan available to undergraduate and graduate students. The student may borrow up to \$4,000 for the first and second year of undergraduate study and \$5,000 for the third and fourth year of undergraduate study; and \$12,000 for graduate study.

ADDITIONAL FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOAN. This is a loan available to independent students or dependent students whose parents have been denied a Direct PLUS Loan due to their credit history.

ANNUAL LOAN LIMITS

Additional direct unsubsidized Stafford loan limits applicable to undergraduate students are increased for loans first disbursed on or after July 1, 2008. Subsidized limits (up to base amount) are unchanged. For students enrolled as regular students in eligible programs, annual Direct Stafford loan limits are as follows:

FINANCIAL AID APPLICATION PROCEDURES

Each applicant interested in financial aid must follow these specific steps:

1. Complete the Free Application for Federal Student Aid (FAFSA) by mailing it in or on the web at www.fafsa.ed.gov.

2. Be sure to input Alabama State University's school code on your FAFSA. The school code is 001005.
3. Entering students are encouraged to complete an application for admissions at the earliest possible date. No student will be considered for assistance until he or she has been officially admitted to the university.
4. Complete additional data necessary to clarify or verify the financial information submitted by you and/or your parents. Requests for additional data will be sent to you by the Office of Financial Aid.

The above application procedures apply to both in-state and out-of-state students. The priority date for financial aid applications is May 1.

Dependent Students (Except Students Whose Parents Cannot Borrow PLUS)	Base Amount	Additional unsubsidized loan amount	
		Prior to July 1, 2008	Effective July 1, 2008
Freshman	\$3,500	0	\$2,000
Sophomore	\$4,500	0	\$2,000
Junior or senior	\$5,500	0	\$2,000

Independent Undergraduate Students and Dependent Students Whose Parents Cannot Borrow a PLUS Loan	Base Amount	Additional unsubsidized loan amount	
		Prior to July 1, 2008	Effective July 1, 2008
Freshman	\$3,500	\$4,000	\$6,000
Sophomore	\$4,500	\$4,000	\$6,000
Junior or senior	\$5,500	\$5,000	\$7,000

Graduate and Professional Students	Base Amount	Additional unsubsidized loan amount
	\$8,500	Unchanged at \$12,000

SCHOLARSHIPS GENERAL TYPES AND CRITERIA

Academic Scholarships

Alabama State University scholarships are offered to the most outstanding degree-seeking entering freshmen and two-year college transfer students. All scholarships are competitive and awarded to the most qualified students on the basis of completed admission and scholarship applications, receipt of official ACT scores (or comparable SAT scores), a handwritten essay and an official high school transcript. Scholarships are awarded to the most qualified junior college transfer students on the basis of completed admission and scholarship applications, a handwritten essay and receipt of an official college transcript.

All scholarships will be awarded based on grade point average and ACT/SAT scores. The value of the scholarship includes Federal Pell Grant award (if applicable) and university award. The payment of room and/or board charges under any scholarship program is restricted to on-campus housing and food services only.

Scholarships are available only to students seeking their first four-year college undergraduate degree.

All initial and continuing scholarship awards are contingent upon the availability of funds.

Presidential Scholarship

FRESHMEN: High school applicants must have a grade point average of 3.76 or above

in academic subjects on a 4.0 scale, and an ACT score of 27 or above (comparable SAT score of 1200 or above critical reading and math).

JUNIOR COLLEGE TRANSFER STUDENTS: Junior college transfer applicants must have a grade point average of 3.76 or above on a 4.0 scale after completion of 24 semester hours (36 quarter hours) of credit. Only applications from accredited colleges are accepted.

The Presidential Scholarship pays full tuition, books, and on-campus room and board for a maximum of eight semesters for freshmen and a maximum of six semesters for junior college transfer students. Also, \$900 is provided annually for incidentals. Scholarships are renewable annually based on completion of 24 semester hours with a minimum cumulative grade point average of 3.0.

THE UNIVERSITY RESERVES THE RIGHT TO REVISE THE CRITERIA AS IT DEEMS APPROPRIATE.

Academic Scholarship

FRESHMEN: High school applicants must have a grade point average of 3.51-3.75 in academic subjects on a 4.0 scale, and an ACT score of 24-26 (comparable SAT score of 1090-1199 critical reading and math).

JUNIOR COLLEGE TRANSFER STUDENTS: Junior college transfer applicants must have a grade point average of 3.51-3.75 on a 4.0 scale after completion of 24 semester hours (36 quarter hours) of credit. Only applications from accredited colleges are accepted.

The Academic Scholarship pays full tuition, books, and on-campus room and board for a maximum of eight semesters for freshmen and a maximum of six semesters for junior college transfer students. Scholarships are renewable annually based on completion of 24 semester hours with a minimum cumulative grade point average of 3.0.

THE UNIVERSITY RESERVES THE RIGHT TO REVISE THE CRITERIA AS IT DEEMS APPROPRIATE.

Dean's Scholarship

FRESHMEN: High school applicants must have a grade point average of 3.26-3.50 in academic subjects on a 4.0 scale, and an ACT score of 21-23 (comparable SAT score of 970-1089 critical reading and math).

JUNIOR COLLEGE TRANSFER STUDENTS: Junior college transfer applicants must have a grade point average of 3.26-3.50 on a 4.0 scale after completion of 24 semester hours (36 quarter hours) of credit. Applicants must transfer from an accredited college.

Dean's Scholarships pay tuition and books for a maximum of eight semesters for freshmen and a maximum of six semesters for junior college transfer students. The scholarship amount includes Pell Grant (if applicable), plus a university award for tuition. Scholarships are renewable annually based on completion of 24 semester hours with a minimum cumulative grade point average of 3.0.

THE UNIVERSITY RESERVES THE RIGHT TO REVISE THE CRITERIA AS IT DEEMS APPROPRIATE.

Incentive Scholarship

FRESHMEN: High school applicants must have a grade point average of 2.70-3.25 in academic subjects on a 4.0 scale, and an ACT score of 17-20 (comparable SAT score of 800-969 critical reading and math).

JUNIOR COLLEGE TRANSFER STUDENTS: Junior College transfer applicants must have a grade point average of 2.70-3.25 on a 4.0 scale after completion of 24 semester hours (36 quarter hours) of credit. Applicants must transfer from an accredited college.

Incentive Scholarships pay tuition for a maximum of eight semesters for freshmen and

a maximum of six semesters for college transfer students. The scholarship amount includes Pell Grant (if applicable), plus the difference between Pell Grant and tuition costs. In no instance will the university award be less than one-half (1/2) of tuition cost. Scholarships are renewable annually based on completion of 24 semester hours (36 cumulative quarter hours) with a minimum cumulative grade point average of 3.0.

THE UNIVERSITY RESERVES THE RIGHT TO REVISE THE CRITERIA AS IT DEEMS APPROPRIATE.

Leadership Scholarship

FRESHMEN: High school applicants must have a grade point average of 2.50-2.69 in academic subjects on a 4.0 scale, and an ACT score of 16 (comparable SAT score of 750-799 critical reading and math).

JUNIOR COLLEGE TRANSFER STUDENTS: Junior college transfer applicants must have a grade point average of 2.50-2.69 on a 4.0 scale after completion of 24 semester hours (36 quarter hours) of credit. Applicants must transfer from an accredited college.

This award is in the amount of \$1,000 per academic year toward the payment of university fees, including tuition, room and board. The scholarship is available for a maximum of eight semesters for freshmen and a maximum of six semesters for college transfer students. Scholarships are renewable annually based on completion of 24 semester hours with a minimum cumulative grade point average of 2.50.

Required: A handwritten essay consisting of a minimum of 250 words describing educational goals and career objectives must be submitted with the scholarship application. All scholarship applicants must be admitted by January 31.

Special Note: Recipients of Presidential and Academic scholarships are required to participate in one of the university's honors programs. The programs are honors humanities and honors science/math (Pre-Minority Access to Research Career Program).

THE UNIVERSITY RESERVES THE RIGHT TO REVISE THE CRITERIA AS IT DEEMS APPROPRIATE.

All scholarship recipients must complete an application for financial aid.

RETURN OF TITLE IV AID

Federal Law requires an institution to return all unearned Title IV funds to the appropriate Title IV programs when a recipient of Title IV aid withdraws on or before completing 60% of the period of enrollment. If a recipient of Title IV funds withdraws during a period of enrollment, the University must calculate the amount of Title IV Aid the recipient did not earn, must return it to the Title IV Programs. This action may require the recipient to repay funds issued directly to them prior to the calculation. The non-payment of Title IV aid will also be reported to U.S. Department of Education for collections and the overpayment of grants reported to the National Student Loan Data System as required by Federal Law.

Federal Law requires that refunds on behalf of student financial assistance recipients must be returned in the following order:

1. Federal Direct Unsubsidized Stafford Loan
2. Federal Direct Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Direct PLUS Loan (Graduate Student)
5. Federal Direct PLUS Loan (Parent)
6. Federal Pell Grant
7. Academic Competitiveness Grant
8. National SMART Grant
9. Federal Supplemental Educational Opportunity Grant (FSEOG)
10. Teach Grant

Students must withdraw from the University by submitting a "Withdrawal Form" to the

Registrar's Office or submit a written statement including your name, social security number, date of withdrawal and the last date of attendance. Calculation of refunds or tuition adjustments shall be based on the last date of attendance.

Examples of the Return of Title IV Aid calculations are available for review in the Financial Aid Office.

SATISFACTORY ACADEMIC PROGRESS (SAP) REQUIREMENTS FOR FEDERAL FINANCIAL AID RECIPIENTS

All students at Alabama State University (ASU) who receive federal financial aid must make satisfactory academic progress toward the completion of their degrees within a reasonable time frame. The University's SAP policy is in accordance with regulations issued by the U.S. Department of Education. Satisfactory Academic Progress status will be determined at least once each year, generally at the end of the spring semester.

General Rules:

1. A student must earn a minimum number of credit hours each semester to complete requirements for graduation.
2. The following shall be considered as credits completed:
 - 2.1 "A" through "D" grades
3. The following shall not be considered as credits completed:
 - 3.1 "F"
 - 3.2 "W" - Withdrawal
 - 3.3 "I" or "P" - Incomplete (may be counted after the "I" or "P" is changed to another letter grade).
 - 3.4 Audit - No credit
4. Students with withdrawals, incompletes, failing grades, repeated classes, and classes not accepted for transfer credit will count towards the number of hours attempted. Failure to meet the requirements of satisfactory progress and academic good standing will result in the suspension or termination of financial aid eligibility.
5. A student seeking a second undergraduate degree will be allowed additional semesters, based on the prorated hours accepted from the prior degree.
6. A transfer student's maximum time frame will be prorated according to the credit hours accepted toward his/her degree by the University.
7. All credit hours applicable to the current degree pursuit attempted through National Student Exchange Program (NSE), Study Abroad, and through Consortium Agreements with other institutions are counted in both attempted and earned hour calculations.
8. Remedial classes are counted in both attempted and earned hours calculations although credits may not apply toward completion of degree requirements. They may also impact GPA calculations.
9. A student who changes his/her major is still responsible for completing his/her degree or certification in the maximum time frame.

Former ASU Students Returning to Complete Their Degree:

1. Former ASU Students who were not enrolled at ASU for the most recent regular semesters (fall or spring) will re-enter at the SAP status earned at the end of their last ASU semester.
2. Complete academic transcripts for work attempted at other institutions since their last

ASU enrollment are expected to be submitted to ASU's Registrar's Office.

Maximum Time Frame Requirement:

A reasonable length of time for the completion of a program is defined as no more than 150 percent of the normal time to complete a degree program.

Example: If your degree requires that you complete 120 credit hours, a reasonable length of time will be 120 credit hours x 150% = 180 credit hours. Your maximum time frame to receive financial aid is your first 180 attempted credit hours (15 semesters).

Qualitative and Quantitative Measures:

Incremental Evaluation Period	% of credit hours to be completed	Cumulative GPA
1st year	67%	1.6
2nd year	67%	1.8
3rd year & beyond	67%	2.0
Graduate	67%	3.0

PROBATION PERIOD:

A probationary semester may be granted at the discretion of the Financial Aid Counselor. Conditions under which a student may receive a probationary semester may include but not limited to sickness, death in a student's family, and unusual circumstances. During the probationary period, the student is required to successfully complete a minimum of 67% of registered hours during that semester, with the required GPA based on student's year in college (according to the chart above).

APPEAL OF FINANCIAL AID SUSPENSION:

1. A student must indicate in writing to the Financial Aid Counselor:
 - (a) reasons why he/she did not achieve minimum academic requirements, and
 - (b) reasons why he/she aid should not be terminated.
2. The Financial Aid Counselor will review the appeal and determine whether the financial aid suspension is justified. The student will be notified in writing of the decision.
3. A student who would like to appeal the decision of the Financial Aid Counselor may do so in writing to the Financial Aid Appeals Committee, Financial Aid Office, Alabama State University, P.O. Box 271, Montgomery, AL 36101-0271.
4. A student requesting probation who cannot mathematically complete their program within the maximum time frame is ineligible to continue to receive financial aid.

CONDITIONS FOR REINSTATEMENT:

In order to be reinstated, students who raise their cumulative standards to equal or exceed the minimum requirements should contact their financial aid counselor to see if they may be reinstated. The required GPA is based on the student's year in college (undergraduate), six credit hours with a 3.0 GPA (graduate).

III. ADMISSIONS AND ACADEMIC REGULATIONS

UNDERGRADUATE ADMISSIONS

The admission policies of Alabama State University are predicated upon the presumed competence of the individual rather than upon any consideration whatsoever of race, color, sex, religion or national origin.

The aim of Alabama State University is to enroll a student body of high ability and diversity which represents an international cross section of people.

Students interested in enrolling in the university as first-time freshmen, transfer students from two-year colleges, transfer students from other four-year colleges or universities, special students, or part-time students are requested to follow the procedures outlined below.

Precollege Orientation is required for all beginning and transfer students admitted to Alabama State University. Precollege Orientation is scheduled prior to the beginning of each academic term. Students will receive information from the Office of Student Orientation Services regarding which session to attend following official notification of admission from the Office of Admissions and Recruitment.

BEGINNING FRESHMEN

Admission Standards

Admission decisions will be based on an assessment of the quality of the applicant's academic preparation and other indicators of scholastic willingness and ability and general conduct.

Applicants who have earned a diploma from an accredited high school with a 2.2 cumulative grade point average (or GED certificate) who demonstrate that they can benefit from and contribute to the university's educational program and goals will be admitted unconditionally.

Alabama State University believes that the broadest academic experience in high school is the best preparation for admission to the university. In considering the academic record of an applicant, attention is given to the subjects studied and the grades received in those subjects. The applicant's high school record should include at least four units of English and ten units in the following fields: mathematics, natural sciences, social sciences and foreign languages. However, allowances in this unit distribution may be made to permit the student to pursue special areas of academic interest.

Applicants who are not admitted unconditionally will be initially denied admission. Students who are initially denied admission may appeal to the admissions committee for admission based upon special factors or circumstances that may be mitigating in the review process. Appeals should be forwarded to the Office of Admissions and Recruitment.

Applicants to Alabama State University with high school diplomas from unaccredited high schools may be admitted as beginning freshmen if they have achieved a minimum ACT score of 20 or above (or equal value SAT score) and have earned a 2.2 cumulative grade point average in their high school academic work.

Applicants who have earned the GED certificate and have either a cumulative high school grade point average of 2.2 that reflects completion of at least the 10th grade or have earned a composite score of 16 or higher on the ACT (750 on the SAT-critical reading and math) will be admitted to the university unconditionally. An applicant who has earned the GED certificate and is also 22 years of age or older will be admitted to the university unconditionally.

Applicants who are seniors in high school are admitted with the understanding that requirements for admission to the university will be fulfilled during their senior year. These applicants must submit final high school transcripts that reflect completion of high school with a standard, honors, or advanced diploma.

Admission Procedures

1. Submit application, along with \$25.00 non-refundable application fee, to the Office of Admissions and Recruitment.
2. Have an official copy of high school transcript or General Educational Development (GED) report and official high school transcript mailed to the Office of Admissions and Recruitment.
3. Submit test score results from the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT). An application for admission may be submitted before the students take the test. It is recommended that prospective freshmen take the ACT or SAT in the fall of their senior year in high school. In order to register for the test, consult your high school counselor or write to The American College Testing Program, P.O. Box 414, Iowa City, IA 52243, concerning the ACT or write to the College Entrance Examination Board, Box 592, Princeton, NJ 08540, concerning the SAT.

Each freshman applicant should indicate his or her selection of an intended major on the application form. This information will be of assistance in the academic advising of the student. University College is the initial college of enrollment for all freshmen entering the university. (See the University College section in this catalog for an explanation of the role of University College.) It should be noted that selection of a major while enrolled in University College does not guarantee admission to a degree-granting college or school. For specific information on a particular college or school, see admissions requirements for that college or school in Section V of this catalog.

ADVANCED PLACEMENT

Admission Standards and Advanced Placement Credit Policy

Students with special competence may qualify for advanced placement and/or course credit on the basis of scores earned in the College Board's Advanced Placement Program (AP). Alabama State University may award credit to beginning freshmen who score 3, 4 or 5 on Advanced Placement Examinations. A minimum score of 3 is required to be considered for the possible award of credit. Advanced Placement Credits are awarded in English (6) 131/132; Mathematics (6) 133/134, 137/165; General Chemistry (8) 141/142; History (6) 131/132. A maximum of 26 semester hours of credit will be accepted to fulfill course requirements in the core curriculum. Students seeking advanced placement must have a minimum high school grade point average of 3.0 on a 4.0 point scale.

Admission Procedures

Students are encouraged to become familiar with the AP examinations and acceptable scores prior to seeking such credits. Documentation of test scores must be sent to the Office of Admissions for possible award of credit. The awarding of credit will be administered by the Office of Admissions with the approval of the dean of University College.

TRANSFER STUDENTS

Admission Standards

Persons who have attended another institution are welcome to apply for admission to Alabama State University as transfer students. The eligibility and acceptance of transfer applicants are determined through careful consideration of their previous academic record and proposed program of study at Alabama State University. Transfer applicants must be eligible for readmission to the institution last attended. They must have at least a "C" (2.0) cumulative

grade point average and at least 15 semester hours of college-level credit in the combined work attempted at all other colleges attended to be admitted unconditionally. The high school grade point average will be used as the admission criterion for transfer students with less than 15 semester hours of college-level credit. Students wishing to enroll in a particular college or school of the university should consult Section V of this catalog.

Transfer students are enrolled in University College for advisement purposes until satisfactory completion of the general education requirements has been verified. All transfer students should indicate the selection of a major on the application form. An eligible transfer student may expect to receive equivalent semester hours of credit for college-level course work completed with a grade of "C" or higher at any college or university that is fully accredited by the regional accrediting association. In all majors courses, core courses, and selected minors, the minimum grade of "C" is required.

Transfer students who do not fulfill the regular admissions requirements for transfer standing may appeal the denial as set forth above for entering freshmen.

Transfer credit is recorded on the student's permanent academic record, but grades are not transferred to this record. Only work at Alabama State University is included in the cumulative grade point average.

Transfer students must earn their last 30 hours of course work at the university. Not more than 64 semester hours from junior and/or community colleges will be accepted toward a degree at Alabama State University.

Junior- and senior-level courses from junior and community colleges will not be accepted as transfer credits.

All transfer students must earn a majority of the credits in their major field of study at Alabama State University.

For the purpose of admission to a program in a degree-granting college, all credits earned from previous colleges, and/or credits earned at Alabama State University will be used to calculate the grade point average for admission to the program.

Admission Procedures

1. Submit application, along with \$25.00 non-refundable application fee, to the Office of Admissions and Recruitment.
2. Have an official copy of all college transcripts forwarded to the Office of Admissions and Recruitment.
3. Submit a copy of his or her high school transcript if less than 15 semester hours (or equivalent quarter credits) of college credits have been attempted.

The University Reading Policy and the English Proficiency Examination

Transfer students must satisfy the reading and the English proficiency requirement.

Transfer students must take the reading test during the orientation period and, if necessary, enroll in reading courses as described in the catalog, page 39.

Transfer students must take the English Proficiency Examination during their first semester of residence (if they have completed the freshman English requirement) and adhere to the policy as described in the catalog, page 39. If they have not completed the requirement, transfer students must enroll in the appropriate freshman composition course(s).

TRANSIENT STUDENTS

Admission Standards

Students who are regularly enrolled at another institution but who wish to take advantage of programs available at Alabama State University may seek admission as transient students. Such an applicant will not be required to submit a transcript of credits. Transient students are classified under the general category of "special students," with temporary admission to the university.

If a transient student wishes to enroll as a regular student, he or she must submit complete transcripts and meet transfer student requirements.

Admission Procedures

1. Submit, along with \$25.00 non-refundable application fee, application to the Office of Admissions and Recruitment.
2. Secure written approval from appropriate registrar of the college or university of primary enrollment indicating which course(s) are approved for transient study and have a copy of the approval forwarded to the Office of Admissions and Recruitment.
3. If a transient student wishes to attend Alabama State University for more than one semester, he/she must submit transient forms for each semester he/she plans to attend ASU.

EARLY ADMISSION

Students who have exceptionally high grades and ACT or SAT scores and who have strong endorsements from their high school and their parents may be considered for admission without completing their senior year of high school.

Candidates for early admission must have completed their junior year of high school with a minimum grade point average equivalent to 3.5 (B) on a 4.0 scale. Candidates' grade point averages will be evaluated from the following subject areas: social sciences, mathematics, English and natural science. Candidates are required to score a minimum of 24 on the ACT or 1090 (critical reading and math) on the SAT exams. Applications must be accompanied by an endorsement from the applicant's parents and counselor or principal.

Recommendation for early admission will be made by the director of Admissions and Recruitment, with final approval by the Admissions and Recruitment committee.

After approval for early admission has been granted, the student will be required to meet with the dean of University College and the chairperson of the department in which the student has indicated a major interest. The purpose of both meetings is for individual advisement concerning the student's academic requirements while enrolled at Alabama State University.

Early admission students are required to register for a minimum of 12 hours (full time) per semester, but may not enroll for more than 15 hours. After the student has completed requirements for the University College core curriculum, the limit on credit hour loads per semester can be lifted. It is recommended that early admission students enroll during the summer after completion of their junior year of high school.

Early admission students will be restricted to the core curriculum while enrolled in University College. After completion of the core, students may select courses of their choice within their major field.

Early admission students will be assigned a special adviser from the Academic Advisement Center while enrolled in University College. After the student enrolls in a degree-granting college, another adviser will be assigned.

SPECIAL STUDENTS

Admission Standards

Applicants for admission who wish to enroll for credit but do not wish to pursue a degree at Alabama State University are welcome to apply as special students. Typical examples of special students include a person who already has a degree and enrolls for course work to complete teacher certification requirements; a person who is pursuing a degree at another college or university and makes arrangements with that university to complete certain course work here; a person who signs up for a seminar or workshop that awards college credit; or a person who has not earned a degree but wishes to take courses for general knowledge and personal satisfaction. A special student may enroll on a full-time or part-time basis, but may not become a candidate for graduation since special student status is not intended for degree-seeking students.

Students may not be enrolled for more than two consecutive semesters. To continue

enrollment at Alabama State University, students must meet beginning freshman or transfer requirements.

Admission Procedures

1. Submit application, along with \$25.00 non-refundable application fee, to the Office Admissions and Recruitment.
2. Submit Undergraduate Special Student Classification Form to the Admissions and Recruitment Office.

INTERNATIONAL STUDENTS

International students seeking admission to the University must complete the following actions:

- * **Complete Alabama State University Undergraduate Admissions Application** and a \$25.00 (US) non-refundable application processing fee. The Admissions Application can be processed on-line.
- * **Evaluation of official transcripts from all schools previously attended** (high school and college). Transcripts, if not in English, must be translated into English by an official translation service. Once the transcript has been translated, please forward to the following for evaluation:

Lisano International, P.O. Box 407, Auburn, AL 36381-0407;
Phone and Fax (334) 745-0425; E-mail: LisanoINTL@aol.com;
Web: www.lisano-intl.com.
- * **Official copy of the Test of English as a Foreign Language (TOEFL)** results is required if your native language is not English. A minimum acceptable score of 500-paper-based, 173-computer-based, or 61-Internet-based exam. Also, the English language requirement will be met upon completion of Level 112 at a Language Center.
- * **Confidential Financial Statement**, properly notarized, affirming your ability to fully meet the expected expenses of attending Alabama State University for the first year of study (U.S. dollars). International students pay out-of state tuition. **International Students are not eligible for undergraduate academic scholarships or financial aid.**
- * **Health Center Evaluation Form**. Can be downloaded by visiting ASU website: clicking on Administration, the Student Affairs, then Health Center, the Health Center Evaluation Form.

FOR ADDITIONAL INFORMATION ON UNDERGRADUATE INTERNATIONAL ADMISSIONS, CONTACT MINORITY AND INTERNATIONAL STUDENT AFFAIRS, P.O. BOX 271, MONTGOMERY, AL 36101-0271, (334-229-4713 or 1-800-253-5037).

ADMISSION TO GRADUATE STUDY

Persons seeking admission to the university for purposes of graduate study should consult the *Graduate Studies Bulletin* for detailed information.

CREDIT FROM NONTRADITIONAL SOURCES

Alabama State University will consider for advanced placement or advanced standing credit appropriate service, course work and examinations from nontraditional sources such as active federal military service and service schools, the College Entrance Examination Board's Advanced Placement Program, the College Level Examination Program (CLEP) and correspondence credits from fully accredited institutions.

No student will be advised or permitted to take either a departmental examination or a CLEP test and use the "passing" score as a substitute for enrolling in and satisfactorily completing prescribed curriculum courses unless prior approval to take the test for said purpose is granted by the relevant department chairperson, the dean and the Office of Academic Affairs. Approvals will be granted only in instances where proof can be presented that, by noncredit formal training (i.e., military service), the material prescribed for the course has been mastered by the student. A student may not attempt credit by examination in a field that the student has received college credit for a more advanced course or for a course in which a failing grade has been received.

The university will allow a maximum of 45 semester hours for nontraditional credit (AP, CLEP, etc.). "C" -level performance is required as a minimum for award of credit from any academic test. All requests for credit by examination should be submitted to the Office of Records and Registration.

ADVANCED PRECOLLEGE EXPERIENCE PROGRAM

Admission Standards

The Advanced Precollege Experience Program (APEX) is designed for students who wish to attend Alabama State University while simultaneously completing requirements for high school graduation.

The overall objective of APEX is to improve academic achievement, to develop personal maturity and to provide the benefits of an early college experience. Students in this program may take work in specific areas for which they are recommended and in which they have adequate preparation.

It should be noted that APEX is not an early admissions program.

Candidates who apply to participate in APEX are required to be currently enrolled high school students who have completed their freshman year of high school. Recommendations from either their high school principal or counselor, along with written permission from the student's parents or guardians, must accompany their applications for admission.

Admission Procedures

APEX students must submit a copy of their high school record to the Office of Admissions and Recruitment. Candidates must have a cumulative grade point average equivalent to 3.0 (B) on a 4.0 scale.

Recommendation for enrollment into APEX will be made by the director of the Office of Admissions and Recruitment with final approval by the Admissions and Recruitment committee. After acceptance into the program, students are classified as "special students" (non-degree-seeking students).

A maximum of three credits is allowed each semester. Students enrolled in the summer program may enroll for a maximum of six semester hours.

APEX students may not take courses that they are simultaneously taking in high school. For example, if a student is taking algebra in high school, he or she would not be permitted to enroll in algebra at ASU. Courses taken at the college level may not conflict or interfere with the student's high school schedule. With the above provisions, APEX students may enroll in any 100- or 200-level course that does not require a prerequisite.

Course credits earned through APEX are acceptable as regular college credits. APEX students are not to use credits earned at ASU toward high school graduation requirements. Transcripts are not released until the student provides the Office of Records and Registration with notification of high school graduation.

After acceptance into APEX, students are required to meet with the dean of University

College. The student is then assigned an adviser from the Academic Advisement Center.

SCHEDULING PROGRAMS

A printed schedule of classes is made available prior to the registration period. The student, with the assistance of an academic adviser, may select courses and time periods and record them on his or her registration form. The student should take great caution when preparing his or her schedule to avoid conflict and unnecessary courses for his or her program.

CHANGES IN APPROVED CLASS SCHEDULE (DROP AND ADD)

A change of program period is allowed during each registration period. A student has the opportunity to drop a course, add a course, change the time of a course or a combination of all of the above.

INDEPENDENT STUDY COURSES

A request for independent study must be submitted by the faculty and student in writing for approval by the department chair, college/school dean and the vice president for academic affairs. The request must explain the need to use this independent format and the rubrics to be used in evaluating required assignments. Faculty must maintain documentation of weekly contact with the student and submit progress reports to the department chair, dean and vice president for academic affairs during the week of midterm and final exams. This does not apply to university approved practicums and internships.

TRANSFER WITHIN THE UNIVERSITY

To transfer from University College to a major program, a student files a Declaration of Major form with his or her academic adviser. Then, the dean of University College rules on the student's eligibility to transfer; and the dean of the degree-granting college rules on admitting the student to the intended major program.

To transfer from one degree-granting college to another, a student files with the Office of Records and Registration a completed Declaration of Major card that carries the signatures of the deans of the colleges involved and of the appropriate academic advisers.

A student may transfer from one curriculum to another within his or her college at any given time during the semester, to become effective the following semester. The academic advisers monitor the change to determine if the change promises to be in the best interest of the student and that all prerequisites have been met when changing from one curriculum to another.

COURSE CANCELLATION

The university will normally cancel any course in which fewer than 10 students are enrolled and may not offer a course for which an instructor is not available.

PAYMENT OF FEES

Registration is not complete until all fees have been cleared with the Office of Student Accounts. Please refer to the section on fees in this catalog.

FOR ADDITIONAL INFORMATION CONCERNING REGISTRATION PROCEDURES, CONTACT THE DIRECTOR OF RECORDS AND REGISTRATION, ALABAMA STATE UNIVERSITY, P.O. BOX 271, MONTGOMERY, AL 36101-0271.

CLASS ATTENDANCE POLICY

Each student is expected to attend all lectures, seminars, laboratories and field work for each registered class, including the first class session. Attendance is required to verify official enrollment and continuance in each course. When students are absent from class for authorized reasons such as death in the family, illness, hindrance by true emergency situations or University activities, they will be allowed to make up assignments/examinations that they missed. Instructors, of course, are not obligated to provide make up opportunities for students who are absent, unless the absences have been officially approved. Official excuses can be obtained from the Office of Student Affairs. An officially excused absence, however, merely gives the individual who missed the class an opportunity to make up the work and in no way excuses him or her from completing the course requirements. Students receiving veterans benefits are required to attend classes according to the regulations of the Veterans Administration, in addition to those requirements set by the university for all students.

Instructors are required to keep an accurate attendance record for all students enrolled. It is the responsibility of the student to withdraw from the university or drop a course, within the allowed timeframe, when this is the desired course of action.

REGISTRATION

To receive the proper credit for a course, the student must be officially registered for the course in the Office of Records and Registration and the student's name must be listed on the official class roster. A student who attends a class without official registration will not receive a grade for the course. Any student who fails to comply with the official registration rules and regulations will not be allowed to petition for course credit.

STUDENT LOAD

The minimum credit hour load for a full-time undergraduate student is 12 hours per semester. A student who registers for less than the minimum load stated above is classified for academic purposes as a part-time student.

Normal Load - 15 to 18 semester hours of credit.

Maximum Load (for dean's list students or others with special permission from their - dean) 20 semester hours of credit.

Students on Academic Probation - not more than 13 semester hours of credit during the regular academic year and not more than six semester hours of credit during the summer term.

AUDITING A COURSE

A student who wishes to audit a course must enroll as an auditor at the time of registration. No credit is earned and no examination for credit may be subsequently applied for when a course is audited.

Students who enroll as auditors may not change to credit status after the final date of the program change period.

WITHDRAWAL FROM A COURSE

A student may withdraw without penalty from a course prior to midterm. The deadline date for withdrawing from a course (usually the Tuesday after midterm week) is stipulated in the academic calendar.

When a student, as a result of emergency circumstances, is forced to withdraw from a course after the established withdrawal date for the term, the student may petition, in writing, the dean of the school in which the course is offered for approval to withdraw from a course. A student may not withdraw from a course after the deadline if he or she is failing. The dean will contact the student's instructor to determine the student's scholastic standing at the time of the request to withdraw.

If the student registers and decides not to attend class(es), or stops attending the class(es), the course must be officially dropped through the Registrar's Office or a grade of "F" may be recorded by the instructor.

If the student improperly adds a course and does not process a drop/add form through the Registrar's Office, no credit will be allowed and he or she will not receive a grade for the course.

POLICY ON WITHDRAWAL FROM THE UNIVERSITY

A student who wishes to withdraw from the university must file an official notice with the Office of Records and Registration. One of the following methods may be used:

(1) Completion of the official Withdrawal from the University form in the Office of Records and Registration.

(2) Submission of a letter to the Office of Records and Registration indicating the request to be withdrawn, via mail or fax.

Requests for withdrawal from the university must be received in the Office of Records and Registration by the last day of classes of the semester from which the student wishes to be withdrawn. Students who officially withdraw will receive "W" grade designations for the term of withdrawal.

COURSE SUBSTITUTIONS

Course substitutions on the undergraduate level are made only upon the recommendation of the adviser and approval by the department chairperson and the dean of the appropriate college.

EXAMINATIONS, GRADES AND GRADE POINTS

Final examinations are held at the end of each semester. Students are graded on the basis of the following guidelines:

A	4 grade points per semester hour	Excellent
B	3 grade points per semester hour	Good
C	2 grade points per semester hour	Satisfactory
D	1 grade point per semester hour	Minimum Passing
F	No grade points	Failure/Completed Counted in GPA
I	No grade points	Incomplete

The following symbols are substitutes for grades, but are not grades themselves:

W	Withdrawal in good standing	
IP	In progress (see below)	
AU	Audit	
X	No grade points	Failure/Non-Attendance Not counted in GPA

An “I” (incomplete) grade is assigned in instances in which a student is likely to pass the course upon completion of requirements to change the “I” grade. To yield credit for a course for which a grade of “I” has been assigned, course requirements must be completed by the end of the next semester of enrollment, not to exceed two calendar years. When reporting the “I” grade, faculty will include the alternate grade that the student has earned, factoring in all of the course requirements, e.g., I (B) (C) (D) or (F). If the student does not complete assignments to remove the “I” grade during the next semester of enrollment, the alternate grade will be the final grade.

Students receiving veterans benefits are required to adhere to the regulations of the Veterans Administration in addition to those requirements set by the university for all students.

GRADE POINT AVERAGE

The ASU grade point average may be computed by dividing the total number of quality hours into the total number of quality points.

CLASSIFICATION

Student classification requires satisfactory performance on basic skills and subject knowledge examinations as are deemed appropriate by the university as well as the successful completion of a required number of semester hours.

To advance from freshman to sophomore, from sophomore to junior, and from junior to senior, a student must demonstrate satisfactory performance on all required examinations and have successfully completed the following number of hours:

Freshman – Fewer than 32 Semester Hours

Sophomore – 32 Semester Hours

Junior – 63 Semester Hours

Senior – 93 Semester Hours

UNIVERSITY READING POLICY

Students entering Alabama State University are expected to achieve a prescribed level of competency in reading. The minimum level of competency expected is 13.0 on a designated standardized reading test. Currently, the Nelson-Denny Reading Test is being used.

Students who score below the 13.0 grade level must satisfactorily complete designated reading courses. Students scoring 8.9 and below must enroll in Reading 120; students scoring 9.0-10.9 must enroll in Reading 130; students scoring 11.0 to 12.9 must complete Reading 132. Students must enroll in the appropriate reading course during their first semester of entry into the university, and they must re-enroll in a designated reading course each subsequent semester until the reading requirement is met. This policy applies to freshmen and transfer students. Students must satisfy the reading requirement prior to filing for graduation. Contact your adviser; this policy may be revised. Currently, this policy is suspended until further notice.

ENGLISH PROFICIENCY EXAMINATION

A student who is enrolled in a program leading to the bachelor’s degree must pass the English Proficiency Examination in order to graduate from Alabama State University. It must be taken prior to admission to a degree-granting program. The examination is administered twice each semester. Students should arrange to take this examination in the semester following completion of the freshman English requirement. Transfer students are expected to take the English Proficiency Examination during their first semester of residence, if freshman

English has been completed.

Students who do not pass the examination after two attempts must take English 135, Elements of Writing, prior to taking the English Proficiency Examination for the third time (nondegree credit). Students must pass the English Proficiency Exam prior to registering for the Baccalaureate Writing Competency Test (BWCT) and filing for graduation. Contact your adviser; this policy may be revised. Currently, this policy is suspended until further notice.

BACCALAUREATE WRITING COMPETENCY TEST

The purpose of the Baccalaureate Writing Competency Test is to ascertain that ASU students are able to write with proficiency in their degree areas before they graduate. Although students must pass the English Proficiency Examination (EPE) after completion of freshman English, that test essentially ensures that students are capable of producing a written document which conforms to the standards of basic written composition. The EPE does not measure any higher-level writing and essay skills. The BWCT calls for students to write a reasonably sophisticated essay on a topic from their academic discipline. The BWCT is given once each semester, including the summer session.

Students who fail the BWCT must provide documentation that they have attended or participated in whatever form of remediation is recommended by their advisers/departments for a period of at least 30 days before they may be certified to register to retake the test. A copy of that documentation must be attached to the registration form and verified by the adviser. If the failure is due to weaknesses in writing skills, students will report to the University College Writing Center. Laboratory instructors will request the student's BWCT booklet from the University Testing Center and, together with the student, plan a program of remediation. When the remediation is complete, students must get a signed statement from the lab instructor certifying satisfactory completion, and must include the certification with their registration to retake the exam. If the failure is due to weaknesses in the support section of the essay, the students will be assigned by the applicable department chair to an instructor to help them develop support material for various topics. In this case, students must present certification from the instructor verifying that the remediation has been completed as a part of their registration to retake the exam. Authorized retakes are administered only on normally scheduled BWCT dates and are not given at any other times.

Students observed using unauthorized materials or otherwise cheating on the BWCT will automatically receive a failing score and may be prohibited from retaking the test for one year or more. Additionally, such incidents may be referred for further disposition under the academic dishonesty provisions of the student handbook.

Students must pass the EPE to be eligible to register for and take the BWCT. Students should take the BWCT in their junior year. The BWCT is a graduation requirement. No student may receive a degree from ASU until he or she has satisfactorily passed the BWCT. Contact your adviser; this policy may be revised. Currently, this policy is suspended until further notice.

DOUBLE MAJOR

A student is allowed to graduate with a double major if he or she has met all requirements for both majors and of the colleges or schools in which those majors are offered. After all requirements have been fulfilled, the major may be registered on the student's transcript. This may not be interpreted as meeting the requirements of a second degree.

The student may select the college or school from which the degree is to be awarded.

SECOND DEGREE

In order to earn a second baccalaureate degree after completion of the first degree, a

student must:

- (1) earn a minimum of 30 semester hours at Alabama State University,
- (2) have been a full-time Alabama State University student for two semesters, and
- (3) have met all academic requirements for the degree sought as stipulated in the undergraduate catalog at the time of enrollment in the second degree program.

RELEASE OF DIPLOMAS

The university will release a diploma to a candidate who has satisfied all requirements of the university for graduation at the convocation on the date shown on the diploma. In the event a diploma is ordered bearing a date earlier than that on which all requirements are satisfied, such diploma shall be voided, and a new diploma bearing a conferral date of the commencement next following the date on which all requirements were satisfied shall be ordered and delivered to the graduate. The cost of any second diploma shall be borne by the university official or the student who is responsible for the circumstance(s) which resulted in voiding the initial diploma.

A transcript of credits is not to be delayed as a result of default in qualifications for a diploma and may be issued upon request, provided that any reference to a date of graduation is the same as that shown on the diploma.

The deadline date for clearing any academic deficiencies is five days prior to commencement. A graduation fee is payable to the cashier's office at the beginning of the semester of graduation. If a student is in default on any payment due the university, his or her diploma and academic record will not be issued until the matter is cleared.

FAILURES

A student whose work is unsatisfactory for any reason shall receive a final grade of "F" for the course. In order to receive credit, he or she shall repeat the course in residence at this university.

WHAT CONSTITUTES AN ACADEMIC RECORD

The official academic record is a record of the student's experience, family background, aptitudes and interests. The record indicates previous academic enrollment competencies achieved and all work pursued at the institution.

Academic transcripts maybe photocopied or reproduced in their entirety via computer. The records are well designed to ensure that all necessary information is included. Students' academic records contain the following data:

- Identification of the Institution
 - Name
 - Location: City, State, Zip Code
- Identification of the Student
 - Name
 - Address
 - Date of Birth
 - Place of Birth
 - Identification Number
- Basis of Admission
 - Secondary School Graduation/GED
 - Name, Location of School
 - Date of Graduation
 - Previous Higher Education-Undergraduate

- Name, Location of Institution
- Period of Attendance
- Previous Higher Education-Graduate
- Name, Location of Institution
- Period of Attendance
- Date of Graduation
- Degree Received
- Area of Study (at time of graduation)
 - College, School or Division
 - Program or Major
 - Minor
- Record of Work Pursued
 - Dates of Attendance
 - Course Identification
 - Amount of Credit
 - Grades and Grade Points
 - Course Description
 - Demonstrated Competencies
 - Source or Type of Credit
 - Termination Status
 - Statement of Graduation
 - Status at Time of Last Attendance
 - Academic Status:
 - Good Standing
 - Academic Probation
 - Academic Suspension
 - Academic Dismissal

REPORTING OF GRADES

Final grades will no longer be mailed to students at the completion of the semester. Final grades must be viewed via Web for Students at www.alasu.edu.

CHANGE OF GRADE

Grades reported by instructors to the registrar may not be changed, except in case of error in recording or in evaluation. A grade, once reported, may be changed only with the concurrence of the instructor, dean and vice president for academic affairs, and each such change shall be supported by written justification.

COURSES REPEATED FOR CREDIT

A student may repeat a course that he or she has failed to complete or to pass. A student who has a grade of "D" in a course may also repeat the course with the approval of the dean of the college involved. Whenever a course is repeated, it may be counted only once toward graduation; and the last grade earned is used in computing the cumulative grade point average. However, all grades earned are listed on the student's permanent record.

ACCURATE ADDRESS INFORMATION

It is a student's responsibility to make certain that accurate address information is on file at all times. You may update your address at the Office of the Registrar in person, by letter or by faxing the information to (334)834-0336.

Different addresses can be maintained in your electronic file. However, you must provide specific address data and instructions to ensure accuracy of this information. The most commonly used addresses are:

LOCAL: This is your address in the Montgomery area. Semester specific mailings are sent to this address (e.g., bills, registration information, financial disbursement).

PERMANENT HOME: This is the address to which semester grade reports and bills will be sent. In some cases this may be the same as the local address.

HOUSING (Local): This is the residence hall address if you are living on campus.

PARENT/GUARDIAN: Specific mailings are sent to this address.

RETENTION

Academic eligibility requirements for continuation in residence are calculated on Alabama State University course work. Academic probation is a scholastic warning, indicating that the student is in danger of being suspended. A student on probation can continue his or her enrollment without interruption. Academic suspension is a status that bars a student from continued enrollment at the university for one regular semester. That is, students placed on academic suspension at the end of the spring semester are not eligible for re-enrollment for any term, including the summer term, until the next spring semester.

GOOD ACADEMIC STANDING

A student is in good academic standing if he or she is not on academic probation, suspension or dismissal.

ACADEMIC PROBATION

A student (including a freshman) will be placed on academic probation whenever his or her cumulative grade point average at Alabama State University is less than the grade point average identified below for the applicable level of cumulative graded hours:

Cumulative Graded Hours¹	ASU GPA²
0 - 31	1.50
32 - 62	1.81
63 - 92	1.87
More than 92	2.00

¹Cumulative graded hours include hours attempted at ASU and hours transferred from any other institution(s).

²Only the cumulative GPA earned at ASU will be used to determine the probation and suspension status (regardless of what the overall GPA may be for transfer students).

CLEARING PROBATION

A student may clear a probation by elevating the ASU cumulative grade point average to a level equal to or greater than those identified above for the applicable class level. Credits and grades earned at another institution may not be used to clear probation.

Students with academic deficiencies are encouraged to enroll in the summer term.

ACADEMIC SUSPENSION

A student (including a freshman) will be suspended for a regular semester if his or her cumulative grade point average at the end of a term places him or her on probation and that probationary status is not cleared at the end of the next term enrolled. A student will not be suspended at the end of a term in which he or she completes a full-time course load and earns a 2.0 (C) term grade point average, but will be continued on probation unless his or her probationary status has been cleared. Upon return from a suspension, academic status will be determined by the aforementioned probationary standards.

No credit earned at another institution by a student on suspension from ASU will be used in clearing a suspension or in meeting requirements for an Alabama State University degree.

ACADEMIC DISMISSAL

A student who receives a second suspension will be subject to academic dismissal. Academic dismissal does not imply future reinstatement; nor does academic dismissal mean that a person is forever barred from attending Alabama State University. Students may apply for reinstatement after remaining out of Alabama State University for a minimum of two regular semesters.

Dismissed students are not eligible to apply for readmission for summer terms, until he or she has remained out of Alabama State University for two regular terms.

The application for readmission must be accompanied with evidence that the student is likely to succeed upon readmission.

An academically suspended or dismissed student who has incomplete or other deferred grades which could, when cleared, remove his or her suspension or dismissal, will be given until the end of the program change period of the next semester to remove his or her suspension or dismissal.

No credit earned at another institution by a student on academic suspension or dismissal will be used in clearing a suspension or dismissal or in meeting requirements for an ASU degree.

Reinstatement after Dismissal

A student seeking reinstatement after dismissal must complete an application for readmission and must petition the Academic Standards Committee through the Office of Records and Registration. The application for readmission must be accompanied with evidence that the student is likely to succeed upon readmission. Applications for readmission are available from Records and Registration. The application and letter of petition must be submitted at least 30 days prior to the semester in which the student seeks readmission.

ACADEMIC HONORS

Degrees with honors are conferred according to the following index of cumulative averages:

3.75-4.00	Summa Cum Laude
3.50-3.74	Magna Cum Laude
3.00-3.49	Cum Laude

The prediction of honors is based on the cumulative GPA recorded at the time diplomas are ordered.

Degrees with honors are also conferred on students who complete the general University Honors Program and college honors requirement.

THE HONORS PROGRAM

Alabama State University offers an honors program that is designed to challenge the academically strong and talented student. The objectives of the program are:

1. to provide opportunities for capable students to pursue outstanding and independent academic achievement.
2. to offer opportunities for capable students to expand the breadth and depth of their educational experience beyond the standard curriculum.
3. to encourage accelerated students to develop their maximum potential.

Interested students are invited to inquire about the program in the Office of Academic Affairs, Room 118, Council Hall.

DEAN'S LIST (Semester Honor Roll)

A full-time student (minimum of 15 semester hours) passing all credit work carried during a semester and attaining a scholastic record of 3.0 for the semester may be designated an honor student for that semester. These academic honors will be made a part of the student's permanent record.

ACADEMIC AND SOCIAL SUSPENSIONS AND DISMISSALS

No student is eligible for admission to ASU who is under academic or social dismissal or suspension from another university. Likewise, no credits earned by an ASU student while on either academic or social dismissal or suspension from ASU will be accepted.

CONCURRENT ENROLLMENT WITH OTHER COLLEGES AND UNIVERSITIES

Students planning to register at Alabama State University and simultaneously at any other institution of higher learning must receive written permission prior to actual enrollment. Failure to do so will jeopardize acceptance of concurrent credits by Alabama State University. Applications for concurrent registration may be obtained from the Office of the Registrar.

Applications are processed when the completed forms are received by the student's adviser and approved by his or her department chairperson and dean.

TRANSIENT CREDIT FROM ANOTHER INSTITUTION

A student currently enrolled at Alabama State University and planning to attend another institution as a transient student must receive written permission from his or her academic adviser, department chairperson and dean prior to actual enrollment. Failure to do so will jeopardize the acceptance of transient credits by ASU. In order to receive transient credit, a student must be in good academic standing.

To determine the acceptability of the credits, an official transcript must be sent by the institution to the Office of Records and Registration at Alabama State University. The request for the transcript must be made by the student. While approval may be given to enroll in the course(s), candidates for the bachelor's degree must earn their last 30 hours at the university, unless excused by their dean. Approval is given on a semester basis.

The total course load (transient and/or cross-enrolled credits plus on-campus credits) must not exceed the maximum load allowed for a regular semester or summer term.

An eligible transient student will not receive any semester hours of credit for college-level course work completed with a grade less than "C." In addition, the university from which the credit is transferred must be fully accredited by the cognizant regional accrediting association.

Transient credit forms are available in the Office of Records and Registration, Council Hall, Room 125.

**ALABAMA STATE UNIVERSITY AND
AUBURN UNIVERSITY AT MONTGOMERY**
CROSS-ENROLLMENT OF STUDENTS
(Effective 1993 Fall Semester)

Alabama State University and Auburn University at Montgomery have entered into a cross-enrollment agreement for students pursuing two cooperative degrees: baccalaureate degree in finance and master of education in elementary education, effective 1993 fall semester. The mechanism to facilitate the cross-enrollment of these students will be handled by the registrars at both institutions.

Exclusive Assignment of Courses Between ASU and AUM

BUSINESS (FINANCE)

ASSIGNED TO ASU

(ASU) ECO 455 Money and Banking
EC 360 Money and Banking (AUM Comparable)

(ASU) FIN 421 Investments
FI 464 Investments (AUM Comparable)

ASSIGNED TO AUM

(AUM) FI 321 Principles of Real Estate Finance
FIN 324 Principles of Real Estate Finance (ASU Comparable)

EDUCATION (M.Ed. Elementary Education)

ASSIGNED TO ASU

(ASU) EDU 513 Problems Teaching in Elementary School
EDU 504 Elementary School Curriculum

ASSIGNED TO AUM

(AUM) EDU 545 Literature for Children
EDU 548 Diagnostic Language Arts in Elementary School

Students who wish to enroll in the above courses should report to the registrar at their home institution for details and procedures for registration, before attempting to register for the courses.

The other relevant provisions of this agreement are:

1. Students officially registered at Alabama State University will be eligible to cross-enroll in courses at Auburn University at Montgomery. Registration for the specific Auburn University at Montgomery course(s) is also required at Alabama State University.
2. AUM courses not targeted for the cooperative degree programs will be open to students from ASU on a space-available basis, with course selection being given to the ASU student through preregistration. Both institutions (ASU and AUM) will make every reasonable effort to accommodate students pursuing the cooperative degrees who demonstrate the need to take the course(s) during a particular term.
3. Students will be cross-enrolled only upon approval of the vice president for academic affairs or his designee(s) by the presentation of appropriately executed cross-enroll-

ment permission forms to the registrar of Auburn University at Montgomery.

4. Students engaged in cross-enrollment will pay for all courses at Alabama State University according to ASU's tuition schedule. These fees will be paid at the time of registration at ASU.
5. Undergraduate students in business and education will be limited to 30 semester or 45 quarter hours of course work completed through cross-enrollment to satisfy degree requirements. Graduate students in education may, upon approval of the dean of graduate studies, take up to one-half of their course work at Auburn University at Montgomery under the provisions of this cross-enrollment agreement. Courses completed through cross-enrollment will be treated as Alabama State University courses rather than transient courses.
6. Withdrawals from courses and from the university will be governed by the financial policies of Alabama State University and the academic timetable of Auburn University at Montgomery.
7. At the end of the term of enrollment, the cross-enrolled student will request the registrar of AUM to forward an official transcript to Alabama State University. In courses taken for the cooperative degree programs, the transfer credits from AUM will reflect the course title and number of Alabama State University.

Students enrolled in Auburn University at Montgomery under the cross-enrollment agreement will have the library privileges of Alabama State University students. All other students may gain access to the library at AUM, with privileges to use AUM's library books in the library study areas.

OTHER ARRANGEMENTS:

Parking at AUM - ASU students will visit the AUM Police Department to obtain a parking pass (no cost to the student) for the applicable term of attendance.

Textbooks - The bookstores at both ASU and AUM will maintain a supply of textbooks for only those courses involved in the Mandatory Cooperative Agreement. Textbooks and supplies for voluntary courses taken at AUM may not be available in the ASU bookstore. ASU students on financial aid cannot "charge" their purchases at AUM.

Library - ASU students must present a receipt or class schedule, indicating that tuition has been paid, at the AUM Library. The student will then be issued an AUM library card that will be valid for the specific term.

WITHDRAWAL FROM THE UNIVERSITY

Official withdrawal from the university must be filed in the Office of Records and Registration. A grade of "W" is recorded for all courses when the student completes the withdrawal form and returns it to the Office of Records and Registration. A grade of "F" is recorded for courses for which the student is registered when he or she fails to complete the withdrawal form. Withdrawal from the university must take place by the last day of classes.

ACCESS TO AND RELEASE OF STUDENT RECORDS

Transcripts and grade information will be released according to the guidelines of the Family Rights and Privacy Act.

The Office of Records and Registration will make available as a continuing service the official academic record or transcript and its supporting personnel folder to the student within a reasonable time, under no circumstances to exceed seven days. The student must be able

to present proper identification (student I.D. card).

POLICY ON TUITION REFUNDS OR CREDIT FOR STUDENTS CALLED TO ACTIVE MILITARY SERVICE

Alabama State University students who are called to active duty during a term when they are enrolled will be counseled on the options they may pursue, depending upon when the call is received.

1. If it is not very late in the term, the student will have the option of withdrawing with full refund of tuition and required fees and a proportionate refund of room and board.
2. The student may withdraw from the course(s) and leave tuition and fees paid as full credit for use upon re-enrolling at the university.
3. If the call to duty occurs close to the end of the term, the student may be permitted to take the final examinations early and receive full credit for the course(s).
4. If it is late in the term and the student does not wish to complete the final examinations, he or she may opt for either receiving "incompletes" in the course(s) or withdrawing under item "2" above.

It is, therefore, the university's policy to take every reasonable step to ensure that the student is not penalized by the university as the result of the call to active military duty.

VETERANS' SERVICES

Veterans receiving benefits, who are enrolled on the main campus and at the off-campus sites, must take courses in their academic programs, complete the veterans registration information form each semester, and notify the Veterans Services Officer immediately of any schedule changes.

All changes in student status that affect changes in benefit entitlement will be reported to the Veterans Administration.

A veteran or veteran's dependent enrolled in an associate degree program, upon the accumulation of 53 hours, must maintain a 2.00 cumulative grade point average or lose benefits.

EXTENSION AND CORRESPONDENCE COURSES

The university offers no correspondence courses. It accepts credits that may be earned by students through extension and correspondence courses from recognized institutions under the following conditions:

1. Credit for extension and correspondence courses is given only for undergraduate courses and only when it is possible to establish fair equivalency.
2. Not more than nine credits may be earned through extension courses in any one year.
3. Not more than one-fourth of the credits necessary for a degree may be secured through successful completion of extension or correspondence courses. Under special conditions, exceptions may be made for students in the Servicemen's Opportunity College Program.
4. Not more than one-fourth of the credits required by any department may be satisfied through extension or correspondence courses.
5. Students who are regularly enrolled at the university may not obtain credit through extension or correspondence courses.
6. Students who are under academic or disciplinary probation or suspension may not obtain credit through completion of extension or correspondence courses.
7. Credit may not be earned in summer months through extension or correspondence courses.
8. Since it is necessary for students who expect to earn a degree to be in residence during their final term, no extension or correspondence credits may be earned during this term.
9. Requirements for courses which may have been failed at the university or at other institutions may not be satisfied through extension or correspondence courses.

10. No partial credit is given for participation in an extension or correspondence course program.

CENTRAL REQUIREMENTS FOR DEGREES

A candidate for the Bachelor's Degree must:

1. Earn not fewer than 120 semester hours in a planned program of study.
- *2. Satisfy the reading requirement stipulated by the university reading policy.
- *3. Pass the English Proficiency Examination, the Alabama State University Baccalaureate Writing Competency Examination and other tests as are prescribed by the college or school in which candidate is enrolled.
4. Make application for graduation through the office of the registrar according to the dates outlined in the class schedule book.
5. Earn the last 30 hours at the university, unless excused by the dean of the college in which the candidate is enrolled.
6. Earn at least 25 percent of the credits required in the curriculum at the university.
7. Earn a cumulative grade point average of at least 2.0 (C).
8. Earn a grade of "C" or higher in all major field courses.
9. Earn a grade of "C" or higher in all core courses required for the degree.
10. Earn a grade of "C" or higher in selected minor field courses.
11. Pass a senior comprehensive examination in the major field.
12. Complete all requirements for the degree to be conferred.
13. Satisfy the faculty of the college or school that the candidate is a suitable representative of Alabama State University.
14. Fulfill all financial obligations to the university.

*Note: Contact your adviser regarding the Exit exams. These policies may be revised.

A program of study leading to the bachelor's degree must not require fewer than 27 semester hours nor more than 74 semester hours in the major or area of concentration.

Developmental courses in reading, mathematics and English do not count toward graduation.

All transfer students must earn a majority of the credits in their major field of study at Alabama State University.

Curriculum changes made pursuant to federal and state governmental agencies are exceptions to the student's entitlement to complete requirements under the catalog that is current at the time of initial enrollment.

CATALOG REQUIREMENTS AND TIME LIMITS

Degree requirements and other university regulations are established by the catalog current at the time of initial enrollment, and the student is entitled to complete requirements under the catalog within an eight-year period. The student may elect to satisfy requirements under the latest catalog, provided all requirements of the current catalog elected are satisfied within an eight-year period. Students who fail to complete requirements under one catalog within the eight-year period must fulfill requirements of the current catalog. Students whose eight-year catalog entitlement expires as a result of discontinued enrollment are subject to the requirements of the catalog current at the time of re-enrollment. Students who transfer to another institution lose entitlement under the catalog of initial entry and, upon readmission, are governed by the catalog current at that time. The institution reserves the right to correct, alter, amend or modify any item contained in the catalog. Any such changes will be shown in the schedule book of classes or in the correction sheet to the schedule book and on the student's individual program of study (graduation checklist).

*Candidates for graduate degrees must:

1. Complete all requirements set forth by the faculty of the college or school which offers

the degree.

2. Complete all work within a time limitation of eight years.
3. Make application for graduation through the Office of the Registrar.
4. Fulfill all financial obligations to the university.

* See graduate catalog.

Curriculum changes made pursuant to federal and state governmental agencies are exceptions to the student's entitlement to complete requirements under the catalog current at the time of initial enrollment.

ENROLLMENT IN GRADUATE COURSES BY SENIOR UNDERGRADUATES

Qualified non-education undergraduate students may enroll for graduate credit in courses numbered 500 and above in special cases. Work taken by undergraduates may be applied toward a graduate degree only if:

1. working on a Master of Science degree (non-education);
2. approval is obtained from the chair of the student's undergraduate department, the dean of the student's undergraduate department, the chairperson of the selected graduated class and the signature of the graduate dean;
3. the student is eligible for admission as a prospective graduate student (has GPA of 2.5 or better);
4. in reviewing undergraduate records, the student has demonstrated him or herself to be capable of performing graduate level work in the area identified;
5. this privilege is exercised only during the senior year for a maximum of 6 hours.

The student may qualify for this privilege by securing the required signatures on the Senior Privilege form (available from the School of Graduate Studies), and returning it with a properly signed and approved Schedule Request form to the Graduate School for the dean to initial and copy prior to registering. The total undergraduate and graduate load for a student shall not exceed 12 hours per semester.

DEADLINE CLEARANCE FOR GRADUATION

To qualify for graduation, all academic deficiencies must be cleared five days prior to the commencement date.

ACADEMIC ADVISEMENT

Academic advisement and enrollment at Alabama State University are continuous and may be completed during the dates listed on the composite class schedule. This program provides the student with information and direction as to selection of a major, graduation requirements and other information pertaining to the academic area. The enrollment of the student is based on agreement between the student and the academic adviser, who is a member of the Academic Advisement Center staff. Each adviser assists matriculating students in selecting appropriate courses during registration; advises students on the authorization of repeat and add and drop procedure; monitors and records academic progress of each student on appropriate forms; assists each student in the selection of a major area of study that coincides with the student's career goals; recommends student transfer based on criteria from the chair; and makes monthly reports to department chairs.

STUDENT RESPONSIBILITY

While Alabama State University will endeavor to provide timely, helpful and accurate advisement, it is the responsibility of the student to know and to satisfy the degree require-

ments of his or her academic program.

IV. STUDENT SERVICES AND ACTIVITIES

COUNSELING SERVICES

The ultimate objective of all counseling services is to provide students with opportunities for increasing their life skills and to complement their academic development. The academic world is an environment in which men and women can grow intellectually, socially and emotionally. To experience academic achievement without growing personally, emotionally and socially inhibits students from developing to their full potential.

The Counseling Center, an area of the Division of Student Affairs, offers the following services:

- A. **Student Orientation Services (SOS)** is a program that assists beginning students and their parents in becoming oriented to the ASU community and with advanced course selection and registration prior to the beginning of each semester.
- B. **Individual (Personal) Counseling** provides opportunities for students to discuss difficulties, thoughts, feelings or concerns that help them solve or cope with personal problems with the professional counseling staff.
- C. **The Crisis or Psychological Counseling/Referral Program** is designed to follow established guidelines in helping students face obstacles to life goals or traumatic situations that are, for the time being, insurmountable through the customary method of problem solving. Extreme psychological problems are referred to designated mental health professionals in the community.
- D. **Group Counseling** provides opportunities for students to participate with peers and professionals in exploring feelings, behaviors and other common concerns in a supportive atmosphere to gain clarification and feedback, and to plan some appropriate action.
- E. **Consultation and Outreach Services** provide help with communication skills, helping skills, assertiveness training, test-taking skills, study skills and time management, sexual assault, relationship abuse, HIV/AIDS, Alcohol and Drug Awareness.
- F. **Internship and Leadership Training** provides supervised training for graduate students pursuing a degree in counseling. It helps student leaders and organizations with communication skills, stress management, mutual support and trust development.
- G. **Special Programs and Services** are designed to meet the special needs of subgroup student populations, such as commuter, nontraditional, and students with learning, physical and psychological disabilities and verification of official excuses.
- H. **On Call Crisis Counseling Services** provide after hours crisis counseling services for students from 6 p.m. to 6 a.m., Monday thru Sunday.
- I. **Special Groups** are Anger Management, Alcohol Intervention Program and REALITY.

TESTING AND PSYCHOLOGICAL SERVICES

The Office of Testing and Psychological Services, or the Testing Center, serves the needs of the entire university with respect to standardized test administration, computer-generated test development, and test scoring and reporting. Testing dates for local, state and national examinations are announced at the beginning of each academic year. Students are urged to obtain a schedule from the Testing Center for information concerning tests they may require. Computerized academic evaluation support is provided by the Testing Center to faculty and staff in their efforts to maintain the highest levels of quality and effectiveness in all curricular programs. In addition, the Testing Center provides survey and related assistance in accordance with the university's planning, management, and evaluation systems.

STUDENTS AND EMPLOYEES WITH DISABILITIES

Alabama State University is firmly committed to the principle of providing equal educational employment opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Our policies, programs and activities are designed to ensure that all facilities are made available to students and employees with disabilities in the most appropriate integrated setting. We are further committed to the identification and removal of any and all existing barriers that prevent disabled students and employees from enjoying any rights and privileges, advantages, or opportunities enjoyed by nondisabled persons. Questions that may arise regarding university compliance and/or requests for reasonable accommodations should be directed to the Vice President for Student Affairs, Alabama State University, P.O. Box 271, Montgomery, AL 36101-0271; (334) 229-4241.

Special instructions are provided during the orientation period that takes place at the beginning of each semester. These instructions include an introduction to all of the facilities and services available to students with disabilities and the process that students must follow to get keys to key-controlled elevators.

The program will provide reasonable accommodations for individuals qualifying under the Americans with Disabilities Act and other state and federal laws and regulations. The service is dependent upon verifiable student needs. Examples of services provided or coordinated include note takers, scribes, print enlargers, reading for the visually impaired, provision of keys to elevators, personal counseling, speech therapy referral, proofreading and cooperation with vocational rehabilitation agencies. Students with **documented** special needs who intend to enroll in Alabama State University should contact the University Counseling Center at (334) 229-4382.

In the event a student with a disability finds that an academic program is located in an inaccessible facility, he or she should report it to the office of the dean of his or her college or academic unit. The dean will work with appropriate campus officials to effect reasonable accommodations.

If the deans report students with physical, perceptual and learning disabilities, the Office of Student Affairs will advise such students concerning the availability and location of auxiliary aids to reduce negative effects of physical, cognitive and mental disabilities.

CAREER SERVICES

Career Services exists primarily to assist students and graduates in their search for the most meaningful and satisfying careers by counseling, guidance and encouragement in job selection and analysis, and by providing information necessary for making individual decisions. With the great increase in competition for positions requiring college/university degrees, students are encouraged to get involved in the career planning and development process as early as their freshman year. Educational decisions should be influenced in part by career aspirations. The following services are available to all undergraduates of Alabama State University: registration of all students without regard to classification; career counseling (by appointment); vocational interest inventories; career and graduate information; career library; resume and letter writing; interview techniques skills; mock interview and mentor program; part-time, full-time and summer job opportunities; cooperative education and internship opportunities; on-campus interviewing; career day fairs; career-related workshops and seminars; and college placement annuals and other career-related magazines (no charge).

Career Resources. Among the resources available in the Career Library are books and articles on career planning, current information on career opportunities, graduate school catalogs, job search directories, employer literature on hundreds of companies and videotapes on career-related subjects.

Career Programs and Workshops. The staff conducts a variety of seminars and workshops in collaboration with academic departments, interested campus organizations and professional organizations. Workshops are centered around resume writing, interviewing techniques, job-search strategies, business and table etiquette.

Individual Consultation. Students are encouraged to meet with career counselors to discuss their career options and goals, individual job-search strategies, effective interviewing skills and related interests.

On-campus Interviewing. Staff members work with organizations from education, business, industry, and governmental agencies that come to campus to recruit seniors and graduate students for permanent employment.

The Office of Career Services assists students at any point during the college years to analyze interests, aptitudes, personal traits, desired lifestyles, and to obtain occupational information including, where possible, exploratory experiences such as cooperative education, internships, externships and summer and part-time jobs.

COOPERATIVE EDUCATION PROGRAM

The Cooperative Education Program is open to majors in all disciplines offered at the university. The program's objective is a balanced education, in which occupational experience is an integral part of formal education, and theory is blended with practice. The program is an alternating sequence of classroom learning and on-the-job application of classroom theories within a firm or organization, usually with the student as a paid employee. The ultimate objectives of the program are to demonstrate the relevance of classroom work to the student's career goals; to bring business, industry and government agencies closer to the educational program of the university; and to have graduates absorbed into permanent positions with leading employers. Various organizations have joined the university as cooperative employers.

To be eligible for Cooperative Education Program consideration, a student must be enrolled full time; be at least a sophomore; have a GPA of 2.50 or higher; obtain the signed recommendations of the appropriate departmental dean and two faculty members; and complete three co-op information sessions with the co-op coordinator or designee.

Selections for Cooperative Education Training assignments are made as a result of interviews. The student (co-op candidate) must be available for 40 hours a week of supervised on-the-job training. Most training locations are situated outside the state of Alabama, and training assignments occur any time during the year, not just during the summer. During each training assignment, the student must be enrolled in an appropriate university-approved co-op course that entitles him or her to full-time student status. In addition to tuition, a co-op fee is also required for each co-op course enrollment.

Students selected for co-op training assignments must be available for two different training assignments on a semester basis. A maximum of nine elective semester hours credit may be earned by participation in the Cooperative Education Program. With special permission of the co-op director and the appropriate academic dean, additional experiences and training may be obtained.

MINORITY AND INTERNATIONAL STUDENT SERVICES

Alabama State University strives to provide equal opportunity for all students. Students whose racial heritage is not African-American currently constitute a minority group at ASU. These persons are encouraged to exercise the privilege to enroll in this university and to secure for themselves the benefits of its numerous and, in some instances, unique offerings.

Recognizing that minority groups in any setting have special needs and concerns, the university has established programs to meet the needs of minority and international students.

Services are performed on behalf of international students from their initial inquiries until their return home.

The National Student Exchange Program also operates from this office. ASU students

are encouraged to participate in the program on a semester or yearly basis.

STUDENT RIGHTS AND RESPONSIBILITIES

Upon enrolling in Alabama State University, each student is given a copy of *The PILOT*, the official student handbook, which articulates students' rights and responsibilities. This booklet contains a compilation of university, federal, state and local policies and regulations. It also endeavors to describe standards of conduct in a manner which will provide fair notice of what is expected and what is forbidden of each member of the university community. It also describes the traditions of the university.

A student who fails to receive a free copy of *The PILOT* should make inquiry to the Office of Student Affairs, Room 108, McGehee Hall.

Each student is held responsible for official information published in the university catalog and other university publications, as well as notices and announcements placed on bulletin boards.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Alabama State University complies with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended.

A student may request, in writing, access to his or her educational record, and such access will be granted within a reasonable time but in no instance later than 30 days.

The university will not release information contained in a student's educational record except upon written consent of the student, signed and dated, and stating the specifications of the records to be released and the names of the parties to whom the records are released, except to parents who claim the student for income tax purposes. Without such consent, the university shall not release educational records or personally identifiable information to any party other than university officials who have been determined to have a legitimate interest, lawfully authorized parties or appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of other persons.

A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

For directory purposes, the university will make available without consent such general information as names of students, addresses, telephone numbers, ages, degrees received, and the heights and weights of members of athletic teams.

For further information, contact the Office of Records and Registration.

FEDERAL WORK STUDY STUDENTS WITH ACCESS TO STUDENT RECORDS

Federal Work Study (FWS) students must adhere to the regulations of the Family Educational Rights and Privacy Act when handling students' confidential or academic records. Upon being assigned to an area, FWS students should be counseled by the department head or the supervisor regarding the handling of student records. They must be cautioned against releasing nondirectory information or discussing information from source documents such as instructor grade books, grade rosters or computer terminals. They must be warned that any violation of the Privacy Act will warrant loss of their work position and possible expulsion from ASU.

STUDENT HOUSING

NOTICE CONCERNING CAMPUS HOUSING

Admission to the university and/or payment of the \$200 housing deposit does not guarantee on-campus housing. ADMISSION MUST BE GRANTED, A COMPLETED HOUSING APPLICATION AND THE \$200 DEPOSIT PAID BEFORE A HOUSING ASSIGNMENT CAN BE CONSIDERED. EACH STUDENT WILL BE ISSUED A TEMPORARY CONTRACT WHICH WILL BECOME PERMANENT CONTINGENT UPON STUDENT COMPLETION OF CLASS ENROLLMENT BY THE END OF THE REGISTRATION PERIOD.

Space in the residence halls is limited and is assigned after admission/deposit requirements have been met. Deposits received before admission has been granted will receive no special consideration for an assignment. Deposits will not be accepted after the limited number of spaces are exhausted.

The application for housing and the \$200 reservation deposit are to be submitted to the Director of Housing and Residential Life. (Note: Be sure to include your social security number with all payments to the university.) Cash by mail is not accepted.

For additional information, please contact the Director of Housing and Residential Life, Alabama State University, P.O. Box 271, Montgomery, AL 36101-0271; (334) 229-4860.

REMEMBER: YOUR BEST CHANCE FOR ROOM RESERVATION IN A UNIVERSITY RESIDENCE HALL IS EARLY ADMISSION AND EARLY PAYMENT OF RESERVATION DEPOSIT.

DEPOSITS

Reservation Deposit: \$200

A DEPOSIT IS REQUIRED OF ALL STUDENTS ACCEPTED FOR ADMISSION WHO WISH TO RESERVE A PLACE IN UNIVERSITY HOUSING.

This deposit is **NOT REFUNDABLE** and is credited to first semester charges for students attending the university. The deposit is due on or before May 31 for the fall semester. For a student entering during the spring semester or summer session, the deposit must be paid by Sept. 30 and Jan. 31, respectively.

These room reservation fees are accepted on a first-come, first-served basis, based on availability of university housing.

Property Fee Deposit:

A property damage fee deposit in the amount of \$150, payable at the time of registration, is required of all students to cover damages or losses occurring in the residence halls or to other university property. Upon request, this fee, less any charges, is always refunded upon official withdrawal or upon graduation.

Room Key Deposit:

A key deposit is not required of residence hall students. In the event of a lost/stolen key, the student will be charged the cost for a new key and door lock.

RESIDENCE HALL CONTRACTS

Living at Alabama State University is an integral part of the student's educational experience. Buildings are designed to complement a living and learning atmosphere. Each of the 11 well-equipped residence units maintains a living environment that sharpens the competencies expected and required of maturing students. Residence halls are locked from the outside at 1:00 a.m. for the protection of the students, although with proper identification, residents will

be admitted to their residence by ringing the door bell after 1:00 a.m.

The department of Housing and Residential Life is committed to the development of the residential student. The residence halls serve as our “classroom” which provides an excellent setting to assist with the educational process. Through the development of student government within each housing unit, men and women have opportunities to participate in self-government and in a co-curricular activity program. Professional staff members in each hall assist students in planning activities that promote their personal development.

Residence halls are equipped with single beds, chests of drawers, desks, study lamps, wastebaskets, chairs, draperies, mattresses and mattress covers. Coin-operated machines are available to students for personal laundering in some halls.

Meals, prepared under the direction of experienced food service personnel, are served in a modern equipped coeducational dining room in close proximity to each residence hall. Every effort is made to provide a balanced, high-quality diet for the student.

All students who reside in university residence halls are required to sign a contract for room and board and are obligated to observe the terms and conditions of that contract for the academic year. Students who complete contractual residence hall agreements should have the understanding that it covers room and board. No exceptions will be made. Meal service is optional for those students living in McGinty Apartments only.

Permission to leave a residence hall while under contract is granted in extreme emergencies and only by the vice president for student affairs. If permission is granted, the student must withdraw properly by executing a withdrawal clearance through the Housing Office. Upon withdrawal, full rent charges are assessed; board is prorated. A breach of the contract exists whenever a student fails to maintain full-time student status (12 credit hours).

All residence hall fee payments for room and board are payable by the year or the semester. In any instance, payment must be made to the Cashier’s Office, Alabama State University, P.O. Box 271, Montgomery, AL 36101-0271.

University residence hall contracts are offered and assignments made to university students on equal terms, without regard to race, religion, color, sex, disability or national origin. The university operates no coeducational halls, and its separate residence halls for men and women does not provide facilities for guest visitation.

The room and board contract includes three meals a day, except Saturday and Sunday when only two meals, brunch and dinner, are served. An optional 15-meal per week plan is available for juniors and seniors. If a student loses a meal card, a charge will be assessed for replacement. Students are responsible for the cost of meals when a card is misplaced or lost.

The university does not provide temporary meal cards.

MOTOR VEHICLE REGULATIONS

While the university does not assume the responsibility to provide parking space for the large number of faculty, staff, and student-operated vehicles, a number of controls and regulations have been established. The traffic and parking regulations are available in the university Police Headquarters, located on the southwest end of Beverly Hall.

All motor vehicles operated or parked on the university campus **MUST** be registered with the University Police Department. A registration fee is assessed yearly to faculty, staff, and students who operate vehicles on the university campus during daytime hours. Visitors and official business callers **MUST** go to the University Police Headquarters **BEFORE** parking their vehicles to obtain a temporary or visitor’s parking permit. Lot designation for any vehicle will be assigned by University Police officials on the basis of availability.

The university assumes no responsibility for the care or protection of any vehicle while it is operated or parked on campus. All vehicles should be locked when left unattended.

VOLUNTARY RELIGIOUS ACTIVITIES

In accordance with the pronouncement of the U.S. Supreme Court on religion in public

education, Alabama State University encourages students to attend the churches of their choice. The university recognizes religion as an important part of students' lives. As a part of the total effort to provide a nonsectarian but deeply rewarding religious experience, the university also encourages special religiously oriented organizations and services. Interfaith groups with faculty/staff sponsors assemble voluntarily for discussion or for lectures by leaders in the profession.

UNIVERSITY BOOKSTORE

The University Bookstore is located at 1235 Carter Hill Road on the southwest section of campus and offers for sale all required textbooks and reference books, a wide variety of school and art supplies, office supplies, greeting cards, souvenirs, imprinted clothing, and toiletries. All major credit cards are honored for charge sales.

FOOD SERVICE

Food service is available to all students on a board plan. This service consists of 19 well-balanced meals per week. The board plan is required of all students who live in university residence halls. Single meals may be purchased on a cash basis.

All meal card students are entitled to use their meal card in the University Snack Bar for missed meals during the board week under the university meal equivalent program. An optional 15 meals per week board plan is available for juniors and seniors.

Commuter students may purchase a meal card through the Housing Office with a validated class schedule.

HEALTH SERVICES

Students Residing on Campus

The Office of University Health Services is located on the ground floor of Simpson Hall. The staff is committed to providing quality primary care that is cost-effective to meet the needs of each student. In order to be seen by the physician or the nurse, a valid Student ID is required for each visit. Walk-ins are welcomed for maximum student convenience. Assistance with diagnostic tests, referrals for specialty or hospital care is available. We operate in compliance with the Health Insurance Probability Accountability Act (HIPAA), which means, all patient medical information is confidential and cannot be shared with anyone without the patient's authorization.

HOURS OF OPERATION SEMESTERS

Nurses on Duty

FALL AND SPRING

Monday and Friday 8:00 a.m. -- 5:00 p.m.

Tuesday, Wednesday, Thursday 8:00 a.m. -- 5:00 p.m.

SUMMER SEMESTER

Monday through Friday 8:00 a.m. -- 5:00 p.m.

PHYSICIAN HOURS

MON., TUES., THURS., FRI., 10:00 a.m. -- 11:45 p.m.

No Doctor is in the Health Center on Wednesday

The charge for medicines and supplies are billed to the student's account.

Students should report to the Health Center as soon as possible when sick or injured. Students are encouraged to visit between classes when possible.

Report of Health Evaluation Form: All students are required to submit completed Health Evaluation Forms to the Health Center. The American College Health Association recommends all first year students living in residence halls get immunized against meningococcal disease. Meningitis is a disease that causes severe swelling of the brain and spinal cord.

Insurance: All enrolled students are covered by the Accident and Sickness Insurance Plan (included in tuition). This policy will cover some inpatient and outpatient medical/surgical services. The insurance also, carries a life insurance policy on each student. Boarding students may pick up their insurance brochures and cards at the residence hall office.

General Information: TB skin tests are available to students upon request on Mondays, Tuesdays or Wednesdays. Students who live on campus and have had a surgical procedure performed outside of the University Health Center, must follow-up with the physician who performed the procedure. You should have documentation that you have been cleared to continue matriculation.

Pregnancy Policy: For health and safety reasons, a student who is pregnant should notify the Director of Health Services of her condition as soon as the pregnancy is confirmed. To avoid any possible damage to the patient or unborn child, we do not provide Health Care Services to students who are pregnant. The student who is expecting should consult with a prenatal provider concerning pregnancy, illness, medication and etc. Referral information is available to all pregnant students; therefore, we request you talk with the physician or a nurse for additional information. Pregnant students (as with any student) who reside in residence halls should be emotionally and physically able to carry on all routine in-residence hall activities - i.e., using dining hall facilities, going to class, performing hygiene chores, activities of daily living without unusual assistance during and after pregnancy.

AIDS Policy: Alabama State University endorses the statement of the American College Health Association's recommendations and guidelines for institutional policies for higher education on Acquired Immunodeficiency Syndrome (AIDS). Therefore, the university does not discriminate in its practices for those persons with AIDS or HIV. Support services are available to concerned individuals through University Health Services and Counseling Services.

STUDENT ACTIVITIES

With the vision of the unique purpose and mission of Alabama State University, the Division of Student Affairs develops its student life programs together with academic life programs. It is only when there is purposeful intellectual development and cocurricular experiences that the numerous dimensions of the maturing process can and will occur. Through a diversity of planned activities, students participate in social, recreational and cultural activities that enhance personal development. Opportunities are also provided to promote individual initiative, leadership skills, personal character and the responsibilities of democratic citizenship. The volunteerism program is viable and growing.

Musical activities of the university are manifested in a variety of programs of general interest and of cultural value to the university and larger community. Musical presentations that display a high degree of professional competence among the university's faculty and students are exemplified in the successful production of several well-known opera favorites. Within the past few decades, the university's opera productions have included *The Fantastics*, *Gloria*, and *Carmen*. Area critics have been highly favorable in their reviews of these productions.

A series of lyceum and guest speaker programs feature noted artists and professional groups, some of whom have included Kweisi Mfume, Dr. Cornell West, Juan Williams, Tavis Smiley, Maya Angelou, Umbabu Dance Company, and George Curry.

Small campus musical groups composed of students who take responsibility for the training and the performance of their members are encouraged.

Membership in the ASU Marching Hornets, a nationally acclaimed high-stepping marching band, the symphonic band, concert and stage bands, and the University Choir is open to all students through auditions. Opportunity is provided for students in these musical groups to earn academic credit.

STUDENT GOVERNMENT

The Student Government Association (SGA) is a particularly rewarding aspect of student life at Alabama State University. Each student, upon enrollment at ASU, becomes a member of the Student Government Association. The student body, through elected officials, has the opportunity to share in policy making and the overall governance of students, general welfare and student concerns at ASU.

The SGA is the primary channel through which those students who do avail themselves of the opportunity to participate in university decision making can do so more productively and effectively.

CLUBS AND OTHER ORGANIZATIONS

FRATERNITIES AND SORORITIES

Nine Greek-letter organizations affiliated with the National Pan-Hellenic Council are chartered on campus.

The sororities are Alpha Kappa Alpha, Delta Sigma Theta, Zeta Phi Beta, and Sigma Gamma Rho.

The fraternities are Alpha Phi Alpha, Kappa Alpha Psi, Phi Beta Sigma, Omega Psi Phi and Iota Phi Theta.

HONOR SOCIETIES AND PROFESSIONAL AND DEPARTMENTAL ORGANIZATIONS

The following national honor societies have chapters on the Alabama State University campus:

- Alpha Kappa Delta, sociology society
- Alpha Kappa Mu, general scholarship society
- Alpha Kappa Psi, professional business fraternity
- Beta Kappa Chi, science and mathematics society
- Delta Mu Delta, national honor society for business administration majors
- Delta Omicron, professional music sorority
- Kappa Delta Pi, educational honor society
- Kappa Kappa Psi, professional fraternity for band members
- Phi Delta Kappa, professional education fraternity
- Phi Mu Alpha Sinfonia, professional music fraternity
- Phi Eta Sigma, freshman honor society
- Pi Gamma Mu, professional social science society
- Phi Mu Epsilon, honorary mathematics fraternity
- Tau Beta Sigma, music organization
- Tau Sigma Delta, English honor society
- Collegiate Secretaries International, organization for secretaries
- Society for the Advancement of Management, professional organization for business majors.

ACADEMIC DEPARTMENTAL ORGANIZATIONS

Many clubs and organizations are academic, departmental, or major oriented. Some of these groups are: Library Education, French, Accounting, Criminal Justice, Phi Sigma Rho Mathematics Club, Collegiate Secretaries International, Art Club, Alpha Phi Omega Dramatics Guild, Myles A. Paige Social Science Club, Joseph M. Brittain History and Political Science Club, the American Marketing Association Student Club, Air University Angel Flight and Arnold Air Society.

THE UNIVERSITY LIBRARY AND LEARNING RESOURCES CENTER

The university provides library facilities and services to its faculty, students, staff and other library clientele through a centrally located library which houses multimedia learning resources and related services. Located in the Levi Watkins Learning Center, the five-story structure faces the academic mall of the campus and includes the main library, the Curriculum Materials Center, the Center for the Study of Civil Rights and African-American Culture, Special Collections, University Archives, and the Educational Media Center.

The library, which is designed to allow access to open stacks on all floors, holds more than 425,000 volumes of printed materials, including books and bound periodicals, a growing collection of microform and media materials, electronic information sources and numerous other multimedia instructional technologies. The library subscribes to over 21,000 serials that include local, national and international newspapers and journals in a variety of formats. The library's holdings reflect the mission and curriculum of the university, including the university's historical emphasis on education and its more recent addition of doctoral level programs. The Public Services staff conducts tours and lectures on library use and information literacy. Computer workstations for scholarly research are available to customers in the library and in the library's Computer Laboratory. The Curriculum Materials Center is located on the second floor of the library and contains multimedia instructional materials supporting teacher education.

The Library houses the National Center for the Study of Civil Rights and African-American Culture which serves as a clearinghouse for preservation and dissemination of information concerning Montgomery, Alabama's pivotal role in the shaping and development of the modern civil rights movement. The Center fosters research, teaching and learning as an outgrowth of several special collections. These special collections include the Ollie L. Brown African-American Heritage Collection, a compilation of multimedia materials representing the contributions of African-Americans in society, and the University Archives. Of worthy note are the civil rights collections of E.D. Nixon, known as the father of the Montgomery Bus Boycott, and the Montgomery Improvement Association.

The Educational Media Center, located on the fifth floor of the library, provides faculty and students with instructional materials and equipment. Other services provided by the Center are circulation of media equipment, graphics services and audio/video production. A multimedia classroom with computer workstations, located on this floor, supports the University's distance learning programs and library instruction.

The facilities and services of the library are available to all students, faculty, staff and, on a selective basis, to all members of the community. The library holds memberships in the American Library Association, the Southeastern Library Network (SOLINET), the Montgomery Higher Education Consortium, the Network of Alabama Academic Libraries (NAAL), and the HBCU Library Alliance. As part of the NAAL and SOLINET consortium, the ASU library has a priority cooperative agreement for interlibrary loan services with other colleges and universities throughout the state and is a participant in resource sharing internationally.

V. COLLEGES AND PROGRAMS

ORGANIZATION FOR INSTRUCTION

Undergraduate and graduate programs at Alabama State University are offered through the following organizations for instruction:

University College

Department of Humanities
Department of Mathematics and Science
Department of Advancement Studies

College of Arts and Sciences

Department of Biological Sciences
Department of Communications
Department of Health Information Management
Department of History and Political Science
Department of Languages and Literatures
Department of Mathematics and Computer Science
Department of Occupational Therapy
Department of Physical Sciences
Department of Physical Therapy
Department of Social Work
Department of Sociology and Criminal Justice
Department of Visual and Theatre Arts

College of Education

Department of Foundations and Psychology
Department of Curriculum and Instruction
Department of Instructional Support
Department of Health, Physical Education and Recreation

College of Health Sciences

Department of Health Information Management
Department of Occupational Therapy
Department of Physical Therapy

College of Business Administration

Department of Accounting and Finance
Department of Computer Information Systems
Department of Business Administration

College of Visual and Performing Arts

School of Graduate Studies

Division of Aerospace Studies

Two-Year Program
Four-Year Program

Department of Military Science (AUM)

Basic Program
Advanced Program

CORE CURRICULUM UNIVERSITY COLLEGE

ENGLISH COMPOSITION (AGSC Area I)

Required Courses:	6
ENG 131 English Composition	3
ENG 132 English Composition	3
or	
ENG 140 English Composition (Honors)	3
ENG 141 English Composition (Honors)	3

HUMANITIES and FINE ARTS (AGSC Area II)

Required Courses:	12
HUM 103 The Humanities through the African-American Experience*	3
and	
ENG 209 Introduction to Literature I **	3
ENG 210 Introduction to Literature II **	3

Choose one of the following:

ART 131 Art Appreciation	3
MUS 121 Music Appreciation	3
THE 111 Introduction to Theater Arts	3
MUS 122 Introduction to the Study of Music (Music majors only)	3

Humanities Electives: (Choose one of the following)**

HUM 101 Interdisciplinary Humanities	3
HUM 102 Interdisciplinary Humanities	3
SPE 200 Voice and Diction	3
SPE 205 Public Speaking	3
PHL 201 Logical Reasoning	3

**Students satisfying the six semester hours English sequence (ENG 209 and ENG 210) are required to complete three semester hours of the history sequence (HIS 131 or HIS 132) and may complete the requirement by selecting any other Humanities/Fine Arts courses in Area II in addition to HUM 103.

NATURAL SCIENCES AND MATHEMATICS (AGSC Area III)

NATURAL SCIENCES

Required Courses: (8 Hours)	8
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Choose two of the following:

BIO 127 and 128 General Biology (Including one hour lab course)	3(1),3(1)
or	
PSC 231 and PSC 232 Physical Science Survey	4,4
or	
CHE 141 and CHE 142 General Chemistry	4,4
or	
PHY 206 and PHY 207 College Physics	4,4
or	
PHY 210 and PHY 211 General Physics	4,4

MATHEMATICS

Required Courses: (3 Hours)	3
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Choose one of the following:

MAT 136 Finite Mathematics (Non Science majors and EDU Majors)	3
or	
MAT 137 Precalculus Algebra (Biology Majors/Business and EDU Majors)	3
MAT 165 Precalculus Trigonometry (BIO Majors)	5***
MAT 265 Calculus and Analytic Geometry I (PHY and CHE Majors)	3***

***As specified by major area of study.

HISTORY, SOCIAL AND BEHAVIORAL SCIENCES (AGSC Area IV)

Required Courses:

GEO 206 World Geography*	3
and	
HIS 131 World History**	3
HIS 132 World History**	3

History, Social and Behavioral Sciences: (Choose two of the following)**

ANT 113 Societies Around the World.....	3
ECO 251 Principles of Economics I	3
ECO 254 Introduction to Economics	3
POS 207 American Government	3
PSY 251 General Psychology	3
SOC 110 Introduction to Sociology	3

*Students originating at ASU requirement.

**Students satisfying the six semester hours history sequence (HIS 131 and 132) are required to complete three semester hours of the literature sequence (ENG 209 and ENG 210) and are only required to take one (1) history, social and behavior sciences elective.

ORIENTATION (Required of ALL Undergraduates).....	1
ORI 100 Freshman Orientation	1
TOTAL CORE CURRICULUM HOURS	42

Exempt students are eligible for exit following the first semester of enrollment by earning a GPA of at least 2.0 during that semester (see section on Academic Placement for Entering Freshmen for details on exempt criteria).

Unconditionally enrolled transfer students are eligible for exit during the first semester of enrollment. Conditionally enrolled transfer students should meet the regular criteria and apply for regular academic status prior to exit (see section on Transfer Students Admissions Standards for details on transfer criteria).

UNIVERSITY COLLEGE

Dr. AnneMarie DePas, Interim Dean

OBJECTIVES

University College is the “home college” or the college of entry for all undergraduates enrolling at Alabama State University for the first time. The purpose of University College is to further the goals of Alabama State University by providing a quality program of general collegiate education which meets the needs of students at different levels of ability and academic preparation. Designed to ensure students’ optimal performance and achievement in the degree-granting colleges, the academic program in University College pursues the following objectives:

to offer students a basic program of general studies and prerequisite courses in preparation for collegiate study in the major degree-granting areas;

to make available to students academic services designed to promote the development of those skills and competencies required for success in collegiate studies; and

to provide students with academic advisement services that will maximize retention and promote successful achievement in college.

To exit University College and enter a degree-granting college, students must:

1. Have earned 24 credit hours in the core curriculum, including English (6) and Orientation 100 (1) not including developmental courses.
2. Have earned a grade of “C” or higher in each English composition course and Orientation 100.
3. Have passed exit exams and assessment activities in various course offerings.
4. Be in good academic standing, based on student classification.

Exempt students are eligible to exit following the first semester of enrollment by earning a GPA of at least 2.0 during that semester (see section on Academic Placement for Entering Freshmen for details on exempt criteria).

Unconditionally enrolled transfer students are eligible for exit during the first semester of enrollment. Conditionally enrolled transfer students should meet the regular criteria and apply for regular academic status prior to exit (see section on Transfer Students Admissions Standards for details on transfer criteria).

DEPARTMENTS

University College is organized into three departments—the Department of Advancement Studies, the Department of Humanities, and the Department of Mathematics and Science—which offer core curriculum courses and provide instruction in the basic skills at different levels of student need. Advancement Studies offers developmental courses in English, mathematics, and reading. It also offers courses in orientation and study skills. The Reading Center is the responsibility of this department. Core courses in math and science are housed in the Department of Mathematics and Science, which also operates the Math and Science Tutorial Center. The Department of Humanities offers core courses in English, world history, world geography, and humanities; it operates the Writing Center and the History and Geography Center. Through careful testing and placement procedures, University College students are registered for courses suited to their academic preparation. These may be courses in the core

curriculum and/or developmental courses as needed.

ACADEMIC PLACEMENT FOR ENTERING FRESHMEN

Entering freshmen are required to have ACT/SAT scores for placement and registration purposes. Those students whose scores have not been received by the first day of the pre-college freshman orientation period must take the test at the scheduled time during the orientation session. In order to earn exempt status, academic performance criteria (ACT/SAT scores and cumulative high school GPA) are evaluated. Students earning exempt status should have a declared major.

The ACT/SAT scores determine students' placement in (English, Mathematics, Reading and Writing) courses. All entering freshmen must also take the write subtest of the ACT/SAT Examinations. Students may be required to complete developmental courses in English and mathematics, based on ACT and SAT subscores.

Students with Presidential Scholarships are required to enroll in an honors curriculum. Students with Academic Scholarships are invited to enroll in an honors curriculum if they meet the criteria.

THE CORE CURRICULUM

Students, regardless of major, must complete 42 credit hours in the core curriculum, earning at least a grade of "C" in each core course required for the degree.

Twenty-four of these credits must be completed prior to exiting University College (excluding students meeting exempt and transfer criteria).

THE DEVELOPMENTAL STUDIES PROGRAM

Students may be required to complete developmental courses in English and mathematics based on ACT and SAT subscores.

Freshmen enrolled in some developmental courses during their first semester of registration are provided an opportunity to "test out" through demonstration of skills mastery on departmental tests. Credits earned in developmental courses do not satisfy core curriculum requirements or requirements for majors and minors in the degree-granting colleges. Students required to complete developmental courses are counseled to understand their college education may extend beyond four years.

The role of the Developmental Studies Program is to offer developmental courses, small group and individualized laboratory work, computer-assisted instruction and special tutoring for students who have demonstrated weaknesses in basic skills areas. The program is designed to assist students in achieving acceptable skill levels for successful performance in the core curriculum.

College Reading Program

The College Reading Program addresses the diverse reading interests and needs of the entire student population. The program offers four courses for college reading enhancement and proficiency. Special emphases are placed on strategies for reading enhancement, critical thinking and problem solving. Students are enrolled in reading based on their performance on the ACT/SAT college entrance examinations. Undergraduate students must satisfactorily complete the following university reading requirement. The minimum level of competency expected is 13.0 on a designated standardized reading test. Students who score below 339 on the SAT or 12 and below on the ACT must enroll in REA 120 and satisfactorily complete REA 120, REA 130, and REA 132. Students who score 340-409 on the SAT or 13-15 on the ACT must enroll in REA 130 REA 132. Students who score 410-449 on the SAT or 16-17 on the ACT must enroll in REA 132 and satisfactorily complete the course. Students must enroll in the appropriate reading course during their first semester of college entrance, and they must re-enroll in the designated

course each subsequent semester until required courses have been completed.

Academic Assistance (Tutorial) Centers and Services

University College operates the Writing Center, the Reading Center, the Mathematics/Science Tutorial Center, and the History/Geography Center. These facilities are staffed by professional, and they also have peer tutors available to work with individual students who seek assistance. Services are open to any student in the university, but the majority of students are enrolled in developmental courses in University College.

THE TRIO PROGRAM

The TRIO Programs consist of the Upward Bound Program, the Upward Bound Math and Science Program, the Talent Search Program and the Student Support Services Program. The Upward Bound Program is an outreach program for secondary school students. It is designed to offer counseling and instruction in mathematics, English/language literacy skills and reading and study/test-taking skills to students who meet the requirements of the program. The purpose is to enhance students' opportunities for entry as well as for success in post-secondary programs. The program has both an academic year component and a residential summer component. The program serves approximately 50 students each year.

The Upward Bound Math and Science Program provides services which include, but are not limited to, academic skill enhancement, tutorial, cultural enhancement, and college information and visitation. The program is available to low-income and/or first generation students in grades 9 -12; the participants must meet eligibility requirements and must be interested in pursuing a mathematics or science related career. The program has both an academic year component and a residential summer component. The program serves approximately 50 students each year.

The Talent Search Program works with secondary schools and with students in the Metro-Montgomery area to prevent school dropouts, to return to school those who have dropped out, and to encourage students to pursue post-secondary programs. The program serves approximately 800 students each year.

The Student Support Services Program provides opportunities for academic development for low-income, first generation students as well as students with disabilities evidenced in a academic need while enrolled at Alabama State University. The program strives to increase college retention and graduation rates of its participants; moreover, it facilitates the process of transition from one level of higher education to the next level. The services include, but are not limited to, tutoring, cultural exposure, individual counseling, group counseling, support groups, graduate school exposure and assistance with completing applications as well as assistance with financial (grants, scholarships, federal aid) applications. The Program serves approximately 150 students each year.

THE UNIVERSITY HONORS PROGRAM

Each year, outstanding students are invited to participate in the University Honors Program. A distinctive feature of the program at the freshman level is the interdisciplinary humanities courses. Students enroll in special sections of English, history, geography, and humanities. Instructors of the courses employ a team approach to instruction and carefully coordinate the content of the four courses to emphasize the interrelatedness of the human experience and to promote an integrated approach to learning. High-achieving students in science and mathematics are also selected for participation in an honors curriculum, which prepares them for research careers in science and mathematics.

NSF-HBCU-UP PROGRAM

The NSF-HBCU-UP Program prepares and strengthens students to pursue areas of Science Technology, Engineering and Mathematics (STEM). Student participants are

engaged in research activities related to the STEM areas.

TRANSFER STUDENTS

The University Reading Policy and the English Examination

Transfer students must satisfy the reading requirement and the English assessments requirement.

Transfer students must take the reading test during the precollege orientation period and enroll in reading courses as described in the catalog.

Transfer students must take the English assessment during their first semester of residence, if they have completed the freshman English requirement and adhere to the policy as described in the catalog. If they have not completed the requirement, transfer students must enroll in the appropriate freshman composition course(s). Evaluation of performance on the final exam by the instructor and the department chair determines whether or not a transfer student must enroll in developmental English.

THE ACADEMIC ADVISEMENT CENTER

The Academic Advisement Center is staffed with professional counselors who assist students and who maintain accurate records of the students' progress through the university. The main function of the center is to provide a centralized and reliable system of thorough and accurate academic advisement for all new students during their first year of enrollment at the university. The purpose is to address student retention at the freshman level, to monitor students' progress throughout their academic program and ensure that more and more students remain in college, graduate and move successfully into desirable careers.

COLLEGE OF EDUCATION

Katie Bell, Interim Dean 2007

MISSION

The College of Education seeks to prepare teachers, instructional support personnel, and other professionals to be decision makers who are equipped with the knowledge, skills, and dispositions necessary to ethically and effectively integrate theory and practice in carrying out their professions. These professionals will possess the understanding of our diverse culture, the technological capabilities, the intellectual rigor, and the critical thinking and problem solving skills required to make informed and responsible decisions, to engage in reflective assessment, to implement positive change, and to pursue learning as a lifetime endeavor.

CONCEPTUAL FRAMEWORK

EDUCATOR AS DECISION MAKER

Description of the Conceptual Model

The Conceptual Framework of the College of Education, Educator as Decision Maker, provide coherence for the college's professional education programs. It guides the systematic design and delivery of curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. The Conceptual Model presents a graphic illustration of the development of decision makers through these multiple dimensions of the college's professional education programs.

The model consists of four interdependent, interrelated, and interacting components which the college faculty view as essential contexts for the shaping of informed, skilled, and responsible decision makers. The **first component**, the outer circle, represents the assumption that candidates bring to the university a **prior context** consisting of their own **values and vision, knowledge and skills, and cultural and societal influences**. This prior context serves as the foundation for the learning that takes place in the university's educational programs.

The **second component**, the large inner circle, represents the setting in which the university and the college provide the education and training of prospective professional educators. This setting is the **interactive context**. It encompasses the general and professional areas in which the development of competence is necessary for informed and effective decision making. These areas are **knowledge and ability, application through experience, and professional values and dispositions**. This component provides opportunities for the candidates to weave new learning into their existing knowledge base and thereby to broaden and deepen their understanding and experience.

The **third component**, indicated by the rotating arrows within the large inner circle, represents the **decision making context** which, in simplified terms, embraces a continuous cycle of planning, predicting, implementing, reflecting, evaluating, and revising. The candidates develop and refine their decision making ability within the context of their interactions with curricula, faculty, and other professionals.

The **fourth component** of the model, the center circle, represents the outcomes context. All of the other components lead to the achievement of this one goal - the development of the educator who is an informed and responsible decision maker. **The Educator as Decision Maker is a Reflective Practitioner, a Change Agent, and a Lifelong Learner.**

PURPOSE AND OBJECTIVES FOR TEACHER CERTIFICATION PROGRAMS

The College of Education has as its primary objective the preparation of teachers for all levels of education from early childhood through high school. Focusing on the educator as a decision maker, the conceptual framework upon which all teacher education programs are based, the college presents ideal preparation for positions of responsibility and leadership in the education profession.

Because the College of Education collaborates with the administrative staff and with other colleges of the university, it recognizes and accepts the responsibility for identifying, recruiting and preparing candidates who will be capable of providing education in a changing dynamic society. Therefore, the courses and field and clinical experiences are designed to develop knowledge bases, skills, and the disposition and attitude of a competent, highly qualified teacher.

The College of Education has five major objectives: to prepare prospective teachers for meeting the educational needs of children, youth and adults; to prepare support personnel for meeting the educational needs of the schools; to assist schools with the improvement of instructional programs; to prepare candidates in professional areas other than teaching; and to conduct research to expand, enhance and evaluate instructional programs and personnel.

As an integral part of the total university, the College of Education strives to give all possible services to the communities of Alabama through assistance to their educational programs and related activities.

DEGREES OFFERED: CERTIFICATION

The Bachelor of Science degree is awarded to those candidates who fulfill curricular requirements in the College of Education. The Teacher Education programs are designed to lead to professional certification by the State Department of Education. Teacher Education programs offered by the College of Education are listed below:

Certification Fields

1. Early Childhood Education (Grades P-3)
2. Elementary Education (Grades K-6)
3. Preschool Through Grade 12 Certification (P-12)
Music, Instrumental, Vocal Choral; Physical Education
4. Secondary Education: (Grades 6-12) Biology, Business/Marketing Education, Chemistry, English Language Arts, General Science, Health Education, History, Mathematics, Social Science
5. Special Education: Collaborative Teacher K-6; 6-12; K-12

ADMISSION REQUIREMENTS FOR TEACHER CERTIFICATION PROGRAMS

Candidates entering the university as freshmen with interest in a program in the College of Education (COE) may file a statement of intent with the dean of University College, be assigned an adviser to assist in planning a curriculum and progress toward formal admission to a program in the College of Education. Upon completing 30 hours of the core curriculum, candidates are transferred to the College of Education and assigned an adviser to complete the planning and monitoring of the curriculum.

To enter a program in the College of Education as a prospective teacher, candidates must successfully complete all admission requirements, including the completion of a formal application for admission to the Teacher Education Program.

Formal admission to teacher education is required before candidates are permitted to register for professional internship courses or before programs of study leading to teacher

certification may be filed. Formal admission to the Teacher Education Program is granted on the basis of the candidates' qualifications according to policies established by the State Board of Education and Alabama State University. These are subject to change; therefore, prospective candidates should contact the dean's office to determine the exact admission requirements at a given time.

Application for admission to the Teacher Education Program must be filed with the Teacher Education Coordinator for EDU 100 center no later than the last day to register for classes for the semester prior to the semester in which candidates plan to enroll in an internship. Upper-class transfer candidates should file their application for admission to the Teacher Education Program immediately after enrolling at Alabama State University. Candidates transferring to the College of Education from another undergraduate unit of the university will receive credit for each course in which a grade of "C" or better has been made, provided the course submitted is appropriate to the curriculum to be followed. Transfer candidates should consult with an adviser of the College of Education regarding course credits to be transferred only from an accredited institution. An adviser will be assigned by the department chairperson. Transfer candidates must earn at least 30 semester hours credit in residence in the College of Education. A minimum of 18 semester hours must be in courses required in the senior year, and 10 semester hours must be in advanced courses offered in the College of Education.

Admission, retention and completion requirements for teacher education programs are governed by policies and procedures of accrediting/approval agencies (NCATE, SACS, ALSDE, etc.) and ASU. Accordingly, the requirements and procedures indicated here are subject to change at any time. Candidates must consult with their advisers, the COE certification officer, or the COE dean to make sure they meet the most recent requirements and procedures.

Specific minimum requirements for Admission to the Teacher Education Program include the following:

1. Complete EDU 100 and 300 with grade of "C" or above.
2. Complete 60 or more semester hours by the semester in which application is made; 42 - 48 of which must be in General Studies (core curriculum).
3. Receive satisfactory recommendations from department chair, adviser and another faculty member.
4. Complete an interview satisfactorily to determine personal qualities and potential for teaching by College of Education personnel.
5. Pass the State Department of Education required test in the Alabama Prospective Teacher Testing Program (APTTP), and submit the original copy of the results to your adviser (or equivalent requirement).
6. Pass the College of Education Speech Screening Test.
7. Pass required background check.
8. Receive formal admission by the ASU Teacher Education Assessment and Intervention Committee (TEAIC).
9. Join the Student Alabama Education Association (SAEA).
10. Any additional requirements of the COE.

Due to the nature of teacher education reform, requirements for Admission to the Teacher Education Program may change. Candidates are responsible for obtaining the most current set of requirements.

TRANSFER CREDITS

Although credits earned at a nonaccredited institution may be accepted for credit by

Alabama State University, such credits cannot be accepted for credit toward any teacher certification program. If the courses were completed at a nonaccredited institution, those courses must be repeated at Alabama State University.

RETENTION IN TEACHER CERTIFICATION PROGRAMS

In order to be retained in the Teacher Education Program, candidates must maintain a grade point average of at least 2.5 overall and in their professional studies and teaching field(s).

Candidates who fail to maintain a minimum grade point average of 2.5 but are eligible to continue their studies at the university will be referred to their adviser. The adviser will assist the candidates in developing an appropriate class schedule that shall not include additional professional education courses until the required grade point average is attained.

PROFESSIONAL INTERNSHIP IN TEACHER CERTIFICATION PROGRAMS

The Professional internship (student teaching) is required during the senior year in all professional certification baccalaureate programs of the College of Education. It is needed in order to meet the degree requirements of the college, the certification requirements of the state of Alabama and the standards of the National Council for the Accreditation of Teacher Education.

A satisfactory internship experience necessitates full-day involvement in a public school for at least 16 consecutive weeks for a full semester. Therefore, candidates enrolled in the internship cannot enroll in other courses or seek employment, unless approved in writing by the dean. The internship should be scheduled at a time when candidates will be free of all other demands upon time and energy.

APPLICATION PROCEDURE FOR ADMISSION TO THE PROFESSIONAL INTERNSHIP

The Professional Internship application procedure begins during the year prior to the assignment. During the spring semester, an application meeting is scheduled for juniors requesting assignment in the senior year. Candidates should attend this meeting in order to obtain an application and receive additional information concerning placement. The time and place of this meeting are published in the university calendar. Applications are submitted to the Office of Field and Clinical Experiences.

Transfer candidates from other colleges who must complete all professional studies course work at Alabama State University; are required to complete satisfactorily the materials and methods sequence and/or methods in a special area before registering for the Professional Internship.

Applications are filed at least one semester prior to the date candidates are to begin the internship. At this time, a final decision relative to admission to the internship will be made by the ASU Teacher Education Assessment and Intervention Committee (TEAIC).

The criteria for admission to the professional internship specify that a candidate must:

1. Have senior standing.
2. Meet all requirements of and be admitted to the Teacher Education Program and meet any additional requirements of the COE. Current requirements can be obtained from the certification office, the dean's Office or advisers.
3. Have a grade of "C" or better in all professional education and teaching field(s) courses; a 2.5 GPA in the teaching specialty and professional education, and overall. Candidates also must have satisfactorily completed the required early field experiences in schools.
4. Have a minimum of 12 semester hours credit while enrolled at ASU.
5. Show evidence of securing a minimum of personal liability insurance commensurate

with that available through membership in AEA. (This requirement may be satisfied by joining the Student Alabama Education Association –SAEA– or by private insurance purchase.)

6. Have recommendations from major adviser and appropriate department regarding competencies.
7. Complete the verification form indicating that all requirements for student teaching have been met.
8. Pass the PRAXIS II (subject area) exam as required by the ALSDE.
9. Pass background check.

The length of the Professional Internship experience is full-time for 16 consecutive weeks for a full semester.

Candidates enrolled in professional internship are required to:

1. Participate in the prescribed internship orientation program;
2. Report promptly to the school assigned to begin the internship;
3. Attend all scheduled seminars and workshops;
4. Be prompt and regular in attendance at the school to which they have been assigned;
5. Participate in the professional activities of the school; and
6. Follow procedures as outlined in the *Handbook for Field and Clinical Experiences*.

GRADUATION REQUIREMENTS FOR TEACHER CERTIFICATION PROGRAMS

The total semester hours needed for completion of teacher certification in the College of Education varies with the teaching field(s); most require 125 or more credit hours. A 2.5 cumulative grade point average is required in the teaching specialty, in professional education, and overall of 2.5 in general education and in each area of specialization is required as well. Candidates must also have a grade of “C” or better and a 2.5 grade point average for all professional education courses. Both Early Childhood Education and Elementary Education programs require broad areas of study. Candidates must meet all requirements of a state-approved program for certification. Each candidate must satisfactorily complete the Professional Internship (student teaching), an exit exam, the ASU Philosophy Exit Exam, and be recommended for certification by the College of Education before becoming eligible for an Alabama Professional Teacher’s Certificate. It is the candidates’ responsibility to become familiar with both certification and degree requirements and the sequence of courses and plan their program in consultation with their adviser. Supplementary information about specific degree programs may be obtained from the Dean’s Office or the department chairs.

The standards set by the Alabama State Department of Education allow five years from the date of graduation to apply for teacher certification. If application is not filed within this time period, the applicant will be required to complete the most recent state-approved program.

PURPOSES AND OBJECTIVES FOR NONCERTIFICATION PROGRAMS

The College of Education provides baccalaureate programs other than those leading to teacher certification. Majors are offered in Psychology, Recreation Management and Therapeutic Recreation. Minors are provided in Psychology and Health Science. (See concentrations in Physical Education.)

The college aims to give students in each of these programs the competencies and understandings in their particular academic areas needed for success and leadership in modern society. Theoretical studies and practical experiences are combined in the various programs to prepare the graduates for both immediate employment and advanced study.

The College of Education maintains a close working relationship with selected social, business, industrial and governmental organizations and institutions in order to provide cur-

ricula and experiences that are relevant for the graduates of these programs.

ADMISSION REQUIREMENTS FOR NONCERTIFICATION PROGRAMS

Students entering the university as freshmen with interest in a nonteacher certification program in the College of Education may file a statement of intent with the dean of University College, be assigned an adviser to assist in planning their curriculum and progress toward formal admission to the College of Education.

Upon completing 30 hours of the core curriculum, students are transferred to the College of Education and assigned an adviser to complete the planning and monitoring of the curriculum.

Application for admission to a nonteacher education program may be filed with the student's adviser in the College of Education at the beginning of the second semester of their sophomore year during the semester in which 60 semester hours of general studies will have been completed. Upper-class transfer students should file their application for admission to a nonteacher education program immediately after enrolling at Alabama State University. Students transferring to the College of Education from another undergraduate unit of the university will receive credit for each course in which a grade of "C" or better has been made, provided the course submitted is appropriate to the curriculum to be followed.

Transfer students should consult with the Dean of the College of Education regarding course credits to be transferred only from an accredited institution and for assignment of an adviser. Transfer students must secure at least 30 semester hours credit in residence in the College of Education. A minimum of 18 semester hours must be in courses required in the senior year, and 10 semester hours must be in advanced courses offered in the College of Education.

Specific Requirements for Admission Include the Following:

1. Complete core curriculum, or will have completed, by end of semester in which application is made in University College.
2. Earn a grade point average of 2.0 (C) or above in required English and reading courses, as well as overall.

STUDENT LOAD

The normal load for regular undergraduate students in the College of Education is 15-18 hours per semester. Students who have passed all of their courses in the preceding semester with an average of "B" (3.0) or better, certified by the Office of Records and Registration, may request from the Dean of the College of Education, upon recommendation of the student's adviser, permission to take more than the normal load. In no case, however, will students' load exceed 20 semester hours. Graduating seniors who lack only 19 hours of work may register for a 19-hour load, with approval.

STUDENT PERSONNEL SERVICES

Student Personnel Services are provided to enhance the basic instructional program. Those services will include:

Counseling Service. Each student in the College of Education is assigned an official adviser to assist in arranging a program and to counsel with the student as problems arise. Students are expected to consult with their advisers in regard to curricula and degree requirements, competency and performance evaluations and problems encountered prior to and during field experiences.

Placement Service. The College of Education provides job opportunity information and supplements the work of the Placement Service in assisting all graduates who complete an approved teacher education program and become certified.

Teacher Certification. The Certification Office in the College of Education is located in Council Hall, Room 235. Applications for teacher's certificates and processing of same for

submission to the State Department of Education are a special service of this office.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

**Dr. Willa B. Harris, Interim Chairperson; Reda Brooks,
Dr. Moon Chang, Emma Faulk, Alethea Hampton,
Dr. Druisilla Caudle, Dr. Evelyn Hodge, Dr. Joyce Johnson,
Dr. Huey-Ling Lin, Dr. Daniel Lucas, Dr. Calvin McTier,
Dr. Jacqueline Myers, Dr. Melvin Robinson, II,
Dr. Danjuma Saulawa, Dr. Monty Scott, Dr. Parichart Thornton
Dr. Kathleen Tyler, Robert Walker**

The goal of the Department of Curriculum and Instruction is to create the best teachers for the future. The primary objective of the department is to prepare teacher candidates who are interested in the development and education of children and youth in early childhood education, elementary education, special education and secondary education to become decision makers. In keeping with present day demands, a secondary objective of the department is to lay the foundation for successful study at the graduate level.

Candidates desiring to become teachers in one of the above areas will enroll in the College of Education and select a program in Early Childhood Education, Elementary Education, Special Education or Secondary Education, and will follow the general education program for the freshman and sophomore years as listed on the ALSDE approved checklist.

MISSION STATEMENT

The Teacher Education programs at Alabama State University prepare professional teachers to become **decision makers**: who are committed to developing the abilities of **all** learners through best practices; who are effective in integrating subject area content and appropriate teaching methods and assessment strategies; who infuse technology in various teaching strategies, and who understand and value diverse perspectives and experiences.

EARLY CHILDHOOD EDUCATION

The major objective of the area of Early Childhood Education is to provide a continuum of preparation for students originating in liberal studies (General Studies) who are subsequently admitted to professional education in a diverse program of study leading to a Bachelor of Science Degree and qualifications for State Teacher Certification.

Prospective teachers complete coursework emphasizing a scientific knowledge base and the application of developmental principles and social contextual assumptions leading toward each prospective teacher's quality educational practice.

Studies include emphasis on development and learning including the influential role of parents, appreciation of fine arts, the necessity of expanded language skills and advocacy for families and children. Teacher candidate programs emphasize quality in academic preparation and proficiency in demonstrating teacher's knowledge, skills and dispositions.

Each prospective teacher has early field experiences in an array of early childhood education programs that include private nursery schools (corporate Day Care Centers), Montessori schools, child development centers (ASU, AUM), public elementary schools through Grade 3 and public and private local schools. Student candidates are challenged to value and demonstrate knowledge in Humanities, including Literature, Art, Music, Government, Physical and Biosciences, and Mathematics.

The quality cultural resources in communities are explored including museums, zoos, local and regional theatre and a range of musical and performing arts (Alabama Symphony, local jazz and folk concerts, church-sponsored spiritual singing groups); an introduction to local and state history and architecture, and preservation of historical districts become resources for beginning teachers on all levels of preparation. Social forces that impact edu-

cation of young children are consistently integrated into curriculum with exploration of candidates' role as a child/youth advocate.

The curriculum provides theory and practice in working with children between ages 3 1/2 and 8 with courses leading to the Alabama Professional Certificate, pre-school through grade three.

The College of Education operates an open space nongraded Early Childhood Center for children. It is available to early childhood education and elementary education majors for observation and participation. Additional opportunities for education majors to work with young children are provided in local, private and public kindergartens, Head Start Centers, public schools, day-care centers and other programs for young children. (See curriculum description on page 89.)

ELEMENTARY EDUCATION

The program in the area of Elementary Education is designed to prepare prospective teachers for the elementary school, grades K through 6. The program provides appropriate cultural and scientific background and professional preparation for prospective teachers at both the primary and intermediate levels of the elementary school.

Candidates develop an appreciation and sensitivity to societal problems through intensive studies in the general education program and an understanding of children's growth and development through the sequence in elementary education.

Professional competence is enhanced and facilitated through direct contact with children in diversified settings where behavior and learning processes are observed and directed. Opportunity is provided for candidate options and decisions, based upon individual needs, abilities and interests. The curriculum provides an adequate background for candidates who wish to pursue graduate study in Elementary Education and related areas of specialization. (See curriculum description on page 89-90.)

SECONDARY EDUCATION

It is assumed that a candidate for the Bachelor of Science degree has made a commitment to the scholarly study of education and to teaching as a career. Secondary education programs include courses in professional education, the teaching fields, and general education. Candidates should apply to the College of Education for acceptance to a teacher education program no later than the fourth semester of their enrollment at Alabama State University. Upon acceptance to a program, an adviser in Secondary Education will be assigned to assist in designing an acceptable program. The adviser in the College of Education will coordinate the advisement process with the adviser in the teaching fields.

Completion of the program in Secondary Education qualifies the candidate for the Bachelor of Science degree and the Alabama Class "B" Secondary Professional Certificate with endorsements in the teaching field(s) for which qualifications have been met.

Candidates seeking certification in other states should seek advisement from the Certification Officer in the College of Education.

No general requirement in foreign language applies to the Bachelor of Science degree in the College of Education. (See curriculum descriptions on pages 90-95.)

PRESCHOOL THROUGH GRADE 12

Special programs for teachers who are seeking certification in the selected areas of Music and Physical Education are available in the College of Education, Departments of Curriculum and Instruction and Health, Physical Education and Recreation (HPER). These programs lead to the Bachelor of Science degree and Class "B" Alabama certification. (See curriculum descriptions on pages 95-99.)

SPECIAL EDUCATION/COLLABORATIVE TEACHER

The program in the area of Collaborative Teacher leads to a Bachelor of Science degree and Alabama Class "B", K-6 and 6-12 certification. The program is designed to prepare pre-service teachers as collaborative teachers to teach and work with students with disabilities in inclusive classrooms and special settings, to handle and cope with behavior problems and to collaborate with other professionals. Students are exposed to and work with children with disabilities in public school classes, special schools and residential settings at all levels from preschool through secondary settings. Other exposure is provided through field trips and involvement in community programs through tutoring and volunteer services.

The College of Education also offers Masters of Education (M.Ed.) for Collaborative Teacher (K-6 and 6-12). (See graduate catalog for descriptions.)

BUSINESS/MARKETING EDUCATION (Leading to the Bachelor of Science Degree)

This program qualifies a person to teach business and office subjects at the secondary level.

PHILOSOPHY: The Business/Marketing Education program is designed to foster the personal, occupational and teaching profession of those candidates who serve in the secondary classroom as teachers of business students. This program is consistent with the mission of the university to educate all candidates to their fullest potential who wish to teach students at the secondary level.

This program places emphasis on excellence in the undergraduate preparation of candidates preparing to teach at the secondary level. Offerings are designed in accordance with the State Department of Education requirements needed for certification for business and vocational education.

IMPORTANT: Consult program adviser for four-year curriculum sheet listing the specific courses required within each of the areas.

THE ZELIA STEPHENS EARLY CHILDHOOD CENTER

The College of Education operates a center which is designed to provide wholesome social and educational experiences for young children, while providing a unique setting for observation and participation experiences for undergraduate and graduate candidates. The facility was constructed in 1971 and named for Dr. Zelia Stephens Evans, the center's first director. The Center was granted accreditation - Fall semester 2006.

The center has an enrollment of approximately 60 pupils who are assigned to nursery, kindergarten and primary levels. While a few pupils are admitted with tuition aid, the university charges a minimum fee for those who can afford to pay. An evening childcare program is offered for ASU students, faculty and staff with reduced tuition and reserved space for children of Pell grant eligible students. The faculty is composed of an educational director, four master teachers, numerous student aides, graduate assistants and parent volunteers.

The center is oriented toward utilizing modern and innovative concepts in Early Childhood Education. These concepts are combined to provide worthwhile social and educational experiences in an open climate, geared to the child's interests and developmental level.

During the school year, the children are assisted with their homework and test preparation while allowing time for physical activities, social interaction and creative projects. Tennis, swimming, art and storytelling activities are scheduled during the summer term. Nutritious meals are provided.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

**Dr. Doris P. Screws, Chairperson; Connie O. Dacus,
Dr. Patricia Floyd Dees, Dr. Charlie Gibbons, Dr. Gary Grandison,
Sandra Mimms, Dr. Kathy Neely, Larry Watkins, Barbara Williams.**

PHILOSOPHY AND OBJECTIVES

The Department of Health, Physical Education and Recreation offers majors and minors in the areas of Health Education, Physical Education, Recreation Management and Recreational Therapy and a minor in Health Education.

These degree programs are designed to foster the personal, occupational and professional growth of the undergraduate student. Provided in each of these programs are fundamental skills, pedagogical components, professional components comprising the humanistic and behavioral aspects of the various program areas, and a well-integrated working relationship between the teaching specialty and the professional and pedagogical program components.

Consistent with the university and collegiate admissions policy and the College of Education Conceptual Framework, the department structures all programs in a manner whereby developmental assistance is provided as needed.

PROFESSIONAL PREPARATION

Admission: The admission of candidates to the undergraduate degree and optional programs in the Department of Health, Physical Education and Recreation is based upon the general admission requirements of the university and the College of Education.

Advisers: Each candidate, in the department will be assigned to a faculty member for advisement on matters relative to the academic program. Candidates are expected to enroll in and complete courses in *SEQUENCE*. It is essential that each candidate monitor the progression of his or her course of study in order to stay in proper sequence for the completion of the requirements on schedule. Course or program changes can be made only with the approval of the assigned adviser and department chair.

Dress Code: All candidates, are required to adhere to the dress code promulgated by the department faculty. Regulation gymnasium shoes, uniforms and swimsuits are required for physical education majors. All physical education majors are expected to be dressed in uniform when participating in any of the skill-technique classes.

Evaluation: Each candidate, enrolled in theory or skill-technique classes will be evaluated objectively on his or her performance in the cognitive, affective and psychomotor domains. Each candidate will be required to take written examinations, to complete written assignments and to perform basic psychomotor skills.

PROGRAM MAJORS

HEALTH EDUCATION MAJOR (Teacher Certification Grades 6-12) (Bachelor of Science)

(See curriculum description on page 90.)

The bachelor's degree in Health Education is designed to foster the personal, professional, and occupational growth of candidates pursuing an undergraduate degree in health. This degree prepares candidates for positions in teaching grades 6 through 12, as well as

career opportunities in public or private community health agencies.

The curriculum is designed to develop the knowledge, understanding, skills, abilities and dispositions of majors through laboratory-based, research-based, and field-based experiences. The program further aims to develop professional educators as effective decision makers fully qualified to:

1. contribute to the promotion of behavior change that will enhance and maintain an optimal level of wellness for individuals and their families.
2. demonstrate a broad-based knowledge in the content areas of alcohol and drugs, communicable and chronic diseases, emotional health, nutrition, consumer health, and human sexuality.
3. promote and support the Coordinated School Health Program (CSHP).
4. assess individual and community needs for health education.
5. plan, implement, and evaluate health education programs.
6. communicate health and health education needs, concerns, and resources.
7. apply appropriate research principles and methods in health education.
8. act as a resource for health education and advance the profession of health education.

PHYSICAL EDUCATION (Bachelor of Science)

(See curriculum description on page 96.)

The Bachelor of Science degree in Physical Education is consistent with the earliest philosophical concepts of “learn by doing” and education for life. The specific goals of the program are to enhance knowledge, understanding, skills, abilities and dispositions of preservice teachers. The aim of the department is to develop professional educators who are effective decision makers proficient in (1) fitness development, (2) content knowledge, (3) neuromuscular skill development, (4) field-based experiences, (5) scientific research, (6) measurement and evaluation, (7) social and human relations and (8) recreational activities.

RECREATION MANAGEMENT

Recreation Management is a complex profession which provides a broad variety of leisure services for persons of all ages, abilities and socioeconomic backgrounds.

Career Opportunities: Recreation Management graduates are prepared to develop and manage programs in a wide variety of settings, including park and recreation agencies, health and fitness centers, community recreation centers, state and federal government agencies and many other settings.

RECREATIONAL THERAPY

Recreational therapists employ a comprehensive, holistic approach to preventative and rehabilitation services. Graduates are qualified to deliver treatment, education and recreation services to people with disabilities and other health conditions. As recreational therapists, graduates work to eliminate barriers to wellness, improve client functioning and independence, and increase access to recreation resources, including adaptive devices and technology. While working as members of cross-disciplinary health care teams, graduates focus specifically on (1) conducting client assessments and (2) developing, implementing, documenting and evaluating individualized intervention/treatment plans.

After successfully completing all degree requirements, graduates may submit applications for certification to the National Council for Therapeutic Recreation Certification (NCTRC). To obtain the credential, Certified Therapeutic Recreation Specialist (CTRS), graduates are required to pass the national examination.

Career Opportunities: Recreational therapy graduates are prepared for employment in a broad array of clinical, residential and community-based health and recreation settings, including rehabilitation hospitals, psychiatric facilities, alcohol and drug recovery centers,

treatment programs for children, forensic, correctional facilities and other settings.

**RECREATION MAJOR
(Bachelor of Science)**

The undergraduate major in Recreation is designed to promote the personal and professional growth of students pursuing a degree by preparing them for management careers in community, civic, social, public and private agencies that provide recreation services. Students are prepared for supervisory and administrative positions in a variety of recreation and park agencies, as well as health and allied health agencies. The major offers two options: Recreational Therapy and Recreation Management.

Degree requirements include the completion of a 15-week internship consisting of 500 clock hours, which is completed in an agency setting under the supervision of a professional who holds current certification in his or her respective area. A 2.5 grade point average is required for enrollment in the internship. Students must also pass national certification examinations to qualify for employment at most agencies.

Students majoring in Recreation Management must complete the university core curriculum in addition to the following courses:

Core Curriculum (see page 60).....	42 hrs.
Professional Recreation Course Requirements	33 hrs.
REC 300 Professional Foundations of Recreational Therapy	3
REC 347 Group Leadership/Recreation Leadership	3
REC 345 Introduction to Recreation and Leisure	3
REC 336 Program Planning for Leisure Services	3
REC 447 Management of Recreational Therapy Services	3
REC 448 Recreational Therapy for Implications of Disabling Conditions	3
REC 201 Field Study in Recreation Management I	1
REC 302 Field Study in Recreation Management II	1
REC 451 Professional Internship in Recreation Management	10
REC 453 Trends in Recreation Management	3
 Business Management, Accounting and Marketing Requirements	
Required Support Courses	15 hrs.
MGT 204 Business Communications	3
ACT 214 Principles of Financial Accounting	3
MGT 321 Principles of Management	3
MKT 333 Consumer Behavior	3
MGT 421 Personnel Management	3
 Required Electives	11 hrs.
PED 250 Applied Anatomy and Physiology	
or	
*BIO 319 Human Anatomy	4
PED 253 First Aid, CPR and Care of Athletic Injuries	3
PED 100 - PED 237 Four Sport Skill Courses	4

* If the student chooses to take BIO 319, the student must also take BIO 320.

Free Electives21 hrs.

TOTAL SEMESTER HOUR REQUIREMENTS **123**

RECREATIONAL THERAPY (CONCENTRATION)

Students majoring in Recreational Therapy must complete all course requirements in the university core curriculum in addition to the following courses:

RECREATIONAL THERAPY

Professional Recreation Course Requirements 12

REC 345 Introduction to Recreation and Leisure	3
REC 336 Program Planning for Leisure Services	3
REC 347 Group Leadership/Recreation Leadership	3

Professional Recreational Therapy Course Requirements 26

REC 300 Professional Foundations of Recreational Therapy	3
REC 301 Program Design and Techniques in Recreational Therapy	3
REC 447 Management of Recreational Therapy Services	3
REC 448 Recreational Therapy for Implications of Disabling Conditions	3
REC 401 Clinical Issues and Trends in Recreational Therapy	3
REC 303 Clinical Practicum in Recreational Therapy I	1
REC 304 Clinical Practicum in Recreational Therapy II	1
REC 452 Clinical Field Placement in Recreational Therapy	12

Exercise Science and Biological Science Course Requirements 7

PED 250 Applied Anatomy and Physiology	
or	
*BIO 221 Human Anatomy	4
PED 351 Kinesiology	3

* If the student chooses to take BIO 319, the student must also take BIO 320.

Sport Skill Course Requirements 4

PED 221 Intermediate Swimming	
or	
PED 121 Swimming for Nonswimmers	1
PED 100 - PED 237 Three (3) Additional Sport Skill Courses	3

Required Supportive Course Requirements 9

The nine (9) hours of required supportive courses maybe taken in any of the following areas:

- Adapted Physical Education
- Related Biological Sciences
- Human Services
- Psychology
- Sociology
- Special Education

Required Elective Courses 12

PSY 360 Developmental Psychology	3
PED 253 First Aid, CPR and Care of Athletic Injuries	3
PSY 353 Abnormal Psychology.	3
PED 200 Physical Fitness and Wellness	3

TOTAL SEMESTER HOUR REQUIREMENTMINIMUM 123

DEPARTMENT OF FOUNDATIONS AND PSYCHOLOGY

**Dr. Tina Vazin, Chairperson; Dr. Dev Bajaj, Dr. Esenc Balam,
Dr. Shirley Barnes, Dr. Dyann Bayan,
Dr. Vivian W. DeShields, Dr. Tyson Platt,
Dr. Gene A. Ramsey, Dr. Phyllis Reile**

The Department of Foundations and Psychology is comprised of two divisions: Foundations Education and Psychology. The Foundations of Education courses are designed to foster the professional development of candidates, and the Office of Professional Laboratory Experiences provides the appropriate applied experiences for candidates. The Psychology program offers a Bachelor of Science degree in Psychology and prepares students for graduate studies.

PSYCHOLOGY

The undergraduate curriculum of Psychology introduces students to the methods of scientific study in human behavior. The student has an opportunity to learn what research shows about how we perceive, learn and think, individual differences in human behavior, personality development, and how interpersonal factors affect human relations in a variety of situations. The main objectives are to prepare majors to pursue advanced degrees in psychology and related areas and to offer a minor to students in other instructional areas of the university. This curriculum leads to a Bachelor of Science degree.

The Department provides a variety of experiences to give students an understanding of the basic principles of behavior. Students who select psychology as a major or minor are encouraged to obtain additional experience through participation with various agencies located in the area.

PSYCHOLOGY CURRICULUM (Leading to Bachelor of Science Degree)

General Studies	50
Required Courses	21
PSY 306 Inferential Statistics	3
PSY 352 Theories of Personality	3
PSY 353 Abnormal Psychology	3
PSY 355 Sensation and Perception	3
PSY 360 Developmental Psychology	3
PSY 365 Psychology of Learning	3
PSY 453 Psychological Methodology and Research	3
Related Courses	21
PSY 370 Introduction to Counseling and Assessment	3
PSY 371 Social Psychology	3
PSY 372 History and Systems	3
PSY 374 Physiology Psychology	3
PSY 375 Introduction to Developmental Disabilities	3
PSY 376 Introduction to Personnel Management	3
PSY 424 Gender Issues in Psychology	3
PSY 425 Human Sexuality	3
PSY 426 Psychology of Aging	3
PSY 427 Cognitive Psychology	3
PSY 428 Multicultural Psychology	3
PSY 430 Applied Behavior Analysis	3

PSY 460 Special Studies in Psychology 3

Minor and Electives.....28

TOTAL SEMESTER HOUR REQUIREMENT **120**

COURSE REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

To attain a minor in Psychology, a student must successfully complete 18 semester hours of approved courses. All students should plan their program in consultation with a psychology adviser.

DEPARTMENT OF CURRICULUM AND INSTRUCTION
PROGRAMS LEADING TO TEACHER CERTIFICATION

GENERAL STUDIES

**(Includes University Core Curriculum and State Department of Education
 Minimum Requirements for all Class B Teacher Certification Programs)**

Humanities

Required Courses: 18

ENG 131-132 English Composition

Or

ENG 140-141 English Composition - Honors 6

ENG 209 or 210 Introduction to Literature 3

HUM 103 Humanities Through the African-American Experience 3

CMS 200 Voice and Diction

Or

CMS 205 Public Speaking 3

Choose one of the following: (3)

ART 131 Art Appreciation 3

HUM 101 Interdisciplinary Humanities 3

HUM 102 Interdisciplinary Humanities 3

MUS 121 Music Appreciation 3

THE 111 Introduction to Theater Arts. 3

Social Sciences

Required Courses: 12

ECO 254 Introduction to Economics 3

HIS 131-132 World History

or

HIS 251-252 History of US I, II (for ECE, EED and Special Education). 6

PSY 251 General Psychology 3

GEO 206 World Geography 3

Science and Mathematics

Required Courses: 12

Either Biology 127 and four hours of one of the following physical sciences
 or eight hours or one of the following physical sciences:

BIO 128 General Biology 8

CHE 141-142 General College Chemistry 8

PHY 206-207 College Physics I, II 8

PSC 231-232 Physical Science Survey. 4

Required Courses (Business/Marketing Education):.....6

BUS 200 Keyboarding 3

BUS 210 Business Mathematics 3

Required Courses (Early Childhood): 16

BIO 127 General Biology 4

BIO 128 General Biology 4

PSC 231 Physical Science 4

Elective in Physical Science 4

Required Courses (Elementary Education):	16
BIO 127 General Biology.....	4
BIO 128 General Biology.....	4
PSC Physical Science Survey I.....	4
Elective Physical Science.....	4
Required Courses (Early Childhood, Elementary Education and Special Education):	12
MAT 136 Finite Mathematics.....	3
MAT 137 College Algebra.....	3
MAT 320 Fundamentals of Mathematics for Elementary Teachers I.....	3
MAT 321 Fundamentals of Mathematics for Elementary Teachers II.....	3
Health and Physical Education	
Required Courses:	3
HEA 100 Personal Health and Wellness.....	2
PED Activity.....	1
Orientation	
Required Courses:	1
ORI 100 Freshman Orientation.....	1
TOTAL SEMESTER HOURS REQUIREMENT	47

PROFESSIONAL STUDIES

EDU 099 Admission to TEP.....	0
EDU 100 Preparation for Admission to Teacher Education.....	0-3
Business/Marketing Education	
BUS 385 Materials and Methods of Teaching.....	3
EDU 301 Measurements and Evaluation in Education.....	3
EDU 321 Instructional Technology for Educators.....	3
EDU 485 Communication Skills for Teacher.....	3
EDU 486 Classroom Management in the Secondary School Setting.....	3
REA 478 Reading in the Content Area.....	3
Foundations of Education (16 semester hours required)	
EDU 300 Foundations of Education.....	3
EDU 400 Psychology of Learning.....	3
Special Education	
SED 170 Diverse Students in Inclusive Schools.....	3
Early Childhood Education, P-3 (9 semester hours required)	
EDU 321 Instructional Technology for Educators.....	3
EDU 461 Children’s Literature.....	3
EDU 361 Methods in Elementary School.....	3
Elementary Education, K-6 (12 semester hours required)	
EDU 321 Instructional Technology for Educators.....	3
EDU 376 Classroom Management.....	3

Secondary Education, 6-12 (9 semester hours required)	
EDU 321 Instructional Technology for Educators	3
EDU 385 Materials and Methods of Teaching Business/Marketing Education	3
EDU 485 Communication Skills for Educators	3
EDU 486 Classroom Management in Secondary School.....	3
EDU 487 Methods of Teaching English Language Arts/Secondary.....	3
EDU 488 Methods of Teaching Mathematics/Secondary.....	3
EDU 489 Methods of Teaching Social Science/Secondary	3
EDU 490 Methods of Teaching Science/Secondary	3
P-K Through Grade 12: Music (9 semester hours required)	
EDU 321 Instructional Technology for Educators	3
MUE 388 Elementary School Music Methods	3
MUE 389 Secondary School Music Methods	3
P-K Through Grade 12: Physical Education (9 semester hours required)	
EDU 321 Instructional Technology for Educators	3
PED 337 Methods and Materials for Elementary School PE	3
PED 443 Methods and Materials for High School PE	3
Special Education: Collaborative Teacher (12 semester hours required)	
SED 270 Assessment and Instructional Strategies for Inclusive Schooling.....	3
EDU 321 Instructional Technology for Educators	3
EDU 376 or 486 Classroom Management	3
REA 373 Teaching of Reading	
OR	
REA 478 Teaching Reading in Content Areas	3
Reading	
Early Childhood Education, P-3 (3 semester hours required)	
REA 373 Teaching of Reading	3
Elementary Education, P-6	
REA 373 Teaching of Reading	3
REA 374 Reading and Language Development	3
Secondary Education, 6-12 and Grades P-12	
REA 478 Teaching Reading in Content Areas	3
Evaluation of Teaching and Learning (3 semester hours required)	
EDU 301 Measurement and Evaluation in Education (All Other Majors).....	3
PED 445 Tests, Measurement and Evaluation in Health and Physical Education (Health and Physical Education Majors).....	3
SED 270 Assessment and Instructional Strategies (Special Ed)	3
Internship (12 semester hours required)	
Early Childhood Education, P-3	
EDU 462 Professional Internship in ECE	12
Business/Marketing Education	
EDU 482 Professional Internship in Secondary Education	12
Elementary Education, K-6	
EDU 472 Professional Internship in Elementary Education	12
Secondary (6-12)	

EDU 482 Professional Internship in the Secondary School 12

P-12

EDU 495 Professional Internship in N-12..... 12

Special Education/Collaborative Teacher

SED 470 Student Teaching in Inclusive Settings, K-6 12
 SED 475 Student Teaching in Inclusive Settings, 6-12..... 12
 SED 480 Student Teaching in Inclusive Settings, K-12 12

TOTAL SEMESTER HOURS REQUIREMENT

Teacher Certification Specializations

For each program see:

- General Studies**
- Professional Studies**
- Teaching Specialization(s)**

EARLY CHILDHOOD EDUCATION (P-3)

General Studies 65
 (See page 81)
Professional Studies 33
 (See page 82)

Teaching Field (30)

EDU 360 Foundation of Early Childhood Education (ECE) 3
 EDU 361 Creative Learning in Early Childhood Education (ECE) 3
 EDU 424 Managing Developmentally Appropriate Classrooms 3
 EDU 428 Child Growth and Development 3
 EDU 494 Home, School, Community Involvement..... 3
 HEA 343 Methods/Materials Elementary School Health Education 3

The following **required** Teaching Field courses must be taken after the above Teaching Field courses and admitted to TEP.

EDU 369 Teaching Language Arts in Early Childhood Education (ECE) 3
 EDU 370 Teaching Mathematics and Science in Early Childhood Education 3
 EDU 371 Teaching Social Studies in Early Childhood Education (ECE)..... 3
 EDU 423 Practicum in Early Childhood Education (ECE)..... 3

ELEMENTARY EDUCATION (K-6) TEACHING FIELD

General Studies 65
 (See page 81)
Professional Studies 33
 (See page 82)
Elementary Education Teaching Field..... 33

Teaching Field (33)

(List all courses required for the teaching field.)

ART 363 Methods of Teaching Art N-6	3
EDU 374 The Teaching of Soc Stud/Elem	3
EDU 461 Children’s Literature	3
HEA 343 Met & Matr Elem School Hlth	3

The following courses may NOT be taken prior to admission to TEP

EDU 375 Teaching Math in the Elem Sch	3
EDU 377 Teaching Science/Elem Sch	3
EDU 405 Teaching Lang Arts/Elem Sch	3
MUE 361 Music Methods for N-6 Teachers	3
PED 337 Meth/Mater for Elem Sch PED	3
REA 374 Reading and Lang Development	3

The following required Teaching Field courses must be taken after the above Teaching Field courses and admitted to TEP.

EDU 374 The Teaching of Social Studies in the Elementary School	3
EDU 375 Teaching Math in Elementary School	3
EDU 377 Teaching Science in Elementary School	3
EDU 405 Teaching of Language Arts in Elementary School	3

SECONDARY EDUCATION (GRADES 6-12)

BIOLOGY and SECONDARY EDUCATION

Teaching Field (52)

General Studies	49
(See Page 81)	
Professional Studies	39+
(See page 82)	
Biology Teaching Specialization	52

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

BIO 240 General Zoology	4
BIO 241 Botany	4
BIO 305 Population Biology and Evolution	3
BIO 310 Introductory Ecology	4
BIO 319 Human Anatomy	4
BIO 320 Animal Physiology	4
BIO 337 Cell Biology	4
BIO 350 Bio Technique and Instrumentation	4

BIO 420 Molecular Biology and Genetics.....	4
BIO 450 Senior Seminar.....	1
Required Support Courses for Teaching Field	
CHE 141-142 General College Chemistry I and II	8
PHY 206-207 College Physics I and II	8
Optional Courses	
FLS 161-162 Spanish I and II.....	6

BUSINESS/MARKETING EDUCATION

Teaching Field (48)

General Studies	51
(See page 81)	
Professional Studies	39
(See page 82)	

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.
(List all courses required for the teaching field.)

MKT 321 Elements of Marketing	3
MGT 255 Business Law/Legal Environments for Administration I	3
BUS 203 Advanced Document Preparation	3
BUS 204 Business Communication.....	3
BUS 405 Administrative Office Management	3
BUS 407 Word Processing.....	3
BUS 408 Business Use of Microcomputers	3
BUS 430 Internship in Business.....	3
BUS 482 Foundations of Vocational Education	3
BUS 483 Coordination of Vocational Programs	3
BUS 484 Occupational Analysis.....	3
MGT 321 Principles of Management.....	3
ACT 214 Principles of Financial Accounting I	3
CIS 302 Internet Programming.....	3
MGT 220 Systems Approach	3
MGT 400 Entrepreneur/Small Business	3
Optional Courses	
FLS 161-162 Spanish I and II.....	6

CHEMISTRY AND SECONDARY EDUCATION

Teaching Field (53)

General Studies	50
(See page 81)	
Professional Studies	39+

(See page 82)

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

CHE 211 Organic Chemistry I	5
CHE 212 Organic Chemistry II	5
CHE 321 Physical Chemistry I	4
CHE 322 Physical Chemistry II	4
CHE 342 Quantitative Analysis	4
CHE 343 Instrumental Analysis	4
CHE 418 Chemistry Seminar	2
CHE 421 Biochemistry I	4
CHE 422 Biochemistry II	4
CHE 431 Senior Honors Research.....	2
PHY 211 General Physics I.....	4
Required Support Courses for Teaching Field	
MAT 266-267 Calculus and Analytical Geometry II and III	8
MAT 375 Differential Equations.....	3
Optional Courses	
FLS 161-162 Spanish I and II.....	0-6

HEALTH EDUCATION (6-12)

Teaching Field (42)

General Studies	51
(See page 81)	

Professional Studies	34
(See page 82)	

Teaching Field

Must include an academic major of at least 32 semester hours with a minimum of 40 hours at the upper division.

(List all courses required for the teaching field.)

HEA 200 Introduction to Health Education.....	3
HEA 250 School and Community Health Services.....	3
HEA 252 Consumer Health	3
HEA 258 Health and Nutrition	3
HEA 300 Alcohol and Drug Studies	3
HEA 301 Human Sexuality	3
HEA 360 Communicable and Chronic Diseases.....	3
HEA 460 Special Topics in Health Education	3
PED 250 Applied Anatomy and Physiology	4
PED 253 First Aid, CPR, and Care of Athletic Injuries.....	3
Health or Health Related Courses at 300-400 Level APPROVED by Advisor	9
BIO 423 Microbiology	4
PED 350 Exercise Physiology	3

PED 355 Physical Activities for the Aging 3
 SOC 404 Sociology of Aging 3
 SOC 427 Marriage and the Family 3
 SOC 470 Sociology of Health and Illness 3

MATHEMATICS AND SECONDARY EDUCATION

Teaching Field (52)

General Studies 46
 (See page 81)
Professional Studies 39+
 (See page 82)

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

MAT 251 Linear Algebra 3
 MAT 256 Discrete Mathematics 3
 MAT 266 Calculus 4
 MAT 267 Calculus and Analytic Geometry III 4
 MAT 373-374 Introduction to Modern Algebra I and II 6
 MAT 375 Differential Equations 3
 MAT 401 Advanced Calculus 3
 MAT 472-473 Probability and Statistics 6
 MAT 484 Modern Geometry 3
 MAT 486 Introduction to Real Analysis 3
 MAT 487 Senior Seminar 3
 MAT 495 History of Mathematics 3
 CSC 211 Program Concepts Standards Method 4
 CSC 212 Introductory Data Structures, Algorithms 4
Optional Courses
 FLS 161-162 Spanish I and II 6

GENERAL SCIENCE AND SECONDARY EDUCATION

Teaching Field (56)

General Studies 51
 (See page 81)
Professional Studies 39+
 (See page 82)

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

Biology (24)

BIO 240 General Zoology.....	4
BIO 241 Botany	4
BIO 305 Population Biology and Evolution.....	3
BIO 310 Introduction Ecology.....	4
BIO 337 Cell Biology	4
BIO 420 Molecular Biology and Genetics.....	4
BIO 450 Senior Seminar.....	1

Chemistry (10)

CHE 211-212 Organic Chemistry I and II.....	10
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Physics (14)

PHY 206-207 College Physics I and II	8
PHY 308-309 Modern Physics	6

Earth and Space Science (8)

PSC 231-232 Physical Science Survey I and II	8
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Optional Courses

FLS 161-162 Spanish I and II.....	6
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HISTORY AND SECONDARY EDUCATION**Teaching Field (45)**

General Studies	48
(See page 81)	

Professional Studies	39+
(See page 82)	

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

HIS 251-252 History of the United States	6
HIS 303 Ancient History	3
HIS 350 African-American History to 1877.....	3
HIS 360 Medieval History.....	3
HIS 400 Historiography.....	3
HIS 402 Slavery and Abolitionism	3
HIS 415 Renaissance and Reformation	3
HIS 419 Europe Since 1815.....	3
HIS 452 The Colonial Period in American History	3
HIS 470 Twentieth Century United States History to 1945.....	3
HIS 480 Economic History of the United States.....	3
HIS 490 History of Alabama	3
POS 207 American Government.....	3

ELECTIVE: Choose one of the following

HIS 321 History of England I.....	3
HIS 322 History of England II.....	3

HIS 404 The Civil Rights Movement and the Black Power Revolt.....3
 HIS 450 African-American Search for Identity.....3
 HIS 460 Civil War and Reconstruction3
 HIS 471 Twentieth Century United States History After 1945.....3

Optional Courses
 FLS 161-162 Spanish I and II.....6

ENGLISH LANGUAGE ARTS AND SECONDARY EDUCATION

Teaching Field (45)

General Studies45
 (See page 81)

Professional Studies39+
 (See page 82)

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.
 (List all courses required for the teaching field.)

ENG 219 Introduction to Research Methods.....6
 ENG 220 Linguistics3
 ENG 301-302 American Literature I and II6
 ENG 303 Advanced Grammar.....3
 ENG 318 Advanced Composition.....3
 ENG 321-322 Early British/Modern British Literature.....6
 ENG 323 Restoration and Enlightenment3
 ENG 331 Colonial and Early National American Literature.....3
 ENG 333 Modern and Contemporary American Literature3
 ENG 423 Shakespeare.....3
 THE 426 Drama in the Secondary School3
 THE 427 Children's Theater
 OR
 THE 450 Fundamentals of Play.....3
 CMM 212 Beginning News Writing.....3

Optional Courses
 FLS 161-162 Spanish I and II.....6

GENERAL SOCIAL SCIENCE AND SECONDARY EDUCATION

Teaching Field (42)

General Studies51
 (See page 81)

Professional Studies39+
 (See page 82)

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

Economics(6)	
ECO 251-252 Principles of Economics I and II.....	6
Geography(3)	
GEO 307 Geography of North America.....	3
History(18)	
HIS 251-252 History of the United States	6
HIS 400 Historiography.....	3
HIS 415 Renaissance and Reformation	3
HIS 419 Europe Since 1815.....	3
HIS 490 History of Alabama and the South	3
Political Science(6)	
POS 207 American Government.....	3
POS 218 State and Local Government.....	3
Anthropology(3)	
ANT 328 Cultural Anthropology.....	3
Sociology(3)	
SOC 445 Population and Sociology.....	3
Elective: Choose one of the following:	3
HIS 321, HIS 322, HIS 350, HIS 402, HIS 404, HIS 450, HIS 470, OR HIS 471	

*English Language Arts shall include courses in English (including grammar and reading), speech, drama or theatre, and journalism. General Social Science shall include courses in economics, geography, history, and political science. General Science shall include courses in biology, chemistry, earth and space sciences, and physics.

Optional Courses	
FLS 161-162 Spanish I and II.....	6

SPANISH EDUCATION (6-12)

Teaching Field (36)

General Studies	48
(See page 81)	
Professional Studies	39
(See page 82)	

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

Teaching Field	36
FLS 161 Spanish I.....	3
FLS 162 Spanish II.....	3
FLS 261 Spanish III.....	3
FLS 262 Spanish IV.....	3
FLS 254 Advanced Spanish.....	3
FLS 265 Spanish Civilization.....	3
FLS 361 Survey of Spanish Literature I.....	3
FLS 362 Survey of Spanish Literature II.....	3

FLS 363 Survey of Spanish Literature III3

Additional Courses.....9

ENG 302 Advanced Grammar.....3

ENG 318 Advanced Composition.....3

CMM 310 Public Relations3

**PRE-SCHOOL THROUGH GRADE 12
TEACHER EDUCATION PROGRAMS**

PHYSICAL EDUCATION

General Studies49
(See page 81)

Professional Studies37
(See page 82)

Physical Education40

Required Courses:

PED 200 Physical Fitness and Wellness3

PED 230 Soccer, Touch Football, Field Hockey, Track and Field1

PED 232 Basketball, Volleyball, Softball, Wrestling1

PED 233 Tennis, Badminton, Racquetball, Weight Training.....1

PED 234 Archery, Bowling, Golf, Recreational Games.....1

PED 237 Dance and Gymnastics1

PED 253 First Aid, CPR and Care of Athletic Injuries.....3

PED 303 Adapted Physical Education3

PED 325 Theory and Techniques of Coaching and Officiating.....3

PED 347 History and Principles of Physical Education.....3

PED 350 Physiology of Exercise3

PED 351 Kinesiology3

PED 355 Physical Activities for the Aging3

PED 447 Administration of Athletic and Physical Education Programs3

PED 451 Psychosocial Aspects of Sports and Physical Activity.....3

PED 456 Motor Learning and Development.....3

PED 460 Professional Preparation in Physical Education2

SPECIAL EDUCATION/COLLABORATIVE TEACHER K-6

Teaching Field (42)

General Studies58
(See page 81)

Professional Studies33
(See page 82)

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.
(List all courses required for the teaching field.)

SED 210 Legal Issues and Global Society.....	3
SED 220 Special Healthcare Needs.....	3
SED 280 Students with Disturbing Behaviors	3
SED 320 Mild Cognitive Disabilities	3
SED 350 Transition and Career Tech	3
SED 370 Collaboration and Teaming.....	3
SED 403 Elementary Special Education Curriculum.....	3
SED 410 Sensory and Communication Disorders	3
SED 430 Assistive Technology and Resources	3
SED 435 The IEP Process	3
EDU 374 Teaching of Social Studies	3
EDU 375 Teaching of Mathematics.....	3
EDU 377 Teaching of Science	3
EDU 405 Teaching of Language Arts.....	3

SPECIAL EDUCATION/COLLABORATIVE TEACHER 6-12

Teaching Field (42)

General Studies	58
(See page 81)	
Professional Studies	33
(See page 82)	

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

SED 210 Legal Issues and Global Society.....	3
SED 220 Special Healthcare Needs.....	3
SED 280 Students with Disturbing Behaviors	3
SED 320 Mild Cognitive Disabilities	3
SED 350 Transition and Career Tech	3
SED 370 Collaboration and Teaming.....	3
SED 404 Secondary Special Education Curriculum.....	3
SED 410 Sensory and Communication Disorders	3
SED 430 Assistive Technology and Resources	3
SED 435 The IEP Process	3
EDU 374 Teaching of Social Studies	3
EDU 375 Teaching of Mathematics.....	3
EDU 377 Teaching of Science	3
EDU 405 Teaching of Language Arts.....	3

**NURSERY-12: VOCAL AND CHORAL MUSIC PROGRAM
(Leading to the Bachelor of Music Education Degree
with Teacher Certification)**

MUSIC: VOCAL/CHORAL AND INSTRUMENTAL

General Studies	42
(See page 81)	
Professional Studies	39
(See page 82)	
Teaching Fields	
EDU 099 Admission to Teacher Education	0
EDU 100 Prep for Admission to TEP	0-1
EDU 200 Orientation to Education	0-3
EDU 300 Foundations of Education	3
EDU 301 Measurements and Evaluation in Education	3
EDU 321 Instructional Technology for Educators	3
EDU 400 Psychology of Learning.....	3
MUE 310 Introduction to Music Technology.....	3
MUE 388 Elementary School Music Methods	3
MUE 389 Secondary School Music Methods.....	3
REA 478 Teaching Reading in Content Areas	3
SED 170 Diverse Students in Inclusive Schools.....	3
Internship	
EDU 495 Professional Internship in N-12 School Setting	12

MUSIC: INSTRUMENTAL

Teaching Field (49)

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

Music Core (29)

MUS 131-132 Music Theory I and II.....	6
MUS 134-135 Keyboard I and II.....	2
MUS 137-138 Sight-Singing and Ear-Training I and II.....	2
MUS 231-232 Music Theory III and IV	6
MUS 237-238 Sight-Singing and Ear-Training III and IV	2
MUS 320-321 Music History	6
MUS 431 Form and Analysis.....	3
MUS 474 Conducting.....	1
MUS 475 Advanced Conducting	1

Music Major Instrumental Emphasis (7)

MUE 223 Voice Class.....	1
MUE 395 String Class	1
MUE 396 Woodwind Class.....	1
MUE 397 Brasswind Class	1
MUE 398 Percussion Class.....	1
MUE 476 Marching Band Techniques I.....	1
MUE 477 Band Arranging.....	1

MUP 490 Recital BME	0
Applied Music (14+)	
100, 200, 300 Level - two (2) semester minimum each	6
400 Level - one (1) semester minimum	1
MUP 071, 072, 073, or 074	7+
Performance Class (Each semester/Duration of residence)	
MUP 099 Performance Class	0

MUSIC: VOCAL AND CHORAL

Teaching Field (48)

Must include an academic major of at least 32 semester hours with a minimum of 19 hours at the upper division.

(List all courses required for the teaching field.)

Music Core (30)	
MUS 131-132 Music Theory I and II	6
MUS 134-135 Keyboard I and II	2
MUS 137-138 Sight-Singing and Ear-Training I and II	2
MUS 231-232 Music Theory III and IV	6
MUS 237-238 Sight-Singing and Ear-Training III and IV	2
MUS 320-321 Music History	6
MUS 431 Form and Analysis	3
MUS 474 Conducting	2
MUS 475 Advanced Conducting	1
Music Major/Choral Emphasis (5)	
MUE 223 Voice Class	1
MUP 478 Choral Arrangement	1
MUE 348, 351, or 354 Pedagogy	1
MUE 314-315 Diction (Voice Majors)	2
MUS 323/ MUS 471 (Keyboard Majors)	2
MUP 490 Recital BME	1
Applied Music (14+)	
100, 200, 300 Level - two (2) semester minimum each	6
400 Level - one (1) semester minimum	1
MUP 071, 072, 073, or 074	7+
Performance Class (Each semester/Duration of residence)	
MUP 099 Performance Class	0

COLLEGE OF ARTS AND SCIENCES

DR. THELMA C. IVERY, DEAN

The College of Arts and Sciences consists of eight departments: Biological Sciences, Communications, History and Political Science, Languages and Literatures, Mathematics and Computer Science, Physical Sciences, Social Work, Sociology and Criminal Justice.

Department	Majors	Minors
I. Biological Sciences	Biology	Biology
II. Communications	Communications Concentrations in Print Journalism Public Relations Radio and Television Communication Studies Recording Industry Recording Technology	Print Journalism Public Relations Radio and Television Communication Studies Recording Industry Recording Technology
III. History and Political Science	History Political Science	African-American Studies History Geography Legal Studies Political Science Public Administration
IV. Languages and Literatures	English	English French Spanish
V. Mathematics and Computer Science	Computer Science Mathematics	Computer Science Mathematics
VI. Physical Sciences	Chemistry	Chemistry
VII. Social Work	Social Work	Social Welfare
VIII. Sociology and Criminal Justice	Criminal Justice Concentrations in Corrections Law Enforcement Juvenile Justice Sociology	Criminal Justice Gerontology Sociology

The College of Arts and Sciences offers programs leading to the Bachelor of Arts degree in Communications, English, History, Political Science, and Sociology; the Bachelor of Science degree in Biology, Computer Science, Chemistry, Criminal Justice, and Mathematics; and the Bachelor of Social Work. The Department of Mathematics and Computer Science, in collaboration with Auburn University, offers the dual degree in Mathematics and Engineering. Also, a dual degree in Mathematics and Engineering is offered in collaboration with the University of Alabama in Birmingham. Curricula leading to the Bachelor of Science degree with teacher certification are available in Biology, Chemistry, English, History, Mathematics, and Political Science. The university also offers comprehensive programs with teacher certification in Language Arts, Science, and Social Science at the middle school and secondary levels. For teacher certification requirements, see the curricula listed under the College of Education in this catalog.

PURPOSE AND OBJECTIVES

On the undergraduate level, the aim of the College of Arts and Sciences is to offer students a broad liberal education as well as the opportunity to acquire in-depth knowledge in a particular academic subject which they choose as a major. The college's general offerings help all students acquire the understanding and insight they need to lead meaningful lives as educated persons. Its specialized offerings aim to help students achieve professional competence and a full awareness of the intellectual issues that dominate scholarship in their field of study. The college's goal is to prepare students for entry into graduate or professional schools or for direct entry into those professions that require only a baccalaureate education.

To carry out its academic programs, the college is divided administratively into 8 departments, each headed by a chair. Some departments offer several distinct majors and programs. In addition, programs and activities that transcend departmental lines are headed by directors or committees that report to the dean. General administrative oversight of the college is the responsibility of the dean of the college, whose duties are performed under the supervision of the vice president for academic affairs.

BIOMEDICAL RESEARCH AND TRAINING PROGRAMS

Dr. Sharee Singh, Director

The Biomedical Research and Training programs at Alabama State University are highly competitive, multidisciplinary honors programs. These programs are designed to:

1. Prepare student participants for careers in biomedical research.
2. Prepare and facilitate the entry of Alabama State University graduates into the nation's top quality graduate, health and allied health professions schools.
3. Provide research opportunities for its faculty and students.
4. Develop and strengthen the biomedical science capabilities of the institution.

START PROGRAM (Pre-MARC)

The Student Training Access to Research Technique (START) Program seeks to identify freshman and sophomore Biology/Chemistry students with MARC potential. Students will be placed under the peer mentorship of a junior/senior MARC scholar and a faculty member for developmental support and guidance.

START includes the following program activities:

1. Follow MARC Honors curriculum (see MARC U*Star program)
2. Conduct on-campus research

3. Attend Honors seminars (Fall and Spring)
4. Receive personalized academic advisement
5. Mentorship through “Buddy” support system
6. Active involvement in BioMed Club
7. Participate in tutorial programs in gatekeeping courses
8. Give oral/poster presentation at COAS Research Symposium

A student applying to the START program must be a freshman/sophomore majoring in Biology or Chemistry; have a minimum GPA of 3.25 on a scale of 4.0; have an ACT or SAT score of 24 or 980, respectively; have two letters of recommendation from high school science teachers; and demonstrate an interest in biomedical research. The application deadline is the **third Friday in September**.

MARC U*STAR PROGRAM

The Minority Access to Research Career Undergraduate Student Training and Academic Research (MARC U*STAR) Program includes the following activities:

1. Honors program for biology and chemistry majors with emphasis on research by undergraduate students
2. Interdepartmental Honors seminar series
3. Summer research internships at major research institutions in the United States
4. Presentation of research at national scientific meetings
5. Stipend of \$9,732.00 per year for juniors and seniors

Selection to the MARC program is based on academic standing (minimum GPA of 3.25), interest in pursuing graduate work in the biomedical sciences, faculty recommendations and personal interviews. Application, transcript, and three letters of recommendation should be submitted to the Program office by the **last Friday in February** of the sophomore year.

MBRS-SCORE PROGRAM

The purpose of the MBRS Support of Continuous Research Excellence (SCORE) program is to assist biomedical research faculty at minority-serving institutions to develop competitive research programs, and to increase the number of underrepresented minorities professionally engaged in biomedical research.

BioMed SCIENCE CLUB

The BioMed Science Club is the official preprofessional student organization for Alabama State University science majors. The BioMed Club fosters academic growth, promotes solidarity among students and serves a social function for science majors. Membership is open to participants in the Biomedical Research and Training programs and students majoring in sciences.

The club sponsors recruiting visits by various organizations, informal discussions on current topics, dissemination of information on preprofessional opportunities, field trips, social events, and a tutoring service to students.

BETA KAPPA CHI NATIONAL SCIENTIFIC HONOR SOCIETY (BKX)

Alabama State University first established its chapter for the Beta Kappa Chi (BKX) National Scientific Honor Society between 1946-1950. Today, the university's chapter is designated as the Alpha Epsilon chapter. The BKX National Scientific Honor Society draws its

members from diverse curricula across the Alabama State University campus. The national society recognizes excellence in the areas of biology, chemistry, physics, mathematics, geology, anthropology, and clinical and experimental psychology. Members of the Society frequently donate time and resources to the campus community and to the community at large by serving as tutors at middle schools, and speaking to middle school and high school students.

USA-BEAR PROGRAM

ASU participates in a consortium arrangement with the University of South Alabama (USA). The Biomedical Enrichment and Recruitment (BEAR) program is operated by the USA and is designed to assess and improve the ability of minority students to perform successfully in medical school.

Students enrolled at ASU are identified and selected during the sophomore year and are offered an eight-week program of intensive preparation during the summer at the USA campus in Mobile. Students who complete two consecutive summers in the program and maintain a certain percentile average are offered a guaranteed acceptance into the medical school at the USA. Students entering the program are expected to be first time sophomores; have at least a 3.0 grade point average; have an ACT score higher than 20; have had at least 8 hours of Biology, 8 hours of Chemistry, and 8 hours of Math to include Calculus. Physics and/or Organic Chemistry courses are also a preferred plus. First consideration is given to underrepresented Alabama residents. The application deadline is **March 1st**.

MARC U* STAR HONORS CURRICULUM (Leading to the Bachelor of Science Degree in Biology)

Core Curriculum I - IV (See page 60).....	44
Biology majors must choose the following core courses:	
BIO 127 General Biology.....	4
BIO 128 General Biology.....	4
MAT 165 Precalculus Trigonometry.....	5
Preprofessional, Major and Elective Courses	23
MAT 265 Calculus and Analytical Geometry.....	4
CHE 141 General College Chemistry I.....	4
CHE 142 General College Chemistry II.....	4
PHY 206 College Physics I.....	4
PHY 207 College Physics II.....	4
Choose one of the following courses:	
CIS 205 Introduction to Computer Information Systems.....	3
CSC 210 Introduction to Computer Science.....	3
Required Major Courses	41
BIO 240 General Zoology.....	4
BIO 241 General Botany.....	4
BIO 301 Principles of Scientific Integrity.....	1
BIO 310 Ecology.....	3
BIO 320 Human Physiology.....	4
BIO 323 General Microbiology.....	4
BIO 337 Cell Biology.....	4
BIO 340 Biostatistics.....	3
BIO 350 Biological Techniques and Instrumentation.....	4
BIO 420 Molecular Biology and Genetics.....	4

BIO 425 Immunology.....	3
BIO 450 Seminar in Biology	1
BIO 460 Senior Honors Research.....	2
Required Support Courses	14
CHE 211 Organic Chemistry I.....	5
CHE 212 Organic Chemistry II.....	5
CHE 421 Biochemistry.....	4
TOTAL SEMESTER HOUR REQUIREMENTS	122

MARC U* STAR HONORS CURRICULUM
(Leading to the Bachelor of Science Degree in Chemistry)

Core Curriculum I - IV (See page 60).....	43
Chemistry majors must choose the following core courses:	
CHE 141 General College Chemistry I.....	4
CHE 142 General College Chemistry II.....	4
MAT 265 Calculus and Analytical Geometry.....	4
Preprofessional, Major and Elective Courses	19
BIO 127 General Biology.....	4
BIO 128 General Biology.....	4
PHY 210 General Physics I.....	4
PHY 211 General Physics II.....	4
Choose one of the following courses:	
CIS 205 Introduction to Computer Information Systems.....	3
CSC 210 Introduction to Computer Science.....	3
Required Major Courses	34
CHE 211 Organic Chemistry I.....	5
CHE 212 Organic Chemistry II.....	5
CHE 321 Physical Chemistry I.....	4
CHE 322 Physical Chemistry II.....	4
CHE 342 Quantitative Analysis.....	4
CHE 343 Instrumental Analysis.....	4
CHE 418 Chemistry Seminar.....	1
CHE 421 Biochemistry.....	2
CHE 431 Senior Honors Research.....	2
Major Course Electives	4
Majors may choose any 300-400 level biology courses.	
Required Support Courses	16
MAT 266 Calculus and Analytical Geometry II.....	4
MAT 267 Calculus and Analytical Geometry III.....	4
MAT 375 Differential Equations.....	3
BIO 301 Principles of Scientific Integrity.....	1
BIO 350 Biological Techniques and Instrumentation.....	4
General Electives	6

TOTAL SEMESTER HOUR REQUIREMENTS 122
DEPARTMENT OF BIOLOGICAL SCIENCES

**Dr. Sharee Singh, Chairperson; Dr. Eddie Moore,
 Dr. Audrey Napier, Dr. Dorothy B. Payne, Dr. Boakai Robertson,
 Dr. Alfred Smith, Dr. Lula B. Smith, Dr. Robert Villafane,
 Dr. Kennedy S. Wekesa, and Dr. Hongzhuan Wu**

OBJECTIVES

The Department of Biological Sciences provides educative experiences which allow the students to learn and develop an understanding of contemporary basic biological principles and concepts. The department strives to assist students in integrating biological methods and data in the total educational process and to stimulate and prepare them for competent service in their preferred careers in scientific research, teaching, industry or in the health-related fields. Faculty members work to inspire students to obtain the best background for subsequent advanced training in graduate or professional schools. At the same time, the department encourages both its faculty and students to pursue research in their respective areas.

MAJORS AND MINORS

The department offers the Bachelor of Science degree in biology and marine biology. A minor is offered in biology. The department cooperates with the College of Education to offer programs of study leading to teacher certification in biology education and general science education. Biology majors are required to complete the Senior Comprehensive Examination in Biology before they can be recommended for graduation.

BIOLOGY CURRICULUM
(Leading to the Bachelor of Science Degree in Biology)

Core Curriculum I - IV (See page 60).....	44
Biology majors must choose the following core courses:	
BIO 127 General Biology.....	4
BIO 128 General Biology.....	4
MAT 165 Precalculus Trigonometry	5
Preprofessional, Major and Elective Courses	19
CHE 141 General College Chemistry I.....	4
CHE 142 General College Chemistry II.....	4
PHY 206 College Physics I.....	4
PHY 207 College Physics II.....	4
Choose one of the following courses:	
CIS 205 Introduction to Computer Information Systems.....	3
CSC 210 Introduction to Computer Science	3
Required Major Courses	31
BIO 240 General Zoology.....	4
BIO 241 General Botany	4
BIO 305 Population Biology and Evolution.....	3
BIO 310 Ecology.....	3
BIO 320 Human Physiology	4

BIO 337 Cell Biology	4
BIO 350 Biological Techniques and Instrumentation	4
BIO 420 Molecular Biology and Genetics.....	4
BIO 450 Seminar in Biology	1
Major Course Electives	12
Majors may choose any 300-400 level biology courses.	
Required Support Courses	10
CHE 211 Organic Chemistry I	5
CHE 212 Organic Chemistry II	5
General Electives	6
TOTAL SEMESTER HOUR REQUIREMENTS	122

**BIOLOGY CURRICULUM
PRE-HEALTH PROFESSIONAL SEQUENCE
(Leading to the Bachelor of Science Degree in Biology)**

Core Curriculum I - IV (See page 60).....	44
Biology majors must choose the following core courses:	
BIO 127 General Biology.....	4
BIO 128 General Biology.....	4
MAT 165 Precalculus Trigonometry	5
Preprofessional, Major and Elective Courses	23
CHE 141 General College Chemistry I.....	4
CHE 142 General College Chemistry II.....	4
MAT 265 Calculus and Analytical Geometry I.....	4
PHY 206 College Physics I.....	4
PHY 207 College Physics II.....	4
Choose one of the following courses:	
CIS 205 Introduction to Computer Information Systems.....	3
CSC 210 Introduction to Computer Science	3
Required Major Courses	41
BIO 200 Introduction to Health Professions	1
BIO 240 General Zoology	4
BIO 241 General Botany	4
BIO 319 Human Anatomy.....	4
BIO 320 Human Physiology	4
BIO 323 General Microbiology	4
BIO 337 Cell Biology	4
BIO 350 Biological Techniques and Instrumentation	4
BIO 420 Molecular Biology and Genetics.....	4
BIO 421 Animal Histology.....	4
BIO 425 Immunology.....	3
BIO 450 Seminar in Biology	1
Required Support Courses	14
CHE 211 Organic Chemistry I	5

CHE 212 Organic Chemistry II	5
CHE 421 Biochemistry.....	4

TOTAL SEMESTER HOUR REQUIREMENTS 122

**MARINE BIOLOGY CONCENTRATION
(Leading to the Bachelor of Science Degree in Biology)**

Alabama State University, through affiliation with the Marine and Environmental Sciences Consortium, offers a major in Marine Biology designed for those students interested in this area. Students pursuing this program are required to complete the general college requirements and a minimum of 16 semester hours of Marine Science courses. The courses in Marine Biology are offered only at Dauphin Island Sea Laboratory, located on Dauphin Island, Alabama.

Core Curriculum I - IV (See Page 60) 44

Marine Biology majors must choose the following core courses:

BIO 127 General Biology.....	4
BIO 128 General Biology.....	4
MAT 165 Precalculus Trigonometry	5

Preprofessional, Major and Elective Courses 19

CHE 141 General College Chemistry I.....	4
CHE 142 General College Chemistry II.....	4
PHY 206 College Physics I.....	4
PHY 207 College Physics II.....	4

Choose one of the following courses:

CIS 205 Introduction to Computer Information Systems.....	3
CSC 210 Introduction to Computer Science	3

Required Major Courses 39

BIO 240 General Zoology.....	4
BIO 241 General Botany	4
BIO 305 Population Biology and Evolution.....	3
BIO 310 Ecology.....	3
BIO 323 Microbiology	4
BIO 337 Cell Biology	4
BIO 350 Biological Techniques and Instrumentation	4
BIO 420 Molecular Biology and Genetics.....	4
BIO 433 Marine Biology.....	4
BIO 438 Marine Ecology.....	4
BIO 450 Seminar in Biology	1

Required Support Courses 14

CHE 211 Organic Chemistry I	5
CHE 212 Organic Chemistry II	5
CHE 421 Biochemistry.....	4

Marine Biology Electives..... 8

TOTAL SEMESTER HOUR REQUIREMENTS 124

REQUIREMENTS FOR A MINOR IN BIOLOGY

A minimum of 19 semester hours is required for a minor in Biology.

Recommended Courses:..... 15

BIO 240 General Zoology.....4

BIO 310 Ecology.....3

BIO 337 Cell Biology.....4

BIO 350 Biological Techniques and Instrumentation.....4

Biology Electives:.....4

TOTAL SEMESTER HOUR REQUIREMENTS..... 19

Note: Courses other than the recommended Biology minor courses must be approved by the chair of the Department of Biological Sciences and/or dean of the College of Arts and Sciences.

MICROBIOLOGY CURRICULUM
(Leading to the Bachelor of Science Degree in Biology)

Core Curriculum I - IV (See Page 60)..... 44

Biology majors must choose the following core courses:

BIO 127 General Biology.....4

BIO 128 General Biology.....4

MAT 165 Precalculus Trigonometry.....5

Preprofessional, Major Courses..... 23

MAT 265 Calculus and Analytic Geometry I.....4

CHE 141 General College Chemistry I.....4

CHE 142 General College Chemistry II.....4

PHY 206 College Physics I.....4

PHY 207 College Physics II.....4

Choose one of the following courses:

CIS 205 Introduction to Computer Information Systems.....3

CSC210 Introduction to Computer Science.....3

Required Major Courses..... 41

BIO 240 General Zoology.....4

BIO 241 General Botany.....4

BIO 305 Population Biology and Evolution.....3

BIO 310 Ecology.....3

BIO 320 Human Physiology.....4

BIO 323 General Microbiology.....4

BIO 337 Cell Biology.....4

BIO 340 Biostatistics.....3

BIO 350 Biological Techniques and Instrumentation.....4

BIO 420 Molecular Biology and Genetics.....4

BIO 450 Seminar in Biology.....1

Choose one of the following courses:

BIO 424 Principles of Virology.....3

BIO 425 Immunology.....3

BIO 427 Environmental Microbiology.....3

BIO 429 Medical Microbiology.....3

Required Support Courses	14
CHE 211 Organic Chemistry I	5
CHE 212 Organic Chemistry II	5
CHE 421 Biochemistry.....	4
TOTAL SEMESTER HOUR REQUIREMENTS	122

DEPARTMENT OF COMMUNICATIONS

**Dr. Ayoleke David Okeowo, Chairperson; Dr. William Ashbourne,
Kim Baker, Dr. Tracy V. Banks, Dr. L. Simone Byrd,
Dr. E-K. Daufin, Coke Ellington, Dr. Richard Emanuel,
Jonathan Himsel, Dr. Carlos Morrison,
Dr. Phillip Terrell, Mary Williams**

OBJECTIVES

Building upon a broad liberal arts core curriculum, the Department of Communications offers curricula designed to provide students with an understanding of communication models and theories, skills for effective communication and the ability to apply modern information technologies for various modes of communication. The ultimate aim of the department is to prepare students for graduate and professional study in communication and related fields and for career opportunities in areas such as marketing, personnel management, programming, public relations, news reporting and packaging print, broadcast, speech and other communication materials for business, governmental, educational and other organizations.

MAJORS AND MINORS

The department offers programs of study leading to the Bachelor of Arts degree in Communications. Students majoring in Communications may concentrate in print journalism, public relations, radio and television, or speech communication. Minor programs are offered in print journalism, public relations, radio and television, and speech communication.

THE COMMUNICATIONS PROGRAM

Students who chose to concentrate in print journalism, public relations and radio and television are required to meet the following requirements:

1. Only students who have earned a "B" average in core English composition courses in University College will be considered for admission to the program.
2. Students admitted into the program must earn a grade of "C" in all major and minor courses.
3. Students must maintain a GPA of 2.0 or above throughout their tenure in the program. A student whose GPA falls below 2.0 will be advised to pursue another major.
4. Typing ability (40 wpm minimum) is a prerequisite for all writing courses offered in the major.
5. Students are prohibited from selecting both a major and a minor from among the areas of concentrations in *Communications Media*.
6. Students must complete a senior comprehensive performance evaluation to qualify for graduation.

Additionally, students majoring in Communications must demonstrate mastery of a set of general degree competencies and area of concentration competencies. These competencies are as follows:

General Degree Competencies

1. Demonstrate both a basic understanding of the impact of mass media (i.e., television, radio, newspapers and magazines) on individuals and society and an advanced understanding of the social, political, economic and cultural spheres which affect mass communication processes.
2. Demonstrate a general knowledge and understanding of mass media law and how statutes and regulations governing the press affect the specific media of radio, television and print.
3. Develop professional skills relative to specific area of concentration through participation in practicum and internship in related media agencies and sites both on and off campus.
4. Approach the task of communicating in their personal and professional lives with confidence and competence in critical thinking, listening and analysis, group discussion, oral interpretation, speechmaking, speech writing and speech coaching.

Scholarship

A \$3,000 scholarship is awarded annually by the National Black Programmers Coalition to a deserving junior or senior student with at least a 3.0 grade point average.

Print Journalism Students Must Be Able To:

1. Report, write and edit news stories for publication in newspapers
2. Operate a 35mm camera
3. Process, print and finish black and white photographs
4. Prepare copy for publication and package copy in proper design and layout
5. Write effective and persuasive editorials based on research, logic and reasoning
6. Research and write creative feature articles for newspapers and magazines
7. Report on city and county government affairs
8. Develop proficiency in the use of the internet in journalism practice

Public Relations Students Must Be Able To:

1. Report, write and edit news stories for publication in newspapers
2. Operate a 35mm camera
3. Process, print and finish black and white photographs
4. Prepare copy for publication and package copy in proper design and layout
5. Understand theories, principles, practices and fundamentals of public relations
6. Develop and distribute news releases, newsletters and other in-house publications
7. Develop marketing, survey and research techniques as part of the public relations campaign
8. Develop approaches and strategies for solving public relations problems
9. Develop proficiency in the use of the internet in public relations practice

Radio and Television Students Must Be Able To:

1. Report, write and produce packages and newscasts for radio and television
2. Demonstrate familiarity with current news events and issues
3. Demonstrate effective announcing skills for radio and television
4. Operate studio and field equipment
5. Script, produce and direct programs for radio and television
6. Develop problem-solving strategies for programming, scheduling and audience researching for effective broadcast management and station operation

7. Develop proficiency in the use of the internet in broadcast journalism practice

Communication Studies Students Must Be Able To:

1. Understand the application of speech-making as a political and intellectual force in American history
2. Apply the principles of discussion methods, group leaderships, and argumentation and debate when making informed decisions
3. Analyze various genres of communication, using appropriate models and theories of rhetorical criticism
4. Analyze and orally interpret poetry, drama and other genre of literature in order to communicate both text and context to a specific audience
5. Encounter interpersonal situations with knowledge, equanimity and communication competence
6. Write, deliver, interpret and critically analyze text in various communication genres
7. Apply effective communication methods and techniques in research, critical thinking and listening, and evaluation of rhetorical acts

Recording Industry Students Must Be Able To:

1. Plan and cost out a concert tour for a major and/or independent musical entity
2. Interpret the essential provisions of the commonly used contractual agreements used within the recording industry in order to advise clients
3. Understand and apply the essential components of a music, recording, artist, management and publishing contracts and the impact on clients
4. Implement the methods used by the artist representatives in furthering the career of a recording artist
5. Understand and apply the requirements of authorship for copyright, know the rights of copyright, know the difference between the rights of copyright for musical compositions and sound recordings
6. Construct a business plan for a music-related business.
7. Construct a marketing plan for a major or independent label artist.

Recording Technology Students Must Be Able To:

1. Perform and sequence synthetic audio (MIDI) - in various pop music genres - on a Piano Keyboard Controller
2. Demonstrate competence in the standard operations of professional format analog recording equipment
3. Demonstrate competence in all operations of a Digital Audio Workstation (DAW), Digital Plug-ins and Virtual Instruments
4. Operate professional-format pop-concert sound reinforcement equipment
5. Compose, arrange, record and produce pop music; and
6. Develop career strategies to successfully compete in either the recording or live sound sector of the music industry

**WVAS: EDUCATIONAL RADIO STATION
90.7 FM**

The university's radio station, WVAS, serves as a professional laboratory for students majoring in Communications Media with a specialization in radio and television.

**COMMUNICATIONS MEDIA CURRICULUM
(Leading to the Bachelor of Arts Degree in Communications Media)**

Core Curriculum I - IV (See page 60).....42

Preprofessional, Major and Elective Courses.....21

- CMM 211 Introduction to Mass Communications.....3
- CMM 212 Beginning Newswriting.....3
- CIS 205 Introduction to Computer Information Systems.....3
- or
- CIS 210 Introduction to Computer Systems.....3
- CMS 200 Voice and Diction.....3
- Restricted Electives.....9

 Restricted electives must be chosen in consultation with major adviser.

Major Field Requirements.....33-36

Select one area of concentration from the following:

Print Journalism (33)

- CMM 213 Basic Photography.....3
- CMM 313 Copy Editing.....3
- CMM 327 Feature Editorial Writing.....3
- CMM 330 Ethical Issues in Mass Media.....3
- CMM 344 Opinion Writing.....3
- CMM 402 Law of Communication.....3
- CMM 404 Mass Media and Society.....3
- CMM 418 Public Affairs Reporting.....3
- CMM 423 Practicum.....1
- CMM 424 Internship.....2-6
- Elective Courses (Choose two upper-division CMM courses).....6

Public Relations (33)

- CMM 213 Basic Photography.....3
- CMM 310 Introduction to Public Relations.....3
- CMM 313 Copy Editing.....3
- CMM 320 Writing for Public Relations.....3
- CMM 321 Advertising Skills for Public Relations Practice.....3
- CMM 330 Ethical Issues in Mass Media.....3
- CMM 400 Public Relations for Problem Solving and Applications.....3
- CMM 402 Law of Communication.....3
- CMM 404 Mass Media and Society.....3
- CMM 420 Case Studies in Public Relations.....3
- CMM 423 Practicum.....1
- CMM 424 Internship.....2-6

Radio/Television (36)

- CMM 215 Television Production Skills.....3
- CMM 244 Radio and Television Newswriting.....3
- CMM 323 Radio and Television Announcing.....3
- CMM 324 Radio Programming and Production.....3
- CMM 330 Ethical Issues in Mass Media.....3
- CMM 402 Law of Communication.....3
- CMM 404 Mass Media and Society.....3
- CMM 408 Electronic Newsgathering.....3
- CMM 414 Advanced Broadcast News Reporting and Production.....3
- CMM 415 Broadcast Station Management.....3
- CMM 423 Practicum.....1
- CMM 424 Internship.....2-6

CMM 425 Advanced Television Production.....3
Communication Studies (33)
 CMS 208 Introduction to Human Communication3
 CMS 210 Interpersonal Communication.....3
 CMS 325 Small Group Communication.....3
 CMS 340 Theories of Persuasion.....3
 CMS 425 Rhetorical Theory and Criticism3
 CMS 490 Communication Studies Internship.....3
 CMM 330 Ethical Issues in Mass Media3
 CMM 402 Law of Communication3
 CMM 404 Mass Media and Society.....3
 Communication Studies Elective6

Recording Industry (30)

CRT 310 Survey of American Popular Music.....3
 CRI 241 Survey of the Recording Industry.....3
 CRI 350 Artist Representation.....3
 CRI 360 Marketing and Branch Sales in the Recording Industry.....3
 CRI 361 Public Relations in the Recording Industry3
 CRI 370 Legal Aspects of the Recording Industry3
 CRI 371 Copyright Law3
 CRI 396 Talent Agency and Concert Promotion3
 CRI 450 Entrepreneurship for Recording Industry3
 CRI 497 Senior Seminar in Recording Industry3

Recording Technology (30)

CRT 245 Advanced Recording for Audio Engineers.....3
 CRT 223 Musicianship for Audio Engineers.....3
 CRT 324 Advanced Musicianship for Audio Engineers.....3
 CRT 244 Basic Recording for Audio Engineers3
 CRT 338 Digital Audio Workstation (DAW) Theory and Applications3
 CRT 339 Audio Production.....3
 CRI 241 Survey of the Recording Industry.....3
 CRT 342 Songwriting.....3
 CRT 343 Arranging.....3
 CRT 397 Sound Reinforcement2
 CRT 499 Senior CD Project1

Minor Elective Courses..... 18

CRI students will take CMM 330, CMM 404, CMM 423 and CMM 424 and CRI 496 as part of this requirement; CRT students will take CMM 402, CMM 404, CMM 330, CMM 423, CMM 424, CRT 242, CRT 310, CRT 415 and CRT 416 as part of this requirement.

Foreign Language 6

Choose one language, either French or Spanish.

TOTAL SEMESTER HOUR REQUIREMENTS 120-123

PRINT JOURNALISM MINOR

Eighteen hours are required for a minor in Print Journalism.

Required Courses: 18

CMM 211 Introduction to Mass Communications.....3
 CMM 212 Beginning Newswriting.....3

CMM 313 Copy Editing.....	3
CMM 327 Feature Writing	3
CMM 418 Public Affairs Reporting	3
CMM 430 Introduction to Communications Research Methods.....	3

TOTAL SEMESTER HOUR REQUIREMENTS 18

PUBLIC RELATIONS MINOR

Twenty-one hours are required for a minor in Public Relations.

Required Courses:	21
CMM 211 Introduction to Mass Communications.....	3
CMM 212 Beginning Newswriting.....	3
CMM 310 Introduction to Public Relations	3
CMM 313 Copy Editing.....	3
CMM 320 Writing for Public Relations.....	3
CMM 321 Advertising Skills for Public Relations Practice	3
CMM 430 Introduction to Communications Research Methods.....	3

TOTAL SEMESTER HOUR REQUIREMENTS 21

RADIO/TELEVISION MINOR

Eighteen hours are required for a minor in Radio/Television.

Required Courses:	18
CMM 211 Introduction to Mass Communications.....	3
CMM 212 Beginning Newswriting.....	3
CMM 244 Radio and Television Newswriting.....	3
CMM 215 Television Production Skills	3
or	
CMM 324 Radio Programming and Production.....	3
CMM 323 Radio and Television Announcing	3
CMM 408 Electronic Newsgathering	3

TOTAL SEMESTER HOUR REQUIREMENTS 18

COMMUNICATION STUDIES MINOR

Eighteen hours are required for a minor in speech communication. Twelve hours must come from the required major courses and six hours must come from the major course electives.

Required Courses:	18
Major Courses	12
Major Course Electives.....	6

TOTAL SEMESTER HOUR REQUIREMENTS 18

RECORDING INDUSTRY MINOR

Eighteen hours are required for a minor in Recording Industry.

Required Courses:	18
CMM 211 Introduction to Mass Communications.....	3

CRI 241 Recording Industry Survey	3
CRI 350 Artist Representation	3
CRI 370 Legal Aspects of the Recording Industry	3
CRI 371 Copyright Law	3
CRI 396 Talent Agency and Concert Promotion	3

TOTAL SEMESTER HOUR REQUIREMENTS 18

RECORDING TECHNOLOGY MINOR

Eighteen hours are required for a minor in Recording Technology.

Required Courses:	18
CMM 211 Introduction to Mass Communications.....	3
CRT 223 Musicianship for Audio Engineers.....	3
CRT 244 Basic Recording for Audio Engineers	3
CRT 245 Advanced Recording for Audio Engineers.....	3
CRT 324 Advanced Musicianship for Audio Engineers.....	3
CRT 338 DAW Theory and Applications	3
CRT 339 Audio Production.....	3

TOTAL SEMESTER HOUR REQUIREMENTS 18

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

**Dr. Dorothy A. Autrey, Chairperson; Dr. William Dowdy,
Dr. Bertis English, Dr. Paul Erhunmwunsee, Dr. William Harper,
Dr. Sharron Y. Herron, Dr. Byrdie Larkin and Dr. Howard Robinson**

OBJECTIVES

The Department of History and Political Science provides curricula designed to prepare students to achieve their academic, professional and career goals. Students are afforded an opportunity to gain an appreciation and understanding of civilization from the study of history, geography, and political behavior, processes, structures and institutions. The major thrust of the department is student-centered, interactive instruction complemented by research and service to the community. The department provides supportive courses of the highest quality for the university's general studies, teacher education and other academic programs.

MAJORS AND MINORS

The department offers Bachelor of Arts degrees in History and Political Science. Minor programs are offered in African-American Studies, Geography, History, Legal Studies, Political Science and Public Administration. The department cooperates with the College of Education to offer programs of study leading to the Bachelor of Science degree with teacher certification in History and Social Science.

HISTORY PROGRAM

The program of study in history is designed to provide students with an understanding of the major historical periods, events and personalities, and the methodological approaches and techniques employed by historians to discover, organize and present historical facts.

The bachelor's degree program in history prepares students for graduate study in history and related disciplines and for career opportunities in teaching and public service. All majors are required to complete the Senior Comprehensive Examination in history before they can be recommended for graduation.

**HISTORY CURRICULUM
(Leading to the Bachelor of Arts Degree)**

Core Curriculum I - IV (See page 60).....42
History majors must take the World History course sequence (HIS 131 - 132).

Preprofessional, Major and Elective Courses21
 SPE 205 Public Speaking.....3
 POS 207 American Government.....3
 CIS 205 Computer Information Systems.....3
 or
 CSC 210 Introduction to Computer Science3
 HIS 251 History of the United States I3
 HIS 252 History of the United States II3
 ENG 303 Advanced Grammar
 or
 ENG 318 Advanced Composition.....3
 Geography Elective3

Required Major Courses6
 HIS 350 African-American History to 1877.....3
 HIS 400 Historiography.....3

Major Course Electives18
 Select 18 hours from the courses listed below.
 HIS 303 Ancient History3
 HIS 319 African History: Ancient History to 1945.....3
 HIS 321 History of England I.....3
 HIS 322 History of England II.....3
 HIS 330 History of Latin America3
 HIS 360 Medieval History.....3
 HIS 402 Slavery and the Abolitionist Movement3
 HIS 404 The Civil Rights Movement and the Black Power Revolt.....3
 HIS 415 Renaissance and Reformation3
 HIS 419 Europe Since 1815.....3
 HIS 425 Russian History: 1917 to 19913
 HIS 450 African-American Search for Identity.....3
 HIS 452 The Colonial Period in American History3
 HIS 460 Civil War and Reconstruction.....3
 HIS 470 Twentieth Century United States History to 1945.....3
 HIS 471 Twentieth Century United States History after 1945.....3
 HIS 480 Economic History of the United States.....3
 HIS 485 History Internship.....1-3
 HIS 490 History of Alabama and the South3

Minor Courses18

Foreign Language12
 Majors are required to complete 12 hours of a single foreign language.

General Electives.....3
TOTAL SEMESTER HOUR REQUIREMENTS..... **120**

HISTORY MINOR

Eighteen hours are required for a minor in History.

Required Courses: 12
 HIS 251 History of the United States I 3
 HIS 252 History of the United States II 3
 HIS 350 African-American History to 1877
 or
 HIS 450 African-American Search for Identity..... 3
 HIS 415 Renaissance and Reformation
 or
 HIS 419 Europe Since 1815 3

Electives: 6

Select six hours from the courses listed below.

HIS 303 Ancient History 3
 HIS 319 African History: Ancient History to 1945..... 3
 HIS 321 History of England I 3
 HIS 322 History of England II 3
 HIS 330 History of Latin America 3
 HIS 360 Medieval History 3
 HIS 400 Historiography..... 3
 HIS 402 Slavery and the Abolitionist Movement 3
 HIS 404 The Civil Rights Movement and the Black Power Revolt..... 3
 HIS 425 Russian History: 1917 to 1991 3
 HIS 460 Civil War and Reconstruction 3
 HIS 470 Twentieth Century United States History to 1945 3
 HIS 471 Twentieth Century United States History after 1945 3
 HIS 480 Economic History of the United States..... 3
 HIS 485 History Internship..... 1-3
 HIS 490 History of Alabama and the South 3

TOTAL SEMESTER HOUR REQUIREMENTS..... **18**

POLITICAL SCIENCE PROGRAM

The program of study in political science concentrates on institutions, behavior, processes and doctrines in governmental and authoritative settings. It provides students with an understanding of governmental institutions and processes. The bachelor's degree in Political Science prepares students for graduate study in political science and public administration. The program also prepares students for law school and careers in law. Political Science is an excellent field of study for students interested in career opportunities in public service, teaching, law, law enforcement and foreign service. All majors are required to complete the Senior Comprehensive Examination in political science before they can be recommended for graduation.

**POLITICAL SCIENCE CURRICULUM
(Leading to the Bachelor of Arts Degree)**

Core Curriculum I - IV (See page 60).....	42
Preprofessional, Major and Elective Courses	21
SOC 110 Introduction to Sociology	3
POS 207 American Government	3
POS 218 State and Local Government	3
ENG 218 Intermediate Composition	3
PSY 251 General Psychology	3
HIS 251 History of the United States I	3
HIS 252 History of the United States II	3
Required Support Courses	6
SOC 222 Computer Applications in the Social Sciences	3
SPE 205 Public Speaking	3
Required Major Courses	21
POS 300 Statistics for Political Science	3
POS 308 Comparative Political Systems	3
POS 309 Scope and Methods in Political Science	3
POS 311 American Foreign Policy	3
POS 401 Ancient and Medieval Political Thought or	
POS 402 Early Modern Political Thought or	
POS 403 Contemporary Political Ideologies	3
POS 407 American Constitutional Law I or	
POS 408 American Constitutional Law II	3
POS 430 Seminar in Political Science	3
Major Course Electives	9
Select 9 hours from the courses listed below.	
POS 220 American Political Parties	3
POS 310 Politics in Developing Nations	3
POS 312 Blacks in the American Political System	3
POS 313 African Political Systems	3
POS 314 International Relations	3
POS 320 Introduction to Public Administration	3
POS 321 Principles of Public Administration	3
POS 322 Introduction to Public Policy	3
POS 323 Introduction to Planning	3
POS 324 Public Personnel Administration	3
POS 325 Public Law	3
POS 326 Public Budgeting and Management	3
POS 404 The American Legal System	3
POS 410 Urban Politics and Administration	3
POS 420 International Law	3
POS 430 Seminar in Political Science	3
POS 480 Political Science Internship	3
Minor Courses	18

Foreign Language6
 Majors are required to complete 6 hours of a single foreign language.

TOTAL SEMESTER HOUR REQUIREMENTS 123

POLITICAL SCIENCE MINOR

Eighteen hours are required for a minor in political science.

Required Courses:9
 POS 207 American Government3
 POS 218 State and Local Government3
 POS 309 Scope and Methods in Political Science.....3

Electives:9

TOTAL SEMESTER HOUR REQUIREMENTS 18

PUBLIC ADMINISTRATION MINOR

Eighteen hours are required for a minor in Public Administration.

Required Courses:9
 POS 320 Introduction to Public Administration3
 POS 321 Principles of Public Administration.....3
 POS 322 Introduction to Public Policy.....3

Electives:9

Select 9 hours from the courses listed below.

POS 312 Blacks in the American Political System.....3
 POS 323 Introduction to Planning3
 POS 324 Public Personnel Administration3
 POS 325 Public Law.....3
 POS 326 Public Budgeting and Management.....3
 POS 410 Urban Politics and Administration.....3

TOTAL SEMESTER HOUR REQUIREMENTS 18

AFRICAN-AMERICAN STUDIES MINOR

Eighteen hours are required a minor in African-American Studies.

Required Courses:9
 HIS 350 African-American History to 1877.....3
 HIS 450 African-American Search for Identity.....3
 POS 312 Blacks in the American Political System.....3

Electives:9

Select 9 hours from the courses listed below.

ART 309 Introduction to African-American Art3
 ENG 307 Black Literature.....3
 HIS 319 African History: Ancient History to 1945.....3

HIS 402 Slavery and the Abolitionist Movement3
 HIS 404 The Civil Rights Movement and the Black Power Revolt.....3
 MUS 445 African-American Musicology2
 REL 426 Religion and the Black Experience in America3
 SOC 430 Race and Ethnic Relations3

TOTAL SEMESTER HOUR REQUIREMENTS 18

GEOGRAPHY MINOR

Eighteen hours are required for a minor in Geography.

Required Courses:9
 GEO 206 World Geography3
 GEO 300 Geographic Skills.....3
 GEO 315 Physical Geography3

Electives:9

Select 9 hours from the courses listed below.

GEO 302 Urban Geography3
 GEO 307 Geography of North America.....3
 GEO 309 Geography of Europe3
 GEO 312 Geography of Africa.....3
 GEO 320 Cultural Geography3

TOTAL SEMESTER HOUR REQUIREMENTS 18

LEGAL STUDIES MINOR

Eighteen hours are required for a minor in Legal Studies.

Required Courses:9
 CRJ 249 Criminal Law I.....3
 ENG 318 Advanced Composition.....3
 POS 404 The American Legal System.....3

Electives:9

Select 9 hours from the courses listed below.

CRJ 247 Introduction to the American Court System3
 HIS 251 History of the U.S. I3
 MGT 255 Business Law/Legal Environment I3
 CRJ 349 Criminal Law II.....3
 CRJ 351 Legal Rights of the Convicted3
 MGT 356 Business Law/Legal Environment II3
 CMM 402 Law of Communications.....3
 POS 407 American Constitutional Law I3
 POS 408 American Constitutional Law II3
 POS 420 International Law.....3
 CRJ 455 Law of Evidence3

TOTAL SEMESTER HOUR REQUIREMENTS 18

DEPARTMENT OF LANGUAGES AND LITERATURES

**Dr. Ralph J. Bryson, Chairperson, Dr. Kathaleen E. Amende,
Dr. Charles R. Craig, Dr. Pamela Gay, Mark C. Hill,
Dr. Linda W. Holladay, Dr. Daniel Keller,
Dr. Manorma Pandit, Dr. Pauline Scott,
Jerald W. Tharpe**

OBJECTIVES

Our mission is to assist students in developing, as part of a broad liberal education, the analytical, critical, and linguistic skills necessary for their participation in an increasingly global and technologically advanced culture, while providing them with a breadth and depth of knowledge of languages, literature, and literary history. Our goal is to prepare students for entry into advanced degree programs as well as for professions requiring only a baccalaureate degree.

MAJORS AND MINORS

The department provides programs leading to the Bachelor of Arts degree in English. Generally, students who enroll in the B.A. curricula anticipate doing further study in a graduate or professional school. The department works cooperatively with the College of Education to provide programs leading to the Bachelor of Science degree in English Education and Language Arts for students who plan to teach in secondary and middle schools.

The department offers minors in English, French and Spanish. There are two English minors. The general minor is designed primarily for students wishing a grounding in the basics of English and American literature. A writing minor is for students needing or wishing concentrated practice in various types of writing tasks.

Service courses are offered in all subject areas in which majors are offered and in philosophy.

All majors are required to complete the Senior Comprehensive Examination and/or a performance evaluation in their respective disciplines before they can be recommended for graduation.

ADVISING

This department encourages all its students to seek academic advisement prior to registering for classes each semester. Students declaring a major taught in this department are assigned an adviser. The secretary of the department will be happy to tell students who their advisers are. Complexities arising from the need to meet both university and state requirements in certain programs make it advisable for students to work out their study program with their advisers. Following this practice will save students worry, time and money by eliminating costly errors and delays in completing their academic programs. In particular, students who are seeking certification to teach at secondary schools with an emphasis in one of the programs offered in this department are advised to work closely with an adviser in this department.

ENGLISH

The major in English, which leads to a Bachelor of Arts degree, requires students to complete a series of courses that emphasize both American and British literature. Students in this program work at developing their verbal skills and at arriving at a fuller knowledge of themselves, their literary heritage, and their culture. Typically, students graduating from our

program will be ready to pursue graduate studies in English or to enter a variety of professional studies such as law, business management, journalism and other fields requiring a sound preparation in liberal studies. Students who major in English must also complete a minor in a field other than English. English majors are to confer with their academic advisers regarding the choice of a minor.

ENGLISH CURRICULUM
(Leading to the Bachelor of Arts degree with a major in English)

Core Curriculum I - IV (See page 60).....42
 English majors must take World History course sequence (HIS 131-132).

Preprofessional, Major and Elective Courses21
 ENG 218 Intermediate Composition3
 ENG 219 Introduction to Research Methods.....3
 PHL 363 Introduction to Philosophy3
 or
 PHL 364 Introduction to Ethics3
 CIS 205 Introduction to Computer Information Systems3
 or
 CSC 210 Introduction to Computer Science3
 PHL 201 Logical Reasoning3

Required Major Courses30
 Major Requirements [Category I]
 ENG 219 Introduction to Research Methods.....3
 ENG 240 Introduction to Literary Theory.....3
 ENG 423 Shakespeare.....3

Literature [Category II]
 Students must choose 12 hours from among the following courses:
 ENG 321 Early British Literature3
 ENG 322 Early Modern British Literature, excl Shakespeare3
 ENG 323 Restoration and Enlightenment3
 ENG 324 Nineteenth-Century British Literature*3
 ENG 325 Modern and Contemporary British Literature*3
 ENG 331 Colonial and Early National American Literature.....3
 ENG 332 Nineteenth-Century American Literature*3
 ENG 333 Modern and Contemporary American Literature*3

 *(choose either 324 or 332; choose either 325 or 333)

Special Topics [Category III]
 Students must choose one course from the following:
 ENG 307 African American Literature3
 ENG 340, 341 Special Topics in Literary Theory3
 ENG 360, 361 Special Topics in Gender Studies3
 ENG 370, 371 Special Topics in Multicultural Literature3
 ENG 440, 441 Special Topics in Literature in Translation3

Seminars [Category IV]
 Students must choose one course from the following:
 ENG 418, 419 Seminar in Writing and Rhetoric.....3
 ENG 444, 341 Seminar in Critical Theory3
 ENG 460, 461 Seminar on Topics in Literature3

Major Course Elective	3
Minor Courses	18
Foreign Language	12
Students are to take all credits in <i>one</i> foreign language.	
General Elective(s)	3
Courses in this category are to be chosen in consultation with one's major adviser.	
TOTAL SEMESTER HOUR REQUIREMENTS	120

ENGLISH MINOR

General Minor

This minor is designed for students wishing grounding in the basics of English and American literature. This core can be easily built up into a full English major later, without loss of credits.

Eighteen hours are required for a minor in English.

Required Courses:	15
ENG 219 Introduction to Research Methods.....	3
Category II courses [ENG 321, 322, 323, 324, 325, 331, 332, 333]*	6
Category III courses [Special Topics 307, 340, 341, 360, 361, 370, 371, 440, 441].....	3
Category IV courses [Seminar 418, 419, 444, 445, 460, 461]	3

Electives:	3
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TOTAL SEMESTER HOUR REQUIREMENTS	18
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*Students may choose either 324 or 332, but not both; either 325 or 333, but not both.

ENGLISH MINOR IN WRITING

Students planning on careers in law, business, teaching, and other callings in which writing skills are vital should consider this minor.

Eighteen hours are required for a minor in Writing.

Required Courses:	18
ENG 219 Introduction to Research Methods.....	3
ENG 220 Introduction to Linguistics	3
ENG 303 Advanced Grammar.....	3
ENG 318 Advanced Composition.....	3
ENG 319 Creative Writing	3
ENG 328 Technical and Professional Writing	3

TOTAL SEMESTER HOUR REQUIREMENTS	18
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ROMANCE LANGUAGES CURRICULUM
(The department offers minors in both French and Spanish)

FRENCH MINOR

Eighteen hours are required for a minor in French.

Required Courses:	15
FLF 141 French I	3
FLF 142 French II	3
FLF 241 French III	3
FLF 242 French IV	3
FLF 342 Survey of French Literature II	3
Electives:	3
Select any of the following courses:	
FLF 341 Survey of French Literature I	3
FLF 343 Survey of French Literature III	3
FLF 441 Contemporary French Literature	3
TOTAL SEMESTER HOUR REQUIREMENTS	18

Note: Students with one or two years of high school French should consult with the department about which entering course to take.

SPANISH MINOR

Eighteen hours are required for a minor in Spanish.

Required Courses:	12
FLS 161 Spanish I	3
FLS 162 Spanish II	3
FLS 261 Spanish III	3
FLS 262 Spanish IV	3
Electives:	9
Select any two of the following courses (6):	
FLS 263 Spanish Conversation and Phonology	3
FLS 264 Advanced Spanish Grammar and Composition	3
FLS 265 Spanish Civilization	3
Select any of the following courses to complete the credit hour requirements (3):	
FLS 362 Survey of Spanish Literature II	3
FLS 365 Survey of Spanish-American Literature I	3
FLS 366 Survey of Spanish-American Literature II	3
Any genre course numbered 300 or above	3
TOTAL SEMESTER HOUR REQUIREMENTS	21

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

**Dr. Wallace Maryland, Jr., Chairperson, Dr. Wen-Dong Chang,
Dr. Iraj Danesh, Dr. Michelle Foster, Timothy Holland,
Dr. Xiaolin Li, Dr. Carl Pettis, Dr. Raynetta Prevo,
Dr. Fred Roush, Dr. Carolyn Simmons,
Dr. Ana Tameru, Dr. Jun Wang,
and Jing Zhou**

OBJECTIVES

The objectives of the department are to help students acquire essential knowledge and understanding of mathematics and computer science for entry-level professional career opportunities and graduate study in the respective areas; provide courses for continuing education that satisfy the needs of students who desire courses for professional enrichment; provide education in computer science and mathematical knowledge for students whose major/minor fields are in areas other than Computer Science or Mathematics; and instill in the students the incentive to strive toward excellence and do research in Computer Science and Mathematics.

MAJORS AND MINORS

The department offers majors in Computer Science, Mathematics and a dual-degree program in Mathematics/Engineering. Minors are offered in Computer Science and Mathematics. The department cooperates with the College of Education to offer a B.S. program with teacher certification in Mathematics Education. Majors are required to complete the Senior Comprehensive Examination in their respective disciplines before they can be recommended for graduation.

AN AGREEMENT TO ESTABLISH A DUAL-DEGREE PROGRAM OF STUDY BETWEEN ALABAMA STATE UNIVERSITY AND THE SAMUEL GINN COLLEGE OF ENGINEERING AT AUBURN UNIVERSITY

This agreement establishes a plan whereby an undergraduate student will attend "First College" for approximately three (3) academic years and then transfer to the Samuel Ginn College of Engineering at Auburn University. After completing the academic requirements of two cooperating institutions, the student will be awarded a bachelor's degree from "First College" (hereafter referred to as F.C. where F.C. represents first college) and one of the several designated engineering bachelor degrees awarded by Auburn University (hereafter referred to as A.U.).

Dual-Degree candidates from F.C. are eligible to seek any of the following degrees from A.U. (It is understood that F.C. may delete any A.U. degrees that are not compatible with F.C.'s educational offerings).

- Bachelor of Aerospace Engineering
- Bachelor of Biosystems Engineering
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Computer Science
- Bachelor of Electrical Engineering
- Bachelor of Industrial and Systems Engineering

Bachelor of Materials Engineering
 Bachelor of Mechanical Engineering
 Bachelor of Software Engineering
 Bachelor of Polymer and Fiber Engineering
 Bachelor of Wireless Engineering

Courses which are to be part of the Study Program at F.C.

The Dual-Degree Coordinator (DDC) at A.U. is to be contacted concerning descriptions of course prerequisites and minimum course content.

If F.C. cannot offer all of the courses listed below, or if the student is unable to schedule all of the courses, F.C. agrees to allow transfer credit applicable toward the F.C. degree for such courses taken at A.U. The following amount of course credits in the specified areas must be included in the three-year study program taken at F.C. according to the degree sought at A.U.

FOR THOSE STUDENTS SEEKING AN A.U. ENGINEERING DEGREE
 DUAL-DEGREE PROGRAM

The College of Arts and Sciences consists of eight departments: Biological Sciences, Communications, History and Political Science, Languages and Literatures, Mathematics and Computer Science, Physical Sciences, Social Work, Sociology and Criminal Justice.

<u>Areas of Study</u>	<u>A.U. Hours Semester</u>	<u>F.C. Courses</u>
English Composition I, II	6	English Composition I, II
World Literature I, II	6	World Literature I, II
World History I, II	6	World History I, II
Social Science	6	Microeconomics Psychology
Fine Arts	3	Music Appreciation or Theatre Appreciation or Art Appreciation
Introduction to Ethics	3	Ethics
Calculus I, II, III	12	Calculus I, II, III (4hr courses)
Differential Equations (not required for Computer Science)	3	Differential Equations
Linear Algebra Required in Aerospace, Computer Science, Electrical, Industrial, Materials Mechanical, Software, Polymer & Fiber, and Wireless (Hardware & Software).	3	Linear Algebra
General Chemistry I Required in Aerospace, Biosystems, Chemical, Civil, Electrical, Industrial, Materials, Mechanical, Polymer & Fiber,	4	General Chemistry I

and Wireless (Hardware).

Areas of Study	A.U. Hours Semester	F.C. Courses
General Chemistry II Required in Biosystems, Chemical, Civil, Materials, and Polymer & Fiber,	4	General Chemistry II
Principles of Biology Required in Biosystems and Chemical.	4	Principles of Biology
Organismal Biology Required in Biosystems.	4	Animal Biology
	Science	Political Science
Engineering Physics I Required in Aerospace, Biosystems, Chemical, Civil, Computer, Electrical, Industrial, Materials, Mechanical, Software, Polymer & Fiber, and Wireless (Hardware & Software).	4	General Physics I (Calculus based)
Engineering Physics II Required in Aerospace, Civil, Electrical, Industrial, Materials, Mechanical, Software, Polymer & Fiber, Wireless (Hardware & Software), and Chemical.	4	General Physics II (Calculus based)
Computer Programming C++ required for Electrical, Wireless (Hardware). JAVA required for Software, Wireless (Software). MatLab required for Aerospace, Biosystem, Chemical, Civil, Industrial, Materials, Mechanical, and Polymer & Fiber.	2	Computer Programming (C++)

Other courses in mathematics, engineering, statistics, etc. will be considered for A.U. degree credit. Please review your intended engineering curriculum model in the A.U. Bulletin and refer questions to the DDC at Auburn, (334) 844-2866.

General Statement of Requirements to be Imposed by F.C.

The total study program at F.C. will have a minimum number equal to 3/4 of the total hours required by that college for the awarding of the bachelor's degree (The student may not be admitted to A.U. in this program until this requirement is satisfied). The student pursuing the Dual-Degree Program may be jointly enrolled at both institutions.

Requirements for Approval for Degree-Seeking Status as a Dual-Degree Student at A.U.

In order for a student to become a dual-degree candidate at A.U. he/she must have:

1. completed 3/4 of the credit required for a degree from F.C.
2. a recommendation letter from the designated official at F.C.
3. satisfied the admission requirements for the College of Engineering at A.U.

Hours of Course Credit Required at Auburn University for Designated Bachelor's Degree

The Dual-Degree Program student will be required to complete an A.U. study program which includes all the remaining course work in the standard curriculum for the particular degree being sought. If the official study program at A.U. for the dual-degree candidate includes free electives, and the candidate has excessive hours of credit at F.C., these excess hours will be used as free elective transfer credit at A.U.

On-line or Video Courses Provided to Students in F.C. by A.U.

In order to help potential dual-degree students in F.C. to get familiar with A.U. culture during the first three years of study, A.U. may provide some mutually agreed upon introductory courses as outreach courses.

Provision for Change or Termination

This agreement is subject to change, including the opportunity to add or delete A.U. degree programs by mutual consent. Either party may revoke it by written notice to the other party, giving at least three years notice of intent to void the agreement.

MATHEMATICS CURRICULUM

(Leading to the Bachelor of Science Degree with a major in Mathematics)

Core Curriculum I - IV (See page 60).....42

English Composition (6 hours)

ENG 131 English Composition 3

ENG 132 English Composition 3

or

ENG 140 English Composition (Honors)..... 3

ENG 141 English Composition (Honors)..... 3

Humanities and Fine Arts (12 hours)

HUM 103 Humanities Through the African American Experience* 3

and

ENG 109 Introduction to Literature** 3

ENG 110 Introduction to Literature** 3

Choose one of the following:

ART 131 Art Appreciation..... 3

MUS 121 Music Appreciation 3

THE 111 Introduction to Theatre 3

Humanities Electives: (choose one of the following)**

HUM 101 Humanities 3

HUM 102 Humanities 3

SPE 200 Voice and Diction 3

SPE 205 Public Speaking 3

PHL 210 Logical Reasoning 3

*Requirement for originating Alabama State University students.

**Students satisfying the six semester hour literature sequence (ENG 209 and 210) are only required to complete three semester hours of the history sequence (HIS 131 or 132) and are not required to take a humanities elective.

Natural Sciences and Mathematics (11 hours)

(A) Natural Sciences (8 hours)

Choose two of the following:

BIO 127 General Biology	4
BIO 128 General Biology	4
or	
PSC 231 Physical Science	4
PSC 232 Physical Science	4

(B) Mathematics (3 hours)

MAT 137 Precalculus Algebra	3
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History, Social and Behavioral Sciences (12 hours)

Required Courses:

GEO 206 World Geography*	3
and	
HIS 131 World History**	3
HIS 132 World History**	3

History, Social and Behavioral Sciences Electives:

(Choose two of the following)**

ANT 113 Societies Around the World.....	3
ECO 251 Principles of Economics.....	3
ECO 254 Introduction to Economics	3
POS 207 American Government	3
PSY 251 General Psychology	3
SOC 110 Introduction to Sociology	3

*Requirement for originating Alabama State University students.

**Students satisfying the six semester hour history sequence (HIS 131 and 132) are required to complete only three semester hours of the English literature sequence (ENG 209 or ENG 210) and are only required to take one history, social and behavioral sciences elective.

Orientation - Required of All Undergraduates (1 hour)

ORI 100 Freshman Orientation	1
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Preprofessional, Major and Elective Courses 19

PHY 210-211 General Physics I, II.....	8
or	
CHE 141-142 General College Chemistry I, II	8
CSC 210 Introduction to Computer Science	3
CSC 211 Programming Concepts, Standards and Methods.....	4
CSC 212 Introduction to Data Structures and Algorithms.....	4

Professional - Major Field Curriculum 50

Required Major Courses (41 hours)

* MAT 165 Precalculus Trigonometry	5
MAT 251 Introduction to Linear Algebra.....	3
** MAT 265 Calculus and Analytic Geometry I.....	4
MAT 266 Calculus and Analytic Geometry II.....	4
MAT 267 Calculus and Analytic Geometry III.....	4
MAT 373 Introduction to Modern Algebra I	3
MAT 375 Differential Equations.....	3
MAT 401 Advanced Calculus	3
MAT 472 Probability and Statistics I.....	3
MAT 473 Probability and Statistics II.....	3
MAT 486 Introduction to Real Analysis	3
MAT 487 Senior Seminar	3

*Students using MAT 165 as the core course must take an additional math elective from the list below.

**Students using MAT 265 as the core course must take two additional math elective from the list below.

Major Course Electives (9 hours)

MAT 256 Discrete Mathematics	3
MAT 374 Introduction to Modern Algebra II	3
MAT 376 Numerical Analysis and Computer Applications	3
MAT 410 Introduction to Partial Differential Equations.....	3
MAT 425 Operations Research	3
MAT 430 Mathematics of Compound Interest.....	3
MAT 431 Mathematics of Demography.....	3
MAT 470 Design and Analysis of Experiments	3
MAT 471 Elementary Stochastic Processes	3
MAT 484 Modern Geometry	3
MAT 490 Topics in Applied Mathematics	3
MAT 491 Research and Independent Study	3
MAT 495 History of Mathematics Seminar	3

General Electives..... 13

TOTAL SEMESTER HOUR REQUIREMENTS 124

MATHEMATICS MINOR

Eighteen semester hours are required for a Mathematics minor.

Required Courses: 18

MAT 251 Introduction to Linear Algebra.....	3
MAT 265 Calculus and Analytic Geometry I.....	4
MAT 266 Calculus and Analytic Geometry II.....	4
MAT 267 Calculus and Analytic Geometry III.....	4
MAT 375 Differential Equations.....	3

TOTAL SEMESTER HOUR REQUIREMENTS 18

**COMPUTER SCIENCE CURRICULUM
(Leading to the Bachelor of Science Degree with
a Major in Computer Science)**

Core Curriculum I - IV (See page 60)..... 42

English Composition (6 hours)

ENG 131 English Composition	3
ENG 132 English Composition	3

or

ENG 140 English Composition (Honors).....	3
ENG 141 English Composition (Honors).....	3

Humanities and Fine Arts (12 hours)

Required Courses:

HUM 103 Humanities Through the African American Experience*	3
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and

ENG 109 Introduction to Literature**	3
ENG 110 Introduction to Literature**	3

Choose one of the following:

ART 131 Art Appreciation.....	3
MUS 121 Music Appreciation	3
THE 111 Introduction to Theater	3

Humanities Electives: (choose one of the following)**

HUM 101 Humanities.....	3
HUM 102 Humanities.....	3
SPE 200 Voice and Diction	3
SPE 205 Public Speaking.....	3
PHL 210 Logical Reasoning.....	3

*Requirement for originating Alabama State University students.

**Students satisfying the six semester hour literature sequence (ENG 209 and 210) are only required to complete three semester hours of the history sequence (HIS 131 or 132) and are not required to take a humanities elective.

Natural Sciences and Mathematics (11 hours)

(A) Natural Sciences (8 hours)

PHY 210 College Physics I.....	4
PHY 211 College Physics II.....	4

(B) Mathematics (3 hours)

MAT 137 Precalculus Algebra	3
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History, Social and Behavioral Sciences (12 hours)

Required Courses:

GEO 206 World Geography*	3
and	
HIS 131 World History**	3
HIS 132 World History**	3

History, Social and Behavioral Sciences Electives: (Choose two of the following)**

ANT 113 Societies Around the World.....	3
ECO 251 Principles of Economics.....	3
ECO 254 Introduction to Economics	3
POS 207 American Government	3
PSY 251 General Psychology	3
SOC 110 Introduction to Sociology	3

*Requirement for originating Alabama State University students.

**Students satisfying the six semester hour history sequence (HIS 131 and 132) are required to complete only three semester hours of the English literature sequence (ENG 209 or ENG 210) and are only required to take one (1) history, social and behavioral sciences elective.

Orientation - Required of All Undergraduates (1 hour)

ORI 100 Freshman Orientation	1
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Preprofessional, Major and Elective Courses22

MAT 165 Precalculus Trigonometry	5
MAT 251 Linear Algebra.....	3
MAT 256 Discrete Mathematics	3
MAT 265 Calculus and Analytic Geometry I.....	4
MAT 266 Calculus and Analytic Geometry II.....	4
MAT 472 Probability and Statistics.....	3

Professional - Major Field Curriculum51

Required Major Courses (41 hours)

CSC 210 Introduction to Computer Science	3
CSC 211 Programming Concepts, Standards and Methods.....	4
CSC 212 Introduction to Data Structures and Algorithms.....	4

CSC 280 Introduction to Software Engineering I.....	4
CSC 311 Introduction to Computer Organization.....	4
CSC 312 Introduction to Computer Systems	4
CSC 315 Data Communication and Networking	4
CSC 330 Architecture of Digital Computers.....	3
CSC 414 Introduction to Operating Systems	4
CSC 421 Data Structure and Algorithm Analysis.....	4
CSC 431 Organization of Programming Languages	3

Major Course Electives (10 hours)

CSC 200 Computers and Society.....	3
CSC 380 Algorithms	3
CSC 420 Numerical Methods.....	3
CSC 435 Data Base and Information Retrieval.....	3
CSC 437 Software Engineering II.....	3
CSC 440 Automata, Computability and Formal Language	3
CSC 441 Compiler Design	4
CSC 442 Computer Graphics.....	3
CSC 445 Supercomputing.....	4
CSC 447 Object Oriented Programming	4
CSC 460 Artificial Intelligence	3
CSC 490 Special Topics.....	3
CSC 491 Special Topics.....	3
CSC 492 Special Topics.....	3

General Electives.....6

TOTAL SEMESTER HOUR REQUIREMENTS..... 120

COMPUTER SCIENCE MINOR

Twenty-four semester hours are required for a minor in Computer Science.

Required Courses:.....20

CSC 211 Programming Concepts, Standards and Algorithms.....	4
CSC 212 Introduction to Data Structure.....	4
CSC 311 Introduction to Computer Organization.....	4
CSC 312 Introduction to Computer Systems	4
CSC 421 Data Structure and Algorithm Analysis.....	4

General Elective:.....4

TOTAL SEMESTER HOUR REQUIREMENTS..... 24

DEPARTMENT OF PHYSICAL SCIENCES

**Dr. Thelma Ivery, Acting Chairperson, Dr. Cleon Barnett,
Sheree Finley, Dr. Suraj P. Makhija, Elijah Nyairo,
Dr. Douglas Strout and Dr. Oswald Tekyi-Mensah**

OBJECTIVES

The Department of Physical Sciences offers curricula in chemistry designed to prepare students for graduate and professional studies and for entry-level positions as chemists in industrial and governmental organizations.

The pre-health professional program prepares students to pursue further training for careers in health professions. The forensic science track is designed to prepare students for employment in forensic science facilities. The department also provides chemistry, physics and physical science courses for teacher education majors and offers courses in physical science for nonscience majors.

MAJORS AND MINORS

The department offers the Bachelor of Science degree in Chemistry. A pre-health professional curriculum sequence is provided for chemistry majors interested in preparing for a career in the health professions. Minor programs are offered in Chemistry and Physics. The department cooperates with the College of Education to offer baccalaureate degree programs leading to teacher certification in chemistry and general science. Students majoring in Chemistry must complete the Senior Comprehensive Examination before they can be recommended for graduation.

CHEMISTRY CURRICULUM*

(Leading to the Bachelor of Science Degree with a Major in Chemistry)

Core Curriculum I - IV (See page 60).....	42
Chemistry majors must choose the following core courses:	
CHE 141 General Chemistry	4
CHE 142 General Chemistry	4
MAT 265 Calculus and Analytic Geometry I.....	4
Preprofessional, Major and Elective Courses	19
CSC 210 Introduction to Computer Science	3
PHY 210 General Physics I	4
PHY 211 General Physics II	4
MAT 266 Calculus and Analytic Geometry II.....	4
MAT 267 Calculus and Analytic Geometry III.....	4
Required Support Course	3
MAT 375 Differential Equations	3
Required Major Courses	34
CHE 211 Organic Chemistry I	5
CHE 212 Organic Chemistry II	5
CHE 321 Physical Chemistry I	4
CHE 322 Physical Chemistry II	4
CHE 342 Quantitative Analysis	4
CHE 343 Instrumental Analysis	4
CHE 418 Chemistry Seminar	2
CHE 421 Biochemistry I	4

CHE 431 Senior Honors Research.....	2
Major Course Elective	4
CHE 419 Physical Organic Chemistry.....	4
CHE 422 Biochemistry II	4
CHE 423 Organic Synthetic Methods.....	4
CHE 433 Introduction to Chemical Thermodynamics and Quantum Chemistry	4
Minor Courses or Electives	18
TOTAL SEMESTER HOUR REQUIREMENTS	120

*For descriptions of B.S. programs in Chemistry Education and Science Education, with teacher certification, see College of Education in this catalog.

CHEMISTRY MINOR

Twenty-six semester hours are required for a Minor in Chemistry.

Required Courses:	26
CHE 141 General College Chemistry.....	4
CHE 142 General College Chemistry.....	4
CHE 211 Organic Chemistry I	5
CHE 212 Organic Chemistry II	5
Two upper-level courses chosen from:	
CHE 321 Physical Chemistry I	4
CHE 322 Physical Chemistry II	4
CHE 342 Quantitative Analysis	4
CHE 343 Instrumental Analysis.....	4
CHE 421 Biochemistry I	4
CHE 422 Biochemistry II	4

TOTAL SEMESTER HOUR REQUIREMENTS

26

Note: The two upper-level courses need not come from the same sequence.

Part I of each sequence is a prerequisite for part II of the same sequence.

CHEMISTRY CURRICULUM PRE-HEALTH PROFESSIONAL SEQUENCE

(Leading to the Bachelor of Science Degree with a Major in Chemistry)

Core Curriculum I - IV (See page 60).....	42
Chemistry majors must choose the following core courses:	
CHE 141 General College Chemistry.....	4
CHE 142 General College Chemistry.....	4
MAT 265 Calculus and Analytic Geometry I.....	4
Preprofessional, Major and Elective Courses	19
CSC 210 Introduction to Computer Science	3
MAT 266 Calculus and Analytic Geometry II.....	4
MAT 267 Calculus and Analytic Geometry III.....	4
PHY 210 General Physics I.....	4
PHY 211 General Physics II.....	4

Required Support Courses	12
BIO 127 General Biology and Lab.....	4
BIO 128 General Biology and Lab.....	4
BIO 200 Introduction to the Health Professions	1
MAT 375 Differential Equations.....	3
Required Major Courses	34
CHE 211 Organic Chemistry I.....	5
CHE 212 Organic Chemistry II	5
CHE 321 Physical Chemistry I	4
CHE 322 Physical Chemistry II	4
CHE 342 Quantitative Analysis	4
CHE 343 Instrumental Analysis.....	4
CHE 418 Chemistry Seminar	2
CHE 421 Biochemistry I	4
CHE 431 Senior Honors Research.....	2
Major Course Electives	4
CHE 419 Physical Organic Chemistry.....	4
CHE 422 Biochemistry II	4
CHE 423 Organic Synthetic Methods.....	4
CHE 433 Introduction to Chemical Thermodynamics and Quantum Chemistry	4
General Electives	6
TOTAL SEMESTER HOUR REQUIREMENTS	120

**CHEMISTRY CURRICULUM
FORENSIC SCIENCE TRACK**

(Leading to the Bachelor of Science Degree with a Major in Chemistry)

Core Curriculum I - IV (See page 60).....	43
Chemistry majors must choose the following core courses:	
CHE 141 General College Chemistry I.....	4
CHE 142 General College Chemistry II.....	4
MAT 265 Calculus and Analytic Geometry I.....	4
SPE 205 Public Speaking.....	3
Preprofessional, Major and Elective Courses	15
CSC 210 Introduction to Computer Science	3
MAT 266 Calculus and Analytic Geometry II.....	4
PHY 210 General Physics I.....	4
PHY 211 General Physics II	4
Required Support Courses	19
BIO 127 General Biology.....	3
BIOL127 Laboratory for Biology 127	1
CRJ 248 Introduction to Criminal Justice	3
CRJ 358 Criminalistics.....	3
CRJ 361 Criminal Justice Statistics.....	3
Or MAT 225 or SOC 329 or SOC 361	
CRJ 362 Drugs and Drug Abuse.....	3
CRJ 455 Law of Evidence	3

Required Major Courses	39
CHE 211 Organic Chemistry I	5
CHE 212 Organic Chemistry II	5
CHE 220 Forensic Science Survey	3
CHE 320 Forensic Chemistry	4
CHE 321 Physical Chemistry I	4
CHE 322 Physical Chemistry II	4
CHE 342 Quantitative Analysis	4
CHE 343 Instrumental Analysis	4
CHE 460 Internship in Forensic Chemistry	6
Major Course Electives	4
CHE 419 Physical Organic Chemistry	4
CHE 421 Biochemistry I	4
CHE 432 Inorganic Chemistry	4
TOTAL SEMESTER HOUR REQUIREMENTS	120

DEPARTMENT OF SOCIAL WORK

**Dr. Voncile Gowdy, Chairperson;
Tracy Pressley, Karen Roberson, Turenza Smith**

Social Work was first organized as a major area of study at Alabama State University in 1974. The department was accredited by the Council on Social Work Education at the baccalaureate level in 1989 and was affirmed in 1992. The Social Work Program gained full status as a separate academic department in the fall of 1994 and was reaffirmed in 2000 and 2008 for an eight year period. It is the only accredited social work program in the Montgomery area. Upon successful completion of the prescribed curriculum, students receive a Bachelor of Social Work degree and are prepared to be competent and effective beginning level professional practitioners who are knowledgeable and will serve as leaders in the areas of service delivery to individuals, families, groups, organizations and communities in a variety of employment settings.

Objectives describe in a specific way how the department carries out the goal of preparation for entry into beginning social work practice. The objectives reflect a generalist framework and provide the basis for curriculum objectives, design and content. These objectives are as follows:

- a. To encourage an understanding of the person-in-environment perspective of social work by providing a comprehensive liberal arts foundation that includes knowledge of the humanities and the social, behavioral and biological sciences.
- b. To make available knowledge of the origin and development of the social work profession and learning experiences throughout the curriculum that facilitate the understanding of social work purposes, values, and ethics for use in professional social work practice.
- c. To give theoretical and practice content on the patterns, dynamics and consequences of discrimination, economic deprivation, and oppression and intervention strategies that promote social and economic justice.
- d. To support an understanding of the influences of biological, psychological, social and cultural systems on human behavior as a means of enhancing the problem-solving and developmental capacities of diverse individuals, families, groups, organizations and communities.
- e. To bestow knowledge of people as individuals, as members of families, groups, organizations, communities and the social systems within which they interact as a means

- of understanding persons and environments and their interdependence.
- f. To explore and analyze the historical and philosophical development of social welfare and its relationship to the social, political, economic and cultural context in which it has existed for the acquisition and development of skill in social welfare policy and program analysis, formulation and advocacy.
- g. To encourage an understanding and appreciation of methods of scientific inquiry for use in problem-solving and evaluating practice activities with individuals, families, groups, organizations and communities.
- h. To make available knowledge of the general method of social work practice and the proficiency to use it as a problem-solving framework in social work practice with diverse individuals, families, groups, organizations and communities, and to facilitate an understanding of the relationship of research content to social work practice.
- i. To offer field instruction in social service agencies and settings as a means for ensuring professional social work socialization, including internalization of professional values and application of theory and methods for developing skills in working with agency clientele, structures and systems.
- j. To make available content throughout the curriculum about differences and similarities in the experiences, needs and beliefs of people, to include groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin.
- k. To offer educational experiences that promote effective communication, both oral and written, on subjects of professional concern and in professional roles.
- l. To provide an educational experience which promotes critical thinking, professional socialization and encourages continual growth and development and participation in leadership roles.

Social Work Department Admissions Policy

In order to be admitted to the Department of Social Work, students must present evidence of having met the following university requirements for exit from University College:

- a. Twenty-four (24) credit hours in the core curriculum, including English (ENG 131 and ENG 132) and Orientation (ORI 100)
- b. A cumulative GPA of at least 2.0 or better
- c. Department of Social Work is in receipt of the student's University College file.

Additionally, the student must:

- a. Complete the Introduction to Social Work course with a grade of at least "C"
- b. Submit a completed application and a self-assessment survey to include the essay portion
- c. Attend an interview session with the Admissions Committee composed of Department of Social Work faculty.

The student's application and supporting documents are reviewed by the Admissions Committee and a discussion of the student's interest and suitability for the profession is completed. As soon as the review is completed and a recommendation is made, the student is informed by the Chairperson whether they are admitted to the program and then assigned a faculty adviser.

Non-admittance means that the student is not eligible to enroll in upper level social work courses (the professional foundation). Students have a right to appeal the decision of the committee using the grievance procedures found in the Social Work Program Student Handbook.

FIELD EDUCATION: Field Education provides students the opportunity to engage in supervised social work activities and practice experiences in the application of practice principles, values and ethics of the profession and theory and skills acquired in professional

foundation courses in CSWE approved settings.

In order to be admitted to the field education component of the curriculum, students must have satisfactorily completed all required Social Work core course work with a grade of “C” or better.

**SOCIAL WORK CURRICULUM
(Leading to the Bachelor of Social Work degree)**

Core Curriculum I - IV (See page 62).....	42
Social Work majors must choose the following core courses:	
BIO 127 General Biology and Laboratory	3
BIO 128 General Biology and Laboratory	3
ENG 209 Introduction to Literature.....	3
HIS 131 World History	3
HIS 132 World History	3
PSY 251 General Psychology	3
SOC 110 Introduction to Sociology	3
 Preprofessional, Major and Elective Courses	21
ANT 113 Societies Around the World	
or	
ANT 328 Cultural Anthropology.....	3
ECO 254 Introduction to Economics	3
ENG 218 Intermediate Composition	
or	
ENG 328 Technical and Professional Writing	3
POS 218 State and Local Government	3
SOC 213 Social Problems.....	3
SOC 361 Social Science Statistics.....	3
SPE 200 Voice and Diction	3
 Required Support Courses	6
PHL 210 Logical Reasoning	3
SOC 222 Computer Applications in the Social Sciences	3
 Required Major Courses	37
SWK 220 Introduction to Social Work	3
SWK 221 Social Work Communications	3
SWK 322 Human Behavior and Social Environment I	3
SWK 323 Human Behavior and Social Environment II	3
SWK 356 Social Welfare Policy and Services I	3
SWK 357 Social Welfare Policy and Services II	3
SWK 450 Applied Research	3
SWK 463 Field Instruction I.....	4
SWK 464 The General Method of Social Work Practice I.....	3
SWK 465 Field Instruction II.....	4
SWK 466 The General Method of Social Work Practice II.....	3
SWK 467 Field Instruction Seminar I	1
SWK 468 Field Instruction Seminar II	1
 Major Electives	6
SWK 230 Social Work in Health Settings.....	3
SWK 354 Child Welfare.....	3
SWK 370 Social Work with the Aged	3
SWK 455 Social Work with Families	3

General Electives.....8
TOTAL SEMESTER HOUR REQUIREMENTS 120

MINOR IN SOCIAL WELFARE

This course of study is designed for students who will be future participants in the political arena, on agency boards, employees of organizations and agencies that have social concerns, and participating citizens who want to have informed understandings and perspectives of individuals, families, groups and communities, their social and economic need and societal response to need.

Through this curriculum, students will come to understand the person as evolving through his/her interaction with the social environment, an understanding essential for comprehending human need and appropriate societal response. The minor in social welfare equips students with a framework for analyzing present social welfare policy and programs and skill in formulating and advocating for alternative policies.

Eighteen hours are required for a minor in Social Welfare.

Required Courses.....15
 SWK 220 Introduction to Social Work3
 SWK 356 Social Welfare Policy and Services I3
 SWK 357 Social Welfare Policy and Services II3
 SWK 322 Human Behavior and Social Environment I3
 SWK 323 Human Behavior and Social Environment II3
 SWK 354 Child Welfare/other approved elective3

Elective Course (choose one of following).....3
 SWK 230 Social Work in Health Care Settings.....3
 SWK 370 Social Work with the Aged3
 SWK 455 Social Work with Families3

TOTAL SEMESTER HOUR REQUIREMENTS 18

*Introduction to Social Work is required before taking any Social Work courses.
 Sequential classes must be taken in a numerical order.*

DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

**Dr. Gladys J. Lyles-Gray, Interim Chairperson;
 Dr. Nicholas Astone, Dr. Gerald Bennett, Dr. Larry Spencer,
 Dr. Karen Taylor, Dr. Yvonne Woods**

OBJECTIVES

The Department of Sociology and Criminal Justice offers curricula designed to provide students with an understanding of and an ability to apply theoretical frameworks and methodological tools for the analysis of (1) culture, social behavior, and social change in micro and macro social structures and (2) the institutions, processes and current practices in the administration of criminal justice. The department aims to prepare students for graduate and professional study in sociology, criminology, criminal justice, law and related fields and for professional employment in criminal justice, social welfare, education, government and business.

MAJORS AND MINORS

The department offers the Bachelor of Arts degree in sociology and the Bachelor of Science degree in criminal justice. The Criminal Justice Program has three areas of specialization: corrections, juvenile justice and law enforcement. Minor programs are offered in criminal justice, sociology and gerontology. The department cooperates with the College of Education in offering a baccalaureate program of study leading to teacher certification in social science. Students majoring in sociology and criminal justice are required to take a Major Field Test before they can be recommended for graduation.

**SOCIOLOGY CURRICULUM
(Leading to the Bachelor of Arts Degree)**

Core Curriculum I - IV (See page 60).....42
Sociology majors must take Introduction to Sociology (SOC 110).

Preprofessional, Major and Elective Courses21
SOC 213 Social Problems 3
SOC 222 Computer Applications in the Social Sciences 3
SOC 427 Marriage and The Family 3
CMS 205 Public Speaking 3
ANT 328 Cultural Anthropology 3
Electives from Core Curriculum I - IV 6

Major Courses 36
Required Major Courses (12)
SOC 313 Sociological Theory 3
SOC/CRJ 361 Social Science Statistics 3
SOC 431 Methods of Social Research I 3
SOC 432 Methods of Social Research II 3

Groups, Social Organizations, Institutions and Processes (6)
SOC 210 Society and Environment 3
SOC 220 Society Institutions and Social Change 3
SOC 371 Society Psychology 3
SOC 403 The Community 3
SOC 443 Urban Sociology 3
SOC 445 Population and Society 3

Deviant Behavior (6)
SOC 253 Juvenile Delinquency 3
SOC 350 Deviant Behavior 3
SOC/CRJ 362 Drugs and Drug Abuse 3
SOC 412 Social Movements 3
SOC 442 Criminology 3

Systems of Inequality (6)
SOC 430 Race and Ethnic Relations 3
SOC 434 Social Stratification 3
SOC 440 Sociology of Women 3
SOC 462 The Socially Disadvantaged 3

Sociology of Health (6)
SOC 355 Sociology of Death and Dying 3
SOC 404 Sociology of Aging 3

SOC 470 Sociology of Health and Illness	3
Internship (Optional)	
SOC 480 Sociology Internship	1-3
Minor Courses	18
Foreign Language	6
Majors are required to complete 6 hours in a foreign language.	
TOTAL SEMESTER HOUR REQUIREMENTS	123

MINOR IN SOCIOLOGY

Eighteen hours are required for a minor in Sociology. SOC 110, Introduction to Sociology, must be taken first.

Required Courses:	6
SOC 110 Introduction to Sociology	3
SOC 213 Social Problems	3
Sociology Electives:	12
TOTAL SEMESTER HOUR REQUIREMENTS	18

Sociology Electives in Anthropology

ANT 113 Societies Around the World	3
ANT 328 Cultural Anthropology	3
ANT 334 Cultures of Africa	3

GERONTOLOGY MINOR/CERTIFICATE PROGRAM

Students pursuing the Gerontology Minor/Certificate must take the Required Core Courses:

Required Courses:	6
PSY 356 Psychology of Aging	3
SOC 355 Sociology of Death and Dying	3
SOC 404 Sociology of Aging	3

Select Any Combination of Three (3) Courses Below (9)

Sociology:

SOC 353 Abnormal Psychology	3
SOC 371 Social Psychology	3
SOC 445 Population and Society	3
SOC 462 The Socially Disadvantaged	3
SOC 470 The Sociology of Health and Illness	3
PSY 424 Gender Issues in Psychology	3

Health:

HEA 252 Consumer Health	3
HEA 258 Health and Nutrition	3

HEA 301 Human Sexuality	3
HEA 460 Special Topics in Health Education	3
Therapeutic Recreation:	
REC 300 Professional Foundations of Recreational Therapy	3
REC 345 Introduction to Recreation and Leisure	3
REC 401 Clinical Issues in Trends in Recreational Therapy	3
REC 448 Recreational Therapy for Selected Populations	3
Physical Education:	
PED 350 Physiology of Exercise	3
PED 355 Physical Activities for Aging	3
PED 456 Motor Learning and Development.....	3
TOTAL MINOR HOURS.....	18

Special Note:

Students who are majoring in any of the above areas cannot count courses twice (for both their major and gerontology minor). Students either will need to take additional electives to fulfill the major and minor requirements separately, or if minor courses are major requirements, they will need to take courses in other departments to fulfill minor requirements.

**CRIMINAL JUSTICE CURRICULUM
(Leading to the Bachelor of Science Degree)**

Core Curriculum I - IV (See page 60).....	42
Criminal Justice majors must take PSY 251 General Psychology.	

Preprofessional, Major and Elective Courses	21
CSC 210 Introduction to Computer Science	
or	
SOC 222 Computer Applications in the Social Sciences	3
CRJ 251 Introduction to Corrections	3
CRJ 248 Introduction to Criminal Justice	3
ENG 218 Intermediate Composition.....	3
PHL 364 Introduction to Ethics.....	3
SOC 110 Introduction to Sociology	3
SOC 213 Social Problems.....	3

Required Major Courses	23-30
CRJ 249 Criminal Law I.....	3
CRJ 349 Criminal Law II.....	3
CRJ 361/SOC 361 Social Science Statistics.....	3
CRJ 442 Criminology.....	3
CRJ 450 Criminal Justice Research Methods.....	3
CRJ 453 Professional Internship I.....	5
(or CRJ 459 Professional Internship II, 12 hours for those students whose GPA is 2.5 or above)	
CRJ 456 Seminar in Criminal Justice.....	3

Major Concentration	18
(Select one of three concentrations listed below).	

**CORRECTIONS
Required Courses (9)**

CRJ 255 Community Offender Supervision.....	3
CRJ 355 Correctional Institutional Management.....	3
CRJ 446 Perspectives on Corrections and Juvenile Justice.....	3

Elective Courses (9)

CRJ 247 Introduction to the American Court System	3
CRJ 253 Introduction to Juvenile Justice	3
CRJ 351 Legal Rights of the Convicted	3
CRJ/SOC 362 Drugs and Drug Abuse	3
CRJ 455 Law of Evidence	3
POS 218 State and Local Government	3
PSY 353 Abnormal Psychology.....	3
PSY 371 or SOC 371 Social Psychology.....	3
SOC 350 Deviant Behavior	3
SWK 322 Human Behavior and Social Environment I	3
SWK 352 Human Behavior and Social Environment II	3

JUVENILE JUSTICE**Required Courses (12)**

CRJ 253 Introduction to Juvenile Justice	3
CRJ 354 Juvenile Institutions	3
CRJ 434 Current Trends in Juvenile Justice.....	3
CRJ 446 Perspectives on Corrections and Juvenile Justice.....	3

Elective Courses (6)

CRJ 251 Introduction to Corrections	3
CRJ 255 Community Offender Supervision.....	3
CRJ 351 Legal Rights of the Convicted	3
CRJ 355 Correctional Institutional Management.....	3
CRJ/SOC 362 Drugs and Drug Abuse	3
SOC 213 Social Problems.....	3
SOC 427 Marriage and the Family.....	3
SWK 354 Child Welfare.....	3
PSY 331 Child Psychology.....	3
POS 218 State and Local Government	3
POS 407 American Constitutional Law I	3
CRJ 247 Introduction to the American Court System	3

LAW ENFORCEMENT**Required Courses (12)**

CRJ 201 Introduction to Law Enforcement.....	3
CRJ 252 Police-Community Relations	3
CRJ 353 Police Administration	3
CRJ 454 Criminal Investigations	3

Elective Courses (6)

CRJ 202 Private Security	3
CRJ 247 Introduction to the American Court System	3
CRJ 358 Criminalistics.....	3
CRJ 359 Patrol Administration	3
CRJ 360 Highway Traffic Administration.....	3
CRJ/SOC 362 Drugs and Drug Abuse.....	3
CRJ 455 Law of Evidence	3
SOC 350 Deviant Behavior	3

SOC 430 Minority Group Problems 3
PSY 353 Abnormal Psychology 3
POS 218 State and Local Government 3
POS 407 American Constitutional Law I 3

Minor Courses 18

TOTAL SEMESTER HOUR REQUIREMENTS **122-129**

MINOR IN CRIMINAL JUSTICE

Eighteen hours are required for a minor in Criminal Justice.

Required Course: 3
CRJ 248 Introduction to Criminal Justice 3

Restricted Minor Course Electives: 9
CRJ 201 Introduction to Law Enforcement 3
CRJ 249 Criminal Law I 3
CRJ 251 Introduction to Corrections 3
CRJ 253 Introduction to Juvenile Justice 3
CRJ 349 Criminal Law II 3
CRJ 442 Criminology 3

Minor Course Electives: 6

TOTAL SEMESTER HOUR REQUIREMENTS **18**

COLLEGE OF VISUAL & PERFORMING ARTS

DR. ALFRED S. SMITH, INTERIM DEAN

The College of Visual and Performing Arts consists of three departments: Music, Theatre and Visual Arts.

Department	Majors	Minors
I. Visual Arts	Art Concentrations in Fine Arts Graphic Arts	Art
II. Theatre	Theatre Concentrations in Theatre Generalist Technical Theatre Performance Dance	Theatre Arts
III. Music	Music Music Education	Music

The College of Visual and Performing Arts offers programs leading to the Bachelor of Arts degree in Art, Music and Theatre; and the Bachelor of Music Education (B.M.E.). The Bachelor of Music Education degree is designed for students who desire to be certified to teach public school music. For teacher certification requirements, check with the Department of Music and see the curriculum listed under the College of Education in this catalog.

COLLEGIATE MISSION STATEMENT

The primary mission of the College of Visual and Performing Arts (COVPA) is to prepare artists, professionals and educators for the 21st century. Students are taught to understand the complexities of the visual and performing arts. Therefore, COVPA aspires to provide rich and empowering aesthetic experiences in the fine arts. It seeks to be a pre-eminent Alabama provider of an excellent education in the arts; also, to fill a special artistic niche relative to celebrating and understanding the artistic traditions and creativity of African and African-American culture and thought. Moreover, COVPA is dedicated to providing educational and cultural experiences that enrich and expand the quality of life of the community it service.

Because of a professional and award-winning faculty that mentors students, COVPA is a leader in the arts. Faculty members are committed to what they do because they practice what they teach. Consequently, students garner local, regional and national attention.

DEPARTMENT OF VISUAL ARTS

**Stephen C. Cappelli, Chairperson; Charmagne Andrews,
Dr. Christopher Greenman, Kevin L. Patrick, Kathleen Skurka,
Cleve M. Webber and Jacqueline A. Webber**

OBJECTIVES

The primary objective/goal of the Department of Visual Arts is to provide a complete educational experience for the visual art student while preparing them for graduate school or to enter the job market. This experience (academic, artistic, and social), will assist students to develop themselves into well rounded individuals ensuring a diverse appreciation and understanding of the world around them along with the technical capacity to make and critique art in a variety of media. Faculty will expose students to traditional and contemporary artistic media that will ensure the building of a strong visual foundation which will facilitate future artistic growth. Students are encouraged to exercise their imagination while developing an understanding of the theoretical basis of art and the different cultures that produced it. Faculty encourages each student to search for creative solutions that will allow for self expression, pursue knowledge and the understanding of traditional artistic techniques, and become proficient in analyzing and using current computer graphic programs. Upon completion of the program students will have the self-discipline, motivation, and the expertise necessary to maintain their artistic activities and goals well into the future.

MAJORS AND MINORS

The Department of Visual Arts offers the Bachelor of Arts degree in Art with concentrations in either Graphic Arts or Fine Arts. A minor is offered for students who have an interest in art but wish to major in another area.

All majors, during their last year in school must participate in a graduating senior exhibition, present a senior portfolio and pass all departmental comprehensive exams. Students who plan to finish degree requirements during the fall semester must complete their exhibition, portfolio and comprehensive requirements by the end of the fall semester. Students who are planning to finish degree requirements during the spring must complete their exhibition, portfolio and comprehensive requirements by the end of the spring semester. Students who are planning to graduate during the summer semester, must complete the exhibition and portfolio requirements by the end of the spring semester (there are no summer senior exhibitions) and complete comprehensive requirements by the end of the summer semester.

GENERAL DEGREE COMPETENCIES

All graduating art majors will be able to address the following competencies upon completion of the program:

1. Demonstrate their knowledge of basic fundamentals, design principles, color theory and aesthetic theory by incorporating correct usage in their graphic and art work.
2. Demonstrate a knowledge of art history from prehistoric times through contemporary issues and theories, along with different cultural aspects presented in African-American art.
3. Demonstrate basic understanding and skills in the creation of both two-dimensional and three-dimensional art work in all of the traditional studio areas.
4. Demonstrate their knowledge of a working artistic vocabulary that directly relates to all of the visual arts area.
5. Demonstrate basic computer graphic skills and techniques. Graphic art students will demonstrate advanced skills in multiple computer graphic programs.

6. Demonstrate their ability to critique works of art using definable criteria for making aesthetic judgments.
7. Demonstrate their ability to prepare written critiques in terms of observation, analysis, interpretation, and evaluation.
8. Demonstrate their ability in craftsmanship and self promotion by presenting their work in a graduating senior exhibition and preparing a portfolio for graduate school or employment.

ADVISING

All declared art majors will be given an art adviser during their first semester enrolled. This adviser will help them select the proper classes throughout their college career. While declared art majors who are still in University College will use the advisement center for official advisement, they are strongly encouraged to meet with their art adviser PRIOR to meeting with their advisement center adviser. Please make sure you inform the advisement center that you are an Art Major and they will assign you to someone who is aware of the current art curriculum. With limited enrollments in some art classes, it is essential that students use early registration to secure space in required classes. Students not being able to enroll due to full classes or missing a sequentially numbered class may delay their graduation by one or two semesters. Not all classes are offered every semester.

EXPENSES

Art classes are expensive. Students and parents should be aware that besides the normal textbooks required for classes, students will need to purchase art supplies for the majority of their studio classes and most likely will have to replenish some of those supplies during the semester. While Alabama State University will try to supply some materials, it is the student's responsibility to have the needed supplies to work in class. Student's that are not prepared to have supplies at the beginning of the semester usually fall behind as most studio classes are hands on classes and start working if not immediately usually with in the first week of classes. Most instructors have supply lists that can be requested prior to the start of each semester. Please call the department for details. Most supplies can be purchased at local art and craft stores, at some of the big box stores (Wall-Mart, K-Mart, etc...) or over the internet.

ART CURRICULUM

(Leading to the Bachelor of Arts Degree with concentrations in either Fine Arts or Graphic Arts)

Core Curriculum I - IV (See page 60).....	42
Preprofessional, Major and Elective Courses	21
ART 121 Design I: 2-D Fundamental	3
ART 122 Design II: 3-D Fundamental and Color Theory	3
ART 126 Mixed Media Workshop.....	3
ART 201 Art History Survey I	3
ART 202 Art History Survey II	3
ART 209 Drawing and Composition I	3
ART 210 Drawing and Composition II	3
Required Major Courses	27
ART 132 Aesthetics Foundation.....	3
ART 240 Visual Thinking.....	3
ART 304 Contemporary Art	3
ART 309 Introduction to African-American Art	3
ART 321 Painting I	3

ART 325 Ceramics I	3
ART 332 Printmaking I: Serigraphy	3
ART 341 Sculpture I	3
ART 416 Art Theory	3

GRAPHIC ARTS CONCENTRATION 32

ART 213 Basic Photography	3
ART 224 Graphic Design I	3
ART 225 Graphic Design II	3
ART 330 Graphic Production I	3
ART 331 Graphic Production II	3
ART 333 Printmaking II: Intaglio/Relief	3
ART 345 Introduction to Computer Graphics I	3
ART 421 Printmaking III: Lithography	3
ART 450 Art Studio	4
ART 499 Internship	4

FINE ARTS CONCENTRATION 32

Student seeking a fine arts concentration should select from the classes listed below. These selections should reflect a personal interest.

Art History

ART 302 19 th Century Art	3
ART 303 Early 20 th Century Art	3
ART 310 History of Graphic Design	3
ART 450 Art Studio	4

Two-Dimensional Area

ART 322 Painting II	3
ART 333 Printmaking II	3
ART 350 Life-Figure Drawing	3
ART 421 Printmaking III	3
ART 423 Painting III	3
ART 424 Painting IV	3
ART 450 Art Studio (Two-Dimensional)	4*

Three-Dimensional Area

ART 326 Ceramics II	3
ART 327 Creative Crafts	3
ART 342 Sculpture II	3
ART 425 Ceramics III	3
ART 426 Ceramics IV	3
ART 343 Sculpture III	3
ART 344 Sculpture IV	4*
ART 450 Art Studio (Three-Dimensional)	4*

*Art 450 Art Studio can be taken more than once (but no more than 3 times) for credit in the Fine Arts Concentration.

TOTAL SEMESTER HOUR REQUIREMENTS 122

ART MINOR CURRICULUM

The minor in Art requires a minimum of 18 Credit hours in a variety of classes. Students will have the option of selecting from different areas to meet the minimum requirements.

Art Minor Requirements(18)

Student selects one class from Art 121, 122, 123	3
ART 121 Design I: 2-D Fundamental.....	3
ART 122 Design II: 3-D Fundamental and Color Theory.....	3
ART 123 Color Theory.....	3
Student selects one class from Art 201 or 202	3
ART 201 Art History Survey I.....	3
ART 202 Art History Survey II.....	3
ART 209 Drawing and Composition I.....	3
ART 240 Visual Thinking.....	3
Student selects any 6 hours from Art 224, 321, 322, 325, 326, 330, 332, 333, 340, 341, 342	6
ART 224 Graphic Design I.....	3
ART 321 Painting I.....	3
ART 322 Painting II.....	3
ART 325 Ceramics I.....	3
ART 326 Ceramics II.....	3
ART 330 Graphic Production I.....	3
ART 332 Printmaking I.....	3
ART 333 Printmaking II.....	3
ART 340 Introduction to Computer Graphics.....	3
ART 341 Sculpture I.....	3
ART 342 Sculpture II.....	3
TOTAL SEMESTER HOUR REQUIREMENTS	18

THEATER ARTS CURRICULUM

**Dr. Tommie H. Stewart, Chairperson; Alton England,
James Knight, Brian Martin, Donna Todd, Ramona Ward**

(Leading to the Bachelor of Arts Degree with a Major in Theater Arts)

A Bachelor of Arts degree in Theater Arts is offered with four areas of specialization: Technical Emphasis, Dance, Performance Emphasis and Theater Generalist. Majors in Theater are required to obtain 18 hours of study in a minor field - or - the equivalent of 18 credit hours approved by the Theater adviser.

Core Curriculum I - IV (See page 60).....	42
Preprofessional, Major and Elective Courses	18
THE 428 African-American Drama.....	3

THE 429 Theater Management	3
MUS 121 Music Appreciation	3
ART 131 Art Appreciation.....	3
PHL 201 Logical Reasoning	
or	
PHL 363 Introduction to Philosophy	3
CIS 205 Introduction to Computer Information Systems	
or	
CSC 210 Introduction to Computer Science	3
Required Support Courses	3
THE 319 Dance Production	
or	
THE 330 Stage Movement	3
Required Major Courses (Courses to be taken up to 31 hours depending on the emphasis)	36
THE 111 Introduction to Theater Arts.....	3
THE 119 Beginning Dance	3
THE 213 Costume Construction I.....	3
THE 214 Make-up.....	3
THE 215 Acting I	2
THE 217 Rehearsal and Performance (Set and Stage)	1
THE 218 Rehearsal and Performance (Light and Sound)	1
THE 219 Intermediate Dance	3
THE 220 Rehearsal and Performance (Performance)	1
THE 221 Stage Lighting and Sound I.....	3
THE 222 Rehearsal and Performance (Costume)	1
THE 226 Rehearsal and Performance (Audience Development)	1
THE 250 Stagecraft	3
THE 313 Costume Construction II.....	3
THE 315 Acting II	2
THE 316 Vocal Training for the Actor.....	3
THE 318 Scene Design	3
THE 319 Dance Production.....	3
THE 321 Stage Lighting and Sound II.....	3
THE 323 History of the Theater I.....	2
THE 324 History of the Theater II.....	2
THE 328 Fundamentals of Play Structure and Analysis	3
THE 330 Stage Movement	3
THE 341 Dance Survey.....	3
THE 423 Costume Accessories Construction	3
THE 426 Drama in the Secondary School	3
THE 427 Children's Theater	3
THE 428 African-American Drama	3
THE 429 Theater Management	3
THE 450 Fundamentals of Play Production	3
THE 455 Directing	4
Major Course Electives (To be taken in consultation with one's major adviser).....	3
Minor Courses or Electives	18
TOTAL SEMESTER HOUR REQUIREMENTS	120

THEATER ARTS MINOR

A minor in Theater offers a broad perspective of the discipline and enhances a variety of major studies.

Twenty hours are required for a minor in Theater.

Required Courses	20
THE 111 Introduction to Theater Arts.....	3
THE 119 Beginning Dance.....	3
THE 213 Costume Construction I.....	3
THE 215 Acting I.....	2
THE 217 Rehearsal and Performance (Set and Stage).....	1
THE 218 Rehearsal and Performance (Light and Sound).....	1
THE 220 Rehearsal and Performance (Performance).....	1
THE 221 Stage Lighting and Sound I.....	3
THE 222 Rehearsal and Performance (Costume).....	1
THE 226 Rehearsal and Performance (Audience Development).....	1
THE 250 Stagecraft.....	3
THE 318 Scene Design.....	3
THE 328 Fundamentals of Play Structure and Analysis.....	3
THE 426 Drama in the Secondary School	
or	
THE 427 Children's Theater.....	3
THE 450 Fundamentals of Play Production.....	3

Rehearsal and Performance (must take a minimum of 3 R & P series)

AREAS OF EMPHASIS AND CURRICULUM REQUIREMENTS

Technical Concentration (BA 36)

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
THE 213	Costume Construction I	3
THE 215	Acting	2
THE 217	Rehearsal and Performance (Set and Stage)	1
THE 218	Rehearsal and Performance (Light and Sound)	1
THE 220	Rehearsal and Performance (Performance)	1
THE 221	Stage Lighting and Sound I	3
THE 222	Rehearsal and Performance (Costume)	1
THE 226	Rehearsal and Performance (Audience Development)	1
THE 250	Stagecraft	3
THE 318	Scene Design	3
*THE 321	Stage Lighting and Sound II	
or		
THE 313	Costume Construction II	3
THE 323	History of the Theater I	2
THE 324	History of the Theater II	2
THE 328	Fundamentals of Play Structure and Analysis	3
THE 450	Fundamentals of Play Production	3
THE 455	Directing	4
	Elective	1
Rehearsal & Performance (must take minimum of 4 of the R & P series)		37

*Pending Technical Emphasis

Performance Concentration (BA 36)

Course #	Course Name	Credits
THE 213	Costume Construction I	3
THE 214	MakeUp	3
THE 215	Acting I	2
THE 217	Rehearsal and Performance (Set and Stage)	1
THE 218	Rehearsal and Performance (Light and Sound)	1
THE 220	Rehearsal and Performance (Performance)	1
THE 222	Rehearsal and Performance (Costume)	1
THE 226	Rehearsal and Performance (Audience Development)	1
THE 221	Stage Lighting and Sound I	
	or	
THE 318	Scene Design	3
THE 250	Stagecraft	3
THE 315	Acting II	2
THE 316	Vocal Training for the Actor	3
THE 323	History of the Theater I	2
THE 324	History of the Theater II	2
THE 328	Fundamentals of Play Structure and Analysis	3
THE 330	Stage Movement	3
THE 450	Fundamentals of Play Production	3
THE 455	Directing	4
	Elective	<u>1</u>
Rehearsal & Performance (must take minimum of 4 R & P series)		37

Generalist Concentration (BA 36)

Course #	Course Name	Credits
THE 213	Costume Construction I	3
THE 214	MakeUp	3
THE 215	Acting I	2
THE 217	Rehearsal and Performance (Set and Stage)	1
THE 218	Rehearsal and Performance (Light and Sound)	1
THE 220	Rehearsal and Performance (Performance)	1
THE 221	Stage Lighting and Sound I	3
THE 222	Rehearsal and Performance (Costume)	1
THE 226	Rehearsal and Performance (Audience Development)	1
THE 250	Stagecraft	3
THE 316	Vocal Training for the Actor	3
THE 318	Scene Design	3
THE 323	History of the Theater I	2
THE 324	History of the Theater II	2
THE 426	Drama in the Secondary School	
	or	
THE 427	Children's Theater	3
THE 450	Fundamentals of Play Production	3
THE 455	Directing	4
	Elective	<u>1</u>
Rehearsal & Performance (must take minimum of 5 R & P series)		37

Dance Concentration (BA 36)

Course #	Course Name	Credits
THE 119	Beginning Dance	3
THE 213	Costume Construction I	3
THE 214	MakeUp	3
THE 215	Acting I	2
or		
THE 316	Vocal Training for the Actor	3
THE 217	Rehearsal and Performance (Set and Stage)	1
THE 218	Rehearsal and Performance (Light and Sound)	1
THE 219	Intermediate Dance	3
THE 220	Rehearsal and Performance (Performance)	1
THE 221	Stage Lighting and Sound I	3
THE 222	Rehearsal and Performance (Costume)	1
THE 226	Rehearsal and Performance (Audience Development)	1
THE 250	Stagecraft	3
THE 319	Dance Production	3
THE 341	Dance Survey	3
THE 426	Drama in the Secondary School	
or		
THE 427	Children's Theater	3
THE 450	Fundamentals of Play Production	3
	Elective	1
	Rehearsal & Performance (must take a minimum of 3 R & P series)	37

DEPARTMENT OF MUSIC**Dr. Caterina Bristol, Acting Chair****Mr. Isaac Bell, Dr. Walter Bragg, Dr. Doug Bristol,****Dr. Pamela T. Burns, Mr. Danny Davis, Dr. Gregory Jackson,****Dr. Carly Johnson, Dr. Joel Jones, Ms. Alma Brooks Lyle,****Dr. Kara Washington****GENERAL INFORMATION**

The Department of Music, a fully accredited member of the National Association of Schools of Music, offers programs of study for students who wish to pursue professional training in music education or broad-based liberal arts training, with a strong emphasis in instrumental, keyboard, or vocal music. Opportunities also exist for non-music majors to enrich their campus lives through participation in a variety of performing organizations. Students who successfully complete degree requirements are awarded the Bachelor of Music Education or the Bachelor of Arts degree.

PURPOSES, OBJECTIVES, AND GOALS OF THE DEPARTMENT

The chief purpose of the Department School of Music is to train musicians to become skilled professionals.

The goals of the Department of Music are (1) to prepare students to become music professionals in their respective fields; (2) to provide music students will training of the highest

caliber; (3) to provide all students of the university with opportunities to enrich themselves through music; and (4) to contribute to the cultural life of the campus and the community through workshops, performances and lyceum concerts.

Guide by the specific measures for each major described in the National Association of Schools of Music, the Alabama State University Department of Music has the following objectives (1) to provide students with the necessary background in music theory, ear training, keyboard, music history and literature, music technology, sight reading, and performance according to their degree program requirements; (2) to provide students interested in teaching careers with the professional knowledge, skills, and experiences necessary for success in the field; (3) to provide students interested in other music careers with the professional knowledge, skills, and experiences necessary for success in the field, (4) to develop the creative potential of the community through performance opportunities.

FACILITY

The Department of Music is housed in Tullibody Music Hall (1974). Contemporary in design, this facility is functional, attractive and satisfies high acoustical standards. The primary performance area is the recital hall located on the first floor. It is complete with nonparallel walls and a curved ceiling to control reverberation. Seating is tiered above the stage area, providing excellent viewing.

The ceiling of the band rehearsal room is two stories high and has nonparallel wall treatment for acoustical control. With 2,000 square feet of floor space, the band rehearsal room can accommodate a band of more than 150 players. Adjacent to the rehearsal hall are facilities for instrument and uniform storage.

The choir rehearsal room, located on the second floor, has nonparallel walls, storage space for robes and music, and a pipe organ with 439 pipes. Because of its large floor space (2,000 square feet), the choir room is used for organ recitals and opera workshop classes. Also located on the second floor is a student lounge and practice rooms of various sizes. Other practice rooms are located on the third and fourth floors.

The computer and keyboard labs are located on the third floor of the music building. The labs are uniquely designed for group instruction and tutoring. Workstations are equipped with standard music technology applications, productivity software, and network access. A Smart Music practice room and piano practice studios are also located on the third floor.

The fourth floor houses the Department of Communication's recording studio with state-of-the-art equipment. Also located on this floor is a jazz combo/small ensemble rehearsal room and percussion studio.

CURRICULAR OFFERINGS

In an effort to meet the needs of music majors who have different career objectives and special interests, the Department of Music provides two general curricula: the Bachelor of Music Education (B.M.E.) and the Bachelor of Arts in Music (B.A.). Both curricula are designed to meet the requirements of the Alabama State Department of Education, the National Council for Accreditation of Teacher Education, and NASM.

The Bachelor of Music Education degree is designed for students who desire public school music teaching as a career. This degree program has two areas of specialization: vocal/choral music and instrumental music. The B.M.E. curricula are offered in cooperation with the College of Education and lead to certification for teaching in nursery-12th grade music programs. Admission to this program is specified in the College of Education guidelines for admission to Teacher Certification Programs.

The Bachelor of Arts in Music is a liberal arts degree providing basic studies in music theory, music history, keyboard musicianship, sight-singing, analytic techniques, and composition. Also included are performance requirements with selected concentrations in keyboard instruments, wind instruments, percussion, voice, and jazz.

GENERAL ADMISSION PROCEDURES

In addition to the university requirements for general admission, each prospective student must meet entrance requirements for the Department of Music. These include a performance audition and a diagnostic examination in music theory. These entrance requirements assist the music faculty in assessing the student's musical background, level of proficiency and individual strengths and weaknesses. Students who enter the Department of Music with deficiencies will be required to take remedial courses based on the results of these assessments and therefore, will be required to take more than the minimum number of hours indicated to complete degree requirements.

SPECIFIC ADMISSION PROCEDURES

After completing the general admission requirements of the university, the prospective music student should report to the Department of Music to complete the performance audition and the diagnostic examination in music theory.

The performance audition should demonstrate the student's highest possible level of proficiency in voice or on a standard musical instrument. The auditioning student should prepare and perform compositions appropriate to their skill level and degree interest. While considerable latitude in the choice of performance selections is given, students are encouraged to prepare carefully for the audition so that an accurate assessment of potential and talent may be rendered. Contact the department for spring audition dates. Students that have not completed the formal audition upon arrival will be required to complete the audition process by the end of the first week of classes. For additional information, please contact the Chair of the Department of Music.

The diagnostic examination in music theory tests the students' written and aural skills in the following areas (1) major and minor key signatures; (2) major scales; (3) minor scales in the natural, harmonic and melodic forms; (4) intervals and triads; (5) rhythm; and (6) aural skills.

Those who pass the performance audition and have completed the diagnostic examination in music theory are accepted into the Department of Music. Students who do not satisfy either of these requirements will be admitted conditionally for two semesters, at the end of which time the student will be advised concerning continuation in the music program.

Officially, all freshmen are admitted to University College and must complete that college's requirements before entering a degree-granting program. However, students who plan to major in music begin taking music courses in their first semester.

Students should review the Department of Music's website for more detailed audition and admission criteria and procedures.

APPLIED MUSIC

Applied music is an individual instruction on a student's major instrument or in voice, usually one one-hour lesson per week. Applied lessons culminate in a required end-of-the-semester jury examination for all students enrolled in these courses. Such instruction is critical to a student's musical development.

Applied music courses are numbered so that each successive level represents a higher degree of proficiency. Remedial applied lessons (0-level) are required for those students that do not meet the entry-level proficiency required to be a music major, as indicated by the entrance performance audition or based upon an evaluation by the applied instructor. Remedial applied lessons do not count towards official degree requirements and therefore students enrolled in these courses will be required to take more than the minimum number of hours indicated to complete degree requirements. Students will be admitted into 100-level lessons after demonstrating entry-level proficiency required for 100-level applied music students as required by the individual instructor. Students who do not satisfy these applied require-

ments will be admitted conditionally for two semesters, at the end of which time a determination and recommendation will be made by the applied faculty as to the student's proposed continuation in the program. Students may choose from the following areas for applied study: piano, organ, percussion, flute, oboe, clarinet, saxophone, bassoon, French horn, trumpet, trombone, euphonium, tuba, and voice.

ENSEMBLE REQUIREMENTS

The Department of Music encourages students to participate in a variety of performing organizations. A rich ensemble experience is basic to the professional preparation of all musicians. For this reason, students are required to enroll in at least one large performing ensemble during each semester of residency, except during internship. Selection of a performing ensemble is governed by the student's major and result of an ensemble audition. Students are also encouraged to participate in a variety of small ensembles.

Non-majors are welcome to participate in ensembles at the discretion of the director.

STUDENT ANNUAL PERFORMANCE REVIEW & SOPHOMORE EVALUATION

At the end of each academic year, faculty members will complete the *Student Annual Performance Review (SAPR)* for all music majors. The *SAPR* assesses student progress in the University's core curriculum and the major areas of the music course of study, performance; music theory/ear training/keyboard; and music history and literature. Suggestions for improvement are made and recommendations for future academic success are noted. At the end of the sophomore year students are evaluated using the *SAPR*, their sophomore (200-level) applied lesson performance jury, an applied technical proficiency, and a written Musicianship assessment. Students that have made satisfactory degree progress, pass the 200-level jury and demonstrate proficiency on the Technical and Musicianship assessments may then begin to plan for the completion of upper division coursework.

EXIT CRITERIA: SENIOR RECITAL

All music majors will be required to pass a Senior Recital according to their degree program in order to qualify for graduation:

1. Bachelor of Music Education - Senior Recital Hearing and the Senior Recital
2. Bachelor of Arts with concentrations in keyboard instruments, wind instruments, percussion, voice, and jazz - Senior Recital Hearing and the Senior Recital

The Senior Recital Hearings for all degree concentrations must be passed at least two weeks before a student presents the senior recital/project. The senior recital/project is the culminating public presentation which demonstrates the student's proficiency in the major applied or technical area.

DEPARTMENTAL AWARDS

The Presser Scholarship is a prestigious national award presented to a rising senior who is an outstanding music major possessing a high academic average and demonstrating excellence in performance. The student will be identified as a Presser Scholar and is expected to exhibit high standards in personal character and academic citizenship.

Other awards are presented to students as the opportunities arise. Awards are given for performance on Honors Recital Competition as well as community awards. Criteria for these awards are available from the Chair of the Department of Music.

SCHOLARSHIP AWARDS AND CRITERIA

The Department of Music offers scholarships to music majors whose auditions or qualifications are judged meritorious by individual faculty and/or other faculty when available. Final scholarship recommendations will be made by the scholarship committee. Scholarships are awarded on the basis of scholastic and musical ability by the Scholarship Committee. Awards are renewable based on student's ability to fulfill requirements listed on the scholarship award.

Additionally, students must maintain the prescribed G.P.A. If a student fails to meet any criteria listed on the scholarship award, the Department of Music reserves the right to either revoke or reduce the amount of the award. See award for specific requirements.

LECTURES, CONCERTS, RECITALS AND PLAYS

A series of Lyceum programs featuring noted lecturers, artists and a variety of programs of general interest and cultural value are presented by the Department of Music and the university. University faculty, students and music groups also provide a number of special performances. The Montgomery community provides many cultural opportunities, including those of the Montgomery Chamber Music Series, the Alabama State University Community Choir, the Montgomery Chorale, the Montgomery Symphony Association and the Alabama Shakespeare Festival. Other local opportunities for enrichment exist through other local universities, churches, and community programs. Surrounding communities also provide many additional opportunities for musical and cultural enrichment.

Music students are strongly encouraged to attend all cultural activities presented on the campus and to take advantage of the variety of cultural opportunities provided by the community.

MUSIC ORGANIZATIONS

There are several professional organizations in the Department of Music. Membership in any of these organizations is by invitation from the respective organizations. Active membership status requires member participation in official Department of Music ensembles, or other activities, every semester of residence. Inactive members are ineligible for active participation.

Music Educator's National Conference is a professional organization for music educators.

Sigma Alpha Iota is a professional fraternity for distinguished women in the field of music. Its primary purpose is to foster interest in music through high standards, fellowship and service as well as to promote music creation, performance and scholarship.

Tau Beta Sigma provides service to collegiate bands, encourages the advancement of women in the band profession, and promotes and enriches an appreciation of band music through recognition, leadership development, and education of its members.

TRANSFER STUDENTS: APPLIED MUSIC AND ENSEMBLE CREDITS

The equivalent of one semester hour per semester for applied music is accepted in the Bachelor of Arts curriculum or in the Bachelor of Music Education curriculum with a maximum of two semester hours being transferable.

Transfer students entering the Department of Music must declare their major area of concentration in one applied performance medium and participate in one large ensemble activity per semester.

To receive transfer credit for previous course work, students must achieve and/or demonstrate the level of knowledge and skills that is consistent with course offerings and stan-

dards at Alabama State University.

Students transferring from nonaccredited music programs or schools may receive transfer credit on the basis of subject examination. A passing score on the examination will warrant transfer credit being counted toward degree requirements if approved by the Chair of the Department of Music and the Vice President for Academic Affairs.

MUSIC CURRICULUM (Leading to the Bachelor of Arts Degree with a Major in Music)

Core Curriculum (See Page 60).....	42
Music Core for Music Majors	46-48 (49-51)
MUS 122 Introduction to the Study of Music (see Core Curriculum/General Studies) ¹	3
MUS 131 Music Theory I.....	3
MUS 132 Music Theory II.....	3
MUS 134 Keyboard Class I ²	1
MUS 135 Keyboard Class II ³	1
MUS 137 Sight-Singing and Ear-Training I.....	1
MUS 138 Sight-Singing and Ear-Training II.....	1
MUS 231 Music Theory III.....	3
MUS 232 Music Theory IV.....	3
MUS 237 Sight-Singing and Ear-Training III.....	1
MUS 238 Sight-Singing and Ear-Training IV.....	1
MUS 320 History of Music.....	3
MUS 321 History of Music.....	3
MUS 431 Form and Analysis.....	3
MUE 310 Introduction to Music Technology.....	3
MUE 474 Conducting.....	1
MUE 475 Advanced Conducting.....	1
MUP 099 Performance Class ⁴	0
Applied Music ⁵	7-8
Large Ensemble ⁶	7-8
Electives (advisor approved)	30
TOTAL SEMESTER HOURS B.A.	120

¹This requirement is a substitute for Music Majors only in the Humanities requirements of the General Studies/Core Curriculum.

²Students may satisfy these requirements by passing keyboard proficiency.

³Students may satisfy these requirements by passing keyboard proficiency.

⁴Requirement each semester of enrollment, student must pass a minimum of 7 for the B.M.E and 8 for the B.A.

⁵B.M.E. students are required to pass seven applied and large ensemble credits each, B.A. are required to pass eight of each. All students are required to enroll in applied and large ensembles each semester of enrollment, except during the required professional internship for the B.M.E.

⁶Same as #5 above.

B.A. in Performance or Jazz Studies

Adviser Approved Electives.....	29
MUP 495 Recital BA.....	1

MUSIC EDUCATION CURRICULUM (Leading to the Bachelor of Music Education)

General Studies (See Page 81).....	42 (including MUS 122)
Music Core for Music Majors	43+
MUS 122 Introduction to the Study of Music (See Core Curriculum/General Studies) ¹	3
MUS 131 Music Theory I.....	3

MUS 132 Music Theory II	3
MUS 134 Keyboard Class I ⁸	1
MUS 135 Keyboard Class II ⁹	1
MUS 137 Sight-Singing and Ear-Training I	1
MUS 138 Sight-Singing and Ear-Training II	1
MUS 231 Music Theory III	3
MUS 232 Music Theory IV.....	3
MUS 237 Sight-Singing and Ear-Training III	1
MUS 238 Sight-Singing and Ear-Training IV.....	1
MUS 320 History of Music.....	3
MUS 321 History of Music.....	3
MUS 431 Form and Analysis.....	3
MUE 474 Conducting.....	1
MUE 475 Advanced Conducting	1
MUP 099 Performance Class ¹⁰	0
Applied Music ¹¹	7-8
Large Ensemble ¹²	7-8

Professional Studies (See Page 82).....	39+
EDU 099 Admission to TEP	0
EDU 100 Preparation for TEP	0-1
EDU 200 Orientation to Education	0-3
EDU 300 Foundations of Education	3
EDU 301 Measurements and Evaluation in Education	3
EDU 321 Instructional Technology for Educators	3
EDU 400 Psychology of Learning.....	3

TOTAL SEMESTER HOURS B.M.E..... 129+

⁷ This requirement is a substitute for Music Majors only in the Humanities requirements of the General Studies/Core Curriculum.
⁸ Students may satisfy these requirements by passing keyboard proficiency.
⁹ Students may satisfy these requirements by passing keyboard proficiency.
¹⁰ Requirement each semester of enrollment, student must pass a minimum of 7 for the B.M.E and 8 for the B.A.
¹¹ B.M.E. students are required to pass seven applied and large ensemble credits each, B.A. are required to pass eight of each. All students are required to enroll in applied and large ensembles each semester of enrollment, except during the required professional internship for the B.M.E.
¹² Same as #11 above.

B.M.E. Instrumental Emphasis	6
MUE 223 Voice Class.....	1
MUE 395 String Class	1
MUE 396 Woodwind Class.....	1
MUE 397 Brasswind Class	1
MUE 398 Percussion Class.....	1
MUE 477 Band Arranging.....	1
MUP 490 Recital BME.....	0

B.M.E. Vocal/Choral Emphasis	5-7
MUE 223 Voice Class.....	1
MUE 348, 351 or 354 Pedagogy.....	1
MUS 314 Diction (voice majors).....	1
MUS 315 Diction (voice majors).....	1
MUS 323 Accompanying Class (keyboard majors).....	1
MUS 471 Seminar in Keyboard Traditions (keyboard majors).....	1
MUE 478 Choral Arranging	1

MUP 490 Recital BME0
ASU College of Education Core30-34

Because modification of the curriculum may occur between printings of this catalog, students should meet with their Department of Music adviser before the beginning of each semester to be properly advised regarding appropriate courses.

MINOR IN MUSIC

The minor field of concentration in the Department of Music is available to all students pursuing a major within a liberal arts degree program. The music minor, in addition to the specified course requirements below, also requires demonstration of proficiency in music performance, competence in musical understanding and ensemble participation.

Requirements for the music minor are as follows:

MUS 122 Introduction to the Study of Music..... 3
 MUS 131-132 Music Theory I, II..... 6
 MUS 134-135 Keyboard I, II..... 2
 MUS 137-138 Sight-Singing and Ear-Training..... 2
 Large Ensemble..... 4
 Applied Music 4

TOTAL SEMESTER HOURS REQUIRED21

COLLEGE OF BUSINESS ADMINISTRATION

Dr. Percy J. Vaughn, Dean

INSTRUCTIONAL ORGANIZATION AND DEGREE CURRICULA

Alabama State University, through the three departments of the College of Business Administration, is nationally accredited by the Association of Collegiate Business Schools and Programs for the offering of the following degree program: Bachelor of Science degree in Business Administration with majors in Accounting, Management (Service Organization Management), Marketing (Direct Marketing, Franchising and Purchasing), Computer Information Systems, and Finance.

Departments

Accounting and Finance

Computer Information Systems

Business Administration

Majors

Accounting
Finance

Computer Information Systems

Management
Marketing

The curricula in the College of Business Administration offers a minor in International Business (IB). Each department provides students ample freedom to select individual courses in other colleges of the university to satisfy their general cultural interests so that with their specialization they will achieve a well-balanced education.

There are no provisions in the policies of the college for students to obtain a double major. Degrees are granted, upon application, to students who successfully complete the prescribed requirements for one of the four-year curricula offered by the College of Business Administration.

The College of Business Administration reserves the right to modify curricula and specific courses of instruction, to alter the requirements for admission and graduation, and to change the degrees to be awarded in the three above-mentioned departments.

COBA MISSION STATEMENT

The College of Business Administration (COBA) supports the mission of the University by serving the higher educational needs of business students at Alabama State University. Programs are designed to help students advance their education in business to become more productive citizens, further their careers, and pursue advanced studies within a changing global environment. Undergraduate programs offer selected specializations built on a foundation of general education and a broad business core with an emphasis on entrepreneurship. The Master of Accountancy program offers advanced accounting studies.

COBA promotes special concern for student learning, the effective use of technology and ethical behavior. Teaching/coaching and the resultant student learning are the highest priority of COBA. To that end, instructional development and faculty intellectual contributions of applied scholarship are emphasized. Faculty development, community service and involvement in professional organizations resulting in service to key stakeholders are stressed. COBA solicits input from its primary stakeholders through advisory councils.

PURPOSES AND OBJECTIVES

The principal objective of the College of Business Administration is teaching/coaching to accomplish a fourfold purpose: (1) to prepare students for managerial and leadership careers in the management of both business and government enterprises in a global environment, (2) to cultivate the entrepreneurial and intrapreneurial spirit so that students will pursue and take advantage of innovative opportunities, both internal and external to the organization, (3) to promote responsible citizenship and leadership roles in a society oriented toward the advancement of knowledge and (4) to foster a foundation that will promote lifelong learning.

Specifically, the College of Business Administration provides:

1. The common professional components of business
2. Service to the community both by course offerings that are relevant for entrepreneurship and intrapreneurship and through consulting and public service activities
3. Avenues for cooperation with other units within the university community in the pursuit of mutual educational objectives
4. Flexible and integrated curriculum background for the students who choose to enter graduate school in lieu of business careers

ADMISSION POLICIES

Students are eligible for admission to the College of Business Administration after completion of one year of work in a program of liberal studies in University College of this university and maintain a 2.2 grade point average. Each student will be assigned a faculty adviser. The students, faculty adviser, department chairs and/or dean will plan the tentative schedule of courses the student is required to take in the department selected in the College of Business Administration.

Admission of Freshmen

All freshmen are required to enroll in University College. A student may transfer to the College of Business Administration after completing the courses outlined in the Core Curriculum with a minimum overall grade point average of 2.2 or better. The college may require some students to enroll in specific courses in mathematics or reading as modifications of the core.

Admission of Transfer Students

Two-year college graduates and students from other colleges and universities who wish to transfer to the College of Business Administration are extended a hearty welcome. All transfer students having fewer than 30 semester hours will be enrolled in University College.

The College of Business Administration is organized as a professional college within the university. The comprehensive liberal studies, the basic work for a professional program of management education for business leadership, must be taken prior to admission to the college.

The following conditions will serve as guides in expediting admission and in preparing for a professional career in business leadership:

1. For students transferring from accredited public institutions within the state of Alabama, the amount of credit for freshman and sophomore course work is governed by the Articulation and General Studies agreement. The maximum credit allowed for work completed in a two-year college will be equivalent to one-half of the student's curriculum but not to exceed 60 semester hours.

2. For students transferring from other institutions, the amount of transfer credit and advanced standing allowed will be determined by the dean and the Office of Admissions and Recruitment.

Students already enrolled in a College of Business Administration program will not be permitted to be a transient student to a two-year college. Transfer students are required to spend a minimum of two semesters in residence or take at least the equivalent of 30 credit hours in the College of Business Administration before they become eligible for a degree.

STUDENT OUTCOME ASSESSMENT PROGRAM MAJOR FIELD TEST IN BUSINESS

The College of Business Administration requires every student to take the online version of the Major Field Test in Business in MGT 462 Business Policies (the Capstone course) as part of the graduation requirement.

The Major Field Test in Business is an innovative undergraduate outcomes assessment designed by ETS (Educational Testing Services Inc.) to measure the basic student learning in the field of business. The Major Field Test in Business contains about 120 multiple-choice items designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories and analytical methods. Some questions are grouped in sets and based on diagrams, charts and data tables. The questions represent a wide range of difficulty and cover depth and breadth in assessing students' achievement levels.

Test results enable the College of Business Administration to refine and improve curriculum development, gauge the progress of students compared to others in the program and those in similar programs at schools throughout the country.

INDEPENDENT STUDY POLICY

Policies of the College of Business Administration make no provision for independent studies.

COURSE REPETITION

A student must earn a "C" or better in all courses. If a student earns a grade of "D" or "F" in a course, the course must be repeated the next semester of enrollment.

STUDENT ACTIVITIES

Student representatives are elected for service on various types of committees at the collegial level. The participation of student representatives provides means for students to voice their concerns and to take an active role in matters relating to them.

Majors and minors from other colleges of the university may wish to become active members of one of the special interest student organizations. Students who are enrolled in other colleges of the university may apply for and be recognized as associate members of the various clubs. These clubs, sponsored by the COBA, were organized in order to provide an opportunity for students with similar professional interests to participate as a group in social and intellectual activities.

The clubs meet on a regular basis in order to discuss and adopt policies and activities that are agreeable to and in the best interest of the membership. Their members are also interested in promoting extracurricular activities, such as inviting members of the community to speak on campus and arranging visits to interesting and informative businesses in the local area.

The presidents of the student organizations in the College of Business Administration are official members of the Dean's Council of Students. The council meets with the dean of the

college periodically to discuss matters that concern students of the college.

The following organizations are established and functioning in the College of Business Administration:

1. Alpha Kappa Psi
2. American Marketing Association
3. Association of Information Technology Professionals
4. Delta Mu Delta Honor Society (DMD)–Gamma Epsilon Chapter
5. Institute of Management Accountants
6. National Association of Black Accountants
7. National Student Business League
8. Phi Beta Lambda Chapter
9. Phi Gamma Nu
10. Society for the Advancement of Management, John Cannon Chapter
11. ASU Financial Management Association
12. Students in Free Enterprise

BUSINESS COOPERATIVE INTERNSHIP PROGRAM

The College of Business Administration offers qualified students the opportunity to participate in the Business Cooperative Internship Program. The Business Co-op program is administered by the director of cooperative education. Effort is made to place students in jobs that offer maximum educational and financial benefits. Students alternate each semester between work in business or industry and study at the university.

The Business Cooperative Internship Program gives students opportunities for practical experience, enables them to earn part of their expenses and may lead to permanent employment after graduation.

The student may earn a maximum of nine credit hours (three credit hours for each experience) in this particular program. The student must do a satisfactory job as determined by the employer and coordinator, including reports covering his or her job experiences. Students cannot use their full-time or part-time employment to substitute for the business cooperative or internship to earn credit hours. Grades earned in the Business Co-op program cannot be used for electives or counted toward graduation.

INTERNSHIP IN BUSINESS

This program is designed to give the undergraduate student in the College of Business Administration the opportunity to work one semester of each year as an intern in business, industry, government, health, social sciences and community action and receive three semester hours of credit toward the bachelor's degree.

BUSINESS DEVELOPMENT AND GLOBAL ECONOMIC RESEARCH CENTER

The Business Development and Global Economic Research Center (BDGERC) is organized within the College of Business Administration to meet the research and service needs of the business community and to provide ancillary services to the students and faculty of COBA. Under the umbrella of the BDGERC resides the Small Business Development Center and the Disadvantaged Business Enterprise and Supportive Services Program. The Center is an associate member of the Association of University Business and Economic Research.

The Center develops and disseminates data on current business and economic conditions. It cooperates with businesses, governmental agencies, professional and service groups and consumers in evaluating and analyzing their specific problems. It also designs and sponsors programs to meet the particular needs of the respective groups. In pursuing these goals,

the center has obtained and seeks contracts and grants for research and sponsorship. The center utilizes the academic and business-oriented resources of the university's colleges and departments, thereby enriching the instruction of students. The BDGERC has the capacity of preparing to meet the standards of Total Quality Management (TQM)/ISO. ISO is the International Standards Organization.

SMALL BUSINESS DEVELOPMENT CENTER

The Small Business Development Center (SBDC), located in the College of Business Administration, is a member of a consortium of 11 universities throughout the state of Alabama which make up the Alabama Small Business Development Center.

It was developed in a joint effort between the U.S. Small Business Administration and the state of Alabama to (1) reduce significantly the failure rate of small businesses in the state of Alabama, (2) assist small businesses in the state to improve significantly their ability to generate profit and (3) advise the potential small business persons of the feasibility of a business prior to investing capital.

Consultants consisting of students or faculty are available to act as go-betweens for the business person and the many informational resources provided by the SBDC.

PROCUREMENT TECHNICAL ASSISTANT CENTER

The Procurement Technical Assistant Center (PTAC) at Alabama State University is one of five centers in the state of Alabama and a part of the Alabama Small Business Consortium. The center is funded by the United States Department of Defense and the State of Alabama Department of Economic and Community Affairs. They provide vast amounts of information and counseling in the area of Government Contracting Opportunities to its clients. The Alabama Small Business Procurement System (ASBPS) is a computerized bid tracking system available to small businesses in the state of Alabama. The bid tracking system seeks to provide a clearinghouse for bid opportunities available through State and Federal agencies. Since its inception, the Alabama Small Business Procurement System has assisted thousands of Alabama Businesses with obtaining millions of dollars in contracts. To enroll your company in the ASBPS database, contact the ASU/SBDC.

DISADVANTAGED BUSINESS ENTERPRISE AND SUPPORTIVE SERVICES PROGRAM

The Disadvantaged Business Enterprise (DBE) Supportive Services Program is funded by a grant awarded to Alabama State University's College of Business Administration by the Alabama Department of Transportation. The DBE Supportive Services Program provides technical and managerial counseling and training to minority highway construction-related businesses that seek to formulate working relations with the Department of Transportation.

Through program certification, minority and women business owners are granted eligible status of minority participation on federal, state and municipal contractual opportunities. The program assures that business owners are given the assistance and resources needed to procure, perform and manage contractual opportunities.

BUSINESS AND TECHNOLOGY CENTER

Since the summer of 1999, staff members of the ASU Business and Technology Center have provided businesses, government, educational institutions and individuals with many of the technological tools necessary to manage effectively in the 21st century. Customers may choose from a menu of services that range from classroom instruction on software training to

Web-based classes and consulting services on what hardware and software to buy for your business needs; from video-conferencing, opinion polling, market research, project management and information technology to assistance with preparing proposals for government contracts.

COLLEGIAL COMPUTING CENTER

The Collegial Computing Center is equipped with computer facilities to meet the needs of our learners. Collectively, there are a total of five computer labs in the College of Business Administration. The labs are open 24 hours a day, 7 days a week. The computers in COBA are networked over a fast Ethernet and have Internet access. The computers also interface with the university's mainframe computer.

The college has state-of-the-art PCs, laser printers and scanners in the computer labs. The PCs have Microsoft Office Suite, Adobe Creative Suite, Visual Studio 2005, Project 2007, Visio 2007, SPSS and other software for student use.

All classrooms in the College of Business Administration have been equipped with multimedia facilities that include a overhead data projector.

Each student on his entry to COBA is assigned a user I.D. that allows e-mail access. All users of the computer labs are required to adhere to the letter on the security process that is posted in the labs.

SAP UNIVERSITY ALLIANCE

The College of Business Administration is one of the early members of the SAP University Alliances program. This alliance has allowed the college to gain access to the SAP Business Suite family of solutions, including SAP ERP and SAP Business One. Through hands-on experience with SAP solutions, COBA students gain insight into how technology can empower a business to optimize key processes such as accounting and controlling, human capital management, project planning, plant and materials management, and sales and distribution.

SAP is the world's largest business software company and was founded as Systems Applications and Products in Data Processing.

MICROSOFT'S MSDN ACADEMIC ALLIANCE (MSDNAA)

The College of Business Administration is a member of the MSDN Academic Alliance. This alliance provides COBA's faculty and students with the latest developer tools, servers, and platforms from Microsoft at no cost.

The program helps COBA to keep the computer labs, faculty, and students on the leading edge of technology. All students enrolled in COBA can get license to load all Microsoft software (except Word, PowerPoint, and Excel) on their personal computers free of cost. The distribution of the software and license is done electronically using Microsoft's e-academy License Management Systems (ELMS).

CENTER FOR ACADEMIC REINFORCEMENT

The Center for Academic Reinforcement provides tutoring service for students in Accounting and Finance, Computer Information Systems (computer languages), Quantitative Services (mathematics, calculus and statistics) and Business Communications (reading, writing and basic research). It also provides service for seniors, assisting them in report writing and perfecting their interviewing techniques and counseling in matters pertaining to their personal needs.

DEPARTMENT OF ACCOUNTING AND FINANCE

**Dr. Jean G. Crawford, Chairperson; Ms. Jorja Bradford,
Dr. Gow-Cheng Huang, Mr. Walter Montgomery, Jr.,
and Dr. Herbert N. Watkins**

The Department of Accounting and Finance offers two degree programs leading to the bachelor of science degree. One is the major in Accounting, which prepares the student for a wide variety of professional careers in either public, industrial or governmental accounting. The other program, a major in Finance, prepares the student for a professional career in organizations that require special training in finance and an understanding of financial systems. Both programs also provide a sound foundation in theory and skills that are necessary requisites for students to pursue graduate degrees in either Accounting or Finance.

ACCOUNTING MAJOR (Leading to a Bachelor of Science Degree)

Students must complete a six (6) semester hour sequence either in literature or history.

Core Curriculum 42

Accounting Majors must choose core curriculum courses as follows:

Orientation: (1 Hour)

ORI 100 Freshmen Orientation 1

English Composition: (6 Hours)

ENG 131 English Composition 3

ENG 132 English Composition 3

or

ENG 140 English Composition (Honors) 3

ENG 141 English Composition (Honors) 3

Humanities and Fine Arts: (12 Hours)

HUM 103 The Humanities through the African-American Experience 3

ENG 209 Introduction to Literature 3

Choose one of the following: (3 Hours)

ART 131 Art Appreciation 3

MUS 121 Music Appreciation 3

THE 111 Introduction to Theater Arts 3

Choose one of the following: (3 Hours)

ENG 210 Introduction to Literature 3

HUM 101 Interdisciplinary Humanities 3

HUM 102 Interdisciplinary Humanities 3

SPE 200 Voice and Diction 3

SPE 205 Public Speaking 3

PHL 201 Logical Reasoning 3

Natural Sciences and Mathematics: (11 Hours)

PSC 231 Physical Science Survey 4

PSC 232 Physical Science Survey 4

MAT 137 Precalculus Algebra 3

History, Social and Behavioral Sciences: (12 Hours)

ECO 251 Principles of Economics I 3
 ECO 252 Principles of Economics II 3
 HIS 131 World History 3

Choose one of the following: (3 Hours)

HIS 132 World History 3
 PSY 251 General Psychology 3
 SOC 110 Introduction to Sociology 3
 ANT 113 Societies Around the World 3
 GEO 206 World Geography 3
 POS 207 American Government 3

Preprofessional, Major and Elective Courses 19

ECO 201 Mathematics for Business and Economics 3
 ECO 202 Business Statistics I 3
 CIS 205 Introduction to Computer Information Systems 3
 ACT 214 Principles of Financial Accounting 3
 ACT 215 Principles of Managerial Accounting 3
 ECO 331 Business Statistics II and Decision Theory 3
 PED 114 Beginning Golf
 or
 PED 122 Beginning Tennis 1

Required Support Courses 36

CIS 206 Business Programming Languages 3
 FLF 141 French I 3
 or
 FLS 161 Spanish I 3
 FIN 321 Essentials of Managerial Finance 3
 MKT 321 Elements of Marketing and Direct Marketing 3
 MGT 204 Business Communications 3
 MGT 255 Business Law/Legal Environments for Administration I 3
 MGT 304 Advanced Business Communications 3
 MGT 321 Principles of Management 3
 CIS 329 Business Process Integration using SAP 3
 MGT 400 Entrepreneurship and Small Business Management 3
 MGT 422 Production Management 3
 MGT 462 Business Policies 3

Required Major Courses (Accounting) 24

Courses Required: (21 Hours)

ACT 313 Intermediate Accounting I 3
 ACT 314 Intermediate Accounting II 3
 ACT 318 Income Tax Accounting 3
 ACT 411 Cost Accounting 3
 ACT 415 Advanced Accounting 3
 ACT 418 Auditing 3
 ACT 419 Fund Accounting 3

Electives (3 Hours)

ACT 420 C.P.A. Review 3
 ACT 421 EDP Auditing 3
 ACT 422 Internal Auditing 3

ACT 424 C.I.A. Review.....	3
ACT 430 Accounting Theory Seminar.....	3
CIS 391 Management Science.....	3
CIS 415 Management Information Systems.....	3
MGT 324 Fundamentals of Total Quality Management.....	3
MGT 356 Business Law/Legal Environments for Administration II.....	3
MGT 430 Internship in Business.....	3

TOTAL SEMESTER HOURS TO GRADUATE 121

**FINANCE MAJOR
(Leading to a Bachelor of Science Degree)**

Students must complete a six (6) semester-hour sequence either in literature or history.

Core Curriculum 42

Finance majors must choose core curriculum courses as follows:

Orientation: (1 hour)

ORI 100 Freshmen Orientation.....	1
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English Composition: (6 hours)

ENG 131 English Composition.....	3
ENG 132 English Composition.....	3
or	
ENG 140 English Composition (Honors).....	3
ENG 141 English Composition (Honors).....	3

Humanities and Fine Arts: (12 Hours)

HUM 103 The Humanities through the African-American Experience.....	3
ENG 209 Introduction to Literature.....	3

Choose one of the following: (3 Hours)

ART 131 Art Appreciation.....	3
MUS 121 Music Appreciation.....	3
THE 111 Introduction to Theater Arts.....	3

Choose one of the following: (3 Hours)

ENG 210 Introduction to Literature.....	3
HUM 101 Interdisciplinary Humanities.....	3
HUM 102 Interdisciplinary Humanities.....	3
SPE 200 Voice and Diction.....	3
SPE 205 Public Speaking.....	3
PHL 201 Logical Reasoning.....	3

Natural Sciences and Mathematics: (11 Hours)

PSC 231 Physical Science Survey.....	4
PSC 232 Physical Science Survey.....	4
MAT 137 Precalculus Algebra.....	3

History, Social and Behavioral Sciences: (12 Hours)

ECO 251 Principles of Economics I.....	3
ECO 252 Principles of Economics II.....	3
HIS 131 World History.....	3

Choose one of the following: (3 Hours)

HIS 132 World History	3
PSY 251 General Psychology	3
SOC 110 Introduction to Sociology	3
ANT 113 Societies Around the World.....	3
GEO 206 World Geography	3
POS 207 American Government.....	3
Preprofessional, Major and Elective Courses	19
ECO 201 Mathematics for Business and Economics.....	3
ECO 202 Business Statistics I.....	3
CIS 205 Introduction to Computer Information Systems	3
ACT 214 Principles of Financial Accounting	3
ACT 215 Principles of Managerial Accounting	3
ECO 331 Business Statistics II and Decision Theory	3
PED 114 Beginning Golf	
or	
PED 122 Beginning Tennis	1
Required Support Courses	36
CIS 206 Business Programming Languages.....	3
FLF 141 French I.....	3
or	
FLS 161 Spanish I.....	3
FIN 321 Essentials of Managerial Finance.....	3
MKT 321 Elements of Marketing and Direct Marketing.....	3
MGT 204 Business Communications	3
MGT 255 Business Law/Legal Environments for Administration I	3
MGT 304 Advanced Business Communications	3
MGT 321 Principles of Management.....	3
CIS 329 Business Process Integration using SAP.....	3
MGT 422 Production Management	3
MGT 400 Entrepreneurship and Small Business Management	3
MGT 462 Business Policies.....	3
Required Major Courses (Finance).....	24
Courses Required: (24 hours)	
FIN 323 Intermediate Financial Management	3
FIN 324 Principles and Practices of Real Estate Finance	3
FIN 416 Insurance.....	3
FIN 421 Investments	3
FIN 423 Financial Institutions	3
ECO 250 Credit Management and Consumer Finance.....	3
ECO 455 Money and Banking.....	3
ECO 459 Public Finance	3
Electives	
ACT 318 Income Tax Accounting.....	3
ACT 411 Cost Accounting	3
CIS 391 Management Science.....	3
ECO 341 Intermediate Microeconomic Theory	3
ECO 342 Intermediate Macroeconomic Theory	3
FIN 417 Real Estate Finance	3
FIN 418 Real Estate Appraisal.....	3
MGT 430 Internship in Business	3
MGT 460 International Business	3
TOTAL SEMESTER HOURS TO GRADUATE	121

DEPARTMENT OF COMPUTER INFORMATION SYSTEMS

**Dr. Kamal Hingorani, Chairperson; Dr. Sun-Gi Chun,
Dr. Henry L. Cobbs, Ms. Nasrin Danesh, Mr. Donald Woodard,
Dr. Jiin Wang**

The Department of Computer Information Systems (CIS) offers a degree program leading to a bachelor of science degree. The program in CIS prepares the student for a wide variety of professional careers in either business, industry or government that require development and management of computer information systems. CIS instruction consists of hands-on computer use, coaching, lecture, discussion, field trips, demonstrations, presentation by practitioners, applied team projects in the business community and case studies. The program also provides a sound foundation in theory and skills that are necessary requisites for students to pursue graduate degrees in computer information systems.

COMPUTER INFORMATION SYSTEMS MAJOR (Leading to a Bachelor of Science Degree)

Students must complete a six (6) semester-hour sequence either in literature or history.

Core Curriculum 42
Computer Information Systems majors must choose core curriculum courses as follows:

Orientation: (1 hour)

ORI 100 Freshmen Orientation 1

English Composition: (6 hours)

ENG 131 English Composition 3

ENG 132 English Composition 3

or

ENG 140 English Composition (Honors) 3

ENG 141 English Composition (Honors) 3

Humanities and Fine Arts: (12 Hours)

HUM 103 The Humanities through the African-American Experience 3

ENG 209 Introduction to Literature 3

Choose one of the following: (3 Hours)

ART 131 Art Appreciation 3

MUS 121 Music Appreciation 3

THE 111 Introduction to Theater Arts 3

Choose one of the following: (3 Hours)

ENG 210 Introduction to Literature 3

HUM 101 Interdisciplinary Humanities 3

HUM 102 Interdisciplinary Humanities 3

SPE 200 Voice and Diction 3

SPE 205 Public Speaking 3

PHL 201 Logical Reasoning 3

Natural Sciences and Mathematics: (11 Hours)

PSC 231 Physical Science Survey 4

PSC 232 Physical Science Survey 4

MAT 137 Precalculus Algebra 3

History, Social and Behavioral Sciences: (12 Hours)

ECO 251 Principles of Economics I	3
ECO 252 Principles of Economics II	3
HIS 131 World History	3
Choose one of the following: (3 Hours)	
HIS 132 World History	3
PSY 251 General Psychology	3
SOC 110 Introduction to Sociology	3
ANT 113 Societies Around the World.....	3
GEO 206 World Geography	3
POS 207 American Government.....	3
Preprofessional, Major and Elective Courses	19
ECO 201 Mathematics for Business and Economics.....	3
ECO 202 Business Statistics I.....	3
CIS 205 Introduction to Computer Information Systems.....	3
ACT 214 Principles of Financial Accounting	3
ACT 215 Principles of Managerial Accounting	3
ECO 331 Business Statistics II and Decision Theory	3
PED 114 Beginning Golf	
or	
PED 122 Beginning Tennis	1
Required Support Courses	36
CIS 206 Business Programming Languages	3
FLF 141 French I.....	3
or	
FLS 161 Spanish I.....	3
FIN 321 Essentials of Managerial Finance	3
MKT 321 Elements of Marketing and Direct Marketing.....	3
MGT 204 Business Communications	3
MGT 255 Business Law/Legal Environments for Administration I.....	3
MGT 304 Advanced Business Communications	3
MGT 321 Principles of Management.....	3
CIS 329 Business Process Integration using SAP.....	3
MGT 422 Production Management	3
MGT 400 Entrepreneurship and Small Business Management	3
MGT 462 Business Policies.....	3
Required Major Courses (Computer Information Systems).....	24
Courses Required: (24 hours)	
CIS 302 Internet Programming	3
CIS 304 Programming in JAVA	3
or	
CIS 309 COBOL (Common Business Oriented Language).....	3
CIS 320 Advanced Business Programming Language	3
CIS 310 Networking Fundamentals.....	3
CIS 404 Database Administration	3
CIS 410 Systems Analysis	3
CIS 415 Management Information Systems.....	3
CIS 461 Advanced Database Systems	3
Electives	
CIS 303 "C" Programming Language.....	3
CIS 313 Object Oriented Programming in C++.....	3
CIS 391 Management Science.....	3

CIS 422 Computer Information Systems Field Project..... 3
 CIS 460 Advanced Programming Language (CICS)..... 3
 MGT 430 Internship in Business 3

TOTAL SEMESTER HOURS TO GRADUATE 121

DEPARTMENT OF BUSINESS ADMINISTRATION

**Dr. Saad Bakir, Mrs. Janel Bell-Haynes, Dr. Angela M. D’Zata,
 Mr. Charlie Hardy, Dr. Robert McNeal, Dr. Tammy Prater,
 Mrs. La’Shaun Seay, Mrs. Kim Smith,
 Dr. Sontachai Suwanakul, Dr. Percy J. Vaughn,
 Mr. John Vickery, Dr. Chiou-nan Yeh**

The Department of Business Administration offers two degree programs leading to the bachelor of science degree. Additionally, these majors prepare the students to fill the role of citizens well informed of the economic problems confronting a modern society.

A major in Management (with an optional concentration in Hospitality Management) or Marketing (with an optional concentration in Purchasing), provides students with the necessary background for future employment in industry and government or the opportunity to own their own business. It also provides a basic platform for additional study for advanced degrees.

**MANAGEMENT MAJOR
 (Leading to the Bachelor of Science Degree)**

Students must complete a six (6) semester-hour sequence either in literature or history.

Core Curriculum42

Management majors must choose core curriculum courses as follows:

Orientation: (1 hour)
 ORI 100 Freshmen Orientation 1

English Composition: (6 hours)
 ENG 131 English Composition 3
 ENG 132 English Composition 3
 or
 ENG 140 English Composition (Honors)..... 3
 ENG 141 English Composition (Honors)..... 3

Humanities and Fine Arts: (12 Hours)
 HUM 103 The Humanities through the African-American Experience 3
 ENG 209 Introduction to Literature..... 3

Choose one of the following: (3 Hours)
 ART 131 Art Appreciation..... 3
 MUS 121 Music Appreciation 3
 THE 111 Introduction to Theater Arts..... 3

Choose one of the following: (3 Hours)
 ENG 210 Introduction to Literature..... 3

HUM 101 Interdisciplinary Humanities	3
HUM 102 Interdisciplinary Humanities	3
SPE 200 Voice and Diction	3
SPE 205 Public Speaking.....	3
PHL 201 Logical Reasoning	3

Natural Sciences and Mathematics: (11 Hours)

PSC 231 Physical Science Survey.....	4
PSC 232 Physical Science Survey.....	4
MAT 137 Precalculus Algebra	3

History, Social and Behavioral Sciences: (12 Hours)

ECO 251 Principles of Economics I	3
ECO 252 Principles of Economics II	3
HIS 131 World History	3

Choose one of the following: (3 Hours)

HIS 132 World History	3
PSY 251 General Psychology	3
SOC 110 Introduction to Sociology	3
ANT 113 Societies Around the World.....	3
GEO 206 World Geography	3
POS 207 American Government.....	3

Preprofessional, Major and Elective Courses 19

ECO 201 Mathematics for Business and Economics.....	3
ECO 202 Business Statistics I.....	3
CIS 205 Introduction to Computer Information Systems.....	3
ACT 214 Principles of Financial Accounting	3
ACT 215 Principles of Managerial Accounting	3
ECO 331 Business Statistics II and Decision Theory	3
PED 114 Beginning Golf	
or	
PED 122 Beginning Tennis	1

Required Support Courses 36

CIS 206 Business Programming Languages.....	3
FLF 141 French I.....	3
or	
FLS 161 Spanish I.....	3
FIN 321 Essentials of Managerial Finance.....	3
MKT 321 Elements of Marketing and Direct Marketing.....	3
MGT 204 Business Communications	3
MGT 255 Business Law/Legal Environments for Administration I	3
MGT 304 Advanced Business Communications	3
MGT 321 Principles of Management.....	3
CIS 329 Business Process Integration using SAP.....	3
MGT 422 Production Management	3
MGT 400 Entrepreneurship and Small Business Management	3
MGT 462 Business Policies.....	3

Required Major Courses (Management)..... 24

Courses Required: (12 hours)

MGT 220 The Systems Approach to Business	3
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MGT 325 Human Behavior in Organizations.....	3
MGT 421 Personnel Management	3
MGT 460 International Business	3
Choose <i>four</i> courses from the following: (12 Hours)	
CIS 302 Internet Programming.....	3
CIS 391 Management Science.....	3
CIS 415 Management Information Systems.....	3
ECO 250 Credit Management and Consumer Finance.....	3
MGT 324 Fundamentals of Quality Management	3
MGT 356 Business Law/Legal Environments for Administration II	3
MGT 425 Public Management.....	3
MGT 430 Internship in Business	3
MGT 453 Labor Relations	3
MKT 333 Consumer Behavior	3
MKT 336 Sales Management.....	3
TOTAL SEMESTER HOURS TO GRADUATE	121

MANAGEMENT MAJOR
Hospitality and Tourism Concentration
(Leading to the Bachelor of Science Degree)

Students must complete a six (6) semester-hour sequence either in literature or history.

Core Curriculum	42
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Management majors must choose core curriculum courses as follows:

Orientation: (1 hour)	
ORI 100 Freshmen Orientation	1
English Composition: (6 hours)	
ENG 131 English Composition	3
ENG 132 English Composition	3
or	
ENG 140 English Composition (Honors).....	3
ENG 141 English Composition (Honors).....	3
Humanities and Fine Arts: (12 Hours)	
HUM 103 The Humanities through the African-American Experience	3
ENG 209 Introduction to Literature.....	3
Choose one of the following: (3 Hours)	
ART 131 Art Appreciation.....	3
MUS 121 Music Appreciation	3
THE 111 Introduction to Theater Arts.....	3
Choose one of the following: (3 Hours)	
ENG 210 Introduction to Literature.....	3
HUM 101 Interdisciplinary Humanities	3
HUM 102 Interdisciplinary Humanities	3
SPE 200 Voice and Diction	3
SPE 205 Public Speaking.....	3
PHL 201 Logical Reasoning	3

Natural Sciences and Mathematics: (11 Hours)

PSC 231 Physical Science Survey.....4
 PSC 232 Physical Science Survey.....4
 MAT 137 Precalculus Algebra3

History, Social and Behavioral Sciences: (12 Hours)

ECO 251 Principles of Economics I3
 ECO 252 Principles of Economics II3
 HIS 131 World History3

Choose one of the following: (3 Hours)

HIS 132 World History3
 PSY 251 General Psychology3
 SOC 110 Introduction to Sociology3
 ANT 113 Societies Around the World.....3
 GEO 206 World Geography3
 POS 207 American Government3

Preprofessional, Major and Elective Courses 19

ECO 201 Mathematics for Business and Economics.....3
 ECO 202 Business Statistics I.....3
 CIS 205 Introduction to Computer Information Systems3
 ACT 214 Principles of Financial Accounting3
 ACT 215 Principles of Managerial Accounting3
 ECO 331 Business Statistics II and Decision Theory3
 PED 114 Beginning Golf
 or
 PED 122 Beginning Tennis 1

Required Support Courses 36

CIS 206 Business Programming Languages.....3
 FLF 141 French I.....3
 or
 FLS 161 Spanish I.....3
 FIN 321 Essentials of Managerial Finance.....3
 MKT 321 Elements of Marketing and Direct Marketing.....3
 MGT 204 Business Communications3
 MGT 255 Business Law/Legal Environments for Administration I3
 MGT 304 Advanced Business Communications3
 MGT 321 Principles of Management.....3
 CIS 329 Business Process Integration using SAP.....3
 MGT 422 Production Management3
 MGT 400 Entrepreneurship and Small Business Management3
 MGT 462 Business Policies.....3

Required Major Courses (Required)24

MGT 250 Introduction to Hotel, Restaurant, and Tourism Management3
 MGT 323 Lodging Management.....3
 MGT 330 Restaurant Management.....3
 MGT 335 Tourism Marketing.....3
 MGT 340 Event and Convention Planning3
 MGT 405 Food and Beverage Cost Control.....3
 MKT 425 Hospitality Marketing.....3
 MGT 455 Hospitality Management Strategies.....3

TOTAL SEMESTER HOURS TO GRADUATE 121
MARKETING MAJOR
(Leading to the Bachelor of Science Degree)

Students must complete a six (6) semester-hour sequence either in literature or history.

Core Curriculum42

Marketing majors must choose core curriculum courses as follows:

Orientation: (1 hour)

ORI 100 Freshmen Orientation 1

English Composition: (6 hours)

ENG 131 English Composition 3

ENG 132 English Composition 3

or

ENG 140 English Composition (Honors)..... 3

ENG 141 English Composition (Honors)..... 3

Humanities and Fine Arts: (12 Hours)

HUM 103 The Humanities through the African-American Experience 3

ENG 209 Introduction to Literature 3

Choose one of the following: (3 Hours)

ART 131 Art Appreciation..... 3

MUS 121 Music Appreciation 3

THE 111 Introduction to Theater Arts..... 3

Choose one of the following: (3 Hours)

ENG 210 Introduction to Literature 3

HUM 101 Interdisciplinary Humanities 3

HUM 102 Interdisciplinary Humanities 3

SPE 200 Voice and Diction 3

SPE 205 Public Speaking..... 3

PHL 201 Logical Reasoning 3

Natural Sciences and Mathematics: (11 Hours)

PSC 231 Physical Science Survey..... 4

PSC 232 Physical Science Survey..... 4

MAT 137 Precalculus Algebra 3

History, Social and Behavioral Sciences: (12 Hours)

ECO 251 Principles of Economics I 3

ECO 252 Principles of Economics II 3

HIS 131 World History 3

Choose one of the following: (3 Hours)

HIS 132 World History 3

PSY 251 General Psychology 3

SOC 110 Introduction to Sociology 3

ANT 113 Societies Around the World..... 3

GEO 206 World Geography 3

POS 207 American Government..... 3

Preprofessional, Major and Elective Courses 19

ECO 201 Mathematics for Business and Economics 3

ECO 202 Business Statistics I..... 3

CIS 205 Introduction to Computer Information Systems 3
 ACT 214 Principles of Financial Accounting 3
 ACT 215 Principles of Managerial Accounting 3
 ECO 331 Business Statistics II and Decision Theory 3
 PED 114 Beginning Golf
 or
 PED 122 Beginning Tennis 1

Required Support Courses 36

CIS 206 Business Programming Languages 3
 FLF 141 French I 3
 or
 FLS 161 Spanish I 3
 FIN 321 Essentials of Managerial Finance 3
 MKT 321 Elements of Marketing and Direct Marketing 3
 MGT 204 Business Communications 3
 MGT 255 Business Law/Legal Environments for Administration I 3
 MGT 304 Advanced Business Communications 3
 MGT 321 Principles of Management 3
 CIS 329 Business Process Integration using SAP 3
 MGT 422 Production Management 3
 MGT 400 Entrepreneurship and Small Business Management 3
 MGT 462 Business Policies 3

Required Major Courses (Marketing) 24

Courses Required: (15 hours)

MKT 333 Consumer Behavior 3
 MKT 335 Creating Direct Marketing Response, Advertising and Promotion 3
 MKT 339 Principles of Transportation and Logistics 3
 MKT 434 Marketing Research 3
 MKT 435 Marketing Strategy 3

Choose *three* courses from the following: (9 hours)

ACT 411 Cost Accounting 3
 CIS 302 Internet Programming 3
 CIS 415 Management Information Systems 3
 MGT 220 Systems Approach to Business 3
 MGT 324 Fundamentals of Quality Management 3
 MGT 325 Human Behavior in Organizations 3
 MGT 356 Business Law/Legal Environments for Administration II 3
 MGT 430 Internship in Business 3
 MGT 460 International Business 3
 MKT 336 Sales Management 3
 MKT 337 Fundamentals of Purchasing and Supply Management 3
 MKT 340 Research and Negotiation 3
 MKT 341 Retailing 3
 MKT 342 Sport and Event Marketing 3
 MKT 400 Advanced Purchasing and Supply Management 3

TOTAL SEMESTER HOURS TO GRADUATE 121

Students may also have a concentration in Purchasing.

Required Purchasing Concentration Courses:

Courses Required: (18 hours)

MKT 321 Elements of Marketing	3
MKT 337 Fundamentals of Purchasing and Supply Management.....	3
MKT 339 Principles of Transportation and Logistics	3
MKT 340 Research and Negotiation	3
MKT 400 Advanced Purchasing and Supply Management.....	3
ACT 411 Cost Accounting	3

**MINOR IN INTERNATIONAL BUSINESS
FOR COBA MAJORS**

Recognizing the role of the United States in world affairs and the importance of international operations to American business enterprise, this minor is designed to help prepare students for positions in global business operations, government, or international agencies in the fields of economic development and global trade.

Required Courses	12
CIS 331 Global Supply Chain Management.....	3
FIN 331 Global Finance.....	3
MGT 460 International Business	3
MKT 331 Global Marketing.....	3

Students majoring in Management will have to take MGT 430 Internship in Business in place of MGT 460 International Business which is apart of their major curriculum.

BUSINESS COOPERATIVE EDUCATION PROGRAM

The student may earn a maximum of nine semester hours (three credit hours for each of the first three experiences) in this particular program. No credit is earned for the fourth experience.

BCO 401 Business Cooperative Internship	3
BCO 402 Business Cooperative Internship	3
BCO 403 Business Cooperative Internship	3
BCO 404 Business Cooperative Internship	0

**MINOR PROGRAMS
FOR NONBUSINESS MAJORS**

The College of Business Administration (COBA) offers the following Minors for nonbusiness majors.

**MINOR IN INTERNATIONAL BUSINESS
(For Nonbusiness Majors)**

Required Courses	18
CIS 331 Global Supply Chain Management.....	3
FIN 331 Global Finance.....	3
MGT 460 International Business	3
MKT 331 Global Marketing.....	3
MGT 430 Internship in Business	3

FLF 141 French I.....	3
or	
FLS 161 Spanish I.....	3
MKT 321 Elements of Marketing and Direct Marketing.....	3
or	
MGT 321 Principles of Management.....	3
or	
FIN 321 Essentials of Managerial Finance.....	3

TOTAL SEMESTER HOURS REQUIRED 18

**MINOR IN ACCOUNTING
(For Nonbusiness Majors)**

Required Courses.....	18
ACT 214 Principles of Financial Accounting	3
ACT 215 Principles of Managerial Accounting	3
ACT 313 Intermediate Accounting I.....	3
ACT 314 Intermediate Accounting II.....	3
ACT 315 Intermediate Accounting III.....	3

Choose *one* course from the following:

ACT 318 Income Tax Accounting.....	3
FIN 321 Essentials of Managerial Finance.....	3
ACT 411 Cost Accounting	3
ACT 418 Auditing.....	3
ACT 419 Fund Accounting	3
ACT 421 EDP Auditing.....	3

TOTAL SEMESTER HOURS REQUIRED 18

**MINOR IN FINANCE
(For Nonbusiness Majors)**

Required Courses.....	18
ECO 202 Business Statistics I.....	3
ACT 214 Principles of Financial Accounting	3
ACT 215 Principles of Managerial Accounting	3
FIN 321 Essentials of Managerial Finance.....	3

Choose *two* courses from the following:

FIN 323 Intermediate Financial Management	3
FIN 324 Principles and Practices of Real Estate Finance.....	3
FIN 416 Insurance	3
FIN 418 Real Estate Appraisal	3
FIN 421 Investments.....	3
FIN 423 Financial Institutions	3
ECO 250 Credit Management and Consumer Finance.....	3
MGT 321 Principles of Management.....	3

TOTAL SEMESTER HOURS REQUIRED 18
MINOR IN COMPUTER INFORMATION SYSTEMS
(For Nonbusiness Majors)

Required Courses	18
CIS 329 Business Process Integration using SAP.....	3
CIS 404 Database Administration	3
CIS 410 Systems Analysis	3
CIS 415 Management Information Systems.....	3

Choose *two* courses from the following:

CIS 302 Internet Programming.....	3
CIS 304 Programming in JAVA	3
CIS 320 Advanced Business Programming Language	3
CIS 402 Data Communications	3

TOTAL SEMESTER HOURS REQUIRED 18

MINOR IN MANAGEMENT
(For Nonbusiness Majors)

Required Courses	18
MGT 204 Business Communications	3
MGT 220 The Systems Approach to Business	3
MGT 321 Principles of Management.....	3
MGT 325 Human Behavior in Organizations.....	3
MGT 421 Personnel Management	3
MGT 460 International Business	3

TOTAL SEMESTER HOURS REQUIRED 18

MINOR IN MARKETING
(For Nonbusiness Majors)

Required Courses	18
MKT 321 Elements of Marketing and Direct Marketing.....	3
MKT 333 Consumer Behavior	3
MKT 335 Creating Direct Marketing Response, Advertising and Promotion	3
MKT 336 Sales Management	3
MKT 339 Principles of Transportation and Logistics	3
MKT 341 Retailing	3

TOTAL SEMESTER HOURS REQUIRED 18

COLLEGE OF HEALTH SCIENCES

Dr. Denise M. Chapman, Dean

BACKGROUND INFORMATION

Alabama State University was approved by the Alabama Commission on Higher Education (ACHE) to offer programs in the Health Sciences in 1997. The Health Sciences Program admitted its first group of students in the Fall of 1998. In June 2008, ACHE approved an additional program to the Health Sciences offering: the Masters of Science in Rehabilitation Counseling (RCOU).

The College of Health Sciences offers the following degree programs: Bachelor of Science in Health Information Management (HIM), Masters of Science in Occupational Therapy (OT), Clinical Doctorate in Physical Therapy (DPT) and Masters of Science in Rehabilitation Counseling (RCOU).

Three of the programs are fully accredited by their national accrediting bodies (HIM, OT, PT). The recently approved rehabilitation counseling program is currently seeking accreditation. The Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM); the Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE); and the Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

ADMISSION POLICIES

In addition to the university requirements for general admission, each prospective student must meet the entrance requirement for each individual program of study.

PROGRAMS/DEGREES OFFERED

- | | |
|----------------------------------|---|
| I. Health Information Management | Bachelor of Science Degree (BS) |
| II. Occupational Therapy | *Masters of Science Degree (MS) |
| III. Physical Therapy | *Clinical Doctorate, Physical Therapy (DPT) |
| IV. Rehabilitation Counseling | *Masters of Science Degree (MS) |

* See Graduate Catalog

Health information management is the profession that focuses on healthcare data and the management of healthcare information resources. The program prepares students for entry-level employment in healthcare facilities and related organizations.

Occupational therapy is a health and rehabilitation profession that helps patients achieve maximum independence in their lives despite disabilities. Graduates find positions in industry, private practice, government, schools, rehabilitation facilities, hospitals and homehealth.

Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. The physical therapy program, which requires three years to complete, is designed to prepare students for a variety of challenging, exciting and rewarding careers in physical therapy such as traveling therapist, rehabilitation team member, consultant and director/manager in the areas of research, sports, education and administration and others.

Rehabilitation counseling is a profession that assists persons with disabilities in adapting to the environment, assists environments in accommodating the needs of the individual, and works toward full participation of persons with disabilities in all aspects of society, especially work. Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities in all aspects of society.

FACILITY

The College of Health Sciences is housed in the three story, 80,000-square-foot, John L. Buskey Health Sciences Center that was completed in August 2001. The Center was placed on land directly adjacent to the existing campus and located next to the home of the University President.

Each floor has classrooms, laboratories and offices. The first floor features a faculty lounge, student lounge, an interdisciplinary clinic, three therapeutic rehabilitation labs and a state-of-the-art lecture hall. Physical therapy faculty are also housed on the first, second and third floors of the building. The second floor features a student study area with adjoining group study rooms, a physical therapy resource room, the health information management computer-teaching labs, a simulated medical records lab, the occupational therapy media lab, the assisted daily living (ADL) and the physical dysfunction labs. Health information management and occupational therapy offices are also housed on the second floor. The third floor features the following labs: a state-of-the-art Gross Anatomy lab, Laboratory for the Analysis of Human Motion (LAHM), a Women's Health/Cardiopulmonary lab and a health sciences computer lab. Rehabilitation Counseling faculty are also housed on the third floor.

STUDENT ACTIVITIES

Student representatives are selected for service on various types of committees at the collegial level. The participation of student representatives provides a means for students to voice their concerns and to take an active role in matters relating to them.

Each program has organized clubs in order to provide an opportunity for students with similar professional interests to participate as a group in social and community activities. The following clubs are active in the College of Health Sciences:

1. Student Health Information Management Association (SHIMA)
2. Student Occupational Therapy Association (SOTA)
3. Student Physical Therapy Organization (SPTO)

DEPARTMENT OF HEALTH INFORMATION MANAGEMENT

**LaShunda M. Blanding-Smith, Interim Chairperson;
Sabine M. Simmons**

ABOUT THE PROFESSION

Health Information Management (HIM) is the profession that focuses on healthcare data and the management of healthcare information resources. Health information improves the quality of healthcare by insuring that the best information is available to make any healthcare decision. Health Information Management professionals are key advocates for protecting confidential patient data. They serve as a critical link between physicians, patients and insurance providers by managing health information in accordance with administrative, legal and ethical requirements. As experts in the field of health records and patient information, they help develop information systems for:

1. Health care evaluation
2. Quality patient care
3. Facility reimbursement
4. Health planning
5. Medical research

The profession encompasses services in planning, collecting, aggregating, analyzing, and disseminating individual patient and aggregate clinical data. It serves the healthcare industry including: patient care organizations, payers, research and policy agencies, and other healthcare-related industries. Employment opportunities for HIM professionals are found in numerous settings that include hospitals, outpatient clinics, managed-care organizations, consulting firms, accounting facilities, correctional facilities, pharmaceutical companies, behavioral healthcare organizations, insurance companies, law firms, rehabilitation facilities, and state and federal healthcare agencies.

ACCREDITATION

The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), located at 233 N. Michigan Avenue, Suite 2150, Chicago, IL, 60601 (URL: <http://www.cahiim.org>). Program graduates are eligible to apply for the national qualifying examination for certification as a Registered Health Information Administrator (RHIA).

PURPOSE AND OBJECTIVES

The mission of the Department of Health Information Management is to prepare students who will demonstrate the entry-level competencies for health information administrators and possess basic skills in leadership, critical thinking, interpersonal and professional communications, and application of technology in the management of information resources in diverse practice environments. Students are encouraged to develop an appreciation of different moral, social and ethical behaviors that are reflected by a culturally diverse society and to participate in life-long learning activities that enhance their personal and professional goals.

In support of the mission, the objectives include the following:

1. To promote understanding of the Health Information Management field by providing a comprehensive liberal arts foundation that includes knowledge in the humanities, social sciences, biological sciences, medical sciences, computer information systems, healthcare delivery systems and research.
2. To provide knowledge of the origin and development of the Health Information Management profession and learning experiences throughout the curriculum that facilitate the understanding of Health Information Management processes, values and ethics for use in professional practice.
3. To provide theory and practice in the development of critical thinking skills.
4. To promote personal initiative in life-long learning and career planning.
5. To provide educational experiences which encourage effective communication through language arts skills in speaking, reading, writing and listening.
6. To provide opportunities to analyze, formulate and articulate appropriate communication patterns.
7. To provide professional practice (clinical) instruction in a variety of traditional and alternative healthcare settings.
8. To provide collaborative learning experiences which promote the accomplishment of goals through interdisciplinary team projects.

ADMISSION POLICIES AND PROCEDURES

Students are eligible to apply for admission to the professional phase of the Health Information Management program after completion of all university core and required support courses. Admission criteria include the following:

1. Completed university application.
2. Cumulative grade point average (GPA) of 2.5, based on a 4.0 scale.
3. Completion of prerequisites and required support courses, with the minimum grade

- of "C".
4. Completed application package including departmental application form, experience documentation form and three letters of recommendation from non-family members.

The student's application and supporting documents are reviewed by the HIM Admission and Retention Committee or its designee.

**HEALTH INFORMATION MANAGEMENT CURRICULUM (HIM)
(Leading to the Bachelor of Science Degree)**

Core Curriculum I - IV (See page 60).....	42
HIM majors must include in their core course selection the following courses:	
BIO 127 General Biology.....	4
BIO 128 General Biology.....	4
MAT 137 Precalculus Algebra (Science Majors).....	3
PSY 251 General Psychology.....	3
CMS 205 Public Speaking.....	3
 PreProfessional, Major and Elective Courses	 26
ACT 214 Principles of Accounting I.....	3
BIO 319 Human Anatomy.....	4
HIM 300 Human Physiology for the Health Sciences.....	4
CIS 205 Introduction to Computer Information Systems.....	3
CIS 206 Business Programming Languages.....	3
ECO 254 Introduction to Economics.....	3
MGT 255 Business Law.....	3
SOC 361 Social Science Statistics	
OR	
PSY 306 Inferential Statistics.....	3
 Required Major Courses	 63
HIM 210 Medical Terminology.....	3
HIM 310 Pathophysiology.....	4
HIM 311 Health Information Management I (Foundations).....	4
HIM 312 Healthcare Information Systems.....	3
HIM 314 Healthcare Delivery Systems.....	3
HIM 321 Health Information Management II (Data Management).....	4
HIM 324 Legal, Accreditation and Certification Standards.....	3
HIM 325 Analysis of Healthcare Data.....	3
HIM 328 Coding and Classification Systems I.....	4
HIM 339 Professional Practice I.....	4
HIM 440 Healthcare Organization and Management.....	3
HIM 442 System Analysis.....	3
HIM 446 Quality Evaluation and Management.....	3
HIM 448 Coding and Classification Systems II.....	4
HIM 452 Data Communications.....	3
HIM 453 Financial Management.....	3
HIM 455 Health Information Research.....	2
HIM 457 Health Information Seminar.....	3
HIM 459 Professional Practice II (Management Internship).....	4
 TOTAL SEMESTER HOUR MINIMUM REQUIREMENTS	 131

CONTINUING EDUCATION AND COMMUNITY SERVICE

In keeping with its role as a publicly supported institution of higher learning and its mission to meet community needs, ASU offers a variety of continuing education and community service programs. Through the Division of Continuing Education, non-credit courses are made available on a demand basis to those individuals, regardless of age, seeking self-improvement, professional development or personal enrichment. Whether one aspires to enhance basic academic skills (in English, math or computers); to become a better worker and manager; to learn how to swim or play a musical instrument; to improve his or her performance on a standardized test; or to discover his or her historical roots, he or she will usually find a course to meet that special need. [Suggestions for additional offerings are also welcome from the public at large.]

The Division of Continuing Education also offers workshops, minicourses and training sessions to meet special community needs. In addition, it cooperates with professional groups and community organizations in sponsoring seminars and conferences. [If your group would like to host a conference or seminar at ASU, please call 334-229-4686.]

The non-credit continuing education program offered through the Division of Continuing Education has no specific admission requirements. Persons participating in the non-credit program may enroll in as many courses as they desire. Homework assignments and examinations are not requirements, however, certificates of completion are awarded to those participants who successfully complete a course or a program.

Many of the non-credit courses allow the participants to earn Continuing Education Units (CEUs). The CEU is a nationally recognized uniform unit of measurement designed to measure and record an individual's continuing education accomplishments. Records are kept on all participants who are awarded CEUs.

Each non-credit course has a fee. Fees are listed in the course catalog published on our website at www.alasu.edu; click on Academics/Continuing Education. You may obtain a course brochure from the office of Continuing Education, located 1030 West University Drive.

OFF-CAMPUS GRADUATE OFFERINGS

Since the 1920s, Alabama State University has offered instruction for the people of Alabama at sites other than Montgomery. Currently, graduate classes are offered at sites in Birmingham, Brewton and Mobile. Courses offered at these sites are listed in the regular schedule book, and students register in Montgomery during the regular registration period. Students taking these courses must meet the same academic requirements and deadlines as students attending classes on the main campus. Instruction at these sites is of the same quality as that on the Montgomery campus. **All students in degree programs at off-campus sites must take at least 50 percent of classes required for the degree at the main campus in Montgomery.**

The School of Graduate Studies offers courses leading to the Master of Education degree, the Master of Arts degree, the Master of Science degree, A and AA certification, and recertification at off-campus sites. Students who enroll in off-campus classes can be assured of receiving high-quality instruction by an experienced and dedicated teaching staff. For information about course offerings, call the Director of off-campus programs at (334) 229-4899 or 4250, the Birmingham site at Miles College (205) 925-2753, the Brewton site at Southern Normal School (251) 867-4831, the Mobile site at Bishop State Junior College (251) 433-4691.

DIVISION OF AEROSPACE STUDIES

LT. COL. DAROLD S. BOSWELL, PROFESSOR

Alabama State University was approved by the Department of the Air Force in April 1971 to offer the Air Force Reserve Officers' Training Corps (AFROTC) program. The nationwide AFROTC program is the major source of Air Force officer procurement. The purpose of AFROTC Detachment 019 at Alabama State University is to offer educational experiences that will develop an appreciation for democracy and responsible citizenship and which will prepare and train students for officership, leadership and management in the U.S. Air Force. To accomplish this purpose, the Division of Aerospace Studies offers two-year and four-year programs leading to a commission in the U.S. Air Force. Through cross-town enrollment agreements, this program is available to students of Auburn University at Montgomery, Troy University in Montgomery, Huntingdon College and Faulkner University.

AFROTC CURRICULUM

The basic goal of the AFROTC curriculum is to provide military knowledge and skills which cadets will need when they become Air Force officers. The two major phases of the curriculum are the General Military Course and the Professional Officer Course.

The General Military Course is usually taken during the freshman and sophomore years with academics and leadership laboratory each week. Aerospace Studies 100 deals with the Air Force in the contemporary world through a study of the total force structure, strategic offensive and defensive forces, general purpose forces and aerospace support forces. Aerospace Studies 200 traces the development of air power from the balloon and dirigible era up to and through the jet age. It is a historical review of air power employment in military and nonmilitary operations in support of national objectives and a look at the evolution of air power concepts and doctrine. Enrollment in the GMC does not incur a service commitment.

The Professional Officer Course is designated as Aerospace Studies 300 for juniors and AS 400 for seniors. The curriculum provides educational and training experiences which blend knowledge, skills and attitudes designed to prepare cadets for active duty as commissioned officers in the United States Air Force. Aerospace Studies 300 and 400 are offered four hours per week. Aerospace Studies 300 includes development of communicative skills, a study of Air Force leadership at the junior-officer level and a study of military functions, principles and techniques. AS 400 includes development of communicative skills and a survey of our national security forces in contemporary American society.

The Leadership Laboratory (LLAB) provides practical leadership training and experience in activities that closely approximate and simulate those engaged in and performed by Air Force officer personnel, include a mandatory physical fitness program. GMC and POC cadets study customs and courtesies, perform drill and learn about the life and work of an Air Force officer. Enrollment in the GMC does not incur a service commitment.

LLAB is offered on a pass/fail system. Noncontract cadets who fail LLAB may not be eligible for POC membership. Contract cadets who fail LLAB may be investigated for disenrollment in accordance with (IAW) AFOATSI 36-2011.

THE FOUR-YEAR PROGRAM

Men and women students desiring to participate in the four-year program should enroll at the same time and in the same manner as they would for other courses offered at Alabama State University. There is no military obligation connected with enrolling in freshman and sophomore years of the four-year program.

Upon completion of the first two years (General Military Course/GMC) of the four-year

program, a student may be selected for enrollment in the Professional Officer Course (POC). All or a portion of the general military course may be waived by the professor of aerospace studies for Air Force Junior ROTC, Civil Air Patrol, Military School Training or prior active service in any branch of the U.S. Armed Forces.

Selection into the Professional Officer Course is based upon satisfactory performance on the Air Force Officer Qualifying Test (AFOQT), passing an Air Force medical evaluation and completion of a four-week summer field training session. For most students, the field training will take place during the summer between the sophomore and junior years. All summer field training costs are paid by the Air Force; and, in addition, the student will receive a salary. (Field training is explained more fully in a later paragraph.)

Other basic requirements for the four-year program are that the student must be a citizen of the United States or must obtain citizenship prior to POC entry and must possess sound moral character. If a cadet desires to be a pilot or navigator designee, he or she must be able to complete commissioning requirements prior to age 29. All other cadets must be able to complete all commissioning requirements by age 31. Cadets enrolled in the POC may also travel free on a military aircraft on a space-available basis. All AFROTC uniforms and course materials are provided by the Air Force at no cost to students.

A cadet who enrolls in the Professional Officer Course agrees to accept a commission as a reserve second lieutenant and to serve for a period of four years on active duty. A cadet accepted for pilot or navigator training must agree to serve on active duty for a period of ten years for pilots, and six years for navigators, after completing training.

THE TWO-YEAR PROGRAM

Students desiring entry into the two-year program must have two academic years remaining in full-time student status, either at the undergraduate or graduate level, or a combination of both. Other requirements are satisfactory performance on the Air Force Officer Qualifying Test, passing the Air Force medical examination, a minimum GPA of 2.5, on a 4.0 scale and successful completion of an AFROTC six weeks summer field training session.

To ensure selection for this program and timely entry for the fall semester, it is important that students apply during the early months (October-November) of the prior academic year. This lead time is necessary because there is considerable processing associated with the application procedure. Application for the two-year program can be made by contacting the AFROTC Unit Admissions Officer.

The student incurs no military obligation for completing the Air Force medical examination or Air Force Officer Qualifying Test. Students accepted for the two-year program must also be citizens of the United States and meet the same age requirements stipulated for the four-year program. After completing the six-week summer field training course, applicants meeting all the requirements may then be enrolled in the Professional Officer Course. All other benefits, requirements and obligations are the same as the four-year program.

THE AFROTC SCHOLARSHIP PROGRAM

Scholarships are available to qualified cadets participating in either the four-year or two-year program. In terms of time, scholarships are categorized as three-year, three and one-half year, two-year, two and one-half year. Scholarships are awarded on a competitive basis, and an applicant's academic major and potential active-duty career field are taken into consideration during the screening process.

Competition for four-year scholarships begins when the student is a senior in high school. All four-year scholarship selections are made by a selection board at AFROTC headquarters. Competition for scholarships covering less than a four-year period takes place at the college level. Initial selection is made on campus by a board of AFROTC officers. Final selection is made by a selection board at AFROTC headquarters. Normally, two boards per

year are convened—typically during the January/June time frame.

AFROTC scholarships cover full tuition, laboratory and incidental fees and provide an allowance for books. Scholarship cadets also receive a nontaxable allowance each month.

AEROSPACE STUDIES COURSES

General Military Course8

AS 101 The Foundations of the USAF 1

AS 102 Initial Military Training 1

AS 103 The Foundations of the USAF 1

AS 104 Initial Military Training 1

AS 201 The Evolutions of US Air and Space Power 1

AS 202 Field Training Prep 1

AS 203 The Evolutions of US Air and Space Power 1

AS 204 Field Training Prep 1

Professional Officer Course 16

AS 301 Air Force Leadership Studies 3

AS 302 Intermediate Cadet Leader 1

AS 303 Air Force Leadership Studies 3

AS 304 Intermediate Cadet Leader 1

AS 401 National Security Affairs 3

AS 402 Senior Cadet Leader 1

AS 403 Preparation for Active Duty 3

AS 404 Senior Cadet Leader 1

NOTE: All students that intend to earn a commission must attend Leadership Laboratory sessions. Students with academic schedule conflicts must attend a scheduled alternate leadership laboratory.

AEROSPACE STUDIES MINOR

For a minor in Aerospace Studies, the student must complete the above core curriculum, and complete an approved business/personnel management course.

TOTAL SEMESTER HOUR REQUIREMENT FOR MINOR.....27

A minor in Aerospace Studies does not satisfy minor requirements for secondary teacher certification.

FIELD TRAINING COURSE

Four weeks and six weeks field training courses are conducted during the summer at several Air Force bases in the United States. The primary difference between six weeks field training, taken by the two-year student, and the four weeks field training, taken by the four-year cadet, is that students attending the six weeks course receive additional class work which compensates for the instruction that would have been received had the individual elected to participate in the GMC or four-year program.

Both field training courses include aircraft and aircrew orientation, career orientation, leadership training and evaluation, officership training, survival training, physical training, human

relations instruction, small arms familiarization, first aid and other supplemental training.

Cadets are organized into units modeled after active duty Air Force organizations—groups, squadrons and flights. Each cadet receives several opportunities to serve in leadership positions within these units. Discipline is maintained with emphasis given to high standards of military appearance and personal grooming, courtesy, orderliness and neatness of living areas, military customs and traditions, and drill and ceremonies.

THE PROFESSIONAL DEVELOPMENT TRAINING

POC and GMC cadets may compete to participate in additional USAF sponsored and funded summer training programs. These programs are designed to help cadets gain knowledge of the challenges in leadership, management, and human relations encountered by a junior Air Force officer, provide a general orientation in Air Force specialties, and further motivate cadets toward an Air Force career. Opportunities include flight awareness, survival, and parachute/freefall training to name a few.

ARMY – RESERVE OFFICERS TRAINING COURSE

ARMY ROTC DEPARTMENT OF MILITARY SCIENCE

(PARTNERSHIP AGREEMENT WITH AUBURN UNIVERSITY AT MONTGOMERY)

Army ROTC provides college-trained officers for the Army, Army Reserve and Army National Guard. The Army ROTC program is offered at more than 600 colleges and universities throughout the nation. As the largest single source of Army officers, the ROTC program fulfills a vital role in providing mature young men and women for leadership and management positions in an increasingly technical Army.

The Army is the only Military service directed by congress to grow in size, so we need thousands of new officers each year. The following ROTC benefits remain intact: training, challenges, excitement, money, career preparation and post-college employment.

Partnership Schools

Military Science The Smartest Course You Can Take

Army ROTC is a college program that ultimately leads to commission as a Second Lieutenant in the Active Army, Army National Guard, or Army Reserve. The first two years of Army ROTC, known as Military Science I and II, are normally taken during the freshman and sophomore college years, respectively, and incur no military obligation.

For those students who did not have the opportunity to take Army ROTC, such as transfer students from a junior college, or students who have completed two years of college without taking any ROTC courses, we offer the Army ROTC Leader's Training Course (LTC). The LTC is not the same as basic training; the emphasis is on instilling leadership skills in future officers rather than simply teaching basic soldier skills. Students who attend LTC rotate leadership positions and receive feedback on their performance. A high percentage of LTC graduates receive two-year Army ROTC scholarships.

Students who wish to continue the program sign a contract at the beginning of their junior year, when they enroll in Military Science III. These Advanced Course students attend a five-week ROTC Advanced Camp in the summer after their junior year, and then enroll in

Military Science IV as seniors. Upon completion of Military Science IV and graduation with a baccalaureate degree, the students are commissioned as second lieutenants. Contracted cadets receive a monthly tax-free stipend ranging from \$450 - \$500.

Depending upon the needs of the Army and their own preferences, newly commissioned officers serve in the Active Army, or join National Guard or Army Reserve units in the area. Regardless of where you serve, you will be rewarded with the knowledge that you are a professional and are contributing to the security and welfare of the United States.

We say that "Army ROTC is the smartest course you can take", because it teaches skills that you need to be successful in college, the military, and in civilian employment. Employers know that ROTC teaches the leadership and management skills that make people an asset to the organization. Many personnel directors and business owners are former officers themselves. When you enter civilian employment, your ROTC training and officer commission will make impressive statements on your resume. In fact, ROTC will definitely give you an edge on the competition when you are looking for that "dream" job.

Remember, Army ROTC is an elective that takes only a few hours a week. You can take ROTC right on your college campus, and there is no military obligation for the first two years. After that, you can decide if you want to pursue a commission as a second lieutenant. We're betting that after you've checked us out, you'll definitely want to be a part of the ROTC program!

Courses Offered

Military Science and Leadership (MILS)

Basic Courses

MILS 1010. **FOUNDATIONS OF OFFICERSHIP** (1). This course features an introduction to life in the U.S. Army. Topics include leadership; the unique duties and responsibilities of officers; the organization and role of the Army; basic life skills pertaining to fitness and communication; and an analysis of Army values and expected ethical behavior. Fall semester only; taken in conjunction with MILS 1011.

MILS 1011. **FRESHMEN FALL LEADERSHIP LAB** (1). Leadership Lab is required for all Army ROTC students. The students will receive training in drill and ceremonies, field craft, individual movement techniques, squad tactics, map reading and land navigation, first aid, and use and maintenance of the M16 Rifle. Fall semester only; taken in conjunction with MILS 1010.

MILS 1020. **BASIC LEADERSHIP** (1). This course provides students with a basic knowledge of common military skills and presents the fundamental leadership concepts and doctrine of the U.S. Army. Topics include the practice of basic skills that underlie effective problem solving; application of active listening and feedback skills; examination of factors that influence leader and group effectiveness; and an examination of the officer experience. Spring semester only; taken in conjunction with MILS 1021.

MILS 1021. **FRESHMEN SPRING LEADERSHIP LAB** (1). Leadership Lab is required for all Army ROTC students. The students will receive continued training in drill and ceremonies, field craft, individual movement techniques, squad tactics, map reading and land navigation, first aid, and use and maintenance of the M16 Rifle. Spring semester only; taken in conjunction with MILS 1020.

MILS 2010. **INDIVIDUAL LEADERSHIP STUDIES** (2). This course develops the knowledge of self, self-confidence, and individual leadership skills as well as develops problem solving and critical thinking skills and the application of communication, feedback, and conflict resolution. Areas to be trained include personal development, goal setting, communication, problem solving and decision making, leadership, teamwork, the group process, stress management, and physical fitness. Fall semester only; taken in conjunction with MILS 2011.

MILS 2011. **SOPHOMORE FALL LEADERSHIP LAB** (1). Leadership Lab is required

for all Army ROTC students. The students will receive training in drill, physical training, rappelling, water survival, tactics, marksmanship, night operations, and land navigation. Fall semester only; taken in conjunction with MILS 2010.

MILS 2020. **LEADERSHIP AND TEAMWORK** (2). This course focuses on self-development guided by knowledge of self and group processes by focusing on challenging current beliefs, knowledge, and skills. Spring semester only; taken in conjunction with MILS 2021.

MILS 2021. **SOPHOMORE SPRING LEADERSHIP LAB** (1). Leadership Lab is required for all Army ROTC students. The students will receive continued training in drill, physical training, rappelling, water survival, tactics, marksmanship, night operations, and land navigation. Spring semester only; taken in conjunction with MILS 2020.

Advanced Courses

MILS 3010. **LEADERSHIP AND PROBLEM SOLVING** (3). This course examines the basic skills that underlie effective problem solving by analyzing the role officers played in the transition of the Army from Vietnam to the 21st century, analysis of military missions and the planning of military operations, the features and execution of the Leadership Development Program (LDP), and the execution of squad battle drills. Requires Department approval; Fall semester only; taken in conjunction with MILS 3011.

MILS 3011. **JUNIOR FALL LEADERSHIP LAB** (1). Leadership Lab is required for all Army ROTC students. The students will receive training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival, and rappelling. Fall semester only; taken in conjunction with MILS 3010.

MILS 3020. **LEADERSHIP AND ETHICS** (3). This course probes leader responsibilities that foster an ethical command climate by developing cadet leadership competencies and applying principles and techniques of effective written and oral communication. Students are prepared for success at the ROTC National Advanced Leadership Course. Requires Department approval; spring semester only; taken in conjunction with MILS 3021.

MILS 3021. **JUNIOR SPRING LEADERSHIP LAB** (1). Leadership Lab is required for all Army ROTC students. The students will receive training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival, and rappelling. Spring semester only; taken in conjunction with MILS 3020.

MILS 4010. **LEADERSHIP AND MANAGEMENT** (3). This course builds on the experience gained at the National Advanced Leadership Course in order to solve organizational and staff problems and discusses staff organization and functions, analysis of counseling responsibilities and methods, the principles of subordinate motivation, and organizational change. Students will apply leadership and problem solving principles to a case study and or simulation. Requires Department approval; fall semester only; taken in conjunction with MILS 4011.

MILS 4011. **SENIOR FALL LEADERSHIP LAB** (1). Leadership Lab is required for all Army ROTC students. The students will receive continued training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival, and rappelling. Fall semester only; taken in conjunction with MILS 4010.

MILS 4020. **OFFICERSHIP** (3). This course is designed to explore topics relevant to Second Lieutenants entering the U.S. Army and focuses on the legal aspects of decision making leadership, analyzing Army organization from the tactical to the strategic level, assessing administrative and logistical functions, performance of platoon leader actions, and an examination of leader responsibilities that foster an ethical command climate. Requires Department approval; spring semester only; taken in conjunction with MILS 4021.

MILS 4021. **SENIOR SPRING LEADERSHIP LAB** (1). Leadership Lab is required for all Army ROTC students. The students will receive training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival, and

rappelling. Spring semester only; taken in conjunction with MILS 4020.

Scholarships

Campus Based Scholarships

Veterans and eligible students enrolled in ROTC may compete for an on-campus scholarship. This may be a two- or three-year on-campus scholarship or a two-year dedicated ARNG scholarship or a two-year Guaranteed Reserve Forces Duty scholarship if you are in the National Guard or Reserves.

The Army ROTC scholarship program provides financial assistance for the education and training of qualified and motivated young men and women who desire to be commissioned as officers in the Army after graduation from college.

The Army ROTC *Green to Gold Scholarship Program* provides selected active duty enlisted members of the Army an opportunity to complete their baccalaureate degree requirements and obtain a commission through participation in the ROTC scholarship program.

The Army ROTC *Four-Year Scholarship Program* gives students who have graduated from high school the opportunity to attend college and also earn a commission through participation in the ROTC scholarship program.

Scholarship winners receive a designated book allowance of \$1,200 per academic year, and a tax-free allowance of \$300 to \$500 (based on academic classification) per month for up to 10 months for each year the scholarship is in effect. To receive a scholarship, you must be a citizen of the United States and under the age of 31 on December 31st of the year you complete all requirements for a commission and degree. To receive more information on this program navigate to the Cadet command website at <http://www.rotc.monroe.army.mil>.

The application window for 4-year national scholarships in November 15 through April 1. There is an open application period for 2, 3 and 4-year campus-based scholarships. There are some application requirements for an ROTC scholarship.

GENERAL MILITARY COURSE (BASIC PROGRAM)

The basic program consists of a four-semester block of instruction normally taken during the freshman and sophomore years. These general military courses consist of a wide variety of military science topics at the 100 and 200 levels.

These courses provide a foundation in basic military subjects as well as unique hands-on training. Selected courses are offered during the fall and spring semesters with one or two credit hours gained for each course. Elective credits earned apply toward degree requirements in all schools of the college. Freshman- and sophomore-level courses are one hour a week (plus one hour of leadership lab). Students enrolled in any of the basic courses do not incur any military obligation unless he or she is an ROTC scholarship student.

MILITARY SCIENCE I

MSC 101 Foundation of Officership
 MSC 102 Basic Leadership
 MSC 104 Leadership Lab

MILITARY SCIENCE II

MSC 201 Individual Leadership Studies
 MSC 202 Leadership and Teamwork
 MSC 204 Leadership Lab

OPTIONAL BASIC CAMP

Those academically qualified students who are unable to fulfill the requirements of the basic program during their freshman and sophomore years may qualify for admission to the officer development course by successfully completing AROTC Basic Camp preparatory training. This option is primarily designed to meet the needs of transfer students, those completing sophomore year and others, including graduate students who have four semesters remaining at the university. This option provides a two-year program in lieu of the standard four-year curriculum.

The basic camp option consists of a five-week training period conducted at an active Army post during the summer months. Students desiring to exercise this option are required to submit a formal application and pass a general physical.

Students electing the basic camp training program will receive approximately \$800 in addition to travel expenses to and from the camp and academic credit on a pass/fail basis. Uniforms, housing, medical care and meals are furnished by the government at no charge to the student during the camp.

The deadline for applications to basic camp is April 20. Interested students should contact the Military Science Department at (334) 244-3528.

OFFICER DEVELOPMENT COURSE (ADVANCED PROGRAM)

The advanced program, which is composed of the MS 300- and 400-series courses, is designed to fully develop a cadet's leadership and management potential as well as those personal characteristics desired of an Army officer. The program's objective is to produce the highest caliber junior officer, fully capable of discharging a wide spectrum of command and management responsibilities in the modern Army.

The officer development course consists of four-semester classes of instruction normally taken during the junior and senior years. Successful completion of four courses, together with leadership laboratory, fulfills military science academic requirements for award of an officer's commission. Three credit hours per semester are earned in each of the courses. Students receive a subsistence allowance of \$450 a month (tax free), for junior; \$500 for seniors.

Service veterans, three- or four-year junior ROTC students, basic camp graduates, military junior college transfer students, and former military academy cadets may qualify for direct entry into the officer development course. Department evaluation of previous military training determines appropriate placement in the overall curriculum.

Advanced course students are eligible to participate in the Simultaneous Membership program with the Army National Guard or Army Reserve. Students participating in this program affiliate with a National Guard or Army Reserve unit as a student officer, thus affording them the opportunity for enhanced leadership development. When participating in the simultaneous membership program, students receive the drill pay of a sergeant in addition to their ROTC stipend of \$256 per month.

Students enrolled in the officer development course are required to successfully complete a five-week advanced camp at Fort Lewis, Washington, during the summer to become eligible for commissioning. Attendance at advanced camp normally occurs in the summer between the junior and senior years. The purpose of advanced camp training is to provide each cadet hands-on experience in leadership development positions, extensive training in military tactics and related subjects vital to success as a junior officer. Students attending advanced camp receive approximately \$800 in addition to travel expenses to and from Fort Lewis, Wash. Uniforms, housing, medical care and meals are furnished by the government at no charge to the student during the camp.

Additional voluntary training at a variety of active Army service schools is available to

selected students during the summer. Students may select attendance at Airborne School, Air Assault School, the Northern Warfare Training Center and Cadet Troop Leadership Training. Students who successfully complete the appropriate course are authorized to wear the coveted Parachutist Badge or Air Assault Badge.

Students who successfully complete the Army ROTC curriculum and who gain a bachelor's degree may be commissioned a second lieutenant. Subsequent military service may be on active duty or with the Army National Guard or Army Reserve. Active duty is for a period of three to four years with the opportunity for quality officers to continue on extended service.

ADVANCED MILITARY SCIENCE III

MSC 301 Leadership and Problem Solving
MSC 302 Leadership and Ethics
MSC 304 Leadership Lab

ADVANCED MILITARY SCIENCE IV

MSC 401 Leadership and Management
MSC 402 Officership
MSC 404 Leadership Lab

SCHOLARSHIPS

Each year the Army offers a variety of scholarship programs to those young men and women who have demonstrated outstanding academic scholarship and leadership potential. Three-year and two-year scholarships are available directly through the professor of military science. Scholarships provide tuition to both resident and out-of-state students, textbooks, materials and laboratory fees in addition to a \$200 a month tax-free allowance. Students interested in competing for ROTC scholarships should contact the Military Science Department at (334) 244-3528.

SIMULTANEOUS MEMBERSHIP PROGRAM (SMP)

Students entering the officer development program (MS III) may elect to join an Army Reserve or National Guard unit and participate in the Simultaneous Membership Program (SMP). These students drill with their units one weekend per month and two weeks in the summer. They are given the duties and responsibilities of officers within their units and receive the drill pay of a sergeant grade E5 (approximately \$190 per month). Additionally, they may be eligible to receive Reserve Montgomery G.I. Bill Benefits (approximately \$200 per month). All SMP cadets also receive \$200 per month from Army ROTC, tax free. Cadets who participate in the SMP program may request active duty upon commissioning.

ROTC CREDIT

The amount of ROTC credit awarded in the different schools and curricula varies considerably, with a maximum of 24 hours being accepted within a 129-hour degree program in any curriculum. Acceptance of ROTC credit within a student's program is at the discretion of the individual academic department. Such credit may be applied as undesignated elective credit or toward a minor. ROTC students should check with their academic advisers to determine the amount of credit that may be accepted in their programs of study.

PROFESSIONAL MILITARY EDUCATION (PME) REQUIREMENTS

Students participating in the Advanced Development Course must satisfy a Professional Military Education requirement prior to receiving a commission as a second lieutenant. This education is a continuous process that begins at a precommissioning stage and continues until retirement.

There are a total of three PME course requirements that must be added to the ROTC curriculum to educationally qualify a cadet for commissioning. The three required courses are written communications, military history, and computer literacy. The ROTC department has a listing of courses that fill each requirement. The listing is available upon student request.

VI. COURSES OF INSTRUCTION

Course abbreviations and numbering system

COURSE ABBREVIATIONS

The following are the official abbreviations used by Alabama State University.

Accounting	ACT
Aerospace Studies	AS
Anthropology	ANT
Art	ART
Biology	BIO
Business	BUS
Chemistry	CHE
Communications Media	CMM
Communications Recording Industry	CRI
Communications Recording Technology	CRT
Communications Studies (Speech/Public Speaking)	CMS
Computer Information Systems	CIS
Computer Science	CSC
Cooperative Education Internship	
College of Business Administration	BCO
College of Education	COE
College of Arts and Sciences	ASC
Criminal Justice	CRJ
Economics	ECO
Education	EDU
English	ENG
Finance	FIN
Foreign Languages	
French	FLF
Spanish	FLS
Geography	GEO
Gerontology	GER
Health	HEA
Health Information Management	HIM
History	HIS
Humanities	HUM
Human Services	HUS
Library Education Media	LEM
Mathematics	MAT
Management	MGT
Marketing	MKT

Military Science - Army ROTC	MSC
Music	MUS
Music Education	MUE
Music Media	MUM
Music Performance	MUP
Occupational Therapy	OTH
Orientation	ORI
Philosophy	PHL
Physical Education	PED
Physical Science	PSC
Physical Therapy	PTH
Physics	PHY
Political Science	POS
Psychology	PSY
Reading	REA
Recreation	REC
Recreational Counseling	RCOU
Religion	REL
Safety	SAF
Social Work	SWK
Sociology	SOC
Special Education	SED
Speech	SPE
Theater	THE

NUMBERING SYSTEM

The following numbering system is used in designating courses:

Freshman Courses	100-199
Sophomore Courses	200-299
Junior Courses	300-399
Senior Courses	400-499
Graduate Courses	500-900

ACCOUNTING (ACT)

ACT 214. **PRINCIPLES OF FINANCIAL ACCOUNTING** (3). Basic first-level college course designed for business and nonbusiness students. The course emphasizes the use of financial statement information (income statement, statement of owners' equity, balance sheet and statement of cash flows) for decision making. The user orientation is based on the needs of present and potential investors, creditors and other interested parties in sole proprietors, partnerships and corporations. Prerequisite: MAT 137, CIS 205.

ACT 215. **PRINCIPLES OF MANAGERIAL ACCOUNTING** (3). A basic first-level college course designed for business and non-business students. The course focuses on the use of accounting information for sound managerial decision-making in planning and controlling business activities. Subject matter includes performance measurements, patterns of cost behavior, cost volume-profit relationships, budgets, standards, evaluation techniques

and an introduction to long-range planning. Prerequisite: ACT 214.

ACT 313. **INTERMEDIATE ACCOUNTING I** (3). A study of financial reporting and the accounting profession that includes the conceptual framework of accounting; the accounting process; the preparation of the income statement, statement of owners equity, balance sheet and statement of cash flows. Prerequisite: ACT 214.

ACT 314. **INTERMEDIATE ACCOUNTING II** (3). A study of noncurrent operating assets-acquiring, utilization, impairment and retirement; investment securities- trading, available-for-sale and held to maturity; long-term investments in equity securities; current liabilities; bonds and long-term notes; leases; pensions and postretirement benefits; stockholders' equity; share-based compensation and earnings per share. Prerequisite: ACT 313.

ACT 318. **INCOME TAX ACCOUNTING** (3). A basic course in income tax law and accounting; preparation of federal individual, partnership and corporation tax returns. This course also involves tax planning and accounting records for income tax purposes. Prerequisites: ACT 215, ECO 252, MGT 255.

ACT 411. **COST ACCOUNTING** (3). Fundamental concepts of cost accounting. Emphasis is on job order, process and standard cost systems; cost accounting as a managerial tool in decision-making processes; and preparation of various cost reports. Prerequisite: ACT 215.

ACT 415. **ADVANCED ACCOUNTING** (3). Theory and problems relating to corporate mergers and consolidations, multinational corporations and foreign currency transactions, translations and remeasurements, insolvency and liquidations, and partnerships. Prerequisite: ACT 314.

ACT 418. **AUDITING** (3). This course explores the "Risk-Based Auditing Approach" to auditing and assurance engagements; orients students to auditing standards and emphasizes the accounting principles utilized in the expression of the auditor's opinion; and explains the ethics of the profession and the responsibilities of the auditor. Prerequisite: ACT 415.

ACT 419. **FUND ACCOUNTING** (3). Accounting theory, GAAP and reporting standards for governmental and not-for-profit entities such as federal, state and local governments, and private charities, mutual nonprofits, social welfare organizations, etc. Topics include the entities organization, fiscal procedures, budgetary control, classification and use of funds, auditing, financial statements and reports. Prerequisite: ACT 314.

ACT 420. **C.P.A. REVIEW** (3). Comprehensive review of the areas of concentration covered on the Uniform Certified Public Accountants Examination. Assists students who desire to sit for the C.P.A. examination. Prerequisites: All required major courses, senior standing.

ACT 421. **EDP AUDITING** (3). This course deals with the process of collecting and evaluating evidence to determine whether a computer system safeguards assets, maintains data integrity, achieves organizational goals effectively and consumes resources efficiently. Prerequisites: ACT 418, CIS 206.

ACT 422. **INTERNAL AUDITING** (3). This course introduces the student to the underlying standards, principles and procedures relating to the professional practice of internal auditing. Prerequisite: ACT 314 or consent of department chair.

ACT 424. **C.I.A. REVIEW** (3). This course serves as a review for students who intend to take the Certified Internal Auditors Examination. Prerequisite: ACT 422.

ACT 430. **ACCOUNTING THEORY SEMINAR** (3). An in-depth study of basic tenets of accounting; special emphasis on pronouncements of various authoritative bodies. History of accounting briefly reviewed. Prerequisites: ACT 315, senior standing.

AEROSPACE STUDIES (AS)

AS 101. **THE FOUNDATIONS OF THE USAF** (2). U.S. Air Force mission and organization; functions of U.S. strategic offensive forces; basic characteristics of air doctrine; officership; assessment of written communicative skills.

AS 102. **INITIAL MILITARY TRAINING** (1). Provides students basic skills and knowledge to be a functional member within the program.

AS 103. **THE FOUNDATIONS OF THE USAF** (1). Composition and mission of U.S. strategic defensive forces and systems for detection, response and direction; officership.

AS 104. **INITIAL MILITARY TRAINING** (1). Provides students opportunities to build leadership and teamwork skills while following guidance/directives.

AS 201. **THE EVOLUTION OF US AIR AND SPACE POWER** (1). Traces the development of air power from the beginning of manned flight through 1941. Deals with factors leading to the development of air power into a primary element of national security; officership; assessment of written and oral communicative skills.

AS 202. **FIELD TRAINING PREP** (1). Provides students opportunities to build on information from previous AS classes. Knowledge and demonstration of basic military skills.

AS 203. **THE EVOLUTION OF US AIR AND SPACE POWER** (1). The development of concepts and doctrine governing the employment of air power. Covers period from 1941 through Cuban Missile Crisis of 1962; officership; and continued assessment of written and oral communicative skills.

AS 204. **FIELD TRAINING PREP** (1). Students are given opportunities in positions to accomplish tasks related to drill and ceremonies. This requires knowledge and ability to lead and participate in formations.

PROFESSIONAL OFFICERS COURSE

AS 301. **AIR FORCE LEADERSHIP STUDIES** (3). The importance of effective leadership and discipline to successful job and mission accomplishment; familiarization with the military justice system.

AS 302. **INTERMEDIATE CADET LEADER** (1). Builds on leadership skills that the student learned over the summer at Field Training. Provides students opportunities to hold leadership positions.

AS 303. **AIR FORCE LEADERSHIP STUDIES** (3). The variables affecting leadership, the trait and interactive approaches to leadership; introduction to military management and the planning and organizing functions of management.

AS 304. **INTERMEDIATE CADET LEADER** (1). Provides students opportunities to hold leadership positions. Each position requires planning, organizational, and communication skills to accomplish large tasks.

AS 401. **NATIONAL SECURITY AFFAIRS** (3). The principal requisites for maintaining adequate national security forces. Examines the political, economic and social constraints affecting the formulation of U.S. defense policy; officer classification and assignments.

AS 402. **SENIOR CADET LEADER** (1). Provides students opportunities to hold leadership

position and work on supervisory skills, especially giving and receiving feedback.

AS 403. **PREPARATION FOR ACTIVE DUTY** (3). Observation and effective listening, conceptualization and formulation of ideas, and accurate, clear and appropriate writing and speaking styles; the role and function of the professional officer in a democratic society; socialization processes, prevailing public attitudes and value orientations associated with professional military service; military law, officership and special topics.

AS 404. **SENIOR CADET LEADER** (1). Provides students opportunities to hold leadership positions and prepare for responsibilities they will have after graduation. Activities can include base visits, guest speakers, seminars, etc.

ANTHROPOLOGY (ANT)

ANT 113. **SOCIETIES AROUND THE WORLD** (3). Introduction to a wide variety of cultures; examination of concepts and categories that help us understand other ways of life; use of case studies to illustrate different types of cultures; and, emphasis on contemporary cultures of Africa, Asia and Latin America and our relationship with them.

ANT 326. **INTRODUCTION TO ANTHROPOLOGY** (3). Major concepts and perspectives of anthropology; the contribution of anthropology toward understanding human nature and overcoming ethnocentric bias; and application of anthropological perspectives to contemporary world problems.

ANT 327. **PHYSICAL ANTHROPOLOGY AND PREHISTORY** (3). Study of the place of human beings in nature, their biological development and the origins of physical variation (race) among human beings; and, study of the major sequences of world culture prehistory, including the origins of agriculture, urbanization and civilizations.

ANT 328. **CULTURAL ANTHROPOLOGY** (3). The anthropological concepts, theories and methods that help us understand human beings and their culture, the universal features of culture as well as the variations in ways of life among people in different areas of the world and at different times from prehistory to the present.

ANT 332. **NATIVE AMERICAN CULTURES** (3). A study of the culture patterns of Native Americans, including cultures before European contact and changes in these cultures and the cultures of contemporary Native Americans.

ANT 334. **CULTURES OF AFRICA** (3). A study of the cultures and societies of Africa, including cultural achievements, social institutions, the rich diversity and common themes, the interplay between traditional cultures and modern nations, the impact of colonialism and the struggles of new nations.

ANT 340. **CULTURE AND PERSONALITY** (3). Study of the dynamics of the mutual influence of personalities on growing cultures, as well as the influence of culture in structuring the personalities of members of the selected societies. Special emphasis is placed upon application of theories of culture and personality to the contemporary social order.

ANT 342. **GLOBAL PROBLEMS** (3). A study of the application of the concepts and insights of anthropology to specific human situations and contemporary global problems, including the environment, inequality, hunger, population, war and international order.

ANT 344. **URBAN ANTHROPOLOGY** (3). Study of the development of urbanism as a way of life and the special characteristics of urbanism and civilization; the urbanization of society; problems of contemporary urbanization in Africa, Asia and Latin America as well as the Western world; and, problems of stratification and integration of ethnic minorities and rural migrants to the city.

ANT 346. **POLITICAL ANTHROPOLOGY** (3). Anthropological approach to the study of political systems and political processes with an emphasis on local group dynamics, law and the maintenance of order, corporate groups and ideology; the relationship of politics to other institutions of society.

ANT 350. **ECONOMIC ANTHROPOLOGY** (3). The economic systems of tribal, peasant and modern societies are analyzed and compared; changes in production, technology, property, trade, the growth of economic interdependence of societies, poverty and wealth in global perspective.

ANT 355. **CULTURAL ECOLOGY** (3). An introduction to the study of cultural adaptation with emphasis on the interaction of environmental, technological and population factors and their relationship to human societies and cultures.

ART (ART)

All Art Studio classes meet for a minimum of 4 contact hours per week - Students are expected to match these hours outside of class on their own.

ART 121. **DESIGN I: 2-D FUNDAMENTALS** (3). Introduction of two-dimensional design in terms of process-production relationships, objective analysis and rational system of manipulation; the vocabulary of design and problem solving with emphasis on visual sensitivity, craftsmanship, material and techniques of design.

ART 122. **DESIGN II: 3-D FUNDAMENTALS** (3). The study of the relationships among color, light, structure and psychology of color; color problems are developed, and class meetings involve experimentation and practical application of color on 2-D and 3-D surfaces; the process-production relationships of design fundamentals as they relate to 3-D objects (Spring semester).

ART 123. **COLOR THEORY** (3). A pre-professional studio art/design course that requires self-motivation, a serious approach towards learning and appropriate time management. This is an introductory course in color theory and the third in a three course design sequence. It is intended to give the student basic understanding of color theory and applications of color as a vital element in design and the visual arts. This course is intended to integrate basic skills and perceptual understanding of the relationships between color, light and structure of the psychological effects of each. The student develops basic skills and perceptual understanding of how color and light can be used to manipulate human emotions.

ART 126. **MIXED MEDIA WORKSHOP** (3). The exploration of two-dimensional art techniques that involve the use of more than one media in combinations.

ART 131. **ART APPRECIATION** (3). An introductory lecture class stressing the visual awareness of the environment and growth in thinking, perception and personal interest within visual arts. Designed to inform students about the language of art, the main purpose of art and how to live with art in everyday life. (every semester)

ART 132. **AESTHETICS FOUNDATION** (3). Introduces expressive forms used in the visual arts that are fundamental to the approaches used in activities and/or art "experiences." This course is designed for art majors and minors.

ART 201. **ART HISTORY SURVEY I** (3). A survey of the development and significance of various epochs of art from prehistoric origins to the Italian Renaissance as they relate to social, religious and general cultural backgrounds (Fall semester).

ART 202. **ART HISTORY SURVEY II** (3). A study of the visual arts of the periods beginning after the Renaissance to the present; critical evaluation of important works represented; lectures, readings, discussions and reports on the major movements, schools and styles of

the visual arts (Spring semester).

ART 209. **DRAWING AND COMPOSITION I** (3). Introduction to drawing; basic studio experience in the application of various techniques with different drawing media; formal elements of graphic expression with individual development of drawing skills and creative expression (Fall semester).

ART 210. **DRAWING AND COMPOSITION II** (3). A continuation of Drawing I dealing with continued experimental and skill development of drawing media while emphasizing the formal elements and concepts of drawing; designed to encourage development of individual techniques. Prerequisite: ART 209 or permission of the instructor (Spring semester).

ART 213. **BASIC PHOTOGRAPHY** (3). Introduction to photographic equipment materials, processes and philosophy; experiments with paper and film, small-camera operations, roll-film processing, enlarging, finishing and mounting; projects involve the personal development of photographic vision. A 35mm camera is required. CMM 213 can be substituted.

ART 224. **GRAPHIC DESIGN I** (3). This course serves to introduce students to basic visual problem solving and expand upon the student's knowledge of design principles and approaches as they relate to the field of graphic communication. This class will be organized into three major areas of concentration. The areas are; informational/technical, understanding creativity, and projects. (Fall semester).

ART 225. **GRAPHIC DESIGN II** (3). This course is an advance class to expand upon the student's knowledge of design principles and approaches as they relate to the field of graphic communication. Prerequisite: ART 224 or permission of the instructor (Spring semester).

ART 240. **VISUAL THINKING** (3). Use of the Macintosh computer as a design tool; demonstrations, lectures and assignments, the course emphasizes use of the computer and its application to publishing, advertising and graphic design.

ART 302. **19th CENTURY ART** (3). Major art styles of the 19th century, including Neo-Classicism, Romanticism, Realism, Naturalism, Impressionism and Post Impressionism, and the major artists of the period. Offered when warranted.

ART 303. **EARLY 20th CENTURY ART** (3). Major styles of art that evolved in the early 20th century, including Fauvism, Expressionism, Cubism, Futurism, Abstract Expressionism and Surrealism in the context of cultural history. Offered when warranted.

ART 304. **CONTEMPORARY ART** (3). A survey of the latest trends in art, including Minimal, Neo-Dada, Pop Art, Op Art, Happenings, New Realism, environmental art, technological and conceptual art, and photo-realism. Offered every third semester.

ART 309. **INTRODUCTION TO AFRICAN-AMERICAN ART** (3). Designed to acquaint students with the special contributions made by African-Americans to America through their art; social, political and cultural as well as the artistic developments of the artists and their art. Offered every third semester.

ART 310. **HISTORY OF GRAPHIC DESIGN** (3). This course will examine the major developments in the history of graphic design, from its origins in bookmaking to contemporary media. The main focus will be emphasis on the graphics of Europe and "postmodern" design movements of 20th Century America. It will also explore the philosophies, religions, ideas, and major events that have shaped the graphic arts and cultures of these areas.

ART 321. **PAINTING I** (3). Painting in acrylic and related media; explanations and demonstrations of media, materials and techniques; studio work utilizing subjects taken from the imagination, outdoor sketches and still-life objects; organization of realistic and abstract compositional elements into original artistic expressions.

ART 322. **PAINTING II** (3). A continuation of ART 321. Continued experimental and skill development of the painting medium; solving more challenging problems affecting color, composition, mixing, surface, etc. Prerequisite: ART 321 or permission of the instructor.

ART 325. **CERAMICS I** (3). Introduction to ceramic processes including creating forms by pinching, slab construction, coiling and wheel throwing. Introduction to bisquing, glazing and firing of ceramic works.

ART 326. **CERAMICS II** (3). Advanced techniques of forming, glazing and firing. Focus on refining craftsmanship skills and design.

ART 327. **CREATIVE CRAFTS** (3). Crafts techniques involving experiences in dyeing, reverse applique, stitchery, trampunto and quilting. Offered when warranted.

ART 330. **GRAPHIC PRODUCTION I** (3). This course is to develop an awareness of the principles of typography, legibility, readability, appropriateness, function, flow and form, and to gain awareness of the historical development of typographic form. (Fall semester).

ART 331. **GRAPHIC PRODUCTION II** (3). This course is an advanced class to expand upon the student's knowledge of the principles of typography: legibility, readability, appropriateness, flow and form, and to gain awareness of the historical development of typographic form. This class will be introduced to web-design communication. Prerequisite: ART 330 or permission of the instructor (Spring semester).

ART 332. **PRINTMAKING I: SERIGRAPHY** (3). Introduction to the screenprinting stencil process; demonstration of various techniques including the block-out, paper stencil and film stencil methods of printing.

ART 333. **PRINTMAKING II: INTAGLIO/RELIEF** (3). Introduction to various methods used in making intaglio and relief prints including etching, dry-point and woodcut.

ART 341. **SCULPTURE I** (3). Experiences in the construction of sculpture with clay, plaster, wood and cardboard (Fall semester).

ART 342. **SCULPTURE II** (3). An advanced course of sculpture involving additional techniques of the construction of sculpture, including those in mixed media and soft sculpture.

ART 345. **COMPUTER GRAPHICS I** (3). Students will learn basic computer techniques and be responsible for terms relating to the Macintosh interface. Students will use Photoshop for image manipulation to create designs they encounter daily. Course will also introduce students to basic web development. Prerequisite: ART 240 with a grade of "C" or better.

ART 346. **COMPUTER GRAPHICS II** (3). Designed to increase the student's basic knowledge of computer graphics by working intensively with time-based and interactive media. Macromedia Dreamweaver, for web site construction, will be emphasized. The course will also include Macromedia Flash, a program for interactive animation. This class will broaden the student's technical skills and develop the student's aesthetic. This class is professionally oriented, and is an advanced class. Prerequisite: ART 345.

ART 350. **LIFE-FIGURE DRAWING** (3). Introduction to the usual representation of the human figure; drawing the figure from different anatomical situations (movement, relaxed, and posed positions). A wide variety of both wet and dry media will be utilized in this course. Prerequisite: ART 209 and ART 210. Offered when warranted.

ART 363. **METHODS OF TEACHING ART N-6** (3). This course deals with the basic movements and developments in art education; exploring areas of perceptual awareness in children; and the use of suitable media to develop their aesthetic and creative abilities. Laboratory experiences introduce students to media, procedures and activities used in the instruction of students in grades N-6.

ART 416. **ART THEORY (3)**. An intensive examination and analysis of current problems, issues and literature in art and related areas. Offered every third semester.

ART 421. **PRINTMAKING III: LITHOGRAPHY (3)**. Exploration of the basic techniques of lithography; techniques to be explored are the use of litho crayons and pencils and tusche. Stone is the main printing surface.

ART 423. **PAINTING III (3)**. A continuation of ART 322, this course deals with the continued experimental and skill development of the painting medium; solving more challenging problems affecting color, composition, mixing, etc; and, advanced development in the technique of painting while giving attention to the expressive qualities of art work. Prerequisite: ART 322 or permission of the instructor.

ART 424. **PAINTING IV (3)**. An upper-level, advanced studio course dealing with the latest developments in painting. Contemporary techniques and personal ideas will be explored in this class. Prerequisite: Permission of instructor is required to enroll.

ART 425. **CERAMICS III (3)**. Advanced ceramics. Further refinement of skills and techniques focusing either on hand building or wheel throwing.

ART 426. **CERAMICS IV (3)**. Developing a personal style in ceramics. Emphasis on all aspects of designing, forming, glazing and firing skills and techniques.

ART 443. **SCULPTURE III (3)**. Advanced studio work in the area of wood sculpture.

ART 444. **SCULPTURE IV (3)**. An advanced studio course in the area of sculpture dealing with mixed media.

ART 450. **ART STUDIO (4)**. Designed for junior or senior art majors only. Fine art students will develop a contract with instructor describing creative projects to be completed for the semester culminating with a project evaluation paper. Graphic art students will produce a series of computer based projects that combine both research skills and application knowledge of all departmental computer programs. This class may be taken up to three time for credit. Prerequisites: All students must have permission of instructor, graphic students must have completed four computer graphic classes above the 300 level with a "C" or better, fine art students must have completed four studio classes (two in the same medium) above the 300 level with a "C" or better.

ART 499. **INTERNSHIP (4)**. (For Graphic concentration only) Students are involved in off-campus learning experiences in a professional context related to studies. Students gain firsthand experience through applying their skills in a professional environment while still in college. Besides off campus learning, students are required to meet twice weekly with instructor to review progress and/or discuss problems along with submitting a weekly report to instructor. While the Department will try to help the student secure an internship, it is the responsibility of the student to secure and obtain departmental approval prior to the semester they wish to enroll in this class. Students are expected to perform 20 internship hours during the regular semester and 25 hours during a summer semester. Prerequisite: All students must have permission of instructor along with completing four (4) computer graphic classes above the 300 level with a grade of "C" or better.

ARTS AND SCIENCES COOPERATIVE (ASC)

ASC 400, 401 and 402. **CO-OP WORK EXPERIENCE (3,3,3)**. Work experience in business, industrial, governmental, professional, service or other organizations to provide on-the-job training and professional preparation in the student's area of interest. Prerequisites: Junior standing and selection by co-op coordinator and employer.

BIOLOGY (BIO)

BIO 127. **GENERAL BIOLOGY** (3). A survey course emphasizing basic concepts and principles regarding the scientific method, biochemistry, cellular structures and processes, and genetics, and a brief overview of viruses, monerans and protistans. A laboratory component is required. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

BIO 128. **GENERAL BIOLOGY** (3). A survey course offering a brief overview of fungi, plant and animal taxonomy, and a comparative study of the following body systems: integumentary, muscular, skeletal, nervous, endocrine, circulatory, lymphatic, immune, respiratory, digestive, excretory and reproductive. A laboratory component is required. Recommended prerequisite:

BIO 127. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

*BIOL 127. **GENERAL BIOLOGY LABORATORY** (1). A laboratory course designed to acquaint students with basic experimental procedures related to the study of biochemistry, cellular structures, genetics and microorganisms. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

*BIOL 128. **GENERAL BIOLOGY LABORATORY** (1). A laboratory course focusing on observation and/or dissection of fungi, plants and animal systems. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

*A laboratory course that accompanies a lecture must be taken during the same term that the lecture is taken or after the lecture has been passed.

BIO 200. **INTRODUCTION TO THE HEALTH PROFESSIONS** (1). Through campus-based seminars, lectures and discussions, students interested in pursuing careers in the health professions have the opportunity to explore career options, verify their career choices and evaluate their suitability for specific career focus.

BIO 240. **GENERAL ZOOLOGY** (4). A study of invertebrate and vertebrate animals with emphasis on phylogeny, classification, morphology, life histories, physiology, ecology and population biology and the evolutionary relationships among the various animal groups. Prerequisites: BIO 127 and BIO 128. Three lectures and one lab period.

BIO 241. **GENERAL BOTANY** (4). A study of the morphology, physiology, development, and evolutionary and ecological relationship of plants. Prerequisites: BIO 127 and BIO 128. Three lectures and one lab period.

BIO 301. **PRINCIPLES OF SCIENTIFIC INTEGRITY** (1). An introduction to the basic principles of scientific integrity. Emphasis is placed on ethical and unethical practices in research and in communicating scientific results. Prerequisites: Juniors and seniors with honors status.

BIO 305. **POPULATION BIOLOGY AND EVOLUTION** (3). A study of biological diversity, natural selection, evolution of prokaryotes, evolution of eukaryotic cells and the genesis of multicellular life. The role of modern methods of systematics, including application of molecular biology, in tracing the history of life is also discussed. Prerequisites: BIO 240 and BIO 241.

BIO 308. **GENERAL PARASITOLOGY** (4). Organ, adaptations, physiology and ecology of parasites. Identification and life histories of representative parasitic protozoa, helminths and arthropods, with emphasis on host-parasite relationships. Prerequisite: BIO 240. Three lectures and one lab period.

BIO 310. **ECOLOGY** (3). A study of the interrelationships of organisms and their environment with emphasis on ecosystems, population dynamics and population ecology. Prerequisites: BIO 240 and BIO 241.

BIO 319. **HUMAN ANATOMY** (4). A study of the structure and function of the various systems that compose the human body with special emphasis on homeostasis. Prerequisite: BIO 240 or BIO 128. Three lectures and one lab period.

BIO 320. **HUMAN PHYSIOLOGY** (4). This course is an in-depth study of the mechanisms that underline the normal functions of the cell, tissues, organs and organ systems of the human body. Multiple examples are used to show how physiological functions can become abnormal in human diseases. Prerequisite: BIO 240 and CHE 141. Three lectures and one lab.

BIO 321. **DEVELOPMENTAL BIOLOGY** (3). A study of the structural, biochemical and regulatory processes of zygotes during differentiation and development into tissues and organ systems of vertebrates. Prerequisite: BIO 240. Two lectures and one lab period.

BIO 323. **GENERAL MICROBIOLOGY** (4). A study of the fundamental principles of microbiology and the applications of this science. Special emphasis is placed on the relationships of microorganisms to disease, sanitation and foods. Prerequisites: BIO 241 and CHE 142 or instructor's permission. Three lectures and one lab period.

BIO 336. **PRINCIPLES OF GENETICS** (3). A study of the fundamental concepts of heredity with emphasis on Mendelian inheritance and modern genetics of microorganisms, plants and animals including humans. Prerequisite: BIO 127.

BIO 337. **CELL BIOLOGY** (4). A unified description of cellular structure and function. Prerequisites: BIO 127 and CHE 142 or their equivalents.

BIO 340. **BIostatISTICS** (3). Statistical analysis of experimental biological data sets by means, analysis of variance, linear regression, linear correlation, analysis of frequencies, and goodness of fit using a statistical software package. Prerequisite: MAT 137. Two lectures and one lab period.

BIO 350. **BIOLOGICAL TECHNIQUES AND INSTRUMENTATION** (4). A study of the principles, procedures and applications of modern biomedical research techniques and instruments, including radioisotope methodology, enzyme-linked immunosorbent assay (ELISA), gel electrophoresis, Western immunoblot, transformation, restriction analysis, polymerase chain reaction (PCR) and Southern hybridization techniques. Prerequisite: BIO 337. One lecture and two lab periods.

BIO 420. **MOLECULAR BIOLOGY AND GENETICS** (4). A study of the basic principles and concepts of molecular biology and genetics, focusing primarily on DNA structure, replication, transcription, translation, recombination and repair, and on the control of gene expression in prokaryotic and eukaryotic cells. Prerequisite: BIO 337.

BIO 421. **ANIMAL HISTOLOGY** (4). The study of animal tissues, involving a discussion of the structure and physiology of the basic types. Relationships of tissues to cells and organs are studied. Prerequisite: BIO 320. Three lectures and one lab period.

BIO 424. **PRINCIPLES OF VIROLOGY** (3). An introduction to modern virology with a focus on a molecular approach to the structure of virus particle and genomes, virus replication, control of gene expression, virus pathogenesis (including AIDS) and prion diseases. Prerequisite: BIO 337.

BIO 425. **IMMUNOLOGY** (3). A course dealing with humoral and cellular immunity, including antibody structures and synthesis and the use of antigen-antibody reactions as a tool in

biology studies. Prerequisite: BIO 423 or its equivalent.

BIO 427. **ENVIRONMENTAL MICROBIOLOGY** (3). A study of the biology, behavior and function of microorganisms in natural environment in relation to past and present environmental conditions on Earth. The role of microorganisms in ecologically and environmentally significant processes is also considered through discussion of specific topics such as elemental cycles, nutrient cycling, transformation of pollutant chemicals, waste water treatment and environmental biotechnology. Prerequisite: BIO 423 or BIO 310. Two lectures and one lab period.

BIO 428. **MYCOLOGY** (3). A study of the biology, ecology and classification of fungi. The critical roles of fungi in the ecology of world's biomes, and their importance in the fields of agriculture, medicine and environmental science is discussed. Prerequisite: BIO 241. Two lectures and one lab period.

BIO 429. **MEDICAL MICROBIOLOGY** (3). A study of the basic concepts of medical microbiology, including the host-parasite relationships, pathogenesis, epidemiology, diagnosis, treatment, prevention and control of the diseases caused by pathogenic microorganisms. Prerequisite: BIO 423. Two lectures and one lab period.

BIO 433. **MARINE BIOLOGY** (4). A general survey of the invertebrates, vertebrates and marine plants as communities with emphasis on local examples of these principal groups. Students have an opportunity to examine marshland, estuarine, beach, dune inlet and neritic habitats and niches. Lectures, laboratory and field work are included. Prerequisites: general biology and consent of the instructor.

BIO 434. **MARINE INVERTEBRATE ZOOLOGY** (4). A survey of Protozoa through Mollusca, with emphasis on local forms. This study covers taxonomy, life cycles, ecology and evolution. Lecture, laboratory and field work are included. Students have ample opportunity to acquire a collection of local fauna. Prerequisites: general biology and consent of instructor.

BIO 435. **MARINE VERTEBRATE ZOOLOGY** (4). A study of marine fishes, reptiles and mammals, with an in-depth, comprehensive treatment of their systematics, zoogeography and ecology. Lectures encompass subject matter on a nonregional basis. Field and laboratory work stress the vertebrate fauna of the northern Gulf of Mexico. Most of the course is devoted to fish. Students have an opportunity to assemble a collection of vertebrate species. Prerequisite: general biology and consent of instructor.

BIO 436. **MARINE BOTANY** (4). This course is a general survey of marine algae and vascular and nonvascular plants associated with marine environment. Distribution identification, structure, ecology and reproduction are considered. Prerequisite: general biology and consent of instructor.

BIO 437. **MARINE GEOLOGY** (4). Included in this course are sampling techniques, laboratory analysis of sediments, application of the research process to problems in identifying sedimentary environments, topography, sediments and history of the world's oceans. Marine geology is especially beneficial to biology students for an understanding of the sedimentary substrate on or in which a large percentage of marine organisms live. Lecture, laboratory and field work are included. Prerequisite: physical geology and consent of instructor.

BIO 438. **MARINE ECOLOGY** (4). Bioenergetics, community structure, population dynamics, predation, competition and speciation in marine ecosystems are studied. Lecture and laboratory work are included, although considerable time is spent in field work. Students who have not previously had marine courses may enroll; however, Marine Invertebrate Zoology or Marine Biology is very helpful. This is an excellent course for engineers and other nonbiologists interested in the marine environment, because individual species are studied as they relate to ecological principles that they exemplify, providing both taxonomic and ecological background. Prerequisites: general biology, general chemistry, general physics and consent

of instructor.

BIO 439. **COASTAL GEOMORPHOLOGY** (2). A study of coastlines and coastline features and the forces that actively shape and modify the entire system. While coastline features are studied on a worldwide basis, the beaches of the Alabama coast serve as the field laboratory. Maps and aerial photography are used to study areas not in the Gulf Coast area.

BIO 440. **COASTAL ORNITHOLOGY** (4). Study of coastal and pelagic birds with emphasis on ecology, taxonomy and distribution. This course includes identification, population dynamics and behavior of coastal birds and overnight trips to offshore islands. No prerequisites: consent of instructor.

BIO 441. **MARSH ECOLOGY** (4). A study of the floral and faunal elements of various marine marsh communities. Interaction of physical and biological factors is emphasized. Course is structured to provide actual field experience in addition to lecture material. Trips are scheduled to acquaint students with regional examples of marsh types. Current literature is reviewed and discussed.

BIO 442. **SEMINAR IN MARINE BIOLOGY** (1). A discussion of current research, scientific progress and problems in the marine environment with equal participation by students, faculty and visiting scientists. Students are not required to enroll in seminar, but must attend to qualify for credit in any other course.

BIO 443. **INTRODUCTION TO OCEANOGRAPHY** (4). A general introduction to the oceans with emphasis on geological, chemical and physical processes and how these processes relate to biological systems.

BIO 444. **MARINE PALEOECOLOGY** (4). A survey of principal marine fossil groups represented in Gulf Coastal Plain sediments, their paleoecology and paleogeography. Special emphasis on recent marine communities and the individuals in them.

BIO 445. **RECENT MARINE SEDIMENTATION** (4). Includes properties of marine sediments, coastal sedimentary environments, continental margin sediments, reef and associated sediments, deep sea sediments and marine geophysics. Emphasis in the field on the erosional and depositional effects of waves and currents.

BIO 446. **MARINE TECHNICAL METHODS I** (2). Introduction to the hardware of marine science, sampling procedures, processing, station location and field maintenance/operation.

BIO 447. **COASTAL CLIMATOLOGY** (2). An introduction to the physical factors that result in climatic conditions of coastal regions, with emphasis on the northern Gulf of Mexico.

BIO 448. **COMMERCIAL MARINE FISHERIES** (2). Introduction to the biology, management, harvesting techniques and processing of the commercially valuable species in the Gulf of Mexico.

BIO 449. **COASTAL ZONE MANAGEMENT** (2). Review of ecological features and a set of physical management policies for coastal communities and a description of relevant federal and state programs.

BIO 450. **SEMINAR IN BIOLOGY** (1). Presentations and discussions of current research publications in the life sciences. Prerequisite: senior standing.

BIO 460. **SENIOR HONORS RESEARCH** (2-4). Pursuit of an independent research problem in the biological sciences under the supervision of members of the faculty. Prerequisite: 3.0 GPA in the sciences and consent of instructor.

BUSINESS COOPERATIVE EDUCATION (BCO)

BCO 401, 402 and 403. **BUSINESS COOPERATIVE INTERNSHIP** (3,3,3). Open to students in College of Business Administration who have maintained a satisfactory standard of scholarship and who show high promise of success in their areas of concentration. A student who has been accepted by a firm for Business Cooperative Education becomes a member of the staff during the period of training and registers as a regular student at the university, receiving three hours credit for each experience, not to exceed nine hours credit toward graduation. The student lives where required by assignment and is allowed to take additional courses only with permission of the dean. To assist in the evaluation of the student's performance, the supervisor and the student submit periodic reports on the student's performance and progress to the placement director and faculty coordinator. Students cannot use their full-time or part-time employment to substitute for Business Cooperative or Internship to earn credit hours.

BCO 404. **BUSINESS COOPERATIVE INTERNSHIP AUDIT** (no credit). Students are allowed a fourth Business Cooperative Education experience without credits toward graduation.

BUSINESS/MARKETING EDUCATION (BUS)

BUS 200. **KEYBOARDING** (3). Covers the use of keyboards, with emphasis on efficiency, formats and document typing.

BUS 201. **BEGINNING TYPEWRITING** (3). A study of the principles of touch typewriting as well as analysis and understanding of the functions and operations of the typewriter. Special attention is given to practice in preparing typewritten outlines, reports and letters. Accuracy and speed are stressed. Minimum speed requirement is 30 gross words per minute with a five-error allowance on a three-minute timing.

BUS 202. **INTERMEDIATE TYPEWRITING** (3). Emphasis is on increased skill development in typewriting techniques and the applications of this skill to basic problems. Minimum speed requirement for a grade of "C" is 40 gross words per minute with a five-error allowance on a five-minute timing. Prerequisite: BUS 201.

BUS 203. **ADVANCED DOCUMENT PREPARATION** (3). This course is a study of typewriting on the advanced level. The student must be able to type at a minimum speed of 50 gross words per minute with a five-error limit on a five-minute timing for a grade of "C." Stress is placed on production typing. Prerequisite: BUS 202.

BUS 204. **BUSINESS COMMUNICATIONS** (3). The fundamentals of English leading to a better knowledge of the business letter and other forms of business communications, both oral and written, are studied.

BUS 210. **BUSINESS MATHEMATICS** (3). Simple arithmetic and algebraic operations, introduction to statistics, percentage and business applications, simple and compound interest, discount annuity, amortization and sinking funds.

BUS 301. **BEGINNING SHORTHAND** (3). The principles of Gregg shorthand theory are learned. Emphasis is placed on the details of business practice as it relates to the stenographer. The ability to write shorthand at the rate of 50 words per minute on a three-minute take at 95 percent accuracy is required for a grade of "C."

BUS 302. **INTERMEDIATE SHORTHAND** (3). Emphasis is given to building speed skill of 70-90 words per minute on three-minute takes. The student must be able to take dictation at 70 words per minute on three-minute takes at 95 percent accuracy for a grade of "C." Prerequisites: BUS 202 and BUS 301 or the equivalents.

BUS 303. **ADVANCED SHORTHAND** (3). The student must be able to take dictation at the rate of 100 words per minute on three-minute takes at 95 percent accuracy for a grade of "C." Transcription of mailable letters is also emphasized. Prerequisites: BUS 202 and BUS 302 or the equivalent.

BUS 304. **MODERN OFFICE MACHINES** (3). Instruction in the care and the use of more important types of modern-day office machines is provided. Practical assignments are given to develop skill and efficiency in operation of the machines.

BUS 305. **RECORDS MANAGEMENT** (3). This course covers the laboratory instructions underlying the effective management of records. Technical aspects of records control with sound principles of management are covered.

BUS 308. **OFFICE PROCEDURES** (3). This course serves as the connecting link between school and business by means of which the student is initiated into business practices and procedures. Skills that the student has already learned are integrated by providing office-like situations.

BUS 385. **MATERIALS AND METHODS OF TEACHING BUSINESS/MARKETING** (3). This course will emphasize methodology in teaching the skill and non-skill courses in business teacher education on the secondary level. It is designed for teacher-trainees, teacher educators, and in-service teachers. The historical and legislative backgrounds of business education are presented, and the relationship between career education and business education is covered with emphasis placed on the importance of career education to the business education field.

BUS 400. **PRODUCTION TYPEWRITING** (3). Develops production competency in type-writing, in editing, in composing documents and in report writing; qualifies the student for high-level positions of responsibility in administrative support services and business teaching.

BUS 405. **ADMINISTRATIVE OFFICE MANAGEMENT** (3). This is a management course applied to office services, supervision of personnel, work flow, reports, regulation of office communications, banking, payrolls, tax records, office equipment and supplies.

BUS 406. **SECRETARIAL PROCEDURES** (3). This is a capstone course that helps the student utilize all secretarial skills in various simulated office situations, such as legal insurance, data processing, filing, executive and editing. Prerequisites: BUS 203, 303, 305.

BUS 407. **WORD PROCESSING** (3). Covers the systems approach to word processing. Prerequisites: BUS 204 and senior classification or permission of the instructor.

BUS 408. **BUSINESS USE OF MICROCOMPUTERS** (3). Covers the use of the micro-computer to its full potential. Allays apprehensions about hardware and demonstrates useful programs.

BUS 430. **INTERNSHIP IN BUSINESS** (3). This course prepares the student in the necessary training to become an effective office worker. It is the capstone or culminating experience in which the student translates the educational background into actual office practices. Prerequisites: BUS 203, 405 and 406 or consent of instructor.

BUS 482. **FOUNDATIONS OF VOCATIONAL EDUCATION** (3). The philosophy, history and principles of vocational office and distributive education in secondary schools.

BUS 483. **COORDINATION OF VOCATIONAL PROGRAMS** (3). A study of new approaches of organization, operation and supervision of the Cooperative Office Education Program and the understanding of the recent emphasis in vocational education and work-study programs.

BUS 484. **OCCUPATION ANALYSIS** (3). This course is designed to provide business

education students with knowledge of vocational training theories and sources of occupational analysis and educational information.

BUS 485. **CERTIFIED PROFESSIONAL SECRETARY REVIEW COURSE** (3). Environmental relationships in business, business and public policy, economics and management, financial analysis and the mathematics of business, communications and decision making, and office procedures.

BUS 488. **RESEARCH METHODS OF BUSINESS EDUCATION** (3). Basic consideration in the planning and conducting of research in business education.

CHEMISTRY (CHE)

CHE 141, 142. **GENERAL COLLEGE CHEMISTRY I, II** (4,4). A study of the relationship of atomic and molecular structure to chemical behavior of common elements and of compounds. The periodic classification of elements and principles of atomic theory, oxidation-reduction and stoichiometry are also studied. Prerequisite: CHE 141 for 142. Three lectures and one lab period.

CHE 211, 212. **ORGANIC CHEMISTRY I, II** (5,5). An introduction to some of the fundamental chemistry of carbon compounds. Preparations, reactions and reaction mechanisms are introduced for some representative organic compounds. Structural theory, functional groups and their spectroscopic properties are studied. Prerequisite: CHE 142. Four lectures and one lab period.

CHE 220. **FORENSIC SCIENCE SURVEY** (3). An introduction to forensic science including a general overview of the work of forensic science practitioners, and of the various disciplines of forensic science. Lecture.

CHE 320. **FORENSIC CHEMISTRY** (4). An introduction to the legal and scientific principles governing the sampling, storage, and chemical analysis of forensic samples. This course demonstrates the importance of analytical chemistry and its use in forensic science. Lecture and Laboratory. Prerequisite: CHE 342.

CHE 321, 322. **PHYSICAL CHEMISTRY** (4,4). Fundamental relationships among the properties of gases, liquids, solids and solutions, and basic principles of thermodynamics, thermochemistry, homogeneous and heterogeneous equilibria, chemical kinetics, and quantum and nuclear chemistry are stressed. Prerequisites: CHE 142, PHY 211 and MAT 266. Three lectures and one lab period.

CHE 342. **QUANTITATIVE ANALYSIS** (4). Chemical equilibria and stoichiometry are described as part of the background and theory of methods involving primarily volumetric and gravimetric analysis. Prerequisite: CHE 142. Three lectures and one lab period.

CHE 343. **INSTRUMENTAL ANALYSIS** (4). An introduction to analytical techniques and experiments using electronic instrumentation. Laboratory practice is emphasized. Prerequisite: CHE 321 or permission of the instructor. Three lectures and one lab period.

CHE 418. **CHEMISTRY SEMINAR** (2). Discussions of recent advances in chemistry, review of current literature and research, and applications of research problems. Prerequisite: CHE 212 or permission of the instructor.

CHE 419. **PHYSICAL ORGANIC CHEMISTRY** (4). Organic structure, reactions and reaction mechanisms are described and discussed in some detail for significant functional groups. Prerequisite: CHE 212 or permission of the instructor.

CHE 421. **BIOCHEMISTRY** (4). The chemical structure and some of the reactions of carbohydrates, lipids, proteins and nucleic acids as important substances in plant and animal

systems are introduced. Prerequisite: CHE 212 or permission of the instructor. Three lectures and one lab period.

CHE 422. **BIOCHEMISTRY** (4). Continuation of CHE 421. Reactions of the substances of major importance on living systems are described. Emphasis is on metabolism. Prerequisite: CHE 421. Three lectures and one lab period.

CHE 423. **ORGANIC SYNTHETIC METHODS** (4). Introduction to selected techniques and procedures employed in research and in industrial laboratories for the preparation of representative organic compounds. Prerequisite: CHE 419.

CHE 431. **SENIOR HONORS RESEARCH** (2). Carefully selected topics are investigated under the supervision of a faculty adviser. Laboratory work involving frequent consultation with the faculty adviser is conducted. Use of chemical literature is stressed. Prerequisites: senior standing and permission of the instructor. May be repeated once for credit.

CHE 432. **ADVANCED INORGANIC CHEMISTRY** (4). A presentation of modern concepts and principles of inorganic chemistry. The topics may include ligand field theory, quantum theory, magnetic properties, modern acid-base theories, as well as coordination chemistry. Prerequisite: CHE 322.

CHE 433. **INTRODUCTION TO CHEMICAL THERMODYNAMICS AND QUANTUM CHEMISTRY** (4). The laws of thermodynamics and their applications to chemical systems and principles of quantum mechanics as applied to chemical problems are introduced. Experimental and theoretical methods are presented. Prerequisite: CHE 322.

CHE 434. **CHEMICAL LITERATURE** (1). The course is designed to acquaint chemistry majors with primary and secondary reference sources in chemical literature. Prerequisite: CHE 212 or equivalent.

CHE 460. **INTERNSHIP IN FORENSIC CHEMISTRY** (6). Open to senior chemistry majors only. This course provides opportunities for students to link experience with theory while working in forensic science laboratories. Periodic reports on work experiences are required. Students must fulfill security requirements of the assigned laboratory.

COMPUTER INFORMATION SYSTEMS (CIS)

CIS 205. **INTRODUCTION TO COMPUTER INFORMATION SYSTEMS** (3). This course provides hands-on instruction on microcomputers using various kinds of software such as Microsoft Windows, Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Microsoft Front Page. Introductory theoretical concepts of hardware and software are covered along with business applications of computer technology.

CIS 206. **BUSINESS PROGRAMMING LANGUAGES** (3). Basic concepts of databases are covered with the hands-on use of Microsoft Access. The fundamentals of computer programming are introduced using Visual Basic. Programming topics focus on developing object-oriented, event-driven applications. The World Wide Web and the development of multimedia presentations are also covered. Prerequisite: CIS 205.

CIS 302. **INTERNET PROGRAMMING** (3). This course provides the students with a working knowledge of developing web pages. Topics include Hypertext Markup Language (HTML), XML, CSS, Web management and publishing software (Microsoft Expression and Microsoft Visual Studio), graphic/imaging software (Adobe Creative Suite-Flash and Photoshop) and JavaScript for client-side programming. Basic concepts and practice of e-business will also be covered. Prerequisite: CIS 206.

CIS 303. **"C" PROGRAMMING LANGUAGE** (3). This course is designed to provide students with a working knowledge of "C" programming language, including the use of "C" pre-

processor commands. A thorough coverage is given to basic data types, operators, various program constructs, special data structures, file I/O techniques and commonly used library functions. Prerequisite: CIS 206.

CIS 304. **PROGRAMMING IN JAVA** (3). This course provides students with a comprehensive knowledge and hands-on experience with the Java programming environment and features. Students will design, write, debug, and run Java stand-alone programs and Java applets. Topics covered include: Java language fundamental, syntax, elements, operators, flow control, declaration, access control, arrays, string manipulation, object-oriented programming, handling events, graphics, user interface components, common classes, layout manager, I/O operations. Prerequisite: CIS 206.

CIS 309. **COBOL (Common Business Oriented Language)** (3). Study of structured COBOL with emphasis on hands-on development of business applications in a mainframe environment. Prerequisite: CIS 206.

CIS 310. **NETWORKING FUNDAMENTALS** (3). This course will provide students hands-on instruction using the CCNA material developed in partnership with Cisco. Topics covered will include network terminology and protocols, local-area networks (LANs), wide-area networks (WANs), Open System Interconnection (OSI) models, cabling, cabling tools, routers, router programming, Ethernet, Internet Protocol (IP) addressing, network standards, initial router configuration, Cisco IOS Software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Students will develop skills on how to configure a router, manage Cisco IOS Software, configure routing protocols, and create access list controlling access to the router. Prerequisite: CIS 206.

CIS 313. **OBJECT-ORIENTED PROGRAMMING IN C++** (3). This course discusses different programming paradigms and introduces students to object-oriented design methodology. Concepts of data abstraction, inheritance, and encapsulation are discussed. Additionally, this course presents an overview of the C++ programming language. Topics discussed will include classes, operator and function overloading and virtual functions. Students are required to develop several programming assignments using Microsoft Visual C++. Prerequisite: CIS 303.

CIS 320. **ADVANCED BUSINESS PROGRAMMING LANGUAGE** (3). An investigation of advanced topics in the use of Visual Studio 2005 with the C# programming language for developing ASP.net applications for the web. Prerequisite: CIS 206.

CIS 329. **BUSINESS PROCESS INTEGRATION USING SAP** (3). This course will provide students with a fundamental knowledge and hands-on experience of the SAP R/3 environment. Students will learn business process integration through the configuration of a hypothetical company from the ground up using SAP R/3. Throughout the semester, students will create the organization structure, master data and business rules to support the core business buy, make, sell and track (accounting) processes of the company. Testing will also be completed to ensure that the processes function as anticipated. Prerequisite: CIS 206.

CIS 331. **GLOBAL SUPPLY CHAIN MANAGEMENT** (3). This course covers issues relating to global supply chain management and coordinating production and services plans across the world. Key issues of global operations and SCM will be addressed, including how to develop and manage an efficient and effective global supply chain. The course also discusses the development of a comprehensive global SCM strategy, including strategic planning for individual global operations. Also addressed are issues relating to cost/benefit analysis, transportation and physical distribution, global facility location, labor productivity differentials, tariffs and quotas, and cultural differences. Prerequisite: Junior standing.

CIS 391. **MANAGEMENT SCIENCE** (3). This course covers fundamental concepts and business applications of mathematical programming and trail-and-error problem-solving tech-

niques. Topics include linear programming, integer programming, dynamic programming, distribution models, inventory models, queuing models and computer simulation. Also, students are required to implement algorithms using a spreadsheet program or writing computer code using a programming language. Prerequisite: MGT 321.

CIS 402. **DATA COMMUNICATIONS** (3). Combines study of fundamental concepts of data communications and networking with practical applications for computer-based business data communications. Topics include data communications and networking hardware, media, software, protocols and planning, design, and implementation of communications networks such as LANs, WANs and VANs. All coursework is framed within current issues and future trends. Prerequisite: CIS 206.

CIS 404. **DATABASE ADMINISTRATION** (3). Study of databases and database management systems from four viewpoints: those of the database user, the database designer, the database implementer and the database manager. Emphasis is placed on the relational database model in a PC environment using Access and Visual Basic. Prerequisite: CIS 206.

CIS 410. **SYSTEMS ANALYSIS** (3). This course covers comprehensive and contemporary analysis and design of information systems as an integration of information technology, management and human behavior. Structured system development approach and modeling tools are covered with computer-assisted software engineering (CASE) technology. Systems investigation, analysis, design, implementation and documentation are covered with real-world applications. The object-oriented development approach will also be introduced. Students are required to complete a semester project. Prerequisites: CIS 404.

CIS 415. **MANAGEMENT INFORMATION SYSTEMS** (3). Study of the theoretical foundations of information systems and the development, management and application of Management Information Systems (MIS) for effective decision making. Topics include fundamental concepts of information systems; decision support systems and expert systems; information systems planning and implementation; and end-user computing. Students are also required to develop an MIS project using IS Tools and languages such as Front Page, Access and Visual Basic. Prerequisite: CIS 329.

CIS 422. **COMPUTER INFORMATION SYSTEMS FIELD PROJECT** (3). Practical computer information systems development experience is provided by allowing the student to design, develop, code and implement a CBIS to facilitate decision making. Prerequisites: CIS 404, CIS 410 and CIS 415.

CIS 460. **ADVANCED PROGRAMMING LANGUAGE - CICS** (3). This course presents the concepts and fundamental features of CICS, with particular emphasis on the use of coding models and efficient program design. Students learn to implement interactive programs through use of CICS command-level COBOL interface and report writer facilities. Prerequisite: CIS 319.

CIS 461. **ADVANCED DATABASE SYSTEMS** (3). A second course in database management systems that builds on the fundamentals of relational database management systems covered in CIS 404. The primary focus is on integrating database systems into the Web environment using technologies such as ASP and JSP. Other topics covered are architectures for web-based information systems, content delivery networks, XML and databases, data warehouses, multimedia databases and advanced SQL. Prerequisite: CIS 404.

COMMUNICATIONS MEDIA (CMM)

CMM 211. **INTRODUCTION TO MASS COMMUNICATIONS** (3). A study of American mass media: development, structure, problems and opportunities; mass communication theory and processes. Required of all communications majors and minors.

CMM 212. **BEGINNING NEWSWRITING** (3). An introduction to newswriting. The primary focus is on practical experience in locating news sources, interviewing and note taking, evaluating and organizing facts, writing basic news stories and using proper newspaper style and format. Includes lab. Prerequisite: CMM 211.

CMM 213. **BASIC PHOTOGRAPHY** (3). An introductory course in black and white photography that covers the basic skills needed to process, print and finish in black and white. Includes basic camera and darkroom operating techniques, as well as print-making processes. Prerequisite: permission of the instructor.

CMM 215. **TELEVISION PRODUCTION SKILLS** (3). A hands-on laboratory/lecture course intended to teach basic studio operation and television production skills. This course will enable students to gain a reasonable working knowledge of different aspects of television studio operation and production. Prerequisite: CMM 211.

CMM 244. **RADIO AND TELEVISION NEWSWRITING** (3). A study of the basic styles, principles and techniques of broadcast news editing and writing. Emphasis is placed on application of these principles and techniques in practical and realistic assignments. Includes lab. Prerequisites: CMM 211 and CMM 212.

CMM 310. **INTRODUCTION TO PUBLIC RELATIONS** (3). Studies theories, principles, practices and fundamentals of public relations. Students learn history, philosophy and purpose of public relations. Concentration is on definition of the profession and on public relations planning. Students learn how to develop the four-step public relations plan, how to evaluate public relations programs and become acquainted with the various media employed in public relations. Includes lab. Prerequisites: CMM 211 and CMM 212 or permission of the instructor.

CMM 313. **COPY EDITING** (3). Surveys the editing process with practice in editing news copy, writing headlines, evaluating news, processing wire copy, selecting news and feature photographs, writing captions and the composition of front and inside pages. Includes lab. Prerequisites: CMM 211 and 212.

CMM 320. **WRITING FOR PUBLIC RELATIONS** (3). Addresses the need of the public relations professional to transform and translate general and specialized information to audiences using various devices. Focuses on the techniques, methods and procedures for preparing and writing public relations pieces for general audiences: news releases, broadcast news and features, advertising copy, speeches and scripts; and for specialized audiences: annual reports, newsletters and brochures, position papers, memos, reports and proposals. Prerequisites: CMM 211 and 310.

CMM 321. **ADVERTISING SKILLS FOR PUBLIC RELATIONS PRACTICE** (3). A hands-on skill training course that will teach the student advertising fundamentals, basic marketing techniques and specific computer information, including word processing, desktop publishing (using QuarkXPress), Internet training and graphics (multimedia presentation, layout and design). Prerequisites: CMM 310 and CMM 320.

CMM 323. **RADIO AND TELEVISION ANNOUNCING** (3). Study, practice and application of basic announcing techniques for radio and television. Prerequisites: CMM 211, SPE 260 or 205. Includes lab.

CMM 324. **RADIO PROGRAMMING AND PRODUCTION** (3). This course is designed to enable students to acquire basic information about audio and radio studios with laboratory experiences in equipment manipulation, writing, producing and performing various types of radio programs. Prerequisite: CMM 211.

CMM 327. **FEATURE WRITING** (3). This course in feature writing involves studying markets, writing query letters, planning, gathering information, organizing and writing non-fiction

articles for print media, and possibly web sites. Includes lab. Prerequisites: CMM 211 and CMM 212 or permission of instructor.

CMM 330. **ETHICAL ISSUES IN MASS MEDIA** (3). Course explores theoretical background and practical applications of ethical issues confronting mass media practitioners. Reviews a wide range of issues from privacy rights and other constitutional guarantees to traditional media social responsibility theories and the evolution of ethical values. Uses case studies and practice assignments to highlight inherent ethical responsibility in mass media practice.

CMM 333. **INTRODUCTION TO THE INTERNET** (3). Course focuses on internet fundamentals such as internet language, search engines, internet applications for the media professions, ethical concerns and the writing and development of websites.

CMM 344. **OPINION WRITING** (3). This course is designed to teach techniques used by column, editorial and broadcast commentary writers. By critiquing and writing such items, students develop a degree of proficiency in opinion writing. Includes lab. Prerequisites: CMM 211 or permission of instructor.

CMM 400. **PUBLIC RELATIONS FOR PROBLEM SOLVING AND APPLICATIONS** (3). Designing, planning and maintaining public relations programs for various types of organizations and agencies. Developing rationale for positioning the public relations function in its most effective place in an organization. Preparing and using public relations materials to address specific problems. Includes lab. Prerequisites: CMM 211, CMM 310, CMM 320 and CMM 321.

CMM 402. **LAWS OF COMMUNICATION** (3). A study of the statutes and regulations governing press, broadcasting and films; comparative analysis of defamation, contempt, privacy and copyright, legal rights and privileges of the mass media. Prerequisite: CMM 211 or permission of the instructor.

CMM 404. **MASS MEDIA AND SOCIETY** (2). Analysis of the role and responsibilities of the mass media in society, including institutional functions and effects in the social, political, economic and cultural spheres affecting mass communication processes. Prerequisites: CMM 211 and permission of instructor.

CMM 408. **ELECTRONIC NEWSGATHERING** (3). This course allows students to develop the skills needed in electronic newsgathering and reporting. Students learn how to shoot and edit video news footage and refine their research and interviewing abilities while learning the aesthetics of good news and documentary production. Prerequisite: permission of instructor.

CMM 414. **ADVANCED BROADCAST NEWS REPORTING AND PRODUCTION** (3). Includes advanced methods of news gathering, equipment handling, and analysis of news sources and problem areas unique to broadcast journalism. Includes lab. Prerequisite: CMM 211.

CMM 415. **BROADCAST CABLE MANAGEMENT** (3). Examination of the internal functioning of broadcast stations in the U.S. Specific focus includes station operation; management and problem-solving methodologies for programming, scheduling, audience researching and marketing analysis. Includes lab. Prerequisite: CMM 211.

CMM 418. **PUBLIC AFFAIRS REPORTING** (3). This advanced reporting and writing course requires students to cover public affairs activities such as the county commission and city council meetings, court sessions, police departments, the state legislature, etc., to report news. Includes lab. Prerequisites: CMM 211 and CMM 212.

CMM 420. **CASE STUDIES IN PUBLIC RELATIONS** (3). Study of typical and atypical

problems in public relations. Development of approaches and strategies for solving problems. Familiarization with contingency planning in public relations. Includes case histories and communication campaigns. Includes lab. Prerequisites: CMM 211, CMM 310 and CMM 321 or permission of the instructor.

CMM 423. **PRACTICUM** (1). Designed to give students an opportunity to develop skills for various journalistic activities: working on the student newspaper or magazine; campus radio or television station. Prerequisite: senior standing and permission of the practicum/internship supervisor.

CMM 424. **INTERNSHIP** (2). Students work and study at a radio or television station, newspaper, public relations office, advertising agency or other sites in their area of concentration. Periodic reports on their work and on special readings are made to their faculty supervisor. Prerequisites: CMM 423 (practicum), senior standing and permission of the practicum/internship supervisor.

CMM 425. **ADVANCED TELEVISION PRODUCTION** (3). A hands-on laboratory/lecture course intended to teach advanced techniques in television production and direction. Emphasis is on the art of producing programs for television, scripting and directing as applied to various television program formats. Prerequisite: CMM 211.

CMM 426. **ADVANCED AUDIO VISUAL PRODUCTION** (3). This is an intensive production course during which qualified students work on their professional "Demo Reel" projects. Preferably limited to graduating students only. Students must have completed all other production courses.

CMM 430. **INTRODUCTION TO COMMUNICATION RESEARCH METHODS** (3). The course focuses on the fundamentals of research methodologies in communications.

CMM 440. **MEDIA ADVERTISING AND SALES** (3). Theory and practice of advertising sales in broadcast, print and internet media.

COMMUNICATION STUDIES (CMS)

CMS 200. **VOICE AND DICTION** (3). This course is designed to assist students in improving vocal quality, pronunciation, enunciation and articulation using standard American English. The course includes the study and use of the International Phonetic Alphabet.

CMS 205. **PUBLIC SPEAKING** (3). A first course in the fundamental principles of effective oral communication. Special attention is given to the selection and organization of materials, the presentation of speeches and the development of an acceptable speaking voice.

CMS 208. **INTRODUCTION TO HUMAN COMMUNICATION** (3). This course focuses on understanding communication as a dynamic and complex system of interactions. Emphasis is placed on applying communication theories in everyday communication situations.

CMS 210. **INTERPERSONAL COMMUNICATION** (3). This course explores the dynamics of face-to-face communication. Students participate in activities that illustrate concepts such as interpersonal attraction, self-concept formation, nonverbal communication, relationship development and maintenance, responsive language and listening, conflict management and resolution, and conversational analysis.

CMS 260. **PERFORMANCE STUDIES** (3). An introduction to the analysis of literature and to the principles of its oral presentation by the interpreter. Prerequisite: CMS 205 or permission of instructor.

CMS 300. **PROFESSIONAL COMMUNICATION** (3). This course focuses on communication skills and problems within professional contexts. Emphasis is placed on communication competencies relevant to concepts such as team building, interviewing, business

meetings and written communication. Prerequisites: CMS 205 and CMS 210 or permission of instructor.

CMS 301. **ARGUMENTATION AND DEBATE** (3). Principles of logical proof as applied in argumentation and debate. Theory and practice in analysis, investigation, briefmaking, refutation, evidence, forms of argument, fallacies and debate procedures. Prerequisite: CMS 205 or permission of instructor.

CMS 310. **NONVERBAL COMMUNICATION** (3). This course examines the roles and functions of nonverbal behavior in the communication process. Topic areas include paralanguage, environment and space, time, body movement and gestures, touch, smell, appearance, eye behavior and facial expressions. Prerequisites: CMS 208 and CMS 210 or permission of instructor.

CMS 320. **READERS THEATER** (3). This course focuses on the techniques of selection, adaptation, compilation, rehearsal and staging of literature. Students will be required to participate in public presentations. Prerequisite: CMS 260 or permission of instructor.

CMS 323. **ADVANCED PRESENTATIONAL COMMUNICATION** (3). This course focuses on the preparation and delivery of technical and presentational speaking within a wide variety of communication settings. Prerequisite: CMS 205 or permission of instructor.

CMS 324. **FORENSIC ACTIVITIES** (1). Designed for students wanting to excel in public-speaking activities, this course provides students opportunities to compete locally, statewide and even nationally in debates and other forensic activities. May be repeated several semesters. Prerequisite: CMS 205 or permission of instructor.

CMS 325. **SMALL GROUP COMMUNICATION** (3). The study of group process, interpersonal relations and leadership within the small group, conferences and public forum, with emphasis on practice in various types of public discussion, with materials drawn from current issues. Prerequisite: CMS 205 or permission of instructor.

CMS 330. **INTERCULTURAL COMMUNICATION** (3). This course explores the effect of cultural customs, behaviors, beliefs, and values on communication processes in interpersonal and organizational contexts. Prerequisite: CMS 210 or permission of instructor.

CMS 340. **COMMUNICATION THEORY** (3). This course examines models and theories of persuasion. The course will include a survey of the research on attitude change and the implications for communication behavior. Prerequisite: CMS 208 or permission of instructor.

CMS 350. **ORGANIZATIONAL COMMUNICATION** (3). This course explores concepts and theories relevant to human communication within organizational settings. Emphasis is placed on dyadic, small group and public communication processes within the organizational context. Prerequisites: CMS 210 and CMS 325 or permission of instructor.

CMS 370. **LEGAL COMMUNICATION** (3). This course focuses on the use of competent communications skills in judiciary settings. Emphasis is placed on the application of theory and research during legal proceedings. Case studies will be examined and field observation will be required. Prerequisites: CMS 210 and CMS 340 or permission of instructor.

CMS 375. **POLITICAL COMMUNICATION** (3). This course examines the role of communication in political campaigns. It uses communication theory to explore the strategies political candidates use to appeal to voters and analyzes the impact of issues such as message structure, delivery and credibility on voter behavior. Prerequisite: CMS 205 or permission of instructor.

CMS 401. **HISTORY OF AMERICAN PUBLIC ADDRESS** (3). This course explores speechmaking as a force in American political and intellectual history from the colonial period to the present. Speeches related to political, cultural, social and economic issues are examined. Prerequisite: CMS 205 or permission of instructor.

CMS 425. **RHETORICAL THEORY AND CRITICISM** (3). This course examines the origins and development of rhetorical theory as well as methods of analyzing public communi-

cation. Students use models and theoretical approaches to evaluate messages. Prerequisite: CMS 205 or permission of instructor.

CMS 490. COMMUNICATION STUDIES INTERNSHIP (3). Students will work and study in a professional setting that is consistent with their career goals. Students will prepare and submit field notes to the internship supervisor periodically. Students will prepare a term paper that integrates communication theory and principles with the internship experience. Prerequisites: senior standing and permission of the internship supervisor.

RECORDING INDUSTRY (CRI)

CRI 241. SURVEY OF THE RECORDING INDUSTRY (3). Examination of the industry including, but not limited to, artist development, songwriting, publishing, record companies, record marketing and promotion, copyright, performance rights and careers.

CRI 350. ARTIST REPRESENTATION (3). Examination of the roles of recording artist's representatives. Topics include personal management, business management and entertainment attorney's roles in representation of artist. Prerequisites: ACT 214, ACT 215, CRI 341.

CRI 360. MARKETING AND BRANCH SALES IN THE RECORDING INDUSTRY (3). Special emphasis on the particular structures and problems involved in the movement of recordings from manufacturer to the buying public. Topics include product marketing, promotion and distribution. Prerequisite: CRI 341.

CRI 361. PUBLIC RELATIONS IN THE RECORDING INDUSTRY (3). Experiencing in creating publicity materials and developing media relations press releases press kits and publicity campaigns. Prerequisite: CRI 341.

CRI 370. LEGAL ASPECTS OF THE RECORDING INDUSTRY (3). An overview of legal problems encountered in the recording industry with specific attention to contractual considerations in recording and producing. Prerequisite: CRI 341, ACT 214, ACT 215.

CRI 380. COPYRIGHT LAW (3). Examination of copyright law with particular reference to the music industry. Emphasis on understanding and applying the law to work in the industry. Prerequisite: CRI 341, ACT 214, ACT 215, CRI 370.

CRI 390. RECORDING INDUSTRY PRACTICUM (1). Designed to give students an opportunity to develop skills and network with professionals in the recording industry. Prerequisites: Senior standing and Permission of the Professor.

CRI 396. TALENT AGENCY AND CONCERT PROMOTION (3). An in-depth study of the theoretical and practical aspects of presenting contemporary arts and entertainment performances. Topics include talent acquisition, contracts and riders, production, venues, budgeting, ticket services and promotion. Prerequisite: CRI 341.

CRI 450. ENTREPRENEURSHIP IN RECORDING INDUSTRY (3). Emphasis on decision making for starting a recording business. Special emphasis on accounting methods royalty statements balance and income sheets, cash flow, operational and regulatory taxes, break even analysis, financing, project (financial/acquisition/forecast/touring), and creation of a business plan. Prerequisites: All CRI courses or Permission of Professor.

CRI 496. RECORDING INDUSTRY INTERNSHIP (2). Practical experience for advanced students in a professional recording industry setting. This course may be repeated for additional credit. Prerequisite: CRI 341, ACT 214, ACT 215.

CRI 497. SENIOR SEMINAR IN RECORDING INDUSTRY (3). Provides hands on experiences in research in the recording industry. Involvement in group projects to provide

music and/or consumer research services to various clients in the industry. Class is workshop oriented. Prerequisites: All CRI courses or Permission of Professor.

RECORDING TECHNOLOGY (CRT)

CRT 223. **MUSICIANSHIP FOR AUDIO ENGINEERS** (3). A variety of music subjects are explored within the context of commercial music as related to audio recording and production. Specific topics include music fundamentals, commercial music theory, commercial form and styles, and basic aural and keyboard skills. Prerequisites: None.

CRT 242. **PHYSICS OF MUSIC** (3). This course addresses the basic production of musical sound. Concert includes examinations of how sound is produced by acoustic instruments and the human voice as well as with synthesizers and other electronic sources. Prerequisite: MAT 137 and CRT 224.

CRT 244. **BASIC RECORDING FOR AUDIO ENGINEERS** (3). Students in this course will investigate the basic concepts involved in studio recording. Emphasis is placed on recording various types of ensembles, utilizing mixing boards and studying computerized recording techniques. Prerequisites: MAT 137 and CRT 224 or Permission from Instructor.

CRT 245. **ADVANCED RECORDING FOR AUDIO ENGINEERS** (3). A continuation of Basic Recording for Audio Engineers (CRT 244). Prerequisite: CRT 244.

CRT 310. **SURVEY OF AMERICAN POPULAR MUSIC** (3). A social and musical analysis of the origin and development of contemporary popular music in the 20th century. Musical genres include Tin Pan Alley, Jazz, Rhythm and Blues, Rock N' Roll and Country and Western. Prerequisites: ENG 132 and CRI 341.

CRT 324. **ADVANCED MUSICIANSHIP FOR AUDIO ENGINEERS** (3). This course is a continuation of CRT 223 - Musicianship for Audio Engineers. Classes will consist of furthering the application of musical concepts previously learned to popular music. New topics will include syncopation, modulation, two-handed accompaniment patterns, and selected secondary chords. A special segment will include an introduction to music notation software and the preparation of a lead sheet. Prerequisite: CRT 223.

CRT 338. **DIGITAL AUDIO WORKSTATION (DAW) THEORY AND APPLICATIONS** (3). Designed to acquaint the student with digital system basics, the fundamentals of micro-computers and the musical instrument digital interface (MIDI). Prerequisite: CRT 245.

CRT 339. **AUDIO PRODUCTION** (3). This course addresses issues such as sound cause and effect, formats, distortion in reproduction and general principles of audio production. Prerequisite: CRT 338.

CRT 342. **SONGWRITING** (3). Organization of ideas, words, and music into the writing of popular songs. Analysis of songwriting trends. Students are expected to play guitar or piano and sing. Prerequisites: CRT 224, CRT 310 and Eng 132.

CRT 343. **ARRANGING** (3). This course is designed to teach the basic techniques used in modern popular arranging. Prerequisites: CRT 224 and CRT 342.

CRT 397. **SOUND REINFORCEMENT** (2). A study of equipment, system concepts, design, and acoustical problems involved in sound reinforcement for live performances and road work as related to a professional concert situation. Prerequisites: CRT 242, CRT 244, and CRT 245 or Permission of Instructor.

CRT 415. **PRACTICUM IN RECORDING** (1). A course design to provide practical experiences by visiting recording studios, television and radio studios, and related entities. Prerequisites: CRI 241 and CRT 339.

CRT 416. **RECORDING INTERNSHIP** (2). Students are placed in an appropriate recording industry venue. Prerequisite: CRT 339.

CRT 499. **SENIOR CD PROJECT** (1). The culminating public presentation of the bachelor of arts in recording an production. The presentation will utilize various applications audio and video computer technology. Prerequisites: CRT 339 and CRT 416.

COMPUTER SCIENCE (CSC)

CSC 200. **COMPUTERS AND SOCIETY** (3). This course presents concepts of social value and valuations, introduces models that describe the impact of computers on society and presents tools and techniques that are applicable to problems posed by the social impact of computers.

CSC 210. **INTRODUCTION TO COMPUTER SCIENCE** (3). An intensive introductory course in computer science with emphasis on the technique of algorithm development and programming style.

CSC 211. **PROGRAMMING CONCEPTS, STANDARDS AND METHODS** (4). Introduction to structured programming concepts, problem solving and algorithm development, coding, debugging, testing and documenting programs in a modern high-level language. Prerequisite: CSC 210.

CSC 212. **INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS** (4). A continuation of CSC 211 with emphasis on modules and information biding, data abstraction through classes, structs and unions, recursion, pointers and dynamic data, and linked lists. Object-orienting programming, algorithm analysis, searching, sorting and trees. Prerequisite: CSC 211.

CSC 280. **SOFTWARE ENGINEERING I** (4). Introduction to formal models of structured programming, demonstrations of code reading and corrections, stepwise refinement and reorganization, segmentation, top-down design and development, information biding, interactive enhancement and structured design. Prerequisite: CSC 212.

CSC 311. **INTRODUCTION TO COMPUTER ORGANIZATION** (4). Hardware organization of computers; main memory, processing unit, control unit, address structure and interrupts; system software; assembler, loaders and library, sub-routines and macros; a study of the organizations and programming of the on-campus computer system. Prerequisites: CSC 212 and MAT 256.

CSC 312. **INTRODUCTION TO COMPUTER SYSTEMS** (4). System and processor architectures; assembly language; I/O and storage devices and control techniques; addressing; and, segmentation and linkage techniques, macros. Prerequisites: CSC 311. Two lectures and two lab hours.

CSC 315. **DATA COMMUNICATION AND NETWORKING** (4). Introduction to basic data communication and networking concepts, including asynchronous and synchronous communication, multiplexing, local and wide area networks, layered architectures, and interconnecting networks. Prerequisite: CSC 212, MAT 256.

CSC 330. **ARCHITECTURE OF DIGITAL COMPUTERS** (3). An introduction to the internal structure of digital computers. The design of gauges, flipflops, registers and memories to perform operations on numerical and other data represented in binary form. Prerequisite: CSC 212.

CSC 380. **ALGORITHMS** (3). The selection and construction of appropriate algorithms to

solve practical problems on the computer. Design and analysis of efficient algorithms, integration of structures, algorithms and media. Prerequisite: CSC 311.

CSC 414. **INTRODUCTION TO OPERATING SYSTEMS** (4). Topics in the area of operating systems and computer architecture. Multiprogramming systems, memory management, job and task management. Prerequisite: CSC 311.

CSC 420. **NUMERICAL METHODS** (3). The course includes solutions of linear equations; solutions of equations, both algebraic and transcendental; and, systems of using computers to prove theorems and analyze the difference between theory and the actual results. Prerequisites: CSC 212 and MAT 266.

CSC 421. **DATA STRUCTURE AND ALGORITHM ANALYSIS** (4). Theory of data structures and their computer representations. This includes linked lists, stacks, recursion, trees, graphs, sorting and searching, hashing and data compression. Prerequisite: CSC 212.

CSC 431. **ORGANIZATION OF PROGRAMMING LANGUAGES** (3). This course introduces students to the formal study of programming language specification and analysis and helps them to develop an understanding of the organization of programming languages, especially the run-time behavior of programs. It continues the development of problem solution and programming skills introduced in the elementary-level materials. Prerequisite: CSC 312.

CSC 435. **DATABASE AND INFORMATION RETRIEVAL** (4). Study of relational database model, relational database design principles: E-R modeling and normalization, structured query language (SQL), query processing. Students develop a database application using a commercial RDBMS product. Prerequisite: CSC 280 and CSC 421.

CSC 437. **SOFTWARE ENGINEERING II** (3). Topics: software life cycle, planning, cost estimation, requirements definition, design and implementation issues, quality assessment and maintenance. Prerequisite: CSC 280.

CSC 440. **AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGE** (3). This course offers a diverse sampling of the areas of theoretical computer science and their hierarchical interconnections. Prerequisite: CSC 431.

CSC 441. **COMPILER DESIGN** (4). Introduction to techniques used in current compilers for computer languages; the syntactic specification of programming languages and an introduction to syntax-directed compiling. Prerequisite: CSC 312.

CSC 442. **COMPUTER GRAPHICS** (3). Introduction to fundamentals of computer graphic systems, including software components of computer graphics system, two-dimensional and three-dimensional transformations, display files, clipping and windowing; interactive graphics, shading and hidden-line elimination. A survey of application is introduced.

CSC 445. **SUPERCOMPUTING** (4). Basic concepts of supercomputing. This includes hardware and software elements of parallel machines, optimization, concurrency, parallelism, vectorization and pipelining. Prerequisite: senior standing.

CSC 447. **OBJECT-ORIENTED PROGRAMMING** (4). Introduction to basic object-oriented design and object-oriented programming concepts, including inheritance, and polymorphism. Prerequisite: CSC 212.

CSC 460. **ARTIFICIAL INTELLIGENCE** (3). This course introduces students to the basic concepts and techniques of artificial intelligence. The use of natural language and vision system in the application of intelligence systems research to other disciplines is emphasized.

CSC 490-491. **SPECIAL TOPICS** (3,3). Lecture course in topics of current interest. Prerequisite: consent of instructor.

CSC 492. **SPECIAL TOPICS** (4). Projects and/or lecture course in modern areas of interests. Prerequisite: consent of instructor.

CRIMINAL JUSTICE (CRJ)

CRJ 201. **INTRODUCTION TO LAW ENFORCEMENT** (3). Origin, development and organization of police practices.

CRJ 202. **PRIVATE SECURITY** (3). This course is an introduction or overview to the area of private security which is a part of security management and includes loss prevention and control for industry, business and government.

CRJ 247. **INTRODUCTION TO THE AMERICAN COURT SYSTEM** (3). The course is designed to provide the student with functional knowledge of the historical development, traditional values and complex operation of the American criminal court system.

CRJ 248. **INTRODUCTION TO CRIMINAL JUSTICE** (3). A basic and broad overview of the origins, historical developments and contemporary practices of criminal laws, police, criminal courts, penal systems and juvenile justice process.

CRJ 249. **CRIMINAL LAW I** (3). The study of substantive crimes and their punishment, elements of various crimes, and rules of evidence, criminal procedure and mechanics of the courts.

CRJ 251. **INTRODUCTION TO CORRECTIONS** (3). A survey of the correctional components of the criminal justice system, providing a basic orientation and comprehension of the philosophy, nature, structure and functions of corrections in America.

CRJ 252. **POLICE-COMMUNITY RELATIONS** (3). Course investigates the need for a relationship between the police and the community; course also explores problems in reaching the goal of good police-community relations; future trends for relationship are examined.

CRJ 253. **INTRODUCTION TO JUVENILE JUSTICE** (3). An introductory course to the juvenile justice system in America. The main emphasis is on the system and the relationships among the police, juvenile court, juvenile probation, correctional institutions, juvenile parole and juvenile rights.

CRJ 255. **COMMUNITY OFFENDER SUPERVISION** (3). Examines the variety of correctional programs commonly referred to as "community-based corrections" and describes the applications of these programs to specific offender groups.

CRJ 349. **CRIMINAL LAW II** (3). Supplemental to Criminal Law I, this course places emphasis on constitutional foundations and restraints on the exercise of governmental power. The case study method is used, emphasizing decisions of the United States Supreme Court in areas of basic rights and liberties pertinent to arrest and restraint, rights to counsel, search and seizure, due process and the role of the judiciary in the rule of law. Prerequisites: CRJ 248 and CRJ 249.

CRJ 351. **LEGAL RIGHTS OF THE CONVICTED** (3). An in-depth analysis of correctional law and legal cases involving correctional practices and administration.

CRJ 353. **POLICE ADMINISTRATION** (3). Organization and function of law enforcement agencies. Analysis is made of most effective management theories and practices.

CRJ 354. **JUVENILE INSTITUTIONS** (3). Presents an overview of the major delinquency prevention and control intervention points; covers pre- and postadjudicatory programs used for prevention and control of juvenile delinquency, to include detention, probation, community and institutions.

CRJ 355. **CORRECTIONAL INSTITUTIONAL MANAGEMENT** (3). Emphasizes supervisory functions in jail and prison settings, including staff selection and development, decision making and staff morale, all within the overall context of the prison social structure.

CRJ 358. **CRIMINALISTICS** (3). The evaluation of evidence through the use of forensic science. Practical experience is achieved through actual laboratory experiments.

CRJ 359. **PATROL ADMINISTRATION** (3). A comprehensive survey of the police patrol function, its history and development. Patrol force distribution and the comparative effectiveness of several patrol methods are emphasized.

CRJ 360. **HIGHWAY TRAFFIC ADMINISTRATION** (3). The traffic-control problem; the administration of enforcement, engineering and accident investigation methods and techniques; record keeping and reports; supervisory problems.

CRJ/SOC 361. **SOCIAL SCIENCE STATISTICS** (3). An introduction to statistical methods that emphasize the application of descriptive and inferential techniques to criminal justice data and research; computer applications for data analysis.

CRJ/SOC 362. **DRUGS AND DRUG ABUSE** (3). A comprehensive study of drugs, including historical, medical and legal perspectives. Special emphasis is placed on the effects of intoxication and abuse, the efforts at control of drug use and abuse, and the particular drugs currently being abused in the city, the state and across the nation.

CRJ 434. **CURRENT TRENDS IN JUVENILE JUSTICE** (3). Examination of contemporary thought and philosophy regarding juvenile justice policy and delinquency causation, treatment and control.

CRJ/SOC 442. **CRIMINOLOGY** (3). A comprehensive study of the theoretical explanations of crime causation and its implications for social institutions and criminal justice policies.

CRJ 446. **PERSPECTIVES ON CORRECTIONS AND JUVENILE JUSTICE** (3). Examination of the current philosophical issues and approaches that impact juvenile and adult corrections to include the use of boot camp.

CRJ 450. **CRIMINAL JUSTICE RESEARCH METHODS** (3). The fundamentals of research design are explored, including the formation of the research question, justification and scope of the problem, identification of the variables involved, hypothesis construction, instrument construction, sampling, coding and data manipulation, and analysis. Prerequisite: CRJ 361.

CRJ 453. **PROFESSIONAL INTERNSHIP I** (5). Open to seniors only. Part-time opportunities are provided to have casework experience by working with various community-based and criminal justice organizations.

CRJ 454. **CRIMINAL INVESTIGATIONS** (3). The theory and scope of criminal investigation; collection and preservation of evidence; police science laboratory; investigation of specific crimes; and, interrogation techniques.

CRJ 455. **LAW OF EVIDENCE** (3). A comprehensive analysis of the rules of evidence. Particular subjects include judicial notices, presumptions, the nature of real and circumstantial evidence, burden of proof, province of court and jury, documentary evidence, hearsay evidence, confessions and admissions, and witnesses. The course gives particular emphasis to evidence in criminal cases.

CRJ 456. **CRIMINAL JUSTICE SEMINAR** (3). Open to seniors only. Discussion centers on assigned and selected readings addressing the contemporary issues of the criminal justice field.

CRJ 459. **PROFESSIONAL INTERNSHIP II** (12). Open to those seniors with a minimum overall 2.5 GPA and who may or may not have taken CRJ 453 (Professional Internship I). Full-time opportunities are provided to have casework experiences in various community-based and criminal justice organizations.

ECONOMICS (ECO)

ECO 201. **MATHEMATICS FOR BUSINESS AND ECONOMICS** (3). This course provides essential mathematical background for students of business and economics, including linear equations and their applications, break-even analysis, linear supply and demand functions, systems of linear equations and inequalities, mathematics of finance and its applications, summation, differential calculus and integral calculus. Prerequisite: MAT 137.

ECO 202. **BUSINESS STATISTICS I** (3). Topics covered are types of data and levels of measurement, sampling, measures of central tendency, measures of dispersion, frequency distributions and histograms, probability, discrete probability distributions, continuous probability distributions, sampling distributions, confidence intervals for one population. Prerequisite: ECO 201.

ECO 250. **CREDIT MANAGEMENT AND CONSUMER FINANCE** (3). This course will describe the nature and types of consumer and business credit. It also discusses the current techniques and strategies used by credit managers in credit decisions and controlling. No prerequisite.

ECO 251. **PRINCIPLES OF ECONOMICS I** (3). A study of the basic economic concepts underlying the structure and functioning of the American economic system, with emphasis on basic macroeconomic analysis. References are also given for issues on contemporary economic problems in areas such as unemployment and poverty, labor relations and economic development. Prerequisite: MAT 136 or MAT 137.

ECO 252. **PRINCIPLES OF ECONOMICS II** (3). A study of the basic economic concepts, with emphasis on household behavior, marginal utility and demand-supply analysis; firm behavior, producing and pricing output, factor market analysis and resource employment; and international economics. Prerequisites: ECO 201 and ECO 251.

ECO 254. **INTRODUCTION TO ECONOMICS** (3). A general study of basic micro- and macroeconomic analysis, with special references to fiscal and monetary policies, stability and growth, the price system and resource allocation. Designed for other than business administration students.

ECO 331. **BUSINESS STATISTICS II AND DECISION THEORY** (3). Topics covered include hypothesis testing for one population, hypothesis testing on the means of two populations, tests of two proportions, chi-square test for independence, one-way analysis of variance, two-way analysis of variance, simple and multiple linear regression. Prerequisite: ECO 202.

ECO 341. **INTERMEDIATE MICROECONOMIC THEORY** (3). This course is a study of the pricing system and resource allocation in the private economy. It covers the theories of demand and production, the determination of prices for commodities and factors of production in competitive and noncompetitive markets, and behavior of markets. Prerequisite: ECO 252.

ECO 342. **INTERMEDIATE MACROECONOMIC THEORY** (3). Aggregate economic analysis emphasizing the determination of the levels of income, employment, output and distribution of income. The treatment is largely nonmathematical beyond the simple geometrical tools and equations. Prerequisite: ECO 251.

ECO 440. **ECONOMETRICS** (3). An application of econometric techniques to economic problems. An examination of econometric models, probability, estimation estimators, random variables, regression and correlation as tools in economic analysis. Prerequisites: ECO 331,

ECO 341, ECO 342.

ECO 442. **MANAGERIAL ECONOMICS** (3). This course surveys the analytical tools and the institutional characteristics of the production process. It develops and integrates principles and practices from various fields of economics and management that apply to management decision making and policies regarding production. The course draws upon the wealth of models and prescriptions of the analytical tools of decision making. Prerequisite: ECO 252.

ECO 451. **URBAN ECONOMICS** (3). Analysis of the economy of the city, its growth and development; theory and empirical analysis of urban markets and problems, and policies of urban economics. Prerequisite: ECO 252.

ECO 455. **MONEY AND BANKING** (3). A general study of money, the organization, function and operation of commercial banks. Emphasis is placed on the organization, power and responsibility of the Federal Reserve authorities. Included is a study of domestic and international monetary policies. Prerequisite: ECO 251.

ECO 459. **PUBLIC FINANCE** (3). A study of the public economy at the national, state and local levels. The course is divided into the microeconomic topics of resource allocation and income distribution and the macroeconomic topics of employment and price stability. Particular topics include the rationale for government expenditures in a market economy; cost-benefit analysis and budgeting; evaluation of taxes; and efficiency and equity effect. Prerequisites: ECO 251 and ECO 252.

ECO 470. **BUSINESS CYCLES AND FORECASTING** (3). This course explores the nature, the characteristics and the causal factors of business cycles. It also covers the measurement of economic fluctuations and the forecasting of economic activity. Prerequisites: ECO 331 and ECO 341.

ECO 471. **ECONOMICS OF ENERGY** (3). This course introduces learners to the analysis of energy and environmental policy issues and their economic impacts on business and industry. Prerequisite: ECO 252.

EARLY CHILDHOOD EDUCATION (EDU)

EDU 360. **FOUNDATIONS OF EARLY CHILDHOOD EDUCATION** (3). This course is designed to introduce prospective teachers to the historical development and current trends of early childhood education. In addition to on-campus class sessions, participation in a laboratory experience is required.

EDU 361. **CREATIVE LEARNING IN EARLY CHILDHOOD EDUCATION** (3). This course is designed to develop those skills necessary to involve children in discovering and demonstrating creative talents through intellectual, social, emotional and physical stimulation. All areas of the early childhood curriculum are explored through the development and implementation of creative teaching and learning materials.

EDU 369. **TEACHING LANGUAGE ARTS IN EARLY CHILDHOOD EDUCATION** (3). This course is designed to introduce prospective teachers to methods and materials used in teaching language arts in early childhood education. Emphasis is placed on the relationship of theory to practice in teaching children ages 3-8. In addition to on-campus class sessions, participation in a laboratory experience is required. Required: Due to emphasis on integration of subject matter, the student must also be enrolled in EDU 370 and EDU 371.

EDU 370. **TEACHING MATHEMATICS AND SCIENCE IN EARLY CHILDHOOD EDUCATION** (3). This course is designed to introduce prospective teachers to methods and materials used in the instruction of mathematics and science in early childhood education.

Emphasis is placed on the relationship of theory to practice in the instruction of children ages 3-8, and emphasis is on how children learn math concepts. In addition to on-campus class sessions, participation in a laboratory experience is required. Required: Due to emphasis on integration of subject matter, the student must also be enrolled in EDU 369 and EDU 371.

EDU 371. TEACHING SOCIAL STUDIES IN EARLY CHILDHOOD EDUCATION (3). This course is designed to introduce prospective teachers to methods and materials used in teaching social studies in early childhood education. Emphasis is placed upon the relationship of theory to practice in teaching children ages 3-8. In addition to on-campus class sessions, participation in a laboratory experience is required. Required: Due to emphasis on integration of subject matter, the student must also be enrolled in EDU 369 and EDU 370.

EDU 423. PRACTICUM IN EARLY CHILDHOOD EDUCATION (3). Systematic study of concepts pertinent to the growth and development of children. Includes an analysis of methodological solutions to problems encountered in Early Childhood Education. Involves regular visits to schools and community enterprises and other points of interest in order to broaden the student's perspective in the area.

EDU 424. MANAGING DEVELOPMENTALLY APPROPRIATE CLASSROOMS (3). A study of classroom management as related to the preschool and primary school classroom settings and the guidance of the appropriate behavior of the young child. Emphasis is on practical application of management ideas and is based upon educational theory and current related philosophies.

EDU 428. CHILD GROWTH AND DEVELOPMENT (3). A study of factors affecting childhood growth and development, beginning with the prenatal period. The course emphasizes each period of growth and development with experiences in developing curriculum that is appropriate to the child's growth.

EDU 462. PROFESSIONAL INTERNSHIP IN EARLY CHILDHOOD EDUCATION (12). Participation in this course entails one semester or 16 weeks of supervised, full-day experience in assisting and teaching in an early childhood program. Placements are made on two levels (P-K and 1-3). The work is supervised by an on-site cooperating teacher and a university supervisor. Prerequisite: Admission to teacher education and completion of coursework. Advisor approval required.

EDU 492. INTERNSHIP IN SPECIAL EDUCATION (12). Internship for a single teaching field. Supervised teaching for one full semester in a public school or residential setting with disabled students under the supervision of a cooperating teacher and a university supervisor. Prerequisite: Admission to teacher education and completion of coursework. Advisor approval required.

EDU 493. PROFESSIONAL INTERNSHIP IN SPECIAL CHILDHOOD EDUCATION/ CERTIFICATION ONLY (3). Supervised full-day experience in assisting and teaching in an elementary school situation. Work is supervised by a cooperating teacher and a university supervisor (200 clock hours).

EDU 494. HOME, SCHOOL AND COMMUNITY (3). This course is designed to foster theoretical, philosophical and practical bases for systematically involving the parent, school and community in the enhancement of learning for children. Specific emphasis addresses the concept and role of home/school cooperation and offers numerous interactional techniques to enhance the effectiveness of teachers and parents in working with each other and in dealing with the children for whom they share responsibility.

ELEMENTARY EDUCATION (EDU)

EDU 374. **TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL** (3). This course is designed to help students identify and use methods of teaching social studies to elementary school children. It includes development of social studies programs in the elementary school. Prerequisites: HIS 131 or HIS 351-352, HIS 132 and ECO 254, GEO 206, PSY 251.

EDU 375. **TEACHING MATHEMATICS IN ELEMENTARY SCHOOL** (3). Materials and methods of teaching mathematics. Emphasizes scope, sequence and content of mathematics program. Computational skills, problem solving and discovery learning pre-emphasized. Includes field experiences. Prerequisites: nine hours of mathematics: MAT 136 or higher and MAT 320.

EDU 376. **CLASSROOM MANAGEMENT** (3). A study of classroom management as related to the elementary school setting. Emphasis is on practical application of management ideas obtained from the professional literature.

EDU 377. **TEACHING SCIENCE IN ELEMENTARY SCHOOL** (3). Scope, sequence, materials and methods. Emphasis on teaching and development of content and process skills. Additional field experiences required. Prerequisites: BIO 127, BIO 128, PSC 4 hours.

EDU 405. **TEACHING LANGUAGE ARTS IN ELEMENTARY SCHOOL** (3). A study of the methods, materials and principles of teaching language arts in elementary school. Basic concepts are emphasized. A field experience in an elementary school setting is required. Prerequisites: ENG 131, ENG 132 or equivalent, ENG 209 or ENG 210, EDU 461, REA 373.

EDU 461. **CHILDREN'S LITERATURE** (3). Introduces students to library materials for children, criteria for evaluation, tools for selection according to needs of the child and purposes of the elementary school program; gives students experience in the examination and reading of books and related materials and in storytelling.

EDU 472. **PROFESSIONAL INTERNSHIP IN ELEMENTARY SCHOOL** (12). One semester or sixteen(16) weeks of supervised full-day experience in assisting and teaching in an elementary school situation. Work is supervised by a cooperating teacher and a university supervisor. Placements in K-2 and 3-6 are required. Prerequisites: Admission to teacher education and completion of coursework. Advisor approval required.

EDU 473. **PROFESSIONAL INTERNSHIP IN ELEMENTARY SCHOOL/ CERTIFICATION ONLY** (3). Supervised full-day experience in assisting and teaching in an elementary school situation. Work is supervised by a cooperating teacher and a university supervisor (200 clock hours).

SECONDARY EDUCATION (EDU)

EDU 482. **PROFESSIONAL INTERNSHIP IN SECONDARY SCHOOL** (12). One semester (16 weeks) of observing and teaching in area(s) of specialization in a secondary setting. Prerequisites: Admission to teacher education and completion of coursework. Advisor approval required.

EDU 483. **PROFESSIONAL INTERNSHIP IN SECONDARY EDUCATION/ CERTIFICATION ONLY** (3). Supervised full-day experience in assisting and teaching in an elementary school situation. Work is supervised by a cooperating teacher and a university supervisor (200 clock hours).

EDU 484. **MATERIALS AND METHODS OF TEACHING IN THE SECONDARY SCHOOL** (3). Review of trends, practical experience in innovative and creative experiences for prospective teachers of high school students. Activities will include personalized instruction, classroom observation, discovery learning, organization of learning centers, projects, research, etc.

EDU 485. COMMUNICATION SKILLS FOR EDUCATORS: A SEMINAR FOR IMPROVING WRITING AND SPEAKING SKILLS (3). An improvement of communication skills. Emphasis is on mastery of writing skills and on development of effective speaking skills.

EDU 486. CLASSROOM MANAGEMENT IN SECONDARY SCHOOL SETTING (3). This course is primarily designed to acquaint students with a study of classroom management as related to the secondary school setting. Emphasis is on practical application of management ideas researched from professional literature.

EDU 487. METHODS OF TEACHING ENGLISH LANGUAGE ARTS IN THE SECONDARY SCHOOL (3). This course provides the secondary English Language Arts education major with a theoretical and conceptual framework that encompasses the organization of the secondary school curriculum, curricular trends and strategies, and effective decisions about teaching and learning in grades 6-12. It is designed to provide curriculum standards, instructional strategies and techniques for teaching English Language Arts. The content from this course reflects the conceptual framework of Alabama State University, the professional standards of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INITASC), and the National Council of Teachers of English (NCTE) because of its focus on constructivism, behaviorism, and the use of technology to enhance candidate learning.

EDU 488. METHODS OF TEACHING MATHEMATICS IN THE SECONDARY SCHOOL (3). This course provides the secondary Mathematics education major with a theoretical and conceptual framework that encompasses the organization of the secondary school curriculum, curricular trends and strategies, and effective decisions about teaching and learning in grades 6-12. It is designed to provide curriculum standards, instructional strategies and techniques for teaching Mathematics. The content from this course reflects the conceptual framework of Alabama State University, the professional standards of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INITASC), and the National Council of Teachers of Mathematics (NCTM) because of its focus on constructivism, behaviorism, and the use of technology to enhance candidate learning.

EDU 489. METHODS OF TEACHING SOCIAL SCIENCE IN THE SECONDARY SCHOOL (3). This course provides the secondary History education major with a theoretical and conceptual framework that encompasses the organization of the secondary school curriculum, curricular trends and strategies, and effective decisions about teaching and learning in grades 6-12. It is designed to provide curriculum standards, instructional strategies and techniques for teaching History. The content from this course reflects the conceptual framework of Alabama State University, the professional standards of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INITASC), and the National Council of Teachers of Social Studies (NCSS) because of its focus on constructivism, behaviorism, and the use of technology to enhance candidate learning.

EDU 490. METHODS OF TEACHING SCIENCE IN THE SECONDARY SCHOOL (3). This course provides the secondary Science education major with a theoretical and conceptual framework that encompasses the organization of the secondary school curriculum, curricular trends and strategies, and effective decisions about teaching and learning in grades 6-12. It is designed to provide curriculum standards, instructional strategies and techniques for teaching Science. The content from this course reflects the conceptual framework of Alabama State University, the professional standards of the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards

(NBPTS), the Interstate New Teacher Assessment and Support Consortium (INITASC), and the National Science Teachers Association (NSTA) because of its focus on constructivism, behaviorism, and the use of technology to enhance candidate learning.

EDU 495. **PROFESSIONAL INTERNSHIP IN N-12 SCHOOL SETTING** (12). Sixteen (16) weeks of supervised full-day experience in assisting and teaching in an N-12 school setting. Work is supervised by a cooperating teacher and a university supervisor. This course is for N-12 education majors in art, music or physical education. Eight (8) weeks are spent in N-6. Eight (8) weeks are spent in 7-12. Ten days of full-time teaching will be completed at each level. Prerequisite: Admission to teacher education and completion of coursework. Advisor approval required.

EDU 496. **PROFESSIONAL INTERNSHIP IN N-12/ADDITIONAL CERTIFICATION ONLY** (3). Supervised full-day experience in assisting and teaching in a school situation. Work is supervised by a cooperating teacher and university supervisor (200 clock hours).

ENGLISH (ENG)

ENG 129, 130. **BASIC COLLEGE ENGLISH I-II** (3,3). Laboratory courses designed to provide freshmen an opportunity to develop the basic skills necessary for satisfactory performance in college-level writing. Emphasis is on writing - sentences, paragraphs, and whole essays, as well as grammar and mechanics. Nondegree credit.

ENG 131, 132. **ENGLISH COMPOSITION** (3,3). An introduction to the fundamentals of writing. Emphasis is placed on the clear, adequate and coherent expression of thought within the sentence, the paragraph and the essay; effective use of a variety of rhetorical modes; and the procedure for writing the research paper. Parallel readings are used for the study of structure and style, and a research project is required.

ENG 140, 141. **ENGLISH COMPOSITION - HONORS** (3,3). An accelerated sequence for beginning freshmen who exhibit a firm grasp of the rules of standard English grammar and usage and the fundamental principles of writing. The courses offer instruction in various forms of expository and creative writing and provide an opportunity for students to develop and refine a personal writing style. Parallel readings are used for the study of structure and style, and a research project is required.

ENG 209. **INTRODUCTION TO LITERATURE** (3). An introduction to literary forms and types through analysis of representative examples of literature. Prerequisite: ENG 132 or ENG 141.

ENG 210. **INTRODUCTION TO LITERATURE** (3). An introduction to literary forms and types through analysis of representative examples of literature. Prerequisite: ENG 209 or permission of the instructor.

ENG 218. **INTERMEDIATE COMPOSITION** (3). Development of writing skills at the intermediate level with particular attention to clarity of exposition and the ability to communicate effectively in work situations. Stress will be on the student's learning to critique and to edit his or her own written material. Prerequisite: ENG 131 and 132 or equivalent.

ENG 219. **INTRODUCTION TO RESEARCH METHODS** (3). Fundamentals on finding, recording using, and documenting research data. Clarity of writing as well as correctness of grammar and sentence structure is stressed. Prerequisite: ENG 141 or "B" grade average in ENG 131, 132.

ENG 220. **INTRODUCTION TO LINGUISTICS** (3). This introduction to the study of language will look at subjects such as where our language came from, how it is acquired, what causes it to change, as well as some regional and cultural language differences. Attention will be given to the interrelation of sound, syntax, and meaning in the English language.

Prerequisite: ENG 132 or ENG 141.

ENG 221, 222. **ENGLISH LITERATURE I, II** (3,3). English literature from Beowulf to the present is studied as a reflection of life and thought of the times and as literary art. The aim of the course is to give a sound foundation for more literary study. Prerequisites: ENG 131, ENG 132 or ENG 140, ENG 141. (ENG 221, fall semester; ENG 222, spring semester)

ENG 240. **INTRODUCTION TO LITERARY THEORY** (3). This course introduces English majors to the movements and writers associated with the study of contemporary literary theory. Required of all English majors. Prerequisite: ENG 209 or permission of the instructor.

ENG 301, 302. **AMERICAN LITERATURE I, II** (3,3). Designed to give the student an understanding and appreciation of American writers from the Colonial period to the present. Prerequisites: ENG 131, ENG 132 or ENG 140, ENG 141. (ENG 301, fall semester; ENG 302 spring semester)

ENG 303. **ADVANCED GRAMMAR** (3). A linguistic approach to English using transformational-generative grammar with some consideration of historical backgrounds. Prerequisite: ENG 131 or 141.

ENG 304. **THE SHORT STORY** (3). A critical study of the short story from its beginning to the present day. Prerequisites: ENG 131, 132, ENG 140, 141, or permission of the instructor. (alternate years)

ENG 305. **MODERN ENGLISH USAGE AND VOCABULARY DEVELOPMENT** (3). This course is designed to improve the student's working vocabulary through intensive word study and to focus on problems of contemporary English usage. (alternate semesters)

ENG 307. **AFRICAN-AMERICAN LITERATURE** (3). A study of the select writing of significant African-American authors from the 18th century to the present day. Prerequisite: ENG 141 or 209.

ENG 315. **SEVENTEENTH-CENTURY PROSE AND POETRY** (3). A study of the major writers, excluding Milton, from Donne through the post-Restoration period. Prerequisite: ENG 221. (alternate years)

ENG 317. **EIGHTEENTH-CENTURY PROSE AND POETRY** (3). An introduction to Neoclassicism and the Enlightenment through major writers: Dryden, Steele, Addison, Swift, Pope, Boswell and Defoe. Prerequisite: ENG 221 or permission of the instructor. (alternate years)

ENG 318. **ADVANCED COMPOSITION** (3). Advanced instruction in prose writing; attention to fundamentals of prose styles in argumentation, exposition, description and in the writing of reports. Prerequisite: ENG 132, or ENG 141.

ENG 319. **CREATIVE WRITING** (3). Practice at writing short fiction, drama, poetry and autobiographical pieces along with readings from model works of prose and poetry. Designed for students who love to write. Prerequisite: ENG 131 or ENG 141.

ENG 321. **EARLY ENGLISH LITERATURE** (3). A study of the literature and culture of Early England from Anglo-Saxon writings up to the early Renaissance. The course material will include a variety of genres, authors and thematic issues and may address such areas as morality and mystery plays, chivalric romance, types of epic, the sonnet tradition and literary criticism, among other things. Prerequisite: ENG 210 or permission of the instructor.

ENG 322. **EARLY MODERN BRITISH LITERATURE** [excluding Shakespeare] (3). A study of the literature and culture of England from the early Renaissance to the Restoration. The course

material will include a variety of genres, authors, and thematic issues, and may address such issues as colonial expansion, literary patronage, emergent capitalism, nationalism, the role of women in society and culture, and travel literature. Attention will be given to nontraditional as well as traditional texts and writers of the period. Prerequisite: ENG 210 or permission of the instructor.

ENG 323. **RESTORATION AND ENLIGHTENMENT** (3). An introduction to the literature of the Restoration and the eighteenth-century, including Dryden, Pope, Swift, and Samuel Johnson, among others. Prerequisite: ENG 210 or permission of the instructor.

ENG 324. **NINETEENTH-CENTURY BRITISH LITERATURE** (3). Offers a chronological and thematic investigation of British literature of the nineteenth century. Attention will be given to nontraditional as well as traditional texts and writers of this period. Prerequisite: ENG 210 or permission of the instructor.

ENG 325. **MODERN AND CONTEMPORARY BRITISH LITERATURE** (3). Offers a chronological investigation of British literature of the twentieth-century. Attention will be given to nontraditional as well as traditional texts and writers of this period. Prerequisite: ENG 210 or permission of the instructor.

ENG 328. **TECHNICAL AND PROFESSIONAL WRITING** (3). Career-related writing: resumes, memos, reports, proposals and business letters. Clarity of language and correctness of grammar are stressed. Prerequisites: ENG 131 or ENG 141 and a declared major.

ENG 331. **COLONIAL AND EARLY NATIONAL AMERICAN LITERATURE** (3). A chronological study of early American literature, the course will cover a variety of genres, authors, and thematic issues, including contact between Europeans and Native Americans, the Puritan heritage and the founding of a new nation. Prerequisite: ENG 210 or permission of the instructor.

ENG 332. **NINETEENTH-CENTURY AMERICAN LITERATURE** (3). A chronological study of nineteenth-century American literature, the course will cover a variety of genre, authors, and thematic issues, including the literary movements, Romanticism, Realism, and Naturalism. Prerequisite: ENG 210 or permission of the instructor.

ENG 333. **MODERN AND CONTEMPORARY AMERICAN LITERATURE** (3). A chronological study of twentieth-century American literature, the course will cover a variety of genres, authors and thematic issues, including the literary movements, modernism, postmodernism, and contemporary writing. Prerequisite: ENG 210 or permission of the instructor.

ENG 411. **AMERICAN NOVEL** (3). A study of the novel as a literary form; readings from Cooper, Hawthorne, Melville, Howells, James and others. Prerequisites: ENG 301 and ENG 302 or permission of the instructor. (alternate years)

ENG 412. **SEMINAR IN AMERICAN LITERATURE** (3). This course is an intensive study of a particular period or of a particular group of authors within the general field of American literature. Students must do individual research, make presentations and prepare scholarly papers. Prerequisites: English major and senior classification.

ENG 415. **THE ROMANTIC POETS** (3). A study of the rise of the Romantic Movement in English literature, its antecedents, its nature and the poetry of the early nineteenth-century. Prerequisite: ENG 222 or permission of the instructor. (alternate years)

ENG 416. **VICTORIAN POETRY** (3). A study of the poetry of the Victorian age with Tennyson and Browning as the two great figures of the period, but also including works of other Victorian poets. Prerequisite: ENG 222 or permission of the instructor. (alternate years)

ENG 417. **MASTERPIECES OF THE ENGLISH NOVEL** (3). A study of major developments in the English novel during the eighteenth, nineteenth and twentieth centuries focusing on a reading of representative works by authors such as Richardson, Fielding, Austen,

Dickens, Thackeray, George Eliot, Hardy, Joyce, Lawrence and Woolf. Prerequisite: ENG 221 or ENG 222 or permission of the instructor. (alternate years)

ENG 418, 419. **SEMINAR IN WRITING AND RHETORIC** (3,3). Provides students opportunities to explore in-depth and intriguing approaches and techniques in writing and rhetoric. Prerequisites: Two 300-level English courses and senior standing or permission of the instructor.

ENG 423. **SHAKESPEARE** (3). Introduces students to the works of William Shakespeare. Selections will be taken from different genres and stages of Shakespeare's career and will address a number of thematic issues, such as the differences between comedy and tragedy, literary representations of Elizabethan history and culture, the sonnet tradition, etc. Required of all English majors. Prerequisites: Two 300-level literature courses.

ENG 429. **SEMINAR IN ENGLISH LITERATURE** (3). This course, a concentrated study of a certain period or of a selected group of writers, is studied in the scope of English literature. The student is required to do individual research, to make presentations and to prepare scholarly papers. Prerequisites: English major and senior classification. Required of all seniors. (spring semester)

ENG 440, 441. **SPECIAL TOPICS ON LITERATURE IN TRANSLATION** (3,3). Addresses matters not covered in any other course. The focus changes from semester to semester. Prerequisite: A 300-level literature course.

ENG 444, 445. **SEMINAR IN CRITICAL THEORY** (3,3). Offers an in-depth investigation of critical theory and its methodological applications. Prerequisites: Two 300-level courses and senior standing or permission of the instructor.

ENG 450, 451. **SPECIAL TOPICS IN GENDER STUDIES** (3,3). Addresses issues of gender and sexuality in literature. The focus of the course changes with each offering. Prerequisites: Two 300-level courses.

ENG 460, 461. **SEMINAR: TOPICS IN LITERATURE** (3,3). In-depth study of select topics, works or authors. Prerequisites: Two 300-level courses and senior standing or permission of the instructor.

ENG 470, 471. **SPECIAL TOPICS IN MULTICULTURAL LITERATURE** (3,3). The scope of this course varies from focusing on writers in a single country, through writers in a region, to international writers, and at times includes literature in translation. Prerequisites: Two 300-level courses.

FINANCE (FIN)

FIN 321. **ESSENTIALS OF MANAGERIAL FINANCE** (3). An introductory course of the theory of business finance: the financial environment, risk and return, the time value of money, valuation models, cost of capital, capital budgeting, sources/uses of funds and capital structure of the firm. Prerequisites: ACT 215, ECO 202, ECO 252, CIS 206.

FIN 323. **INTERMEDIATE FINANCIAL MANAGEMENT** (3). An advanced study of risk and return, evaluation models, cost of capital, capital budgeting and project evaluation. Also considers forecast-based financial analysis and financial planning and evaluation of current items: cash, marketable securities, receivables and payables, and inventories. Prerequisite: FIN 321.

FIN 324. **PRINCIPLES AND PRACTICES OF REAL ESTATE FINANCE** (3). This course is designed to provide a clear and detailed understanding of every aspect of real estate with special emphasis on new federal legislation affecting real estate along with chap-

ters on analysis for the investment decision. Prerequisites: FIN 321, MGT 321, MKT 321.

FIN 331. **GLOBAL FINANCE** (3). This course is a study of global financial markets and the financial decision making of multinational firms. Topics include international monetary systems, exchange rate determination, foreign currency derivatives, risk management techniques, multinational capital budgeting, multinational corporate governance, and investments, financing and operations in global markets. Prerequisite: Junior standing.

FIN 416. **INSURANCE** (3). This course is designed to give the student a basic knowledge of the various types of insurance, warranties, liabilities and coverage peculiar to each one treated. Attention is also given to distinctions and divisions within each type. Prerequisite: ECO 252

FIN 417. **REAL ESTATE FINANCE** (3). An overall view of the real estate market. The course surveys the different property ownerships. It looks at real estate as a business opportunity. Finally, the course covers the area of evaluation and appraisal of real estate property. Prerequisite: ECO 252.

FIN 418. **REAL ESTATE APPRAISAL** (3). A course designed primarily for finance majors. Emphasis is placed on the development of a keen sense of judgment in an attempt to obtain a just and fair opinion or estimate of the value of a parcel of real property. Prerequisite: FIN 417.

FIN 421. **INVESTMENTS** (4). A study of various investment instruments and their characteristics, investor choice, and an introduction to the basics of security analysis, portfolio management and speculative markets. Prerequisite: ECO 321.

FIN 423. **FINANCIAL INSTITUTIONS** (3). A study of the functions, operations and structure of the financial institutions industry. Analysis of similarities and differences in their sources and uses of funds. Prerequisite: FIN 252.

FOUNDATIONS OF EDUCATION (EDU)

EDU 099. **ADMISSION TO TEACHER EDUCATION** (0). This class is **REQUIRED** for all education majors. A grade of "P" will be assigned upon acceptance into the Teacher Education Program (TEP).

EDU 100. **PREPARATION FOR ADMISSION TO TEACHER EDUCATION** (1). This course is **REQUIRED** for all education majors. This course is designed to assist students in their attempt to meet requirements for admission to teacher education and includes instruction in reading for information, applied mathematics, and writing in preparation for the basic skill assessment of the Alabama Prospective Teacher Testing Program (APTTTP).

EDU 200. **ORIENTATION IN EDUCATION** (0 - 3). This course is designed to prepare students to successfully complete PRAXIS II. Classroom instruction is offered to Elementary, Early Childhood, and Collaborative (K - 6) majors. Secondary Education majors will use PLATO Web-learning for instruction.

EDU 300. **FOUNDATIONS OF EDUCATION** (3). A brief orientation to the field of education, specifically focusing on the various roles and responsibilities of teachers. An integral aspect of the course is a school-observation requirement.

EDU 301. **EVALUATION IN EDUCATION** (3). An introductory course for elementary and secondary school teachers, which is designed to improve the methods of observing and evaluating pupil growth in the classroom. While consideration is given to standardized tests, the major focus of the course is devoted to the less formal methods of evaluating employed by classroom teachers. Field-based experience is required.

EDU 321. **INSTRUCTIONAL TECHNOLOGY FOR EDUCATORS** (3). Using current technology in instruction; including selection of equipment and software, strategies and techniques for use, and incorporating instructional technology into the K-12 curriculum. An introductory course that deals with principles, theories, selection, evaluation and uses of materials for instructional purposes. Laboratory experience in the operation of instructional technology equipment is provided.

EDU 400. **PSYCHOLOGY OF LEARNING** (3). A study of the psychological basis of education and the application of principles of psychology to the learning process. Emphasis is given to human development, learning theory and managing students in groups.

FRENCH (FLF)

FLF 141, 142. **FRENCH I and II** (3,3). Grammar, pronunciation and the study of idioms; introduction to basic conversation and composition. Extensive laboratory exercises included. FLF 141 is prerequisite for FLF 142. (every semester)

FLF 241, 242. **FRENCH III and IV** (3,3). Thorough grammar review and continued laboratory practice; introduction to selected literary masterpieces as well as to light scientific prose. FLF 242 is conducted in the target language. Prerequisite: FLF 142 or qualifying examination. FLF 241 is prerequisite for FLF 242. (FLF 241, fall and spring; FLF 242, spring and summer)

FLF 243. **FRENCH CIVILIZATION** (3). Conversation about topics of French civilization; daily written assignments on contemporary French society; vocabulary building through acquisition of synonyms; and elementary aspects of French style. Prerequisite: FLF 241. (alternate years)

FLF 341, 342, 343. **SURVEY OF FRENCH LITERATURE I, II, III** (3,3,3). A comprehensive review of French literature from the *Chansons de geste* to the present day. Prerequisite: FLF 242 or equivalent. (alternate years)

FLF 441. **CONTEMPORARY FRENCH LITERATURE** (3). Well-known prose works of Sartre, Camus, Valery, Buloz, et al.; poetic works from Baudelaire to Surrealism and black voices of the present. Conducted in French. Prerequisite: FLF 242 or equivalent. (alternate years)

FLF 442. **MODERN FRENCH THEATER** (3). Transformations from classical to avant garde art from Gireaudoux to Beckett. Conducted in French. Prerequisite: FLF 242 or equivalent. (alternate years)

GEOGRAPHY (GEO)

GEO 206. **WORLD GEOGRAPHY** (3). An examination of the earth in terms of the land, the people and the culture. Current events are integrated into the course as a reinforcement tool. Maps are introduced and explained, and students are instructed in the basic skills necessary for their use and understanding. World landforms, bodies of water, climate and climate regions are presented. Major physical features of the earth are introduced, and the student is required to have an in-depth knowledge about the location and significance of these factors. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

GEO 300. **GEOGRAPHIC SKILLS** (3). A beginning course in the techniques of map making; interpretations of maps, models and graphs used in illustrating geographic facts and concepts.

GEO 302. **URBAN GEOGRAPHY** (3). This course deals with the spatial aspects of urban development; the morphology, function and evolution of cities. Special attention is given to the problems of cities against the background of a changing society.

GEO 307. **GEOGRAPHY OF NORTH AMERICA** (3). This course provides an organized and balanced regional analysis and an exploration of the geographical interpretation of North America. Discussions on climate, natural resources, population, economic activities, industry, culture and religion are included.

GEO 309. **GEOGRAPHY OF EUROPE** (3). Geographic interpretation of cultural and physical regions of Western Europe.

GEO 312. **GEOGRAPHY OF AFRICA** (3). A regional interpretation of Africa in terms of its physical and cultural patterns. Emphasis is given to the distribution and activities of its people in relation to the physical, economic, political and social patterns and the various stages and problems of development.

GEO 315. **PHYSICAL GEOGRAPHY** (3). A study of the natural environment of man: distribution, relationships and processes of landforms, climates and weather, soils, vegetation and water; the importance of the physical environment to humans.

GEO 320. **CULTURAL GEOGRAPHY - HONOR** (3). Aerial studies of people of the world and their environment: components and spatial patterns of humanity; patterns and problems of settlement, population, language, religion, politics and economic developments examined from such perspectives as origin and diffusions, cultural ecology and process, cultural landscape and cultural regions. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

HEALTH INFORMATION MANAGEMENT (HIM)

HIM 210. **MEDICAL TERMINOLOGY** (3). A study of the language of medicine with emphasis on body systems. Focus on word components (combining forms, prefixes and suffixes) pronunciation and writing.

HIM 300. **HUMAN PHYSIOLOGY FOR THE HEALTH SCIENCES** (4). This course is an in-depth study of the mechanisms that underline the normal functions of the cell, tissues, organs, and the organ systems of the human body. Multiple examples are used to show how physiological functions can become abnormal in human diseases. Designed for prospective health science majors in preparation for required courses in gross anatomy and/or pathophysiology. Three lectures and one lab period. Prerequisite: BIO 127, 128 and BIO 319.

HIM 310. **PATHOPHYSIOLOGY** (4). A study of the nature, cause, treatment and management of pathologic disease processes; emphasis on manifestation of disease, diagnostic and therapeutic procedures; and pharmacology for selected body systems. Prerequisites: BIO 319, HIM 300, and enrollment in the Health Information Management Program.

HIM 311. **HEALTH INFORMATION MANAGEMENT I [Foundations]** (4). Study of the functions of the health information management department. Uses and content of health records: healthcare data sets, primary and secondary records. Emphasis on acute care documentation requirements. Manual and computerized systems are featured. The course is composed of lecture and lab sessions. Prerequisite: Enrollment in the Health Information Management Program.

HIM 312. **HEALTHCARE INFORMATION SYSTEMS** (3). Overview of information systems and applications in health care organizations; issues and challenges in system design and implementation; systems security. Prerequisites: CIS 205, CIS 206 and enrollment in the Health Information Management Program.

HIM 314. **HEALTHCARE DELIVERY SYSTEMS** (3). Overview of U.S. healthcare system and introduction to the health information profession. History and classification of organizations and the functional roles of individual departments are examined. Prerequisite: Enrollment in the Health Information Management Program.

HIM 321. **HEALTH INFORMATION MANAGEMENT II [Data Management]** (4). Continuation of Health Information Management 311. Focus on documentation requirements for alternative care settings, healthcare information models, data content and analysis. Discussion of healthcare code sets, clinical terminologies, nomenclatures and classification systems. The course is composed of lecture and lab sessions. Prerequisites: HIM 311 and enrollment in the Health Information Management Program.

HIM 324. **LEGAL, ACCREDITATION AND CERTIFICATION STANDARDS** (3). Introduction to law as it relates to healthcare and the health information management professional. Principles of healthcare legislation and regulation, including patient's rights, confidentiality and HIPAA privacy standards are emphasized. Includes the review of accreditation, certification and licensure standards applicable to health records and documentation requirements. Prerequisite: Enrollment in the Health Information Management Program.

HIM 325. **ANALYSIS OF HEALTHCARE DATA** (3). Healthcare statistics including data display. Collection, evaluation and interpretation of healthcare data will be covered; explores measures of central tendency, frequency distributions, presentation and graphing of representative healthcare data. Statistical data applications are geared to the healthcare setting. This course is composed of lecture and lab sessions. Prerequisites: SOC 361 or PSY 306 and enrollment in the Health Information Management Program.

HIM 328. **CODING AND CLASSIFICATION SYSTEMS I** (4). Introduction to the principles of ICD-9-CM coding system and the UHDDS guidelines. Instruction and techniques of manual and computerized coding of diagnoses and procedures will be covered. The course is composed of lecture and lab sessions. Prerequisites: HIM 210, HIM 300, HIM 310, and enrollment in the Health Information Management Program.

HIM 339. **PROFESSIONAL PRACTICE I** (4). Orientation to health information management practice via assignments in affiliated institutions' health information departments. Prerequisites: Completion of all junior-level HIM courses and instructor's approval.

HIM 440. **HEALTHCARE ORGANIZATION AND MANAGEMENT** (3). Principles of management with emphasis on theory and leadership styles. Practical analysis of problems faced by managers related to the basic management skills, planning, organizing, directing and controlling. Tools and techniques in the communication process are examined. A case study approach is utilized with problem solving and decision making activities. Various projects requiring critical thinking skills are assigned. Prerequisite: Completion of all junior-level HIM courses.

HIM 442. **SYSTEMS ANALYSIS** (3). Fundamentals and tools of systems analysis and design in healthcare facilities with emphasis on the electronic health record are covered. Includes basic principles of project management. Prerequisites: CIS 205, 206, HIM 312 and completion of all junior-level HIM courses.

HIM 446. **QUALITY EVALUATION AND MANAGEMENT** (3). Examination of processes, internal and external to an organization that measure, evaluate and improve the quality, efficiency and effectiveness of healthcare. Prerequisite: Completion of all junior-level HIM courses.

HIM 448. **CODING AND CLASSIFICATION SYSTEMS II** (4). Continuation of ICD-9-CM coding and the introduction to HCPCS used for hospital outpatient and physician billing and reporting requirements for ambulatory care. Emphasis on CPT coding. The course is composed of lecture and lab sessions. Prerequisites: HIM 329 and completion of all junior

level HIM courses.

HIM 452. **DATA COMMUNICATION** (3). Principles of design and implementation of the electronic health record (EHR). Examines the background of electronic health record development and current trends. Focus on strategic planning, data infrastructure assessment, challenges to EHR adoption and implementation. Prerequisites: CIS 205, CIS 206, and completion of all junior-level HIM courses.

HIM 453. **FINANCIAL MANAGEMENT** (3). Overview of financial management functions at departmental level; budgeting and cost analysis for department-level operations and capital expenditures; financing of healthcare including the various reimbursement/payment systems. Prerequisites: ACT 214, and completion of all junior-level HIM courses.

HIM 455. **HEALTH INFORMATION RESEARCH** (2). Study of research design and methods. Students learn the categories of research and appropriate protocol for research, and how to interpret, analyze and report conclusions. Prerequisites: SOC 361 or PSY 306, and completion of all junior-level HIM courses.

HIM 457. **HEALTH INFORMATION SEMINAR** (3). A discussion of professional practice, clinical experience issues and expectations; explores potential methods of identifying and resolving specific issues that may be encountered during clinical affiliations. Also addresses resume preparation, interviewing skills and professional competency issues. Prerequisites: HIM 339, 440, 442, 448, 453 and completion of all junior level HIM courses.

HIM 459. **PROFESSIONAL PRACTICE II [Management Internship]** (4). Supervised management activities in an affiliated healthcare facility. The Management Internship provides a capstone experience allowing the student to integrate knowledge, behaviors and professional attributes acquired throughout the curriculum necessary to the practice of Health Information Administration. Prerequisite: HIM 339, completion of all senior level HIM courses and instructor's approval.

HEALTH EDUCATION (HEA)

HEA 100. **PERSONAL HEALTH AND WELLNESS** (2). This survey course draws from the biological and social sciences to enhance an individual's general wellness through the study of health content, health promotion, and voluntary behavior change activities. Selected health content areas include family and social health, psychoactive substances, communicable and chronic diseases, and personal health and physical activity.

HEA 200. **INTRODUCTION TO HEALTH EDUCATION** (3). A course designed to provide a study of the basic aims, objectives, scope, professional literature, professional organizations and career opportunities in school health and community health.

HEA 250. **SCHOOL AND COMMUNITY HEALTH SERVICES** (3). A study of the comprehensive school health program that includes the development, maintenance and protection of students, including examinations, screening, special services, communicable disease control, emergency care and school health records; and, the relationship between personal health and the community, including influences of the environment, the nature of diseases and comprehensive health planning on regional, state and national levels. Prerequisites: HEA 100 and HEA 200.

HEA 252. **CONSUMER HEALTH** (3). A course designed to provide basic health principles relative to the selection and use of health products and services. The evaluation of health care information and health care delivery systems is included taught in this course. Prerequisite: HEA 100.

HEA 253. **FIRST AID, SAFETY AND CPR** (3). A comprehensive course dealing with the theories and practices of first aid emergency care and CPR. Course leads to Red Cross

certification.

HEA 258. **HEALTH AND NUTRITION** (3). An introductory course in nutrition awareness that explores the relationship of nutrients, the environment and their relationship to health, physical fitness and nutritional status. Topics covered include basic nutrients, food groups, the U.S. Exchange System, nutritious diets, eating disorders, meal planning, nutrition and disease, food-borne illness, and food labeling. Prerequisite: HEA 100.

HEA 300. **ALCOHOL AND DRUG STUDIES** (3). This course involves the study of psychoactive substances, their use and abuse. The psychological, physiological, sociological and political aspects, actions and consequences of psychoactive substance use, misuse and abuse are explored in this course. The classification and composition identification of alcohol and drugs are presented. Prerequisite: HEA 100.

HEA 301. **HUMAN SEXUALITY** (3). This course involves the study of basic anatomy and physiology of reproduction, the sexual response cycle, sexually transmitted diseases, hormonal influence on sexuality, and the psychology and sociology of human sexuality to include behavior patterns, emotions and sociocultural factors. Additionally, the course probes the study of sex-role values, with emphasis committed to family units, child-rearing practices, life-cycle sexuality, communicating about sex, improving sexual satisfaction, and cross-cultural variations in sexual expression. Prerequisite: HEA 100.

HEA 343. **METHODS AND MATERIALS FOR ELEMENTARY SCHOOL HEALTH EDUCATION** (3). Designed to provide teacher candidates the opportunity to acquire the skills that will enable them to assess their teaching behaviors in light of current health content when designing and implementing effective instructional programs for elementary and middle school health education settings. Prerequisite: HEA 100. Clinical Field Experience required.

HEA 360. **COMMUNICABLE AND CHRONIC DISEASES** (3). This course investigates communicable and chronic diseases and conditions that impact physical, social, and environmental health. Diseases and conditions covered are emerging infectious diseases and the chronic diseases identified by the Centers for Disease Control and Prevention (CDC), the National Center for Health Statistics (NCHS) as the leading causes of death of adults (by race, gender, age) in the U.S. Emphasis is placed on etiology, disease determinates (predisposing factors, risk factors), diagnosis, treatment/management of the condition, prevention strategies, and health behaviors that reduce risk. Prerequisite: HEA 100.

HEA 443. **METHODS AND MATERIALS FOR MIDDLE, JUNIOR HIGH AND HIGH SCHOOL HEALTH EDUCATION** (3). Designed to provide teacher candidates the opportunity to acquire the skills that will enable them to assess their teaching behaviors in light of current content when designing and implementing effective instructional programs for junior high and high school health education settings. Prerequisites: HEA 100, HEA 200, HEA 250 and HEA 343. Clinical Field Experience required.

HEA 460. **SPECIAL TOPICS IN HEALTH EDUCATION** (3). Reading, researching and reporting on current and relevant topics in health (six dimensions) under the guidance of a department faculty member. Prerequisites: HEA 100, HEA 250, HEA 300, and HEA 301. Junior standing, 24 hours in health major, and permission of the instructor.

HISTORY (HIS)

HIS 131, 132. **WORLD HISTORY** (3,3). World History introduces students to the development of social thought and social organization from prehistory through the present and provides opportunity to develop basic skills useful to the pursuit of a bachelor's degree. Emphasis is placed on connections between the past, the present and projections for the future and on recall, logical reasoning, writing and public speaking. Honors sections of this course are

offered each semester for students enrolled in the Honors Program.

HIS 251, 252. **HISTORY OF THE UNITED STATES I, II** (3,3). A basic course in American history that covers the period from the discovery of America to the present. Economic, social and cultural developments are emphasized; and attention is given to such areas as the Civil War, Reconstruction, growth and development of American economic institutions, emergence of big business and the role of the United States as a world power.

HIS 303. **ANCIENT HISTORY** (3). A survey of historical developments in the Middle East and the Mediterranean regions from prehistoric origins through the emergence of civilization to the rise and decline of classical Greek and Roman societies.

HIS 319. **AFRICAN HISTORY: ANCIENT HISTORY TO 1945** (3). A survey of Africa's formative era, starting with migrations and settlements, contacts with the Arab/Muslim world, the arrival of Europeans, and the colonial period until the Manchester Pan-African Congress in 1945. Although northern Africa, from western Sahara and Morocco to Egypt, are discussed, the course's emphasis is on the evolution of Sub-Saharan Africa.

HIS 321, 322. **HISTORY OF ENGLAND I, II** (3,3). A study of the English people through a survey of political, economic, social and religious development from early times to the present.

HIS 330. **HISTORY OF LATIN AMERICA** (3). A study of the political, social and economic evolution of colonial and independent Latin American states and their efforts to achieve political stability, economic strength and cultural progress.

HIS 350. **AFRICAN-AMERICAN HISTORY TO 1877** (3). A study of the essential facts in the history of black Americans from their African beginnings through the era of Reconstruction.

HIS 360. **MEDIEVAL HISTORY** (3). A survey of the cultural, political, and intellectual history of Europe from the fall of Rome in 410 A.D. to the Renaissance in the fourteenth century A.D.

HIS 400. **HISTORIOGRAPHY** (3). A course in how to study, research and write history.

HIS 402. **SLAVERY AND THE ABOLITIONIST MOVEMENT** (3). A study of antebellum slavery and the efforts to eradicate it, concentrating on the nature of slavery in the period before the Civil War, slave culture, slave resistance, and the role of abolitionists and antislavery societies in the movement to destroy the system of human bondage in the United States.

HIS 404. **THE CIVIL RIGHTS MOVEMENT AND THE BLACK POWER REVOLT** (3). An examination of the Modern Civil Rights Movement and the effort by black militants to intensify and refocus it, with emphasis on conditions giving rise to these periods, the ideologies upon which the eras under study were based, important leaders, organizations, and events of the time.

HIS 415. **RENAISSANCE AND REFORMATION** (3). A study of the political, economic and social impact of the Renaissance and Reformation on Europe and the world.

HIS 419. **EUROPE SINCE 1815** (3). A study of the political, social and cultural development of Europe since the fall of Napoleon; the rise of totalitarianism and world political upheavals that led to first and second World Wars.

HIS 425. **RUSSIAN HISTORY: 1917 TO 1991** (3). A study of the evolution of the Union of Soviet Socialist Republics (U.S.S.R.) from its origin in the 1917 Bolshevik Revolution to the disintegration of the Communist Party and the Soviet Union.

HIS 450. **AFRICAN-AMERICAN SEARCH FOR IDENTITY** (3). A study of blacks in the period since the end of Reconstruction to the present, with special emphasis on their search for identity and recognition.

HIS 452. **THE COLONIAL PERIOD IN AMERICAN HISTORY** (3). This course covers events in American history from 1492 to 1789, with special emphasis on the American Indian, exploration and settlement, European colonization, slavery, colonial wars and the Revolutionary War.

HIS 460. **CIVIL WAR AND RECONSTRUCTION** (3). A study of the events leading to the outbreak of the Civil War; the presidency of Abraham Lincoln, secession and war; prosecution of the war; and Reconstruction.

HIS 470. **TWENTIETH CENTURY UNITED STATES HISTORY TO 1945** (3). An intensive examination of the years 1900 to 1945, emphasizing the interplay of political, social, economic, diplomatic, and military forces in the development of modern America.

HIS 471. **TWENTIETH CENTURY UNITED STATES HISTORY AFTER 1945** (3). An intensive examination of the United States as a leading world power after World War II to the present.

HIS 480. **ECONOMIC HISTORY OF THE UNITED STATES** (3). A survey of the economic development of the United States from the adoption of the Constitution in 1788 to the present. It places emphasis on the impact of economic factors on the development of America.

HIS 485. **HISTORY INTERNSHIP** (3). Academically supervised field practicum for seniors and advanced juniors in good academic standing.

HIS 490. **THE HISTORY OF ALABAMA AND THE SOUTH** (3). A survey of the geography and resources and the treatment of the Indians, their wars and their removal from the state; the settlements of Spain, France and England; the coming of the early settlers; pre-Civil War and Reconstruction days; and modern growth and development of the South.

HUMANITIES (HUM)

HUM 101, 102. **INTERDISCIPLINARY HUMANITIES** (3,3). An integrated, cross-cultural study of history, religion, philosophy, art, music and literature as these reflect and perpetuate cultural values and reveal the many ways through which human beings seek spiritual identity, individual expression and personal freedom. Prerequisites: ENG 131, ENG 132 or ENG 140, ENG 141; reading requirement.

HUM 103. **HUMANITIES THROUGH THE AFRICAN-AMERICAN EXPERIENCE** (3). An integrated study of the humanities through exploration of the art, literature, music, history, religion and philosophy inherent in African-American culture. Honor sections are offered each semester for students enrolled in the Honors Program. Prerequisites: ENG 131, ENG 132 or ENG 140, ENG 141; reading requirement.

MANAGEMENT (MGT)

MGT 204. **BUSINESS COMMUNICATIONS** (3). A study of the fundamentals of English and report writing leading to better knowledge of business letter writing and other forms of business communications both oral and written. Prerequisites: ENG 131 and ENG 132 or equivalent; CIS 205.

MGT 220. **SYSTEMS APPROACH TO BUSINESS** (3). This course uses the systems approach to study the problems, risks and opportunities in the formation of a new business,

and provides an overview of the business system's planning, development, operations, information and communications. The student is exposed to each major in the college and is better able to make a decision as to the options provided in each major. No prerequisites.

MGT 250. INTRODUCTION TO HOTEL, RESTAURANT, AND TOURISM MANAGEMENT (3). This course offers an overview of the hospitality industry, exploring lodging, restaurants and managed services, theme clubs, gaming entertainment, tourism, as well as meeting, convention, and event management. Students will learn about the structure, nature, and operating characteristics of these different sectors, including career opportunities in the hospitality industry. The course also includes a review of the operational areas of the industry. (i.e., leadership and management, hospitality marketing, human resources, cost control, and information technology). Prerequisites: MGT 204 (co-requisite), CIS 206, ECO 201.

MGT 255. BUSINESS LAW/LEGAL ENVIRONMENTS FOR ADMINISTRATION I (3). Introduction to basic principles of business law, including source of law, legal requirements for contracts and the agency relationship, commercial paper, personal property and bailments. No prerequisites.

MGT 304. ADVANCED BUSINESS COMMUNICATIONS (3). This course teaches expository writing by moving from writing unified and coherent paragraphs to the writing of well-developed themes. It stresses the mastery of several different techniques in writing business reports through examination of samples, theoretical understanding and practice. This course also focuses on making effective presentations using computer software packages. Prerequisites: MGT 204, CIS 206.

MGT 321. PRINCIPLES OF MANAGEMENT (3). An introduction to the role of the administrator within business enterprises and relationships with superiors, associates and subordinates. Considers various schools of management thought, theories of organization and the nature and application of good management practices. Prerequisites: CIS 205, ECO 252, MGT 204.

MGT 323. LODGING MANAGEMENT (3). This is an introductory course to lodging management that is designed to help hospitality students gain a comprehensive understanding of lodging operations. It opens with a history of the industry and explores front office operations, maintenance, housekeeping, and hotel accounting systems. Prerequisites: MGT 250, MGT 321 (co-requisite).

MGT 324. FUNDAMENTALS OF TOTAL QUALITY MANAGEMENT (3). Emphasis is on the basic quality principles and tools. Quality principles include leadership, culture, teams, empowerment, customer focus, vendor partnership and continuous improvement. Quality tools and techniques include: benchmarking, quality function deployment, just-in-time, group techniques, re-engineering and zero-defect philosophy. Prerequisites: ECO 202, MGT 321, MKT 321.

MGT 325. HUMAN BEHAVIOR IN ORGANIZATIONS (3). A study of the behavioral science philosophies, theories and concepts relevant to functional areas of business. Prerequisites: MGT 321 and PSY 251.

MGT 330. RESTAURANT MANAGEMENT (3). This course concentrates on specific topics such as the quality process applied to food and beverages operations, menu design, facility design, lay out and equipments and food and beverage service controls as well as different management approaches quality restaurants and function caterings. Prerequisites: MGT 250, MGT 321 (co-requisite).

MGT 335. TOURISM MANAGEMENT (3). Tourism Management focuses on the concepts, terminology, and definitions that underpin the study of tourism management, and

provide an understanding of the nature and elements of the tourism system. The emphasis is on organization-wide and conceptual approach to tourism management while addressing some of the present and future challenges and directions within this area. Prerequisites: MGT 250, MGT 321 (co-requisite).

MGT 340. EVENT AND CONVENTION PLANNING (3). This course explores the vast array of meetings, expositions, events and conventions that take place in today's world. It explains the different venue types, approaches and the management of group gatherings. The role of convention and visitor bureaus, destination management companies, and service contractors are explored as well as international issues. Prerequisites: MGT 250, MGT 321 (co-requisite).

MGT 356. BUSINESS LAW/LEGAL ENVIRONMENTS FOR ADMINISTRATION II (3). Fundamental principles of various legal forms of business organizations and laws concerning sales, security devices, real property, estates and bankruptcy. Prerequisite: MGT 255.

MGT 400. ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT (3). Students learn the concepts needed to start and manage a small business, including franchises. Topics include overview of entrepreneurship, aspects of launching a new venture (including the business plan, legal aspects, marketing, financing) and problems connected with managing an ongoing venture such as accounting, marketing, computers, human relations, purchasing and inventories, and social responsibilities and ethics. Prerequisites: MGT 321, MKT 321, FIN 321, MGT 255.

MGT 405. FOOD AND BEVERAGE COST CONTROL (3). This course explores the complexities of controlling food, beverages, labor and sales income/cost control, as well as control systems, the basics of computers, and computer applications in planning and control functions. Topics include preparation and portion control, menu pricing, staffing, scheduling; food cost accounting systems, and financial statement analysis. Prerequisites: MGT 250, MGT 321, MGT 325, MGT 330, MGT 335, MGT 340.

MGT 421. PERSONNEL MANAGEMENT (3). Emphasis is placed on the philosophy and policy considerations that are basic to sound personnel programs. Includes consideration of staffing, utilization of employee potential, individual and group behavior, management and labor relations, security, remuneration and manpower planning. Prerequisites: MGT 321 and CIS 205.

MGT 422. PRODUCTION MANAGEMENT (3). The study of production/operations management concepts and quantitative tools required in the design, operation and control of manufacturing and service systems. Topics include forecasting, productivity, competitiveness, product design, process selection, waiting-line theory, facility design, project management, inventory models, statistical quality control, strategic capacity planning, MRP and operations scheduling. Prerequisites: ECO 331, MGT 321.

MGT 425. PUBLIC MANAGEMENT (3). An analysis of the basic managerial functions relating to local, federal and state government processes. Prerequisite: MGT 321.

MGT 430. INTERNSHIP IN BUSINESS (3). This course is designed to provide students an opportunity to work within the field of their academic major and in a life experiential situation. Professional experience is gained by working in either the public or private sector. Assignments are made commensurate with the academic achievements and abilities of the interns. Applicable academic areas are accounting, computer information systems, finance, management and marketing. The program is open to juniors and seniors within the College of Business Administration. The internship course is an advanced elective which can be used for graduation credit. Prerequisites: MGT 204, junior or senior classification with at least 12 hours completed in major field of study, recommendation of advisor and approval of chairperson and dean.

MGT 450. **MANAGING STRATEGIC DIVERSITY** (3). This course serves as an introduction to the principles of and conceptual approach to organizational diversity management. Students discuss the business rationale for managing diversity. Students explain the implications of diversity to the marketplace, workplace, workforce and community. Students define diversity and differentiate between diversity and affirmative action. Students create a strategic diversity management plan for an organization at the conclusion of the course. Prerequisites: MGT 321, MKT 321 and FIN 321.

MGT 453. **LABOR RELATIONS** (3). This course covers labor management relations. It focuses on collective bargaining with emphasis on labor-management disputes in today's environment. Specifically, the course concerns itself with the environmental framework of industrial, governmental and labor relations. Prerequisites: MGT 321, MKT 321 and FIN 321.

MGT 455. **HOSPITALITY MANAGEMENT STRATEGIES** (3). Strategic management of lodging, Food service, and travel related businesses focuses on current issues, operations, development, finance, human resources, and marketing. This subject will enable students to determine and analyze the factors contributing to the strategic development and survival or failure of a hospitality operation and on the basis of such analysis evaluate long-term strategies that will enable the operation to achieve its corporate objectives. Prerequisites: MGT 250, MGT 321, MGT 325, MGT 330, MGT 335, MGT 340, MGT 400 and MGT 425.

MGT 460. **INTERNATIONAL BUSINESS** (3). A study of the development of international business and the peculiar problems faced by multinational operations. Included are the different forms of organization (centralized and decentralized) as well as the impact of social and political differences on business methods. Prerequisites: MGT 321, MKT 321, FIN 321.

MGT 462. **BUSINESS POLICIES** (3). A case method approach to organization problems and strategies. Emphasis is placed upon alternative actions in decision making relating to the various business functions. Prerequisites: MGT 321, FIN 321, MKT 321 and seniors in their final semester who have filed for graduation. This course must be taken at COBA Alabama State University.

MARKETING (MKT)

MKT 321. **ELEMENTS OF MARKETING AND DIRECT MARKETING** (3). A study of the activities in marketing and their influence on business policies. To acquaint the student with the nature and scope of modern marketing management and the direct marketing concept and to provide the student with concepts for consideration of consumer and industrial goods, distribution channels, sales promotion and price legislation. This course is a prerequisite for all senior courses in marketing. Prerequisites: CIS 205, ECO 252, MGT 204.

MKT 331. **GLOBAL MARKETING** (3). The purpose of this course is to examine the specific issues involved in developing and executing marketing strategies on a global scale as opposed to a "domestic" scale. It is intended to give students a thorough understanding of global marketing strategies, including the fundamental trends underlying convergence of world markets, the pitfalls and challenges of entering another country, how to design a global marketing strategy, and how organization structure, management processes, culture, and people help to implement a global marketing strategy. This course will help students in achieving their career goals if they are working in - or with - companies that are active in the global marketplace, or if they are working in - or with - domestic (local) companies who face competitors who are globally active. Prerequisite: Junior Standing.

MKT 333. **CONSUMER BEHAVIOR** (3). An analysis of the cultural, social and psychological factors that influence the consumer decision-making process; considers methods, tech-

niques for measuring consumer behavior and analyzing consumer markets. Prerequisites: MKT 321, PSY 251.

MKT 335. CREATING DIRECT MARKETING RESPONSE ADVERTISING AND PROMOTION (3). A study of promotion that considers the use of advertising and the advertising media, especially mass media, in the sale of goods and services. This involves the development of direct marketing offers and meshing benefits with customer's needs. Also involves selection of media and copy strategies to promote offers appropriately and efficiently to target markets. Prerequisites: MKT 321, PSY 251.

MKT 336. SALES MANAGEMENT (3). An introduction to the different aspects of sales and the analysis of the nature and role of field sales operations. Emphasis is placed on the operations and administration of field sales management. Prerequisites: MKT 321 and MGT 321.

MKT 337. FUNDAMENTALS OF PURCHASING AND SUPPLY MANAGEMENT (3). Management of the purchasing function. Emphasis is on the overall goals of purchasing. Goals include: provide an uninterrupted flow of materials and services, keep inventory at a minimum, maintain quality standards, develop competent suppliers, standardize the items bought, obtain the lowest ultimate price, improve the organization's competitive position and achieve good external and internal working relationships. Prerequisites: ACT 214, ACT 215, ECO 252, MGT 321, MKT 321.

MKT 339. PRINCIPLES OF TRANSPORTATION AND LOGISTICS (3). Analysis of the various marketing institutions emphasizing their functions, interactions and interdependences. Additional emphasis is placed on channel design and selection and recent trends in distributive channels. A systems approach is utilized. Prerequisite: MKT 321.

MKT 340. RESEARCH AND NEGOTIATION (3). The course reviews the current philosophy, methods, and techniques for conducting strategic and tactical supply chain research and negotiations. Includes supplier price and cost analysis. Reviews the process of negotiation, human behavior involved in negotiations, techniques of communication, persuasion, strategy, tactics and formulation of game plans. Prerequisites: MKT 337, MKT 339 (can be taken concurrently).

MKT 341. RETAILING (3). An analysis of all aspects of retail store management, including promotion, product selection, sales management, location, store layout and inventory control. The relationship between retailing and the other aspects of the economy is also presented. Prerequisites: MKT 321.

MKT 342. SPORT AND EVENT MARKETING (3). This course differentiates sport marketing theory from traditional marketing theory. This course also provides a mental framework for making sound sport marketing decisions and for directing sporting events. Topics for this course include sport event planning, sport marketing management, and careers in sport marketing. Prerequisites: MKT 321.

MKT 400. ADVANCED PURCHASING AND SUPPLY MANAGEMENT (3). A continuation of MKT 337: Fundamentals of Purchasing and Supply Management. Emphasizes purchasing and supply management strategy and planning through the use of the latest research in purchasing and supply management. Covers information essential to meet the requirements of the Accredited Purchasing Practitioner (A.P.P.) or the Certified Purchasing Professional (CPP) examination. Prerequisite: MKT 337.

MKT 425. HOSPITALITY MARKETING (3). Hospitality Marketing investigates the principles and concepts in marketing hospitality and tourism domestically as-well-as internationally. It uses current marketing research and practical examples in the industry as well as economics, behavioral sciences and modern management theory. The focus is the application of marketing principles to both internal and external customers, relationship marketing to

build customer satisfaction and loyalty, a marketing approach to human resources management, public relations as a marketing tool, and destination marketing as a component of the hospitality industry. Prerequisite: MGT 250, MGT 321, MGT 325, MGT 330, MGT 335, MGT 340, and MGT 400.

MKT 434. **MARKETING RESEARCH** (3). Application of scientific methods of obtaining information for structuring marketing policies and techniques, emphasis on the role of research in the solution of marketing problems. Actual problems and cases are utilized. Application of marketing research is related to motivation, product, advertising, sales control and other areas of marketing. Prerequisites: MKT 321, ECO 331.

MKT 435. **MARKETING STRATEGY** (3). A culminating course to be taken in the student's senior year, in which the knowledge learned from core courses in marketing is applied in case material. This course is designed to intensify the student's familiarity with the marketing manager's responsibilities and authority. Prerequisites: MKT 335, MKT 339 (can be taken concurrently), MKT 434, MKT 333 and senior classification.

MATHEMATICS (MAT)

MAT 129. **PRE-COLLEGE ALGEBRA** (3). Lecture-laboratory course designed for students who need to strengthen their skills in basic mathematics and beginning algebra by focusing and applying the fundamental principles governing fractions, decimals, percent, properties of real numbers and exponents, evaluation of algebraic expressions, solving linear equations, basic geometry and application problems. Nondegree credit.

MAT 130, 131. **INTERMEDIATE ALGEBRA I, II** (3,3). Lecture-laboratory course designed for students who need to enhance their knowledge of algebraic computational skills by focusing and applying the fundamentals governing real numbers, linear equations in one and two variables, inequalities, applied problems, systems of equations, exponents, polynomials, factoring, rational expressions and equations, radicals and quadratic equations. Nondegree credit.

MAT 136. **FINITE MATHEMATICS** (3). A study of linear equations and functions, systems of linear equations and matrices, linear programming, sets and counting, probability and statistics, and finance. This course is designed for nonscience majors and is intended to give an overview of topics in finite mathematics in conjunction with their applications. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

MAT 137. **PRECALCULUS ALGEBRA** (3). A study of functions and graphs; linear equations and inequalities in one variable; systems of linear equations; quadratic equations and inequalities in one variable; second-degree equations in two variables; inequalities in linear programming with two variables; polynomials and rational functions; exponential and logarithmic functions; sequence and series.

MAT 165. **PRECALCULUS TRIGONOMETRY** (5). A study of the properties of trigonometric functions, equations and identities, inverse functions; an introduction to vectors and analytic geometry. Prerequisite: MAT 137.

MAT 205. **CALCULUS** (3). This course is intended for students of the social, biological and management sciences. Tools and rules, algebraic equations, functions and continuity, derivatives, applications of derivatives, integration, integration techniques, applications of special functions, improper integrals, partial derivations, extremes with two variables and external problems with constraints. (for nonscience majors)

MAT 225. **INTRODUCTION TO STATISTICS** (3). Sample space; probability models, random variables, expectations; basic descriptive statistics, hypothesis testing, estimation,

linear regression and nonparametric tests. Prerequisite: MAT 165.

MAT 251. INTRODUCTION TO LINEAR ALGEBRA (3). Finite dimensional vector spaces, matrix algebra, the study of solution space; linear equations, linear inequalities and linear transformations. Prerequisite: MAT 265.

MAT 256. DISCRETE MATHEMATICS (3). Logic, set theory, function, counting and countability, relation, graph theory and digraphs. Prerequisite: MAT 265.

MAT 265, 266. CALCULUS AND ANALYTIC GEOMETRY I, II (4,4). Analytic geometry of lines and circles; limits; continuity of a function of variable; maxima and minima values of one variable; points of inflection; curve tracing application; conics; methods of integration; derivatives and integrals of transcendental functions of one variable; applications of derivatives and integrals. Prerequisite: MAT 165.

MAT 267. CALCULUS AND ANALYTIC GEOMETRY III (4). Analytic geometry of quadratic surfaces; derivatives and differentials of a function of more than one variable; maximum and minimum values of a function of more than one variable; and multiple integrals and applications. Prerequisites: MAT 265 and MAT 266.

MAT 320. FUNDAMENTALS OF MATHEMATICS FOR ELEMENTARY TEACHERS I (3). Structure of number systems, integers, numeration systems, elementary number theory, decimals and real numbers, applications, basic algebraic concepts and metric and nonmetric geometry. Prerequisite: MAT 136 or MAT 137.

MAT 321. FUNDAMENTALS OF MATHEMATICS FOR ELEMENTARY TEACHERS II (3). A study of probability, statistics, geometry, measurement, and applications with emphasis on use of technology to aid in computation. Prerequisite: MAT 320.

MAT 373, 374. INTRODUCTION TO MODERN ALGEBRA I, II (3,3). Groups, rings, unique factorization domains, fields and Galois theory. Prerequisite: MAT 266.

MAT 375. DIFFERENTIAL EQUATIONS (3). Solutions of differential equations of the first and second order, singular solution, linear equations with constant coefficients, introduction to special methods for equations of higher order and physical applications. Prerequisite: MAT 266.

MAT 376. NUMERICAL ANALYSIS AND COMPUTER APPLICATIONS (3). Topics: Error analysis, numerical solutions of nonlinear equations, numerical integration and differentiation, polynomial interpolation, solution of linear systems and introduction to spline functions. Laboratory work includes use of computers to solve a variety of problems. Prerequisites: MAT 267 and a knowledge of Fortran, Pascal or "C."

MAT 401. ADVANCED CALCULUS (3). Topics include differentiation and integration of integrals depending on a parameter; transformations and the implicit function theorem; change of variables in multiple integrals; and vector analysis and the theorems of Gauss, Green and Stokes. Prerequisite: MAT 267.

MAT 410. INTRODUCTION TO PARTIAL DIFFERENTIAL EQUATIONS (3). Topics include problems in science and engineering described by partial differential equations; classification of partial differential equations and examples; general methods of solution of selected elliptic equations; general methods of solution of parabolic equations; general methods of solution of hyperbolic equations; four series and their applications in partial differential equations; and engineering applications of PDEs. Prerequisites: MAT 375 and MAT 251.

MAT 425. OPERATIONS RESEARCH (3). Systems of inequalities and the objective function; the general problems of linear programming; maximums/minimization of the objective function by simplex algorithm duality and sensitivity analysis; transportation models; and networks. Prerequisite: MAT 251.

MAT 430. **MATHEMATICS OF COMPOUND INTEREST** (3). Nominal and effective rates of interest and discount, force of interest, accumulated value factors and present value factors; annuities certain, including continuous annuities, increasing and decreasing annuities, in which the payment frequency is not the same as the frequency at which interest is compounded and perpetuities; amortization schedules and sinking funds, including the determination of outstanding principal, split of payments into principal and interest, and the determination of required period payment; bonds and related securities, including bond price formula, bond accounting and the split of periodic payment into the amortization and interest. Determination of fund yield rates and effective rates of return using time-weighted and dollar-weighted methods. Prerequisite: MAT 267.

MAT 431. **MATHEMATICS OF DEMOGRAPHY** (3). Conventional and adjusted measures of mortality, measure of fertility and morbidity; demographic characteristics and trends in Canada and the United States; evaluation of demographic data; mathematics of population projection; mathematics of stable and stationary population; and introduction to the applications of demographic characteristics and trends. Prerequisites: MAT 267, MAT 375.

MAT 470. **DESIGN AND ANALYSIS OF EXPERIMENTS** (3). Statistical design and analysis of experiments and experimental models in mathematics using regression and analysis of variance. Prerequisites: MAT 225, MAT 267.

MAT 471. **ELEMENTARY STOCHASTIC PROCESSES** (3). Review of basic probability theory; introduction to Markov processes; Poisson processes; birth and death processes; and Brownian motion processes. Prerequisites: MAT 375, MAT 472.

MAT 472, 473. **PROBABILITY AND STATISTICS** (3,3). Review of summations and applications, probability theory, functions in simple (discrete), descriptive statistics and application, functions in sample space (continuous, stochastic processes, statistical models and inference) and applications. Prerequisite: MAT 267.

MAT 484. **MODERN GEOMETRY** (3). The nature of geometry, classification of geometrics, elementary transformations, inversions, projective properties, properties of the circle and conics. Prerequisite: MAT 266.

MAT 486. **INTRODUCTION TO REAL ANALYSIS** (3). A rigorous development of real analysis in Euclidean space; sequences and series, limits, continuous functions, derivatives; basic point set topology; especially recommended for students who intend to take graduate work in mathematics. Prerequisite: MAT 267.

MAT 487. **SENIOR SEMINAR** (3). Prerequisite: Approved senior standing. May be taken more than once.

MAT 490. **TOPICS IN APPLIED MATHEMATICS** (3). Selected topics in applied mathematics determined by instructor. May be repeated for credit. Prerequisite: MAT 486.

MAT 491. **RESEARCH AND INDEPENDENT STUDY** (3-5). Independent study under faculty direction; the study may involve research, readings or other projects.

MAT 495. **HISTORY OF MATHEMATICS SEMINAR** (3). Selected topics in the historical development of mathematics; with departmental approval, this course may be repeated for credit. Prerequisite: senior standing.

BASIC COURSE

Military Science and Leadership

MSC 101. **FOUNDATIONS OF OFFICERSHIP** (1). This course features an introduction to life in the U.S. Army. Topics include leadership; the unique duties and responsibilities of officers; the organization and role of the Army; basic life skills pertaining to fitness and communication; and, an analysis of Army values and expected ethical behavior. Taken in conjunction with MSC 104.

MSC 102. **BASIC LEADERSHIP** (1). This course provides the student with a basic knowledge of common military skills and presents the fundamental leadership concepts and doctrine of the U.S. Army. Topics include the practice of basic skills that underlie effective problem solving; application of active listening and feedback skills; examination of factors that influence leader and group effectiveness; and, an examination of the officer experience. Taken in conjunction with MSC 104.

MSC 104. **LEADERSHIP LAB** (1). Leadership Lab is required for Army ROTC students. The student receives training in drill and ceremonies, field craft, individual movement techniques, squad tactics, map reading and land navigation, first aid, and use and maintenance of the M16 Rifle.

MSC 201. **INDIVIDUAL LEADERSHIP STUDIES** (2). This course develops the knowledge of self; self-confidence and individual leadership skills as well as develops problem solving and critical thinking skills and the application of communication, feedback, and conflict resolution. Areas to be trained include personal development, goal setting, communication, problem solving and decision-making, leadership, teamwork, the group process, stress management, and physical fitness. Taken in conjunction with MSC 204.

MSC 202. **LEADERSHIP AND TEAMWORK** (2). This course focuses on self-development guided by knowledge of self and group processes by focusing on challenging current beliefs, knowledge and skills. Taken in conjunction with MSC 204.

MSC 204. **LEADERSHIP LAB** (1). Leadership Lab is required for Army ROTC students. The students receive training in drill, physical training, rappelling, water survival, tactics, marksmanship, night operations, and land navigation.

ADVANCED COURSE

MILITARY SCIENCE

MSC 301. **LEADERSHIP AND PROBLEM SOLVING** (3). This course examines the basic skills that underlie effective problem solving by analyzing the role officers played in the transition of the Army from Vietnam to the 21st Century, analysis of military missions and the planning of military operations, the features and execution of the Leadership Development Program, and the execution of squad battle drills. Taken in conjunction with MSC 304.

MSC 302. **LEADERSHIP AND ETHICS** (3). This course probes leader responsibilities that foster an ethical command climate by developing cadet leadership competencies and applying principles and techniques of effective written and oral communication. Students are prepared for success at the ROTC National Advanced Leadership Course. Taken in conjunction with MSC 304.

MSC 304. **LEADERSHIP LAB** (1). Leadership Lab is required for all Army ROTC students. The student receives training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival and rappelling.

MSC 401. **LEADERSHIP AND MANAGEMENT** (3). This course builds on the experience gained at the National Advanced Leadership Course to solve organizational and staff problems and discusses staff organization and functions, analysis of counseling responsibilities

and methods, the principles of subordinate motivation and organizational change. Students apply leadership and problem solving principles to a case study and or simulation. Taken in conjunction with MSC 404.

MSC 402. **OFFICERSHIP** (3). This course is designed to explore topics relevant to Second Lieutenants entering the U.S. Army and focuses on the legal aspects of decision making leadership, analyzing Army organization from the tactical to the strategic level, assessing administrative and logistical functions, performance of platoon leader actions, and an examination of leader responsibilities that foster an ethical command climate. Taken in conjunction with MSC 404.

MSC 404. **LEADERSHIP LAB** (1). Leadership lab is required for all Army ROTC students. Students receives training in troop leading procedures, mission planning, squad tactics, land navigation, individual movement techniques, water survival and rappelling.

MUSIC EDUCATION (MUE)

MUE 223. **VOICE CLASS** (1). Group instruction emphasizing fundamentals of vocal techniques such as breath control, resonance, diction and interpretation. In addition to vocalises and other exercises, students are introduced to a variety of standard literature for the voice.

MUE 225. **WOODWIND REPAIR CLASS** (1). Instruction and basic apprenticeship in the repair of woodwind instruments.

MUE 226. **BRASS REPAIR CLASS** (1). Instruction and basic apprenticeship in the repair of brass instruments.

MUE 310. **INTRODUCTION TO MUSIC TECHNOLOGY** (3). Designed to provide an introduction to technology for music students with little or no experience. The course includes an overview of computers, peripherals and software and how to productively use these tools in a music environment. Prerequisite: MUS 132 or consent of instructor.

MUE 348. **PIANO PEDAGOGY** (1). The study of methodologies related to the teaching of piano. Included in the course is a survey of methods, literature and technical materials for beginning-level students through precollege-level students. Prerequisite: completion of sophomore-level applied music with grade of at least "C."

MUE 351. **ORGAN PEDAGOGY** (1). The study of methodologies related to the teaching of organ. Included in the course is a survey of methods, literature and technical materials for beginning-level students through precollege-level students. Prerequisite: completion of sophomore-level applied music with grade of at least "C."

MUE 354. **VOCAL PEDAGOGY** (1). The study of methodologies related to the teaching of voice. Included in the course is a survey of methods, literature and technical materials for beginning-level students through precollege-level students. Prerequisite: completion of sophomore-level applied music with grade of at least "C."

MUE 361. **MUSIC METHODS FOR N-6 TEACHERS** (3). A study of the principles, methods, materials and procedures for teaching music in primary and elementary schools. The course is designed for elementary and early childhood education majors.

MUE 388. **ELEMENTARY SCHOOL MUSIC METHODS** (3). A course designed to assist bachelor of music education students in the development and implementation of comprehensive music education programs for the elementary school. Prerequisite: MUS 232.

MUE 389. **SECONDARY SCHOOL MUSIC METHODS** (3). A course designed to assist bachelor of music education students in the development and implementation of comprehen-

sive music education programs for the secondary school. Prerequisite: MUS 232.

MUE 395. **STRING CLASS** (1). Group instruction emphasizing the pedagogy of stringed instruments.

MUE 396. **WOODWIND CLASS** (1). Group instruction emphasizing the pedagogy of woodwind instruments.

MUE 397. **BRASSWIND CLASS** (1). Group instruction emphasizing the pedagogy of brass instruments.

MUE 398. **PERCUSSION CLASS** (1). Group instruction emphasizing the pedagogy of percussion instruments.

MUE 474. **CONDUCTING** (1). This course deals with practical problems relating to both instrumental and choral conducting, as these relate to the leadership of instrumental and choral ensembles. The emphasis is on baton techniques, score reading and interpretation. Prerequisite: MUS 232 or consent of instructor.

MUE 475. **ADVANCED CONDUCTING** (1). A continuation of MUE 474. Prerequisite: MUE 474.

MUE 476. **MARCHING BAND TECHNIQUES** (1). Methods of teaching marching band to secondary school students. Topics covered include charting, planning and implementing the halftime show and the parade.

MUE 477. **BAND ARRANGING** (1). Arranging techniques for the prospective instrumental music director. Prerequisites: MUS 232 or consent of instructor.

MUE 478. **CHORAL ARRANGING** (1). Arranging techniques for the prospective choral music educator. Prerequisites: MUS 232 and MUE 223 or consent of instructor.

MUSIC PERFORMANCE (MUP)

MUP 099. **PERFORMANCE CLASS** (0). Provides experiences in public performance and development of stage deportment. A solo performance in the major applied area is required of each student enrolled. Performance class is required each semester while students are enrolled in applied music. This course is graded on a pass/fail basis.

MUP 390. **JUNIOR RECITAL** (0). An intermediate public performance in the bachelor of arts degree program. The recital must be at least 30 minutes in length, and the student must be enrolled in junior-level applied music. This course is graded on a pass/fail basis.

MUP 490. **RECITAL BME** (0). The culminating public performance in the bachelor of music education degree program. The recital must be at least 30 minutes in length, and the student must be enrolled in senior-level applied music. This course is graded on pass/fail basis.

MUP 495 **RECITAL BA** (1). The culminating public performance in the bachelor of arts degree program with vocal, keyboard or instrumental emphasis. The recital must be at least 50 minutes in length, and the student must be enrolled in senior-level applied music.

ENSEMBLES

Ensembles are open to qualified students by audition. Standard vocal or instrumental literature is studied and performed by each of the organizations. Music majors must receive a grade of at least "C" to receive ensemble credit. May be repeated for credit.

Course	Title	Credit
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MUP 060	University Choir	01
MUP 061	Male Glee Club	01
MUP 062	Women's Glee Club	01
MUP 063	Chamber Singers	01
MUP 064	Opera Workshop	01
MUP 071	University Marching Band	01
	(must have a minimum G.P.A. of 2.0)	
MUP 072	University Symphonic Band	01
MUP 073	University Orchestra	01
MUP 074	University Wind Ensemble	01
MUP 075	Woodwind Ensemble	01
MUP 076	Brass Ensemble	01
MUP 077	Percussion Ensemble	01
MUP 078	String Ensemble	01
MUP 079	Clarinet Ensemble	01
MUP 080	Saxophone Ensemble	01
MUP 081	Jazz Band	01
MUP 082	Jazz Combo	01
MUP 083	Pep Band	01

APPLIED – Music majors and minors in principal applied area. Individual instruction in vocal and instrumental music. Standard solo works from all applicable periods, etudes, scales, arpeggios, sight-reading and other exercises will be studied. Students must receive a grade of at least “C” to continue to the next level of applied music.

Course	Title	Credit
MUP 101, 102-402	Applied Piano	01
MUP 105, 106-406	Applied Organ	01
MUP 111, 112-412	Applied Voice	01
MUP 121, 122-422	Applied Violin	01
MUP 123, 124-424	Applied Viola	01
MUP 125, 126-426	Applied Cello	01
MUP 127, 128-428	Applied Bass	01
MUP 129, 130-430	Applied Guitar	01
MUP 131, 132-432	Applied Flute	01
MUP 133, 134-434	Applied Oboe	01
MUP 135, 136-436	Applied Clarinet	01
MUP 137, 138-438	Applied Bassoon	01
MUP 139, 140-440	Applied Saxophone	01
MUP 141, 142-442	Applied Trumpet	01
MUP 143, 144-444	Applied French Horn	01
MUP 145, 146-446	Applied Trombone	01
Course	Title	Credit
MUP 147, 148-448	Applied Euphonium	01
MUP 149, 150-450	Applied Tuba	01
MUP 151, 152-452	Applied Percussion	01

APPLIED – Nonmajors and minors in secondary applied area. Individual and/or group instruction in vocal and instrumental music. Emphasis will be given to increasing students' technical facility and artistic expression. May be repeated for credit.

Course	Title	Credit
MUP 001	Applied Piano	01

MUP 005	Applied Organ	01
MUP 011	Applied Voice	01
MUP 021	Applied Violin	01
MUP 023	Applied Viola	01
MUP 025	Applied Cello	01
MUP 027	Applied Bass	01
MUP 029	Applied Guitar	01
MUP 031	Applied Flute	01
MUP 033	Applied Oboe	01
MUP 035	Applied Clarinet	01
MUP 037	Applied Bassoon	01
MUP 039	Applied Saxophone	01
MUP 041	Applied Trumpet	01
MUP 043	Applied French Horn	01
MUP 045	Applied Trombone	01
MUP 047	Applied Euphonium	01
MUP 049	Applied Tuba	01
MUP 051	Applied Percussion	01

MUSIC HISTORY, THEORY AND COGNATE AREAS (MUS)

MUS 121. **MUSIC APPRECIATION** (3). A survey course designed to promote the enjoyment and the understanding of music. Offered as an option in the Humanities core requirement.

MUS 122. **INTRODUCTION TO THE STUDY OF MUSIC** (3). A course designed to supply the student of music with the tools necessary to begin the study of music from an analytical perspective.

MUS 123. **SURVEY OF AFRICAN-AMERICAN MUSIC** (2). A survey course tracing the contributions of persons of African descent to Western music.

MUS 130. **FUNDAMENTALS OF MUSIC** (2). Music notation, rhythm, scales, intervals and triads along with rudimentary sight-singing and ear-training will be emphasized. Required for students not posting a satisfactory score on the theory placement examination. Must receive grade of at least "C" to continue in theory sequence.

MUS 131. **MUSIC THEORY I** (3). An examination of harmonic, contrapuntal and formal practices of the 17th and 18th centuries. Prerequisite: satisfactory score on theory placement examination or grade of at least "C" in MUS 130. Must receive a grade of at least "C" to continue in theory sequence.

MUS 132. **MUSIC THEORY II** (3). An examination of harmonic, contrapuntal and formal practices of the 17th and 18th centuries. Must receive a grade of at least "C" to continue in theory sequence. Prerequisites: MUS 131, MUS 134, MUS 137.

MUS 134. **KEYBOARD I** (1). Group instruction in piano. Studies include transposition, harmonization and beginning-level repertoire. Must receive a grade of at least "C" to continue in keyboard sequence. Prerequisite: MUS 130 or proficiency.

MUS 135. **KEYBOARD II** (1). Group instruction in piano. Studies include transposition, harmonization and beginning-level repertoire. Prerequisite: MUS 134.

MUS 137. **SIGHT-SINGING AND EAR-TRAINING I** (1). This course is designed to enhance the students' ability to sight-read progressive exercises and identify melodic, harmonic and rhythmic ideas when provided an aural stimulus. Must receive a grade of at least "C" to continue in the sight-singing and ear-training sequence. Prerequisite: MUS 130 or proficiency.

MUS 138. **SIGHT-SINGING AND EAR-TRAINING II** (1). Continuation of MUS 137. Must receive a grade of at least "C" to continue in the sight-singing and ear-training sequence. Prerequisite: MUS 137.

MUS 206. **MUSIC AND THE RELATED ARTS** (2). A study of the correlation between music and the visual arts, dance and literature from cultural and historical perspectives.

MUS 231. **MUSIC THEORY III** (3). A detailed study of chromatic harmony, aural and written contrapuntal harmony, techniques of counterpoint and elements of instrumentation. Must receive a grade of at least "C" to continue in theory sequence. Prerequisites: MUS 132, MUS 135, MUS 138.

MUS 232. **MUSIC THEORY IV** (3). Continuation of MUS 231. Must receive a grade of at least "C" to continue in theory sequence.

MUS 237. **SIGHT-SINGING AND EAR-TRAINING III** (1). A continuation of MUS 138. Must receive a grade of at least "C" to continue in the sight-singing and ear-training sequence. Prerequisites: MUS 132, MUS 135, MUS 138.

MUS 238. **SIGHT-SINGING AND EAR-TRAINING IV** (1). A continuation of MUS 237.

MUS 239. **REVIEW OF MUSIC THEORY** (2). A course designed for students who have completed sophomore-level theory but did not successfully pass the sophomore theory examination. A grade of at least "B" is required for admission to upper-level theory courses. Course credit does not count toward degree requirements.

MUS 240. **JAZZ IMPROVISATION I** (2). This course is designed to aid the student in developing fundamental improvisational techniques. Class time is equally divided between lectures and performance situations. Open to majors and nonmajors with permission of instructor.

MUS 241. **JAZZ IMPROVISATION II** (2). A continuation of MUS 240. Prerequisite: MUS 240.

MUS 314. **ITALIAN/GERMAN DICTION** (1). A laboratory course concerned with learning and applying the rules of pronunciation using basic Italian and German song literature.

MUS 315. **FRENCH DICTION** (1). A laboratory course concerned with learning and applying the rules of pronunciation using basic French song literature.

MUS 320. **HISTORY OF MUSIC** (3). This course examines major currents in the history of Western music from the Hellenic age through the time of Bach and Handel. Cultural, intellectual and social conditions of the period are explored. Emphasis will be given to developing critical listening skills. Prerequisite: MUS 232.

MUS 321. **HISTORY OF MUSIC** (3). This course examines major currents in the history of Western music from the Classical period to the present. Cultural, intellectual and social conditions will be explored. Emphasis will be given to development of critical listening skills. Prerequisite: MUS 232.

MUS 323. **ACCOMPANYING CLASS** (1). A course designed to provide practical techniques associated with vocal and instrumental accompanying from various style periods.

MUS 331. **18TH CENTURY COUNTERPOINT** (3). Concentration on two- and three-part writing, simple canon and inventions; survey of other 18th century contrapuntal techniques, species counterpoint and motet writing. Prerequisite: MUS 232 or consent of instructor.

MUS 334. **HISTORY OF JAZZ** (2). A comprehensive study of the origins and stylistic development of jazz. Open to music and nonmusic majors.

MUS 336. **AESTHETICS OF MUSIC** (2). This course deals with philosophical perceptions, the criticism of taste, the sense of the beautiful and the accepted notions of good taste at different periods of time, including our own. Prerequisite: MUS 122 or permission of instructor.

MUS 341. **JAZZ PEDAGOGY** (2). Methods and materials relating to the teaching of jazz

and rehearsal techniques for jazz ensembles.

MUS 410. **PIANO LITERATURE** (1). The study of piano literature from the Baroque through the Classical period.

MUS 411. **PIANO LITERATURE** (1). The study of piano literature from the Romantic period through the 20th century.

MUS 415. **ORGAN LITERATURE** (1). The study of organ literature from the Renaissance through the Baroque period.

MUS 416. **ORGAN LITERATURE** (1). The study of organ literature from the Classical period through the 20th century.

MUS 418. **CHURCH MUSIC** (2). A study of ancient and modern hymns and their application in various liturgical situations.

MUS 420. **ARRANGING AND ORCHESTRATION** (3). An examination of the range and musical characteristics of all instruments and the scoring for small instrumental ensembles. Prerequisite: MUS 232 or consent of instructor.

MUS 425. **MUSICAL MASTERPIECES BEFORE 1600** (2). This course is designed to acquaint the student with musical developments in Western Europe from the beginning of the Christian Era to 1600. Prerequisite: MUS 321 or permission of instructor.

MUS 426. **MUSICAL MASTERPIECES OF THE BAROQUE ERA** (2). The course covers stylistic elements of music between the years 1600 and 1750. Emphasis is placed on the development of major theoretical and structural principles and the emergence of new forms. Prerequisite: MUS 321 or permission of instructor.

MUS 427. **MUSICAL MASTERPIECES OF THE CLASSICAL ERA** (2). A detailed study of composers, forms, styles and sociocultural influences in and upon music during the Classical period. Prerequisite: MUS 321 or permission of instructor.

MUS 428. **MUSICAL MASTERPIECES OF THE ROMANTIC ERA** (2). A detailed study of 19th century music beginning with the later works of Beethoven and ending with the group of late 19th century composers who followed in the wake of Wagner's chromatic tonality. Prerequisite: MUS 321 or permission of instructor.

MUS 429. **MUSICAL MASTERPIECES OF THE 20th CENTURY** (2). A study of contemporary trends and idioms beginning with the expansion of tonality by Debussy and Schoenberg. An examination of experiments in new musical systems and their application are covered. Prerequisite: MUS 321 or permission of instructor.

MUS 431. **FORM AND ANALYSIS** (3). A comprehensive survey of forms in music. Harmonic, structural and stylistic analysis will be the focus. Some attention is given to 20th century compositional techniques. Prerequisite: MUS 232 or consent of instructor.

MUS 446. **COMPOSITION** (3). Introduction to the basic craft of composing. Idiomatic writing for voice, piano and orchestral instruments will be studied. Tonal and atonal writing will be related to contemporary techniques. Prerequisite: MUS 332 or consent of instructor.

MUS 471. **SEMINAR IN KEYBOARD TRADITIONS** (1). A practical survey of the interpretation and performance practices of keyboard music.

ORIENTATION (ORI)

ORI 100. **FRESHMAN ORIENTATION** (1). A required course for all undergraduates. This course is designed to provide an orientation to the purpose of higher education in general and to Alabama State University in particular. It helps new students adjust to college life and begin their university experience with a clear sense of direction and increased self-confidence. Other valuable topics in the course include diversity in the workplace and in the world; managing time and money wisely, thinking critically and writing analytically. Students are now using

spreadsheets; PowerPoint; and formal planners. Honors sections of this course are offered each semester for students enrolled in the Honors Program.

ORI 130. **COLLEGE STUDY SKILLS** (3). A laboratory course to improve study skills, with emphasis on motivation and goal orientation, scheduling, listening, note taking, outlining, test taking, reading in content areas, critical thinking and analysis. This course is mandatory for students returning from academic suspension or dismissal and for students placed on probation. Other students may be required to enroll in the course based upon the recommendation of their academic advisers.

PHYSICAL EDUCATION (PED)

PED 100. **PHYSICAL FITNESS: JOGGING** (1). Designed to develop the psychomotor, cognitive and affective skills and attitudes for performance in jogging for fitness. Each student is placed on an individual jogging and conditioning program designed to start the student at his or her present level of fitness and progress to a self-set goal.

PED 101. **BEGINNING ARCHERY** (1). Designed to develop the basic psychomotor skills for beginning-level performance in archery. Rules and regulations, safety, terminology and the social benefits of the activity are covered in the course.

PED 102. **BADMINTON** (1). Designed to develop basic psychomotor skills for beginning-level performance in badminton. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 103. **BEGINNING BASKETBALL** (1). Designed to develop basic psychomotor skills for beginning-level performance in basketball. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 105. **BEGINNING AEROBIC DANCE** (1). Designed to develop the basic physical and psychomotor skills of movement to music for cardiovascular and endurance benefits. Key concepts in fitness are covered and practical tools to create personal exercise programs are provided.

PED 114. **BEGINNING GOLF** (1). Designed to develop basic psychomotor skills for beginning-level performance in golf. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 120. **BEGINNING SOFTBALL** (1). Designed to develop basic psychomotor skills for beginning-level performance in softball. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 121. **SWIMMING FOR NONSWIMMERS** (1). Designed to develop and refine fundamental psychomotor skills for beginning-level performance in swimming and an understanding of the rules and regulations necessary for safe participation in swimming activities.

PED 122. **BEGINNING TENNIS** (1). Designed to develop basic psychomotor skills for beginning-level performance in tennis. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 125. **BEGINNING VOLLEYBALL** (1). Designed to develop basic psychomotor skills for beginning-level performance in volleyball. Rules and regulations, safety, terminology and the social benefits of playing the game are covered in the course.

PED 130. **PHYSICAL FITNESS: WEIGHT TRAINING** (1). Designed to develop psychomotor skills for strengthening and building the total body condition (muscular, cardiovascular, cardiopulmonary) through the performance of various weight-lifting exercises.

PED 200. **PHYSICAL FITNESS AND WELLNESS** (3). Designed to promote overall wellness of the individual by providing essential concepts regarding nutritional needs, car-

diovascular fitness, positive personal growth and effective stress management. Clinical field experience required.

PED 221. INTERMEDIATE SWIMMING (1). A course designed for the student who has the ability to swim and manage himself or herself in the water. Emphasis is placed on stroke development, personal survival skills and water safety. Prerequisite: PED 121 or consent of the instructor.

PED 230. SOCCER, TOUCH FOOTBALL, FIELD HOCKEY, TRACK AND FIELD (1). Designed to develop and refine psychomotor skills for intermediate-level performance in soccer, touch football, field hockey and track and field as well as intense study of the rules, scoring, safety and equipment used for these activities. Candidates prepare lesson plans, analyze and teach skills. Lab hours required.

PED 232. BASKETBALL, VOLLEYBALL, SOFTBALL, WRESTLING (1). A course designed to develop and refine psychomotor skills for intermediate-level performance in basketball, volleyball, softball and wrestling. Emphasis is also placed on rules, scoring, safety and equipment. Candidates prepare lesson plans, analyze and teach skills. Lab hours required.

PED 233. TENNIS, BADMINTON, RACQUETBALL, WEIGHT TRAINING (1). Designed to develop and refine psychomotor skills for intermediate-level performance in tennis, badminton, racquetball and weight training as well as study of the rules, scoring, safety and equipment used for these activities. Candidates prepare lesson plans, analyze and teach skills. Lab hours required.

PED 234. ARCHERY, BOWLING, GOLF, RECREATIONAL GAMES (1). Designed to develop and refine psychomotor skills for intermediate-level performance in archery, bowling, golf and recreational games as well as an intense study of the rules, scoring, safety and equipment used for these activities. Candidates prepare lesson plans, analyze and teach skills. Lab hours required.

PED 237. DANCE AND GYMNASTICS (1). The purpose of this course is to acquaint the undergraduate physical education major with the basic forms of dance and gymnastics. The course is designed to cover a broad spectrum of dance forms, including folk and ethnic dance, social dance, modern dance and ballet dance and to develop the basic psychomotor skills required for gymnastic tumbling, floor exercise and apparatus. Candidates prepare lesson plans, analyze and teach skills.

PED 250. APPLIED ANATOMY AND PHYSIOLOGY (4). This course is designed to provide a basic understanding and a working knowledge of the human body for health, physical education and recreation majors. A lab is required. Prerequisite: BIO 128.

PED 253. FIRST AID, CPR AND CARE OF ATHLETIC INJURIES (3). Designed to prepare the teacher candidates and others to provide immediate and temporary care in emergency situations, including accidents or sudden illnesses. The symptoms and appropriate treatment for shock, wounds, heat and cold injuries, poisoning and proper methods of transportation are covered. The course is applicable to all students, especially those pursuing a career in which they will be responsible for others entrusted to their supervision and care. Satisfactory completion of the course entitles students to an American Red Cross Certificate. Open to all students.

PED 303. ADAPTED PHYSICAL EDUCATION (3). Designed to develop knowledge of working with special populations. Emphasis is on the nature of handicapping conditions, legislation affecting general and physical education, appropriate pedagogical techniques and skills, and program development and assessment. Clinical Field Experience required.

PED 321. ADVANCED SWIMMING AND LIFE SAVING (2). Designed to develop and refine the following: (1) personal safety and rescue skills, (2) reaching and equipment rescues, (3) swimming skills for life saving, (4) defenses, releases and escapes, (5) removing victim from water, (6) resuscitation, (7) approaches, (8) carries, and (9) small craft safety. Cognitive-safety rules, CPR, artificial respiration and emergency first aid are also covered.

Prerequisites: PED 121 and PED 221 or permission of instructor.

PED 325. **THEORY AND TECHNIQUES OF COACHING AND OFFICIATING** (3). This course is designed to provide training and practical experience in sports officiating and coaching. The course is based on theories and practices pertaining to athletic management in coaching and on the Alabama Athletic Association rules for officiating. Lab hours required.

PED 331. **WATER SAFETY INSTRUCTOR PROGRAM** (2). Designed to develop and refine basic swim and rescue strokes, search and rescue techniques, and respiration emergency procedures. Prerequisite: PED 221 or permission of instructor.

PED 337. **METHODS/MATERIALS FOR ELEMENTARY SCHOOL PHYSICAL EDUCATION** (3). Designed to provide the teacher candidate with interdisciplinary skills necessary to organize, conduct and evaluate developmentally appropriate physical education programs for the elementary school level. Emphasis is on curriculum design and pedagogical strategies. Clinical Field Experience and Service Learning required. Prerequisite: admission to TEP.

PED 347. **HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION AND ATHLETICS** (3). Designed as an introduction to the fields of Physical Education. The historical development, basic foundations, scope, trends and issues relative to Physical Education are addressed.

PED 350. **PHYSIOLOGY OF EXERCISE** (3). Designed to provide an understanding of the physiological effects of exercise on the various body systems, with particular emphasis on the musculoskeletal, cardiomuscular and respiratory systems, and laboratory techniques in monitoring physiological parameters. Prerequisites: BIO 128, PED 250, and PED 351.

PED 351. **KINESIOLOGY** (3). Designed to provide an understanding of the anatomical and mechanical aspects of human movement while participating in physical activities. Prerequisites: BIO 128 and PED 250.

PED 353. **PREVENTION AND CARE OF ATHLETIC INJURIES** (3). An introduction to the realm of sports medicine by integrating techniques of training preparation for sport, and injury aspects of sport competition. Lab experiences are provided in taping and injury-treatment protocol. Prerequisites: PED 350 and PED 351.

PED 355. **PHYSICAL ACTIVITIES FOR THE AGING** (3). Designed to examine changes that occur with aging, the effects of an active lifestyle on aging, and techniques for meeting the psychomotor needs of the aging. Clinical Field Experience and Service Learning required.

PED 443. **METHODS AND MATERIALS IN JUNIOR HIGH/HIGH SCHOOL PHYSICAL EDUCATION** (3). Designed to provide the teacher candidate with the skills necessary to organize, conduct and evaluate appropriate physical education programs for the secondary school level. Emphasis is on curriculum design and pedagogical strategies. Clinical Field Experience and Service Learning required. Prerequisites: admission to TEP and PED 337.

PED 445. **TESTS, MEASUREMENT AND EVALUATION IN HEALTH AND PHYSICAL EDUCATION** (3). A course designed to provide training in measurement and evaluation of students, courses and programs. Emphasis is placed on collection, organization and analysis of data and on construction and analysis of standardized and teacher-made tests. Prerequisite: admission to TEP.

PED 447. **ADMINISTRATION OF ATHLETIC AND PHYSICAL EDUCATION PROGRAMS** (3). Designed to introduce the principles of planning, organizing, directing, staffing, budgeting and evaluating elementary and secondary school physical education and athletic programs.

PED 451. **PSYCHOSOCIAL ASPECTS OF SPORTS AND PHYSICAL ACTIVITY** (3). This course is designed to provide the teacher candidate with an understanding of the

discipline of psychology and sociology as applied to sport and physical activity. Clinical Field Experience and Service Learning required.

PED 456. MOTOR LEARNING AND DEVELOPMENT (3). This course is designed to introduce the basic concepts of motor learning and motor development from a lifespan approach. The physiological, cognitive, social and physical aspects of motor learning and development are addressed in the course. Clinical Field Experience required.

PED 460. PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION (2). The purpose of this course is to provide the teacher candidate with an opportunity to mutually discuss professional issues, conduct and present research and other projects, and participate in a wide variety of professional activities. Prerequisites: admission to TEP, advanced senior standing. Clinical Field Experience and Service Learning required.

PHILOSOPHY (PHL)

PHL 201. LOGICAL REASONING (3). This course is designed to help students assess information and arguments and to improve their ability to reason cogently and effectively by learning to recognize when reasoning is logical or illogical. The course concentrates specifically on such things as learning to evaluate the various uses of language, understanding how different kinds of inferences are drawn, and learning how to recognize and to avoid ambiguity. (No symbolic logic is introduced.) (every semester)

PHL 363. INTRODUCTION TO PHILOSOPHY (3). Introduces the fundamentals of philosophy, the meaning and function of philosophy, and the relationship of philosophy to science, art and religion. (fall semester)

PHL 364. INTRODUCTION TO ETHICS (3). Consideration of the major types of ethical theory, including the works of both classical and contemporary thinkers. Special emphasis is given to the analysis of moral problems and the criteria that can be used for solving them. (spring semester)

PHL 365. INTRODUCTION TO LOGIC (3). A general introductory course in logic that emphasizes developing the ability to think and communicate clearly. The course includes an introduction to the nature and methods of inductive and deductive logic; informal fallacies/uses of language. Prerequisite: PHL 201. (alternate years)

PHL 463. PHILOSOPHY OF RELIGION (3). This course explores some of the major theories that have been offered with reference to the nature and existence of God; death and immortality; the concept of free will; faith and reason; and the place of religion in the total world view. (as needed)

PHL 464. ANCIENT AND MEDIEVAL PHILOSOPHY (3). A study of the history of ancient and medieval philosophy, with emphasis on the contributions of Plato, Aristotle, the Stoics, Augustine and Aquinas. Prerequisite: PHL 363 or PHL 364. (as needed)

PHL 465. MODERN PHILOSOPHY (3). This course is a study of the contributions to the field of philosophy from the Renaissance to the present. Emphasis includes the contributions of philosophers such as Bacon, Hobbes, Spinoza, Descartes, Locke, Hume, Kant, Marx, Mill, Dewey, Whitehead, Russell, Nietzsche and Sartre. Prerequisite: PHL 363 or PHL 364. (as needed)

PHYSICAL SCIENCE (PSC)

PSC 101. EARTH SCIENCE (4). A descriptive, nonmathematical course concerning the behavior of the solar system, the earth, moon, planets, satellites, minor planets, meteors and comets; the physical and chemical characteristics of stars and stellar systems; and the size, shape and structure of the universe.

PSC 102. SPACE SCIENCE (4). This course is designed to give the prospective and active teacher an elementary, modern view of concepts, applications and processes of earth

science. The course is further designed to acquaint the learner with the newer theories and materials that have been introduced in earth science in recent years. The content of this course gives students a working knowledge of the chemical and physical makeup of the earth, which will also include minerals, rocks, topography, crust structure and atmosphere.

PSC 103. **ENVIRONMENTAL SCIENCE** (4). This is a descriptive course designed to acquaint students with problems of energy and energy conservation. The course is further designed to give both prospective and in-service teachers a fundamental working knowledge of the ecosystem as related to the interactions of man, energy and specific aspects of the environment.

PSC 231. **PHYSICAL SCIENCE SURVEY I** (4). A survey of fundamental principles of physics for nonscience majors, with emphasis on applications to the physics of familiar objects and events. Atmospheric and astronomical phenomena are discussed. Lecture and laboratory.

PSC 232. **PHYSICAL SCIENCE SURVEY II** (4). A survey of fundamental principles of chemistry, with emphasis on applications to consumer concerns and environmental problems. Lecture and laboratory.

PHYSICS (PHY)

PHY 206, 207. **COLLEGE PHYSICS I, II** (4,4). Development of the fundamental principles of mechanics, heat and sound. Fundamental principles of light, electricity and magnetism and modern physics are developed. Prerequisite: MAT 165. Three lectures and one lab period.

PHY 210, 211. **GENERAL PHYSICS I, II** (4,4). Fundamental principles of mechanics, heat, wave motion, sound, optics, electricity and magnetism and modern physics are developed using calculus where a number of topics are discussed in depth. For students in physics, mathematics, chemistry and basic engineering. Prerequisites: MAT 265 and MAT 266. Three lectures and one lab period.

PHY 308, 309. **MODERN PHYSICS I, II** (3,3). Topics in modern physics are discussed rigorously. These include atoms, atomic radiation, solids, nuclear physics, relativity, wave mechanics and elementary particles. Prerequisites: PHY 211 and MAT 266.

PHY 310, 311. **ELECTRICITY AND MAGNETISM I, II** (3,3). Introduction to basic laws of electromagnetism from circuit analysis to Maxwell's equations and electromagnetic propagation. Prerequisites: PHY 211 and MAT 375.

PHY 312. **OPTICS** (3). Topics in geometrical and physical optics comprising wave motion, refraction, dispersion, origin of spectra, interference, diffraction and polarization, and related topics are discussed. Prerequisites: PHY 211 and MAT 375.

PHY 401, 402. **PHYSICAL MECHANICS I, II** (3,3). Comprehensive formulation of the principles of mechanics, statics and dynamics of particles and systems of particles are discussed. Oscillatory phenomena, moving coordinates, partial differential equations, calculus of variations, Lagrange's equations and Hamilton's principle are also emphasized. Stress is also placed on dynamics of rigid bodies. Prerequisites: PHY 211 and MAT 375.

PHY 404. **THERMODYNAMICS** (3). Equations of state, a classical approach to the first and second laws of thermodynamics, and Maxwell's relations and applications are stressed. Entropy, free energy and Gibbs potential, general conditions of equilibrium, applications to reaction in gases and dilute solutions, and Nernst's postulate are also included. Prerequisites: PHY 211 and MAT 375.

PHY 406, 407. **ADVANCED LAB I, II** (3,3). Laboratory investigation of topics of modern physics. Requirement: permission of the instructor.

PHY 499. **SENIOR HONORS RESEARCH** (1-4). Individual research under the direction of a staff member. Research may involve independent study of selected topics, laboratory work

or other projects. Requirements: senior standing and permission of the instructor.

POLITICAL SCIENCE (POS)

POS 207. **AMERICAN GOVERNMENT** (3). An examination of the structure, functions and processes of the American system of government. The course reviews and evaluates the historical, political, social, philosophical and religious factors, accounting for the impact of such factors in the American system. Special attention is given to recent modifications and reinterpretations of contemporary phenomena and the effects of these changes on federal and state governments.

POS 218. **STATE AND LOCAL GOVERNMENT** (3). This course provides an analysis of the structures and functions of state and local governments in the United States. Special attention is given to the state of Alabama. The following important concepts and relationships are examined: the powers and relations of the executive, legislative and judicial branches of government; taxing and regulatory provisions; and local governments, home rule and the growth of metropolitan areas.

POS 220. **AMERICAN POLITICAL PARTIES** (3). Examining the entire gamut of American political parties, this course accounts for the evolution, formal and informal organization, operations, functions, leadership and the roles of American political parties. It also examines the impact of external factors, such as pressure groups, on American political parties.

POS 300. **STATISTICS FOR POLITICAL SCIENCE** (3). The purpose of this course is to introduce students to statistical techniques in political science and other research based disciplines. It offers an analysis of statistical measurements (including the measurement of relationships and descriptive statistics). A survey of inferential statistics and decision making and the use of computer applications for statistical analysis. Prerequisite: POS 207.

POS 308. **COMPARATIVE POLITICAL SYSTEMS** (3). A study of the structure, functions and processes of representative world governments and their political systems. The course also includes an examination of world systems, institutions, ideologies, interest groups, decision-making processes, political conflicts and changes, and group interaction.

POS 309. **SCOPE AND METHODS IN POLITICAL SCIENCE** (3). This course reviews the evolution of political science as a distinctive discipline and examines past and present trends in the discipline. The course emphasizes the role of methodology and research techniques in resolving political science research problems. Prerequisite: POS 300.

POS 310. **POLITICS IN DEVELOPING NATIONS** (3). An examination of the political processes in developing countries. The problems arising in transition from traditional societies to modern industrial states are examined to describe the typical patterns of political change. Prerequisite: POS 207.

POS 311. **AMERICAN FOREIGN POLICY** (3). This course examines the theoretical constructs in explaining foreign policy, the international factors facing the United States and the processes involved in the formulation and execution of American foreign policy. Prerequisite: POS 207.

POS 312. **BLACKS IN THE AMERICAN POLITICAL SYSTEM** (3). An assessment of the position of blacks in the U.S. political system, both historically and contemporarily, with special attention to alternative political strategies in the black struggle for equality.

POS 313. **AFRICAN POLITICAL SYSTEMS** (3). An introductory course on the contemporary governments and politics of African states. The course is designed to provide exposure to African historical backgrounds, political cultures, political trends and ideologies.

POS 314. **INTERNATIONAL RELATIONS** (3). An analysis of the international system, with emphasis on factors and processes producing harmony and conflict. Some of the representative topics for discussion include the various approaches and theories in the study of international relations, the study of national power, imperialism, competing objectives of

foreign policies, negotiations and disarmament between states.

POS 320. **INTRODUCTION TO PUBLIC ADMINISTRATION** (3). This course introduces students to the nature and development of public administration and the basic principles and practices involved in public administration. Further attention is given to the problems of bureaucratic structure and organization, staff and line functions, centralization, reorganization and integration, judicial control and leadership. Prerequisite: POS 207.

POS 321. **PRINCIPLES OF PUBLIC ADMINISTRATION** (3). This course examines the forms and trends in public administration, administrative organization and activities, management, legislative and judicial control of administration, public policy, budgeting and finance. Prerequisites: POS 207 and 320.

POS 322. **INTRODUCTION TO PUBLIC POLICY** (3). This course exposes students to the politics of the policy process. Attention is given to the nature, determinants and effects of public goods and services. Further attention is given to the formulation, implementation and evaluation of public policies.

POS 323. **INTRODUCTION TO PLANNING** (3). This course introduces students to the broad field of planning; defines its functions in national, state and urban governments; and reviews the principles being used.

POS 324. **PUBLIC PERSONNEL ADMINISTRATION** (3). This course focuses on the broad issues surrounding personnel matters at the national, state and local levels. As such, public personnel administration is primarily concerned with the area of management collectively known as the public sector. The course directs attention to performance of all managerial functions involved in the maximization of human resources in organizations providing public services.

POS 325. **PUBLIC LAW** (3). This course examines the laws governing the organization; powers and procedures of administrative agencies. Further attention is given to lawmaking and regulatory procedures by the courts and the executive and the legislative branches of government.

POS 326. **PUBLIC BUDGETING AND MANAGEMENT** (3). This course provides a general analysis of the activities involved in the collection, custody and expenditure of public revenue, such as the assessment and collection of taxes, public borrowing, debt administration, preparation and enactment of the budget, financial accountability and audit.

POS 401. **ANCIENT AND MEDIEVAL POLITICAL THOUGHT** (3). A study of Western political theory, with emphasis on the writings of leading political thinkers from ancient times to the middle Renaissance. This course focuses on the development of Greek, Roman, Medieval, Christian and Renaissance political theory.

POS 402. **EARLY MODERN POLITICAL THOUGHT** (3). An examination of major Western political ideas from the late Renaissance and Reformation periods to the nineteenth century. The course highlights the major theorists in philosophical arguments concerning natural rights, the attainment of power and the impact of science on society.

POS 403. **CONTEMPORARY POLITICAL IDEOLOGIES** (3). This course is designed to provide students with an understanding of the political ideologies and theories that have developed since the eighteenth-century. Special attention is given to theories such as socialism, communism, fascism and democracy.

POS 404. **THE AMERICAN LEGAL SYSTEM** (3). This course examines and analyzes the elements of the American legal system. It specifically focuses on the nature of law, common law and statutory law; law and morals; and regulatory legislation, law enforcement, administrative law and legal reform.

POS 407. **AMERICAN CONSTITUTIONAL LAW I** (3). A survey of American constitutional law concerned with concepts of judicial review, federalism, separation of powers, commerce powers and the powers of Congress and the president. Prerequisites: POS 207

and 218.

POS 408. **AMERICAN CONSTITUTIONAL LAW II** (3). A survey of American constitutional law concerned with constitutional guarantees of individual rights and liberties, including due process, equal protection of the law and freedom of expression and religion. Prerequisites: POS 207 and 218.

POS 410. **URBAN POLITICS AND ADMINISTRATION** (3). This course addresses issues facing contemporary urban government: welfare, transportation, health, education, police protection, zoning, city-manager movement, city-county consolidation, metropolitan areas, city-state and city-federal regulations.

POS 420. **INTERNATIONAL LAW** (3). The nature, scope, sources and sanctions of international law are discussed in this course. Special attention is given to the rights and duties of states and individuals in the international community.

POS 430. **SEMINAR IN POLITICAL SCIENCE** (3). An in-depth examination (philosophical, behavioral and theoretical) of a designated topic. Along with more traditional topics such as the Executive, Legislative and Judiciary branches of government; some of the proposed topics for semester seminars will include Middle Eastern Politics, Terrorism and Homeland Security, Political Geography and Political Economics.

POS 480. **POLITICAL SCIENCE INTERNSHIP** (1-3). Academically supervised field practicum for seniors and advanced juniors in good academic standing.

PSYCHOLOGY (PSY)

PSY 251. **GENERAL PSYCHOLOGY** (3). Scientific psychology and the principles of behavior. Designed to provide an understanding of human behavior approached as a natural phenomenon, subject to scientific study. Prerequisite to all further courses in psychology.

PSY 302. **DESCRIPTIVE STATISTICS** (3). Application of statistics to behavioral and social sciences. Prerequisite: PSY 251.

PSY 306. **INFERENCE STATISTICS** (3). This course teaches the computation and interpretation of commonly used data analysis procedures in the behavioral sciences. Acquiring competence in computer-based statistical software programs is emphasized. Prerequisite: PSY 251.

PSY 352. **THEORIES OF PERSONALITY** (3). The course covers personality theories of historical significance as well as currently accepted theories of personality. Minority and female personality theorists are also included. Prerequisite: PSY 251.

PSY 353. **ABNORMAL PSYCHOLOGY** (3). This course introduces students to the symptoms, etiology and treatment of various psychopathologies. Prerequisite: PSY 251.

PSY 355. **SENSATION AND PERCEPTION** (3). This course presents information on the structure and functioning of all sensory modalities with emphasis on the visual system.

PSY 360. **DEVELOPMENTAL PSYCHOLOGY** (3). This course introduces students to the nature of physiological, social, cognitive and psychological change across the life span. Emphasis is placed on childhood, adolescence and early adulthood. Prerequisite: PSY 251.

PSY 365. **PSYCHOLOGY OF LEARNING** (3). This course focuses on the development and maintenance of operant and classically-conditioned behavior. Classic animal research and current applications are used to explain a variety of theoretical learning concepts.

PSY 370. **INTRODUCTION TO COUNSELING AND ASSESSMENT** (3). The course introduces counseling techniques and various assessment tools used in clinical practice. Prerequisite: PSY 251.

PSY 371. **SOCIAL PSYCHOLOGY** (3). The central focus of this course is on how the

individual tends to respond to social stimuli. Within this context, the course investigates the scientific discipline of social psychology that attempts to understand how the thoughts, beliefs and behavior of individuals are influenced by the presence of others.

PSY 372. **HISTORY AND SYSTEMS** (3). This course traces the history of psychology, beginning with the early Greeks through the development of modern psychology. Prerequisite: PSY 251.

PSY 374. **PHYSIOLOGICAL PSYCHOLOGY** (3). This course is concerned with the neurological and genetic foundations of behavior. The course includes an overview of the anatomy and physiology of the central and peripheral nervous systems as well as other physiological systems in the human body. The course includes a review of experimental methods utilized in neuroscience as well as current research in the field. Students also study the effects of drug interactions and their effects on behavior. Prerequisite: PSY 251.

PSY 375. **INTRODUCTION TO DEVELOPMENTAL DISABILITIES** (3). This course is an introduction to psychological issues in developmental disabilities with a primary focus on mental retardation and autism. Topics include history, definitions, assessment, biological and psychosocial causes, prevention and intervention, treatment, rights and legal issues, and psychopharmacology.

PSY 376. **INTRODUCTION TO PERSONNEL MANAGEMENT** (3). This course applies principles of behavior to problems and situations that are common in work organizations. Emphasis is given to staff management in institutions for the mentally retarded and in industrial settings.

PSY 424. **GENDER ISSUES IN PSYCHOLOGY** (3). The purpose of this course is to familiarize students with the growing literature on gender differences in psychological issues such as communication, social behavior, cognitive functioning, emotional development, etc. Prerequisite: PSY 251.

PSY 425. **HUMAN SEXUALITY** (3). This course presents information about the physiological development, structure and functioning of the human reproduction system, sexual disorders and treatments, sexually transmitted diseases and methods of contraception. Prerequisites: PSY 251, PSY 453.

PSY 426. **COGNITIVE PSYCHOLOGY** (3). This course surveys topics in cognitive psychology including perception, memory, attention, knowledge representation, language and concepts, imagery, problem-solving, reasoning and decision making and cognitive development. Prerequisite: PSY 251.

PSY 428. **MULTICULTURAL PSYCHOLOGY** (3). This course is an introduction to the field of cross-cultural psychology and provides the student with an in-depth examination of how culture and ethnicity influence human behavior and thought. Prerequisite: PSY 251.

PSY 430. **APPLIED BEHAVIOR ANALYSIS** (3). This course is concerned with the various techniques used in the field of behavior analysis. The objective of this course is to familiarize the student with the techniques and theories of behavior modification and how to effectively implement a behavior change program. Prerequisite: PSY 251.

PSY 453. **PSYCHOLOGICAL METHODOLOGY AND RESEARCH** (3). This course presents information on methodological issues in psychology, including descriptive research, relational research, between-subject and within-subject experimentation, and factorial designs. Additionally, students will learn to design, conduct and analyze research. Prerequisites: PSY 251, senior standing.

PSY 460. **SPECIAL STUDIES IN PSYCHOLOGY** (3). This course is designed to be a first-hand learning experience in a laboratory setting or in a field placement under the close supervision of a faculty member.

READING (REA)

REA 120. **COLLEGE READING ENHANCEMENT I** (3). A reading improvement course designed to diagnose and prescribe effective instruction and experiences for students whose reading test performance indicates critical weaknesses in reading skills necessary for success in academic and personal endeavors. Nondegree credit.

REA 130. **COLLEGE READING ENHANCEMENT II** (3). A reading improvement course designed to provide guided practice to develop appropriate reading skills. Emphasis is placed on advanced word recognition skills and comprehension skills. The course provides highly individualized study prescribed by the instructor. Nondegree credit.

REA 132. **COLLEGE READING ENHANCEMENT III** (3). A reading improvement course designed to develop efficient reading skills. Emphasis is on vocabulary development, comprehension skills and reading rate. The materials utilized have a more advanced reading ability. Nondegree credit.

REA 133. **READING PROFICIENCY AND CRITICAL THINKING FOR COLLEGE AND CAREER** (3). This course will focus on helping students develop the fundamental skills necessary for becoming critical, analytical, and more reflective thinkers, readers, and writers. It will also provide a systematic instructional approach for improving textbook reading, as well as preparation for Praxis II and other standardized examinations.

REA 373. **TEACHING OF READING** (3). An introductory study of the fundamentals in the teaching of reading. Emphasis is placed on detailed examination of content skills, techniques and materials for the teaching of reading in grades N-3.

REA 374. **READING AND LANGUAGE DEVELOPMENT** (3). This course is designed to present approaches, methodology and materials necessary to teach reading in grades 4-6. Attention is directed to specific method frameworks instrumental in the teaching of reading. Prerequisite: REA 373.

REA 478. **TEACHING READING IN CONTENT AREAS** (3). This is a course designed to develop competence in teaching the reading/study skills in various subject areas. The materials and techniques emphasized in the course address the secondary school setting.

RECREATION (REC)

REC 201. **FIELD STUDY IN RECREATION MANAGEMENT I** (1). A fieldwork experience that provides students initial exposure to a professional recreation management program, culminating in 50 clock hours of observation and limited participation in ongoing programming at a recreation facility. The student is supervised by a recreation professional and closely observes the assessment, development, implementation and evaluation of recreation programs.

REC 300. **PROFESSIONAL FOUNDATIONS OF RECREATIONAL THERAPY** (3). The study, analysis and application of Recreational Therapy (RT) concepts, processes, terminology, techniques and issues as they relate to the delivery of RT services. Historical and philosophical aspects of RT are also explored. Additionally, students are exposed to the variegated populations RT professionals work with, which include, but are not limited to, the following diagnostic groupings: cognitive, physical, sensory and communication, emotional, social and addictions.

REC 301. **PROGRAM DESIGN AND TECHNIQUES IN RECREATIONAL THERAPY** (3). The study, analysis and application of recreational therapy (RT) concepts, processes, techniques and program development. Prerequisite: REC 300.

REC 302. **FIELD STUDY IN RECREATION MANAGEMENT II** (1). A laboratory experience that builds on the student's previous experience. The student is supervised

by a recreation professional and participates in the assessment, planning, implementation and evaluation of recreation programs. A 50-clock-hour laboratory experience is required. Prerequisite: REC 201.

REC 303. **CLINICAL PRACTICUM IN RECREATIONAL THERAPY I** (1). A fieldwork experience that provides students initial exposure to a professional recreational therapy program, culminating in 50 clock hours of observation and limited participation in ongoing programming. The student is supervised by a recreational therapy professional and closely observes the assessment, planning, implementation and evaluation of recreational therapy interventions.

REC 304. **CLINICAL PRACTICUM IN RECREATIONAL THERAPY II** (1). A laboratory experience that builds on the student's previous experience. The student is supervised by a recreational therapy professional and participates in the assessment, planning, implementation and evaluation of recreational therapy programs. A 50-clock-hour laboratory experience is required. Prerequisite: REC 303.

REC 336. **PROGRAM PLANNING FOR LEISURE SERVICES** (3). An exploration and analysis of program planning issues and practices. This course provides a thorough and comprehensive focus on program planning in a logical and systematic manner.

REC 345. **INTRODUCTION TO RECREATION AND LEISURE** (3). An intensive study and discussion of the field of recreation and leisure. Perspectives explored include those of the individual as a consumer and of public and private agencies as providers of leisure services. Course work includes philosophy, history, theory and a survey of public and private leisure service organizations.

REC 347. **GROUP LEADERSHIP/RECREATION LEADERSHIP** (3). The study, analysis and application of leadership theory, styles and techniques as they relate to the delivery of recreation services.

REC 401. **CLINICAL ISSUES AND TRENDS IN RECREATIONAL THERAPY** (3). An intensive study and discussion of contemporary issues and trends in recreational therapy.

REC 447. **MANAGEMENT OF RECREATIONAL THERAPY SERVICES** (3). An exploration and analysis of management issues, concepts and practices that impact public, private and quasi-public recreation services. Topics include personnel management, legal liability, risk management, finance and budgeting, problem solving, public relations, record keeping, marketing, motivation, communication and staff development. Prerequisite: REC 300.

REC 448. **RECREATIONAL THERAPY FOR IMPLICATIONS OF DISABLING CONDITIONS** (3). A comprehensive study of the provision of recreational therapy services for individuals with disabilities and/or special needs. These populations include, but are not limited to, the aging, the visually impaired, individuals with developmental disabilities, psychological and behavioral disorders. An on-site observation experience of 10 clock hours is required.

REC 451. **PROFESSIONAL INTERNSHIP IN RECREATION MANAGEMENT** (12). A professional internship experience in which the student is placed under the supervision of a director of a recreation facility. The student is actively involved in the assessment, planning, implementation and evaluation of recreation management programs. The completion of written assignments is an integral part of the internship. This internship includes the completion of a 500-clock-hour fieldwork experience, to be completed over a period of 15 consecutive weeks. Prerequisites: advanced senior standing, all core REC courses and approval of the field placement director.

REC 452. **CLINICAL FIELD PLACEMENT IN RECREATIONAL THERAPY** (12). A rigorous, field-based, clinical learning experience completed by senior recreational therapy (RT) majors, under the direct supervision of a full-time certified therapeutic recreation specialist in a clinical, residential or community-based RT program. The student is actively involved in the assessment, planning, implementation and evaluation of individual and group RT pro-

grams. The structure and content of the internship are based on the therapeutic recreation process, as defined by the 1996 National Council for Therapeutic Recreation Certification (NCTRC) Job Analysis: Job Tasks, and exceed NCTRC minimum field placement standards. This clinical field placement experience requires the completion of 500 or more clock hours, to be completed in a minimum of 15 consecutive weeks. Written requirements submitted regularly to the university during the internship are an integral part of the fieldwork experience. Upon completion of the internship, students may submit certification applications to NCTRC. Prerequisites: advanced senior standing, completion of all core REC courses, and approval of the field placement director.

REC 453. **TRENDS IN RECREATION MANAGEMENT** (3). An intensive study and discussion of contemporary issues and trends in recreation management.

RELIGIOUS STUDIES (REL)

REL 200. **LITERATURE OF THE OLD TESTAMENT** (2). Historical and literary study of the Old Testament.

REL 201. **LITERATURE OF THE NEW TESTAMENT** (2). Historical and literary study of the New Testament.

REL 202. **INTRODUCTION TO CHURCH HISTORY** (2). A survey of the history of the church from its beginning to contemporary times. Attention will be given to major movements and personalities.

REL 300. **RELIGION IN AMERICAN CULTURE** (3). An introductory survey of the major religious groups in America, with emphasis on their historical development, distinctive beliefs, institutions and practices.

REL 361. **COMPARATIVE RELIGIONS** (3). A systematic study and analysis of the origin and development of the world's major religious traditions, including Confucianism, Hinduism, Buddhism, Judaism, Christianity and Islamism.

REL 400. **CONTEMPORARY RELIGIOUS THOUGHT** (3). A study of contemporary religious thinkers; emphasis is directed toward an attempt to discover what contemporary thinkers are saying about religion and the problems of modern life.

REL 463. **RELIGION AND THE AFRICAN-AMERICAN EXPERIENCE IN AMERICA** (3). History and development of the African-American church in America as a formative element in the African-American experience. Emphasis also focuses on the role and significance of the church in the African-American community and recent interest in African-American theology in relation to contemporary issues facing African-Americans in American society.

SPECIAL EDUCATION K-6; 6-12; K-12

SED 170. **DIVERSE STUDENTS IN INCLUSIVE SCHOOLS** (3). This course focuses on the understanding of disabilities as part of diversity in the context of schooling. The IDEA- defined categories of disabling conditions will be discussed and understood in the context of diversity that may include race, gender, SES, culture, linguistics, learning styles and philosophies. Important aspects of special education such as assessment and instructional procedures, referral procedures, application of legislation and litigation, characteristics and needs of children with disabilities of varying types and degrees, family-focused involvement, allocation of human and nonhuman resources and services, practices of collaboration and integration, and professional conducts and ethics will be discussed in the larger context of schooling with nondisabled counterparts. The knowledge and experience gained from this course will enable students to make informed decisions on disability-related issues. Visitations and observations are required.

SED 210. **LEGAL ISSUES IN GLOBAL SOCIETY** (3). This course focuses on the provi-

sions of federal and state legislation affecting various aspects of schooling in integrated settings. Students are expected to engage in discussion of a variety of issues identified by court cases to gain insights on how laws can be interpreted and conflicts can be resolved through litigation. Students are expected to demonstrate their ability to make good, rational judgments as to how they should conduct themselves properly and how they approach solving problems created by others in a diverse society. Visitations and observations are required.

SED 220. **SPECIAL HEALTHCARE NEEDS** (3). This course focuses on the roles and functions of school teachers as decision makers in understanding and managing students with special health care needs in the context of diversity. Students are introduced to situations in which informed decisions must be made on behalf of their students, in consultation with parents, school personnel, medical personnel and allied health personnel. Visitations and observations are required.

SED 270. **ASSESSMENT AND INSTRUCTIONAL STRATEGIES FOR INCLUSIVE SCHOOLING** (3). This course focuses on the techniques of collecting, translating and using assessment data in making instructional decisions in the context of diversity to meet the needs of students with disabilities. Assessment reports and recommendations for instructional interventions need to be completed for review and critique. Students are introduced to a variety of assessment techniques, both formal and informal, as well as a contemporary view of assessment using many aspects of current philosophies, such as authentic assessment, curriculum-based assessment and curriculum-based measurements, and portfolio-based assessment. Lab hours are required.

SED 280. **STUDENTS WITH DISTURBING BEHAVIORS** (3). This course focuses on understanding and managing students with disturbing behaviors of varying types and degrees in the context of diversity to increase their level of participation for learning. Given disturbing situations, students are expected to make good, rational decisions to restore the situations to normalcy for constructive teaching and learning. Lab hours are required.

SED 320. **MILD COGNITIVE DISABILITIES** (3). This course focuses on understanding and managing students with mild cognitive disabilities of varying types and degrees in the context of diversity to increase their level of participation for learning. Programs and issues involved in the delivery of services inside and outside of school settings will also be discussed. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings.

SED 325. **SEVERE COGNITIVE DISABILITIES** (3). This course will focus on understanding and managing students with severe cognitive disabilities of varying types and degrees in the context of diversity to increase their level of participation for learning. Programs and issues involved in the delivery of services inside and outside of school settings are also discussed. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings.

SED 350. **CAREER TECH** (3). This course focuses on programs and issues involved in career tech services for students with disabilities inside and outside of school settings. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating career tech programs and services in integrating settings.

SED 370. **COLLABORATION AND TEAMING** (3). This course focuses on programs, instructional techniques, techniques of modifications, resources, and issues involved in teaching language and communication skills for students with/without disabilities, K-6, in a diverse society. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings.

SED 403. **ELEMENTARY SPECIAL EDUCATION CURRICULUM** (3). Research-proven instructional strategies, effective and efficient use of human and nonhuman resources,

program development and implementation, and monitoring for possible modifications to meet the instructional needs of individual students with disabilities at the elementary level. Includes multimedia presentation and record-keeping with computer software packages.

SED 404. **SECONDARY SPECIAL EDUCATION CURRICULUM** (3). Research-proven instructional strategies, effective and efficient use of human and nonhuman resources, program development and implementation, and monitoring for possible modifications to meet the instructional needs of individual students with disabilities at the secondary level. Includes multimedia presentation and record-keeping with computer software packages.

SED 410. **SENSORY AND COMMUNICATION DISORDERS** (3). This course focuses on programs and issues involved in services for students with sensory and communication disabilities inside and outside of school settings. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings.

SED 430. **ASSISTIVE TECHNOLOGY AND RESOURCES** (3). This course focuses on identification and utilization of high- and low-tech assistive devices, including augmentative devices with or without modifications, programs, and issues involved in delivery of services for students with disabilities inside and outside of school settings. Students are expected to develop an ability to make good, rational decisions with regard to planning, implementation and evaluating programs and services in integrated settings. Lab hours are required.

SED 435. **IEP PROCESS** (3). This course focuses on the development of IEPs, IFSPs and ITPs.

SED 470. **STUDENT TEACHING IN INCLUSIVE SETTINGS, K-6** (12). One semester (16 weeks). During student teaching, students increase their instructional and administrative responsibilities on a gradual basis. Students prepare plans for organizing and managing instruction and complete portfolio, including journals for critique. Prerequisites: Admission to teacher education and completion of coursework. Advisor approval required.

SED 475. **STUDENT TEACHING IN INCLUSIVE SETTINGS, 6-12** (12). One semester (16 weeks). During student teaching, students increase their instructional and administrative responsibilities on a gradual basis. Students prepare plans for organizing and managing instruction and complete portfolio, including journals for critique. Prerequisites: Admission to teacher education and completion of coursework. Advisor approval required.

SED 480. **STUDENT TEACHING IN INCLUSIVE SETTINGS, K-12** (12). One semester (16 weeks). During student teaching, students will increase their instructional and administrative responsibilities on a gradual basis. Students prepare plans for organizing and managing instruction and complete portfolio, including journals for critique. Prerequisites: Admission to teacher education and completion of coursework. Advisor approval required.

SOCIAL WORK (SWK)

SWK 220. **INTRODUCTION TO SOCIAL WORK** (3). This course is designed to introduce students to the profession of social work, including its historical antecedents, fields of practice, philosophy, values, ethics and purposes. Prerequisites: ENG 131-132 or the equivalent.

SWK 221. **SOCIAL WORK COMMUNICATIONS** (3). This first social work practice course emphasizes the development of skills in speaking, listening and writing within the context of the social work profession. The classroom serves as a laboratory experience for students to develop observational skills, disciplined communication skills and relational skills. Prerequisites: ENG 131-132 or the equivalent. Corequisite: ENG 218.

SWK 230. **SOCIAL WORK IN HEALTH SETTINGS** (3). The purpose of this course is to introduce students to generalist social work practice in health care settings. Students are introduced to a range of health-related client problems and an overview of many social work

settings and services in the health arena.

SWK 322. **HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT I** (3). This sequential course is a study of how biological, psychological, social and cultural dimensions of human behavior impinge upon every stage of the life cycle from infancy through middle-school age. Knowledge is provided for the assessment of individual development and behavior, families, groups, organizations and communities. Social work majors must have gained admittance to the social work department. Prerequisites: BIO 127-128; HUM 103; HIS 131; SOC 110; PSY 251; SWK 220; GEO 206. Corequisite: ANT 328, or the equivalent.

SWK 323. **HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II** (3). The second part of this sequential course includes a study of how biological, psychological, social and cultural dimensions of human behavior impinge upon every stage of the life cycle from adolescence through very old age. Knowledge is provided for the assessment of individual development and behavior, families, groups, organizations and communities. Prerequisite: SWK 322.

SWK 354. **CHILD WELFARE** (3). A survey of concepts, policies and practices in the field of child welfare. This subject is examined in relation to the needs of children and their families, major policies and programs designed for them and the policy issues that emerge for future planning.

SWK 356. **SOCIAL WELFARE POLICY AND SERVICES I** (3). This sequential course provides the opportunity for students to analyze the historical and philosophical development of social welfare and its relationship to the social, political, economic and cultural context in which it has existed. Social work majors must have gained admittance to the social work program. Prerequisites: HIS 131. Corequisites: ECO 254; POS 218; SOC 213.

SWK 357. **SOCIAL WELFARE POLICY AND SERVICES II** (3). Part two of this sequential course assists students in developing skills in social welfare policy, and program analysis, formulation and advocacy. Prerequisite: SWK 356.

SWK 370. **SOCIAL WORK WITH THE AGED** (3). This course focuses on the problems of aging that arise out of the interplay between biological, physiological and psychological changes and out of societal inequities, ageism, social demands or neglect, and role changes. Using social work purpose and values as context, direct practices and policy-shaping activities are explored.

SWK 450. **APPLIED RESEARCH** (3). This course provides students with scientific research methods and skills to be both consumers and contributors to the advancement of knowledge. Students apply methods of scientific inquiry to generalist problem-solving and social work evaluation activities. Prerequisites: SOC 110; SOC 361. Corequisites: SWK 465; SWK 468.

SWK 455. **SOCIAL WORK WITH FAMILIES** (3). This course provides a systems view of the family as a theoretical framework for problem-solving; examines the impact of various factors on the organization and functioning of the family.

SWK 463. **FIELD INSTRUCTION I** (4). The purpose of this field practicum is to provide social work majors instruction in social service agencies as a means for ensuring professional social work socialization, including internalization of professional values and beginning application of social work knowledge, values and skill. Open to social work majors only. Prerequisites: SWK 322; SWK 323; SWK 356; SWK 357; SWK 464. Corequisites: SWK 466; SWK 467.

SWK 464. **GENERAL METHOD OF SOCIAL WORK PRACTICE I** (3). This sequential course provides knowledge of the general method of social work and proficiency in using it as a problem-solving framework in social work practice with individuals, families, groups, organizations and communities, using an ecological perspective, social work values and an understanding and appreciation of human diversity. Open to social work majors only. Prerequisites: SWK 220; SWK 221; SWK 322; SWK 356. Corequisites: SWK 323; SWK 357.

SWK 465. **FIELD INSTRUCTION II** (4). The purpose of this practicum is to continue the

instruction that began in Field Instruction I. Students are expected to apply knowledge, values and skill learned in classes to their work with individuals, families, groups, organizations and communities. Prerequisites: SWK 463; SWK 467. Corequisites: SWK 468; SWK 450.

SWK 466. **GENERAL METHOD OF SOCIAL WORK PRACTICE II** (3). The second part of this sequential course provides knowledge of the final stages of the general method of social work practice, continuing the utilization of an ecological perspective, social work values and human diversity. Open to social work majors only. Prerequisite: SWK 464. Corequisites: SWK 463; SWK 467.

SWK 467. **FIELD INSTRUCTION SEMINAR I** (1). This seminar is designed for senior social work majors who are enrolled in Field Instruction I. The seminar links classroom learning and agency experiences, assisting the student in utilizing content learned in class in their problem-solving activities at the agency. Corequisite: SWK 463.

SWK 468. **FIELD INSTRUCTION SEMINAR II** (1). This seminar serves to link classroom learning and agency experiences, assisting the students in utilizing content learned in class in their problem-solving activities at the agency. Prerequisites: SWK 463; SWK 467. Corequisite: SWK 465.

SOCIOLOGY (SOC)

SOC 110. **INTRODUCTION TO SOCIOLOGY** (3). This course is a general education study for students in all fields. The course introduces students to the discipline of sociology and to basic concepts employed to analyze culture, social structure and change.

SOC 210. **SOCIETY AND ENVIRONMENT** (3). Examines the relationship between humans and the environment, including human abuse of the environment, problems of resource depletion and pollution. Proposed solutions to current environmental problems are examined.

SOC 213. **SOCIAL PROBLEMS** (3). An analysis of the major sociological perspectives on the nature and development of social problems; the incidence and characteristics of social problems of major public interest; and contribution of sociological knowledge to proposed solutions of selected social problems.

SOC 220. **SOCIAL INSTITUTIONS AND SOCIAL CHANGE** (1). A continuation of Introduction to Sociology (SOC 110). This course elaborates on concepts, principles and methods of sociology previously encountered. It focuses on modern social institutions; politics, families, work, education, religion and medicine and health. Social change is explored with a concentration on the mass media, urbanization, the environment, collective behavior and social movements. Prerequisite: SOC 110.

SOC 222. **COMPUTER APPLICATIONS IN THE SOCIAL SCIENCES** (3). An introduction to computer programming with applications in the social sciences. Attention is given to problem solving in subject-matter areas through the application of computer technology for instructional purposes, statistical analysis and social science research. Laboratory use of a microcomputer is an integral part of the course. This is a required course for sociology majors, and the course is a prerequisite for SOC 361; and SOC 431, 432.

SOC 313. **SOCIOLOGICAL THEORY** (3). A comprehensive and critical analysis of contemporary sociological theories, including symbolic interactionism, functionalism, conflict and exchange theories.

SOC 315. **POLITICAL SOCIOLOGY** (3). A study of the social origins of political ideologies and the relationship among power, authority and participation in political institutions and the social variables of class, caste, ethnicity and race.

SOC 350. **DEVIAN'T BEHAVIOR** (3). A survey of theories of deviant behavior; determinants and consequences of selected forms of deviance, including mental illness, suicide,

prostitution, drug use, vice and white-collar crime.

SOC 355. **SOCIOLOGY OF DEATH AND DYING** (3). A study of death and dying as they affect humans at all stages of their social development; analysis of reactions during the period of dying and death; and consideration of the major contributing factors to suicidal deaths.

SOC/CRJ 361. **SOCIAL SCIENCE STATISTICS** (3). A study of elementary statistical procedures and the application of these procedures in sociological research; frequency distributions, tables and graphs; measures of central tendency and variation; and measures of association. Prerequisites: MAT 136, SOC 110 and SOC 222 or instructor's permission.

SOC/CRJ 362. **DRUGS AND DRUG ABUSE** (3). A comprehensive study of drugs, including historical, medical and legal perspectives. Special emphasis is placed on the effects of intoxication and abuse, the efforts at control of drug use and abuse, and the particular drugs currently being abused in the city, the state and across the nation.

SOC 371. **SOCIAL PSYCHOLOGY** (3). An examination of human behavior, with emphasis on the development of the social self; attitudes and attitude change; interpersonal relations; small groups; collective behavior.

SOC 403. **THE COMMUNITY** (3). A survey of sociological perspectives on community; the institutional structure of rural, urban and suburban communities; community leadership patterns, action and change.

SOC 404. **SOCIOLOGY OF AGING** (3). Studying aging with a life cycle approach emphasizing biological, psychological and social changes. Examination of aging theories and myths, family and friend relationships, volunteer activities, retirement and economic status; sexuality, widowhood, chronic illness, social services; housing options and preparation for death.

SOC 412. **SOCIAL MOVEMENTS** (3). A survey of theoretical models and case studies of social movements, with particular emphasis on contemporary movements, including those that have succeeded, those that have influenced the larger society and those which that failed.

SOC 427. **MARRIAGE AND THE FAMILY** (3). A comparative analysis of dating, courtship, sexuality, marriage and family forms: singlehood, marriage, dual-career families, divorce, stepfamilies and widowhood. Alternative living arrangements discussed: cohabitation, homosexual relationships and open marriages. Exploration of cultural/racial differences, abusive relationships and aging families.

SOC 430. **RACE AND ETHNIC RELATIONS** (3). Sociological perspectives on race and ethnic relations, domestic and global, with emphasis on the nature of and trends in race and ethnic relations in American society.

SOC 431. **METHODS OF SOCIAL RESEARCH I** (3). A study of scientific inquiry as applied in social research, theory construction, research design, data collection techniques and procedures. Prerequisites: SOC 110, SOC 222 and SOC 329.

SOC 432. **METHODS OF SOCIAL RESEARCH II** (3). This course focuses on student application of knowledge and skills acquired in Methods of Sociological Research I and a study of advanced sampling, measurement, data collection and analysis techniques. Prerequisites: SOC 110, SOC 222, SOC 361 and SOC 431.

SOC 434. **SOCIAL STRATIFICATION** (3). The study of systems of social inequality and the relationship of inequality to power, life-styles and individual behavior.

SOC 440. **SOCIOLOGY OF WOMEN** (3). Examines the social, economic and political status of women in our own and other societies; ideological assumptions about women; the mutual affects of changing society and changing sex roles.

SOC/CRJ 442. **CRIMINOLOGY** (3). A comprehensive study of the theoretical explanations of crime causation and its implications for social institutions and criminal justice policies.

SOC 443. **URBAN SOCIOLOGY** (3). A study of the origin, growth and development of cities; major problems of cities; and the impact of urbanization on human behavior and interaction.

SOC 444. **JUVENILE DELINQUENCY** (3). Nature of juvenile delinquency; incidence of juvenile delinquency; and the role of juvenile courts, law enforcement and other community agencies in the prevention and control of juvenile delinquency.

SOC 445. **POPULATION AND SOCIETY** (3). Examines major population characteristics, trends and problems in the United States and other major regions of the world; considers population in the context of culture change and the relationship between humans and land.

SOC 462. **THE SOCIALLY DISADVANTAGED** (3). Theories of poverty; incidence of poverty; comparative analysis of subgroups in poverty; and comparative analysis of poverty subgroups in American society.

SOC 463. **COMPLEX ORGANIZATIONS** (3). A study of the development, structure and internal processes of organizations; organizational environments and linkages among organizations; survey of current theoretical models of organizations.

SOC 470. **SOCIOLOGY OF HEALTH AND ILLNESS** (3). Study of social and psychological influences of illness, including overview of theories, epidemiology and demographics. Exploration into relationships of patients and physicians, nurses and other health professionals. Study of available health alternatives. Current update into environmental effects on individual health, medical costs, preventive health care and national health insurance.

SOC 480. **SOCIOLOGY INTERNSHIP** (1-3). Academically supervised field practicum for seniors and advanced juniors in good academic standing.

SPANISH (FLS)

FLS 161, 162. **SPANISH I, II** (3,3). Principles of Spanish pronunciation, grammar, conversation and composition. Laboratory practice required. FLS 161 is prerequisite for FLS 162. (every semester)

FLS 261, 262. **SPANISH III, IV** (3,3). Review of grammar, introduction to selected literary works; aspects of Spanish civilization. FLS 261 and 262 are conducted in the target language. Prerequisite: FLS 162 or qualifying examination. FLS 261 is prerequisite for 262. (FLS 261 fall; FLS 262 as needed)

FLS 263. **SPANISH CONVERSATION AND PHONOLOGY** (3). An overview of Spanish phonology as a means of enhancing conversation; plus, oral drills, pronunciation, exercises and oral reports. Prerequisite: FLS 262. (fall, odd years)

FLS 264. **ADVANCED SPANISH GRAMMAR AND COMPOSITION** (3). An analysis of advanced grammatical concepts, detailed work on vocabulary building and writing of themes; concurrent enrollment in a Spanish literature course highly desirable and recommended. Prerequisite: FLS 262. (spring, even years)

FLS 265. **SPANISH CIVILIZATION** (3). A study of the artistic and historical heritage and the social and political institutions of peninsular Spain. Taught in Spanish. Prerequisite: FLS 262. (odd years)

FLS 361, 362. **SURVEY OF SPANISH LITERATURE I, II** (3,3). Intensive study of major Spanish classical authors. Prerequisite: FLS 262 or permission of the instructor. (as needed)

FLS 363. **TWENTIETH CENTURY SPANISH LITERATURE** (3). An examination of the more recent literary manifestations in the Spanish language. Prerequisites: FLS 262 and FLS 362. (as needed)

FLS 365. **SURVEY OF SPANISH-AMERICAN LITERATURE I** (3). Poetry, prose and

drama from Columbian times through Romanticism. Prerequisite: FLS 262. (as needed)

FLS 366. **SURVEY OF SPANISH-AMERICAN LITERATURE II** (3). All genres from modernism to the present. Prerequisite: FLS 262. (as needed)

FLS 460. **DON QUIXOTE DE LA MANCHA** (3). A close study of Spain's greatest literary work. Includes an overview of Cervantes' life and place as a writer. Required of all majors and minors. Prerequisite: FLS 361. (odd years, as needed)

FLS 461. **GOLDEN AGE LITERATURE** (3). Drama (Lope de Vega, Calderon and Tirso de Molina) and poetry, with an overview of pastoral and picaresque novels. Prerequisite: FLS 361. (as needed)

FLS 462. **HISPANIC NOVEL** (3). A study of outstanding Spanish novels of the 19th and 20th centuries. Latin American works included also. Prerequisite: FLS 362. (as needed)

FLS 463. **HISPANIC DRAMA** (3). A study of selected Spanish plays of the 19th and 20th centuries. Latin American works included also. Prerequisite: FLS 363. (as needed)

THEATER (THE)

THE 111. **INTRODUCTION TO THEATER ARTS** (3). A survey course examining all elements of theater and its influence on western culture; therefore, allowing students to develop basic critical standards for the understanding and appreciation of dramatic productions. (every semester)

THE 119. **BEGINNING DANCE** (3). Designed to develop an appreciation of dance as an art form and to develop beginning-level performance skills in the technique of major dance forms. The historical and cultural significance of dance is emphasized. (fall).

THE 213. **COSTUME CONSTRUCTION I** (3). An introductory course dealing with fundamental hand and machine sewing techniques, costume shop machinery, patterning, draping and drafting. Students participate in the construction of costumes for departmental productions. Includes lab hours for practical application of learning skills. (fall).

THE 214. **MAKE-UP** (3). This course is designed to provide experience in the effective application of make-up techniques for the stage. Makeup kit required for course (alternate semesters).

THE 215. **ACTING I** (2). An introductory course in acting. Particular attention will be given to basic acting and stage techniques. (fall).

THE 217. **REHEARSAL AND PERFORMANCE - SET & STAGE** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Set and stage involves construction, design, set dressing, stage hands, and props management.

THE 218. **REHEARSAL AND PERFORMANCE - LIGHTING & SOUND** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Lighting and sound emphasizes using the light board, hanging and focusing, spot light operation, working light crew and designing sound and/or lights for productions.

THE 219. **INTERMEDIATE DANCE** (3). Designed to further develop the appreciation of dance as an art form and to develop intermediate-level performance skills in the technique of major dance forms. Individual and group choreography is developed and performed in class demonstrations for small audiences. Prerequisite: THE 119. (spring)

THE 220. **REHEARSAL AND PERFORMANCE - PERFORMANCE** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Performance series focuses on audition pieces, monologues, and duo acting scenes.

THE 221. **STAGE LIGHTING AND SOUND I** (3). Course is designed to acquaint the student with the fundamentals of stage lighting and to equip the student with basic skills and

knowledge needed to work on a lighting crew. For practical experience, the student will work as a lighting crewmember in the hanging of an actual production and a series of projects. The class will also be devoted to the creation and execution of sound effects while learning the operations of the university's theater sound system. Prerequisite: THE 250. (fall)

THE 222. **REHEARSAL AND PERFORMANCE - COSTUME** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Costume emphasis are centered on organizing crews, costume hanging/strike and building.

THE 226. **REHEARSAL AND PERFORMANCE - AUDIENCE DEVELOPMENT** (1). Students are assigned on a rotating basis throughout the year to various crews by the department. Audience development focuses on publicity, marketing, and house management.

THE 250. **STAGECRAFT** (3). An introductory laboratory to scenery construction and technology. This course explores theory and practice of scenery construction; to include painting and the construction scenery and props.

THE 313. **COSTUME CONSTRUCTION II** (3). This course examines the costume design process. Students will have the opportunity to develop their research, rendering and construction skills as it relates to design. (Includes lab hours for practical application of learning skills.) Prerequisite: THE 213.

THE 315. **ACTING II** (2). A course designed to develop a student's ability to concentrate and analyze character. Attention is also given to exploring the inner workings of the actor to the role, by examining intention, relationship and environment while working on scenes. Prerequisite: THE 215 or permission of the instructor. (spring).

THE 316. **VOCAL TRAINING FOR THE ACTOR** (3). This course is designed to improve the student's use of the voice, and instruct in articulation, pronunciation, and expressive intonation for effective communication and character development. (fall).

THE 318. **SCENE DESIGN** (3). A course designed to introduce students to the fundamental techniques of drafting and drawing. Students will become familiar with the mechanical aspects of scenery, the principles of design and the technical requirements of a script needed to fully develop a scenic design. Prerequisite: THE 250. (Alternate).

THE 319. **DANCE PRODUCTION** (3). In this course students will produce a dance work from conceptualization through choreography, costuming, lighting and sound to final production which will be performed before an audience. Prerequisite: THE 219 (fall).

THE 321. **STAGE LIGHTING AND SOUND II** (3). Continuation of THE 221 with emphasis on developing full lighting design packages created from class projects and actual productions. The class focuses on the creation of portfolio quality designs subject for review by theater faculty. Prerequisite: THE 221 (spring).

THE 323. **HISTORY OF THE THEATER I** (2). This course focuses on helping students to read carefully, think critically, and write analytically about what they have read. It is designed to familiarize students with the history that surrounds and the cultural and intellectual milieu that embraces the theater practices and development from Ancient Egypt to French Classicism. (fall semester).

THE 324. **HISTORY OF THE THEATER II** (2). This course focuses on helping students to read carefully, think critically, and write analytically about what they have read. It is designed to familiarize students with the history that surrounds and the cultural and intellectual milieu that embraces the theater practices and development from the eighteenth century to the present. Prerequisite: THE 323. (spring semester).

THE 328. **FUNDAMENTALS OF PLAY STRUCTURE AND ANALYSIS** (3). A study of the style and analytical exploration of the author's intent with special emphasis given to oral interpretation, spectacle, and script analysis. This course requires written critical analysis.

THE 330. **STAGE MOVEMENT** (3). An advanced course in body awareness, alignment, breathing techniques and physical characterization for stage combat, choreography and

movement for the camera in both film and television.

THE 341. **DANCE SURVEY** (3). This course is designed to examine dance as an art form. Emphasis is on dance history, aesthetics, and criticism. The course examines dance in relation to the cultural context of differing periods and other art forms, contemporary theater dance and role of dance in education. Prerequisite: THE 119 (spring).

THE 423. **COSTUME ACCESSORIES CONSTRUCTION** (3). All costuming students need to be acquainted with millinery techniques and various styles of period accessories and embellishments. This course allows the students to explore the effective application of such techniques.

THE 426. **DRAMA IN THE SECONDARY SCHOOL** (3). This course explores the philosophy of teaching theater. It will employ various methods and techniques for teaching drama. Special emphasis will be given to the preparation of unit plans, lesson plans, and examinations.

THE 427. **CHILDREN'S THEATER** (3). A study of the history of the Children's Theater movement in the United States. Emphasis will be placed on the various techniques for involving children in performance as well as planning, organizing, directing, and staging of plays for young audiences.

THE 428. **AFRICAN-AMERICAN DRAMA** (3). A survey of the dramatic literature written by and for African-Americans from the 19th century to the present. This is a reading and discussion course, which requires written critical analysis and is designed to evaluate historical works and accomplishments of African-American dramatists.

THE 429. **THEATER MANAGEMENT** (3). A class that prepares students in audience relations, including organizational structure, fundraising, box office management, house management, marketing, and publicity. This course gives students hands-on experience.

THE 450. **FUNDAMENTALS OF PLAY PRODUCTION** (3). A study of the methods of producing and directing Theatrical Productions. This course prepares the student for the practical work of directing a one act production. Prerequisites: THE 213, THE 221, THE 318.

THE 455. **DIRECTING** (4). A practicum course, which involves a study of the basic principles of stage directing, play selection, casting, rehearsals and design collaboration. Includes practical work in directing culminating in the production of a one-act play. Prerequisite: THE 450. (spring).

VII. UNIVERSITY FACULTY AND STAFF

ADMINISTRATIVE OFFICERS AND ASSISTANTS

EXECUTIVE OFFICERS

- William H. Harris.....President
A.B., Paine College; M.A., Ph.D., Indiana University; LL.D., Paine College
- Karyn Scissum Gun.....Vice President for Academic Affairs
B.S., M.S., Tuskegee University; Ph.D., Auburn University
- John F. Knight, Jr.....Executive Vice President & COO
B.S., Alabama State University
- Freddie Gallot, Jr..... Vice President for Fiscal Affairs
B.S., Southern University; M.B.A., University of Miami; Grambling University; J.D., Jones Law School
- Alfred S. Smith Assistant Vice President for Academic Affairs
B.S., Bethune-Cookman College; M.S., Ph.D., Howard University; University of Michigan
- Alondrea Prichett..... Interim Assistant Vice President for Fiscal Affairs/Comptroller
B.S., Alabama State University; M.B.A., Troy State University

ACADEMIC DEANS

- Percy J. Vaughn, Jr..... Dean, College of Business Administration
B.S., Morris Brown College; M.B.A., Atlanta University; D.B.A., Texas Tech University
- Katie R. Bell..... Interim Dean of the College of Education
B.S., Alabama State University, M.S. LS Wayne State University, Ed S. Alabama State University,
Ph. D. University of Alabama
- Thelma C. IveryDean, College of Arts and Sciences
B.S., Alabama State University; M.S., Atlanta University; Ph.D., Auburn University
- LT. Col. Kenneth Singleton Professor of Aerospace Studies
B.S., East Texas State University; M.P.A., Goldengate University
- Denise M. Chapman-Winn Dean, College of Health Science
Associate Professor of Physical Therapy
B.A., Marquette University; Certification/Physical Therapy; M.A., Ph.D., University of Iowa - Iowa City, Iowa

ACADEMIC FACULTIES

DEPARTMENT OF MUSIC

- Isaac Bell (2006) Assistant Band Director/
Instructor of Lower Brass
B.M.E., M.A., Alabama State University
- Walter Bragg (2008) Assistant Professor of Piano
B.M.Ed., Alabama State University; M.M., Southern Illinois University; D.M.A., University of Alabama
- Caterina Bristol (1999) Assistant Professor of Woodwinds, Acting Chair

- B.M., Ohio State University; M.M., D.A., University of Northern Colorado
- Doug Bristol (1996) Professor of Theory and Technology
B.M., University of Tennessee; M.M., Georgia State University; D.A., University of Northern Colorado
- Pamela T. Burns (1988) Associate Professor of Voice
B.M.E., Alabama State University; M.M., Southern Illinois University; D.M.A., University of Alabama
- Danny Davis (1988) Assistant Professor of Brasswinds
B.S., Florida A&M University; M.M.Ed., Vander Cook College
- Greg Jackson (2007) Assistant Professor of Percussion
B.S., Austin Peay State University; M.M., University of Alabama; D.M.A., University of Alabama
- Carly Johnson (2006) Assistant Professor of Upper Brass;
Director of Wind Ensemble
B.M.E., Youngstown State University; M.M., University of Florida; D.M.A., Ohio State University
- Joel Jones (1994) Assistant Professor of Piano;
Director of Choral Activities
B.A., Talladega College; M.M., Northwestern University; D.M.A., University of Iowa
- Alma B. Lyle (1964) Assistant Professor of Flute and Theory
B.S., Xavier University; M.M.E., Indiana University
- Kara Washington (2007) Assistant Professor of Music Education
and Woodwinds
B.M.E., Delta State University; M.M.Ed., Jackson State University; Ph.D., University of Southern Mississippi

COLLEGE OF BUSINESS ADMINISTRATION

- Sadd Bakir (1993) Professor of Economics
B.S., M.S., American University of Beirut; Ph.D., Virginia Polytechnic Institute and State University
- Le-Quita Booth (2006) Director, Disadvantaged Business Enterprise (DBE)
B.S., Columbus State University; E.D.D., University of Georgia
- Jorja F. Bradford (1999) Assistant Professor of Accounting
B.S., Alabama A&M University; M.B.A., Auburn University Montgomery
- Sun-Gi Chun (1991) Associate Professor of Computer Information Systems
B.B.A., Sung Kyun Kwan University, Korea; M.B.A., M.S., Claremont Graduate School; D.B.A., Mississippi State University
- Henry L. Cobbs (2001) Associate Professor of Computer Information Systems
B.S., University of Nebraska; M.S., Troy State University-Montgomery; Ph.D., Auburn University
- Jean G. Crawford (1988) Professor of Accounting and Chairwoman for Accounting
and Finance Department
B.S., M.B.A., University of South Alabama; Ph.D., University of Alabama
- Nasrin Askari Danesh (1989) Instructor in Computer Information Systems
B.S., National University of Iran; P.G.D., Twickenham College, England; M.S., Georgia Institute of Technology
- Angela M. Igbinalodor D'Zata (2000) Assistant Professor of Economics
B.S., Middlesex University, London, England; M.S., Sam Houston State University; Ph.D., Oklahoma State University
- Kamal K. Hingorani (1995) Associate Professor of Computer Information Systems and
Chairman, Computer Information Systems
B.Tech., I.I.T. Kharagpur, India; Ph.D., Auburn University
- Gow-Cheng Huang (1989) Professor of Finance
B.S., Fu-Jen Catholic University, Taiwan, R.O.C.; M.A., Ph.D., University of Alabama
- Chao-Cheng Mai (1990) International Adjunct Professor of Economics
B.A., National Taiwan University; M.A., University of Rochester; Ph.D., Texas A&M University; Harvard University
- Walter Montgomery (1993) Assistant Professor of Accounting
B.S., Florida A&M University; M.B.A., Atlanta University
- Lorenza G. Patrick (1993) Director, Business Development and
Economic Research Center/SBDC
B.A., Alabama State University; M.B.A., Troy State University
- Tammy Prater (1997) Associate Professor of Management
B.S., M.S., Ph.D., University of Alabama
- Robin M. Self (1991) Professor of Management and

- Chairwoman, Business Administration Department**
 B.A., University of Georgia; M.A., University of Georgia; Ph.D., Georgia State University
- Sontachai Suwanakul (1989) Professor of Economics
 B.A., Chiangmai University; M.A., Middle Tennessee State University; Ph.D., University of Arkansas
- Percy J. Vaughn, Jr. (1975) Professor of Marketing
 Dean, College of Business Administration
 B.S., Morris Brown College; M.B.A., Atlanta University; D.B.A., Texas Tech University; Harvard University
- Jiin Wang (1990) Associate Professor of Computer Information Systems
 B.S., M.S., University of West Florida; Ph.D., University of Alabama
- Herbert N. Watkins (1999) Associate Professor of Accounting
 B.S., Kentucky State University; M.B.A., Ph.D., University of Wisconsin, Madison
- Chiou-nan Yeh (1976) Professor of Economics
 B.A., National Taiwan University; M.A., Mankato State University; Ph.D., University of Massachusetts; University of Chicago
- Donald R. Woodard (2000) Instructor of Computer Information Systems
 B.S., Alabama State University; M.S., Troy State University-Montgomery

COLLEGE OF EDUCATION

- Dev R. Bajaj (1973) Professor of Educational Research
 B.S., Rajputana University; M.S., Ph.D., Oklahoma State University
- Esenc Balam (2006) Professor of Educational Psychology
 B.S., M.S., Ph.D., Auburn University
- Dyann Bayan (2006) Assistant Professor of Foundations
 Ed.D., Grambling University
- Robert Beach (2001) Professor and Coordinator of Educational
 Leadership Policy and Law
 B.A., Syracuse University; M.S., State University of New York-Albany; Ph.D., Florida State University
- Agnes Bellel (2000) Associate Professor and Coordinator of Library
 Media and Technology
 B.S., M.S., Ed.S., Ph.D., Wayne University
- Reda Brooks (2007) Instructor of Early Childhood Education/
 Elementary Education
 B.S., M.Ed., Mississippi State University
- Sidney Brown (2000) Assistant Professor of Administration and Supervision
 B.S., Tuskegee University; M.A., Alabama A&M University; Ph.D., Iowa State University
- Assistant Professor of Elementary and
 Reading Education
 B.S., Tuskegee University; M.S., Vanderbilt University; Ph.D., Iowa State University
- Moon K. Chang (1991) Professor of Special Education
 B.A., M.A., Pusan National University; M.S., Ed.D., University of Tennessee
- Connie O. Dacus (2007) Instructor in Physical Education
 B.S., M.S., Alabama State University
- Vivian W. DeShields (1976) Associate Professor of Education
 and Coordinator, Field and Clinical Experiences
 B.S., Ed.S., Alabama State University; M.S., Indiana University, Michigan State University; Ph.D., University of Alabama
- Necoal Driver (2004) Assistant Professor of Counseling
 B.S., Troy University; M.Ed., Ph.D., Auburn University
- Emma L. Faulk (1975) Assistant Professor of Business Education
 B.S., Alabama State University; M.Ed., Bowling Green State University
- Hyacinth Findlay (2000) Professor and Coordinator of Educational Administration
 B.A., University of West Indies-Mona; M.Ed., Ed.S., Tuskegee University; Ed.D., Auburn University
- Patricia A. Floyd Dees (1993) Professor of Health and Physical Education
 B.S., Troy State University; M.Ed., University of Montevallo; Ed.S., University of Alabama; Ph.D., Florida State University
- Joseph Freedman (2000) Associate Professor of Library Media

- B.A., M.A., Ph.D., University of Wisconsin-Madison; M.I.L.S., University of Auburn
- Charlie Gibbons (2008) Associate Professor of Health
B.A., M.Ed., Georgia Southern College; Ed.D., University of Alabama
- John Gooden (2002) Professor of Educational Law
B.S., Delaware State University; M.A., City College of New York; Ed.D., University of Massachusetts
- Gary Grandison (2003) Assistant Professor of Physical Education
B.S., Alabama State University; M.S.S., DS.M., United States Sports Academy (USSA)
- Alethea Hampton (2007) Assistant Professor of Secondary Education
B.S., Tougaloo College; M.Ed., University of Alabama - Birmingham
- Sonja Harrington (2003) Associate Professor of Educational Research
B.S., Ph.D., University of Alabama
- Willa B. Harris (1976) Professor of Special Education
B.A. Bennett College, M.Ed., Bloomsburg State College, Ed.D., University of Illinois
- Gloria Johnson (1988) Instructor, Zelia Stephens Early Childhood Center
B.S., M.Ed., Alabama State University
- Joyce Johnson (1995) Associate Professor of Education
B.S., Tuskegee University; M.Ed., Alabama State University; Ed.D., The University of Alabama
- Gwendolyn King (2003) Assistant Professor of Educational Administration
B.S., M.ED., Ph.D., Florida State University
- Jeane Lee (2001) Associate Professor of Counseling Education
B.S., Middle Tennessee State University; M.A., Ph.D., University of Alabama
- Huey-Ling Lin (1999) Associate Professor of Early Childhood Education
B.S., Chung Shan Medical and Dental College; M.S., University of Wisconsin; Ph.D., Auburn University
- Ronald Lindahl (2002) Professor of Educational Leadership
B.S., M.ED., Ph.D., Florida State University
- Averil Loague (2006) Assistant Professor of Technology
B.A., New Mexico Institute; B.S.E., University of New Mexico; M.S., Auburn University; Ph.D., University of Alabama
- Daniel J. Lucas (1988) Associate Professor of Elementary Education
B.S., M.S., Indiana University; Ed.D., Montana State University
- Pete Macchia (1994) Professor of Technology and NCATE Director
B.A., M.Ed., Ph.D., University of Florida
- Calvin McTier (2007) Assistant Professor of Secondary Education
B.S., M.Ed., Alabama State University; Ed.D., Auburn University
- Sandra E. Mimms (1989) Assistant Professor of Health
B.S., M.P.H., University of Tennessee
- Jacqueline D. Myers (1973) Associate Professor of Business Education
B.S., Benedict College; M.S., Indiana University; Ph.D., University of Wisconsin
- Kathy J. Neely (1990) Associate Professor of Therapeutic Recreation
B.S., Jackson State University; M.S., Indiana University; Re.D., Indiana University
- Tyson Platt (2005) Assistant Professor of Psychology
B.S., Alabama State University; M.S., Auburn University-Montgomery; Ph.D., Auburn University
- Danjuma R. Saulawa (1996) Associate Professor of Reading and
Elementary Education
A.A., Arizona Western; B.A., M.Ed., University of Arizona; Ph.D., University of Arizona
- Monty Scott (2001) Assistant Professor of Library Science
B.S., Troy State University; MBA., Ed.D., Auburn University
- Doris P. Screws (1990-1992, 2006) Chairperson, Department of Health, Physical
Education and Recreation, Professor of Physical Education
B.S., M.Ed., Alabama State University; P.E.D., Indiana University
- Carolyn Starkey (2006) Assistant Professor of Library Media
Ed.S., Alabama State University
- Allen Stewart (1990) Interim Chair ISP and
Professor of Educational Administration
A.A., Oakland City College; B.A., San Francisco State University; M.S., Jackson State University; Ph.D., University of Mississippi

- Parichart Thornton (2005) Interim Chair, C&I
 B.S., Auburn University; M.Ed., Auburn University-Montgomery; Ph.D., Auburn University
- Kathleen Tyler (1973) Associate Professor of Early Childhood Education
 B.S., Florida State University; M.Ed., Ed.D., Auburn University
- Tina Vazin (1997) Chairperson, Foundations and Psychology
 B.A., M.S., Ph.D., Auburn University
- Larry Watkins (1975) Instructor in Physical Education
 A.A., Selma University; B.S., M.Ed., Alabama State University
- Barbara Williams (1975) Assistant Professor of Physical Education
 B.S., Alabama State University; M.S., Indiana University

COLLEGE OF ARTS AND SCIENCES

- Kathaleen E. Amende (2005) Assistant Professor of English
 B.A., Bryn Mawr College; M.A., University of New Orleans; Ph.D., Tulane University
- William Ashbourne (2006) Assistant Professor of Recording Industry
 B.A., Howard University; J.D., Brooklyn Law School
- Nicholas Astone (1979) Professor of Criminal Justice
 B.A., Northern Illinois University; M.S., Southern Illinois; Ph.D., Sam Houston State University
- Dorothy Autrey (1990) Professor of History and Chairwoman,
 Department of History and Political Science
 B.A., Talladega College; M.A., Ph.D., University of Notre Dame
- Kim Baker (2004) Instructor of Communication Studies
 B.A., Alabama State University; M.A., Auburn University
- Tracy Vernetta Banks (1995) Associate Professor of Communication Studies
 B.A., M.A., University of Alabama; Ph.D., University of Kentucky
- Cleon M. Barnett (2008) Assistant Professor of Physics
 B.S., Alabama A&M University; M.A., Fisk University; Ph.D., Florida A&M University
- Gerald G. Bennett (1982) Associate Professor of Sociology
 B.A., Albany State University; M.A., Ph.D., Bowling Green State University
- Ralph J. Bryson (1953; 2001) Professor of English
 Acting Chairperson, Department of Languages and Literatures
 B.A., M.S., University of Cincinnati; Ph.D., Ohio State University
- L. Simone Byrd (2008) Assistant Professor of Communications
 B.A., Alabama State University; M.A., City University of New York; Ph.D., Howard University
- Weng Dong Chang (1991) Professor of Mathematics
 B.S., Normal University; M.A., Science and Technology University of China; M.S., Ph.D., State University of New York at Buffalo
- Charles Craig (1971-72; 1978) Professor of English
 B.A., Illinois College; M.A., University of Nevada; Ph.D., University of Nebraska
- Iraj Danesh (1988) Professor of Computer Science and Physics
 B.S., M.S., Tehran University; M.S., Ph.D., Georgia Institute of Technology; M.S., Moorhead State University
- Evie-Kaiulani Daufin (1995) Professor of Communications Media
 B.A., Morgan State University; M.A., Ph.D., Ohio State University
- William L. Dowdy (2001) Professor of Political Science
 B.A., Duke University; M.A., Ph.D., Tulane University
- Coke Ellington (1997) Instructor in Communications Media
 A.B.J., M.A., University of Georgia
- Richard Emanuel (2002) Associate Professor of Communication Studies
 B.S., University of Montevallo; M.S., Auburn University; Ph.D., Florida State University
- Bertis English (2002) Assistant Professor of History
 B.A., Jacksonville State University; B.A., Talladega College; M.A., Jacksonville State University; Ph.D., Auburn University
- Paul O. Erhunmwunsee (1989) Professor of Geography
 B.S., Voorhess College; M.S., Ph.D., University of Wisconsin at Milwaukee
- Sheree H. Finley (2000) Instructor of Chemistry
 B.S., Tuskegee University; M.S., Auburn University

- Michelle Foster (2007)..... Associate Professor of Mathematics
B.A., Alabama State University; M.A., Ph.D., Auburn University
- Pamela D. Gay (2000) Associate Professor of Languages
B.A., University of California, Berkeley; M.A., Hunter College, City University of New York; Ph.D., Louisiana State University
- Voncile Gowdy (2004) Associate Professor of Social Work;
Chairperson, Department of Social Work
B.S., Tennessee State University; M.S.W., Howard University; Ph.D., University of Southern California
- Karyn Scissum Gunn (1990) Professor of Biology;
Director, Biomedical Research; Chair, Biological Sciences
B.S., M.S., Tuskegee University; Ph.D., Auburn University
- William T. Harper (1972) Professor of History
B.A., M.A., Ph.D., University of Georgia
- Mark C. Hill (2005) Instructor in English
B.A., Central Missouri State University; M.A., University of New Orleans; M.A., University of New Orleans
- Jonathan Himsel (1997) Instructor in Communications Media
B.S., University of Southern Indiana - Evansville; M.S., Butler University
- Sharron Y. Herron (2003) Professor of Political Science
B.A., Stillman College; M.P.P.A., Mississippi State University; Ph.D., Mississippi State University
- Linda W. Holladay (1992) Assistant Professor of English
B.S., Black Hills State College; M.A., University of Nebraska-Omaha; Ph.D., Auburn University
- Timothy Holland (1992) Computer Lab Manager/Instructor
B.S., Troy State University; M.S., Alabama State University
- Thelma Ivery (1964-1969) Associate Professor of Chemistry;
Acting Chairwoman, Department of Physical Sciences
and Dean, College of Arts and Sciences
B.S., Alabama State University; M.S., Atlanta University; Ph.D., Auburn University
- Daniel Keller (1988) Professor of Philosophy
B.A., Taylor University; M. Div., Gammon Theological Seminar; Ph.D., Emory University; Hong Kong University, Gandhi Institute of Non-Violence; Jung Institute, Zurich
- Richard Knight (2003) AV Technician Production Manage/Lab Instructor
B.A., Alabama State University
- Byrdie Larkin (1977) Professor of Political Science
B.S., Alabama State University; M.A., Ph.D., Atlanta University
- Xiaolin Li (2002) Associate Professor of Computer Science
B.Sc., Guangxi University China; M.Sc., East China Institute of Technology; Ph.D., University of Birmingham
- Gladys Lyles-Gray (1998) Interim Chairwoman, Department of Sociology and
Criminal Justice; Professor of Sociology
B.S., Tuskegee Institute; M.A., Illinois State University; Ph.D., Emory University
- Suraj P. Makhija (1966) Professor of Chemistry
B.S., Agra University; M.S., Sagar University; Ph.D., Indiana University
- Wallace Maryland, Jr. (1963) Professor of Mathematics;
Chairman, Department of Mathematics and
Computer Science
B.S., Alabama State University; M.S., Atlanta University; Ph.D., University of Alabama
- Eddie G. Moore (1977) Professor of Biology and
Coordinator, Graduate Curriculum in Biology
B.S., Alabama State University; M.S., Tuskegee Institute; Ph.D., University of Wisconsin-Madison
- Carlos D. Morrison (2006) Associate Professor of Public Relations
B.A., University of Alabama-Birmingham; M.A., University of Alabama; Ph.D., Howard University
- Audrey Napier (2001) Associate Professor of Biology
B.S., Alabama State University; Ph.D., Ohio State University
- Elijah Nyairo (1991) Chemistry Laboratory Manager/Instructor
B.S., Johnson C. Smith University; M.S., Atlanta University
- Ayoleke D. Okeowo (1990) Professor of Communications Media and

- Chairman, Department of Communications**
B.S., Alabama State University; M.S., Ph.D., University of Tennessee
- Manorma Pandit (1977)**.....**Associate Professor of English**
B.A., Ahmednagar College; M.A., Delhi University; M.A., Pacific University; D.A., Ph.D., University of Oregon
- Dorothy B. Payne (1999)**..... **Assistant Professor of Biology/Biology Laboratory Manager**
B.S., University of Alabama; M.Ed., Auburn University; M.S., Alabama State University; Ph.D., University of Alabama
- Carl S. Pettis (2007)**..... **Assistant Professor of Mathematics**
B.S., M.S., Alabama State University; Ph.D., Auburn University
- Tracy Pressley (2007)** **Instructor of Sociology**
B.S., Huntington College; M.S.W., Alabama A&M University
- Raynetta Prevo (1994; 2002)**..... **Associate Professor of Mathematics**
B.S., M.S., Alabama State University; M.A., Ph.D., University of Alabama
- Karen Roberson (2005)**..... **Field Coordinator/Instructor Social Work**
B.S.W., Alabama A&M University; M.S.W., University of Alabama
- Boakai K. Robertson (1998)**..... **Professor of Biology**
B.S., University of Liberia; M.S., Ph.D., Cornell University
- Howard Robinson (2004)** **Assistant Professor of History/Archivist**
B.S., M.A., Alabama State University; Ph.D., University of Akron
- Fred Roush (1976)** **Professor of Mathematics**
A.B., University of North Carolina; Ph.D., Princeton University
- Pauline Scott (1995)**..... **Associate Professor of English**
B.A., University of Wisconsin-Green Bay; M.A., Ph.D., University of Wisconsin-Madison
- Carolyn Simmons (1993; 2004)** **Associate Professor of Mathematics**
B.S., Auburn University; M.S., Alabama State University; Ph.D., University of Alabama-Tuscaloosa
- Alfred S. Smith (1976)**..... **Professor of Biology and
Assistant Vice President for Academic Affairs**
B.S., Bethune-Cookman College; M.S., Ph.D., Howard University; University of Michigan
- Lula Smith (2001)**..... **Associate Professor of Biology**
B.S., Alabama A&M University; M.S., Alabama State University; Ph.D., Rutgers University
- Turenza P. Smith (2003)**..... **Instructor of Social Work**
B.S.W., Buffalo State College; M.S.W., University of Alabama - Tuscaloosa
- Larry Spencer (2006)** **Assistant Professor of Criminal Justice**
B.S., Kentucky State University; M.S., Auburn University; J.D., Jones School of Law
- Douglas Strout (1999)** **Associate Professor of Chemistry**
B.S., Texas Christian University; Ph.D., Rice University
- Karen V. Taylor (1990)**..... **Professor of Criminal Justice**
B.A., Stillman College; J.D., West Virginia University
- Oswald A.J. Tekyi-Mensah (1995)**..... **Professor of Physics**
B.A., Alabama State University; M.S., Ph.D., Florida State University
- Anna Maria Tameru (2006)**..... **Assistant Professor of Mathematics**
B.S., Universidad Catolica de Valparaiso-Chile; M.S., Tulane University-New Orleans, LA; Ph.D., Auburn University
- Phillip Terrell (2000)** **Associate Professor of Recording Industry**
B.M., Mercer University; M.M., Ph.D., Georgia State University
- Jerald W. Tharpe (2007)** **Instructor in Spanish**
B.A., University of Tennessee; M.S., Nova South Eastern University
- Robert Villafane (2008)** **Professor of Microbiology**
B.A., New York University; M.S., University of California; Ph.D., New York University School of Medicine
- Jun Wang (1999)**..... **Professor of Mathematics**
B.S., M.S., Tianjin University; Ph.D., University of Calgary
- Kennedy S. Wekesa (2000)** **Professor of Biology**
B.S., Guilford College; M.A., University of North Carolina at Greensboro; Ph.D., North Carolina State University
- Mary Williams (2006)**..... **Instructor of Communication Studies**
B.S., Southern Illinois University; M.S., Governors State University
- A. Yvonne Woods (1977; 2002)**..... **Associate Professor of Sociology**
B.A., Alabama State University; M.S., Iowa State University; Ph.D., Bowling Green State University

- Hongzhan Wu (2007).....Associate Professor of Biology
D.V.M., M.S.C., Yangzhou University; Ph.D., South China Agricultural University
- Jing Zhou (2000)..... Instructor of Mathematics and Computer Science
B.S., Tianjin University China; M.S., Hubei Institute of Technology China; M.S., University of New Orleans

COLLEGE OF HEALTH SCIENCES

- LaShunda M. Blanding-Smith (2005).....Instructor/Interim Chair of Health
Information Management
B.S., Alabama State University; M.S., Troy State University
- Denise M. Chapman (1998).....Dean, College of Health Sciences;
Professor of Physical Therapy
B.A., Marquette University; Certificate/Physical Therapy; M.A., Ph.D., University of Iowa-Iowa City, Iowa
- Steven B. Chesbro (2008)..... Associate Professor/Chair of Physical Therapy
B.S., Langston University; B.A./M.S., Northeastern State University; M.H.S., University of Indianapolis; Ed.D., Oklahoma State University;
D.P.T., MGH Institute of Health Professions
- Senobia D. Crawford (2003).....Associate Professor of Physical Therapy
B.S., M.Ed., Howard University; Ph.D., University of California - Los Angeles
- Angela T. Davis (1998)..... Associate Professor/ Interim Chair of Occupational Therapy
B.S., Tuskegee University; M.P.A., Auburn University-Montgomery; Ed.D., Alabama State University
- Susan P. Denham (1998)..... Associate Professor of Occupational Therapy
B.S., University of Alabama-Birmingham; M.S., Troy State University; Ed.D., Alabama State University
- Jewell J. Dickerson (2007)..... Instructor of Occupational Therapy
B.S., Tuskegee University; MPH, University of Alabama - Birmingham
- Mary Beth Downs (2005).....Associate Professor of Occupational/Physical Therapy
B.A., Wake Forest University; Ph.D., George Washington University
- Dothel Edwards, Jr. (2008).....Associate Professor/Project Coordinator,
Rehabilitation Services Long Term Training Grant
B.S., Claflin University; M.A., South Carolina State University; Rh.D., Southern Illinois University-Carbondale
- Robert L. Garrie (2002).....Assistant Professor of Health Information
Management/Academic Coordinator of Clinical Education
B.S., University of Southwestern Louisiana-Lafayette; M.P.A., Roosevelt University
- Veronica D. Jackson (2006).....Assistant Professor of Physical Therapy/
Academic Coordinator of Clinical Education
A.A., University of Alabama-Birmingham; B.S., Faulkner University; M.S.P.T., DPT, Alabama State University
- Jerry Lee (1999).....Assistant Professor of Physical Therapy
B.A., City College of New York; B.S.P.T., State University of New York; M.A., New York University; D.C., Cleveland Chiropractic College
- Barney F. LeVeau (1999).....Professor of Physical Therapy
B.S., M.S., University of Colorado; Certificate/Physical Therapy, Mayo Clinic; Ph.D., Pennsylvania State University
- Phillip D. Lewis (2007)..... Associate Professor/Director of Rehabilitation Counseling
B.S., Rust College; M.S., Southern Illinois University-Carbondale; Ph.D., University of Iowa
- Valda H. Montgomery (2002).....Assistant Professor of Physical Therapy
B.S., Fisk University; M.Ed., Alabama State University; M.S.S., United States Sport Academy; Ph.D., Auburn University
- Greshundria M. Raines (2004).....Assistant Professor of Occupational Therapy/
Academic Fieldwork Coordinator
B.S., Tuskegee University; M.P.A., Auburn University-Montgomery; OTD, Rocky Mountain University
- Sabine M. Simmons (2008)..... Instructor of Health Information Management/
Academic Coordinator of Clinical Education
B.S., Alabama State University; M.S., Troy State University-Montgomery
- Robin D. Washington (2005).....Associate Professor of Physical Therapy
B.S.P.T., University of Vermont; M.Ed., University of Central Oklahoma; Ph.D., Southern Illinois University-Carbondale

COLLEGE OF VISUAL AND PERFORMING ARTS

DEPARTMENT OF VISUAL ARTS

- Charmagne Andrews (2007) Assistant Professor of Art
B.A., Xavier University of Louisiana; M.S.W., Tulane University; M.F.A., Michigan State University
- Stephen C. Cappelli (1984) Professor of Art; Chairperson,
Department of Visual Art
B.S., Lander College; M.F.A., University of South Carolina
- Christopher H. Greenman (1996) Associate Professor of Art
B.A., M.Ed., Ph.D., Pennsylvania State University
- Kevin L. Patrick (2002) Assistant Professor of Art
B.A., St. Mary's College of Maryland; M.F.A., Savannah College of Art and Design
- Kathleen Skurka (1971) Assistant Professor of Art
B.F.A., University of Alabama; M.A., University of Alabama; M.F.A., University of Alabama
- Cleve Webber (2000) Associate Professor of Art
B.F.A., Jamaica School of the Fine Arts; M.F.A., Pratt Institute
- Jacqueline Webber (2001) Assistant Professor of Art
B.A., Edna Manley School of Visual Arts; M.Sc., Pratt Institute

COLLEGE OF VISUAL AND PERFORMING ARTS

DEPARTMENT OF THEATRE ARTS

- Alton England (2001) Assistant Professor of Theatre Arts
A.A., West Valley College; B.F.A., University of North Carolina, Certificate of Performance; London Gilford School of Drama; M.F.A., Chapman University, Orange California
- James Knight (2006) Associate Professor/Production Supervisor
B.A., North Carolina Central University; M.F.A., University of North Carolina (Chapel Hill)
- Brian Martin (2004) Assistant Professor of Theatre Arts
B.A., Alabama State University; M.F.A., University of Louisville; Pam African Studies; Graduate Certificate in African American Theatre, University of Louisville
- Tommie H. Stewart (1990) Professor of Theatre; Chair, Theatre Arts
B.S., Jackson State University; M.A., University of California; Ph.D., Florida State University
- Donna Edwards Todd (2007) Instructor of Dance and Theatre Arts
B.A., Hampton Institute; M.A., University of Illinois (Urban-Champaign)
- Ramona Ward (2002) Assistant Professor of Theatre Arts
B.A., Pennsylvania State University; M.F.A., Memphis State University

UNIVERSITY COLLEGE

- Beverly Adams (2001) Instructor of English
B.A., Alcorn State University; M.Ed., Alabama State University
- Cynthia Ashley (1999) Instructor of English
B.S., M.Ed., Alabama State University
- Thomasina Austin (1990) Instructor of English
B.A., Francis Marion College; M.Ed., Alabama State University
- Virginia Bell (2005) Instructor of English
B.A., Southern University-New Orleans; M.A., University of New Orleans
- Kartz E. Bibb (2000) Assistant Professor of Biology
B.S., M.S., Alabama State University; Ph.D., Meharry Medical College

- Rhonda K. Bibbs (2005).....Laboratory Instructor of Biology
B.S., M.S., Alabama State University
- Phillip O. Blackmon (1994).....Instructor of English
B.S., M.Ed., Alabama State University
- Cicely Boothe (2005).....Instructor of Mathematics
B.A., Tuskegee University; M.S., Clark Atlanta University
- Acquanetta L. Bracy (1975)Assistant Professor of Reading
B.S., Tougaloo College; M.A., Atlanta University; Ed.S., University of Mississippi
- Shuntele Burns (2002)Assistant Professor of Biology
B.S., Alabama State University; M.Ag., Ph.D., University of Florida
- Margie Campbell (2003).....Instructor of Orientation
B.S., Alabama State University; M.A., George Washington University
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VIII. GLOSSARY OF TERMS

Here are definitions of terms that help explain the academic organization and operations at Alabama State University.

ACCREDITATION – Recognition granted schools and colleges upon examination by groups of visiting professionals based on objective standards developed by interested professional agencies. An accredited school or college has measured up to the standards of quality imposed by professional groups and accrediting agencies.

AUDITOR – One who enrolls in a course with the intention of not obtaining credit or a grade. A student must indicate that he or she is an auditor at the time of registration. Audit status may be denied if space is not available.

COLLEGE – A wide area of specialized and organized higher learning within the framework of the university itself.

COURSE OF INSTRUCTION – The most minutely specialized part within each department; the actual point of academic contact between faculty and student.

CREDIT HOURS – The number of hours a course meets each week determines its worth in credit hours.

CROSS ENROLLMENT – An agreement between institutions that allows enrollment in designated courses as well as other courses. Courses are treated as “home” courses.

CURRICULUM – The total program of courses required for a degree in a particular subject.

DEPARTMENT OF INSTRUCTION – A closely defined area of specialization within a division.

DIVISION OF INSTRUCTION – A generic grouping within a college.

ELECTIVE – A course that is accepted toward fulfillment of credit for a degree, but is not required for that degree; so termed because a student “elects” or chooses to take the course.

ENROLLMENT CANCELLATION/WITHDRAWAL – Students withdrawing officially during a term at their request or whose enrollment is canceled at the request of the university because of a failure to comply with a condition upon which enrollment/validation was approved.

EVALUATION – Any credit for academic work completed at another institution and transferred to ASU must be evaluated in terms of the requirements of ASU. Such evaluation is done by the Office of Admissions and Recruitment.

FULL-TIME STUDENT – A student who registers for 12 or more semester hours each semester.

GRADE POINT AVERAGE – Numerical computation reached by dividing the number of quality points by the number of quality hours of course work in which a student is enrolled during any given period.

GRADUATE – One who holds a baccalaureate degree from an accredited institution, has been admitted to the School of Graduate Studies and is eligible to enroll in graduate-level credit courses.

MAJOR – The academic area in which a student specializes. A new student may choose a major at once or be classified as “undecided” until he or she is able to decide on the desired major.

MINOR – The academic area in which a student places special emphasis as a secondary specialization.

NONRESIDENT STUDENT – A student who is not a resident of the state of Alabama.

PART-TIME STUDENT – A student who registers for fewer than 12 credit hours a semester.

POSTBACCALAUREATE STUDENT – One who holds a baccalaureate degree from an accredited institution, who is eligible to enroll in credit courses on the undergraduate level and who has not been admitted to graduate studies. Postbaccalaureate students apply for admission to the undergraduate college in which they wish to earn undergraduate credit.

PREREQUISITE – Certain courses must be completed before others may be attempted. Such first courses are prerequisites for following courses in the same or similar areas. It is the student’s responsibility to check for prerequisites in the current bulletin.

REGISTRATION – Enrollment at the university or in a particular college or school, certified by the registrar, with tuition and fee payment certified by the comptroller.

SEMESTER HOUR OF CREDIT – The semester hour is a unit of academic credit. The number of hours earned in a given semester is the measure of a student’s academic load. A normal load ranges from 15 to 18 semester hours of work. The hours of credit for various courses are indicated in the catalog.

SPECIAL STUDENT – One who does not meet the admissions requirements but is admitted by petitioning the dean concerned for permission to take courses for which the student is qualified by certain abilities or maturity. A special student may take no more than 15 credits unless granted official transfer to the status of a regular student.

STUDENT – The individual receiver of all academically imparted information; the focal point of university instruction. The university’s subdivisions of colleges, divisions and departments are basically designed so that students of similar interests and ambitions may study together and spend their college years most advantageously.

TRANSIENT STUDENT – One who is regularly enrolled at another institution and is authorized by his or her dean to pursue certain courses at ASU.

TRANSCRIPT OF CREDIT – A certified copy of credits that a student has earned in high school or in other colleges attended. The submission of a transcript is one of the most impor-

tant prerequisites for admission to ASU.

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